

THE TEACHING OF HISTORY
IN THE SECONDARY SCHOOLS OF EAST PAKISTAN
WITH SPECIAL REFERENCE TO THE USE
OF AUDIO-VISUAL MATERIALS

By

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ABSTRACT

With the emergence of Pakistan as a sovereign independent state with a republican form of government, education received a new impetus. Education for citizenship responsibilities became urgent. To satisfy the aspiration of the people for schools to serve this purpose, the existing educational system needs careful study. The present study deals primarily with only one aspect of the problem: the methods of history teaching in the secondary schools of East Pakistan and the use of audio-visual materials and techniques as a means of improving history teaching.

Because curriculum consists of all the experiences the school provides for changing the behavior of the students, it is difficult to discuss methods apart from the content of the curriculum and the materials used by history teachers. Consequently, in studying the methods used in history teaching in East Pakistan at the secondary level, and ways by which history teaching could be vitalized with the use of audio-visual materials and techniques, it was inevitable that some conclusions would be drawn about the aims, content and organization of the curriculum. These conclusions include discussion of subjects other than audio-visual methods and their influence in improving the teaching of history.

The methods used in the study were mainly a review of the literature dealing with modern methods of teaching history and with the use of audio-visual materials and techniques. A study was also made of the history

syllabuses used in East Pakistan. A questionnaire was given to the Pakistani students at the American University of Beirut concerning the methods and materials used by history teachers in the secondary schools of Pakistan.

The investigation revealed that history teaching is not as effective as it should be in educating young people for intelligent participation in a democratic society for several reasons: (1) There is no clear statement of the objectives of history teaching in behavioral terms. (2) The curriculum places heavy emphasis on subject matter and examinations, is not comprehensive and balanced, is inflexible and not adapted to the needs of different communities, and is not well integrated with the other social studies. (3) The lecture and recitation methods are used almost exclusively, and little consideration is given to the individual differences of pupils. (4) There is no activity program and little use of either audio-visual materials or of community resources. (5) There is an acute dearth of well trained teachers, audio-visual materials, good textbooks, and libraries.

The present study asserts that the proper use of audio-visual materials and techniques can help to make history teaching effective. It claims that various audio-visual materials and devices, such as radio, recordings, maps, models, graphics, pictures, demonstrations, and field trips can motivate learning, stimulate interests, inspire self-activity among students, and give reality to abstractions.

As a result of this study and investigation of history teaching in the secondary schools in East Pakistan the following recommendations are made: (1) The behavioral objectives of history teaching should be clearly

and specifically stated. (2) Only teachers with adequate academic and professional education should be appointed. (3) An ample supply of audio-visual materials and devices should be provided in all schools. (4) History rooms should be properly equipped for the use of audio-visual materials and devices. (5) A variety of materials and activities should be used in the classroom to provide for individual differences among students. (6) Community resources should be widely utilized. (7) Modern methods of history teaching, such as unit organization and problem-solving should be applied. (8) Audio-visual centers should be developed in all secondary schools. (9) The history curriculum should be revised and fused with the other social studies. (10) Research should be carried on to appraise the effectiveness of modern methods and the use of audio-visual materials in developing the behaviors needed.

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CHAPTER I

I N T R O D U C T I O N

Pakistan is a newborn state. After a long struggle, it achieved its independence on August 14, 1947. This freedom resulted in a tremendous enthusiasm among the Pakistanis for education. In satisfying this resurgent aspiration of the people, Pakistan has had to face many problems. Providing an adequate national system of education is expensive, especially in a country with a low standard of living. The supply of trained teachers is inadequate, and the existing curriculum is for a select few rather than for all citizens. The development of a national system of education based on modern democratic concepts presupposed a revision and a change in the content as well as in the method of implementing the curriculum. If the curriculum does not originate from the needs and interests of the learners within the frame of reference of the aspirations of the community, it can hardly satisfy the national demand. It is the general feeling of the educated people of Pakistan that a careful investigation should be made of its educational system in order to devise ways and means of reshaping the system according to the needs and interests of the learners and the demands of the society.

THE PROBLEM

There are many interwoven problems in connection with the development of a national system of education for any country, such as: the building of a sound curriculum based on modern principles of educational psychology and the demands and philosophy of the particular society, the methods of teaching, the professional training of teachers, and the organization and administration of the school system. Each of these demands thorough study and investigation before any change can be initiated. But, even the development of a new curriculum for the schools of Pakistan, while recognized as a necessity, is too extensive an undertaking for one person. This is a task which requires the thinking of many educators and citizens and more time and resources than are at the disposal of any one individual. This study proposes to attack only one aspect of the problem with the hope that the study may contribute to the solution of the larger problem - the development of a new national system of education for the schools of Pakistan.

Statement of the Problem

Any educational system requires a sound curriculum and effective and appropriate methods for its implementation. If the methods are ineffective and inadequate, the curriculum, however ideal it may be on paper, cannot produce any appreciable results. It is, therefore, necessary that the methods of teaching be efficient and commensurate with the purpose

of education, if the curriculum is to be functional and worthwhile. This study is concerned with the methods used in teaching one subject in the curriculum, history, and particularly with the use of audio-visual materials as a means of improving history instruction in the secondary schools of East Pakistan. It does not pretend to recommend changes in the scope and sequence or the content of the history curriculum, but rather to suggest how instruction in history can be made more effective than it is at present by a change in methods and by the use of audio-visual materials.

Importance of the Problem

In considering any problem in order to find a possible solution, it is essential to know, first of all, how important it is and why the study should be undertaken. This knowledge determines the nature and length of the study. The problem of the improvement of history teaching in East Pakistan at the secondary level is important for the following reasons.

Importance of history. With a view to gaining a proper understanding of human relations and of the present, the study of history is very important. According to Frances N. Ahl, history is the development of human life. It portrays the development of society in all its phases - social, political, economic, religious, educational, and cultural. It conveys to the people of the present time a knowledge of the past. This information is of vital importance in interpreting the present and anticipating the future, because all social, political, and economic problems

have their roots in the past. In order to acquire this knowledge the method of teaching history must be effective so that history becomes meaningful and vital to young citizens.¹

Pride in national heritage. Pakistan achieved its independence very recently, August 14, 1947. After its emergence as a sovereign state, there has been a great awakening of interest among its citizens about their social and cultural heritage as well as about democracy. In order to preserve their newly won freedom and to revive and enrich their legacy, "they want to gain a fuller understanding of their difficulties and the environment in which they have to live".² This eagerness for a knowledge of their history is found among people of both wings of Pakistan. History of Pakistan, which is a compulsory subject in the secondary schools of East Pakistan, can help students in developing an appreciation of their heritage and a feeling of patriotism and nationalism. If this objective is to be realized, there should be better history teaching at the secondary level.

Relation of history to everyday life. History is closely related to the everyday life of man. Headlines and news articles carry stories which need historical interpretation, and which cannot be understood without

¹Frances Norene Ahl, Audio-Visual Materials in the High School With Special Applications to the Social Studies (Boston, The Christopher Publishing House, 1946), pp. 73-74.

²Ishtiaq Hosain Qureshi, The Pakistani Way of Life (London, William Heinemann Ltd., 1956), pp. 33.

a knowledge of history. Each and every aspect of human activities bears the testimony of past history. Thus, to have a better understanding of everyday life, man needs to know answers which only history can give him. History should be taught so that it comes alive and students see the relationship between their everyday life and the lessons which history teaches.

Ineffectiveness of history teaching. The present method of history teaching in the secondary schools is not based on the principles of modern educational psychology, because it does not consider the needs and interests of the learners or the nature of learning process. It is the nature of young boys and girls to be active. Since the lecture method is followed in almost all schools, the students are only passive listeners. Learning by this method is simply an additive process in which memory and learning are made synonymous. Learning is a complicated process, and the learner must act and react in order to learn. Since learners see little relationship between history as it is now taught and their needs, they have little motivation to learn it. Nor is any provision made in present methods for individual differences in needs, interests, or abilities. History teaching to be effective should use methods which involve students in the learning process.

Attitude of students toward history. As has been mentioned in the previous paragraph, the present method of teaching history does not consider the needs and interests of young pupils of the secondary schools or the

relationships between history and real life-situations. Naturally, history appears meaningless and monotonous to students. For this reason they do not like history. Through a better method of teaching, this negative attitude of students toward history could be made a positive one. Such a positive attitude is necessary for realizing the objectives of teaching history.

Shortage of well-trained teachers. There is an acute dearth of adequately trained teachers. Even many of the secondary school teachers are not academically qualified to teach history. There are two possible reasons for this. First, many of the Hindu teachers of the pre-partitioned days migrated to India after Pakistan's independence. Second, few people like to enter the teaching profession especially at the primary and secondary levels, because of inadequate financial reward. According to a recent report of the East Pakistan Educational Reforms Commission, only 3,763 of the 22,289 secondary school teachers teaching 44,57,292 students in 1954-55 were trained.⁵ Many of these untrained teachers are teaching history. Non-qualified and untrained teachers cannot teach history effectively. Most of them do not know the subject matter they teach and have had no training in classroom methods. One aspect of improving the teaching of history by the use of audio-visual methods then must deal with the pre-service and in-service education of teachers.

⁵East Pakistan Educational Reforms Commission, Report of the Educational Reforms Commission, East Pakistan: 1957, Part II - Appendices (Dacca, Chief Minister's Secretariat, 1957), pp. 4-5.

PURPOSE OF THE STUDY

The present study attempts to analyze the existing methods of teaching history in the secondary schools of East Pakistan and the weaknesses of this system. It will then show how the present system of history teaching may be made more effective and efficient with the use of audio-visual materials and techniques.

METHODS OF STUDY

Little original research was done in making this study. The methods employed were: (1) a survey of the present condition of history teaching in secondary schools in East Pakistan by means of a study of the courses of study and syllabuses; (2) a review of the literature dealing with modern concepts of the teaching of history; (3) an examination of the teaching practices used in teaching history in Europe and America and a comparison between the history teaching in these countries and in East Pakistan; and (4) a review of the literature dealing with audio-visual materials and techniques.

In addition, a questionnaire was circulated among the sixty-five Pakistani students attending the American University of Beirut to get their opinions about history teaching in Pakistan. A copy of the questionnaire can be found in the Appendix. Although more than half of the replies came from the students of West Pakistan, the responses can be taken as a fair sample for assessing the present position of history teaching in East Pakistan, in

as there is little difference in methods employed in history teaching in the two parts of the nation. This fact was also revealed by the views expressed by the respondents to the questionnaire.

During the course of study, some laboratory projects were also carried on in the construction and use of audio-visual materials and techniques to test their practicability and suitability for their use in the secondary schools in East Pakistan. On the basis of these analyses, reviews, and experiences in using audio-visual materials, proposals will be made for the adoption of audio-visual materials and techniques suitable for the secondary schools of East Pakistan. In addition, some recommendations will be made on the procedures to be used in adopting the new methods.

DELIMITATIONS

A revision of the history curriculum would necessitate a study of the entire system of education at all levels, because all subjects and levels are interrelated. But it is not feasible to deal with all aspects of the curriculum within the narrow compass of this study. It is for this reason that the present study is delimited in the following ways:

Scope of Study

Pakistan is geographically divided into two parts: East Pakistan and West Pakistan. These two wings are separated by a distance of about

1,100 miles.⁴ They are situated respectively to the North-West and North-East of the Republic of India. As such there are some fundamental differences in climate, topography, and other physical features between these two units of Pakistan. "The rugged mountains and great desert wastes of West Pakistan are in striking contrast with East Pakistan's deltaic plains covered with verdant vegetation and a network of rivers and rivulets."⁵ There are differences in manners, customs, food habits, costumes, and other social folkways of the people of the two provinces. Thus, there is a wide diversity in local cultures. There are also differences in the educational systems of the two wings as education, under the constitution, is a provincial subject.⁶ Because of these differences it does not seem feasible to consider the teaching of history in both provinces in one study, even though the methods used in teaching history are similar due to the fact that little change has been made in methods since independence. This study, therefore, is limited to East Pakistan.

The educational system of East Pakistan is organized on three levels: primary, secondary, and higher education. The methods of teaching differ at these levels. There are also administrative and other differences. It is not feasible to deal with all three levels. The present study, therefore, confines itself to the secondary level, and is further limited to the field of history only.

⁴Government of Pakistan, Pakistan: Facts and Figures (Karachi, Department of Advertising, Films and Publications, 1955), p. 1.

⁵Muhammad Shamsul Huq, Compulsory Education in Pakistan (Paris, UNESCO, 1954), pp. 11-12.

⁶Government of Pakistan, Ministry of Law, The Constitution of the Islamic Republic of Pakistan (Karachi, Department of Advertising, Films and Publications, 1956), p. 91, provincial list, item No. 20.

Limitations Due to Limited Resources of East Pakistan

In considering any aspect of the educational system of a country, due attention should be given to its natural and man-made resources. The lack of such resources may impede educational development. It is pertinent here, therefore, to mention the limitations placed on this study by the dearth of natural and human resources in East Pakistan.

Electricity. Pakistan is still industrially under-developed. The conditions in East Pakistan are even worse than in the nation as a whole. Hydro-electric power has not yet been developed in this province to the extent that it can provide electricity to all towns, let alone to the rural areas. Naturally, many schools in towns and cities, and almost all schools in rural areas have no facility for electrical equipment. According to a government publication, there are 5,179 schools in East Pakistan at the secondary level - 1,535 high schools, 1,814 middle and junior schools, and 1,830 madrasas.⁷ Most of these schools are located in rural areas where 95.6 percent of the population of the province live.⁸ There are no electrical facilities in these schools. Many of the schools in towns and cities also do not have a sufficient supply of electricity for equipment. It is for this reason that the present study will include only those audio-visual materials

⁷East Pakistan Educational Reforms Commission, op.cit., pp. 4-5.

