

A MODEL NURSERY SCHOOL

FOR

KARACHI, PAKISTAN

By

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A Thesis

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PREFACE

"Play is education," commented a professor in one of the elementary education sessions. "Emotional needs of the children should be satisfied," said an instructor and the very same day another professor asked the class to change the physical environment by sitting in a semi-circle rather than the traditional way for "it gives it a more friendly atmosphere and promotes better learning and teaching conditions."

This was all too much to take or to understand for a new comer from Pakistan. "This funny American system of education...., Was this a class or a chatting session? It's nice to talk this way but is it possible to put these ideas into practice," were the remarks passed by a few of the new comers from Pakistan. I kept on thinking. It was enjoyable, so different from what one is used to in our educational institutions. But really is it possible to 'learn' anything this way?

Then came the time to visit the American Community School Kindergarten in Beirut for the purpose of observing the modern educational theories put into practice. Yes, it was possible to give children time for free play, the

teacher was aware of the individual differences found in the group, the emotional needs of the children were taken care of, they were allowed to move about freely and the atmosphere was totally different from the schools the writer went to as a child and the one she taught in. "A happy child is the motto of a good kindergarten school," was the concluding line of the observation report submitted by the writer at the end of the semester.

Exactly eighteen months after writing this the writer found herself busy collecting literature on pre-school child. She had decided to write a thesis on a 'Model Nursery School for Karachi, Pakistan'. Just books and questionnaires were not enough. To give a practical approach to the work she had to go back and observe the conditions of the schools in Pakistan, in a more objective way, in the light of the knowledge of childhood education acquired at the American University of Beirut.

The writer realizes that this is not the usual kind of thesis accepted as a requirement for the Master's degree at the American University of Beirut. It is different from other theses in as much as the approach to the problem is a practical one — attempting to apply what is known to a specific situation: a proposal for a nursery school in Karachi. The known theoretical foundations and data on the pre-school child education has been adapted and applied

to meet the conditions in Karachi, Pakistan.

The writer appreciates the cooperation extended by the thesis committee in allowing her to undertake the present study which will have a real and concrete meaning for her as the director of a nursery school in Pakistan.

The writer is extremely grateful to Professor J.W. Soghikian, the Chairman of her Thesis Committee for the assistance, criticism and suggestions made throughout the writing of this thesis. Had it not been for her keen interest, able guidance and encouragement this work had been a difficult assignment to complete.

The writer also wishes to express her gratitude to Professor L.P. Cajoleas, Chairman of the Education Department and Professor F. Antippa for their valuable suggestions and wise guidance.

Many people extended their cooperation directly and indirectly in the preparation of this work. It is difficult to name them all individually. The writer, however, owes special thanks to Dr. H.A. Kurani, the Chairman of the Department of Education at the American University of Beirut, at the time the thesis was begun, Mr G. Mustafa, Director of Education, Karachi, Dr. Abdul Rauf, Director, Bureau of Education, Lahore, Mr. I. Hyder, Principal, Public School, Karachi Cantonment, Professor Amanat Ali, Principal, Government Teachers' Training College, Karachi, Miss Iqbal Dar,

Director, Child Guidance Centre, Lahore, Mr L. Rice, Co-owner Ranec, Beirut, and Miss Qurratulain Ahmad. The writer is also indebted to Mr W.U. Hassan and Mr. S. Riaz for their help in collecting data and taking pictures in the nursery schools at Lahore, and to Mr Cummins of the Comptroller's Office, American University of Beirut, and Buildings and Grounds Department, American University of Beirut, for their help in making the budget. My specific thanks are due to the members of my family and those friends who gave me moral support and encouragement.

Beirut,
March 31, 1965.

Ghizal-e-Raana Siddiqi

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CHAPTER I

INTRODUCTION

PURPOSE OF THE STUDY

The main purpose of this study is to plan for the establishment of a model nursery school for Karachi, Pakistan. Two things will have to be kept in mind while planning for such a school. This school will be based first, on the most recent investigations in the field of pre-school child education; and second on the needs of the requirements of the culture and community.

To achieve the purpose of this study it is necessary to provide a summary of knowledge concerning the nature, characteristics and need for professionalized education in Karachi, Pakistan, which may be of practical use to any person in Pakistan who desires to have a summary of enough specific knowledge concerning these points to start a model nursery school for three and four year olds.

A well planned nursery school is one of the answers to the search for a suitable environment for the young child. A person is the product of heredity and environment. At no age is the influence of environment more marked than it is

in the early years of childhood; at no age is the need of a good environment, therefore, more important than during the early years of childhood. The equipment, the staff, and the schedule of activities should be all planned according to the needs of the children from ages three to four.

Until the age of three and four the child's environment is essentially his home. The nursery school, if he is placed in it, provides the first step towards his socialization. Here he works in groups and gets some training in following direction and conforming to life with his peers.

One of the goals of the nursery school is to maintain a balance between encouraging growth and spontaneous behaviour and conformity to society's standards. It seeks to help children realize their potentials and at the same time aids them to accept the limits of the society. The nursery school also guides the child in experiencing the stimulation and enjoyment that come from working with people and offers opportunities of cooperation and sharing.

At the present there appears to be some confusion in the minds of people concerning a nursery school and its programme on the one hand and kindergarten and its programme on the other. One of the purposes of the study is to point out these differences and give theoretical as well as practical reasons for them.

Traditional methods of early childhood education, which have proved to be ineffective by modern methods of psychological and educational research, and have been abandoned by most of the nursery schools in western countries, are still practised in the schools of Karachi. Except for a few home economics college nursery schools there are no separate schools or classes for three to four year olds. To meet the needs of modern city life of Karachi some schools have been opened by private agencies but they are paying no attention to the particular needs of three to four year olds which, in fact, leads to the extension of methods for five, six and seven year olds.

The curriculum of the proposed school will be based upon the child and the nature of his development, growth, and learning processes. The activities will be based on the needs of the child, to appeal to his interest and to help in the development of creativity. Keeping individual differences in mind, methods used will be varied in terms of purposes and the activities will be planned in terms of meaning to the children.

Proposing types of activities that are needed and examining the social and psychological reasons for these activities are purposes of this study. As a result of the investigations the writer will propose a suitable programme for a nursery school in Karachi.

NEED OF THE STUDY

"The emphasis should now change from university education to early education. We should devote more attention to nursery and kindergarten institutes rather than to higher education."¹

In the light of the above statement it will be evident that some people in Pakistan are becoming aware of the need of pre-school child education. Along with this comes the need of research work and studies on the field.

The existing nursery schools in Pakistan are running purely on commercial basis. Most of these commercial schools are nursery schools by name, run by untrained people for their own profit and are not serving the needs of the children. They do not plan their programme according to what is known about growth characteristics and interests of three and four year olds. "Ninety-nine percent of the teachers in these schools are untrained,"² and the school buildings are not according to any set plan. They were actually built for other purposes and were hired by the schools afterwards."³

¹Government of Pakistan, Ministry of Education, Proceedings of the Sixth Meeting of the Advisory Board of Education for Pakistan, held at Peshawar on 2nd and 5th April, 1954, Appendix IV (Karachi, 1954).

²See Appendix D.

³Ibid.

The nursery schools that could be counted as good nursery schools according to the western standards of pre-school education are not based on any particular research work on the needs of Pakistani children and are criticized for being "terribly American or English" by some people. Such schools include the demonstration schools attached to the three home economics colleges in Pakistan, foreign community schools and missionary schools. An impending need therefore exists for a comprehensive study based upon the educational findings on pre-school child education in western countries with an understanding of the cultural requirements of Pakistan.

A three to four year old child has a vivid imagination. He is usually ignorant of the world beyond home and nursery school. He has intellectual curiosities which need to be satisfied. He needs opportunity to learn through his senses — by seeing, observing, touching, feeling and experiencing. He needs and enjoys the use of large muscles and can make big motions but the development of small muscles and his coordination is still less developed than that of child after age five. (Thus he needs large crayons, brushes, pencils and paper.) His eyes are not fully developed until he is about ten, thus he needs books with large print. He cannot sit at one place for a long time or kept busy in one activity. He needs to learn through more activity and play than through learning skills like reading and writing. In

Pakistan, the age range in a single nursery school classroom is between two and a half to five years. Children in these classes, ranging greatly in their development, are expected to follow a nursery programme largely concerned with preparing children to read and write in kindergarten.

The need of a nursery school is greater in the city than in the country. In very crowded cities like Karachi where children get almost no opportunity for free play outdoors and many of the children do not get a clean and healthy atmosphere in crowded areas, the need of a spacious nursery school is much greater.

It is surprising to see that Karachi is one of the most advanced cities of Pakistan and still pre-school child education is neglected. This negligence is due to the fact that most people fail to realize the value of a really good nursery school. They still believe that the pre-school child need not go to any school. This idea may also be due to the fact that there still exist large families where there is always some one to watch the child at home but the fact still remains that these "watchers", who are grandmothers or aunts or older consins or sisters, know very little about child development and child needs. If it is a single family where the child is living just with the parents and the mother works (which is becoming more common in Karachi) the child is either left all alone or on the mercy of the neighbours or there is a servant to look after

him (if the parents can afford one).

Under such conditions the need of a good nursery school, running on the modern methods of pre-school child education is very essential. The establishment of such a school can even help the parents realize and accept the need of more nursery schools for Karachi. This will be done through parent-teacher conferences, demonstrations and showing of films in school. This will also help the people accept the fact that a nursery school age child cannot be educated on strict academic lines of teaching — he cannot sit up straight, motionless and listen to teachers long stories and explanations which mean little to him. At this stage he should not be forced to learn "the three Rs".

THE METHODS OF STUDY

The work for this study was divided into two parts:

1. An assessment of the need for and characteristics of the present development of early childhood education in Karachi, Pakistan.

2. A study of what has been and is considered to be the nature of early childhood education in the western world.

In order to assess the need for better and more nursery schools for Karachi, Pakistan, the following methods of study were used: three types of questionnaires were sent to respondents in Pakistan; a special six-week

sojourn in Pakistan to visit twenty schools and talk directly to headmistresses, nursery school teachers and Directors of Education, Karachi and Lahore. This was done in the following way:

A. The Questionnaire

Three types of questionnaires were sent. One to a sample of mothers of nursery school children. This included mothers whose children were already admitted in the nursery schools in Karachi, Pakistan, and also the ones who have nursery school age children but they are not admitted in any school yet.

A personal enquiry by sending a questionnaire-letter to the headmistresses of the demonstration school at "The College of Home Economics" and "The College of Pakistan Employees' Cooperative Housing Society", was made to get a description of these two nursery schools which are considered to be good by the parents of nursery school children in Karachi.

To know the plans and the purposes of the nursery school another questionnaire-letter was sent to the Director of Education in Karachi, Pakistan.

Answers to these questionnaires were useful in determining what is expected of a nursery school. In other words, it will be of help in planning according to the needs and the requirements of middle and upper class mothers of nursery age

children. It is important to make it clear at this point that the writer does not intend to make a programme based fully on what people expect. What is known about the needs of three and four year olds will be given most consideration. In fact, these questionnaires will be used to assess what parent-teacher conferences should discuss and how the management of the school can help parents accept the modern ways and methods of pre-school child education.

B. Personal Observation

Out of two hundred questionnaires that were sent to the mothers and schools in Karachi only seventy five were returned. Even these seventy five were not properly filled and many of the questions in the questionnaire were left unanswered. Since the questionnaires were inadequate in supplying needed data, the writer decided to go to Pakistan and collect information by personal observation in the nursery schools in Karachi and in other places in Pakistan.

During her six weeks' stay in Pakistan the writer visited thirteen different schools with nursery classes and a demonstration school in Karachi and seven schools in Lahore including the demonstration school at the College of Home Economics Lahore. She also visited the Child Guidance Centre Lahore and informally interviewed the Director, Miss Dar.

There was no time limit for these observations. In certain schools like The Queen Mary's, The Public School

Karachi, and the demonstration schools attached to the College of Home Economics, Karachi and Lahore, the visit was so useful (from the point of view of the writer) that she spent the whole day there and was able to see the daily schedule put into practice.

During these visits to the schools she had a chance to observe methods of instruction and to infer qualifications of the nursery school teachers and how the children and the teacher felt about the school. She could also examine the materials provided for child activity and training.

The writer also had permission to take pictures in some of the schools. Most of the schools that allowed to take pictures were the ones with good equipment and training programme suited to the child of nursery school age. Others did not allow to take any pictures.

C. Informal Interviews

Informal interviews were also used to collect data. During her stay in Pakistan, the writer interviewed the following educationists, owners, principals and the teachers of the nursery schools in Karachi and Lahore.

Educationists and Owners of the Nursery Schools

Dr. Abdul Rauf,
Director,
Bureau of Education,
Lahore.

Miss A. Moinuddin,
Principal,
Lady McLagan College,
Lahore.

Professor Amanat Ali,
Principal,
Government Teachers' Training College,
Karachi.

Miss I. Dar,
Director,
Child Guidance Centre,
Lahore.

Dr. Karamat,
Vice Principal,
Home Economics College,
Lahore.

Mr M. Affendi,
Proprietor,
Green Home School,
Karachi.

Principal of the Nursery Schools

Mr. I Hyder,
Principal,
Public School,
Karachi Cantonment.

Mrs Bhatti,
Principal,
Nursery Section,
College of Home Economics,
Lahore.

Miss R. Khan,
Principal,
Green Home School,
Karachi.

Mrs. A. Bashir,
Principal,
John McDonald School,
Lahore.

Miss Naru,
Head Teacher,
Nursery Section,
Queen Mary College,
Lahore.

Mrs. Supariwalla,
Principal,
Montessori School,
Karachi.

Nursery School Teachers

Miss Qazilbash,
Public School,
Karachi Cantonment.

Miss Fernandes,
Green HomeSchool,
Karachi.

Mrs. Bukhari,
Queen Mary College,
Lahore.

Miss Ahmad,
Public School,
Karachi Cantonment.

Mrs. A. Nasim,
Children's Home,
Karachi.

On the whole these interviews proved to be the best method in search of the data concerning a nursery school for Karachi. Once a rapport between the interviewer and the interviewee was established they talked on anything starting from the need of the nursery schools for Karachi, to the type of the nursery schools and curriculum; teachers, their qualifications, the reasons for not wanting to be an elementary school teacher, low pay scales, religion and its place

in curriculum, method of instruction (in terms of language - English and Urdu) were all brought into discussion.

The following were the questions on which these interviews were based :-

Questions for Educationists and Owners of the Nursery Schools

1. Do you think Karachi needs more nursery schools? If yes, why?
2. Are you in favour of any special method of instruction for the nursery schools (Froebelian, Montessori, etc.)?
3. Are there any nursery school teachers' training colleges in Pakistan? If not, do we need them?
4. Is there any literature on children and about pre-school child available in Pakistan?
5. Has there been any research work done on pre-school child in Pakistan?
6. Should the government in Pakistan take pre-school education under its supervision?
7. Are you in favour of teaching the Three Rs at this age level?

Questions Asked From the Principals of Nursery Schools

1. How many nursery school sections do you have, and what is the number of children in each one of them?
2. How many teachers are there in each section? Their

qualifications, experience and training, and salaries?

3. Is there any age limit for the admittance in your nursery school?

4. What place does play have in your nursery programme?

5. What is discipline for this age group?

6. What do you do in case of a problem child?

7. Is there a parent-teacher cooperation programme in your school?

Questions For Nursery School Teachers

1. What is the number and age range of children in your class?

2. Do you use any special methods of teaching (Froeblian, Montessori, etc.) and why?

3. What is the curriculum and who planned it for your section?

4. How much time is devoted to free play?

5. Do you teach them to read and write at this stage?

6. How do you maintain discipline?

7. How often, and under what conditions, do you meet the parents of the children in your class?

8. How do you keep in touch with the modern trends in child development and psychology?

9. Why did you decide to teach? Why the nursery level? Are you satisfied with your job?

Of the above interviewees the following provided the writer with the published and unpublished material noted against their names.

- | | |
|----------------|---|
| Dr. Abdul Rauf | 1. Revolutionization of School Education. |
| | 2. New Education in the Making in Pakistan. |
| | 3. Gifted Children. |
| | 4. The Role of the Mosque in Education. |
| Miss Iqbal Dar | Growing up in Pakistan. |
| Mr I. Hyder | The Rebellion Youth. ¹ |

The writer also visited the following schools in Beirut in order to observe some western methods of pre-school child education put into practice:

1. American Community School, Beirut.
2. International College, Kindergarten, Beirut.
3. Beirut College for Women, Nursery Demonstration School, Beirut.
4. Miss Qamar's Nursery School, Beirut.
5. German Elementary School, Kindergarten Section, Beirut.

¹See Bibliography for full references.

CHAPTER II

THE PHILOSOPHICAL, PSYCHOLOGICAL, AND HISTORICAL BACKGROUND OF THE NURSERY SCHOOL

Early Childhood Education

The segment of education which is here designated "Early Childhood Education", in the United States today, tends to include what are commonly known as nursery schools, kindergartens and the primary units of the elementary schools serving children from ages three to eight.

The development of psychology and the discussions such as those of Breckenridge and Vincent, Gessel and Ilge, Havinghurst, Hymes, Jerild and Olsou reflect an increasing emphasis not only upon the importance of early years, but also upon the need to pace the rapid growth of the early years with learning appropriate for both the individual and the group.

However, the history of early childhood education traces itself back to the sixteenth century. John Amos Comenius (1592-1670) was the first to give the idea that the attention should be given toward food, sleep, fresh air and exercise in the school. Defects of early education

were probably the seeds from which sprang the whole of didactic efforts. He detested the stiff and rigid educational methods of his times and called the children's school of his days "slaughter houses of the young".¹

Comenius was the first to appreciate the full significance of the fact that education begins at birth, the home is, therefore, the first school. His book, The School of Infancy is filled with information and suggestions that testifies to his extraordinary insight into the nature and needs of young children and gave the world a sketch of pre-school training.

As Fredrick Ebbly says

"One is amazed at his detailed observations of the activities and capabilities of pre-school children. Unlike most treatises of this kind, its not a compilation of broad generalizations. Comenius stated in detail what should be done for children at each successive year of life. Nor is the book confined to a phase of child training; but it comprehends every aspect of education: physical, mental, expressional, moral, social and religious."¹

The activities provided in the school of infancy are within the scope of real spontaneous interests of normal children. Moreover, he advocated fairly tales, nursery rhymes, and stories, play, manual constructivity

¹
M.W. Keatinge, (Ed.), The Great Didactive of John Amos Comenius (London: 1910), p. 2.

and music.

These infant schools became more and more formal as the time passed and the spirit of the school changed and "Children were first formally introduced to the three R's" in these schools.¹

Fredrick Ebby, Ilseforest and Frank P. Graves, as well as other educators, attribute to Rousseau (1712-1775) the absolute break from tradition and authority in childhood education. Through all centuries upto the eighteenth century the theory and practice of education has been determined from the standpoint of adult interests and social life the child was considered to be a miniature adult. As Ebby explains

"The foremost of these misconceptions was that the child is a miniature adult, and that enlargement in size and increase in knowledge are the chief process essential to development. As a consequence to this idea, boys and girls were treated as little men and little women. They were dressed in the absurd and the injurious fashions of their parents."²

It was Rousseau's awareness of the false assumption that child is a miniature adult that led him to advocate demolishing the existing false system of education and

¹ John S. Brobacker, A History of the Problems of Education (New York: 1947), p. 403.

² Fredrick Ebby, The Development of Modern Education (New York: Prentice-Hall, Inc.), p. 467.

making the child the centre from which education must be viewed.

Through "the Emile" Rousseau aimed to replace the conventional and formal education of his time to the training which should be natural and spontaneous. In Rousseau's words, "We are educated by three kinds of teachers - nature, man and things, since the cooperation of the three educators is necessary for their perfection, it is to the one over which we have no control (i.e. nature) that we must direct the other two."¹

Rousseau was the first to show the world the significance of the stages of development in the individuals' life and to champion the rights of children with specific developmental uniqueness.

In Graves words

"Although Rousseau's knowledge of children was defective, he started the study of their development and while his theory of 'delayed maturing' divided the pupils development into stages, it outlined the characteristics at different periods."²

As Ebby points out, the recognition of stages or periods in the development of individual life was not new. It had come down from Aristotle and had been re-emphasized

¹Quoted in Graves F.P., A History of Education in Modern Times (New York: Macmillan Co., 1917), p. 10.

²Ibid., pp. 21-22.

by Comenius,¹ but it was Rousseau who showed its vital importance in human development and made it an important principle for education.

Out of Rousseau's stress on the necessity of understanding one's pupils came the psychological movement taken up by Pestalozzi, Herbart and Froebel in particular.

Very much impressed by Rousseau's philosophy and one of the first to relate psychology to education was Johann Pestalozzi (1746-1827). In fact he was the one who developed and realized in practice the educational ideal of Rousseau.

Like Rousseau he believed education not to be the privilege of any single class, but the right of every child. In Meyer's words: "Through education he hoped to regenerate the under-privileged"¹, or in his own words "to teach beggars to live like rich."²

Pestalozzi declared that he wanted to "psychologize education". He urged, however, for an education which was to be in harmony with the child's nature and to develop teaching methods accordingly. Pestalozzi's experience with children convinced him that observation was the foundation of instruc-

¹ Meyer Adolph, E. The Development of Education in the Twentieth Century (New York: 1951), p. 11.

² Ibid.

tion and that in each branch instruction must begin with the simplest element and proceed gradually by following the child's development.

His idea of giving children as much chance of meaningful activity and bringing school and home and the social needs of the society together can be well illustrated by his own words to a farmer, who after coming to his institution uttered, "why this is not a school but a family." His answer was

"This is the greatest praise you can give me. I have succeeded, thank God, in showing the world that there must be no gulf between the home and the school."¹

It was Froebel, "The father of Kindergarten", who first formulated theory of early childhood education with detailed method and materials for putting the theories into practice, and it was the combination of Rousseau's naturalism and Froebell's pedagogical contributions which formed the philosophic basis of thought and practice in educating the very young.

The literature of education, however, was a source of Froebell's views. Rousseau, Pestalozzi, Ardut, and Comenius did influence Froebel but with a creative ability and constructiveness he combined the ideas of these various

¹ Fredrick Ebby, op. cit., p. 630.

sources in working out the implications of his fundamental conceptions in educational principles and apparatus.

Ebby considers Froebel the chief modern thinker who viewed education as an element in the process of cosmic evolution because for him, in the words of Ebby

"Education is not merely the passing on of a certain fund of experience from one generation to the next, nor the inculcation of certain habits of reaction by which the individual becomes adjusted to his environment. It is rather a process which includes all these and goes far beyond them."¹

For him education is a process by which the individual develops into self-conscious manhood, with all his powers fully and harmoniously functioning in relation to nature and society.

He looked upon children as creative rather than receptive creatures and that all education work should be based upon this inherent tendency of children to express themselves in action.

Froebell emphasized at every point that self activity is the only process by which the individual realizes his own nature and by which he builds up his own world and by which he harmonises the above two. This self activity according to Monroe is "The activity determined by ones own motives, arising out of ones own interests, sustained by ones own

¹ Ibid., p. 798.

power."¹ This means that all process of instruction must start from this volitional interest of the child and beginning with his spontaneous activities, action may be stimulated toward certain ends that have a permanent value.

With self activity Froebel believed in social participation as the means of development. According to him child has a mechanism of social instincts, which compel him to cooperative activities. Froebel's principle of social participation can be fully explained in Graves' words:

"The increasing self realization through 'self activity' must come through a process of socialization. The life of the individual is necessarily bound up with participation in institutional life. Each one of the various human institutions in which the mentality of the race has manifested itself — the home, the school, the church, the state and society at large becomes a medium for the activity of the individual and at the same time a means of social control. The social instinct is primal and the individual can be truly educated only in the company of other human beings."²

In 1837 when Froebel opened the first institution for the education of little children, he was very particular about finding the name for this institution. He did not want to call it a school because children were not to be schooled over there. He called it a "kinder Garten" — a garden where children will grow under the extreme care of the teachers.

¹ Monroe, Paul, A Text Book in the History of Education (New York: 1953), p. 642.

² Frank Graves, A History of Education in Modern Times (New York: 1917), p. 233.

Froebel's conception of school was a departure from the established and traditional practice still in existence. The fundamental thought of the kindergarten was to aid the child to express himself and thus produce development. The work of the school was based wholly on the self activity and the expression of the use of the ideas and knowledge acquired in the process of the activity. Through gestures, songs and language, Froebel sought to have child express his feelings and ideas. He organized the material for educating the child in forms of play, games, constructive activities, stories, etc., as to assist the child and furnish the material to the teacher for directing the child's interest and action.

He emphasized that the care of the kindergarten curriculum should be play activities. He looked upon children's play and games as the most serious occupation essential to the growth and development of the children.

In Froebel's own words:

"Play is the highest phase of child development at this period; for it is self active representation of the inner from inner necessity and impulse. Play is the purest, most spritual activity of man at this stage.... It gives joy, freedom, contentment, inner and outer rest, peace with the world. A child who plays thoroughly, with self active determination persevering until physical fatigue forbids, will surely be a thorough, determined man, capable of self sacrifice for the promotion of the welfare of himself and others."¹

¹F. Froebel, The Education of Man (Quoted by John Dewey and Evelyn Dewey, Schools of Tomorrow). (New York: E.P. Dutton and Co., 1915), p. 279.

To Froebel drawing was another deeply significant activity of this age. In his own words:

"The faculty of drawing is, therefore, as much innate in the child, in man as in the faculty of speech and demands its development and cultivation as imperatively as the latter."¹

Froebel realized the social importance of education. His emphasis was that man must realize himself as a social being in cooperation with his fellow men. The school, to Froebel, was a miniature society where the child should learn the important things of life, where he should learn truth and justice, develop into a free personality, and learn to live with others cooperatively. This all should not be taught to him by books or teachers but this should come naturally in a natural setting where he gets a chance to learn it by doing as Monroe explains in Hughes words: "The kindergarten or school was a little world where responsibility was shared by all, individual rights respected by all, brotherly sympathy developed by all and voluntary cooperation practised by all."²

It is obvious that Froebel agreed with Pestalozzi in making social reform the aim of education through the development of child's own unique potentialities and their harmo-

¹Ibid., p. 79.

²Monroe, op. cit., p. 660.

nious development.

During the past half century, education has greatly been affected by the thought and work of Francis W. Parker, Stanley Hall and John Dewey.

Parker, for many years, was the headmaster of the Cook Country Normal School in Chicago. Although his services are great in advancing the methods and principles of new pedagogy, he was not the creator of a new point of view. He followed, in practice, the principles of Pestalozzi and Froebel. In a time when schoolmasters believed in forcing the subject matter learning on the child and curbing the creative expression, he sought to change this spirit to the one which will encourage the child to express his needs and feelings fully. As Meyer explains, "What counted in the school above all else, as he (Parker) saw it, was not the learning of subject matter, neatly and logically arranged but the child himself."¹

Parker's successor as head of the new school of education was his friend and admirer, John Dewey. Born in 1859, it was this educational thinker of the twentieth century who incorporated the various theories and aims of education from the point of view of the child and defined education as

¹ Meyer Adolph, op. cit., p. 32.

the process of the reconstruction or reconstitution of experience.

In 1896, Dr Dewey opened an elementary demonstration school in connection with the courses in education at the University of Chicago. It was, in fact, an experimental laboratory. As Ebby describes: "The purpose of founding this school was to have a place where theories and ideas might be demonstrated, tested, criticized, enforced and the evolution of new truths take place."¹

Dewey's school was the first genuine experimental school. This was a testing laboratory for educational principles. The school to Dewey was a miniature community, the activities in school have a chance to be affiliated to life. Its not just a place to learn lessons which are abstract and without meaning or connection with life.

The child should be active in stead of passive, he has to work rather than listen, and be cooperative rather than completely competitive.

"The school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race and to use his own powers for social ends."²

¹ Fredrick Ebby, op. cit., p. 858.

² John Dewey, My Pedagogical Creed (Washington: Progressive Education Association), p. 6.

Thus the aim of the school, according to Dewey, should be to furnish a social environment in which the real, vital and meaningful activity of the race are simplified. The primary business of the school is to train children in the art of cooperative and mutually helpful living. The child's education, for Dewey, is not a preparation for life but life itself. Education, according to him, leads to no final end, it is something continuous. "The best school must be active and dynamic one in which the child learns through his experience in relation to others."¹

The child is the member of a community or a group but still he has his individuality. Each child is unique due to heredity and environmental factors contributing to his personality, thus he should be treated according to his individual needs. Each child should get special attention, as needed by him, from the teacher.

"Every child must be regarded as unique, having his own life to lead and being confronted with a future filled with new and unsolved problems. Education, thus, must start with a psychological insight into the child, his capacities, interests and habits must be clearly understood."²

Regarding methodology, Dewey, like Rousseau, expresses direct,

¹ Meyer Adolph, op. cit., p. 45.

² Ibid., p. 45.

specific, impressive experiences. The child, according to him, must be confronted with concrete situations so that he has something to do but at the same time he must be interested in what he is doing. There can be no real and true learning according to Dewey. Closely connected to interest is purposeful activity. Effective learning, according to Dewey, can take place only when an activity means something to the learner.

Summing up his own views on methodology, Dewey explains: The essentials of methods are -- first that the pupils have a genuine situation of experience - that there be a continuous activity in which he is interested for his own sake; secondly that a genuine problem develops within this situation as a stimulus to thought; third, that he possesses the information and make the observations needed to deal with it; fourth; that suggested solutions occur to him which he shall be responsible for developing in an ordinary way; fifth, that he has opportunity and occasion to list his ideas by application, to make their meaning clear and discover for himself their validity.¹

At this point it seems proper to say that with this shift in the nature of education and ideas about human personality, the result was that more emphasis was given to

¹John Dewey, Democracy and Education (New York: 1916), p. 192.

those years of child life which were ordinarily ignored. If we agree on the point that the main aim of pre-schools is to supply the conditions which ensure growth and adequacy of life by providing the child with an atmosphere which is similar to home, nursery school and kindergarten are a practical attempt to realize the ideas of Pestalozzi, Froebel, Dewey and their predecessors.

With the demand of complete freedom for children came Maria Montessori (1870-1953). She was a doctor of medicine and psychology and first started working on mentally defective children in Rome. Subsequently she applied her methods on normal children.

Montessori demanded complete freedom for children. She held her ideas with the belief that "such freedom is essentially biological." According to Montessori, no one is really free unless he is independent and he is independent only when he is able to do things for himself without anyone's help. For Montessori, worthwhile education is "auto education". Once the child is familiar with the nature of the task he can do it. If he makes mistakes, he will discover them in time and will also correct them. If he fails to do it, this means that he is not yet ready to do the task.

Explaining the Montessori system, Meyer describes, "In the Montessori school the child selects the activity that

interests him, playing or working at it without interference, unless he happens to disturb his companions. Sense and muscle training receive special attention. For Montessori the goal is that the pupil "refine his senses through exercises of attention, of comparison, of judgement."¹ The teacher or the educator should play just the part of an organizer or the guide.

Montessori has developed special materials known as didactic materials to assure her "auto education". But these materials are not widely used because there is small provision for development of free imagination or development of the child through working cooperatively with others. Critics also doubt whether her methods are as suitable to normal children as to the subnormal.

Whatever the criticisms are against it, in most European countries Montessori system is still widely used and it has had, recently, a revival in the United States. Its success, indeed, did much to stimulate the development of several other aspects of modern education. With the emphasis on individual learning educators started looking for better methods of child education, with emphasis on child's individual needs and abilities.

Like Montessori, Linghart (1859-1916) in Holland,

¹ Ibid., pp. 109-110.

made pupil freedom the keynote of his method. Freedom be regarded as a privilege through which the child learns the meaning of responsibility. For him "school and life were like the sun and sky, one and unseparable."¹ The world should be brought in the schoolroom according to him.

Unlike many teachers there can be no teaching without words. He said that how can the past be described to the children without the use of the words. Teacher to him should be kind hearted if she wants to accomplish her work successfully.

The obvious aim in describing the ideas of different philosophers and educationists has been to show that their theories laid the foundations for the philosophical and psychological development of early childhood education. However, the underlying aim is to point out that the educational theories and practices of these outstanding thinkers are being applied in the modern nursery and kindergarten schools of today. It has also given way to new research and development of theories by present educationists, psychologists and psychoanalysts.

¹
Ibid., p. 112.

NURSERY SCHOOL - HISTORICAL AND
SOCIAL BACKGROUND

Uptil this point the development of early childhood education in general has been discussed. The philosophy underlying the nursery school programme is more or less the same as the kindergarten or primary units of elementary school. Here also the child is the centre of activity, care has been given to his needs and his feelings respected. Let us see what historical and social conditions brought about the existence of the nursery school.

It is not accurate to say that good times always accompany good education or the opposite. In fact, education sometimes may profit from bad social conditions, depressions and wars. This has been the case with nursery schools. It can be well illustrated by the following:

"In 1909 the nursery school, as known today, began in London with the establishment of the Macmillan Nursery School, an institution with an educational programme for children of the slums."¹

This does not mean that before the twentieth century there were no nursery schools existing. "In 1769 the first infant school was opened in France by John Fredrick Oberlein which proved to be the ancestor of Ecole Materuelles which are closely related to American Nursery Schools."²

¹Encyclopaedia of Modern Education, "Pre-school Education" (New York: F. Hubner & Co. Inc., 1943), p. 550.

²Encyclopaedia of Educational Research, 3rd edn. "Early Childhood Education" (New York: The Macmillan Co.1960), p.387.

Robert Owen organized an infant school in Scotland seven years later. He also established a nursery school as a part of a Utopian village experiment in New Harmony Indiana in 1826. The first day nursery was opened in France in 1844.

Up to this time the value of the day nursery or the nursery school was not recognized by the people. It was in 1908 that Grace Owen and Margaret Mcmillan started the modern nursery school movement in England following the general ideas of Robert Owen. The movement was strong and this time it took hold. "Nursery schools were given the stamps of approval in England by the Fisher education Act of 1918 and became a part of an educational system for the first time in history in England and Wales under the education Act of 1944."¹

At this point it should be made clear that the Nursery school should not be confused with the day nursery, a much older institution which is actually a social welfare agency established to give day care to the children of working mothers.

The nursery school has characteristics of both the nursery and the school. Its teachers are trained in the field of early childhood education and its procedures are

¹
Ibid., p. 387.

planned in terms of the child's total development.

In the early part of the twentieth century with the widespread interest in child education and child study and educational interest in the United States, nursery schools were placed in colleges as laboratories for research in growth and development. To provide the opportunity for observation and practice for their students, departments of sociology and home economics maintained nursery schools too.

About 1924 nursery schools in the United States increased rapidly. Private schools made them a part of their programme and philanthropic groups established them in congested part of cities.

The first public nursery schools were established by the Federal government in 1933. These were work relief projects and were planned to give paid positions to unemployed teachers, nurses, dieticians, cooks, porters and others.¹

While kindergarten was an educational institution to teach the young child and had a considerably good position, nursery schools were established to help the poor and needy children and to solve the employment problem etc.

The real progress towards sound educational programme,

¹
Encyclopaedia of Modern Education, op. cit., p. 551.

in the nursery school, came in the twentieth century with the establishment of the research centres for the implication of the scientific approach to the young child's training. The nursery school is still in an experimental stage with a flexible programme, which is being constantly modified as research reveals new findings.

The nursery school today is considered to be "a supplement to home." Child is provided with a variety of materials and situations which cannot be provided at home. It provides parents with a specialist who has a better understanding of their child. It is a place where the child is free to express his feelings, satisfy and develop interests and opportunity to develop a positive attitude toward later schooling.

Although the interest in nursery school is growing, there is a difference of opinion as to their value and need. One group thinks that the mother is the logical person to care for her children while the other is on the extreme of beliefs that the child should be put in a large social unit at a very early stage, as is true in some "socialist-communist" countries.

The nursery school can best be viewed as the agency which can be beneficial to all children and mothers. It may not be a substitute for home but has social, intellectual

and health values which are supplementary. It, surely, is the help to the home and parent-child relationship by its parent-teacher conferences and other such programmes.

In a society composed of heterogenous classes — lower, middle and upper — nursery schools play an important role. For instance, in lower class families where mothers do not have any knowledge of child development, the child is brought up haphazardly under strains and stresses. In the middle class families, though most of the mothers are literate, they cannot pay due attention to a child, on account of their preoccupations on jobs. In upper class families, the child is put under the care of servants, and a mother normally does not have much time, on account of social obligations, for the rearing of her child. Under such conditions, the importance of a nursery school becomes more imperative.

In a big commercial city like Karachi one finds all the three classes mentioned above. There is a wealthy businessman or a mill owner, busy with business lunches and cocktail parties. Then there is his manager or several other persons lower than his position, who make just enough money to maintain their position and to make the in Karachi let their wives work. There is also a completely uneducated labour class mill worker whose wife also works some place outside home. All these mothers in Karachi,

busy due to one reason or the other hardly have any time to take care of their children.

More than two-third of the population of Karachi makes its dwelling in busy areas of the city and people live in big buildings with many flats but no playground. There are not many public gardens or parks which can help children fulfill the need of activity or provide fresh air and better health conditions.

A good nursery school with its equipment, plan of activities and health programme can fulfill many of the needs of these children who are the victim of the modern, hectic city life of Karachi, Pakistan.

The child's personality is a product of continuous and natural growth. His nervous system matures by stages and natural sequence thus his abilities are subject to the laws of growth. The knowledge of child development is not to mould the child behavioristically to some pre-determined image but to assist him step by step, guiding his growth and to understand and anticipate behaviour patterns in order to know how best to teach and guide children.

Child development in its broadest sense includes all aspects of development, namely, physical, intellectual, social and emotional. The nursery school aims at providing an atmosphere for the development of a child's personality by bringing his potentialities and capacities into action.

In order to conduct a good nursery school, the teacher must know as much as possible about the developmental characteristics in different age groups. She should believe that a three years old in her class has different physical and emotional needs than a four year old. As Gossel puts it

"For perspective we must grant that the pre-school period exceeds all other epochs in developmental importance. It occupies the first seventy months of the scriptural allotted seventy years, and only one hour reckoning the entire span of human life as a day. But during that hour the major portion of the total stream of development flows under the bridge."¹

Its not only the physical development which is rapid during early childhood but it is also the time of the greatest susceptibility to influence and environmental conditions. Foundations of good health and habits can be laid down easily thus. In Gessel's words

"Never again will the child's mind, character and spirit advance so rapidly as in the formative pre-school period. Never again will he have equal chance to lay the foundation of mental health. From the point of view of mental hygiene the pre-school period, therefore, appears to have no less significance than it has for physical vigour and survival."²

To explain the importance of the pre-school years and

¹Arnold Gessell, Mental Growth of the Pre-School Child (New York: Macmillan Co.), p. 12.

²Ibid., p. 13.

knowledge of child development in better words as Lissa quotes Sir George Newman in his last report published in 1933:

"Let us make clear, precise and definite these facts, (1) that the child under five stands at the gate of our whole educational system, (2) that the child is the seed-plot of everything medical, physical, mental and moral, (3) that what happens to the child before it is five is bound inevitably to have results for good or evil — and finally that the child is not yet being effectively provided for."¹

One thing to bear in mind whether one is going to teach in a school or is planning for a school is that the school has to work according to the needs of the society as well. Nature of the protective care given to child, the length of schooling and of recognized childhood are very culture-bound. Whatever freedom of speech and action is given to a growing child in the United States may not, therefore, be effective to meet the values and needs of a Pakistani child. It is very interesting to quote some of the responses of Pakistani parents and teachers to the questionnaires on the need of physical activity, questioning and freedom.

Mother - (in reply to a question) "What? I'd hate my child to answer me back or argue with me even

¹Lillian De Lissa, Life in the Nursery School (New York: Longmans, Green and Co.), p. 12.

if I am wrong. It is disobeying the elders."

Teacher- "Children, will you sit still and do some work?

I am ashamed of you behaving like this in front of a guest."

Teacher- "Girls at one side, boys on the other, recite

'Ba Ba Black Sheep' — Nasreen, are you sleeping?

I asked you to learn the poem at home. Did you?

You are such a lazy girl I have never seen in my life..."¹

Treating the children in a manner as mentioned above by teachers and parents is not entirely due to cultural values which demand little freedom of speech and activity but is more due to lack of education about child development and his needs at different age levels. This all was true in the United States fifty years ago and still is wherever teachers and parents lack understanding of an early childhood education. Pakistan is still in the very early stages of development in all spheres especially in education. A very large number of mothers do not even know what child development means. To talk of child needs to them, "Oh, his needs don't exceed beyond food, hunger and sleep." In Pakistan there are very few schools that have trained teachers

¹All these remarks were given in front of the writer while she visited schools in Pakistan or interviewed teachers and mothers.

in general and usually the elementary or pre-school teachers are not trained at all.

Under such conditions what is happening in the schools of Pakistan is exactly what Dewey points out: "The (schools) take the accumulated learning of adults material that is quite unrelated to the exigencies of growth, and try to force it upon children, in stead of finding out what these children need as they go along."¹

Many parents and teachers in Pakistan do not even know what nursery schools are really for. In almost every school that the writer visited the children are taught three R's from as early an age as three years. Most of the teachers and parents in Pakistan do not realize that

"To expect a child to adapt himself to ways of living beyond his developmental age, such as to sit still at four or learn the three R's, is harmful and spendthrift of the child's time and energy. Premature achievement does not make for sound growth nor for permanent gain. It often produces an outward appearance of growth without the reality — like flowers stuck in the sand that make a brave show momentarily and then wither and die."²

Very little time is given to play activities and the need of free and frequent movement is always thwarted. In the

¹John Dewey and Evellen Dewey, Schools of Tomorrow (New York: E.P. Dutton & Co., 1915), p. 3.

²Lillian De Lissa, op. cit., p. 4.

class children have to sit in a row and are expected to obey the teacher. Except for the Home Economics College, Nursery School, no other school has a nap period. Children get a shouting from the teacher if they look sleepy sitting at their desks.

Children, in a Pakistani home or school are judged from the adult point of view and by adult standards. The child is given studies and activities of an age which is still far. A mother is very proud of her three year old because he knows all the alphabets in English and Urdu and knows how to write his name, but she does not know that when the child is presented with a material for which his mind, in its exiting state of growth, has no need and it is unsound to try to drill things into him by instructions accompanied with fear. As Dewey explains, "Maturity is the result of the slow growth of powers. Ripening takes time; it cannot be hurried without harm,"¹and "Give nature time to work before you take upon yourself her business, lest you interfere with his dealings."²

¹John Dewey and Evelyn Dewey, op. cit.

²Ibid., p. 7.

Physical growth is not identical with mental growth but the two coincide in time and normally the mental growth is impossible without the growth in age and physique. Child activities that seem useless and time wasting to an adult are not so aimless for the child himself. These are his own means and ways by which he becomes acquainted with his world. Parents and teachers of the nursery school age child ought to know the developmental characteristics of three and four year olds and the nature of activities which are important for this age in order to help him grow as the nature demands and not as adults want him to.

NATURE OF THREE TO FOUR YEAR OLDS

In order to conduct a good nursery school a teacher must know as much as possible about the children in her charge. She must know much about the individual child, and she must also know the developmental status of the average child of the nursery school age which is from three to five years. A good teacher is sensitive to each child's abilities and needs and is concerned about the process of his growth. The day by day study of the children working and playing together is part of teaching but this study is worthwhile only if the teacher has a knowledge of child development and makes it the basis of pupil study.

In this portion of the thesis general developmental

characteristics common among this age group will be discussed. Geographical, physical and cultural conditions being different in Pakistan from United States or other parts of the world may cause a few differences but the trend of natural growth will be the same everywhere. For example, geographical and other such conditions that make an average Pakistani adult shorter than an average American will certainly make the height of a three year old in Pakistan less than an American three year old or due to bad health conditions they weigh much less.¹

Three and four year olds will be discussed separately. Although there is a difference of only a year between the two ages even then there are differences in their interests, activities and outlook on things.

Three Year Old

Here is a summary of the characteristics of a three year old, derived from the works of a number of psychologists and educationists.

"Mentally as well as physically the three year old is distinctly superior to the two year old."² His motor control is better than that of the younger child. He is

¹Such differences are obvious even to a casual observer but as no formal comparative study has been made so far in Pakistan, it is difficult to enumerate more instances.

²Josephine Foster and Marion Mattson, Nursery School Education (Appleton Century Co., New York: 1939), p. 21.

able to go up and down stairs without any help. He can climb with ease and can jump from the low steps and boxes. He can handle large crayons and pencils and can draw circles by copying them. He is stronger than a two year old and can carry objects like boxes from one place to another. He can also do much in the line of dressing and undressing:

"The three year old can do buttoning and unbutton-fairly large buttons which he can see; putting on his panties and leggings, coat, snowshirt, dress or sweater with a little help; unlacing his shoes and with a little help lacing them again."¹

The vocabulary of a three year old has increased markedly. His sentences are longer and the structure is more complex. He knows his full name by this age and sometimes can tell his address. By seeing their pictures he can name the common objects.

This is the period where socialization, cooperation and sharing begin. A three year old is much more mature socially than the younger child. He plays frequently with other children of his own age and likes company. He can make groups but it seems these social groups have no permanence. As Foster and Matson put it, "The social groups of age three are constantly shifting in make up and in activities but the children display an obvious interest in

¹Ibid., p. 21.

each other."¹

They now carry on real conversation and can prolong it to argument and fights. They like to play adults and in this their activities and conversations are almost exact to what they saw or heard. At this age they need a quick shift in the activity. This age group likes more meaningful stories and is very imaginative and children are more fearful at this age than any other. Children are so very active at this age that they are always found doing something or the other and it goes to such an extent that they are found more fatigued than any other age group.

Four Year Old

The average height of a child of four is between thirtytwo inches and forty inches in Pakistan.² He runs and jumps and climbs fairly well. He skips poorly and sometimes cannot skip at all. Generally a child of four can take care of himself in the toilet with little help except in the case of a rich child who has a full time nanny to take care of him or an only child who is over protected thus restricting the promotion of his natural growth.

¹Ibid., p. 20.

²This is of limited validity because it is based upon a study by the writer of forty children whose heights were measured by the writer during her data collecting work in Pakistan. There is no valid data available on average growth characteristics of children in Pakistan.

A four year old's muscles are more developed than his three year old colleague. He can copy a circle and a square and the objects in his drawings are more recognizable and meaningful. He piles blocks into larger and more complex structures and knows what he is making with blocks. For instance if you see a long row of blocks with a pointed and bigger block being first in the row. He knows that it is a train with an engine that he has made. Sometimes there is more than one child involved in the act of train-making and with a quick shift of activity they forget the blocks and form a train of their own selves with one child being the leader (the engine) and they start running all over the room making sounds like a train, stopping at the stations, giving and taking tickets etc. It is because a four year old has started thinking and reasoning things out. He remembers objects that saw more accurately by this time.

His vocabulary has also increased noticeably and the sentences are more meaningful and complex in construction. "His vocabulary has increased to about 1500 words. His sentences lengthen from an average of three or four words at two years to nine or ten at five years. The sentence length seems to indicate the size of the child's vocabulary."¹

¹Pedagogical Seminary and Journal of Genetic Psychology, Vol. 46, 1935, p. 182.

The child of four years can recite the numbers upto ten and more sometimes. He is very noisy and more active than a three year old or a five year old.

A four year old likes more group than individual play. He is more cooperative and is found helping the three year old colleague in buttoning a coat or tying a shoe lace.

"By four years of age there is a noticeable increase in the amount of group play and the size of children's spontaneous play groups. Solitary play has almost entirely dropped out, though independent activity persists, usually accompanied by conversation. Play groups have more definite organization. The leader and the follower are emerging as recognized types."¹

As one can see, the four year old is beginning to be a mature social being. This is the time when the seeds of democracy can be laid upon. A child who is placed in a nursery school has greater chance to work with others in a bigger group thus can learn to be a better democratic member of the society when he grows up.

The four year old can take small responsibilities of tidying up the play shelf, putting blocks in order and bringing their cups and plates at snack time. He can hang his clothes and towels at their right places. He is very

¹ Foster and Mattson, op. cit., p. 23.

independent at the dinner table and can use the knives and forks except in case of some Pakistani children who are not used to knives and forks at home. They learn easily to use them in school and sometimes at home; they refuse to eat by hands. They can put on the napkin and take it off without anybody's help. By the age of four children know main colours like red, black, green and white, and is very happy to see a new colour which is the outcome of mixing of colours and is proud of the discovery.

The Outcome

The outcome of the discussion in the preceding section can thus be stated as follows.

The ages three and four are of rapid and great changes. Besides such obvious changes as increase in physical size and language skill there is an increasing development in the use of muscles of the body, particularly those of the hands and fingers. His emotional patterns are becoming more individualistic with a group feeling and his social responses are more firmly fixed. His understanding of the world around him is enlarged, emotional and social responses becoming more mature.

While discussing the development of any child one should remember that although children pass through the same stages of development at a certain rate but their are

individual differences found in every group. These may be due to different social groups, cultural settings or child rearing practices. Thus the nursery school teacher has to know each child in her class individually. She should know each child according to his family background, financial condition of the family, number of members in the family, relationship of the parents with each other and the children, and emotional condition of the family. This is important to know the causes and reasons behind a certain behaviour of the child whether he is normal or an emotionally disturbed child.

By this age children are gradually adopting and learning more mature ways of meeting situations. The particular technique each child develops, in learning these ways, depends not only on his innate abilities but also on the experiences that are thrust upon him.

The next step is to see, in detail, how the nursery school helps child on the lines of physical, intellectual, social and emotional development.

Physical Development

The early years of life when the growth is rapid, the pattern of future living can be designed for good or ill. It has been discussed already that the foundation of health and intelligence are laid down in the early years

of life. Susceptibility to the influence of a good or bad environment, therefore, is greatest in the period of rapid growth. Child requires the greatest care to enable him to grow well and also to escape illnesses to which he is prone.

"The infections to which children are particularly susceptible between one and five are measles, whooping-cough, scarlet fever, diphtheria, and these illnesses coming as they do at a time when the child needs all his vitality for the important business of growing, are a menace. They impoverish growth and leave after-effects that are serious."¹

Since the health of young children is a primary concern for the parents and teachers, the nursery school, with its health programme, usual medical examinations and frequent morning inspections can see the signs of cold and fever, eyesight problems etc. If a nursery school does not make health a primary concern, then it can do more harm than good by causing the child to be exposed to more chances for infection than would be the case if he stayed at home.

This is the time when especial care should be taken about his activities, diet and rest. It becomes even more important in case of a country like Pakistan where people know little about a good balanced diet and other means to keep themselves healthy and fit. As Smitter and Dar, while describing the health conditions in Pakistan, put it

¹ Lillian De Lissa, op. cit., p. 61.

"Almost all children who have reached the age of five have gone through many infant ailments. Many children at this age die of diarrhea, dysentery, typhoid, tuberculosis, pneumonia and extreme forms of malnutrition..... The doctors agree that the death rate, during this period, is high and that infant deaths usually average half of the total deaths in Pakistan."¹

Causes of ill health or slow physical progress are not only poor food and unhealthy environment because in that case it should be only the lower class children who should suffer of poor health. It is the ignorance or little knowledge about nutritious diet that causes these problems. In upper and middle class homes where there is enough money and food and parents are overwhelming with love, child is fed as often as he asks for food and is provided with whatever he wishes to eat.

There are dirty vendors selling unhygienically prepared hot or tasty dishes of different kinds and its common to buy and eat them whether it is food time or not.

In some of the rich families children are over protected, they have a full time nanny to look after each child who often cares for them by not allowing them much freedom of activity. Thus they get little time to develop their muscles. A child of three, sometimes, refuses to leave the aya and wants to be carried all the time. If

1

Smitter and Iqbal Dar, Growing Up in Pakistan (Lahore, Pakistan: International Cooperation Administration), p. 55.

the child is playing, with a ball, for instance, the nanny is always around to pick it up for him and the child gets almost no time to develop his muscles or develop independence, self-confidence and self-reliance. If he cries, or is angry over something, the nanny keeps a good supply of food to cheer him up. Here is an example of extreme parental protection.

"Jamil belongs to a middle class home. He is three years old. His parents are educated. The father teaches in college. The mother has no other care but this child. She is constantly worried about his being neat and clean. She lets him play only on the bed. He is not allowed to play on the ground or to move out of the house. This lack of activity has actually hampered the development of his muscles."¹

(Needless to add perhaps is the observation that it is not only his muscles but his whole development of personality that is hampered.)

Under such conditions, whether its is a lower class family where little care about the child is taken or a rich family where the child is over-protected, the need of a nursery school becomes even greater.

A good nursery school with its large enough play ground and wide range of play equipment stimulates the child into actions and affords every facility for his growth, motor control and body balance. The play ground of a good nursery

¹ Ibid., p. 56.

school is well equipped with a large variety of play things like the seesaw, junglejym, swings, wooden ladder, climbing house and other equipment which provide opportunity for a number of activities and help developing different sets of muscles. For the child's motor control and bodily balance there are tricycles, wagons and other vehicles provided. In the presence of a variety of play equipment the young children cannot help but engage themselves in a repetitive round of sliding, swinging, climbing, hanging, pushing, dragging and balancing. The benefits of muscular strength, as such, need no questioning.

Indoor play equipment such as balls, big brushes, pencils, crayons and rhythmic instruments also aid in the development of larger muscles.

A good nursery school is provided with a health programme. Weekly check up of the children is made and they are given vaccinations and other shots in school. In Pakistan there is a derth of children's hospitals. People are also not cautious of small diseases which may lead to serious infections. If a child has cold and a running nose it is nothing serious to the parents but the nursery school health centre can be alarmed. Rest and medicine can be provided to the child and instructions given to the parents.

As has already been discussed that a number of Pakistanis do not know what a balanced diet contains. The

nursery school can help solve this problem to a great extent by providing at least one balanced meal to the children. In most of the families in Pakistan a three year old starts eating the spicy food. The spices are believed to have some medicinal value but the young child needs more milk and fruit than the strong spicy food which causes indigestion and diarrhea.