⁸Government of Pakistan, Pakistan: 1955-56 (Karachi, Department of Advertising, Films and Publications, 1956), p. 183.

which do not require electricity for application. This study, then, does not include such audio-visual materials as motion pictures, filmstrips, photo-slides, and projectors, although these are most important in classroom teaching.

Finance. Most of the schools in East Pakistan are not financially well-off. The exceptions are the forty-six government schools - thirty-seven high schools, seven junior schools and middle schools, and two madrasas⁹ - which are managed and financed by the government. These government schools also are not rich, and the government is not able to allot sufficient amount of money to them to purchase expensive audio-visual materials. Most of the private schools cannot afford to spend much money in purchasing audio-visual materials and in undertaking expensive projects, such as extensive fieldtrips and exhibits. This study, therefore, will deal with only those materials and techniques which are within the financial reach of the schools.

Community resources. East Pakistan has a rich store of historical resources. Its history goes back many centuries. In antiquity, it enjoyed independence most of the time under its own rulers, but sometimes it was ruled by other than native sovereigns.¹⁰ During this long period it came into contact with different cultures and the civilizations of people such

⁹East Pakistan Educational Reforms Commission, op.cit., pp. 4-5.

¹⁰Ramesh Chandra Majumdar, et al., An Advanced History of India, 2nd ed. (London, Macmillan & Company, 1956). pp. 164-69.

as the Aryans, the Afghans, the Turks, the Mughals, and the British. These people left in this province traces of their distinct cultures through the construction of various mosques, temples, buildings, monuments, mausoleums, and highways. The relics and ruins of these cultural emblems of different ages still remain scattered all over the province, such as Shat Gambuj (sixty domes) Mosque in Khulna district, Masjidbari Mosque in Bakarganj district, Darasbari Masjid and Chhota Sona Masjid in Rajshahi district, Lalbagh Fort in Dacca city, and many others.¹¹ Very recently, some important relics of the ancient civilization of East Pakistan have been excavated at Mainamati hills in the district of Tippera.¹² Many ruins, however, have not yet been excavated.

There are several museums at Dacca, Chittagong, Rajshahi, and Dinajpur. Although these museums are not rich with materials, they furnish evidences of the rich cultural background of the province.

But most communities do not have museums, many of them do not have relics or ruins for students to see, and some villages have no educated or travelled residents to share experiences with students. Although the resources of the community limit the first hand experiences of students, the observant teacher and the one trained to use community resources will often find untold riches in the environment which can be used.

Limitations in Methods of Research

This study was carried on at the American University of Beirut,

¹¹Robert E. Mortimer Wheeler, Five Thousand Years of Pakistan: An Archaeological Outline (London, Royal India & Pakistan Society, 1950). pp. 96-131.

¹²F.A. Khan, "Mainamati Excavations - an Interpretation", Pakistan Quarterly, VII, No. 3 (1957), pp. 32-39.

Lebanon, many thousands of miles away from East Pakistan. It was, therefore, impossible to observe history teachers and their methods directly or to survey and compile the resources of each community and school district. Research therefore was limited to research in the literature and to a survey of the opinions of Pakistani students attending the American University of Beirut.

SUMMARY

With the emergence of Pakistan as an independent state, there has been a great awakening among the people and increased interest in education. In order to satisfy their aspiration for an educated electorate, the educational system of Pakistan especially the method of implementing the curriculum, needs a careful study. The present study deals with one aspect of the educational problem, the teaching of history, and attempts to survey the causes for the ineffectiveness of history teaching in the secondary schools in East Pakistan, and to propose the use of audio-visual materials and techniques suitable to the schools of the province as a method of making history teaching more vital and meaningful. The study is delimited in scope to the secondary schools of East Pakistan, and by the resources of the province and the methods of research used.

CHAPTER II

PLACE OF HISTORY IN THE SECONDARY SCHOOLS IN EAST PAKISTAN

History is like a mirror which reflects the whole culture of a nation. Anybody wishing to know something about a nation needs to study its history. It is one of the functions of the school to help students understand and appreciate the cultural heritage of their own nation as well as that of other nations of the world. To achieve this function and particularly to develop patriotism and national loyalty, history was added to the curriculum as a separate school subject.

ROLE OF HISTORY IN THE CURRICULUM

To evaluate the place of history in the secondary schools of East Pakistan, it is necessary to review the role of history in the curriculum of schools in Europe and the United States of America as well as in the schools of India before 1947. This review will provide some standards against which to appraise both the content of the curriculum and the methods used in teaching history in East Pakistan.

History in European Education

From the early dawn of civilization, man is known to have had an

interest in history. History was taught in schools in ancient times, although only incidentally, as a part of literature. "During the Middle Ages the Church introduced the history of its leaders, achievements, and doctrines into the curriculum of its schools."¹ Later, when a social awakening took place in Europe in the mid-seventeenth century which resulted in a movement concerned with social problems and the realities and needs of life, Realschule and academies were established, first in France and Germany, and lately in Great Britain. These academies and schools put stress on the teaching of history, civics, geography, and the practical sciences.² "By the time of Comenius, history had won a recognized place in theory, and by 1800 it had won a large place in practice"³ in European education.

During the nineteenth century history became a distinct subject in the school curriculum, because people found the justification for their national aspirations in their national history. This fact is clearly indicated by Henry Johnson in the following quotation:

German discussion [of history teaching] after 1890 ... emphasized scholarship in history for secondary schools. Nothing was to be taught as fact which was not fact in the works of competent historians. Development was to be traced. There was to be continuity. But the point of view was distinctly German and the grand purpose was to build up Germanism. Historical truth interpreted

¹Edwin R. Carr, et al., "Social Studies," Encyclopedia of Educational Research, rev. ed. Walter S. Monroe, ed. (New York, The Macmillan Company, 1952), p. 1215.

²James Mulhern, A History of Education (New York, The Ronald Press Company, 1946), pp. 290-92.

³Carr, et al., op.cit., p. 1215.

became sermons on German ideals, sometimes positively preached, sometimes merely implied.⁴

Johnson further says that the teaching of history in other European countries, except Great Britain, was more or less like the German pattern cited above. Thus, the "history programs for common schools in Europe were ... to inspire intense patriotism and an intense sense of duty to the existing regime".⁵

The teaching of history in the schools of Great Britain commenced in the Middle Ages, but it was not until the nineteenth century that history emerged as a distinct subject in the curriculum of the secondary school.⁶ History now has an important place in the English school curriculum. The broad functions of history teaching in English secondary schools at present are mainly three: (1) helping students to build proper habits and attitudes of mind; (2) providing them with basic historical knowledge necessary for worthy citizenship and (3) providing an adequate knowledge for an understanding of public affairs.⁷

The following history curriculum taken from the syllabus of a modern British school for boys is illustrative of the history taught in the

⁴Henry Johnson, Teaching of History in Elementary and Secondary Schools With Applications to Allied Studies, rev. ed. (New York, The Macmillan Company, 1940), p. 56.

⁵Ibid., p. 57.

⁶Government of Great Britain, Ministry of Education, Pamphlet No. 23, Teaching History (London, Her Majesty's Stationery Office, 1952), pp. 5-6.

⁷Incorporated Association of Assistant Masters in Secondary Schools, The Teaching of History, 2nd. ed. (Cambridge, Great Britain, The Cambridge University Press, 1957), p. 4.

secondary schools of England today. Ten year old boys in Form III study ancient history and go into the main school at eleven or twelve years of age and stay for four years. Those expecting to go on to the university continue through the Sixth Form.

The Main school:

Lower IV Form (ages 11 to 12+)

Lower IVs England before 1485.

Upper IV Form (ages 12 to 13+)

Upper IV B and C English and European history
from the Discoveries to Napoleon.

Upper IV A England and Europe in Tudor and
Stuart periods.

The Remove (ages 13 to 15): An outline of English social and economic history (not part of normal four years course).

Lower V Form (ages 13 to 15):

Lower V C England and Europe from Captain
Cook to the present day.

Lower V B Europe from the Renaissance to
the present day.

Lower V A British history, 1688-1815, with
a brief study of the history of
U.S.A.

Upper V Form (ages 14 to 16+):

Upper V C a) European history, 1789-1914.
b) English economic and social
history.

Upper V A and B a) European history, 1789-1914.
b) English history, 1783-1914.

Modern VI Form:

1st and 2nd years a) European history, 1648-1914.
b) English history: modern
periods studied in rotation.

3rd year

- a) Additional English history.
- b) The great historians.
- c) Political science and other general work for university scholarship.⁸

The recitation is the principal method used in teaching history in the majority of English schools. Textbooks have a prominent place in the present system. The history teacher also makes some use of various audio-visual materials and techniques, such as charts, maps, models, dioramas, graphics, still pictures, films, filmstrips, broadcasting, and research methods.⁹

Visual aids to education - films, film strips, wall charts, pictures, and models - are being used increasingly in Britain's schools, items in various media sometimes being related to a central theme to form one visual unit. Their use is being promoted by the National Committee for Visual Aids in Education and the Educational Foundation for Visual Aids.¹⁰

History in American Secondary Schools

Although history gained an early recognition in the United States, it did not have a separate place before the nineteenth century. John S. Brubacher says:

⁸Ibid., pp. 23-24.

⁹Ibid., pp. 61, 97, 127, 135-36, 141, 147-48.

¹⁰Education in Britain (London, Reference Division, Central Office of Information, 1955), p. 23.

Prior to the nineteenth century, history had practically no independent status in the curriculum. In the preceding few centuries the history that was regarded as worth knowing was that of the Greeks and Romans, and that was picked up incidentally through a reading of Greek and Latin literature. Even after the vernacular had crowded the classics to a less conspicuous place in the curriculum, history still remained a phase of the vernacular literature.¹¹

In order to meet the demands of nationalism and democracy, history in the United States as in Europe, "finally split off from literature and achieved an independent status of its own in the curriculum of the latter nineteenth century".¹² The influence of the classics, however, was still felt in the heavy emphases on ancient history. Even as late as 1910 over ninety percent of the high schools offered ancient history and forty-three percent offered English history. About seventy percent of the schools made American history one of the required subjects.

After the publication of the report of the Committee on Social Studies on the Commission on the Reorganization of the Secondary Education in 1916, history began to suffer a setback both in the elementary and secondary schools. This decreasing emphasis on history, however, was accompanied by a correspondingly greater importance given to the other social studies, as the social sciences taught in elementary and secondary schools were now called. This lessening emphasis upon history also brought about some internal changes within the subject itself. By 1920, the secondary

¹¹John S. Brubacher, A History of the Problems of Education (New York, McGraw-Hill Book Co., Inc., 1947), p. 271.

¹²Ibid., p. 272.

schools began to break away from the traditional story telling method of history teaching. More attention was given to modern history, to economic and social problems, and current events, and less emphasis was placed on military and political history.¹³

History today forms an essential part of the social studies program in the secondary schools in the United States. In the elementary schools and in the junior high schools it is usually taught in conjunction with the other social studies and not as a separate subject. "In grades 10, 11, and 12 world history, American history, and problems of democracy respectively are well established."¹⁴ Too often, however, only one year of social studies is required in the senior high school, or the last three grades of the secondary school, and that usually is United States history.

The principal function of the teaching of history in the United States today may be said to be the development of social competence for living intelligently in the present democratic world. In order to realize this broad objective, each school district develops its own social studies curriculum. There is no national curriculum in the United States, and even the courses of study developed by the various states are suggestive and not mandatory. Only New York state has a system of state wide examinations which to a degree prescribe the curriculum of the secondary schools of that state.

In spite of the freedom of each school district to develop its own curriculum, textbooks and materials as well as recommendations of

¹³Carr et al., op.cit., p. 1215.

¹⁴Ibid., p. 1217.

national committees and organizations have resulted in similar allocation of content to grade levels. Recent surveys show the typical social studies program to be:

Seventh Grade:	Civics (Community Living) or World Geography.
Eighth Grade:	American History.
Ninth Grade:	Civics (Community Living) or World Geography.
Tenth Grade:	World History.
Eleventh Grade:	American History.
Twelfth Grade:	Problems of Democracy. ¹⁵

The current practices in history teaching in the United States, largely consist of conducting recitations based on the pupils' previous reading of textbook assignments, group activities, lectures, informal discussions guided by teachers, and socialized recitation led by pupils themselves.¹⁶ Audio-visual materials are widely used in classroom instruction. In addition, in order to enrich pupils' experiences, such techniques as fieldtrips, community surveys, and dramatizations, are adopted with a view to making history lively and meaningful to students. Great stress is put on relating history to real life situations.

¹⁵I. James Quillen and Lavone A. Hanna, Education for Social Competence: Curriculum and Instruction in Secondary-School Social Studies, MS for 2nd. ed. (Chicago, Scott, Foresman and Company, 1958), ch. 7, p. 71.

¹⁶Carr et al., op.cit., p. 1228.

History in Indo-Pakistan Before Partition¹⁷

From ancient times the study of history in any form was recognized in India as one of the best means of knowing the past. Nevertheless, history did not form a part of the school curriculum until very recently. Even at the initial stage of the British rule in India, there was no provision in the school curriculum for teaching history as a regular subject. But soon after the British took over, they realized the necessity and importance of "conquering the minds" of the people of the land. They wrote some history books in English. In these books, and even in other books written by Indian writers, the Hindu and Muslim periods of Indian history were not treated justly. On the other hand, the merits of the British rule were emphasized. This situation met with a natural reaction. A school of historians arose which attempted to praise the glories and achievements of the past history of India. Very recently another group of thinkers appeared who tried to extol the achievements of the Indians of the past on a religious basis.

All these movements and groups had a definite effect on the teaching and learning of history. Through the study of history textbooks written by the English or their advocates, the history students naturally developed an "ill-informed contempt" toward their past history. They tended to

¹⁷The discussion in this section is largely based on K.G. Saiyidain, Education for International Understanding (Bombay, Hind Kitabs Ltd., 1948), pp. 90-91; and on Fazlur Rahman, New Education in the Making in Pakistan: Its Ideology and Basic Problems (London, Cassell & Company Ltd., 1953), pp. 96-97.

regard the modern British period of Indian history as the "only ray of light in an otherwise unrelieved darkness". In subsequent times, when the histories written by the historians who extolled ancient India were used, a tendency grew to clarify unsavory portions of Indian history and to expose the true historical facts of the past. The gulf between the two was not bridged before the partition of India into two separate democratic republics. In fact, they tended to widen the disagreements between the ruling class and the subjected people, instead of building a strong bridge of mutual understanding and cooperation between them.

With the introduction of English history into the curriculum in the twentieth century, the classroom teaching of history began regularly in the secondary schools. History as a subject then consisted of the history of Great Britain and the history of India from the aborigines and ancient civilization to the present. But greater emphasis was put on the teaching of English history than upon Indian history, although the former had no direct relation to the actual life situation of students.

The method of teaching, as in almost all other subjects, was based on the lecture and recitation pattern. The teacher delivered a lecture strictly in chronological order on a particular portion of the history textbook and asked the students to read the same at home. The next day he tested the students orally to see whether or not they had memorized the lesson, and then he went on to the next lecture. There was no clearly defined objective of history teaching in relation to the needs and interests of the learners, or of the community as a whole. The teacher hardly knew why he taught history. Thus, learning and memorization became somewhat

synonymous to the students, and teaching seemed to the teacher something like the routine-work of a machine operating in a factory. Under such circumstances, the teaching of history was not very effective.

HISTORY IN THE SECONDARY SCHOOLS IN EAST PAKISTAN TODAY

An attempt to assess the teaching of history in the secondary schools in East Pakistan necessitates a careful analysis of the curriculum, the method used, the approach on method of organization, and the teacher.

History Curriculum

The term "history-curriculum" in the present study means the detailed syllabuses for the teaching of history as developed by the East Pakistan Secondary Education Board. The history curriculum in the secondary schools of East Pakistan is essentially subject-centered. The history syllabuses for the secondary level in the province are divided into several periods according to grade levels. The divisions are strictly chronological and seem arbitrary. The following program taken from the history syllabuses for the secondary schools in the province shows these divisions:

Sixth Grade: History of the subcontinent of Pakistan and India from the pre-historic time to 1526 A.D.

Seventh Grade: a) History of the subcontinent of Pakistan and India from 1526 to 1805 A.D.

b) The United Nations and its specialized agencies.

Eighth Grade: a) History of the subcontinent of Pakistan and India from 1805 to 1947.

b) History of Pakistan since Independence.

Ninth and Tenth Grades:

a) History of Islam from the ancient Arabia and Prophet Muhammad to the end of Abbaside Caliphate at Baghdad.

b) History of the subcontinent of Pakistan and India from pre-historic age to the present, with special emphasis on the history of the birth of Pakistan.¹⁸

Method of Teaching

The method of teaching history at the secondary level is almost entirely the lecture pattern based on textbooks. The situation is no better than it was in pre-partitioned India. The history period generally lasts forty minutes. In the first twenty minutes, the teacher asks oral factual questions of the students concerning the assignments of the previous day. The student who can recite from memory the answers to such questions is considered to be the best student. In the next twenty minutes, the teacher delivers a lecture on the next portion of history textbook and assigns it to the students to read at home, only to see on the following day whether or not they memorized the materials of the assignment. This implies an authoritarian presentation of the history lesson, and an undue stress on the content of the reading materials often at the expense of the

¹⁸East Pakistan Secondary Education Board, Notification No. 1636 (Dacca, April 28, 1955); and Notification No. 384 (Dacca, January 23, 1956).

needs and interests of the learners. There is little or no time for any discussion or group work, or for any individual projects. A few history teachers sometimes make use of chalkboards and maps, but only to a limited degree. The use of graphic materials, pictures, bulletin boards, the flannel board and exhibits in classroom instruction in history is very rare. The idea of using films, filmstrips, radio, and recordings for history teaching is as yet unknown to the majority of teachers, especially in the schools of rural areas. Many teachers do not even understand how demonstrations, dramatizations, and the use of models, dioramas, cartoons, and murals can help in teaching history.

Chronological Approach

As has been stated before, the entire history curriculum for the secondary classes is divided arbitrarily according to chronology, and a period of history is taught each year. The approach used in the teaching of history is therefore the chronological one. For example, when a sixth grade teacher begins to teach at the beginning of the school year, he starts from the ancient civilization of India without giving any orientation to the students about the relation of that dim past to their present day lives. A teacher of the seventh grade begins his first lecture on history abruptly with the year 1526, which marked the beginning of the Mughal rule in Indo-Pakistan. An eighth grade history teacher will start with the middle of the British rule in India; that is, with 1805 A.D. Since the syllabuses are uniform and compulsory for all the schools, it is assumed that the students

of the eighth grade will have already studied the history of British India upto 1805 in the seventh grade. Thus, at the close of the school year in the eighth grade, the teacher will finish the history course with the history of the achievements of Pakistan and some important events after its independence.

The chronological approach has many points in its favor but it also has some shortcomings. It does give students a historical perspective and helps them to see cause and effect relationships. Students, also, get an appreciation of the evolutionary nature of change and a deep appreciation of their heritage. Too often, however, so much time is spent on the past that little time is allowed for contemporary or even modern history and the relationship of past events to modern problems may be lost in the details of other historical events. Furthermore, the chronological approach rigidly prescribes the sequence of the units. There is no opportunity for pupil-teacher planning of what is really important to study and little opportunity to take advantage of current events to motivate the students to find the historical background of a current problem.

The Teacher of History

In order to understand fully the actual situation of history teaching in East Pakistan at the secondary level it is necessary to know the academic qualifications and professional training of history teachers, their social status, and their position in the community. This is necessary because it is assumed that teaching is primarily the function of the teacher. A good

curriculum may fail with a poor teacher; a poor curriculum may become dynamic when guided by a creative and dedicated teacher. It is also assumed that there is no one way to teach history. Methods which are successful with one teacher, fail with another. The teacher, then, is more important than either the curriculum or the method in developing a good teaching-learning situation.

Lack of specialization. Many teachers of history have not specialized in history or any of the social sciences in college. Too often a teacher who took perhaps mathematics in his intermediate (freshman and sophomore)^{19a} classes, and general philosophy in his graduate classes, teaches history in the high school. This is because of the lack of teachers in secondary schools. Since there is no rigid rule for specialization in the subject taught, school authorities of many of the private schools often employ any person who has an academic degree, or even one without a degree at all, to teach history or any other subject for which a teacher is needed. Often they cannot consider under the heavy pressure of need, whether or not he has any specialization or competence to teach history in the secondary school. Teachers who are ill-prepared to teach history must of necessity follow a textbook. Many do well to keep a few pages ahead of their pupils.

Inadequate professional education. As has been stated earlier, there is an acute dearth of educated teachers for the secondary schools of East Pakistan. Barely seventeen percent of the secondary teachers are trained.¹⁹

¹⁹East Pakistan Educational Reforms Commission, op.cit., p. 4.

^{19a}That is, the 11th and 12th years of formal schooling in Pakistan.

Many of the trained teachers are science graduates, and many arts graduates may not have had any training in the method of teaching history, which is an optional subject in the training course.²⁰ Consequently, an overwhelming majority of the history teachers have had no training in the methods of teaching history. Moreover, even those who received some training in historical method may not be adequately trained. There is little provision in the Training Colleges for the use of audio-visual materials and technique by which the trainees can get some insight into modern concepts of teaching. Nor are there any up-to-date books on modern methods of teaching history or the other social studies.

Inadequate subject-matter background. Efficient teaching in any field presupposes a sound knowledge of the subject-matter on the part of the teacher. Without this no educational system can be successful. Rahman says:

It is the teacher who, in the final analysis, constitutes the pivot of our educational system. Poor and inadequate teaching leads to the impoverishment of the nation, and stifles the growth of these creative impulses with which children are endowed.²¹

If the teachers are not academically qualified and if they do not have the required knowledge in the subject, they cannot guide children and

²⁰University of Dacca, Syllabus for Bachelor of Teaching (Group A) for the Session 1956-57 (East Pakistan, University of Dacca, 1956), p. 14.

²¹Rahman, op.cit., p. 38.

youth in developing accurate concepts and sound generalizations. The average teacher of history in East Pakistan at the secondary level does not possess sufficient subject-matter background. Often they are quite ignorant of current events which are of vital importance to the nation, and cannot use the past to throw light on understanding current problems. Rahman further says that many of the Pakistani teachers do not take the slightest trouble to keep their knowledge up-to-date, or to correlate one subject with other allied subjects in order to make teaching meaningful and effective.²²

Low financial reward. It is an admitted fact that one cannot expect good service from a person who is disturbed with pecuniary anxieties. Teachers of history in secondary schools in East Pakistan, like teachers of other subjects, are ill-paid. A teacher of history in a government high school, unless he happens to be the headmaster or the assistant headmaster of that institution, draws a monthly salary which varies from 125 rupees to 250 rupees.²³ The condition of the teachers of private schools is even worse. It is for this reason that the majority of the teachers are compelled to take on a side-business and often to tutor privately. This can greatly harm secondary education, for teachers who work long hours outside of their

²²Ibid., p. 67.

²³One rupee equals 21 U.S. cents. For the scale of salary of different categories of teachers in the government high schools see United Nations Educational, Scientific and Cultural Organization, International Bureau of Education, Publication No. 157, Secondary Teachers' Salaries (Geneva, International Bureau of Education-Publication, 1954), p. 204.

hours in school are too fatigued to teach well and have little or no time for preparation for teaching or for keeping up with current events in the nation and world. It is because of this low financial reward that few good scholars enter the profession of teaching, especially at the elementary and secondary school levels.

Attitude of the community toward teachers. Any scheme for educational organization cannot be a success, unless it accords to the teacher the status and prestige that are due him. It is painful to note that the people of East Pakistan hold the teachers of both elementary and secondary schools in low esteem. There are some reasons for this: (1) the teachers in the elementary and secondary schools do not receive good salaries; (2) they cannot maintain a fair standard of living on the pay they receive; (3) generally, people of higher status do not enter the profession of teaching; (4) since most of the schools are located in the rural areas, the teachers have to live in culturally backward areas; (5) they have little opportunity to come into contact with reputable educators who usually live in urban areas; (6) the government does not provide any special privileges for the teachers of the private schools, or show them respect by providing old age pension or by giving special privileges although they give them much praise on paper; and (7) teachers themselves do not respect their own profession. Humayun Kabir brings this fact into clear view in the following quotation:

In ancient India, learned men were held in honour even if they were poor and it is only in recent times that social status has come to be so closely associated with the possession of wealth.²⁴

²⁴Humayun Kabir, Education in New India (London, George Allen and Unwin Ltd., 1956), p. 166.

WEAKNESSES IN HISTORY TEACHING
IN THE SECONDARY SCHOOLS IN EAST PAKISTAN

Some weaknesses in the teaching of history in East Pakistan were pointed out in the previous section in discussing the present status of history teaching in secondary schools. In this section, specific defects in relation to the curriculum, methods, and materials will be discussed.

The Curriculum

The curriculum determines what is to be taught. In East Pakistan this is set forth in the syllabuses and is mandatory. If the curriculum itself is defective and narrow in scope, children may fail to have experiences needed to make them capable citizens. Good methods can help translate a poor curriculum into good learning experiences, but they cannot put into the curriculum areas which are not there. Today, the critical times and the newness of Pakistan as a nation demand that the history curriculum be comprehensive, well-balanced, related to everyday life, and functional, and that it have continuity.

Lack of comprehensiveness and balance. A curriculum which stresses only the history of Pakistan may have continuity, but it is neither comprehensive nor well-balanced. Children will leave the secondary schools with a very narrow knowledge of their world if the only history they know is that of their own country. Balance, too, implies proper emphasis on the present as well as on the past. Much more time is devoted in the history

curriculum of East Pakistan to the past than to the present, with the result that children are better equipped to deal with problems of long ago than with the problems facing Pakistan today.

The present curriculum does not provide any history of the contemporary world outside of Pakistan, except the history of Islam. Thus, students' mental horizon cannot be widened in international understanding, a burning need of the present time.

Disregard of real life situations. Although the detailed syllabuses are published every year by the East Pakistan Secondary Education Board, there appears to be no significant change in their contents. The heavy emphasis upon the past leaves little time for relating the past to real life situations today. Rahman says:

Hitherto there has been practically no co-ordination among the Universities and the Provincial Education Departments in any attempt to nationalize our syllabuses and relate them, under a coherent educational ideology, to the problems of life.²⁵

Contributing to the same view A.F.M. Abdul Huq, president of the East Pakistan Secondary Education Board, says: "It is certainly necessary to re-orient our bookish curriculum and relate the same to practical life."²⁶

Lack of flexibility. As the syllabuses are prescribed, teachers cannot teach anything in addition to what is in them. The curriculum does

²⁵Rahman, op.cit., p. 13.