Milk and meals provided in school certainly do much towards ensuring good growth still they cannot replace a well planned home meal. Therefore, close collaboration with parents is very important. Relationship of school with home and the importance of parent-teacher relationship, for the growth and development of the child, will be discussed in detail in the fifth chapter.

Intellectual Development

A good nursery school with its carefully planned programme and setting along with a variety of materials contributes towards the intellectual development of the pre-school child. Intellectual development does not mean that he starts learning the subject-matter or knows to read and write. He starts knowing his environment and the things around him by exploring and doing. He satisfies his curiosity with the help of the teacher who is always around to answer his questions and guide him doing and learning

things the right way.

By the nursery school age the child should have acquired a useful vocabulary and also be able to speak of absent things. By this time he knows the difference between living things and non-living, between animals and human being. It is difficult to say when exactly does a child get this knowledge but it is through many forms of activities and experiences that the growing child starts understanding the world around him.

With the variety of materials provided in the nursery school children get an opportunity to examine them, handle them, place them carefully and perceive what happens with these activities. This makes them think how and why things happen in a certain way. This also makes their minds full of questions answers to which should be gotten somehow.

"The child at first seizes objects indiscriminately and plays with them without purpose. He soon begins to look at and become interested in the object he clutches. He becomes aware of activity and what he can do with the things he holds."¹

The activity, at first, may not be very purposeful for the child but the outcome of this experience brings the starting point of the intelligence and the intellectual growth. Looking at things, feeling them and using them in his play activities he starts comparing and contrasting with

¹Lillian De Lissa, op. cit., p. 88.

which he begins to think and reason out. As play starts becoming more experimental all mental activities such as attention, concentration, observation, memory, reason and judgment are called upon and thinking becomes more complex and advanced.

A capable nursery school teacher knows that attention depends upon interest in an activity and ability to carry through to completion and also that attention span of a nursery school child is often short, but "..... for certain activities the child's attention span is relatively long while for others it is momentary."¹

Nursery school teacher with the knowledge of child development and day by day observation of individual child in her class can enlarge their attention span by providing activities they are more interested in. She knows that the children are more interested in play activities than reading and writing and can spend hours in well-planned and fully equipped nursery school play ground.

"Children are slow to develop a sense of ownership. It is only by owning, by feeling a sense of complete possession, as well as by recognizing the needs and rights of others that children develop an understanding of ownership and property rights."²

¹Teacher's Guide to Early Childhood Education
(California: California State Department of Education, 1956),
p. 20.

²Ibid., p. 19.

Property rights become specially confusing in case of an only child who is the centre of attention at home and everything he asks for is his own or in case of large family in Pakistan in which the children own the toys in common and the first to grab can claim priority or they start quarreling and come crying to the mother who is too busy doing the household job and is too busy to deal with the belonging rights except by shouting or at the most snatching it away from the elder and giving it to the younger one because he can scream on a higher pitch of voice. In her own way she is teaching the elder child to realize that he is old enough to give his toys to the younger ones. In fact these children are confused in regard to the property rights and are slow to develop a sense of ownership. The same child when he walks in the nursery school with a ball of his own, he gets a feeling of complete possession, something his own. At the same time he plays with the things of others and with other children. He recognizes the needs and rights of others and that the school playthings cannot be carried home and are for everyone. Here he develops an understanding of ownership and property rights.

In the school the teacher reads the stories to the children from the picture books. These stories are those of their own surroundings. They see themselves, their parents

and their own pets in it. These picture books are within children's reach and their beautiful coloured pictures attract to see at first which actually leads to develop an interest in books and helps in readiness to read which is making them ready for the kindergarten where they do reading and writing.

Creative expression is essential for intellectual development and the nursery school schedule should have plenty of room for it. Children are provided with low easels, big brushes and paint boxes which are easier for them to hold and work with. They are free to express themselves as they want on the easel, paper or the low chalkboards. Music and dramatic play, an essential part of the nursery school programme, bring them joy as well as a love for music and drama.

A good nursery school with its wide variety of tools and activity can provide a range of experiences which broaden the child's intellectual power and enrich his understanding of the world and prepare him for the more complex years ahead.

Social Development

"When first the child enters the nursery school, he is still, as a rule, more interested in and more responsive to the adults."¹ It is because, generally speaking, he has

¹Lillian De Lissa, op. cit., p. 158.

learnt to trust them and depend on them. To him other children are still unknown for friendship. It is specially true in the case of an only child. The other children appear to him as rivals and he afraid that the others may catch the attention of the elders which he wants to keep for himself.

Family pattern in Pakistan is rapidly changing from extended to single families. It is especially true in Karachi where mostly people are government employees or are staying in Karachi for business purposes with their wives and children. In many cases the parents and other relatives are still in India and its only one family which has moved to Pakistan. Under such conditions the child does not get the benefits of an extended family in the process of socialization. The children from the middle or upper class families do not get a chance to play with other children outside home. It hurts the pride of the parents if their child is seen playing with other children lower than their status. As far as visiting others of the same status is concerned, parents usually do not take children with them and he stays at home with the servants who feed him and put him sleep, sometimes by force, so that they get a chance to chat among themselves which is not very possible when the master and the mistress are home.

A lonely and bored child becomes troublesome to the

parents. The nursery school under such conditions is the answer to the troubled parents and the growing child who should learn to play and work with others of his age and also the elders. Nursery school is their first adventure into a wider life than they have previously experienced and exerts a powerful experience on social behaviour as well as social development.

A good nursery school teacher shows great intimacy and care in the first few days of child admission in the school. This is the time when child forms his attitude towards people outside his home circle. If this experience is a pleasing one, he goes onwards to wider contacts fearlessly and with joyful expectation and the desire for friendly contacts grows in him rapidly. One smiling gesture and small help soon leads to following and watching one another and soon they are seen holding hands, hugging each other, two of them talking together and may be none of them listening but they are together and happy.

Besides this direct pleasure in social contacts, the young child in the nursery school, has a chance to widen his identification. He, now belongs not only to the family in which he was born but to his school — a social group outside his home. Here, he is gradually learning the complicated social process by which he can make himself an acceptable member of the social group. Here he learns to

take turns whether it is outdoor play and he has to wait for his turn to swing or slide or the dining table where he should wait until the rest of the children join to eat.

Generally a child of three in Pakistan is very shy. It is because a good child is the one who is quiet, sits still and does not disturb 'ma' by his questions when she is working or 'pa' when he is back from the office all tired. In the nursery school, with a homely atmosphere, the child feels free to express himself. His curiosity is satisfied in so many ways — the teacher knows the child perfectly well, is aware of his needs and knows the right way to satisfy those needs. Here by talking and listening to others he learns to share ideas and patiently listens when the other is talking because he knows that he will get a chance to talk too.

The nursery school provides an atmosphere where without much effort cooperation and sharing are taught. Children are not persuaded or forced to make friendship but are free to make their own advances in their own way. Without any body asking them to do, children in the nursery school are often seen helping each other in the toilet room or buttoning the coat or taking the shoes off.

The child in the school gets a sense of equality because all his peers have the same rights like him. During play period, at one time, he is the leader while at other

times he is the follower. This is very important for the social adjustment in later life where he cannot always be the boss.

The child who was basically self-centred when he entered the nursery school walks in his kindergarten class as a cooperative and social individual. He will be a better learner than the one who has come straight from home and has still to go through the period of social adjustment.

Emotional Development

"The strong man is he whose emotional life is as vigorous as a team of lively horses and as well controlled. He has at his command driving power to take him where he wants to go, however still the climb, however many the obstacles."¹

It is possible and important for education in emotional stability to begin in early years when the emotional life is vigorous. Emotional behaviour occurs early in babyhood but is more general than specific in character at this time. As the child grows up, learns to walk, talk and starts exploring his environment of people and things he experiences fear, curiosity, anger, pleasure and excitement.

¹ Ibid., p. 134.

The child at three and four is becoming very curious about himself and his powers and wants to try and know everything around him. He is very curious and full of questions answers to which should be given. If his curiosity is not satisfied he faces frustrations and disappointments. This may result in submissive or aggressive behaviour. It is particularly true if he is all the time among adults and finds himself unable to do things, like lifting a heavy object or to reach and get something lying on a high place, which older people can do. This gives him a feeling of inferiority and if not helped to get over it, the feeling of frustration may arouse rage and rebellion in a normal child. It is necessary for the young child to form the habit of using and expressing his feelings in a balanced way rather than finding an unhealthy outlet due to a thwarted need.

In Pakistan excessive demands are made on children. Even during pre-school years most parents expect their children to obey them and to behave according to their standards and values. Often these demands are beyond the understanding of the child and if he fails to meet them he is often severely criticized and punished. "A few upper and middle class parents make unreasonable demands on children. If a girl, she must behave like a lady and a boy has to act like a little gentleman. They must have the manners

of grown up people."¹

In most of the middle and upper class families, in Pakistan, we find parents in two extreme forms as far as affection towards children and the freedom allowed to them is concerned. At one side are the believers in strict discipline and no freedom of thought and action is given to the children. They believe that children should be well behaved. The criteria for good behaviour is that the child be quiet, shy, humble, inactive and reserved. The other group holds the opinion that complete freedom should be given to the child; all his needs, reasonable or unreasonable, should be fulfilled so that he does not meet any frustration. Children in such families end up being disobedient, disrespectful aggressive and a nuisance to others.²

While describing the emotional development it is important to mention that the girls in Pakistan are usually very shy and submissive. This is due to the fact that usually boys are more cheerfully accepted at birth while very few parents are really happy if a daughter is born. Boys are often forgiven some of their lapses in manners or morals but the girls are not expected to be sharp or unruly

¹Smitter and Dar, op. cit., p. 69.

²Views expressed by Mr I. Hyder, Principal, Public School, Karachi Cantonment, during an informal interview taken by the writer.

in any manner. Usually boys get more privileges than the girls and girl's need of love or affection is thwarted. There are more girls found with the feeling of insecurity and fear than the boys in Pakistan. In the same house where there are both boys and girls, boys get a feeling of superiority over girls, as the following explains: "I (boy) remember that my elder sister was very weak and my mother did not like her. My mother loved me while I know she allowed her to die ... She cared for me more than all the others."¹

Considering the limitations of this paper, it is not possible to go in further detail concerning the causes of thwarted emotional development of a large number of children in Pakistan. One thing is certain that it makes, even greater, the need of good nursery schools which as an educational institution can help the young children overcome their emotional problems of early years.

With a carefully planned set of activities and the help of well trained teachers who are aware of the needs of the children of three and four years of age, a nursery school can help accomplish the task of helping the child develop into an emotionally stable grown up. The psychological atmosphere in the nursery school consists of certain

¹Smutter and Dar, op. cit., p. 54.

basic attitudes such as the acceptance of the child as a person, causes behind his misbehaviour, the nature of growth and acceptance of his need of support and protection.¹

Children, in the nursery school, are given an opportunity for action and expression in a variety of situations and with the minimum of prescribed instructions. The teacher is always around to help children overcome a problem and does not scold him when something goes wrong. The teacher is competent to care for him, help him if he cannot climb or jump as high as other children, her job is not to make him feel ashamed or like a coward if he is afraid to swing high but to help him overcome this fear.

For the children's spontaneous creative use there is plenty of coloured paint, crayon, blank paper, modeling clay, finger paints, pencils or any such thing which the child can use according to his own ideas. Left to his own devices the child is proud of his independent creations and a word of praise from other children or the teacher helps him establish himself as an individual capable of original creation. This process is basic to his ego development.

Through creative expression he can also release some of his intense feelings as a helpless child in a world of

¹All this becomes more realistic when the school helps in the improvement of home environment. For more details see Chapter V, section on 'Parent Education'.

powerful adults. A study of the creative expressions of individual children can also help the teacher understand the child as an aggressive, submissive or a completely normal individual.

A lonely child who is bored at home in the company of adults and becomes troublesome is in search of companions. He could be very happy and well behaved in a nursery school where he gets an opportunity to play and spend a considerable amount of time with other children of the same age. In the nursery school he learns to share his feelings and attitudes with others and soon acquires the trait of kinship and equality. A nursery school where there is no difference between the two sexes the submissive and shy girl who has developed feelings of inferiority due to parental attitude towards her, gets over this unwanted and unhealthy feeling and enjoys the innocent pleasures of childhood.

To conclude the nursery school experiences, from a child development point of view, enrich the life of the young child and fulfill the natural impulses of this stage of his development.

CHAPTER III

CURRICULUM

INTRODUCTION

"A person making a first visit to a nursery school may be so impressed with the apparent freedom from pressure and the lack of bells and warning signals that she will fail to recognize the carefully planned schedule which underlies the activities of the day."¹

The most significant manner in which the proposed nursery school will differ from the traditional schools in Pakistan will be its well planned curriculum and schedule of activities. With the cooperation of the parents, the school hopes to plan a programme which will make a significant contribution towards the growth and development of each child as well as fulfilling the needs and values of the community in Karachi, Pakistan, where the school is expected to be established. This programme will also be planned with reference to the plan of the building, the age of the children (3-4 years of age), the climate of Karachi, the length of the school day and the number of teachers employed

¹Foster and Mattson, op. cit., p. 8.

The school under discussion will be a full day nursery. That is "a nursery school which includes in its programme the noon meal and the afternoon nap is usually considered a full day school. Such a school is ordinarily in session for six or seven hours...."¹

The proposed nursery school will be in session from 9 A.M. to 3.30 P.M. except for Fridays, half day, which is usually a full day or a half day holiday in Pakistan due to religious considerations. Sundays will be a full holiday. The school will also be closed for special religious and national holidays. The new session in the school will begin in the month of July (as is practised in the schools in Karachi) at the end of December beginning of January the school will be closed for mid-year holidays. The academic year will end towards the end of the month of April as it starts getting very hot and a large number of people go to the mountains (hill stations) for summer.

As has been mentioned already the new session will start in July but the staff will start working a month and a half before the school begins. During this period admission of the children to the school, preparation of equipment and programme in readiness for the first days of the school will

¹ Ibid., p. 286.

be made. The director of the school will hold a series of meetings to acquaint new teachers with the aims of the school, the programme and the expectations she has as to the manner in which children are to be taught and cared for.¹ For example classrooms should be spotlessly clean and equipment completely ready for the first school day to enable the teacher to devote her complete attention to the children themselves.

THE DAILY TIMETABLE

No nursery school can plan a schedule that will be satisfactory for every day in the year. It is, nevertheless, important and advantageous to have a planned sequence for the day's events. This time-table for the day's activities will be flexible so that the school programme or the nursery school day does not become rigid for the children. On the other hand routine is important to a young child's feeling of security and ability to adjust to school life and its expectations. The flexibility of the time-table, where necessary at times, will help the teacher deal with the individual differences found in the group. The schedule will be so planned as to allow time both for regular routines and activities selected by the children themselves.

¹A more detailed discussion concerning the teacher will be given in the fifth chapter.

While outlining the plan care will be taken that not "too much" is included so that children are not continually on the go from one activity to another but may follow their own leisurely pace. As Foster and Mattson explain, "Unless the children are given plenty of time to follow their own interests and ideas in play and in social contacts they have little chance to learn habits of independence."¹

Before putting a schedule of activities on paper great care will be taken that the programme offers large blocks of uninterrupted time. The arrival will be leisurely with no rigid punctuality. Since there will be no insistence on rigid punctuality the first period in the morning will be one where children are allowed to do self chosen activity. Enough time will be allowed for the necessary trips to the toilet and help by the teacher will be given if the child is unable to take care of himself at the toilet. It is especially important in case of the schools in Pakistan where, at home, children are usually not allowed to go to toilet by themselves and they are used to having an aya or mother around. Teacher will certainly have to do this job in the early days of school until the child or the children become accustomed to using the toilet the correct way. When major shifts in activities are to be introduced care will be taken that it does not annoy

¹ Ibid., p. 282.

the child and he is willing to move to the other activity. For example after the free activity period when all the children have arrived juice or milk will be served to follow the story telling period or music which will be a group activity. It will be easier for young children to leave their play for milk or juice or any such thing rather than reading a story from the book.

Since the school rooms will not be centrally heated the children will not be asked to take off coats or wraps at arrivals during winter time. If the children have woollen wraps or cloak for school use while painting or playing with mud or sand etc. this will help keeping the expensive coats clean and they will change to school coats after arrival.

An example of the schedule of daily programme is given below. Again, this programme of activities is not rigid at all and daily changes could be made by teacher according to the needs of the group and the individual children.

9.00 A.M. — 3.30 P.M.

- | | |
|-------------|---|
| 9.0-9.15 | Arrival. Take off wraps (change wraps or coats in winter). Free play outdoor or indoor. |
| 9.15-10.00 | Creativity period (painting, pasting, claywork, etc.) |
| 10.00-10.15 | Wash hands and toilet |

- 10.15-10.30 Milk or juice served. Glasses taken back to the utility room.
- 10.30-11.30 Play out of doors (with sand, jungle gym, other equipment, gardening, taking care of the pet).
- 11.30-12.00 Come in (after washing hands etc.). Rest on mats - Listen to quiet music or story.
- 12.00-12.30 Wash, arrange table for lunch.
- 12.30-1.00 Lunch
- 1.00-1.15 Take plates back to the utility room. Wash hands. Clean teeth. Bring pillows and get ready for rest.
- 1.15-2.00 Complete rest, if possible sleep.
- 2.00-2.15 Toilet visits
- 2.15-3.15 Story and General Knowledge (stories by the teacher. Song or rhythm, sharing by children, General Knowledge discussions etc.)
- 3.15-3.30 Put on wraps. See if you have taken everything. Get ready to go home.

INTRODUCING THE NEW CHILD TO THE SCHOOL

Starting school is important event in the life of any child. It is even of greater importance to the nursery school child to whom school means the first real break from home. The child who is used to seeing only a few members of

the family cannot feel easy the first day in school. He does not like the mother to go leaving him among a group of strangers. If he starts feeling depressed or starts crying, he may get the habit of doing it and will not develop pleasant feelings towards the school.

To simplify the adjustment of the new child to the school, the proposed nursery school will take certain steps before the day of entrance. For this purpose of healthy adjustment of the child to the school, teacher and mothers will have to work together.

As was mentioned earlier in this chapter the admission of children in the school will begin a couple of weeks before the academic year begins. This time could be suitable for the teacher and mothers to start operating so that the adjustment problem will be minimal.

One way to tackle this will be by bringing the child to the nursery school building before the regular enrolment starts. He will be allowed to roam about in the rooms with the mother or by himself if mother starts chatting with the teacher. During this free roaming time the child can look, touch and hold toys, can look into the open play area through the window of the activity room, open taps and wash hands just for the fun of using low water which he does not have at home. By doing all this he is getting familiarized with the school building and its

equipment and naturally finds the school with all this play equipment more interesting than home.

If he comes at a time when no other, or not many, children are there, the teacher has a chance to chat with the mother and the child. If the child sticks to 'ma', the teacher and the mother may make him the centre of attention, talk about him — what he likes to eat, what sort of lovely clothes he has and who are his best friends, in a casual way. During the course of conversation the teacher gives him occasional pats, asks direct questions like "is it" or "aren't you clever?". This will satisfy child's ego and need of recognition and develop in him a fondness for the school and the teacher. Some children do not like too much direct attention and teacher has to use indirect ways to make friends. A casual conversation about a toy or a pet or object in the room is a better opening to such a child's friendly attitude rather than direct questioning about his person.

During these occasional visits to school the children may also have an opportunity to meet each other and make friends in small groups before the formal school days begin. These friendships will be entirely informal and a result of contacts in the school premises. This way, when a child, who already has a friend comes to school the first

day he has less chances to be upset while the mother or the aya leaves him and goes away.

If possible the nursery school teachers (since there will be more than one teacher) will visit a child's home before he comes to school. This visit will be for the purpose of finding out about his habits of sleeping, eating, toilet, his previous social contacts, language development, methods of control used by the parents and parents relationship to each other. The teacher will keep this information as a record. Caution will be taken that the child will not be present when the teacher is taking this information hence it may scare him.

If it is not possible for the teacher to visit the home of the child and get this information, an information blank or a questionnaire will be used to get this knowledge and will be kept for future references while dealing with the children. This will help the teacher to know the individual child as well as the characteristics common in the group she has to deal with. With this information teacher is able to make the first day and every day more pleasant by planning according to the needs and interests of the child.

The first few days may be more strenuous and serious for the teacher. She has to watch her children more carefully at this time. With the play materials provided the

child may be over excited in the beginning and may never get tired of the play but the teacher must find a good balance so that the children do not become fatigued. A well planned time table will be of great help in these early days until the children get settled in the new environment and school life becomes normal for them. "Teachers may learn to know individual children quickly by pinning the name tag on the front of each child until she knows their names."¹

BREAKS IN THE SCHOOL ROUTINE

Holidays, vacations and illnesses may become a cause to upset the routine of the nursery school. A nursery school group in Pakistan, unlike many other nations, will have children representing many different religions. There will be Muslims, Christians, Parsis, Hindus, Sikhs and many more in one group. Either the school will be expected to give an official holiday or the child may not attend school during the religious feasts of these different religious groups. There may be illnesses, repeated severe colds or travelling with the family. All these may have a disturbing effect on the nursery school routine and may prevent the child from ever

¹Reported by Mrs Bhatti of the Home Economics College, Nursery School, Lahore, during an informal interview taken by the writer in October 1963.

becoming an accepted member of the group.

While planning the schedule of holidays for the proposed school, care will be taken to prevent the upsetting effect these holidays have on the child and the school routine.

No official holiday will exceed more than two days at a stretch except for the mid-year vacation which will be two weeks from the beginning of the last week of December until the end of the first week of January. X'mas and new year will fall during this period. Before the vacations begin children will start preparing things for X'mas (in case of Christian children) and the New Year for the others. Teacher will tell them stories about the Christ child and X'mas. In preparing for the new year they can plan a programme. Teacher will tell them how and why a new year comes. By this young children will get a notion of time and will know something about weathers like "Its winter when the new year comes," and how many days and months pass when a year ends?etc.

So many times the child does not want to come back to the school after a long vacation or a holiday. It is breaking the easy home routine. To get over this problem the teacher may help mothers work out a programme for the home which will be similar to school schedule and activities. This will make his return to school easier.

In case of long illnesses, the teacher may go to visit the child at home or in the hospital. During the sharing or group activity period she may tell the others that so and so and so is sick and what should be done about it. Taking suggestions from the group she may write a note to the sick child wishing him good health and ask the whole group to print their thumbs on it (since they do not start reading and writing). This activity will be very interesting to the group. Besides the thumb teacher can print the names of the child. Some five year olds who start writing take great pleasure in printing their own names. They will be allowed to write their own names besides the thumb sign and these who are ready to learn this will be taught to write their own name. This will be a good opportunity to let them start of do the 'writing'.

Birthday is an event which has real meaning for the child and he looks forward to the day when he blows four in stead of three candles. Then the birthdays come so often in a school group that they remember it and want to celebrate it. To prevent a birth day absence because the child is excited about the party at home, birthdays can be celebrated in school as well. Teacher can arrange a small party. Children can make little things to present to the child and they all can sing a happy birthday to in music period. This way the child will be more than

pleased to have two birthday parties and also would not be absent from the school.

ACTIVITIES — ACTIVITIES FOR THE DEVELOPMENT OF CREATIVITY

"Creativeness is an integral part of the make up of every individual and of the learning process itself. All children are creative, differing from each other in degree but not in kind. Creative ability is not an absolute ability which one either does or does not possess; rather, it is the very essence of learning. When a child expresses himself in a manner that is for him new or original or which is an improvement on his past performance, he is creative in his action."¹

The creative ability is not the property of a few chosen ones, but present to some degree in each normal individual. To be creative the child should be free from the anxiety or fear of making mistakes or getting punishment for failure, but be free to try new ideas, techniques and conclusion. To be creative is not to copy a teacher drawn object but to create something new with your own ideas and feelings and abilities. The teacher has to establish an emotional atmosphere conducive to creative and encouraging exploration, curiosity and trial and error learning. The schools running on traditional methods in Karachi usually discourage artistic expression by the child of the average ability by discouraging him through ignoring his efforts or through trying to teach him techniques too difficult for him.

¹Freeman Glenn Macomber, Principles of Teaching in The Nursery School (New York: American Book Co. 1954), p.262.

The proposed nursery school programme will allow a full scope for the children's active experiments and creativity. The teacher's part is preparing the child for creativity by discussion of a large variety of suggestions and provision of many materials. She also comforts them by giving praise for their creation.

With a large variety of materials which include clay, paints, crayons, coloured paper, sand table, large variety of blocks, dramatic play costumes, dolls and play house equipment, trucks and toy machinery, etc., the school aims to help its children develop into healthy creative individuals.

The ways in which the proposed nursery school will help children develop creativity will, now, be discussed separately and in detail.

Chalks, Easel, Paints and Crayons

The children in the school will be provided with coloured chalk, low easels, large brushes, paint and crayon to express themselves freely on paper, chalkboard or easel.

Chalk scribblings or drawings are very interesting to children because they appeal to a three year old's quick shift in activity. The chalk line can easily be erased and he can go on changing the objects on the chalk board or the paper.

Easel paint and crayons, on the other hand, have more definiteness and have a permanent value for the child. The children in the school will be allowed to express themselves freely through their creative expression. The art work done by the children could be hung in the nursery school room with their names on it. This will encourage them to make more use of paints and crayons. No criticism on the work will be made by the teacher but, she can suggest things or little variations in the painting.

Children are seen to criticize, appreciate and copy each other's paintings which is a healthy attitude and has good results provided they do not merely copy. During one of the visits to the Kindergarten at the American Community School, Beirut, the writer found children making their own pictures to give as an Xmas present to their parents. Some were very cautious and careful in giving the details of their hair style (the one they were wearing that day), and colour of their dress. While others were as sketchy as to give a head, hands and long legs. One little girl was heard asking the boy next to her, "Hey, you made no ears? Do you think you've got none?"

Children at the nursery school age sometimes find difficulty in expressing themselves through the use of language. Expressing themselves through art is common

at this age. Children are often seen to make two figures one bigger, the other small - call the big one 'Me' and the small one "Daddy". This shows their urge to be as big as daddy because he can do things that the child is unable to do.¹ Through the creative art expression of her group the intelligent teacher will be able to understand the feelings, reactions and problems of individual children. The art could also be a media to judge maturity to a certain extent. A very immature child may produce a scribble if asked to draw 'mommy' while a more mature one may produce a few details about her dress etc.

An exhibition of children's art work, without marking or indicating only the best, will encourage them to be more creative and express themselves through art media available in school or at home.

Sand and Clay.

Sand and clay is one of the various things that school will provide for child play, use of large muscles and the joy of activity. Play with sand and clay may have little or no concern for an end. For instance if you

¹The writer saw a similar picture made by five year old in one of the traditional schools of Karachi. In the picture the child was supposedly pulling the teacher's ear. It is not possible to give the name of the school but the example is enough to explain that the five year old was expressing his desire to take revenge from the teacher through art media.

ask a three year old what is he trying to create with clay he may be puzzled because at that very moment it is his need of activity that urged him to play with it and manipulate it. But accidental results do come about and as a result of a round shaped that he has created he may call it a 'ball'. This feeling of creating something concrete will bring increased pleasure in him and child grows fond of using these skillful materials. Although play takes precedence over any result in view it increases conceptual power as well as helping the child develop motor power.