²⁶A.F.M. Abdul Huq, "Secondary Education in East Wing: Crux of the Problem," The Pakistan Observer, February 23, 1958, p. 2.

not provide it, nor do school authorities approve it. The teacher does not find time to make use of any outside materials in classroom instruction under the heavy pressure of the prescribed curriculum. Moreover, the same curriculum is prescribed for all kinds of secondary schools on the academic level. The curriculum is thus uniform, and leaves no room for individual discretion or choice either by the teacher or the taught.

Emphasis on examinations. A student desiring to appear at the final examination at the end of the secondary level - which is known as the Matriculation Examination - must finish studying the fixed syllabuses before the stipulated time. It seems that the sole objective of both the teachers and the curriculum builders is to have students pass the required examination. The same view is expressed by Abdul Huq who says that most of the people of East Pakistan "are accustomed to think of education as absorption of information which can be reproduced on the examination paper."²⁷ This seems to be the all important goal of history teaching. Whether or not pupils realize the real objectives of the teaching of history seems relatively unimportant.

An individual who desires to do something must know his objective, if he expects to achieve some substantial gain. But the average teacher of history in the secondary schools of East Pakistan seldom knows why he teaches history, what his objectives are, how history can contribute to the welfare of the nation, or why it has found a place in the national system of education.

²⁷Ibid.

His ignorance leads him to lay stress on the textbooks prescribed by the Board in order to help his students pass the examination.

Non-functional nature. History is closely related to other social studies, notably geography, civics, anthropology, sociology, economics, and international relations. But there is little provision in the present curriculum to relate history to these social sciences which deal with the everyday life of man. Qazi Din Muhammad, one of the distinguished educators of East Pakistan, holds the same opinion:

The schools, ... in the existing system of education are only clerk-... making factories at different stages producing only misfits in the survival of the fittest by giving theoretical ideas with the medium of written words and by not helping them to earn practical knowledge of any subject for healthful living and life's profession with the application of Nature-gifted five senses and rationality.²⁸

Many students find little immediate value in the study of history. For them, history becomes meaningless and monotonous. Obviously, they tend to dislike history.

Methods

In any educational system, the method of translating the curriculum into practice is important. If the method is efficient, even a bad curriculum could be made to give good results. The following are some of the drawbacks in the present method of history teaching in the Province.

²⁸Qazi Din Muhammad, "System of Education in East Pakistan", The Pakistan Observer, January 19, 1958, p. 8.

Lecture and recitation. Lecture and recitation are not bad in themselves and often are very effective. Their improper and over-use has brought them into disrepute. In East Pakistan the teaching of history at the secondary level is done solely by lecture and recitation. This fact is substantiated by the replies of the sixty-five Pakistani students attending the American University of Beirut to the questionnaire circulated among them regarding methods and materials used by history teachers in Pakistan (Table I).

This system of teaching has two bad effects: (1) it makes pupils passive listeners without giving them an opportunity to discuss, raise questions, or think critically; and (2) it encourages rote memorization and verbalism often without any understanding.

Disregard of learners' needs and interests. Like the curriculum builders who seemed to be indifferent of the needs and interests of the learners, the teacher of history also pays little attention to individual differences in ability, interests, likes, and dislikes. He does not think that it is his responsibility to see whether or not the lesson is meaningful and within the comprehension of the students. Consequently, all students are assigned the same tasks, given the same books to read in the same length of time, and are expected to learn the same things in the same way from the same experiences provided by the teacher.

Disregard of human relations. The importance of human relations in history teaching in East Pakistan is entirely neglected. Little emphasis

is placed on pupils' understanding and practicing desirable social relationships or on their learning to live democratically. The students do not get adequate knowledge of or experience in self-initiated activities; respect for the rights and contributions of others, value of co-operating in group work, appreciation of the interdependence of all people for community betterment, and respect for authority and leadership. Thus, one of the main objectives of teaching history, the ability to work co-operatively with others, is foiled.

Lack of activity program. By nature young boys and girls are active. They like to be engaged in various group and individual activities. Accordingly, modern concepts of teaching center around the learners' needs and interests. But the history curriculum of the secondary schools of East Pakistan does not provide any opportunity for students to carry on any projects or activity work so that they can learn something by doing and observing.

This lack in the teaching of history is a weakness in the old school program, according to Muhammad, who says:

... the educational system has failed to extend the eye-sight and rationality of the learners of the land with a view to increasing the knowledge of the Nation above the level of the primary standard for the only reason that pupils have not been allowed to acquire practical knowledge ... by the application of the natural media - the five senses and rationality. Theoretical knowledge catered with the media of books and words of mouths of the teachers makes a man "unpractical" and "disinterested" in healthful living and life's profession.²⁹

²⁹Ibid.

A variety of activities also provides for individual differences. But the history curriculum of the province makes no provision for such difference, nor do teachers endeavor to make history meaningful and interesting by undertaking an activity program for their pupils. On the contrary, both the curriculum and the teachers put an undue stress on subject matter, even at the cost of the interests of the learners.

Of the sixty-five Pakistani students attending the American University of Beirut, almost half of them said discussion was never used in their history classrooms and another forty percent said it was used only "sometimes"; small group work was not used in eighty-three percent of the classrooms attended by these students. Demonstrations were never used in sixty-five percent, fieldtrips were never taken by seventy-four percent, and dramatizations had not been used by eighty-seven percent of the teachers. Most of the teachers made no use of the bulletin board according to eighty-seven percent of the students or the flannel board according to 98.5 percent, and more than one-third of their teachers did not even use the chalkboard to illustrate or amplify their lectures (Table I).

Fragmented teaching. Children are more likely to grasp an idea as a whole rather than in a piecemeal way. When an idea is presented to them, the students try to see it in its entirety, because fragments of an idea are too subtle to them to understand, and often are too confusing for them. The teacher of history in the secondary schools in East Pakistan usually gives daily assignments in a piecemeal fashion. He asks students to read at home two or three pages from the history textbook, but he does not

TABLE I

METHODS USED BY HISTORY TEACHERS IN PAKISTAN
 ACCORDING TO 65 PAKISTANI STUDENTS ATTENDING A.U.B.

(Percent of 65 Students Responding)

Methods	Frequency of Use			
	Always	Often	Sometimes	Never
Lecture	72.5%	14%	10.5%	3%
Recitation	78.5%	14%	6%	1.5%
Discussion	1.5%	9.5%	40%	49%
Small group work	Nil	3%	14%	83%
Demonstration	Nil	9%	26%	65%
Fieldtrip	Nil	3%	23%	74%
Dramatization	Nil	5%	8%	87%
Use of bulletin board	Nil	5%	8%	87%
Use of flannel board	Nil	Nil	1.5%	98.5%
Chalk talks	8%	16%	41.5%	34.5%

consider whether or not the reading materials have any integrity and cohesion and make a meaningful unit which pupils understand. The relationship between one day's assignment and what preceded it or follows it is seldom pointed out. Nor do the assignments given by the history teacher have any coordination with other subjects in the curriculum. Unit organization in teaching history is not used. Consequently, such fragmented teaching makes little impression upon the students, and fails to be as effective as it should be.

Teaching Materials

Any effective teaching requires adequate materials for its success. Without the necessary materials for properly implementing the curriculum, the best teaching cannot be done. The teaching of history in East Pakistan at the secondary level is not as effective as it should be because of lack of materials.

Inadequate provision for audio-visual materials. There is no provision for the use of modern audio-visual materials, such as photo-slides, films, filmstrips, projectors, recordings, and the like. Even inexpensive graphic materials are seldom used. Teachers either have not been taught how to prepare them for use in classroom instruction, or they lack incentives to do so. Many of the schools do not possess historical maps, and most schools do not provide any globes. These are essential tools in any history classroom. Table II shows how little audio-visual materials were used in the history classrooms attended by the sixty-five Pakistani students at the American University of Beirut who responded to the questionnaire.

TABLE II

AUDIO-VISUAL MATERIALS USED BY HISTORY TEACHERS IN
PAKISTAN ACCORDING TO 65 PAKISTANI STUDENTS ATTENDING A.U.B.

(Percent of 65 Students Responding)

Audio-Visual Materials	Frequency of Use			
	Always	Often	Sometimes	Never
Films	Nil	3%	3%	94%
Filmstrips	Nil	1.5%	3%	95.5%
Graphic materials: charts, graphs, tables, etc.	9.5%	20%	41.5%	29%
Maps	15.5%	32.5%	49%	3%
Globes	9.5%	18%	42%	30.5%
Murals	1.5%	Nil	3%	95.5%
Cartoons	Nil	1.5%	3%	95.5%
Time lines	1.5%	6%	28%	64.5%
Models and Dioramas	Nil	1.5%	10.5%	88%
Radio	Nil	Nil	8%	92%
Recordings	Nil	Nil	Nil	100%

Little use of community resources. The school authorities do not encourage the use of community resources and the use of such techniques as fieldtrips, surveys, and interviews to get firsthand information; nor do they provide history libraries, history workshops, or small-scale museums. They do not encourage students and teacher to develop any historical exhibits of things found, constructed, and collected during their research.

Poor textbooks. There is a great dearth of good textbooks in East Pakistan. The textbooks in use are lacking in both quality and quantity. Very few books possess good illustrations, pictures, and maps. Most of the current books give emphasis to historical dates and military events.

Lack of good libraries. Most of the secondary schools, even some government schools, do not possess good libraries with an adequate number of reference books on history. Thus, students do not get sufficient opportunity to read supplementary materials in history or to do research.

Keybooks in the market. There is a huge quantity of oversimplified keybooks available in the open market. Students always tend to buy and use such books in order to pass the examination, as these have ready made answers for the probable questions in the examination. This system encourages rote memorization, and makes the passing of the examination and not the acquisition of knowledge, the goal of learning.

SUMMARY

History reflects the total culture of a nation. An adequate understanding of one's own national culture necessitates the study of his national history. To know other nations requires a study of their national histories too. To achieve these ends, history found a place in the school curriculums of Europe, the United States, and India before partition.

The history curriculum in the secondary schools of East Pakistan today is essentially subject centered. Its methods are outmoded, and the approach is strictly chronological. The history teacher lacks specialization, adequate professional education, and adequate subject matter background. He receives a very low financial reward, and the community has little respect for him.

There are some weaknesses in the teaching of history in the province. The curriculum is narrow in scope and lacks comprehensiveness and balance, as well as flexibility. It is unrelated to real life situations, and therefore is not functional in the lives of the students. On the other hand, it stresses subject matter and the passing of final examinations. The method of teaching is largely based on the lecture and recitation pattern. Daily assignments make for fragmented learning; inflexible assignments and the absence of individual and group activities disregard the needs and interests of the learners, and the development of good human relations. Teaching is not effective also because of lack of teaching materials, especially audio-visual materials. Teachers do not make adequate use of community resources, and there is an acute dearth of good textbooks, and adequate school libraries.

The ineffectiveness of the system is aggravated even more by the publications of many key-books by private agencies.

CHAPTER III

FUNCTIONS AND OBJECTIVES OF HISTORY TEACHING

A proposal for the improvement of the teaching of history with the use of audio-visual materials and techniques presupposes an analysis of the objectives and functions of historical study. In other words, why should history be taught at all? What behaviors of boys and girls do teachers hope will result from their history courses? What social concepts and socially significant generalizations do they hope young people will understand as a result of their study? These questions demand clarification of the functions and objectives of history teaching in general, and of history teaching in the secondary schools of East Pakistan in particular.

FUNCTIONS OF HISTORY

Different authors have described various functions of history. John Dewey says that history gives an "intelligent insight into present forms of associated life" by providing an "analysis of the warp and woof of the present social fabric" and by making understandable "the forces which have woven the pattern" of present life.¹ History, according to W.A. Saucier, liberates its readers' "intelligence", promotes a "spirit of good will", and

¹John Dewey, Democracy and Education: an Introduction to Philosophy of Education (New York, The Macmillan Company, 1916), p. 254.

enlarges pupils' "social outlook" by providing an insight into "the life lived by people of different times and places".² Furthermore, history, M.V.C. Jeffreys says, provides a student with "a measure of detachment from the thought-patterns of his own age, which will enable him to see the whole process as it were from outside, sub specie aeternitatis."³

History serves many functions: it enables men to understand human relations, to interpret the present in the light of the past, to recognize the evolutionary process of social change, and to appreciate the cultural heritage of man.

Development of an Understanding of Human Relations

History may be compared to a studio-camera in the sense that it takes and records a true picture of human life in all its manifestations, and projects the same before the readers' eyes like a motion picture. The essential difference is that while the latter provides a visual picture in its natural setting, history offers only the mental view. Nevertheless, it gives a proper understanding of human relations: how all men on the earth are interrelated, how their social prosperity depends upon the degree of intimacy and unity in such relations, and how various nations of the present world are dependent upon each other.

²W.A. Saucier, Introduction to Modern Views of Education (Boston, Ginn and Company, 1937), p. 346.

³M.V.C. Jeffreys, History in Schools: The Study of Development (London, Sir Isaac Pitman & Sons Ltd., 1939), p. 24.