A group of children playing with sand, throwing it over each other, shoveling and pouring it for a large portion of free play time made it 'tea' finally. One little girl became the hostess and others came visiting her the tea was appropriately poured from tea pot to the cups and the same became a media for dramatic play. Of course, the shift in the activity was quick. They forgot all about tea and started making a house in the sand and sleeping in it.¹

Sand play offers no permanence of results but clay does offer a little. No special tools are needed for the

¹The writer observed this happening at the school attached to the "College of Home Economics", Lahore in October, 1963.

child to play and show creativity with clay. Small cutters, water pails and something to beat the clay with are enough for the child to double the interest in clay. Beating of clay sometimes becomes a good outlet for aggressiveness in a child. After expressing this emotion by beating he will calm down and end up calling the object a 'pan cake' or a paratha (Pakistani bread). This will give him more satisfaction than he got by beating the clay. The child whose birthday is near may think of making a birthday cake. Others may join him in the activity and sing a happy birthday.

The more interested and engrossed children become in their activity with sand and clay and other such materials better are the results for the creative expression, emotional outlet, development of motor skills and concepts.

The Blocks.

Child's love of blocks is apparent from their world wide use in the nursery schools. A variety of blocks in different shapes, sizes, colours, can help a growing nursery school child in several ways. These different types of blocks become symbols for the child. "My head is like this block." The child can help him know this certain shape is called round. "We need a 'bigger' block to fill in this space." By playing with the blocks the child is developing a concept about space and shape of things. He may not know

that a certain block is red in colour but he knows that a red coloured block is different from a black one.

In the beginning the little child usually piles the blocks for the pleasure of knocking them down but organized block designs start showing in shapes of trains, houses and cars. Blocks also help in social development when a group of them is involved in constructing the house with its details. Each one suggests and helps and the activity has an apparent end in view. While the block building is usually a sociable occupation, it also serves the need of a solitary block builder who wants no one to interfere with him.¹

Wood being very cheap in Pakistan the proposed nursery school will have many different types of blocks available and within the reach of children.

Music and Dance.

The basic aim in making rhythm and music a vital part of nursery school programme is to develop power of expression in children through music and song and bring joy to them. Mothers have always used song and rhythm to comfort a crying child and to give him peace by singing lullabies to him.

¹ See appendix C for solitary and group play with blocks.

Music and dance, in the nursery school, could be made a natural part of many of the young child's experiences, since sound movement and speech are vital part of much that he does at this age.

During children's free activity or outdoor play period if music is played to accompany spontaneous movements of climbing, running, and jumping, it will add to the pleasure of these activities. If a song is sung by the teacher when a certain child is swinging higher and higher it doubles the appreciation of the activity, e.g.

I am swinging, swinging, swinging
I am swinging up so high

Music time in the proposed school will be the time of special enjoyment. There will be no pressure on the children beyond an invitation to join in this activity. Children with the help of the teacher will compose their own songs to go with their activities of jumping, eating, washing, and cleaning. With the help of paper, dried skin and bells children can make simple musical instruments and play them while singing their own songs.

A considerable variety of children's musical records are available now. Teacher will play them to the class. Children will also be allowed to handle the records and the record player. Teacher will tell them the right way to handle this equipment.

Little children love music because they can respond

to it with their whole bodies thus satisfying the need of muscular activity. Music and dance can lead to dramatic play. But this all will need an active response and encouragement from the teacher, to make it purposive by leading on to further activity.

Different activities of painting, modeling, rhythm, music and dance are used by the littlest child to express his feelings, needs and emotions. While starting any one of these activities the child usually does not keep a final end in view, but an accidental result gives them pleasure and they start developing an appreciation for the activity. It is only when scribbling lines begin to take forms of a pet or a man and bright colours stand out does he get a sense of accomplishment. If at this stage and in the early stages of 'creation' by the child, he gets appreciation and encouragement from the adults he will progress speedily in the development of creativity. Child interest in music is mainly for the rhythmic movement in the beginning but gradually he starts developing an appreciation for music for the sake of poetry and develops rhyming.

The teacher by organizing the programme for the development of creativity in her group and through encouraging them will be of great help to lead them steadily in the course of mature creative expression.

Health Programme

"Healthful living conditions are important at any age, but during the pre-school years they are imperative, for at this period much can be done to promote and much, unfortunately, to impede the development of a sound body."¹

The nursery school child, whose environment is for the most part the home, has already developed certain attitudes and health practices before entering the school. If the home environment of the child has been good his health habits are generally good and the school can provide a developmental health programme. If, however, the child has come from a home environment where he has developed poor health habits the task of the school becomes the remedial measures for these undesirable health attitudes.

The area of physical welfare is generally neglected in Pakistani homes. Little or too much care is taken about children's bodily health. This is due to lack of knowledge of child development and means and ways to provide a healthy atmosphere at home where children can develop right attitudes and health habits.

There are very few schools in Pakistan that have a health programme included in their curriculum and there is hardly a school of any kind that has an adequate school health programme. At the most what schools do in terms of

¹ Foster, and Mattson, op. cit., p. 49.

a school health programme is to see that children come to school in clean dresses or uniforms or gives them facilities for inoculation and vaccination. School and parents in Pakistan forget that is not only the absence of disease or infirmity, but health is a state of complete physical, mental and social well being.

The proposed nursery school will offer an environment and a programme planned to further the physical well being of the children which as a result will help them develop into socially and mentally well adjusted individuals in the group. This health programme will help children in physical well being and development, emotional stability, social adjustment, hygienic habits, safety practices and individual and group responsibilities for maintaining health.

A Healthy Environment

The nursery school with its well planned building and equipment will be able to carry on a health programme with ease and efficiency. A detailed discussion of building and equipment of the proposed school will be given in chapter IV. Nevertheless, it is important to mention here that the school building and rooms will be arranged so as to provide sufficient space, good light, fresh air and pleasing interior decoration. The school will be situated in a clean and healthy area in Karachi. The building itself

will be sufficiently large and well arranged to provide the space needed to carry on a well planned health programme. In other words it will provide children with the physical conditions important for the comfort while they are working, playing and resting.

The teacher, herself is the most important part of the environment. Children at nursery school age are quick to imitate, and the teacher herself has to follow good health practices and help children develop a wholesome attitude towards this important area of their development.

Preliminary Physical Examination

No child will be admitted in the nursery school until he has been examined by the school physician. During this examination a complete check-up of the child in front of the parents (if possible) will be made. At this examination the child's exact age, height and weight will be recorded, and his hearing and vision tested. A record will be made of his heart, lung, throat, nose and general strength. If needed vaccinations will be given. A record will also be made, with the help of the parents, of the serious or infectious diseases, if he has had any in the past.

Physical examination before the admission of the child to the school is very important both for the individual child and for the group. For the sake of the other children the

school cannot admit the child with a contagious disease. Also for the sake of the individual child, a child with a weak heart cannot be admitted unless special care about his play and activities is taken by the teacher.

Usually parents are not able to find out if the child is suffering from a slight vision or hearing problem. The physical examination will bring the problem into light and the child will be helped, if possible.

It will also help at the time of admission in the kindergarten to see the progress he has made, in physical health, during the nursery school year and to see whether or not he has made expected progress in height and weight and, if there has not been normal progress, the reasons for it.

Protection From Contagious Diseases and Infection.

A nursery school child is passing through an age where he catches diseases such as colds, whooping cough, diphtheria, chickenpox, measles, influenza, mumps and skin infections quickly by coming in contact with others suffering from such diseases. There are also more chances of catching a disease for a school going child than the one who stays at home and has less chances to come in contact with other children. Therefore the nursery school has a big responsibility in relation to exposure to contagious

diseases.

To safeguard children against smallpox, cholera and diphtheria, they will be vaccinated and innoculated in the beginning of the year at the school physical examination time.

Although a nursery school teacher is not qualified to diagnose an illness, an alert teacher can do much to prevent the disease from spreading in the group. Common colds, watery eyes and running noses may not be alarming for most of the parents but the nursery school teacher knows that the other children will catch them easily and many serious illness may start from these. "In attempting to determine cases of contagious disease, we must remember that many illnesses start as a common cold, with watery eyes, running nose, sneezing, and inflammed throat."¹ Regular attendance in the school is very useful for the child but the school teacher will send a child with a cold or running nose home for the safety of the other children in the group. It is also better for the child to be at home and stay warm in bed.

The nursery school teacher who is concerned with the welfare of her children observes them playing outdoors

¹ Foster and Headley, Education in the Kinder Garten, 3rd end., (New York: American Book Co., 1959), p. 73.

and indoors, she will take into account small things like fatigue, lack of appetite, flushed cheeks and stomach or headaches before the child is finally caught in serious diseases due to lack of care about these symptoms.

It is not only the children who are a part of the nursery school, it also includes the teacher, the cook, the aya and all the other adults who come in contact with children directly or indirectly. These adults members of the staff will be expected to be healthy and free from any contagious disease as well as intestinal parasites transferable from hand to mouth if they come to school. A cook with a cold is expected to take a few days off rather than spreading his cold. Stool tests every three months for all the staff and children is advisable.

To conclude, the proposed nursery school will be of great help to promote the physical welfare of its children in many ways. The school environment will include fresh air, good lighting, proper food and equipment which will encourage healthful activity and help children to acquire desirable health habits. Caution will be taken against contagious diseases and fatigue problems in children.

TEACHING RELIGION

To teach religion to a nursery school child is a debatable point. Many schools in the United States and

England have avoided religious education in their curriculum, in this century, and some have kept it optional. Most schools in Pakistan except the convent schools, run by foreign missionaries, do not teach any religion. Some teach a subject called character building where they give common knowledge of things like truth, honesty and righteousness.

The writer found a common feeling prevailing among most of the parents and educators in Pakistan that religious knowledge should be a part of the curriculum. This religious knowledge is actually a knowledge of Islam, which the elders want the children to know. This need among the muslim parents and educators is due to many reasons. It is to a very great extent due to the fact that the whole philosophy underlying the advent of Pakistan is its being a land for muslims or a "Muslim State" as the Constitution puts it. Since every muslim member of the community is supposed to be a good muslim, it is believed that the schools should teach Islam. Another reason that there is currently a reaction to the convent schools, which are many in number, throughout the country and are teaching Catholicism.

During the interviews taken by the writer, respectable members of the community and members in the Ministry of Education, which includes Dr. Abdul Rauf, Director of Education, Lahore, showed a great desire for, and insisted that,

the proposed school should be run on the principles of Islamic education, and produce good muallims by teaching them Quran and Hadith. Some people were against the whole idea of opening a school which will run on the principles of modern educational theories, as it could only be an English or American school according to them.¹

The proposed school is expected to be established in the cosmopolitan city of Karachi. The citizens of Karachi represent muslims, christians, hindus, parsis, budhists, jainis and many other religious groups and sects. The nursery school group will certainly have representatives from different religious groups. It seems to this writer that teaching only one religion (Islam or any other) to all groups would bring opposition from other groups.

It is important to remind the reader that the school will admit children from the above average socio-economic class in Karachi. A lower class family will not be able to afford the fees and other expenses. A percentage of this "upper" class includes foreigners (business community and diplomats) from all over the world and have different beliefs and faiths. They will prefer to give their own belief to their children than have the school teach a certain

¹ Mr Butt, Principal, Government Teachers' Training College, Lahor was one of those not much in favour of starting such a school.

religion.

The nursery school in question will adopt a programme to meet the religious needs of all these different religious groups. The programme will also be planned according to the mental capacity of three and four year olds to understand religion as such.

A nursery school child knows religion through symbols. To him God is the one who gives good things if he behaves well and keeps elders happy, and gets angry if he is naughty. "The child believes that God will reward him when he is good and punish him when he is bad. An extremely emotional attitude may be developed. A child may feel a personal relationship between himself and God."¹ One may find a child asking for things quietly if elders refuse to give him what he desires.

In the opinion of the writer at this age children should not be taught the differences between the religions. This is why the school cannot plan where children from different religious groups can be separated at a certain time to go and learn religion as Islam, Christianity or Hinduism. This will create several complexities in them and may become a cause of creating differences in their young minds.

¹Lester D. Crow and Alice Crow. Child Psychology, (New York: 1962), p. 170.

The basic points of honesty, truth, generosity and righteousness are the same in every religion. Therefore, making these the base the school will be teaching the children morality and wholesome attitudes included in every religion, sect and creed. These will be taught through the following:

Stories and Songs

Moral values could be taught during the story and music period in a very informal way. It will not offend anybody if the teacher tells the children stories about different religious thinkers as Mohammad, Christ and Buddha. They are respected by all the people and their greatness is accepted everywhere. In music and rhythm period children will learn and sing simple religious songs. Young children are usually full of questions about God, what he is like and where he is. Teacher will make simple stories that explain this to the little minds. On different occasions, for example, the day it rains and flowers and green grass around looks clean and fresh children with the help of the teacher can compose little songs to sing "the praise of God who has made the world and the beautiful things in it."

Religious Feasts and Holidays

Important religious feasts and holidays like Eid for Muslims, Xmas for Christians, Dasehra for Hindus and

other such will be celebrated with equal importance in the school. Teacher can make a unit about these feasts and for a week or two before the holidays begin, the programme of activities will consist of stories about the feast, songs about it and the bulletin board will have pictures in connection with the feast. Children will make gifts in terms of pictures, painting and clay things to give to their parents on the occasion. Xmas or Eid story (depending on the occasion) could be used in children's dramatic play. At the end of the unit or the last day of the school before the holidays begin they could have a party in the school in which the typical dishes for the occasion could be cooked in school and served.

To carry out this religious knowledge programme parent cooperation is very important. The school authorities will explain the need of this rather 'special' religious education and the expected results it may give, in the beginning of the year. Some parents do not want their children to know about any other religion but their own. If they are not already informed that the school is not aiming to teach any special religion, but to fulfill the needs of the different religious groups presented in the class this special method is used, they will complain afterwards.

The school, through this religious programme, aims to

fill the gap and make religion the media to bring different religious groups together rather than making religion a cause of differences and hatred between the people of the same country, speaking the same language, wearing the same kind of dress and following the same culture. This will be achieved by putting in the minds of little children and their parents the fact that all religions are good basically and they all teach goodness.

READING READINESS

Unlike the kindergartens of Pakistan, the nursery school will not teach its children to read and write. Nursery school is a place where children learn to play and work with others, share play things and ideas, start conforming to certain rules and directions, and become ready for more formal learning. This is in fact a preparation for the kinder garten and to develop a wholesome attitude, in children towards the school — any school.

Normally a nursery school child should not be taught to read and write on a formal basis. However, an interest in reading can be created through different media and materials presented in the school. There may be some children in the group who seem to be ready to read while others may not be and find it difficult to be interested in books or reading. This is because a child's readiness for reading

depends on the "psychological readiness, intellectual readiness, emotional readiness, social readiness and experiential readiness."¹ Speech development is another factor closely related to reading readiness. It is due to these factors that one finds individual differences in reading among the same age group of children.

A good nursery school teacher who has a thorough knowledge of these different factors influencing children's ability to read, and also knows the individual children according to their environment, experiences, emotional and mental state, will plan and determine a teaching procedure that can help a child develop the readiness to read.

The procedure of activities will be such that will cause the children to have a strong desire to read. Keeping the individual differences in mind special care will be taken to help the quick young reader stimulated towards further reading development and help the slow, interested child, to gain assurance and confidence.

Speech Development

"The fuller social life that the child experiences in the nursery school has an excellent effect on language development. Language is primarily a social instrument and the presence of other children as well as adults stirs the child to talk about the many things he sees and is enjoying."²

¹Encyclopaedia of Educational Research, "Education in Early Childhood", op. cit., p. 324.

²Lillian De Lissa, op. cit., p. 126.

Development of reading ability is closely related to speech development. The nursery school will help its children to further good speech development. This will be done through providing the best possible examples in speech of the teachers, through providing an environment that encourages speech and through correction of the errors in children's speech.

Stories are an important part of the nursery school because children like to hear stories and through hearing stories by the teacher they consciously or unconsciously build up a vocabulary and correct their oral speech. Simple words that a child learns in the story, start having meaning for him and gradually become a part of his speech. The rise and fall of teacher's voice and the facial expressions showed start giving him an idea about the nature of things. For example, if the children hear a story about the lion and the mice, they start developing an idea about the might of the lion and the smallness of the mouse. Soon one may find a little one telling his pal "I am a lion. I'll eat you if you don't give me that book!"

Stories that will be said to the children in the nursery school will be simple and related to their environment so that they create more interest by having a meaning for the children. Stories about imaginary things, ghosts, etc. will be avoided.

By having an oral speech period of 'sharing', the school will help children develop their power of speech by trying to express themselves to the class. While one child is telling a story or an event, the teacher will get a chance to make a subtle correction of simple errors. Sometimes children themselves start correcting each other in speech defects.

Bulletin Boards, Pictures,
Picture Books.

The child learns to read if he is interested in reading. To create this interest the nursery school will provide many situations where the child will see written words or letters and will attach meaning to them. This will be done with the help of bulletin boards, chalk boards, pictures, picture books and several other media.

The bulletin boards in the main activity room, dining room and toilet room will be several in number. The teacher will put pictures and objects on them with their respective names. For example the bulletin board in the dining room will have pictures of food stuff — fruits, vegetable, milk and other such things. Children will see them and may put their fingers on the wordings below saying, "apple" or "mango" or whatever it may be. This way they are not doing any actual reading but start relating written word to the picture.

"Children like to see their names, names have personal interest to them. Children will make a board or she can use the chalk board to put the names of the children every morning. Nursery school children cannot read their names, at first, but they very well remember where their names are put on the board. This creates an interest to go on seeing and trying to identifying the letters that form their names."¹

Colourful picture books will be put in the book corner on low shelves and tables within children's reach. This way they are expected to develop an interest in printed books, start handling them, learning to hold the book tight, turning pages and putting it in its place.

All books should be kept well mended by the teacher, if torn. One observes that children will not tear a new book purposely, but if a book is already in need of repair it is easy for it to continue on the process of destruction.

The story books for the nursery school children will be short with comparatively few words. These will be related to the young child's environment and will have meaning for them. While the teacher is reading a story about a cat or a dog children start telling about their own dog or cat and want the story to be read over and over again until they hold the book, put their hand on the wordings under the pictures and start telling the story as if they are reading it.

¹Reported Miss Snyder, Kindergarten teacher at the American Community School, Beirut, December, 1964.

A wise nursery school teacher will try to create confidence in the child and develop a liking for written material, for she knows that reading readiness and not actual reading is the concern of the nursery school.

FREE PLAY IN THE NURSERY SCHOOL

"Play is the most complete of all the educational processes for it influences the intellect, the emotions and the body of the child. It is the only activity in which the whole educational process is fully consummated, when experience induces learning and learning produces wisdom and character."¹

Children's play offers a wide variety of activities. Through play the child starts using his imagination and is highly creative at times. What an adult may call purposeless activity and aimless play is the way a child alone or with others seeks to discover meanings behind objects and explores the world around him. "Play is a bridge by which children grow up. It is their way of telling adults how they feel about people and how they feel about the world in which they live."²

Since play is such an important influence in the child's development, the proposed nursery school will give a good deal of attention and provide the best possible

¹N.V. Searfe, "Play is Education", Childhood Education (Washington, Nov. 1962), p. 119.

²Lawrence K. Frank, "Play and Child Development", Childhood Education (Washington: Membership Service Bulletin, 1962-63), p. 9.

conditions for play.

Vigorous physical activity is the outstanding characteristic of the young child. Nursery school playground with its space for vigorous play and the equipment which is so designed as to promote physical development, will help the child have a body control and satisfy his need for physical activity. The children can run around, in the open air area catching each other, climbing the ladder, swinging, try to go higher and use strength to keep the other down on a see-saw and pull-and-push loaded wagon. With this wide variety of material at their hand, they are strengthening their muscles and laying down a foundation for physical well being.

By encouraging children to experiment and investigate the school will be able to promote intellectual development. The doll play or the play with blocks becomes more and more accurate with a definite goal in mind. With the help of crayons, chalk, painting materials and clay he can portray his moods and develop an ability to observe shapes, colour and size of things around him. Through play materials the child will develop a concept of size, shape, distance and weight. This all he is expected to learn without any definite teaching just through free play.

In an atmosphere of free play, he will learn to give and take and use materials cooperatively. This will help

him adjust in social situations. The "bully" could be changed into a leader and a 'shy child' will start mixing in group plays.

With free play children will learn to take responsibilities. Play materials will be within his reach and he can use them as and when he wants except for one thing that he has to put them back in their right place after they have been used. If the colour is spilt he could clean the floor or the table with the help of the teacher. At first children may feel not like putting blocks back, cleaning the doll corner and putting the chairs in their place for the story or rhythm period but gradually they will get used to taking these responsibilities and will feel pride in the improved appearance of the room.

Teacher's Place in the Play Period

The degree to which the child, in the nursery school, will profit from play does not only depend on suitable building and a wide variety of play material but to a great extent upon the skill with which the teacher helps children become acquainted with the materials, its right use and limitations. It is the nursery school teacher who directs and encourages the play in worthwhile directions and with positive results of the play activity.

The first responsibility of the teacher will be to arrange the play material in such a manner that attracts

children and creates interest and willingness to make right use of the tools. While arranging the material in the activity room she will group it according to different centres of interest like doll corner, block corner, apparatus for painting, sand table etc. so that the children use material in the right way. If paint and dolls are put together children may end up painting the doll instead of doing some creative play by painting it on paper. Wheeled toys will be put in a separate room and the teacher will encourage children to use them outside the main activity room in the 'hard surface area' so that the children playing with wagons and tricycles do not disturb the 'engineer' who has completed a ten story building of blocks.

Children get tired of using the same material all the year through. The teacher's job is to keep an eye on children's play material. New playthings will bring more interest and sometimes will change the whole content of the activity. "Some toys may be stored for a time when a teacher notices that they are not in constant use, and re-introduced after one or two months."¹

Although children are free to do as they like, during the free play time, the teacher can give some active guidance in their play. She will encourage all sorts of play activity

¹Explained Mrs Bhatti of the Home Economics College, Nursery School Lahore, when asked as to how often they replace old playthings to the new material.

that encourages healthy development and has real value and helps the group develop certain type of values and standards of behaviour. Children have a curious nature and want to see things in detail. For example, a child may be curious to see how and why the walky-talky doll works. According to him, he can only find out by pulling different parts of the doll apart. This cannot be avoided and the teacher has to help the child realize that once broken he can never play with it again and that it is not an acceptable act to do.

It is good to leave the child alone to do his free experimentation and investigation but there are times when he is unable to make a judgment as to the right way of performing an act. This is where a direct help from the teacher will save him from unnecessary struggle which may bring frustration and dislike for the act. If the child is trying to pull a wagon which is heavily loaded, a little suggestion from the teacher can point out the difficulty in such a way that he does not feel pity for his smallness but the fault that lies with too heavy a load.

Teacher's help will be given at the time of quarrels. Children at this age fight easily and become friends again. Teacher's job will be to find the cause of outbreak and confusion. Sometimes the confusion may be due to the children gathering too closely or around one special object. In a

case like that a remedy to the cause of quarrel will be made by the teacher. At all times the trouble should be handled calmly and gently by the teacher.

Special attention by the teacher will be given in case of a shy or an overstimulated child. In case of a shy child who remains aloof not because he is not interested in the material or the activity but because he does not know how to be friendly with other children, the teacher will use an indirect method to make him join the group. For if she approaches the child directly and urges him to join others it may increase the fear of others in him. On the other hand if she starts playing with other children bringing them nearer to the aloof child, after a while he will get stimulated in joining the group and get over his shyness.

The teacher's job in children's play is that of an indirect helper and guide to make the play activity worthwhile and with better results.

To conclude the importance of the play for three to five year olds the writer can say that its importance in the nursery school is not only because of the large portion of the day that it occupies but because play offers children the opportunities to gain physical strength, wide experience, social adjustment and emotional release and control. This is made possible not only with the help of the play material

provided but through a skillful teacher who knows the needs of the children and guides them in the right way to enrich their experiences and make nursery school day more useful and purposeful.

CHAPTER IV

BUILDING AND EQUIPMENT

The previous chapters have stressed the point that nursery school children work and think with concrete things and materials. Abstract approach to learning like teacher's lectures have little or no meaning for this age group. It is, therefore, very important for the nursery school to have a physical plant and equipment suitable to the age and development of three to five year olds. The fact that the nursery school is the first major contact of the nursery school child after home also implies that the nursery school atmosphere and its function be allied to what is found in the home. A good nursery school makes every effort to give the school a cheerful, home like atmosphere where children may work and learn together like a big family with the teacher acting as head of the family.

A good nursery school makes provision for both indoor and outdoor activity with enough space to move around and carry on a variety of activities. The planning of outdoor and indoor space, the size of the rooms, the direction of the building and the opening of doors and windows depend upon the number of children the school expects to admit,

the length of the school session and the climatic conditions of the city and country in which the school is located.

Before going into any details about the plan of the building and selection and arrangement of the equipment, in the proposed nursery school, the reader is reminded that the school is expected to be established in Karachi, Pakistan.

The Site and the Building

The proposed nursery school is expected to be established outside the main city of Karachi in one of the new and fast growing areas like 'Nazimabad' and the 'Drigh Road' areas. This will be to avoid many complexities the school will have to face if it is in the noisy area of the main city.

The following may be a few points in favour of such a decision.

1. The above-mentioned are mainly residential areas and planned in such a way that no building is more than a two-storey building. Each of these are bungalows with a small lawn. This planning to have only one or two-storey buildings will promote better health conditions with sun and fresh air.

2. Most of the residents of the area are upper middle or upper class people who can afford to and would like to send their children to such a school.

3. The school being close to the home will make it conveniently accessible to the children and will give them a more homely feeling than if they take half an hour to reach school by bus or car.

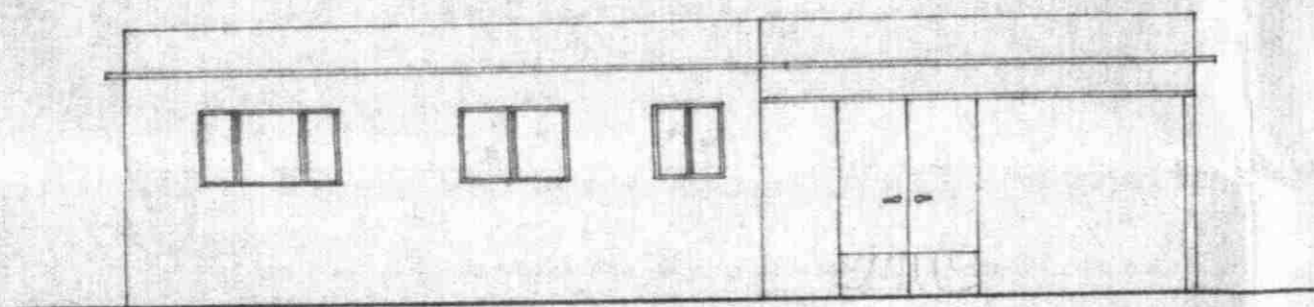
4. This nearness to home will create better relationship between school and home. Teachers can visit the homes of the children occasionally and the parents of the children can just stop by to see their child working or have a chat with the teacher about the child. This informal parent-teacher relationship will be more useful than to have a talk with the parents in a formal meeting.