History, Joseph A. Lauwerys says, provides a knowledge of other nations of the world; it inspires a belief in its readers that human beings are all members of a world family, that they have the same kind of problems; and that there is no fundamental difference among them, but only in the level of their technological advancement, their use of the natural and cultural environment, and in their ideals of life. History makes it clear that the world-nations are interdependent, at least at the present level of civilization, and each contributes to the welfare of the others. History inculcates a faith that peaceful intercourse among human societies is really more natural than wars and feuds, and that "war is a terrible interference with the normal life and progress" of mankind at large.⁴

Development of Historical Perspective

A proper study of history fosters an historical perspective in pupils. Students can learn from history that all phenomena of the world change, usually in an evolutionary process and in an unbroken continuity. They can understand that change is inevitable and usually desirable. Sometimes change is slow; sometimes rapid, but it is constantly taking place. History, Carl G. Gustavson says,

gives perspective. ... History ... is a mountaintop of human knowledge from whence the doings of our own generation may be scanned and fitted into proper dimensions. History enables a person to see himself as part of that

⁴Joseph A. Lauwerys, History Textbooks and International Understanding (Paris, UNESCO, 1953), p. 37.

living process of human growth which has emerged out of the past and will inexorably project itself out beyond our own lifetime.⁵

History affords an understanding that different ages may have special characteristics which distinguished them as unique. A student of history, for example, can understand that Europe of the thirteenth and fourteenth centuries was distinguished by the resurgent spirit of individualism which characterized the Renaissance and ended the Middle Ages. He can also understand that the nineteenth century was a period of intense nationalism, especially in Europe.⁶

In spite of such special characteristics, social evolution as a whole is going on with unbroken continuity. Thus, history helps students to develop an historical time-sense. They can see the long evolutionary process by which modern concepts of democracy, for example, have evolved; they can understand that all modern problems have their genesis in the past. They learn, too, that "the mills of the gods grind slowly" and that change often takes place so slowly that it is hardly perceptible to the people living at the time.

Students can have a true perspective of a distinct age in relation to the present; they can learn to interpret their own contemporary world as a part of the larger historical scene. Students of the history of the subcontinent of Pakistan and India can gain an insight into the ways of

⁵Carl G. Gustavson, A Preface to History (New York, McGraw-Hill Book Company, Inc., 1955), p. 177.

⁶Mulhern, op.cit., pp. 317-25.

living of the early people in the Indus Valley and how the achievements of that ancient civilization contributed to their life today.

Interpretation of the Present

History enables one to understand the present. A fuller realization of present events necessitates a knowledge of their gradual development out of the past. History alone can throw light on the multifarious factors which have caused a profound change, a revolution, in the social, moral, and material arena, throughout all the countries of the Middle East, Near East, and Far East.

When a seventh grader tries to understand the nature and activities of the United Nations, he will need to know first its development out of the past as a result of the pressure of the passionate desire of world-citizens for a general peace and a common security which had been disturbed by the two devastating global wars. History alone furnishes this information. An unbiased history will surely enlighten the students of other nations about the developmental causes for creating Pakistan.

Appreciation of Social Change

It is history which shows that society is in a constant flux of dynamic change, although this change may not be perceptible at the time of its occurrence. As Johnson says:

... it is the special province of history to trace social development, showing by concrete examples of successive societies in action what society has been, how society has "worked", what the causes and consequences of social action have been, and how society as it is grew out of society as it was.⁷

It is erroneous to say that history narrates events only in sequence, for it explains the cause and effect relation of different happenings. When properly taught, students can have "a sound training in the recognition of cause and effect in political and economic problems".⁸ Probably it will not be difficult for even a sixth grader to comprehend the events that led to the freedom of Pakistan and the reason for the partition of the subcontinent of Indo-Pakistan. Similarly, a pupil of class seven can appreciate the causes for the establishment of the United Nations and the importance of cooperation among the nations of the world. A ninth grader will certainly understand the economic effect of the friendly relations between Pakistan and the United States.

Appreciation of Cultural Heritage

History can give a pen-picture of the cultural legacy of a nation. It offers to an individual an opportunity to understand and appreciate the cultural heritage in which he takes pride. He can realize how his present culture-pattern has evolved out of the past legacy, a long story with many

⁷Johnson, op.cit., p. 122.

⁸Incorporated Association of Assistant Masters in Secondary Schools, op.cit., p.3.

hardships and sacrifices on the part of the people who made the present possible. He can make a comparative study of the contributions of the past to other nations, and can judge his own in terms of them. History is the reservoir of the cultural achievements of a people, and inspires each citizen to contribute to the total culture of his own nation and the world so that future generations may have even a richer heritage. Students of Pakistan history should gain a basic understanding and appreciation of their cultural heritage.

Development of Patriotism

History is perhaps the best instrument for inspiring national patriotism among students of schools and colleges. As has been stated in the previous paragraph, history describes the glories and achievements of a nation to its votaries. In reading statements of national achievement and of the heroism and bravery of his ancestors, one is almost certain to feel a sense of national pride or patriotism. This kind of patriotism is necessary for the prosperity as well as security of a country. Pakistani students should develop such patriotism within a frame of reference of international understanding and cooperation.

Development of Moral Character

History can shape the moral character of pupils. Historical biographies often inspire students to follow the ideals of great men of

the past. The people of Pakistan believe that this role of history in inculcating moral values in pupils is most important. Inspired by such belief, the Planning Board for the first five year plan for national development put great emphasis on this point, when recommending a new program for the secondary educational system of Pakistan, in the following words:

The first of the needed changes is to enrich the programme by putting emphasis, in the humanities and social sciences, on the great principles and history of our culture in order to develop individual character, righteous living, dignity among our youth and to strengthen and purify the base of patriotism founded on the historic role of their nation in the marching life of mankind.⁹

It is for this purpose that the history of Islam has found a place in the curriculum of the secondary schools of Pakistan. "The ideal man from the point of view of the overwhelming majority of the Pakistani nation is ... Muhammad, the Prophet of Islam."¹⁰ By teaching the history and life-sketches of the Prophet and his true followers, especially the first four "Right guided Caliphs", the teacher tries to animate moral character in his students.

OBJECTIVES OF HISTORY TEACHING¹¹

In order to determine the objectives of the teaching of history,

⁹Government of Pakistan, Planning Board, The First Five Year Plan, 1955-60 (Draft) (Karachi, The Manager of Publications, 1956), p. 409.

¹⁰Qureshi, op.cit., p. 15.

¹¹The main ideas in this section are derived from Lavone A. Hanna, et al., Unit Teaching in the Elementary School (New York, Rinehart and Company, Inc., 1955), pp. 395-400.

it is necessary to determine the behaviors which the society expects of its citizens. Once these have been determined then the history teacher can decide which of these behaviors can be best fostered or developed in the history classroom. These behavioral objectives then become the determinants of both the content of the history curriculum and the methods for its practical implementation. In the light of such behavioral objectives it is possible not only to provide learning experiences but also to diagnose and appraise the individual strengths and weaknesses of pupils. Only when the teachers and the students know what behaviors are the goals or outcomes of the teaching-learning situation can they focus upon the achievement of these goals.

Behavioral Objectives

The objectives of teaching history in terms of the behaviors expected of the learners can be stated under three heads: (a) understandings, (b) competences, and (c) values.

Understandings. From his study of history, a student increasingly understands:

- 1) The significance of the independence of Pakistan and the influence of Islamic history in this respect.
- 2) The role of democracy in promoting human welfare and happiness in present day society, especially in Pakistan.
- 3) The structural relations between various agencies within the society.

- 4) The role of scientific inventions in present day life.
- 5) The nature of human relations within the society.
- 6) The causes and probable results of contemporary problems.
- 7) The process of economic, political, and social change particularly in Pakistan.
- 8) The forces which have made for world interdependence and mutual cooperation of all the nations of the modern world, and the need for a world organization like the U.N.
- 9) The forces which divide people and nations and make for war.
- 10) The Pakistani way of life and its peculiar culture-pattern quite distinct from others.
- 11) His cultural heritage and the contributions of past civilizations and individuals to the present culture of Pakistan.
- 12) The importance of the proper use of human and non-human resources.
- 13) The evolutionary nature of human institutions.
- 14) The historical and geographical reasons for the behavior of regional and national groups.
- 15) The local community and its problems, and the need for wide participation in community concerns by all citizens.
- 16) The significance of change, and the nature of change.
- 17) The fact that different ages have special characteristics which distinguished them as unique.
- 18) His own attitudes and interests.
- 19) The problems, aspirations, fears, and achievements of people of other nations.

Competences (abilities and skills). As a result of an effective study of history, a pupil increasingly

- 1) Works in cooperation with others in planning and gathering useful information; that is, he abides by group decisions, settles any disagreements reasonably, carries out his share of any collective responsibility to the best of his ability, respects the rights of others, and assumes new roles (leader or follower) as occasion demands.
- 2) Presents any informative data in clear and logical form, either written or oral; that is, he writes legibly, he pays attention to the logical transition of his writings from one paragraph to another, he does not include anything superfluous, he draws an objective conclusion, he speaks distinctly and logically with due attention to the importance of the topic and interests of the audience.
- 3) Prepares and presents factual data or ideas through visual means such as charts, graphs, pictures, maps, models; that is, he locates accurately places on maps and globes, he identifies important bodies of land and water, he presents quantitative data accurately in graphs and statistical tables, he uses appropriate symbols on maps, and he labels charts, graphs, and pictures correctly.
- 4) Interprets correctly and evaluates wisely different kinds of data in various forms: audio, visual, or multisensory; that is, he listens to radio programs and recordings discriminatingly

and with profit, he observes carefully maps, globes, models, dioramas, and pictures in order to gain insights into their inner significance, he uses legends on maps to help him get information, he uses lines of latitude and longitude to locate places on maps and globes, he knows directions on maps, he reads graphic materials accurately, and he recognizes the limitations of quantitative data in drawing generalizations.

- 5) Gathers necessary data by any feasible means; that is, he uses the facilities of the library readily, he profitably uses books, dictionaries, encyclopedias, and other reference books, he interviews resource persons, he undertakes fieldtrips in order to have firsthand information, and he uses other community resources.
- 6) Listens with attention, courtesy, and discrimination; that is, he takes an interest in the topic, he does not interrupt, he shows courtesy when he disagrees, he respects others' opinions, he evaluates the source of the information, and he discriminates between facts, assumptions, and opinions.
- 7) Uses chalkboards for summarizing discussions or for making presentations in the class.
- 8) Uses bulletin boards and flannel boards for displaying any of his creative achievements, and for gathering information from the materials displayed by others.
- 9) Thinks critically; that is, he considers the causes and effects of any given situation and the source of any fact in passing

judgment, he searches for feasible solutions to problems, he substantiates facts before accepting them, he organizes his materials logically, he uses valid and pertinent arguments in presenting his ideas, he draws sound conclusions, and he questions the authenticity and evaluates what he sees, hears, or reads.

- 10) Works independently, and efficiently; that is, he is resourceful in finding out causes of any problems, and in figuring out solutions to them, he concentrates on the job at hand, he is not easily discouraged, and he is proud of his work when well done.

Values. If the teaching of history is effective and functional, a student increasingly:

- 1) Appreciates the values of modern democratic life with its manifold responsibilities; that is, he appreciates the value of equality and freedom, he appreciates the value of cooperation with others, he appreciates the role of an individual as an active member of a democratic society.
- 2) Appreciates the glory of his own culture, as well as the beauty and value of foreign cultures.
- 3) Appreciates the importance of the interdependence of world-nations for common peace and prosperity.
- 4) Acts with self-reliance and self-confidence, and with tolerance for the rights and contributions of others, and takes interest

- in self-initiated activities.
- 5) Shows sensitivity to contemporary social problems of other nations as well as of his own.
 - 6) Appreciates the value in using different kinds of audio-visual materials and devices for gathering and presenting information, facts and ideas; that is, he increasingly appreciates the utility of broadcasts, recordings, films and filmstrips, maps, models, graphics, and pictures in classroom instruction and as media of mass-communication; he appreciates the value of educational fieldtrips to places of historical and community interest as well as to beauty spots.
 - 7) Is self-confident, secure, and creative; that is, he is confident of his success in what he undertakes, he recognizes his limitations, he works and plays happily with others, he expresses his aesthetic sense through making pictures, models, cartoons, charts, or by arranging exhibits and dioramas.
 - 8) Accepts responsibility gladly and is concerned with others' welfare, and he discharges his responsibility to his utmost ability.

Generalizations

"Almost all learning, and certainly the great bulk of that for which the school assumes responsibility, has significance only as it is generalized."¹²

¹²G. Lester Anderson and Arthur I. Gates, "The General Nature of Learning," The Forty-Ninth Yearbook of the National Society for the Study of Education, Part I, Learning and Instruction, Nelson B. Henry, ed. (Chicago, The National Society for the Study of Education, 1950), p. 20.

Teachers need to determine what concepts and generalizations they wish students to understand and select content which will help pupils acquire this generalized knowledge. History abounds in abstract, geographical, and biographical concepts. Without firsthand experiences students often have erroneous concepts about social institutions and phenomena. When firsthand experiences are not possible, audio-visual materials often help clarify and explain concepts, and broaden and deepen them. Concepts like generalizations have dimensions; they grow as learners have more and varied experiences. For example, young children have a concept about a "boundary line" from the property boundaries in the village or community. A boundary line as an imaginary boundary between provinces, nations, and groups of people is a more difficult concept to acquire. Even the colors on a map sometimes give children the impression that boundary lines can be seen, and they expect to see not only a fence or a wall but also physical differences in the appearance of the two provinces or nations separated by the imaginary boundary line. The motion picture Boundary Lines, helps to explain to adolescents and even adults that a line is only an abstraction; it can be made to divide people or unite them, to exclude or include, to be an "iron curtain" or a friendly boundary over which people, ideas, and goods pass without restriction.