5. The area will be away from clattering factories and smoky mills that distract children from their work and play and make the environment unhealthy and uncomfortable.

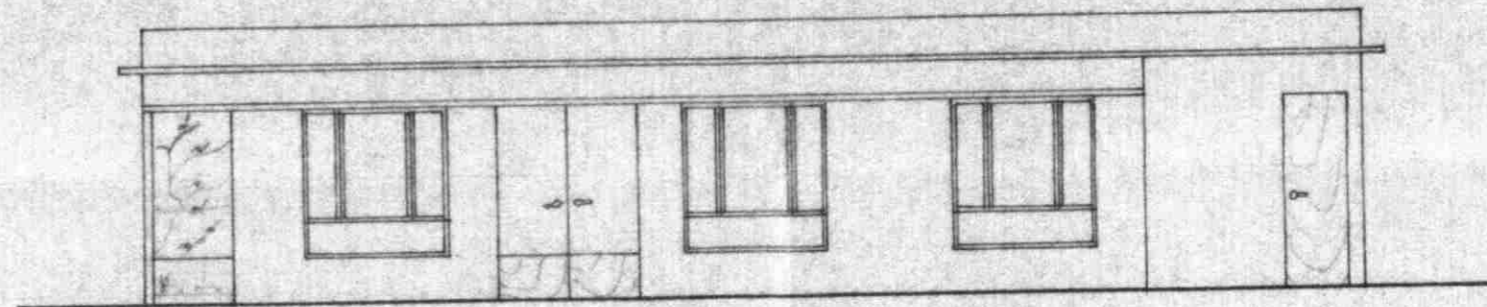
6. The new colonies of Karachi are planned in such a way that the provision has been made for building schools and colleges. Therefore it will be easy for the proposed school to obtain an area which is already reserved for this purpose and fulfills many of the requirements a school's surroundings need.

7. The site will be large enough to provide parking space and avoid undesirable accidents due to traffic.

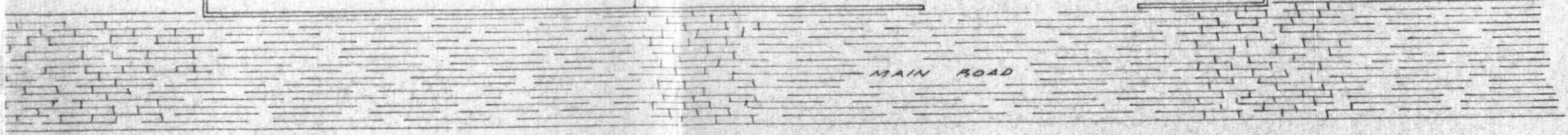
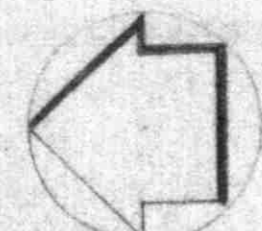
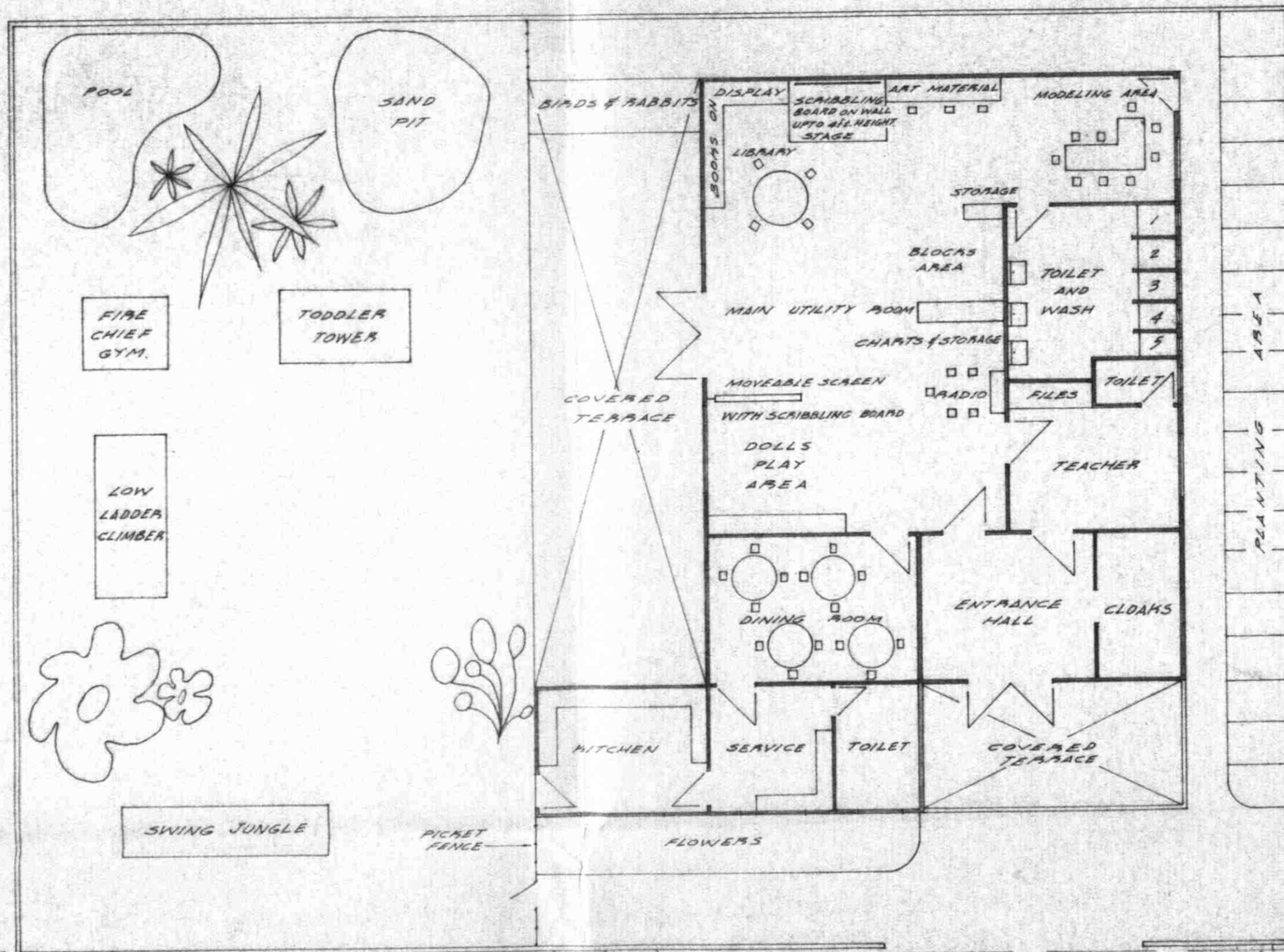
8. Most of all the school area in these new colonies is already zoned to prevent it from becoming



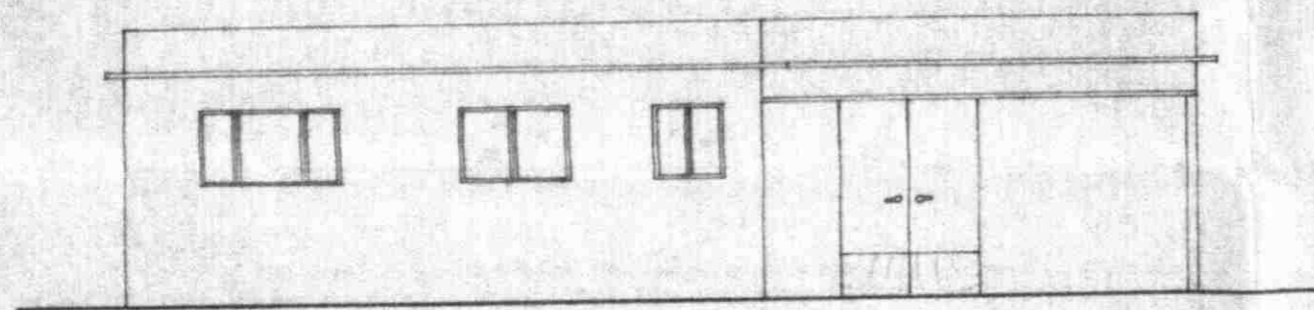
FRONT ELEVATION
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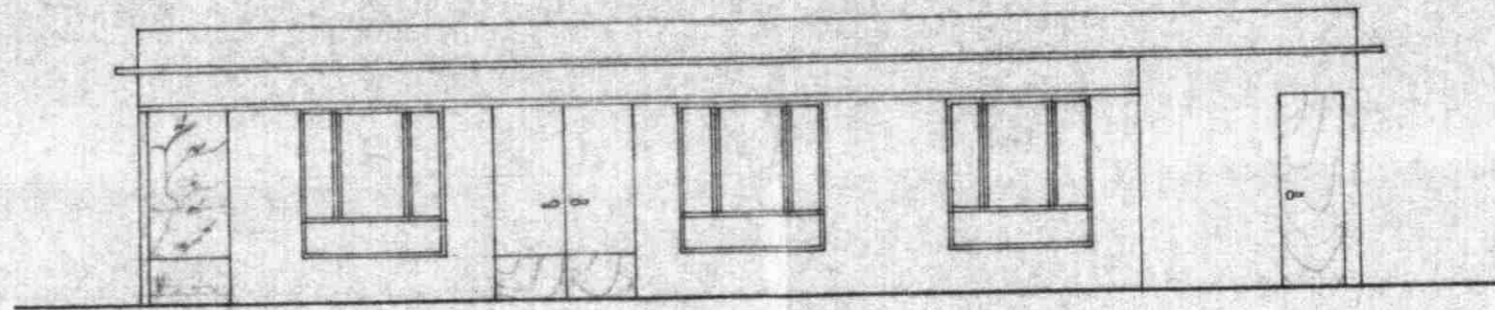
NORTH ELEVATION
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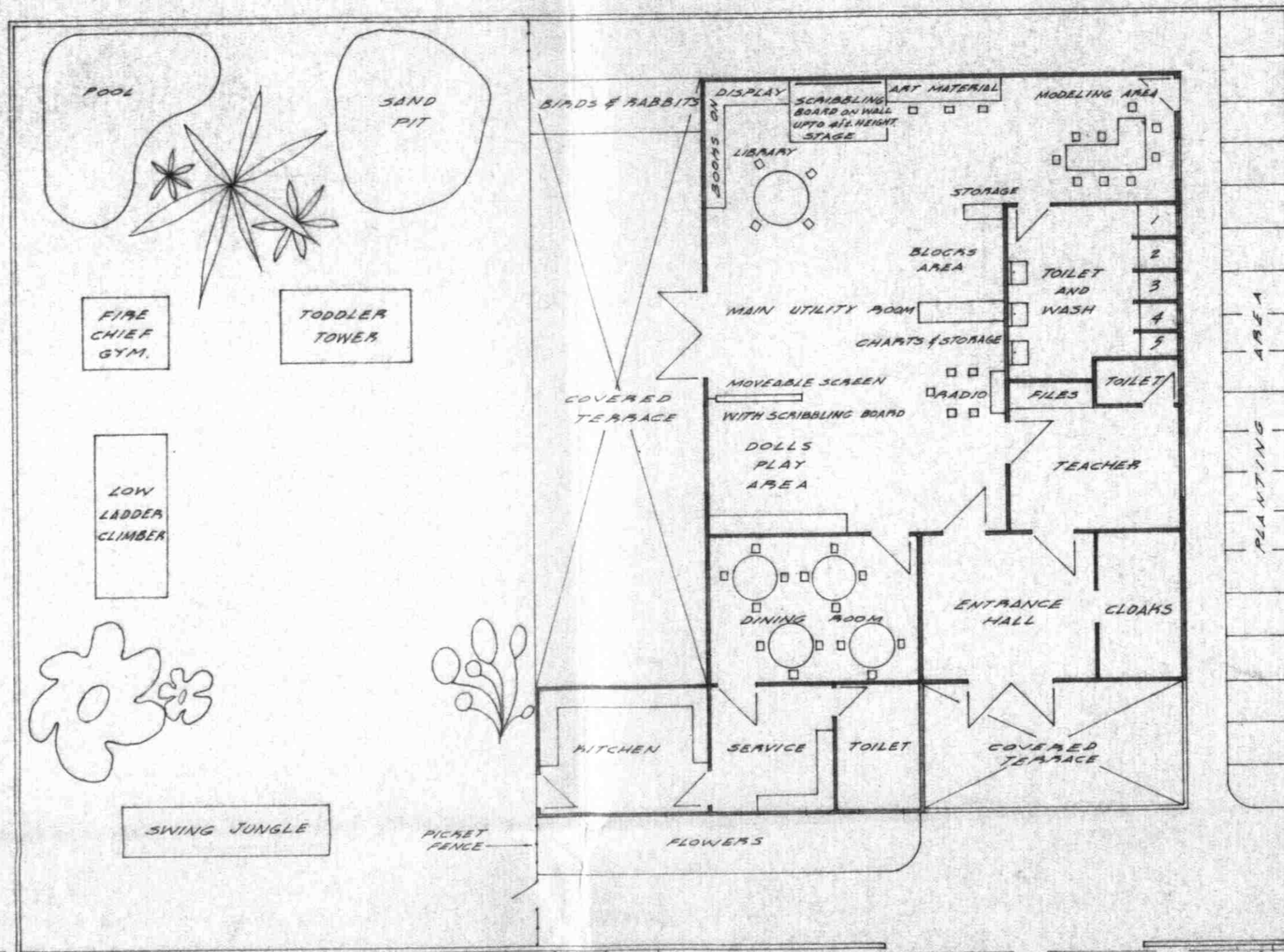
A NURSERY SCHOOL
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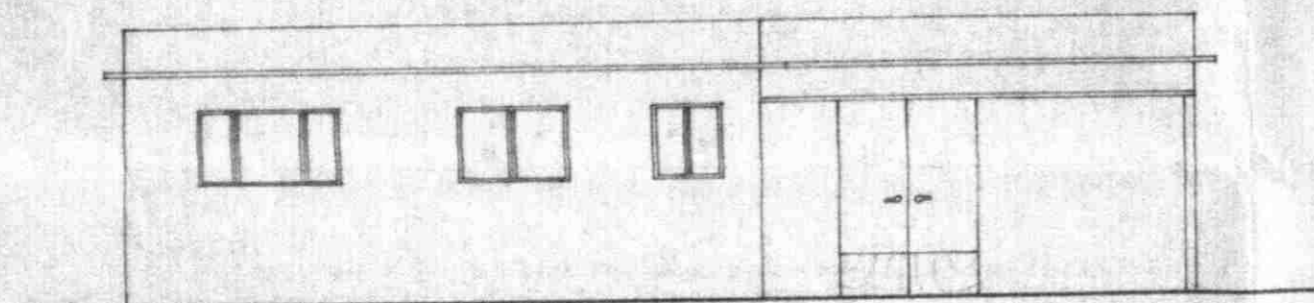
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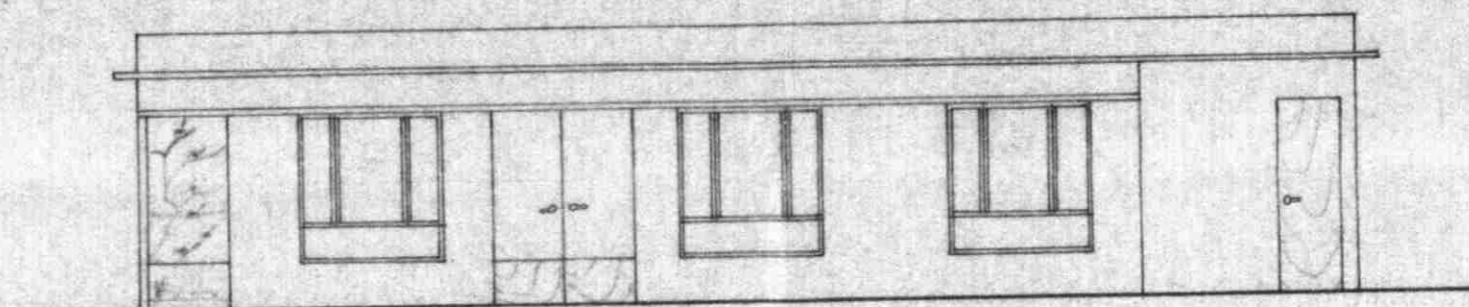
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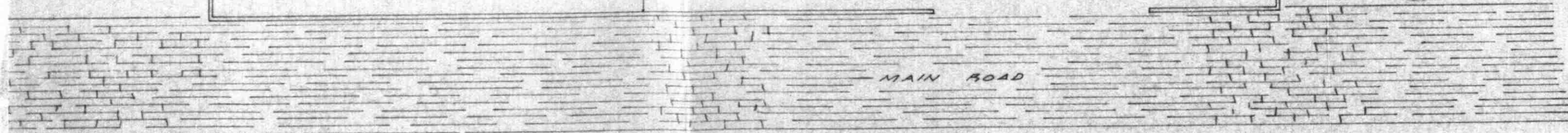
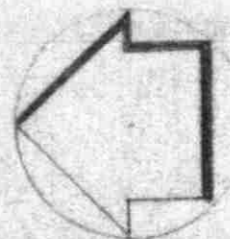
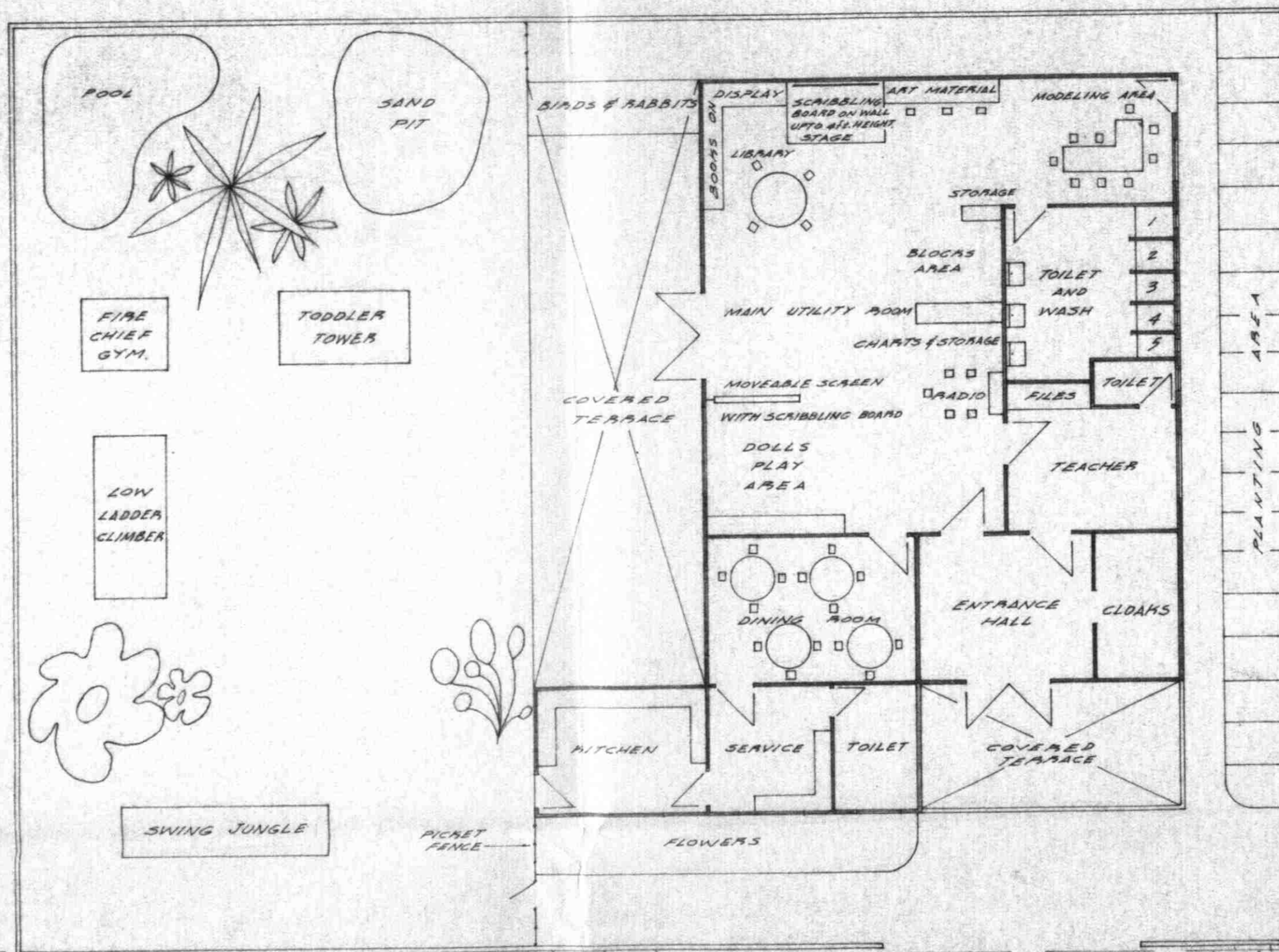
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FLOOR PLAN
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FRONT ELEVATION
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NORTH ELEVATION
SCALE: 1:100



A NURSERY SCHOOL
FLOOR PLAN
SCALE: 1:100

undesirable, after a period of time, for school purposes. It is because the distribution of land for the houses, shops, market, post office, schools and colleges is made according to a well planned procedure.

The Building

"The child, when he enters the nursery school is stepping into a new period of development. The child who receives unshared attention at home finds it difficult to adjust in an environment of cooperation and sharing, where he has to learn to control his impulses and emotions. In an informal friendly and home-like atmosphere, of which the area and the structure of the school building is an important part, he will find it easier to make a satisfactory adjustment."²

The proposed nursery school building will require an area of 600 square meters. It will be a one-storey building with ample space for outdoors and indoor activity. Since the school will include snacks and lunch, space will be provided for the preparation and serving of food as well.

¹The building construction and cost estimates were computed with the help of Ranec Engineering Co., and Contractors, Beirut. Comparative cost estimates between Lebanese and Pakistani materials and construction was computed with the help of Mr S.E. Rice, Co-owner Ranec. Mr Rice has lived and worked in the sub-continent of India and Pakistan and has a clear idea about the cost of different items needed for construction and the wages for the labour in the sub-continent.

²Foster and Mattson, op. cit., p. 268.

The school will have a western exposure of doors and windows to meet the climatical conditions of Karachi. A building with a western exposure will have more access to air and sun in this area. In Karachi the direction of the wind is from west to east. Therefore, the building with an eastern exposure usually gets very hot in summer. All the rooms will have ceiling fans as an air-conditioning plant will be too expensive. All the doors and windows will have netting to prevent the flies from entering the rooms, kitchen and toilet. A more detailed account of the ways to prevent the flies and other such undesirable elements will be given in the latter part of this chapter.

The school area will be divided into three parts — opened playground area, the covered cemented terrace and the closed area.

1. Play Ground

The play ground area will encourage the healthy activities of running and jumping, climbing, digging and lifting. The proposed nursery school play ground would provide trees for shade and climbing, a small shallow pool for sailing boats and playing with water, a sand pit for playing with sand in different ways, and a small area for digging and planting.

The play ground will be covered with green grass. The green grass will have the advantage of drying quickly after the rain (which is quite frequent in Karachi both in summer and winter) and add to the attractive appearance of the school. It is easier to keep the grassy area cleaner than a muddy area.

2. Covered Terrace

A covered hard surface area attached to the main utility and activity rooms at one side and the open playground area on the other will provide a good shelter from the rain and too hot a sun. Children will also find it more interesting to play with tricycles, wagons, and kiddie cars in this area. Another big role this covered area will play is to prevent extra strong Karachi sun to effect the main activity room directly while the strong wind will still keep the rooms cool in summer. It should be remembered that ten months out of twelve are summer in Karachi.

3. The Main Building

In planning the main building of the nursery school welfare of the children and care and convenience with which the teacher can supervise their activities is kept in mind. Since it will be a full day nursery school provision for a sleeping and eating area is made. The nursery school build-

ing is divided into:

1. One main activity room,
2. One dining room,
3. One room for teachers,
4. One entrance hall, part of which will be used as a cloakroom for children,
5. Three toilet rooms - one for the use of children with low sinks and commodes, the other for the use of the teachers and still another for the use of the custodial staff,
6. One kitchen,
7. One service room attached to the, kitchen on one side and the dining room on the other.

The Main Activity Room

The main activity room will be the centre of nursery school activities and will serve many different purposes in child play. This room will provide enough space to allow the children to move about freely and engage themselves in large and small group activities. If one group is working in a workshop a few others may be working in the art corner and still another using the doll corner for dramatic play.

The main activity room will have wide low windows overlooking the playground to provide a view for children. There will be low chalk and scribbling boards for children to make use of. Bulletin boards will be provided for the

exhibition of pictures and children's work.

The main activity room will be divided into areas like modelling area, blocks area, doll corner, library and audio-visual materials area. This division will be just to avoid small accidents like children painting the books if they are in the same place where paints are, or big accidents like a building of blocks falling down on the group of children playing with dolls just under it. Messy area that clay and paint may make, is at one end and near the toilet and washroom. This will make cleaning of hands and the place easier and without disturbing the whole room. Still this arrangement is not rigid and the teacher will be free to make any new changes in the arrangement according to the need and equipment provided.

The movable screen that partitions off the doll corner will have a firm foundation so that it does not tip easily. This screen will be low so that it does not obstruct the vision of the teacher.

Dining Room

The dining room will be attached to the main utility room on one side and the kitchen service room on the other. Windows will give a wide view of the play ground. The walls of the dining room will have pictures of eatables painted on them. Low cupboards and

shelves will hold the crockery and cutlery that children will use at lunch time.

The arrangement of the chairs and tables will be such that teacher can keep an eye on all the children. There will be two low and round tables with low chairs around. Teachers will also use the same chairs if they join the children at snack or lunch time.

To avoid the accidents that may occur by the breaking of a plate or a glass it will be advisable to use stainless steel or plastic dishes and cups.

In any dining room where children are just learning to take care of themselves, accidents may occur any time. Therefore, some cleaning material should be available in a cupboard easily accessible to children and teacher.

The Cloak Room

Adjoining the entrance hall will be the cloak room to provide space for removal or donning of the wraps and a place in which to keep them. The cloakroom will have open faced doorless lockers with one shelf each and hooks. The children will use these for their wraps, caps, shoes and the toys that they bring from home for display during 'sharing' time. The lockers will be of low size so that the children find no difficulty in hanging the clothes or

putting and taking the cap and toys from their shelves.

Each locker will have identification tags with pictures of animals or birds on one side and the name of the child on the other. The child will actually recognize the picture for his locker but in the long run he is expected to identify his name as well.

Children's Toilet

In the interest of convenience and self help, small sized toilets and sinks will be provided in the nursery school children's toilet. The toilet room will be attached to the main activity room and will have five separate booths with commodes, and four low sinks outside. The toilet room will be roomy enough for children to move around freely and easily.

For individual towels there will be hooks furnished with the same type of individual tags as for the locker. For instance, if Jamil has 'cat' on his locker tag the same picture tag will be used for the toilet room. This is important to avoid confusion and mixing of towels. The child will certainly find it easier to remember one identifying picture than two different ones. There will be sufficient space left between the hooks so that one child's towel does not touch that of another. Small sized comb and tooth brushes will be put in small glasses bearing children's name. These

will not be within children's reach and teacher supervision will be given at the cleaning of the teeth time.