Generalizations are not given to students ready made as something to be learned. Students draw generalizations as the result of the experiences they have. They need rich and varied experiences so that they learn not to generalize from too few facts or from unrelated ones. Generalizations in the social studies are often attitudinal; that is, people do not always

reach the same generalizations from the same set of facts. Their attitudes and emotions affect their generalizations because most social studies generalizations deal with human relationships. Nevertheless, teachers should decide what generalizations they hope students will formulate as the result of the experiences in the history classroom and select content accordingly. Much "dead wood", or unimportant facts, now taught in history classes would then be eliminated.

There are four kinds of generalizations with which history teachers are most concerned: descriptive, cause and effect relationships, social principles, and conclusions.

Descriptive. After a careful study of a number of events or situations, a history student can deduce a valid generalization about such events. Thus, a study of the history of people of different cultures indicates that human behavior is largely moulded by the peculiar environment in which a person is born and brought up. A student of history knows that war brings devastating consequences. Some other descriptive generalizations are:

1. Great religions of the world contain similar beliefs and follow many similar rituals.
2. The population distribution of the world is uneven.
3. Each nation has its own unique culture.
4. Wars are destructive of human and natural resources.
5. Mutual exchange of ideas can help eliminate causes of a war.

Cause and effect relationship. History has the peculiar function of helping young boys and girls see the cause and effect relationship of particular events. Thus, a student of the Indo-Pakistan history will recognize that one of the causes of the downfall of the Mughal empire was the dynastical feuds within the royal family. The following examples are generalizations of the same nature:

- 1) A country lacking mineral resources or access to mineral resources cannot be industrialized.
- 2) The flourishing of trade and commerce presupposes easy and cheap transportation facilities.
- 3) Education can raise the standard of living.
- 4) The foreign policy of a nation may be complicated by the internal conflicts between different political parties.
- 5) The advancement of science and technology has made all the nations of the modern world interdependent.

Social principles. Social principles are the rules society formulates for controlling social interaction; they determine ways of action. Once understood and accepted by an individual they provide a rule by which he can judge his own actions and decisions and those of others. Some of social principles which history teaches are:

- 1) Democracy demands that equal opportunity should be given to all.
- 2) Human beings are all members of a world family.
- 3) Each individual is endowed with natural worth and dignity and is equally worthy of respect in his own right regardless of the

race, religion, sex, or socio-economic group to which he belongs.

- 4) Individual liberty is limited when it interferes with the freedom of others.
- 5) All persons are entitled to equal treatment before the law regardless of race, religion, sex, nationality, or economic status.

Conclusions. Generalizations in the form of conclusions and courses of action develop from problem-solving processes. After a detailed study of the problem "How can Pakistan improve the standard of living of its people?" history students might conclude that, "the elimination of illiteracy in Pakistan is necessary if people are to enjoy a better standard of living". Some other generalizations of this kind are:

- 1) History does not repeat itself in exactly the same way.
- 2) Evolution rather than revolution is a better way of bringing about social change.
- 3) Some form of international government is necessary to maintain peace among nations of the world.
- 4) Wars are futile for settling international controversies and problems.
- 5) Conservation of natural resources is necessary for an improved standard of living in Pakistan.

Social studies generalizations are not universal; that is, the same generalization is not applicable in all cultures and all ages. They

are relative, because most social studies generalizations are not universal truths and cannot be verified like scientific ones. Generalizations in this field are often determined by attitudes, opinions, or value judgments. It is the teacher who affords guidance to his learners in formulating generalizations in history. Students should, however, be given a large measure of independence in formulating their own generalizations. In problem situations, students in a class might not all reach the same conclusions or recommend the same courses of action.

SUMMARY

A better teaching of history demands a delineation of the functions and objectives of the study of history. History makes the present understandable to learners. It develops in students a proper understanding of human relations by revealing life in all its manifestations. It helps develop an historical perspective. It interprets the present, and helps students appreciate social change and their cultural heritage. History develops a sense of patriotism and elevates moral character.

In order to make history teaching functional, objectives should be stated in terms of the behavior which the teacher hopes his students will exhibit. The broader objectives of history teaching are the understandings, competences, and values necessary for democratic living. History teaching becomes more functional when teachers ask themselves, "What experiences must I provide so that the students will develop these behaviors?", "What behaviors will be modified, changed, or developed by this activity?", "Why am I

teaching this content?", "What concepts should my students understand and what history generalizations is it important that they should know?" When objectives have been defined in terms of behaviors to be developed and the generalizations to be drawn have been determined, teachers have better criteria for deciding the methods to use and for selecting subject-matter content.

CHAPTER IV

USE OF AUDIO-VISUAL MATERIALS AND TECHNIQUES IN HISTORY TEACHING

The assumption underlying this study is that many of the shortcomings in the present method of teaching history could be overcome with the adoption and use of audio-visual materials and techniques. Edgar Dale and others define the term audio-visual materials and devices as follows:

The term audio-visual materials is employed as a designation for a wide range of instructional materials and devices that are less symbolic than printed words - fieldtrips, demonstrations, dramatizations, synthetic devices (contrived experiences), objects and specimens, models and exhibits, sound motion pictures, television, silent motion pictures, sound filmstrips, radio recordings, stereographs, lantern slides and filmstrips, flat pictures, charts, maps, and graphs and diagrams.¹

As used in this thesis audio-visual techniques include not only devices which the teacher uses to make learning more meaningful but also those which the learner uses in presenting his research findings by graphic and pictorial media or with the aid of audio-visual equipment.

¹Edgar Dale, et al., "Audio-Visual Materials," Encyclopedia of Educational Research, rev. ed. Walter S. Monroe, ed. (New York, The Macmillan Company, 1952), p. 84.

ADVANTAGES OF USING AUDIO-VISUAL MATERIALS AND TECHNIQUES IN HISTORY TEACHING

The various advantages of using audio-visual materials and techniques cannot be overemphasized. Here the advantages related particularly to history teaching will be discussed.

Motivation of the Learners

Audio-visual materials have immense value in motivating pupils to find out about a particular topic or unit in history. For example, when a history teacher wishes to teach an eighth grade class about the art and architecture which flourished during the Mughal rule in the Indo-Pakistan subcontinent, he will arouse their interest by showing a model of the famous Taj Mahal, or by showing some good pictures relating to the subject on the bulletin board. The model and pictures will raise questions which motivate the students to search in books for the description and history of these famous buildings and monuments, and to learn about the rulers who built them.

Stimulation of Interest

If properly used, audio-visual materials can develop great interest. During the exploratory or initiation period of a history unit, and in collecting information during the developmental period, audio-visual mater-

ials are of immense value in stimulating the interest of learners. They can also be used to sustain interest when the unit is in progress. To illustrate, in presenting a lesson on how Pakistan came into being, the history teacher may have arranged in sequential order on the bulletin board a series of pictures related to the topic. The entire lesson will be "spread out" before the eyes of the pupils; they will be interested in the events and gradual development of the nation's independence. Thus, their interest will remain sustained not only during the discussion but also long afterwards because the visual presentation of the events and the auditory appeal of the discussion will combine to put an enduring impression on their minds.

Maps and globes are fascinating to children, and, if used frequently by the history teacher, they increase the students' interest in the effect of geography upon man's activities, in the political development of the nations of the world, and in the relationships among nations.

Reality of Experience

Audio-visual materials and techniques offer an excellent "reality of experience" which can make history lively, vivid, and meaningful. For example, when teaching the ancient civilization of East Pakistan, the history teacher in a secondary school of the province will provide an experience with reality, if he can manage a fieldtrip to the Mainamati hills where rich relics of ancient civilization have been recently excavated.²

²Khan, op.cit., pp. 32-39.

Such a school journey will afford a firsthand and vivid experience in the way the ancient cultures contributed to present-day life.

Children often have difficulty in getting accurate concepts from vicarious experiences. Pictures, models, diagrams, and cut-outs often give reality to the printed page. For example, when children of the seventh grade read about the United Nations, they cannot comprehend the idea easily. If the teacher provides some relevant pictures, charts, and diagrams, the students can grasp the structure and work of this organization more easily. If the children make a diorama of the Security Council or the Assembly, the UN becomes even more real to the students. Although these things do not give an immediate sensory contact with reality, they can help pupils visualize the word symbols of the printed page.

Stimulation of Self-Activity

When properly adopted, audio-visual devices like fieldtrips, community surveys, interviews, camping, and work experience can stimulate self-activity among pupils. After a school journey, for example, pupils perhaps will be stimulated to arrange for an historical exhibit in which they will present maps, charts, and models related to the fieldtrip which they have taken. It is not even necessary to have an exhibit to stimulate self-activity. If the fieldtrip has been a stimulating and rewarding one, students like to represent the information they have acquired pictorially in graphs, charts, diagrams, murals, maps, and models.

Reduction of Verbalism

History is an abstract subject. Often pupils cannot grasp the significance of an historical event. If the event can be made meaningful to them through audio-visual materials, they will have less difficulty in catching the meaning of events outside the range of their experience.

Teachers often assume that because pupils use words in writings and oral speech that they understand the words they use. This often is not true. Many first hand experiences are needed to make the abstract concepts with which history abounds, meaningful to young people. When first hand experiences are not possible, pictures, diagrams, charts, and models help. Instead of presenting what they have learned orally or in writing, students also can make graphs, charts, murals, time-lines, models, maps, and tables. One of the shortcomings of the present system of history teaching in East Pakistan is verbalism. The use of audio-visual materials and techniques will help in reducing such verbalism.

Conceptual Thinking

An effective use of audio-visual materials and techniques can help pupils in building sound concepts regarding historical facts and events. Many secondary school students have difficulty with space and time concepts and history is not meaningful to them. Globes and maps of various kinds are essential for the development of space concepts; time-lines and histograms help students gain historical perspective and accurate time concepts.

In history, the teacher gives lessons on topics related to events which happened hundreds of years ago. But it is difficult for young pupils to find any real significance in them. If these events of the past, Edgar Dale says, can be reconstructed by means of pictures, dramas, exhibits, and dioramas, pupils will understand their significance and the ways of living in the past.³ In teaching the ancient civilization of Indo-Pakistan, the history teacher can profitably show the way of living of these ancient people by arranging adequate exhibits and dioramas. These will present events in their natural settings. Thus, students' conception about how people lived in the past will be built with accuracy.

PRINCIPLES OF SELECTING AND EVALUATING AUDIO-VISUAL MATERIALS AND TECHNIQUES

Desired outcomes from an effective use of audio-visual materials and techniques in the teaching of history presupposes a careful selection and evaluation of the materials to be used. A wise teacher will pay due attention to the following considerations in selecting and adopting audio-visual materials for a history classroom.

Purpose

First of all, the teacher should have a clear vision of the goals of teaching history; that is, what behavior he is trying to develop in his

³Edgar Dale, Audio-Visual Methods in Teaching, rev. ed. (New York, The Dryden Press, 1954), p. 39.

pupils. When he has defined the objectives of history teaching in terms of the learners' behavior, he must provide experiences which will enable pupils to develop the desired behaviors. Always the teacher must ask - Will this material or this activity help pupils achieve their goals? Is it the best one to use or will some other materials or activity be more appropriate?

In deciding to use any audio-visual material or technique the teacher not only has a particular goal in mind but also uses what is most appropriate for his purpose. For example, it is quite impossible to take students on a fieldtrip to New York to see a session of the United Nations Assembly. But the students are confused about the relationship of the Assembly to the Security Council and the other councils, agencies, and commissions. So the teacher uses an organizational chart, if one is available; if not, he constructs one to show this relationship. The particular audio-visual material used is always selected with the particular purpose in mind; that is, to motivate the students, to explain, to give reality, to raise issues, or to provide an aesthetic experience.

Needs and Interests of the Learners

A modern trend in education puts great premium on the needs and interests of the pupils. More learning takes place when pupils see the relationship of what they are studying to their needs and goals. Likewise, interests are useful in motivating learning, but teachers also have a responsibility to broaden and deepen the interests of their students. Young people are seldom interested in unfamiliar things. History must be made

interesting if pupils are to learn. They must be helped in seeing its importance and its significance in their lives. Audio-visual materials, as has been pointed out, help in making history both meaningful and interesting.

But audio-visual materials must be selected in terms of their appropriateness for a particular age level. Young adolescents need more firsthand experiences than older adolescents. They need models to give reality to many historical events or monuments. They like to make models of buildings and artifacts of ancient and foreign civilizations. Older adolescents often consider this a waste of time and do not need the models to clarify their concepts.

History teachers of the secondary schools of East Pakistan must consider the needs and interests of their pupils at different age and grade levels before selecting any audio-visual materials for use in classroom instruction. They should take into consideration the ability of their students to understand the concepts taught and select materials and devices to make them clear and meaningful. In the selection of maps, models, graphics, pictures, and dioramas, the teacher should ascertain which of these materials will arouse the maximum interest among his pupils and which will meet their need for greater clarity and insight. The same principle should govern the adoption of any audio-visual device, such as fieldtrips, exhibits, and dramatic performances.