There may come a time when clothing becomes wet. It may be due to a toilet accident or splash of water. There will be a line behind the toilet room in the open area to dry the clothing.

The toilet room will have no doors so as to make teacher supervision easier. Even if she does not go to the toilet with the child, she can keep an eye when he is at the toilet.

At Nap Time

There is no separate room for nap in the proposed nursery school. The main activity room will be used for rest or sleeping purposes. While the children will be in the dining room taking lunch, mats will be spread in the main activity room for children to come back and take a nap. During summer time children will take their pillows from the low cupboards and at winter time they will help themselves with pillow and the blanket. Both pillow and the blanket will be small in size and light in weight so that children can bring and put them back in their place after the nap time is over.

Teacher's Room

A small room attached to the main activity room will

be used by the teachers. Even sitting in the room teacher can keep an eye on the children in the main activity room. This will also have an opening door to the entrance hall, and can see parents or children or any body walking in the building. There will also be a toilet attached to the room for the use of the teachers.

The teacher can use this room for the purpose of rest and tidying herself. She will also use this room for children's report cards, files, and other such things.

The teacher can also keep a few basic first-aid things like thermometer, bandage, cotton, scissors, boric acid, and disinfectants for wounds in this room. This way they will be safe and away from the reach of the children and could be made use of, by the teacher, at the time of small accidents and diagnosis.

In short the whole school building is planned by keeping in mind the needs of the children of three to five years of age. One apparent and important way in which the proposed nursery school will differ from the present traditional schools in Karachi, or any other place in Pakistan, will be its physical set up and equipment.

Keeping the School Clean

One of the most important duties of the school staff will be to keep the school building and its equipment clean

and promote healthful conditions.

Every morning before the children start coming the floor of the school will be washed with soap and warm water and wiped off with clean duster or cloth. This is important because the children like to sit on the floor, crawl over it and lie down sometimes. The doors, windows, furniture, books and all the other material in the activity room and the other rooms will be dusted and kept clean. Daily the bathrooms will be washed thoroughly and the use of 'phynil' be made for disinfection. A thorough inspection of the lockers, under the pillows and blankets, behind and under the shelves and such will help hush cockroaches, lizards (which are found all over Pakistan) and other such small animals and insects.

A wide use of net for the doors and windows, shelves, (in the kitchen and the dining room) will keep the flies away. The kitchen utensils will be kept clean and will be washed with little potassium to kill the germs. Fruit and vegetables will also be washed with potassium.

Once a week all the furniture and store and kitchen things will be kept in the sun to save them from Karachi humidity and at the same time a thorough wash of the rooms could be done. The rooms will also be sprayed to kill mosquitoes or any germs.

Every year before the beginning of the new session the school will be white-washed and the doors, windows and the furniture painted.

THE EQUIPMENT INDOOR AND OUTDOOR

To many western readers, accustomed to seeing much that is described here, in their nurseries, the detailed description may seem unnecessary. Only when one visits nursery schools in the east, does one observe that what seems common knowledge, is not in fact common in practice. Since this thesis is written with the intention that it could be used in Pakistan to act as a guide for the planning of a nursery school, detail is included here.

"... Equipment for a group of young children in the nursery school mean more than plaything and shelter; they are an integral part of the educational programme of the school..."¹ The selection of the equipment is not made just with the purpose of play in mind but with the knowledge of how three and four year olds learn. This age group learns through direct and active experimentation, through construction, through observation of people and processes and by asking questions. Thus the equipment suggested is such that satisfies these needs of the nursery school child.

¹Catherine Landreth and Catherine Read, op. cit., p. 22.

A variety of materials will be presented to satisfy their need of a quick shift from one activity to another. Considering the need for a variety of material, there will be materials to stimulate large muscle activity such as climbing, lifting, pulling and pushing, blocks, clay and paint will stimulate expression of ideas; dolls, costumes, hand car and truck areas will promote dramatic play, and books and pictures will encourage quiet activity.

Safety measures will be taken to see that the equipment does not have sharp edges, nails coming out and poisonous paint etc. Equipment will also be simply and carefully constructed keeping the size and the needs of this age group in mind. Equipment must be durable and its cost must also be considered. For instance the wood and concrete are cheaper in Pakistan than the iron. Thus more use of the former will be made for equipping the nursery school. Even the reasonably good wood will come cheaper than the steel, therefore, the slide, the teeter, the jungle gym and other such things will be made of good wood and will have glossy paint to make it as good and durable as the steel equipment. Wooden units will also be preferred because the wood does not become uncomfortably hot in the sun as metal and steel does.

Indoor Equipment

The equipment in the main activity room will be

divided according to the areas of interest such as the doll area, the block area, the art unit and the modelling area. The nursery school room will be so organized that children can move about freely and carry on their work and activity without disturbing another individual or group activity. Enough material will be presented for children to shift from one activity to another.

The equipment and material in the proposed nursery school will promote the following activities:

1. Art and Modelling
2. House Keeping
3. Block Building
4. Music and Dance
5. Stories and Books.

1. Art and Modelling

Through art and modelling children express their feelings and develop creativity. They learn colours and get enjoyment and satisfaction in mixing and finding new colours as a result. They learn to take care of their art and modelling materials and learn to clean up after they have been used. Teachers in the nursery school will not present or suggest patterns as to what to draw, paint or make from clay. Children will be entirely free to make what they feel like. The purpose of all activity at

this age is to experiment, discover and learn. The child may not know at first what he is making but may find his creation his own house with his parents and himself in it. This accidental result will create in him a power of observation, insight into ways to make things.

The school will present its children with a wide variety and sufficient number of art media. All this material will be within the child's reach and of a size that is suitable for this age group. For example, the easels will be light and low and the brushes, pencils and crayons will be large in size to make it easier for three and four year olds to hold and use them.

The basic art and clay media provided will be as follows:

Easel - One for each child low and adjustable with place for paint jars.

Brushes - Large and long handled size for each child for different colours given to the children.

Paint Containers - Six for each child, unbreakable made of some sort of metal (certain types of food tins are appropriate).

Crayons - Large size in different colours.

Coloured chalk - Large size in different colours.

Easel or Waterpaint - Red, yellow, green, blue, orange

black and white.¹

Paper - Different types and colours of paper like wrapping paper, finger paint paper, drawing paper, newsprint and construction paper in large.

Clay - Modeling table, one, large and low.

Apart from the basic art equipment mentioned, the teacher-made material like coloured egg shells, cooked finger paint and coloured paper objects could be made by the teacher. Children can also help teacher in making these things.

House-Keeping

The house-keeping activities in the nursery school promote dramatic play and bring the child nearer to understand social relationships, customs and etiquette. When the sufficient equipment is provided, children will play house keeping, going visiting, going shopping, playing the doctor and many such activities that bring them near in their understanding of the environment and the society. This is a reaction of what they see happening in real life, and their own way of learning the roles of men and women.

¹The children will get only the basic colours at first until they learn and recognize these. Then they will be presented with secondary colours.

Most of the playthings will be easier to make. A creative teacher is needed who can make such things as a doll-bed out of a light though big box. Most of the toy things available in the shops are not very durable or the right size. It will be better if the help of a carpenter is acquired to get the things made as desired. Care will be taken that the toys like a doll carriage are strong enough to hold a child if he wishes to use them.

The real doll house corner, at one side of the main activity room, will be the centre of housekeeping activities. The screen that separates it from the rest of the room will give the doll corner a privacy of home. All the equipment provided for housekeeping activities will be simple and light so that children can use it without the teacher help. The teacher's help is needed to provide enough material for housekeeping and use her imagination to make or provide anything which is not there already, for example, if a play sink is not provided and children insist that they need one badly, she can give a large pail or a plastic sink from the kitchen to fulfill the immediate need.

The following are a few of the housekeeping equipment the school will provide to begin with :-

Dolls - Dark-skinned like Pakistani's own complexion,
boy and girl, washable and light.

Doll clothing - Different types of dresses that are used in Pakistan, for instance, sari, shalwar, gharara and ghagra, loose and durable with large button-holes and buttons that children find easy to use.

Doll bed and bedding - Bed will be large and strong enough so that if the child wants he can sit or lie down on it. Bed sheets, pillows and quilts will give the place a realistic look.

Dishes and Cooking Utensils - Made of plastic, aluminium and brass will be very cheap and could be provided many in number.

Stove - Different types of stoves made of metal or wood are available in Pakistan and any type could be bought.

Iron - Child size iron and ironing board will make the doll area look more homelike.

Mirrors - One small and one full-length - will be strong and with a frame to avoid injuries and other such accidents. The full-length mirror will be fixed on the wall.

Broom, mops and dust pans will be the important part of the doll house to remind children that cleaning before or after the play is an essential part of home life.

3. Block Building

Block area will be located in a corner of the class-

room to avoid accidents and disturbance. The block area will have low shelves so that children can take out blocks and put them back with no inconvenience. Different shapes, weight, size and colour of blocks will help children work out their ideas about their environment - they may build their own house, or school, or a factory, a train or even make a boat. Blocks will be designed to fit in easily into each other and will be hollow inside to keep them light. To buy the blocks from the market may be very expensive in Pakistan. Therefore, they could be made by a local carpenter in many different sizes and shapes. Fire-wood that does not wear easily and surface sandpapered. For the coloured blocks paint used will be of good quality and non-poisonous. Sometimes children start licking it if the teacher is not around to stop them from doing so.

For constructive block building accessories such as cars, engines, miniature people, small aeroplanes, etc., are needed to bring the work to life. It will also make children think creatively as to what type of things and people are needed for his creation through the blocks. For example, if he is making a train he has to use an engine and not a truck or a horse or a camel as a leading block.

4. Music and Dance

"Small children like to hear and sing songs and make rhythmic movements. They also like to play simple musical instruments. They are thrilled by making different sounds with bells or drums and other such simple instruments."¹

The playroom or the activity room of the proposed nursery school will have a variety of musical instruments which can be used both by the teacher and the children. Children can make their own musical instruments like simple drums with the help of dried inner skin of the goat or the strong paper. This will give them even more pleasure and develop fondness for music. The basic instruments provided for music and rhythm will be as follows:

1. An inexpensive and easy to operate record player that could also be used by the children. It will be in three speeds - 45 RPM, 33 and 78.

2. A collection of children's records like "mother goose," and "Lullabyes", "Quran recitations" and "Xmas carols" (considering the religious education which will be a part of school curriculum.

3. Different types of drums like Bongs drums, small Indian drums, and large barrel drums will be provided. Different types of drums can also be made in school

¹Reported by Miss Dar of "Child Guidance Centre Lahore" during one of the interviews taken by the writer in October 1963.

or at home.

4. Different types of bells, big and small. Indian temple bells and bell on stick will create an atmosphere of jingle and give children tremendous pleasure.

5. A pair of cymbals is easy to be used by children.

6. Mridang - a special kind of Pakistan drum, is light and small and children will have to tie it around the waist. They can play it, sing with it and dance at the same time.

Other instruments like piano is a good and useful thing but not many teachers in Pakistan know how to play it and unless a teacher with the knowledge of piano is available, it will be a waste of money to keep it. A radio is also not useful in a nursery school.

5. Quiet Activities

A nursery school child can get tired easily by all sorts of muscle activity provided in the school. The material for quiet pursuit will help such a child to engage himself in activities that require less physical and muscular use. This will also help a shy or rather individualistic child to like the school. An insecure child may not enjoy group activities for some time, but feel encouraged about remaining in school.

A good collection of picture books in pictures in

the book corner will help the quiet child pass his time looking at the pictures and will also develop an interest in books and make the nursery school child ready for reading.

The nursery school, to keep a good balance between the muscular activity and quieter and less active play, will provide its children with following items for quiet pursuit:

1. Books and pictures of different type.
2. Good colour and large wood puzzles, not very difficult to solve. Ten to twelve pieces will be enough.
3. Play people and hand puppets. These can also be used in housekeeping and doll play area.
4. Sand toys and a sand box. If there is enough place to keep it inside the room otherwise children can use these toys in the sandpit outside the activity room.
5. Beads with big holes in different colours and shapes and coloured cord along with.
6. A number of english and urdu alphabetical cards in attractive colours and pictures of familiar objects on them. For example, a card with a picture of apple on it and 'A' at one corner and the word apple on the other or the picture

of a 'بہری' with the word 'بہری' and alphabet 'ب' on an urdu alphabetical card. This will also promote a readiness for reading.

Thile this part of the thesis deals with material that will be used in side the main activity room, the children will be allowed to carry some of the material for outside use if they wish.

Things like dolls, blocks, books, musical instruments like 'Mridang' and small drums, children like to carry with them on a nice sunny winter morning and enjoy playing with them under the warm sun outside. Care will be taken that if they stop using them they will be encouraged to carry it back in its right place and not to leave outside or wherever they maybe playing with the thing concerned.

Outdoor Equipment

In the earlier part of this chapter physical aspects of the play area have been discussed. The arrangement and selection of the play equipment is as important as having a large and spacious outdoor area.

In selecting and arranging the outdoor equipment, in the proposed school, the first consideration will be the welfare of children. The apparatus in the open area of the school building will encourage all round physical development, will be safe for him to use without much teacher

supervision and will involve a variety of muscular and creative activity.

"The kindergarten child is an active individual and provision should be made for a great deal of play involving big muscle activity." The play equipment planned for the outside use in the nursery school will include apparatus for physio-muscular activity, locomotor equipment, sandpit and birds and animals.

The play equipment like jungle gym, slide, teeter totter, fire jym will be made of wood. The wood used will be of a quality that does not spinter easily. Paint will be used appropriate for the use and the quality of the apparatus.

Swings

The swings will be located away from the area of the playground where there is little danger of leaving children run behind them while the swings are in use. Children like the swings very much. Several swings could be hung from a single frame or even a strong old tree could be used to hang the chains of the swings. Chains rather than ropes will be used. Teacher supervision is most needed

¹

Foster and Headleys, op. cit., p. 82.

during this activity.

The Slide

The slide will be fixed in the ground. It will have ladder at one side and small space on top to wait if the others are using the slide. Children will learn to share and take chances through the slide. The slide for the nursery school will not be very high, for a very big slide may create a fear for heights in a new comer and he may never use it or start getting scared of any height.

The Teeter Totter

The teeter totter will be of small size. A young child may not realize that if he leaves the teeter totter suddently the other child will get a good bump and come right to the ground. This problem could also be solved by fixing the teeter totter on the turf or by close supervision by the teacher.¹

Climbing Apparatus

Nursery school children need to climb for the development of large muscles and different types of social activity. The wooden apparatus will not be too hot or cold depending on the season and children can use it easily. The simplest form

¹See appendix children using the jungle jym in a variety of physio-motor activities.

of climbing will be by means of several low boxes that children like to put together to climb and jump off them.

Fire chief sym, ladders and jungle gym will provide an opportunity for a group of children to climb at the same time, and going from one step to the higher one.¹ This gives them a feeling of security and achievement as well as providing strength and developing large muscles. Teachers will teach basic safety in climbing and will supervise the area closely but will not frighten children by showing such concern that 'come down you may fall'. There is a tendency on the part of the ayas to discourage children from climbing and jumping for they might hurt themselves. The fears created may need to be counteracted at school for the sake of encouraging independence and experimentation in a child.

Locomotor Equipment

The use of locomotor equipment such as tricycles, pulling and pushing of trucks and wagons strengthens muscles, encourages hand and body coordination and develops good posture. Steel things for locomotor activity will be more durable and safer for the use of the children. The cars, wagons and tricycles will have rubber tyres so that they

¹See appendix C children using the jungle gym in a variety of physio-motor activities.

could be used both on the hard surface area and on the turf.

Sandpit and Water Pool

Sandpit and water pool (as shown in the plan of the school) are situated near each other. Children like to play with sand and water. Sifting, digging and making things are satisfying experiences for children. Playing with sand and splashing water gives satisfaction and joy and develops healthy bodies. "To an adult, water may mean merely washing and drinking. To a child it means at least, washing, drinking and playing. Where no provision is made for water play, children are likely to make shift with the washing and drinking arrangements, flooding the bathroom and stopping up the drinking fountain."¹ Filling a pail of water and bringing it to the sandpit to make pies and cakes develops creative expression and dramatic play. Small wheeled toys, boats, miniature toy people and plastic crockery and cutlery will encourage children to make sand houses, aerodromes and schools. They will be encouraged to have a boating race in the pool or turn it into a sea port by putting several boats in the pool. This will develop power of observation. and thinking in them.

¹ Landreth Catherine and Read Catherine, op. cit., p. 25.

Birds and Animals

Bird and animal cages will be fixed at one end of the covered terrace. Different kinds of birds with their wings trimmed, rabbit, turtle and white mice will decorate the cages.

Children like animals and they will learn to feed them and take care of them. They will learn that different animals look different, eat different things and make different sounds but all pets need a good care by the human beings. They will learn that a little bird will cry and die if they hold it tight by the neck and the animals feel pain and pleasure as much as they do. They will let the rabbit out of its hole and will enjoy running after it until they get it or get tired of it.

So much about the equipment indoor and outdoor that the nursery school will provide for all round development of the children and use of which will be made worthwhile through the careful arrangement, supervision and guiding direction of the nursery school teacher, who knows the group as well as the individual children with their growing needs.

BUDGETING FOR EQUIPMENT, MATERIAL AND MAINTENANCE¹

An approximate estimation of the amount of money

¹The budget for equipment, material and maintenance was made with the help of Mr Cummins of Comptroller's Office, Food Department and Buildings and Grounds Department, American University of Beirut.

(in dollars) to be spent for establishing and equipping a model nursery school for Karachi, Pakistan, is an important consideration to planning. The estimation of the cost in terms of building and equipment is made with the help of an engineer who knows the country and the prices of things in Pakistan very well. He himself has worked in that area for over five years.

The basic investment needed to build and equip the school will be approximately \$ 10,170.00. The expenses of depreciation will be spread over 30 years - the expected life of the building - and the depreciation period for the equipment will be 10 years. The total outlay of the budget amounts to \$ 6047.00. This includes expenditure on salaries of teachers, wages of the custodial staff, maintenance and depreciation of building and equipment, postage, telephone, food supplies, stationery and yearly increments of salary to teachers and the custodial staff. The only source of income to the school is the tuition fee. This amount vis-a-vis the amount of expenditure on the project, does not show it a high profit-making proposition.

BUDGETING FOR THE FULL DAY NURSERY SCHOOLInvestment

Cost of 600 square meters land	\$ 720.00
Cost of the Building (Depreciation over 30 years)	7800.00
Cost of the Equipment (Depreciation over 10 years)	1650.00
Grand Total	<u>10,170.00</u>

Expense Per Annum

Salaries of the Teachers	2,040.00
Wages of the Custodial Staff	1,200.00
Maintenance of the Building & Equipment	208.00
Depreciation - Building	260.00
Depreciation - Equipment	165.00
Postage, Telephone & Telegrams	50.00
Utilities (Electricity and Water)	130.00
Food Supplies	1,755.00
Stationery	100.00
Increment of the Teachers	20.00
Increment of the Custodial Staff	9.00
Total	<u>5,937.00</u>
Contingency 2% of 5937.00	<u>110.74</u>
Grand Total	<u>6,047.74</u>

Income Per Annum

Tuition Fees of 25 children \$ 7500.00

Profit

Income = 7,500.00 - Expenses = 6047.74 = Profit = \$ 1,452.26.

CHAPTER V

STAFF AND GUIDANCE

A. TEACHERS, THEIR NUMBER, QUALIFICATIONS AND TRAINING

The teacher is the most important element in the planning of a nursery school. Since the teacher is with the children during the entire day and comes in the closest contact with them, her importance to the school cannot be overestimated.

The number of teachers needed in a nursery school depends on the size and arrangement of the building and equipment in the school, the length of school programme and the number of children in the group. It also depends on the teacher's qualification, experience and ability to handle the children in her charge. In a physical set up where there is direct communication between playroom, bathroom, locker room and outside area, less staff is needed for effective supervision, while a school building with many separate rooms for play activity having more than a single storey requires a larger number of staff members. The same is the case with the type of programme the school has. A full day school will require more

teachers than a half day nursery. The number of staff in a school is also affected by the age group enrolled - two year olds take more time from the teacher than do three year olds and three year olds still require more teacher supervision than four year olds, thus the younger the group of children enrolled, the larger will be the teaching staff.

At present in Pakistan the condition is such that most of the schools, private or government, have one teacher to supervise the whole group (in some cases the group exceed forty children) with a full-day programme. While in the case of two or three unusual schools like the "Home Economics College Lahore Nursery School" there is one head teacher and four assistants for a group of twenty five children. At present most of the nursery schools in Pakistan are limited to poorly trained or wholly untrained teachers. The reasons for this situation are that no formal nursery school teacher training centres exist and among the people the general belief is that nursery school teaching requires no training and that any body who has a little knowledge of English, Urdu and Arithmetic can become a nursery school teacher.¹ The basic qualification required of a

¹ Many people in Pakistan were amused and quite a few amazed that the writer is planning to teach in a nursery school after taking an M.A. degree.

nursery school teacher in Pakistan, today, is to speak English. The teacher who can keep children quiet in class and teach them nursery rhymes with actions is the best teacher! The candidates' knowledge of child development and child psychology is not usually considered when a nursery school teacher is selected.

"Though it is difficult to set any figure as to the number of staff required it is possible to state that if staffing is adequate, the programme of the school is necessarily affected."¹ The proposed nursery school will need two teachers for the group of twenty five children. As has already been shown in the previous chapters the building, the arrangement of equipment and the daily time-table is planned in such a way that will make teacher supervision easier and more effective. Even one teacher can take care of twenty children but however smoothly the school runs there will be times when one teacher must devote herself to one child exclusively or to talk to visiting parents or settle a fight over the see-saw. At such times she cannot take responsibility of the whole group. Thus an assistant teacher will be of great help.

¹Landreth Catherine and Read Catherine, op. cit., p. 46.

Personal Characteristics
of the Teachers

It is difficult to define personal characteristics of a nursery school teacher. Since the children spend a large part of the day with the teacher, she is sure to be copied by children. Considering this point "some people conclude that the teacher should be a paragone."¹ Books in Education give a long list of what one may call "desirable attitudes and traits" in a teacher. "In appearance the teacher should be attractive mentally the teacher needs to be intelligent and alert."² Another describes a teacher to be "Altruistic, approachable, clean, cooperative, courageous, democratic, dignified, faithful, happy, honest, idealistic, impartial, just, kind, magnanimous, modest, open-minded, patient, patriotic, poised, sensitive to humour, tactful, tolerant and truthful."³

These traits given above and others of their kind are certainly very impressive but no one possesses all these qualities equally. The proposed nursery school does not expect its

¹ Josephine C. Foster and Neith E. Headley, Education in the Kindergarten (New York: American Book Co., 1948), p. 25.

² Foster and Mattson, op. cit., p. 270.

³ Josephine and Headly, op. cit., p. 25.

teachers to be persons out of this world. In selecting teachers for young threes and fours the school will probably have female teachers. There is no reason why a man should not make a good nursery school teacher but usually men in Pakistan are not attracted to this kind of work. Generally on the elementary level there are women teaching in the schools of Pakistan.

The first consideration given will be to the health and appearance of the teacher. They will have to work closely with children. Thus ill-health cannot be over-looked. Work with young children involves much activity and alertness. To stand such a programme the teacher will be strong and the one who does not get easily fatigued.

In appearance the teacher need not be beautiful but the person who is clean and neat and who wears suitable clothes and a ready smile will have a charming impression both on parents and children.

The nursery school teacher does not necessarily have to be young in age or older in age with more experience in the field. The nursery school programme requires a person young in spirit, people who are quick and alert both in thought and action and are full of zest and ready to face the challenges of the day. The teacher who is quick to change with the changing moods and activities of her class and the one who can try out new experiments in the field of

child education will prove to be the best companion and guide to the children.

It is important to have a teacher who has good vocabulary, and speaks fluent Urdu and English with a pleasant voice. It is expected that there will be children both from Urdu and English speaking homes. At present nursery schools in Pakistan prefer to hire an Anglo-Pakistani (persons with an English mother or father - half English and half Pakistani) teacher for she is supposed to be good in English. These schools do not consider the fact that a large number of children may not know any English at the time of admission in the school and find it difficult to get used to the teacher. Usually the Anglo-Pakistani does not speak good Urdu and when the children from Urdu speaking homes will imitate the teacher and go home talking Urdu in wrong pronunciation they will get parents' shouting. Instead of the loud, high pitched voice, which is typical of Pakistani teachers, (to discipline the child!) the nursery school must select teachers with clear, pleasantly modulated voices still able to be heard by children in both a quiet activity period or noisy outdoor play time.

Most of all the nursery school teacher should be a person in whom a mother may have confidence and with whom children enjoy to work and take guidance from.

Training

"There was time when any 'lady' was accepted as a teacher of young children, but times have changed. Originally the change was in the direction of giving the lady a four or five weeks' course in Froebelian methods. Today, the schools recognize the importance of providing well-trained teachers for the earliest school years and stress a good general education as a pre-requisite for special training in teaching methods."¹

As indicated earlier in this chapter, there is no formal teacher training centre for nursery and kindergarten teachers in Pakistan. The Home Economics College (four in the whole of Pakistan) do have demonstration schools attached and have a small programme for observation and practice-teaching for the students studying in these colleges. Once in a while, the government regional boards of education arrange a five or six-week programme for lectures and demonstrations in Montessori or Froebellian methods of education. Schools in the region where the programme is carried on are informed about it and the presence of the teachers is optional.² Under such conditions except for a few foreign trained teachers for the nursery school there is a dearth of trained pre-school child teachers.

As has already been mentioned, the proposed nursery

¹Foster and Headley, op. cit., p. 46.

²Reported by Dr. Abdul Rauf, Director of Education, Lahore, Pakistan, during an interview taken by the writer in October, 1963.

school will require the services of two teachers. One will be the head teacher having an over-all responsibility for the school and the other will be a helping teacher to help her mainly during school hours in supervising children.

The head teacher will at least be a B.A. with special training in pre-school child education which includes child psychology, curriculum making and human relations. She will be a citizen of Pakistan, having an adequate knowledge of the values, needs and requirements of the society in Karachi. A foreigner, imported from a foreign country may prove to be a good nursery school teacher in general but she may not have enough knowledge of the family structure and values in Karachi and cultural and national needs of a Pakistani child. Religion of the teacher will not be taken as a qualification or disqualification but she must have a basic knowledge of different religions prevailing in Pakistan. She must not be rigid in her methods of teaching and she needs to recognize that children have a variety of educational needs. Therefore, a variety of methods may be used with them.

The assistant teacher need not be a Pakistani necessarily but she should have a good knowledge of Pakistani culture and social needs of children in Pakistan. Still a Pakistani teacher will be preferred. She need not be a college graduate with a B.A. or M.A. degree but she should be well versed in Urdu and English. She should be well informed in child

psychology and theory and practices of childhood education. Afterwards by working with the head teacher and taking part in specific activities with the children, the assistant teacher will acquire first hand experience in nursery school teaching. If a fully trained nursery school teacher is available she will be preferred to an untrained teacher provided she possesses personal characteristics as described earlier in this chapter.