Accuracy and Authenticity

In selecting audio-visual materials for the enrichment of the history curriculum, the teacher should take into consideration their accuracy and authenticity. He should see whether or not the materials convey accurate information, not misconceptions. He should also judge the authenticity of the information. Without this consideration any material may give a wrong impression which in turn leads to misunderstanding of the subject. Thus, instead of helping, poorly selected materials may confuse students and leave faulty and erroneous impressions.

Appeal of Materials

The degree to which materials appeal to the learners should be taken into consideration when the selection for classroom use is made. There may be different types of pupils in a school and even in a class; each has peculiar tastes of his own. The school is a miniature world with heterogeneous pupil-citizens. One group may like to see well-mounted pictures of ancient village life; another group may be more sensitive to an up-to-date radio program. Yet another class may like to see and make models and dioramas. Whatever the abilities of the pupils with whom the teacher is dealing, there are some audio-visual materials appropriate to their particular age and ability levels. The teacher should consider this in selecting materials for classroom use.

The teacher should also consider the aesthetic appeal of audio-visual materials when he selects or prepares them. In this connection three things should be considered: color, design, and variety.

Color. Color is an important factor in pictures and other visual materials. Color can be pleasing to the eye or it can offend aesthetic tastes. Color can emphasize distinctions effectively by heightening contrasts and by isolating certain elements visually. Young pupils generally like bright colors like yellow, green, and red. The teacher should consider which colors are appealing to his students, and at the same time gives a true picture of the thing presented. Color is particularly important in map selection where color is used not only to distinguish political entities but also to show such factors as elevation of land and fertility of soil.

Design. Design is the arrangement of various lines and symbols in pictures and other visual materials. It should give a pleasing overall effect. It should be simple too. The teacher should select the design most suitable for the maturational level of his pupils.

Variety. It is often said that variety is the mother of interests. Actually, interests can be enhanced by using different types of visual materials in classroom instruction. A repetition of the same thing, no matter how good, often results in monotony and produces boredom among pupils. The teacher must consider this in selecting audio-visual materials.

Integration with the Subject-Matter

The selection of any audio-visual materials for any specific historical topic implies that they must be integrated with the subject-matter. Materials may be accurate and authentic, yet they may have little relationship to the topic being studied. Here again the teacher should evaluate the audio-visual materials and techniques in terms of the purpose of the lesson, and the relationship of the material to the specific lesson. Thus, in teaching the historic role of the Qaid-E-Azam Muhammad Ali Jinnah, the teacher would select a broadcast of a speech by the nation's father, not one by some other person regardless of his importance. Time is another factor to consider. Pictures of Indo-Pakistan are shown when the history of this subcontinent is being studied, not during the study of Islamic history, regardless of their beauty.

Financial Capacities of Schools

The selection of the audio-visual materials should be made with due regard to the financial ability of a school. The teacher should see whether or not a given material is worth purchasing, and whether or not the school can afford sufficient money for it. As most of the secondary schools in East Pakistan are not financially well-off, the history teacher should consider, too, whether he or his students can make some of the easy-to-make materials like charts, graphics, pictures, maps, and models. The preparation of these things will not cost much. Free and inexpensive

materials are also available through travel bureaus, steamship and airline companies, consulates, and from advertising agencies.

When purchasing materials the teacher should ask what things are most essential? He should then consider how much his school has to spend. For example, maps and globes are essential in history teaching. At the same time, they are costly. The teacher must decide in terms of the pupils' needs and the financial capacity of the school, which maps will be most useful and which most economical to buy.

Physical Aspects of Materials

An effective use of audio-visual materials in classroom instruction in history necessitates a careful consideration of their physical aspects. First, the condition of the materials themselves must be satisfactory when the teacher purchases them. Every precaution should be taken to keep them in good condition so that models are not broken, pictures are not torn and edges of maps are not ragged. Pictures and graphic materials should be distinct and sharp in exposing their contents. In purchasing maps every care must be taken to see whether or not maps are well printed and sturdy enough to withstand constant use.

Time Factor

Finally, the history teacher should note that it is not enough for him to satisfy himself that a particular audio-visual material or a specific

fieldtrip has certain value. He must consider whether or not a specific school journey, the use of some pictures and graphics or a broadcast is more valuable and worthy of use than anything else which might be a more valuable substitute. The teacher must remember that his time is precious and so is the students'. He must not waste time if he can enhance the amount of the pupils' learning in less time through some other means.

SUMMARY

The proper use of audio-visual materials in the teaching of history can motivate and develop interests in learners. Audio-visual materials and devices give reality to experience; they inspire self-activity among pupils, especially in follow-up programs; they help make lessons lively, interesting, and meaningful, and reduce verbalism; and they help in building concepts, and in critical thinking.

If these advantages are to be gained, some specific principles should be observed in selecting and using audio-visual materials and devices. First, the purpose for using any audio-visual material or device must be determined; second, the particular material used should be suited to the students' abilities, needs, and interests. The teacher must check the materials to see that they convey accurate and authentic information, and that they are appealing aesthetically. Most of all, he must be sure that the aids are integrated with the subject-matter. The cost of audio-visual materials and the ability of the school to finance them must also be considered in purchasing any materials, and due attention should be

given to the physical quality of the materials. Finally, the teacher should consider the time factor when deciding to use a particular device or material; that is, whether or not the time spent really increases learning more than would take place if the time were spent otherwise, or whether the utilization of a specific device justifies the time and expense needed.

CHAPTER V

AUDIO-VISUAL MATERIALS AND TECHNIQUES

One of the modern trends in education is the use of audio-visual materials and techniques rather than a sole reliance upon verbalism such as characterized the traditional school. But the application of audio-visual materials and techniques in the secondary schools of East Pakistan is still very inadequate. The condition is even worse in the teaching of the social studies, particularly history, where almost no audio-visual materials are used. If the use of audio-visual materials makes history teaching more effective and meaningful, then the primary objectives of the teaching of history in the province, basic training in citizenship, will more likely be realized. In the following sections, not only are audio-visual materials discussed as a source of information in the teaching of history in East Pakistan at the secondary level, but also the construction of audio-visual materials by students and the use of audio-visual techniques as a means of presenting the results of their research are explained. The materials discussed are: audio materials, graphic materials, maps and globes, models and dioramas, pictures, and audio-visual techniques.

AUDIO MATERIALS

Modern science has provided the teacher with a number of audio materials which he can profitably use in classroom instruction, of which radio and recordings are two of the most important. These are very useful in either introducing or studying historical topics in the classroom. The responsibility lies with the teacher as to when and how to use such materials.

Radio¹

The auditory appeal of radio becomes more extensive day by day. Radio has conquered the barriers of time and space. In advanced countries in Europe and America, radio has effectively eliminated the isolation of rural communities and greatly lessened the differences between urban and rural ways of life. Radio made it possible, for example, for all British subjects to hear the voice of their Queen as she took her vow in the Coronation Ceremony, even though they lived on the other side of the earth. If they had radios, people living in the most remote villages in Pakistan could hear musical concerts in Karachi or news as it happens.

Radio broadcasts are popular today not only for their entertainment value but for their educational values as well. They appeal to the listener's feelings and emotion as well to his intelligence. Often the

¹The ideas in this section are largely based on Dale, Audio-Visual Methods in Teaching, op.cit., pp. 281-87.

dramatized stories are vitalized by sound effects. As the listeners identify themselves with the action in the plot, the characters take on form and personality. This fact led educators to make experiments in the classroom use of radio.

In Europe and the United States, educational broadcasts for classroom instruction have become a regular feature of radio scheduling. Radio Pakistan also broadcasts dramatized stories about historical facts and events which the history teacher of the secondary schools of East Pakistan can use. When students hear such programs their interests is aroused and they are motivated to learn more about the events dramatized. When the broadcast can be integrated with the teaching program, lessons come alive and are meaningful to the learners. If, for example, a speech by the President of Pakistan is broadcast, students who listen to his voice and later discuss what he said and the pros and cons of the issue under discussion, will have greater concern and knowledge about the government and current problems. Students who hear a program containing a speech by the father of the nation, Qaid-E-Azam Muhammad Ali Jinnah, or any historical person connected with the independence of the country, are likely to be more interested in the study of history than if they had only read about these persons. Very few teachers of history today avail themselves of the instructional opportunities offered by Radio Pakistan.

Advantages. Dale points out six advantages to using radio in classroom instruction: (1) Immediacy. The radio supplements the textbook and helps the teacher by providing the most up-to-date information.

(2) Realism. When students listen to a debate in the National Assembly on the radio, they sense the reality of the debate and that it is actually going on in the assembly as they hear it. (3) Conquest of space and time. The radio gives news from the farthest corner of the earth almost as soon as it happens. In this way the radio has conquered time and space and made the events in far away places seem near at hand. Eye witnesses can tell what is happening in Paris or Tokyo and reactions to world happenings can be told by reporters in many parts of the world on the same broadcast program. (4) Emotional impact. Any communication is best made by the human voice. Over the radio students can hear voices talking to them as if face-to-face. This appeals to their minds, interests, and emotions. The man behind the microphone can greatly influence public opinion. Because of the emotional appeal and the propaganda use made of radio, students should be taught to listen discriminatingly. (5) Authenticity. Pupils can hear experts on various subjects. When radio talks are given by eminent scholars and internationally known experts, students have opportunity to listen to the best authorities on specific subject. (6) Inexpensiveness. Where electricity is available the cost of a radio in the school is not great. Even when there is no electricity, battery sets are relatively inexpensive in terms of their use and number of students who can hear the programs.²

Difficulties. In spite of the above advantages, the classroom use of radio has several limitations. It requires concentrated attention,

²Ibid., pp. 281-83.

because the appeal is made only through one organ, the ear. It is also a one-way communication. The students cannot ask questions of the broadcaster when they need clarification of what was said. The radio offers no opportunity for teachers to prehear or rehear its programs and thus to plan how it can be used most effectively. Furthermore, it is not always possible to schedule radio programs to fit the needs and interests of specific classes at particular times. An educational broadcast by Radio Pakistan at five o'clock is of little use for classroom purposes. This is a very serious limitation.

Even though many educational values can be derived from radio programs, the practical difficulties have curtailed and almost eliminated radio as a regular classroom feature even in the United States where there are many programs and almost all schools could use the radio. The difficulties are even greater in East Pakistan where many schools and classrooms today do not have facilities for the utilization of radio. Nor has good cooperation developed between the broadcasting authorities and the school administrators in the province, so that programs are broadcast at a time when the schools can use them. There is, of course, a weekly program for school children on Sunday afternoons at one o'clock. But here, too, there is a difficulty. The program may not fit the topic which the teacher is teaching. If one class gets the benefit of this program, other history classes find it does not help them, because they are studying a different period in history.

The problem of timeliness of radio programs is very difficult to solve. When teachers know the subject of the broadcast and prepare children

to listen intelligently, they let the radio determine their curriculum. If they stop what they are teaching to hear a radio program which has no bearing on the unit being taught, they have broken the continuity of the unit. This difficulty can be overcome by making a tape recording of the program for later use or re-use. The teacher can then use the tape recording at any time and whenever he needs it in connection with a unit of work. Unfortunately this cannot be done at present in the secondary schools of East Pakistan due to lack of electricity and funds.

In East Pakistan where the same course of study or syllabus is followed by all teachers in the province, it would be possible for the broadcasting system to follow the course of study and broadcast programs which correlate with the history program. But again there is difficulty unless all seventh grade history classes in the province are held at the same time and all eighth grade classes at another time. The use of radio in the history classroom presupposes a fixed curriculum for the province and a rigid schedule or the programs cannot be heard when they are needed. Even with a uniform curriculum, it is not possible to hold all history classes at the same time.

Then, too, many of the good educational programs of Radio Pakistan are broadcast in the evening after five o'clock. Such programs cannot be of much practical help in classroom instruction. Students could, however, be assigned to listen to specific programs over the radio at home or at friends' homes, then they could report what they have heard, and discuss the programs in school. Often Radio Pakistan broadcasts dramatized stories and historical events at night. Students who have radio sets at home can hear them and present reports to their classes.

Particularly valuable for history students are news broadcasts and news commentaries. Some history teachers in the United States, for example, make listening to the news a regular assignment and take five or ten minutes at the beginning of each class period to discuss news which is important locally, nationally, or internationally. If "listening discriminatingly" is one of the goals to be achieved in the history class, then this expenditure of time is justified even though the news may not be immediately or specifically related to the day's lesson. After careful listening, students may hold discussions on what is true and what is not.

Recordings³

Recordings are another means of bringing information to listeners. Like radio, they also have an emotional appeal for learners. Regarding recordings, Walter A. Wittich and Charles F. Schuller say:

Educational recordings present their information through audio imagery. This information may be mechanically inscribed on traditional recordings, on electrical or instantaneous transcriptions, or on long, narrow ribbons of tape. In each case the practical purpose is to capture original sound and preserve it for later use.