To conclude, the personal characteristics and training of the teachers will be such as to fulfill the needs of the children and help them develop into physically and mentally healthy, well balanced members of the society in which they are born.

Teachers are certainly the backbone of the nursery school staff but there are still others that include the cook, the maid, the nurse (who visits the school once a month) and the watchman who are equally important to run a full-day nursery school.

Concerning the personal characteristics and qualifications of these staff members, it is enough to say that they should be healthy, clean and neat, and should possess a pleasing personality and liking for children, as well as to have the usual knowledge for the job they are holding. Although they do not come in direct contact with the children as

much as the teachers, their attitude and behaviour towards children is important.

B. RELATIONSHIP BETWEEN THE STAFF MEMBERS

A cooperative teamwork approach to guiding children on the part of teachers, parents and the rest of the school staff is important. The head teacher will realize her position as a head and more qualified teacher but will also remember that the assistant teacher has less knowledge in the field and needs friendly suggestions and guidance. The assistant teacher, in return, is expected to accept suggestions and develop more creative ideas, to be used with children, with the help of books, suggestions, observation and consultations.

A friendly cooperative atmosphere is most important for teachers to work and learn together. As F.G. Macomber says,

"The school must function as a well coordinated whole. A well integrated school has developed a common philosophy of education and is free from internal strife. All need not think and act alike, but there must be a commonness of purpose."¹

Both the head teacher and the assistant share equal responsibility to create an environment of happiness and well being most suited for productive learning both for

¹F.G. Macomber, op. cit., p. 315.

teacher and children. Differences of opinion are of value in planning for a complete new programme or making changes in the old one. This can only be promoted if the two teachers are ready to accept creative and objective criticisms.

Sharing their own experiences within school and at home, can help in establishing a rapport between the teachers. It is important to have teachers with similar interests, hobbies, standards, status (if possible) and age to make working together easier. These personal similarities should be used for the benefit of the children by creating a pleasant friendly atmosphere in school.

The school will also have a cook to prepare the food and take care of the kitchen and the utility room, a maid for sanitary purposes, waxing floors, washing doors and windows and a janitor. The teachers' relationship with each of these will be such that gives the custodial staff a feeling of belonging to the school. The teachers will keep reminding themselves that the custodial staff has a different educational background and status in the community and patience and understanding are required to create a friendly and relaxed atmosphere.

In a large number of Pakistani homes servants are not treated well -- they come bare-footed while serving the

mater, have no freedom to reply if criticised and are shouted at for small mistakes. In many families even their food is prepared separately and is of inferior quality. Children coming from such homes will have a feeling of superiority towards the working class. They develop an idea that you can beat a servant, bully him and he will not say a thing in return.

By giving equal rights in terms of human dignity to all its members the school will teach children the meaning of the worth of each individual. The "poor little rich girl" who is used to shout or give a box or two to the aya will be taught consciously or unconsciously to say please to the maid or the janitor for taking their help.

In times of conflicts and disagreements among the staff members discussions will be made in a friendly and objective manner in order to maintain a harmonious working atmosphere.

In times of religious feasts and holidays like Christmas and 'Eid' when children have parties in school and gifts are exchanged teachers will remind children and take suggestions from children for the presents to be given to the custodial staff. For example, in a 'sharing' or discussion period the teacher will remark "Well, the cook (calling by his name) is going to prepare food for the party" or "The maid is cleaning and arranging the room," what should

we give them as gift that they will like". This will give the children a feeling that they are one of them and should not be forgotten.

The task of the nursery school is to guide and teach children in every possible way. This is put into practice with a cooperative enterprise between different members of the staff who with different educational background, talent and experience help to enrich the school environment.

C. TEACHERS GIVING POSITIVE GUIDANCE TO THE CHILDREN

The child development point of view is basic in the planning of this thesis. The teachers in the nursery school will be fully aware of the value of using positive guidance with children. No attempt is made in this part of the thesis to identify all of the child guidance principles or to discuss them. It is assumed that the teachers whose services are acquired will have, at least, a basic knowledge of positive guidance and will keep themselves upto date with the help of outstanding literature and lectures on positive guidance. A teacher is also not expected to be a psychiatrist or a guidance worker. In case of a serious problem where the child needs a counsellor, the services of a professional should be recommended. In this portion, a few of the techniques with which a teacher is expected to be familiar to

use for positive guidance with children will be mentioned.

1. Use Positive Statements and Recognition of Success

The time a child spends in the nursery school is an integral part of his whole development. He is presented with a bigger variety of material, a larger group of persons and a wider variety of experiences in the school. He tries out new ideas and discovers things that are new to him. The skillful teacher shows approval and recognition of success by giving positive suggestions and encouraging remarks. "The child should be helped by being told what to do rather than what not to do."¹ To a child who wants to swing high but is scared of falling, thus takes small swings the teacher may say, "Mahmood, this time you were certainly swinging much higher than before." This will give the child a feeling of security and achievement.

2. Planning Experiences That Will Promote Further Growth

A good nursery school teacher is sensitive to the individual child's readiness to move forward. Thus the experiences provided in the school will meet the needs of children in the school. For example generally a four year old is not ready to learn the three R's but one may have an exceptional four year old who is ready to read and shows

¹Reported by Mrs Soghikian, Elementary Education Seminar Course, American University of Beirut, 1963.

it through an interest in books and written material. This child ought to be encouraged in reading and should be provided with reading material. The job of the nursery school teacher is to keep the individual differences of children in view and plan the activities and experiences to promote further growth in physical and mental capacities of the individual children.

Give Help When Needed

It is a teacher's duty to give help to her children, but some teachers go too far in giving this help. They do not allow time for the child to try on his own. For example if the child finds it difficult to climb on a high place in stead of running to help him climb up, give him time to think or carry a lower block or box that he may step on and climb all by himself. Independence of thought and action is usually not much developed in Pakistani children. As Smitter and Dar put it

"Only by solving small problems do human beings learn to solve large ones. Only by making mistakes do children learn the consequences of those mistakes. Children only need the help and suggestion of the adults but adult domination robs them of their right to learn."¹

¹ Smitter and Dar, op. cit., p. 170.

4. Encourage Problem Solving

Encouraging independence of thought and action in problem-solving is one of the aims of the school. A word of encouragement and a well timed suggestion will help the child solve his own problems. As children work and play together difficulties arise that block the activity. A three year old playing with a tricycle cannot get it through a gate. Now, it is easier for the teacher to help him through the gate but if she does so each time he will wait for the teacher to solve such a problem. If he solves this problem himself by pushing the tricycle in all directions and is successful by accident he develops a feeling of worth and ability in doing things.

5. Encourage Exploration and Experimentation

The child has a natural urge to explore and investigate. By following this natural urge, the child is unconsciously striving to understand his environment. In one way their inquisitiveness is satisfied by asking questions, right answers to which must be given. Adults should respond to children with patience by answering the questions correctly. in simple explanations understood by children. The adult who answers with an unpleasant tone of voice or gives a "fairy tale" type of answer because he thinks the child cannot understand the true answer only discourages a child

from learning and confuses his conception of the nature of the world.

The activities planned and the equipment provided in the school will be such that encourage experimentation and exploration by the young child. Simple experiments of mixing colours, planting flowers, taking care of the pet and other such are very important ways of presenting experiences in the nursery school. If the teacher plans a unit and these experiences are related specifically to a particular area, their importance increases even more.

6. Sharing Ideas, Experiences and Thinking

Sharing of ideas and experiences in the nursery school has rich rewards, when children talk or share an experience with their peers and the teacher, it could be a desirable way to provide an outlet of emotions and teacher can work with hidden fears, anxieties and longings in a child. The children learn to be cooperative in being quiet while another is talking and wait for their own chance. Teacher guides them about the good or evil at sharing time. For instance when a child tells the story of how he saw some children beating a cat or another pet the teacher explains to them that it is a bad thing to torture a pet or any one and how they can take care of their own pet in a better way.

The above mentioned are just a few of the techniques

that the nursery school teacher can use in giving positive guidance to her group. The most important thing is the teacher's faith that a child is not a bundle of inherent badness nor goodness but is ready to behave in situations as experience and training have taught him as Smitter and Dar explain it.

"Children need friendliness both from teachers and parents ... They (teachers in Pakistan) keep a distance between themselves and their students. The emotional climate of most class rooms is intense and cold."¹

The child when he enters the nursery school, has already developed in his home a certain pattern of life and conduct which may be "good" or "bad". Now the job of the school is to reform if the conduct is on the negative side and to promote if he already possesses most of the desirable qualities.

PARENT-TEACHER RELATIONSHIP

The home and school activities of a nursery school child are more closely related than any other age group. At home as at school the three and four year olds play, rest and learn to adopt to various demands. By this age children have started learning about themselves and the world around them. They learn to get along with people, develop attitudes, interests and values. If it is true that the child's charac-

¹Ibid., p. 168.

ter is largely formed by its experiences in early years and that a country's greatest resources lie in its children, it is up to the school and home to guide them to healthy happiness and the development of energies and capabilities to the fullest. Parent-teacher cooperation and parent education becomes thus an essential part of the nursery school programme.

"The relation between parent and teacher should be one of cooperation. Just as the mother furnishes information on the child's home experiences, so the teacher endeavours to keep the parents fully informed of the child's progress and activities in school."¹

Although the values that can be derived through parent-teacher cooperation are apparent, such cooperation is not common in Pakistan. Parents and teachers fail to recognize that educating children is a common responsibility of the two. "It is usually in case of a problem child that the two meet."² In such meetings there is no cooperation to find out the reasons of the problem and the causes behind the failure in class or not abiding to the rules on part of the child. Both parents and teachers are hostile towards each other. Parents blame the school for not giving good education or enough class or home work and the

¹ Catherine and Catherine, op. cit., p. 225.

² Reported Miss Khan, Principal of one of the nursery schools in Karachi in reply to the question of parent-teacher meetings in October 1963.

teacher blames the parents for bad rearing. The meetings usually end without any positive results and usually the child is taken out of the school by the parents or the school threatens to turn him out if he did not stop misbehaving.¹

Neither the school nor the home alone are responsible for the child. Both school and home have to work in harmony with each other.

To bring the school and home in close cooperation, the proposed nursery school, will work according to a well planned programme of forming a parent-teacher association, having monthly meetings with individual parents, inviting them in school to see their children working, home visits, exhibition of children's work and parent education programme.

Parent-Teacher Association

"There are various ways of achieving a closer relationship between teacher and parent in the educational process. One of the most effective is the parent-teacher association. This organization if well guided, can become an instrument of immeasurable good, not only in developing a friendlier spirit between patrons and the school but in interpreting the school programme to the community."²

The first step in forming a parent-teacher association

¹This sort of a thing is very common. Writer herself has seen it happening several times in a school where she taught for a short time. (Name of the school cannot be mentioned.)

²F.G. Macomber, op. cit., p. 317.

will be to arrange a meeting with the parents before the school year begins. The purpose of this meeting will be to acquaint parents with the goals, procedures and methods of the nursery school. This will be done with the help of lectures, exhibition of stills and movie films that show nursery school groups working and playing together. One thing will be made very clear that this is not the age for formal learning of the "Three R's". Thus no direct teaching in reading or numbers will be given. A programme for parent-teacher association will be planned by teachers where the parents and teachers may meet and discuss problems of mutual interest concerning the child.

Meeting With Individual Parents

Teachers will have a monthly meeting with the individual parents. In these meetings the teachers and parents will discuss the progress of the child for the month, any problem that arose at school or at home, and will find the causes for the problem. These monthly meetings will enable the parents and teachers to discuss ways in which they can work together to help children develop toward desired goals.

Inviting Parents in School¹

The parents will be invited and encouraged by the

¹No other school except the Home Economics College Nursery that the writer visited was in much favour of parents visiting the school to see their children working. No school invites parents for this purpose in Pakistani schools.

teachers to come to the school to observe their children working and learning through a variety of activities. These visits during school hours will enable them to observe the methods and instructional procedures put into practice. The parents will have a chance to observe how the alert teacher keeps the needs of each child in mind and works with equal attention. Any advice or criticism by the parent will be taken seriously and used as a basis for needed improvement. If the parent is wrong he will be convinced by the teacher through a friendly argument. This will make the parents feel that their cooperation is much valued.

Home Visits

Occasional home visits by the teacher will serve the purpose of knowing the family background of the child, his relationship with other members in the family, parents' attitude towards the child and towards each other and the values and goals that the child is expected to conform to. These occasional home visits will give an idea of the emotional and mental set up of the child. For example, a shy or a submissive child may be the only child in the family. The mother does not like him to go and play with other children and at the time of visitors in the house he is not expected to disturb the elders but play quietly in his room or with his aya. This whole family situation may not be as clear

to the teacher in any other way except when she visits the home. Home visits may also bring the teachers and parents nearer when they find themselves having similar interests in painting, embroidery or a certain type of literature.

Exhibition of Children's Work

Once in every two months the school will hold an exhibition of children's work. Children's own creative work with paints, crayons or clay will be displayed. There will not be any selection of the best work made. Parents will be invited to see the exhibition and they also bring their friends. They will be proud to show their child's work to another friend and explain the goals of the nursery school at the same time. Parents can also judge the progress made by the child.

At the end of the academic year the school will arrange the exhibition on a larger scale and the whole year's work of each child can be displayed. This will give the parents a clear picture of the progress made by the child during the nursery school year.

Parent-Education Programme

Most of the mothers in Pakistan do not have a knowledge of the process of socialization and know little or nothing about different stages of child development.

Pakistani parents need a programme that would furnish them with practical information on child care and training. The proposed nursery school will make use of every possible way to keep parents informed about the latest discoveries in child development and change the attitudes of parents towards child education and needs.

Teacher Advices

Once a rapport is established between the teacher and the parent, the mother accepts that the school is doing its best for the development of the child. There will be times when she would like to visit the teacher for some advices. The question may range from the ideal nap time for the three year old to how to stop a four year old from wetting the bed at night. In case of a serious problem like this the teacher and parent both need to work patiently. There may be dozens of causes behind this particular problem and many ways to tackle with it. The mother should also be given assurance by the teacher that the behaviour of her child is not completely unique or abnormal and will disappear if tackled patiently and wisely.

In contact with parents the teacher ought to be a good listener and a sympathetic guide to overcome the difficulties of the child that worry the mother.

Lectures For Parents

The school will arrange lectures by specialists, teachers, social workers, and psychologists. Most of the mothers in the middle and upper class in Pakistan are educated. They have not completely lost the technique of getting the main point out of a lecture or a formal talk and will benefit by the formal lectures. If possible the lectures will be thrown open to the public. This will bring more parents than only those whose children are admitted in the school. The lectures will deal mainly with the nursery school age, its needs, problems and the right ways to handle them.

Reading Matter For Parents

There is a derth of good literature concerning the pre-school child in Pakistan. Almost no experimental work has been done on this age group in Pakistan. Books and magazines that are available are usually in English and not easy to be obtained by every one.

The school will maintain a circulating library for the parents whose children are admitted in the school. The reading material made available in the library will have books, magazines, articles and charts concerning children. Small articles and suggestions about toy making, buying children's clothing and using child help in feasts

and gatherings etc. will help the mother solve many of her problems and give more understanding of the child.

Movie Films

Occasional showing of films like "Noisy Three's and Sophisticated Four's" will educate parents about the developmental characteristics of their children. It will not be practical for the school to buy the films but they can be borrowed from such agencies as UNICEF, Psychology Department, Karachi University, and the embassies. The films will be seen by a few parents from an educational point of view while the others may see it for its recreational value. Whatever the motive be for coming to see the film the occasion may be utilised to educate them concerning their child.

Conclusion

Where there is a friendly working relationship and parents and teachers come to know each other as unique individuals with particular roles to play in the lives of the children, parent, teachers and children will all benefit. It is through children that parents and teachers are brought together. The quality of their relationship will have a definite effect upon children. Home and school cannot be so separated that they work at cross purposes for being ignorant of the goals each wishes to accomplish.

With an understanding of parents' point of view, their goals and their difficulties, the school will work cooperatively with home in giving and receiving the particular values and goals dear to both. Both home and school are essential in the life of a child and have equal responsibility in creating an all round educative atmosphere for the child.

CHAPTER VI

SUMMARY

In Pakistan today progress has been made in the educational field and the number of schools is on the rise. There is a large number of nursery schools, as well, but these are nursery schools in name only. Most people, including many of the owners and teachers of the nursery schools do not know what a nursery school really should be according to early childhood educational standards.

There is a tendency to liken the nursery school with the kindergarten. The main difference between the two, that of age, seems to have no significance for people. The belief is prevalent that one may teach a child of three or four or five the same things with the same success. It is not recognized that during the course of a child's rapid growth, different years have different characteristics, thus the programme of activities, equipment and methods have to meet the needs of each particular age group.

Schools in Pakistan are still running according to the old and traditional methods of teaching. The three R's are taught even to a two year old (if he is admitted in a school). They sit quietly in a line listening to the

teacher's long talks which have little meaning for them. Very little or, in some cases, no time is given at all to any kind of play or recreational activity. Play, it is held, is a waste of time and holds no educational value. As the school is the instrument to give education, the school that provides the least time for play is considered the best. Both teachers and parents believe in strict discipline, and corporal punishment is usual in the schools.

Under such a state of affairs it is necessary to make people realize that the world of education has appreciably widened, and that new ideas have sprung up which are increasingly being resorted to. Much research has already been done and is still going on in the field of child and pre-school child education in western countries. The result has shown the significance of different years, and the developmental characteristics of the child at different age levels.

The pilot project undertaken by this writer is based on a collection of data through questionnaires, personal observation, indirect interviews and impersonal talks with parents of nursery school age children, nursery school staff, directors of education and other officials in the Ministry of Education, Pakistan.

After drawing a picture of the present situation, stress on the need for nursery schools for Karachi has been

given. It is emphasized that Karachi does need good nursery schools, particularly because upper class and upper middle class mothers, whose needs are met by the school here planned, are either working or occupied with their social life.¹ The current practice in the middle and upper class home is that the children are taken care of by the aya, a woman who is usually illiterate and in whose company many children are either pampered or develop undesirable habits. To keep the child from mischief he is either fed every now and then or is usually frightened by references to some evil spirit which leaves a lasting impression on the poor child and impedes his wholesome growth and free expression.

A nursery school child needs much activity and play which can very conveniently be provided by the nursery school.

¹ It has been discussed at several places in this thesis that the school will run as a private concern and on a commercial basis. The fees charged from the children will be considerably high to meet the expenses. The masses of lower working class will not be able to afford it. Therefore, needs of mothers and children of upper and middle classes are kept in view. Once the school is established, it would be possible to solicit funds from philanthropic sources to make available scholarships for needy children.

The psychological development of an adult is to a great extent determined by the period of early childhood when he becomes aware of himself as apart from other people and lays the foundations of his own attitudes, feelings and ideas which make him an individual in his own right. During this crucial period, the environment and the contacts will have a bearing on his behaviour as an adult in later years. He struggles in his own way to the requirements of the society, at the table, in the toilet, in his relationship to his peers and elders.

To the nursery school important is not only the psychological development of the child, but the material, techniques and methods through which a programme of set activities is attained. Of great significance is the psychological atmosphere created by the adults in the school and the adequacy of insight and training which they bring to their specialized tasks. The nursery school is organized to provide opportunity for the child to enjoy his physical vigour. Thus slides, ladders, jungle-gym, see-saw etc. are essential for nursery school play ground. Similarly paints, crayons, modeling clay and finger paint provide the materials for child's creative faculties and an outlet for their expressions. This equipment, thus, has to be different from what is needed in schools at higher level. In Pakistan, however,

this is usually missing.. Children are supplied with the same pencils and copy books as for older classes. A few years ago the general practice was for children to write on a white board called the "Takhti".¹ But today most schools regard them as out-dated and old fashioned. Nothing as such has been added to take their place. Thus even a piece of equipment once of some value to a young child other than copy books has been removed.

In general, nursery schools are sought out by parents not only to develop the child's individuality but also in search of right companionship for him. Opportunities of playing and living together are provided in the nursery school.

The children's life together in a nursery school constitutes primarily a life of play. Much of this play is symbolic in character through which he reenacts his observations and understandings of people and things around him and their roles and functions. Sometimes play becomes a means through which he expresses his wishes, fears and anxieties he cannot deal with directly. Through dramatic play he learns human relationships, different roles men and women play in the society and problem solving. The teacher should maintain an apparently passive role in relation to the children's dramatic play although she may become a participant occasionally. However, her role is not passive

¹See Appendix C.A child writing on a 'Takhti'.

as it appears on the surface. Her carefully planned programme of activities, reading of stories, and discussions of common experiences and general knowledge develop children's awareness and understanding of the world around them.

Teachers in the nursery school have to be trained in child development and also have the knowledge of the methods and techniques of child education. In Pakistan, however, there is a chronic shortage of trained nursery school teachers. There is no formal nursery school teacher training centre in Pakistan. This can and does create problems in selection of teachers but students of child psychology or home economics who also get some training in methods of child education could be of help in meeting this shortage. Within the school, lectures by the specialists in child psychology, guidance and methods of teaching, and literature on child education can go a long way in meeting necessary requirements.

Since nursery school education does not fall under government supervision in Pakistan it is a problem itself to find nursery school teachers properly qualified and having the needed temperament. There are a few nursery school teachers from foreign countries. Their help will be sought if they are willing to serve in this nursery school or the teachers may be sent to their classes for observation.

A close rapport between school and the community is

of prime importance. It is obvious that the needs of the community have to be kept in view. But more important is the fact that the community has to be made conscious of the need for a proper nursery school. Through parent-teacher cooperation, parent education and a programme of open lectures, the school, home and community will be brought nearer to each other.

RECOMMENDATIONS

The following recommendations are presented not as an outcome of the specific problem of this thesis but as an outgrowth of the experience of having studied in depth, through the writing of this thesis, the requirements of pre-school education as applied to the needs of Pakistan. These recommendations refer to the whole issue of nursery schools and may help in promoting pre-school education in Pakistan.

1. A Nursery School Association should be formed. Important, for the nursery schools present in Pakistan, is the development based on the right techniques and methods of pre-school child education. The organization of an association of nursery school education in Pakistan that will have all the nursery schools as members of the association will enable the schools to seek the help of the specialists on the field for the betterment of the school and its staff.

The association may also carry on research and studies on the subject and publish literature on the subject. On paper this arrangement sounds quite convincing and easy to manipulate but some serious hurdles are encountered when it comes to realities. Thus it may not be easy to organize an association of nursery school education to start with. Still this recommendation could be included as a long range goal.

2. Nursery school education should come under government supervision.

Since nursery school education does not fall under government supervision in Pakistan, all of these schools are privately managed. They are neither controlled nor recognized by the Ministry of Education.¹ There is no supervision or inspection made by the Directorate of Education, as is compulsory for all the elementary and secondary schools in Pakistan.

Under such a state of affairs most of the nursery schools in Pakistan are running on a commercial basis; fees are high, teachers ill-paid, almost no necessary

¹Unrecognized schools are free from Government control and are not forced to accept Government's conditions in respect of management, staff, building, specifications, etc. For further details see Punjab Education Code, 2nd edn. (Lahore, Pakistan: Government Printing Press, 1959), pp.10-19.

equipment, and both teachers and proprietors having little or no knowledge of pre-school education.

If the Regional Directorate of Education takes the nursery school education under its supervision, and no school is allowed to run unless it fulfills the requirements stated by the Directorate of Education, the conditions of nursery schools in Pakistan should improve.

3. Nursery school teacher training centre should be opened.

Since the nursery school education does not fall under government supervision in Pakistan, it is a problem itself to find nursery school teachers properly trained in pre-school child education. Teacher training colleges should include pre-school child education in their programme and encourage capable girls and boys to take training in this field.

New training centres only for the nursery and kindergarten training programme may also be established.

4. Teachers should be given higher salaries.

Salary of the teachers in the nursery schools in Pakistan range from \$ 18.00 to \$ 80.00 per month. There are very few nursery schools that pay above \$ 40.00 per month. There is a tendency among the people to think that one does not need qualified teachers for the nursery schools

and any person with little school education even can teach in the nursery schools.

Due to small salaries many of the girls who are interested in teaching the pre-school child, do not take this line. "I myself was interested in teaching the very young but it really doesn't pay ...Then, it is much more prestiged to teach in college," reported the Principal of one of the training colleges the writer visited.

If the nursery school teachers are given higher salaries and better prospects this may attract many of the more educated girls and in a course of time people will start giving as much prestige to a well educated and trained nursery school teacher as is given to a secondary school or college teacher.

5. Literature on the Nursery school and the pre-school child should be made available.

Books, magazines and periodicals related to the subject are either not available or are expensive and not every one can buy them. This is so much so that many of the nursery school teachers have never read an article on foreign discoveries and experimentation concerning pre-school children. In Pakistan itself there is almost no research done on the subject.¹

¹People Like Dr. Abdul Rauf and Miss Smitter and Iqbal Dar have touched the subject of nursery school education indirectly. For further details see the Bibliography at the end of the thesis.

The Government should promote the importation of the literature on the subject, and the nursery schools and the teacher training colleges should be allowed an yearly sum of foreign exchange to get books, magazines, journals and periodicals from the foreign countries.

6. Scholarships and grants should be given for research on pre-school child.

Government, teachers colleges and foreign aid agencies should give grants and scholarships to the students and research workers to make studies in the field of pre-school education in Pakistan.

An attempt in this section is made to bring out the possibilities to facilitate good nursery school education for Pakistan. This could only be made possible if home, school and the government all work together to widen the field of nursery school education in Pakistan and give this neglected field of education as much importance as it deserves.

APPENDIX A

A Questionnaire-letter to the Director of
Education, Karachi, Pakistan.

The Director of Education,
Karachi, West Pakistan.

Sir,

I shall be much obliged to you if you would very kindly supply the following information about nursery schools in Karachi. This information is needed for my thesis entitled "A Model Nursery School for Karachi," in partial fulfillment of the requirements for the degree of Master of Arts in the Education Department of the American University of Beirut, Lebanon.

1. How many nursery schools are there in Karachi?

(a) Number of Government nursery schools Two

(b) Number of private nursery schools Thirty

2. Is the curriculum and methods of teaching in these nursery schools based on traditional or modern lines of education?

It is based on modern lines of education.

3. Is there any syllabus or programme of activities for nursery school education recommended by the Directorate of Education?

There is no prescribed syllabus for the nursery school education. The Government schools at (1-a) are merged with the primary schools.

4. In your opinion what should be the criteria to evaluate a good nursery school suitable for our culture and community in Karachi?

A good nursery school should provide information suiting to the needs of the children in that age group. Besides above it should conform to the religious and cultural notions of the community. Only the basic elements of religion should be stressed upon and not the intricate details.

5. Do you think Karachi needs more nursery schools? Yes ____
6. Are there any plans for making nursery school education more widespread?

At present our economic conditions do not allow us to take up this venture at Government level.

7. Do you think nursery school education should be made compulsory for all children ages 3-4 1/2 years?

Yes _____ No _____

8. Would the Directorate of Education encourage any pilot project attempts to establish modern nursery school adapted to the community, needs and culture in Karachi?

Yes, provided it does not entail any financial burden.

9. Any other comments, suggestions or recommendations?

In case the community takes up such projects without entailing financial burden on the Government, it would be appreciated. In fact, there is a need for such projects now when the number of working mothers is on the increase day by day.

10. If any material by the Directorate of Education giving information, plans and policies about the nursery school or early childhood education is available, kindly write below the names of the sources or references.

Nil

Because of many factors it is important for me to submit my proposed thesis at the end of May. I would appreciate it very much indeed if you could fill in this questionnaire at your earliest and dispatch it to me.

Thanking you, I am,

Yours truly,

Ghizal-e-Raana Siddiqi
Department of Education
American University of Beirut,
Lebanon.

APPENDIX B

Printed data from several Schools
Giving some Background Information:
Forms, Daily Time-Table and Informa-
tion letter to the parents.

GREEN HOME SCHOOL

Near Chaurangi-1 Nazimabad

Dated

Dear Mr

1. I regret to say that your child..... is not coming regularly in uniform or in proper and neat uniform having School monogram. No child is permitted to attend the School without full and neat uniform.

2. As it is against school rules and regulations children are liable to be fined in case they are found without proper uniform with the School badge.

Boys' Uniform

- (a) Light khaki shorts half pants/full pants.
- (b) White shirts with half or full sleeves (to be rolled up when required) with two chestline pockets having flaps, buttons and tie collar.

Girls' Uniform

Light blue skirt and white blouse, white socks or stockings; they may wear white shalwar and white dopatta.

Children will wear black shoes and white socks. They will not be permitted to attend the School wearing Chappals or Sandals.

3. If the children are absent without leave application they will be fined anna one per day.

Yours sincerely,

M. Mujtaba Effendi

Manager

GREEN HOME SCHOOL

From

The Manager,
Green Home School
Chaurangi-I, Nazimabad.

To

Mr.....

Regarding..... of class

Dear Sir,

Please refer item No..... below and expedite:-

1. School dues for the month of have not been received yet. Fine of paisa 12 per day for each child is charged for late payment after 10th. If the dues are not paid up to 20th name of the child is struck off the roll.
2. Compulsory games fee paisa fifty per child for the month of is overdue.
3. The child does not attend the school in proper uniform as prescribed in our rules. Those children, who do not attend the school in full uniform with the school badge are liable to punishment.
4. Your child has no school badge. The uniform is not complete without the badge.
5. The child is usually coming late to the school which is undesirable.
6. No child is permitted to be absent without application which should be sent immediately. He/she was absent for to Fine of ~~paise~~ 12 is imposed for absence without application.

7. The child does not bring which hampers progress in studies.
8. Children are regularly given home work and it is expected that the parents should also take the same amount of interest in the child's studies at home as we do in the school. Your cooperation in this respect is most essential. Please see that the child does the home work regularly. This is to inform you that your child has not done home work of
9. Your child is weak in I suggest that a good tutor may be kept to coach the child to bring him/her to the standard. He/she was absent from to..... in the month of
10. The fee for the month of June will have to be paid in advance along with the May. Full conveyance fee should be paid during summer vacation.
11. Dues of the month were paid by you on and no fine for late payment was received. It may be paid immediately. Your child is irregular in attending school.
12. Your child has lost Report Book. Please pay Rs.1/- to issue a new Book.
13. Your child does not learn the lessons in taught in the class and is weak. Please pay special attention to the child.

15. Your child is very weak in the following subjects, which you will find from the monthly test for as mentioned in the Report Book.

- marks out of
- marks out of
- marks out of
- marks out of

Please pay special attention and see that the lessons taught in school are revised at home.

16. Copies are not covered and without labels.

.....

Warning:

Yours sincerely
M. Mujtaba Effendi
Manager

BEIRUT COLLEGE FOR WOMEN

LABORATORY NURSERY SCHOOL

DAILY PROGRAM: 9:00 a.m. - 12.00 noon.

- 8.30 - 9.00 Arrive, take off wraps, dusting and arranging tables and equipment.
- 9.00 - 9.30 Creative activities (Plasticine, clay finger paints, brush paints, paper cutting, etc.)
- 9.30 - 10.00 Music and stories (group activities)
- 10.10 -10.15 Toilet and washing
- 10.15 -10.30 Refreshments
- 10.30 -11.30 Free play (outdoor in good weather)
- 11.30 -11.45 Rest time
- 11.45 -12.00 Put on wraps and go home.

DAILY PROGRAM, in case of change: 9.00 a.m. 12.00 noon.

- 8.30 -9.00 Arrive, take off wraps, dusting and arranging tables and equipment.
- 9.00 -10.00 Free play (outdoor in good weather)
- 10.00 -10.15 Toilet and washing
- 10.15 -10.30 Refreshments
- 10.30 - 11.00 Music and stories (group activities)
- 11.00 -11.30 Creative activities
- 11.30 -11.45 Rest time
- 11.45 -12.00 Get ready for home.

PHYSICAL EXAMINATION

Date
 Height
 Weight ,
 Temperature
 General Appearance
 Posture
 Allergy
 Head Eyes
 Nose Teeth
 Tongue
 Throat
 Lungs
 Heart
 Kidneys
 Feet
 Nervous system
 Other

 Advice

Signature of Physician.

BEIRUT COLLEGE FOR WOMEN

Background Information for Nursery School Children

Name of child (in English) _____
 (Given names) _____ Family name _____

Date of birth _____ Place of birth _____

Nationality _____ Religion _____

Home address _____ Telephone _____

If no telephone, way to reach home in an emergency _____

FAMILY FACTS

Father's name _____ Nationality _____

Occupation _____ Business address _____

Education _____

Mother's name _____ Nationality _____

Occupation _____ Business address _____

Education _____

Number of brothers older than child _____ Younger _____

Number of sisters older than child _____ Younger _____

Other relatives at home _____

Languages spoken at home: Arabic _____ English _____ French _____

Other _____

Languages spoken by child: Arabic _____ English _____ French _____

Other _____

HEALTH FACTS

Significant difficult with: Vision _____ Toilet habits _____

Hearing _____ Sleeping habits _____

Speech _____ Other _____

Usual time for going to bed _____ Willingly? _____

Usual time to arise _____ Willingly? _____

Sleeps in room: Alone _____ With brother _____ With sister _____

With parents _____

Has a good appetite _____ Eats regularly with family _____

HOME FACTSNeeds much help Little Help No help

Toilet

Washing

Dressing

Eating

With the following he is Happy Relaxed Under strain

Father

Mother B

Brothers

Sisters

Relatives

Playmates

Servants

Strangers

Kind of activities provided:

Family activities _____

Materials and play equipment available:

___ Clay	___ Toys	___ Cars
___ Paints	___ Records	___ Wagons
___ Crayons	___ Sandbox	___ Tricycle
___ Plasticine	___ Swing	___ Books
___ Balls	___ Slide	___ Other

Pets: Dog _____ Cat _____ Rabbits _____ Bird _____ Other _____

Does he take care of his pet well: _____

Other activities _____

Activities he enjoys doing most: _____

Parental attachment: More to Father _____ Mother _____ Both equally _____

Parental dreams for the child _____

Praiseworthy Accomplishments

_____ Handles toys carefully

_____ Shares toys with others

_____ Helps to put away his belongings

_____ Accepts turns

_____ Makes his own decisions at times

_____ Has a sense of right and wrong

_____ Shows some understanding of how the family gets money;

_____ What it does for the family.

_____ Knows some of the Lebanese money;

_____ has a bank.

Home-School Cooperation

Does the child have any particular emotional need which requires special attention in school?

REMARKS:

To

The Principal,
College of Home and Social Sciences,
Gulberg, Lahore.

Madam,

Please accept my application for admission to the Nursery School of my _____ named _____ I have carefully read the rules published in your prospectus and agree to abide by them.

The under-mentioned particulars have been filled in by me.

Yours faithfully,

Signature of father or guardian.

1. Name of pupil in full _____
2. Date of birth _____
3. Place of birth _____
4. Position in family _____ No. of sisters _____ .No. of Bros. _____
5. Name of father _____
6. Name of mother _____
7. Nationality (Father _____ Mother _____ .)
8. Occupation of father _____
Occupation of mother _____
9. Religion _____

Attached birth and health certificates.

Signature _____

Address in full _____

Telephone No. _____

Date of Admittance:

ENROLMENT INFORMATION FOR NURSERY SCHOOL
OF COLLEGE OF HOME AND SOCIAL SCIENCES,
GULBERG, LAHORE
(Prepared by Child Development Committee)

Date of Admission

Name of Child

Nickname, if any

Birthday

Home Address

Name and telephone number if any of person to be called in
case of emergency

Family Background

Father's name

Occupation

Age

Mother's name

Occupation

Mother's age

Does the mother work outside the home. If so, who cares for
the child when mother is gone from home?

Is your present home a whole house _____ Duplex? _____ Room _____
Apt? _____

How many rooms? _____

Is your living arrangement temporary or more or less
permanent?

Does your child have a room of his own? _____ A corner of his own _____

Father living _____ Mother living? _____ Separated _____ Divorced _____

Is there any unusual circumstance in the family situation which
you feel might influence the child's behaviour?

Members of the household other than the parents.

Name	Date of birth	Relationship	Comments

HEALTH AND RELATED PROBLEMS

HISTORY:

Family Diseases,
if any.

INFECTIOUS DISEASES

Measles
German Measles
Scarlet Fever
Chicken Pox
Mumps
Diphtheria

Other Conditions

Whooping Cough

Nutrition: A. Above average
B. Average
C. Below average

Is there any problem connected with the child's health? e.g.
Does he catch cold easily? Is his skin sensitive to heat?
Does he have intestinal upsets often or any other trouble?

Eliminative Behaviour

Does the child never / himself during the day?

Are there any irregularities or problems connected with
eliminations?

Sleeping Behaviour

How long does the child sleep at night _____ Does he take a nape daily _____.

Describe his going to sleep activities _____

Are there any problems connected with sleeping?

Eating Behaviour

Does the child enjoy eating.

What foods does he particularly like?

What foods does he particularly dislike?

Are there any problems connected with eating?

Briefly describe what you consider to be the outstanding characteristics of this child.

General Information and Behaviour Characteristics of the child

Is child very active? _____ Moderately? _____ Rather inactive _____

Does child talk distinctly? _____

Does he have any unusual speech pattern or difficulty?

Does child have any "nervous habits" or unusual behaviour characteristics? (British nails, temper tantrums, et cetera).

When does this behaviour occur and how is it handled?

What fears does the child have, if any?

What was the cause if known?

What circumstances commonly cause conflict between parent and child?

What types of discipline are most often used?

Which parent enforces the discipline?

Are there difference in the ways mother and father handle the child?

If so, explain?

How does this child react to new situations?

How does child respond to parent's departure?

Play Activities of the Child

With whom does child play when not in school? Briefly describe the child's playmates.

Is child's play usually supervised by an adult?

How many playmates come into the home frequently?

Is child's play restricted to home, or does he visit other home?

Does child have other group experience, such as children parties, etc; Discuss:

Describe indoor play area and toys most frequently used.

Describe outdoor play area and equipment available.

What activities does the child like to best with his parents?

What activities does the child like to do best with his brothers? His sisters?

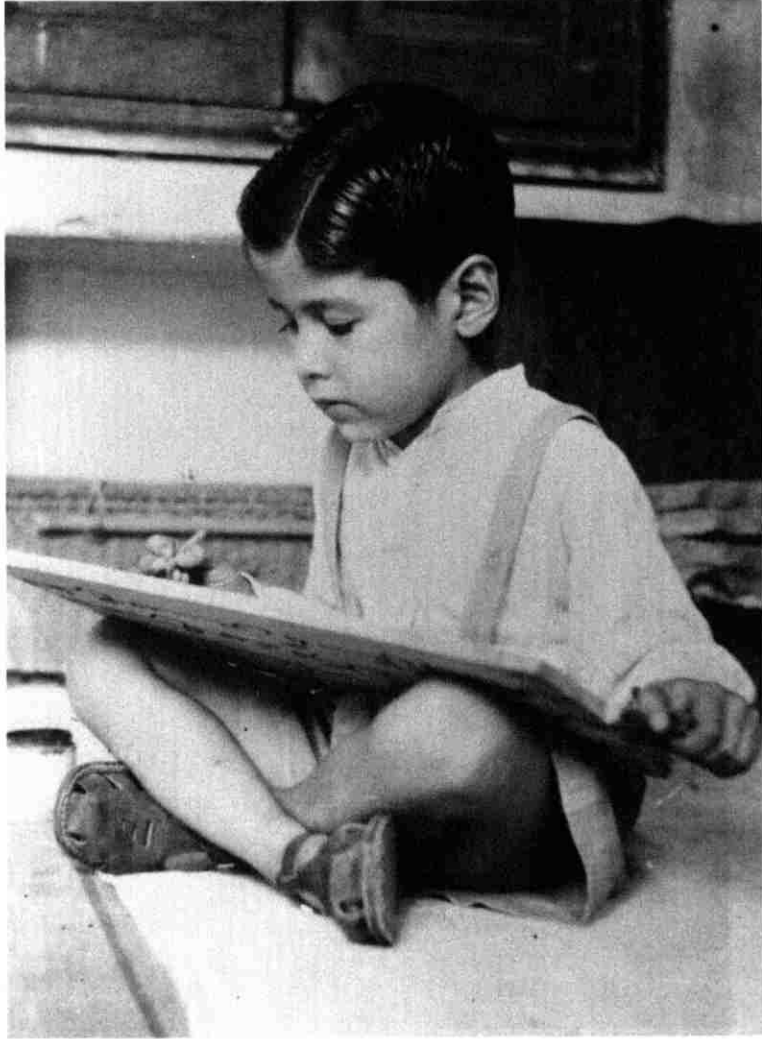
What kind of stories are read or told to the child?

How often?

Please bring your child to the school promptly at ___ a.m. and call for him or her promptly at ___ a.m. Please do not bring your child to school if he or she is not feeling well on that particular morning. Call ___ and leave word that the child will be absent.

APPENDIX C

PHOTOS: CHILDREN AT WORK AND PLAY
IN THE COLLEGE OF HOME ECONOMICS,
NURSERY SCHOOL, LAHORE.



Child Writing on a "Takhti"
with a comparative large pen
(Is out-dated in Pakistan today)

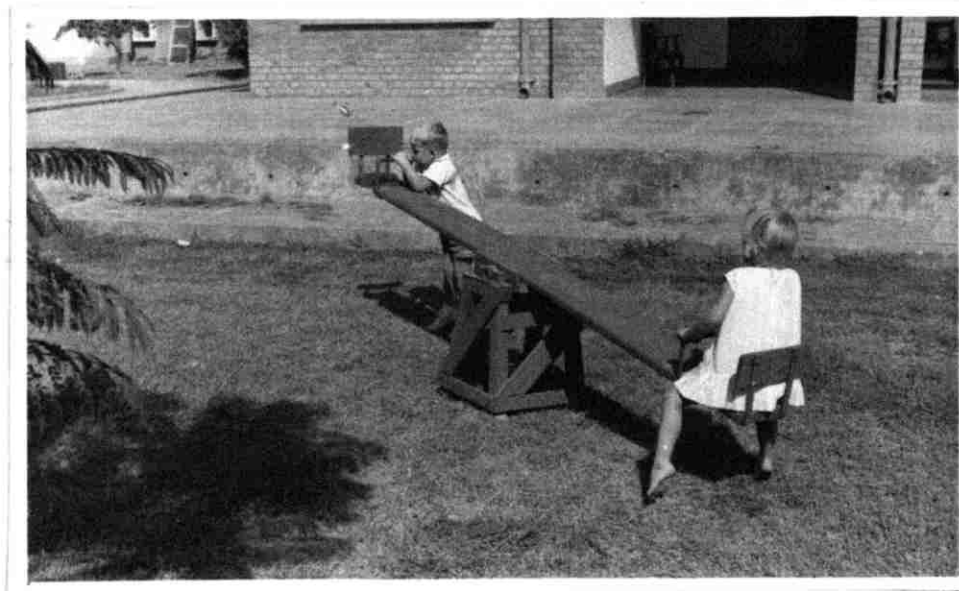


Jungle Tym in the Nursery School Play Ground
Satisfied Children's Need of Vigorous Play -
Swinging And Climbing Bring the Main Attrac-
tion For This Age Group.



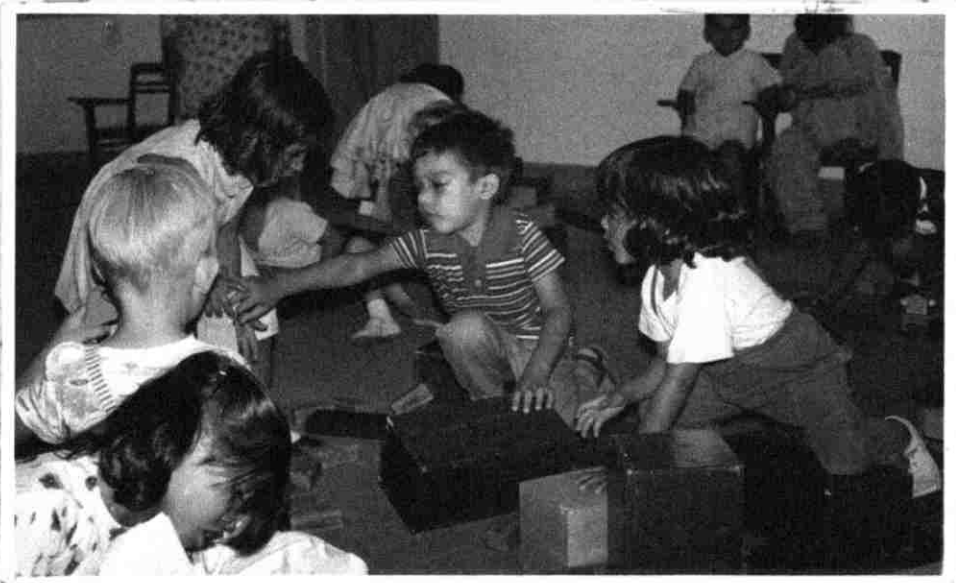
Wait For Your Turn While Using The Slide





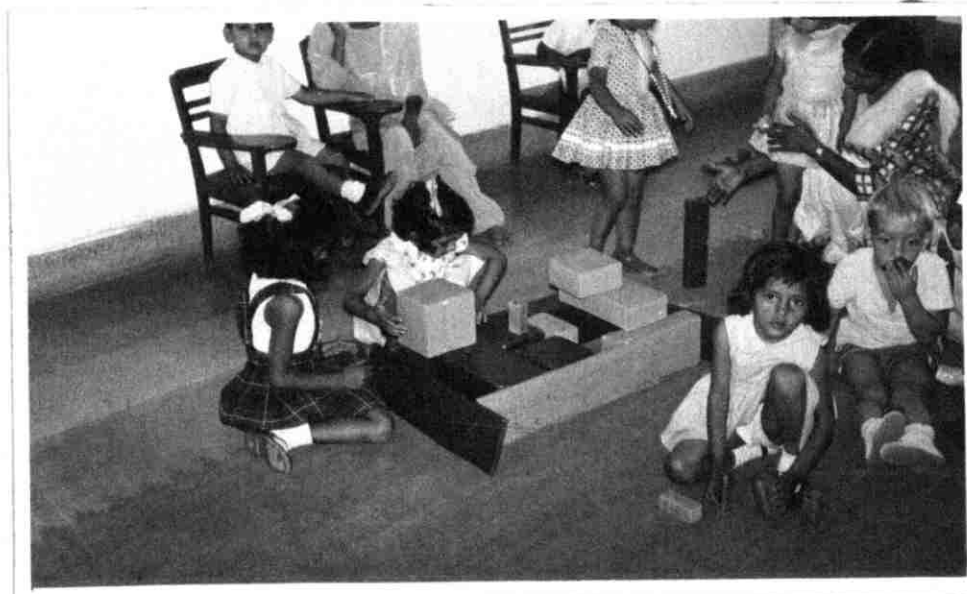
The See-Saw Requires Close Teacher Supervision





A solitary Block
Builder likes
no one to inter-
fere

Blocks in Different
shapes, sizes and
colours occupy an
important place in
the nursery school
equipment





Learning For Family Living In The
Nursery School - Teacher Is a Part
Of The Family And Joins Them At
Real And Play Lunch.





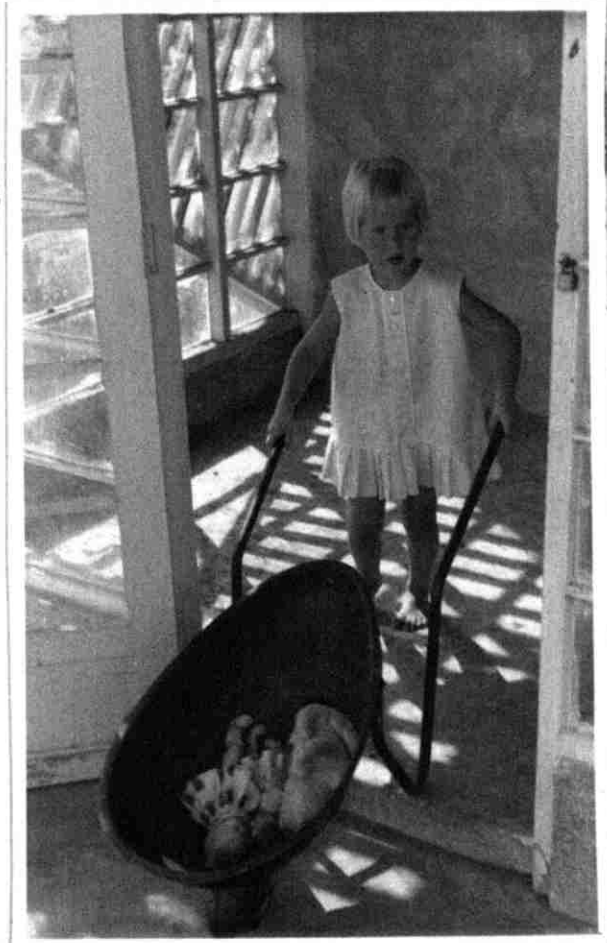
Sand - An Important Tool For the Creative
Expression Of The Nursery School Child





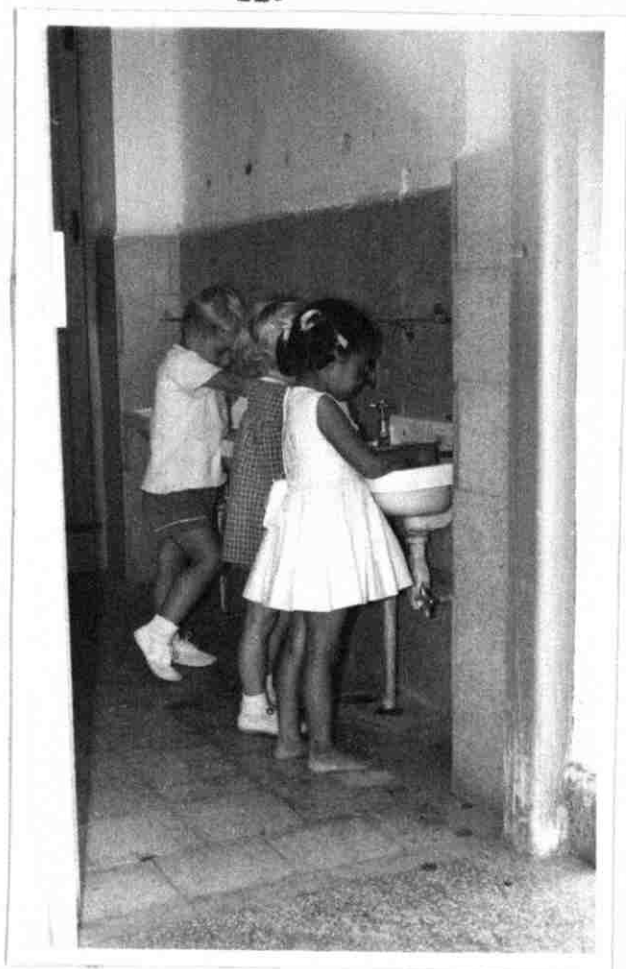
There are Times When A
Child Wants To be Alone

The Little Girl Is Happy Carrying
Her Dolls Alone Than Having a
Companion - Why Not Allow Her
The Time for a Quiet Pursuit.





Large Brushes and Low Easles Help The Young Child to Express Herself Creatively.



Low Sinks and Commodes Help
And Encourage The Young Child
To Use Them Without Help From
The Adults.

It Also Teaches Good Habits
of Cleaning Hands And Face
Every Now and Then.



Nap After Lunch



APPENDIX D

A letter from Miss Qurratulain Ahmed to the writer, describing the difficulties in getting the questionnaire filled and other educational problems in Pakistan.

Dearest Raana,

I am really grieved that your work is so much delayed. I could not make it earlier than this but if you just think over the situation cool headedly you would realise that the time factor was beyond my power. As soon as I received your letter I proceeded with the require haste applied at the Directorate personally. I tried my best to draw the director's sympathies. It really took more than a fortnight. I went to him four times. Anyhow these are unfortunate details. I have learnt from experience that it is a sheer waste running after them pleading our case. Nobody seems to take any interest whatsoever.

The response from the different schools is hardly 5%. The mothers are so reluctant and so are the teachers but what is there which I myself don't know. I can give you information on general bases. Director's questionnaire is enclosed here which is of little worth. I wonder if he personally filled it. He first denied to give any personal view at all.

As far as private schools are concerned they are run on business level. Govt. does not recognise KGs and nurseries. They are supposed as luxuries considering our financial position. Primary education has received no proper support as yet. So pre-primary is out of question. Missionary schools have got these classes attached to secondary schools but they are registered under the name of secondary schools. These schools are situated at such localities where higher class people are most in number. Urban areas are more likely to have these schools in an increased number while rural areas are completely devoid of such facilities. Building of these schools are not according to any set plan or design but they are the buildings built for other purposes than schools. Some of them or rather a fewer of them do have modern facilities that is the equipment for nursery.

99% teachers are untrained and just matric as there is only one degree college for training and two schools for training certificate. In comparatively better schools which are foreign schools the wives of the foreigners settled here are engaged as teachers. In missionary schools christian teachers are preferred for junior classes as teaching of English is considered the only virtue. Those who are trained for nursery and KG or montessory services are usually the incharge of junior sections instead of taking any practical part themselves.

Those nursery schools which are aided by the Govt are not registered as nursery or KG but as secondary and their classes are attached to the school. So the aid is indirect. Besides the Directorate prescribes no syllabus or study course for these elementary courses.

Some of the questions in your questionnaire are very personal and people object on them. Questionnaires meant for mother's of nursery going children are rather a test for them. I approached many schools, met the teachers personally and tried my best for a favourable assistance but you can imagine those poor utter souls

of four or five years. They first don't understand as to you are hammering about and then every day they forget to bring the "big letter" back. The questionnaires is known by the children as "big letter for mummy." I had given nearly 20 in each school and response is as about 5% so far. If you ask me to collect any other information direct I am at your service but in the present method of approach once you give yourr questionnaire to those babies you are antirely at their mercy. How many mothers of our country do you think can read and write? Karachi is a big place and its statistics are different from the rest of the country and still people here are not upto the mark which you have mistaken them to be.

Hope you are not offended by any means. I am already to help you if I am asked you will get the best results which you deserve, undoubtedly. With best of luck,

Yours

Qurat

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