Today the teacher who is investigating recorded information may find it in the form of ordinary phonograph records with which he has had long acquaintance. These

³ The main ideas in this section are derived from Walter Arno Wittich and Charles Francis Schuller, Audio-Visual Materials: Their Nature and Use, 2nd. ed. (New York, Harper & Brothers, 1953), pp. 281-300.

records rotate 78 times per minute and can be played on an ordinary phonograph; their length varies from 3 to 6 minutes for one side, and their diameter from 6 to 12 inches. Recordings can be stored easily in files such as are used for letters and flat pictures.⁴

The recordings can reconstruct history through recorded dramatizations of historical events. Often the history lesson is on topics which have their roots in the remote past. Students are often confused about such events of the past. Here the history teacher can make his lessons vivid, lively, and meaningful by introducing some appropriate records. There are many records of historical events available in East Pakistan. These records dramatize important events of history, or the life of some historical persons of medieval or modern Indo-Pakistan. The outstanding examples are those well-known dramatized records on Shah Jahan, Mughal emperor of Indo-Pakistan who built the famous Taj Mahal at Agra; Alamgir, popular name of Mughal Emperor Aurangzeb, who ruled the subcontinent of Pakistan and India from 1658 to 1707; Nawab Siraj-ud-Daula, last independent ruler of the kingdom of Bengal; Mir Kasim, ruler of Bengal from 1760 to 1764; and Tipu Sultan, ruler of Mysore State in southern India from 1782 to 1799. These records have been used primarily for entertainment. According to the responses of the Pakistani students at the American University of Beirut to the questionnaire circulated among them, there has been/attempt to use /no this kind of historical record in classroom instruction.

The history teachers of the secondary schools of East Pakistan can make a profitable use of such records in motivating and arousing interests

⁴Ibid., pp. 281-82.

among their students. They can also use recorded historical songs and music in the classroom. If properly used, all such records will help in making history interesting and significant. Until with the introduction of electricity, the modern playback machine can be used in the classroom, the traditional phonographs will have to be used in many parts of East Pakistan.

Advantages. Recordings have almost all the advantages ascribed to the use of radio broadcasting. Over and above these, recordings have some additional advantages. Unlike radio broadcasting, the recorded drama can be pre-heard. It can also be re-heard for evaluating the learning experience of the pupils. There is no difficulty in time scheduling; and the teacher can use the records at the time they are needed in his classroom instruction and as many times during the day as he needs them. Records can be purchased, catalogued, and circulated like library books.

Selection and use. In selecting and using records, the teacher should see whether or not they will meet the needs of the class. He should not select any record for the sake of entertainment only. Selection and use should be in terms of: (1) the purposes or goals of the students; (2) the reality or vividness of the experience provided by the recording; (3) the authenticity of the recording; (4) the interest or motivation for other activities which the record stimulates; and (5) whether or not the time spent listening to the record is the wisest use of time in terms of the learning which will take place.

Effective listening. In order to have effective listening to recordings, the teacher should prepare the students to hear a recording. He should encourage them, as in the case of radio, to discuss the topic of the record in order to find out what they know about it, what they want to know, and what is important for them to know. This will arouse a keen interest in students to listen to the record attentively in order to acquire the relevant information. Before the students hear the record, the teacher should make clear any ambiguity in the names of important persons, dates, places, facts, and the like. This will help pupils listen more effectively.

An effective listening environment. Like radio listening, record listening also needs close attention. Students should not indulge in any casual talks among themselves during the listening period. The seating arrangements may be made in a semi-circle with the playbook in front of the students, preferably a few feet away. This permits discussion to follow immediately. Physical conditions which are distracting such as outside noises, movement in the classroom should be eliminated as much as possible.

Follow-up activities. Any audio learning experiences should stimulate effective follow-up activities among students. "An audio experience cannot provide maximum value if it is listened to and then left, regarded as a transitory experience."⁵ Record listening may stimulate among pupils such activities as fieldtrips, searching for further information,

⁵Ibid., p. 294.

extensive reading to gain deeper insight into historical events, and the cooperative participation of students in staging a drama. It may give rise to questions which students will seek to answer through group discussions. For example, after listening to the recorded play, Siraj-ud-Daula, students may raise the question: Why was Siraj-ud-Daula defeated in the battle of Plassey in 1757? In order to find out the causes, they will need to consult source books by different historians. They may also arrange a fieldtrip to the actual place where the battle occurred, in order to visualize the actual battle place.

Evaluation of Audio Experience

Each learning experience of pupils should be evaluated in terms of how it is related to their goals and how well they achieve them. In the opinion of Wittich and Schuller

The use of audio experiences in teaching is justified only when greater reality, interest, vividness, authenticity, and learning result because of them. In each area of school work, audio materials must be evaluated in terms of such outcomes. Hence it is desirable that, following a broadcast or recorded learning experience, the teacher and pupil evaluate what has happened.

Because listening attentively and discriminatingly is an objective of audio learning experiences, teachers need to evaluate how well students

⁶Ibid., p. 300.

listened and what they learned from the broadcast or recording. The listeners may listen more attentively if before the record is played or the broadcast starts, they decide what information they want in terms of specific questions. Following the listening experience, the discussion should focus on these questions. Teachers may ask the students to take notes during the broadcast or playing of the record. Students may be asked to write a summary or a critique of what they heard, or may be given a short test. The type of program heard should determine the evaluation techniques used.

GRAPHIC MATERIALS

The term graphic materials denotes those "materials which communicate facts and ideas clearly and forcibly through a combination of drawings, words, and pictures".⁷ Different symbols and sketches are often used in graphics in order to make facts, concepts, and ideas meaningful. Graphics are particularly useful for presenting quantitative data but they can also present non-quantitative facts and ideas in condensed form and attract the attention of readers. A chart, for example, can show in a "nutshell" the origin, development, and subsequent and gradual downfall of the Mughal rule in the subcontinent of Pakistan and India. The graphic materials discussed in this section are: charts, including time-lines; graphs; and statistical tables.

⁷Ibid., p. 145.

Charts

Charts are combinations of various graphic and pictorial media used as visual symbols for summarizing, comparing, contrasting, or performing any other services in explaining data. They are designed for a logical and orderly visualization of relationships between different ideas or key facts. For the purpose of instruction and conveying meanings, various charts show relationships by pointing out the development of events, organization of agencies, contrasts between two things, and the like.

Kinds of charts. There are different kinds of charts. The most important of them are: tabular charts such as time charts, tree or stream charts, flow or organizational charts, and time-lines.

(1) A time chart is a tabular representation of some factual data. It presents data or events in chronological sequence. The utility of a time chart is described by Arthur C. Bining and David H. Bining in the following words:

In the teaching of history, a time chart is usually worthwhile as a help toward gaining the time sense, which is generally a difficult accomplishment. ... A chart listing the outstanding events of the epoch or period of history being studied and showing the place of the particular period in its proper sequence in the history of the world is a valuable aid in developing a time sense in pupils.⁸

⁸Arthur C. Bining and David H. Bining, Teaching the Social Studies in Secondary Schools, 3rd. ed. (New York, McGraw-Hill Book Company, Inc., 1952), p. 265.

The most important events in the achievement of independence of Pakistan can be presented in a time chart, or parallel developments in Pakistan, India, and other parts of the world can be shown in the same time chart. The greatest value in using an historical time chart is that it shows time relationships and helps students visualize historical developments. Generally, charts contain only important information, as they should be viewed and studied briefly. When made by students, they are an excellent device for review purposes and for synthesizing historical facts.

(2) A tree chart or stream chart shows the development resulting from various events or factors. As Dale says:

Tree or stream charts depict development, growth, and change by beginning with a single source (the trunk) which then spreads out into many branches; or by beginning with the many tributaries which then converge into a single channel (the stream).⁹

An example is that of a geneological chart of the Mughal dynasty of Delhi beginning with Babur and continuing to Bahadur Shah who was deposed and exiled to Rangoon in 1858 by the British rulers of India. Such a tree chart can help the seventh graders of the secondary schools of East Pakistan to understand the relationship among the Mughal rulers of the Indo-Pakistan subcontinent (see Figure 1).

(3) A flow chart is sometimes called an organizational chart. It shows the functional relationship of various branches of administration

⁹Dale, Audio-Visual Methods in Teaching, op.cit., p. 326.

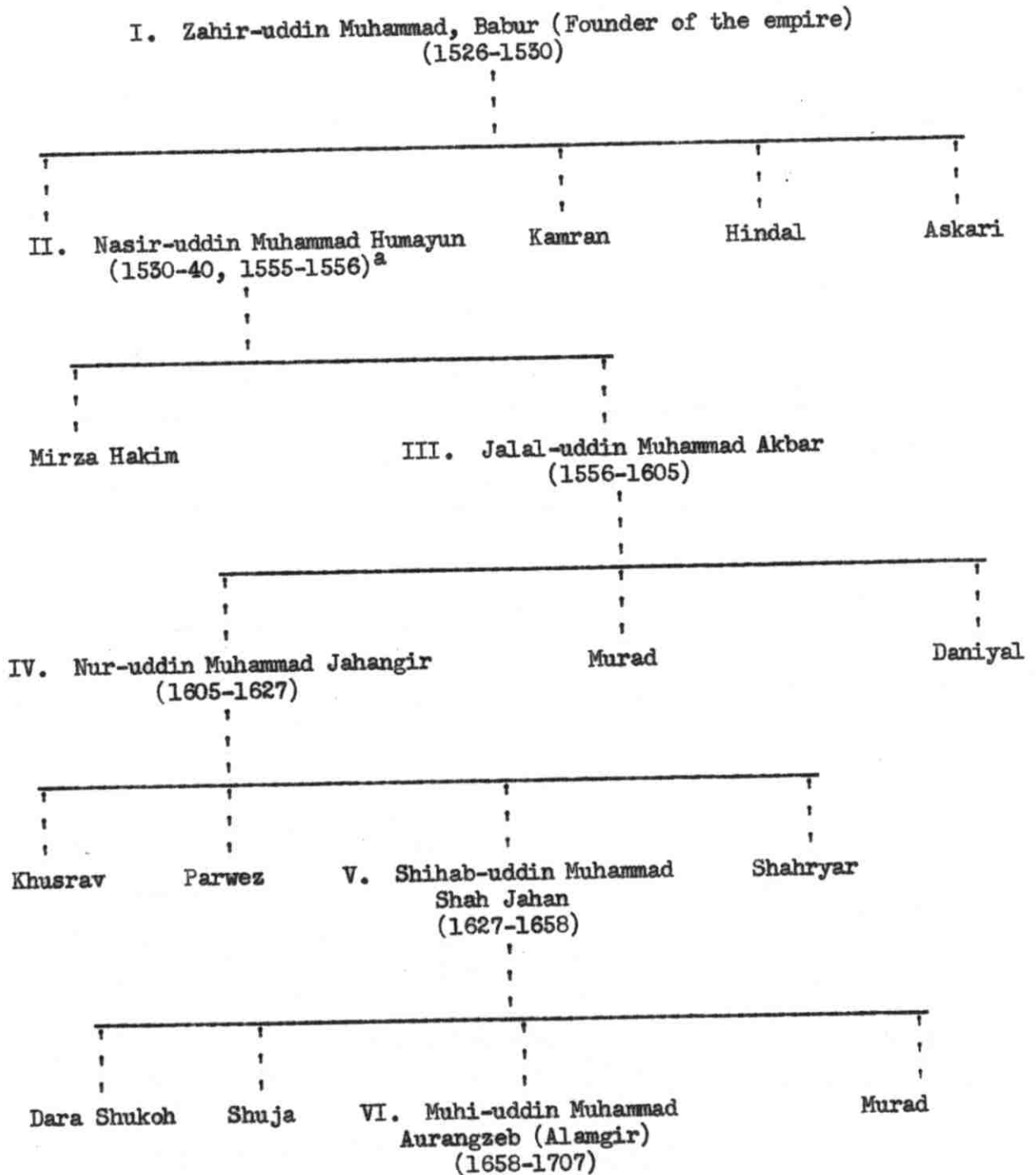
within an organization. A good illustration of an organizational chart is a chart of the United Nations showing its different commissions and specialized agencies (see Figure 2).

(4) A time-line is a line, according to Hanna and others, drawn to a scale, having equal segments, each one representing the same length of time. Events are placed on this segmented line at the exact time when they actually occurred. If the date is not known, events may be placed on this line in the proper intervals. Time lines may be simple, may be illustrated with drawings and pictures, and may represent one topic or several topics in a parallel way.¹⁰ For example, the chronology of the struggle to achieve Pakistan independence can be shown on a time-line (see Figure 3).

Diagrams

Diagrams are simplified drawings. They show interrelationships by means of lines and symbols. A diagram may be a chart or graph. In the latter sense, flat maps also may be considered as diagrams. Diagrams are simpler than charts, and at same time more abstract. They convey only the key ideas which they represent symbolically. A diagram can be made to show the flow of trade between Indo-Pakistan and Europe during the Middle Ages or the relationship between the various members of the British Commonwealth of Nations and the British Crown.

¹⁰Hanna, op.cit., p. 286.



^aFrom 1540 to 1555 Indo-Pakistan was ruled by Sur dynasty established by Sher Shah Sur.

FIGURE 1

TREE OR STREAM CHART SHOWING THE GENELOGICAL
LINE OF THE FIRST SIX MUGHAL EMPERORS OF DELHI

UNITED NATIONS

International Court of Justice
General Assembly Secretariat
Security Council

Int. Law Com. Measure Comt.
Int. Collective Peace Com.
Interim Com.
Economic & Social Council
Trusteeship Council
High Com. for Refugees
UNCF

COMMISSIONS

Int. Commodity Trade
Statist. & Communic.
Transp. & Population
Economic Com. for Latin America
Social Economic Com. for Europe
Human Rights
Narcotic Drugs
ECAFPE
Status of Women
Economic Employment and Development

SPECIALIZED AGENCIES

UPU
ITU
ICAO
WMO
UNESCO
FAO
FUND
BANK
ILO
WHO
IMCO

FIGURE 2

ORGANIZATIONAL CHART OF THE UN SHOWING DIFFERENT COMMISSIONS AND AGENCIES

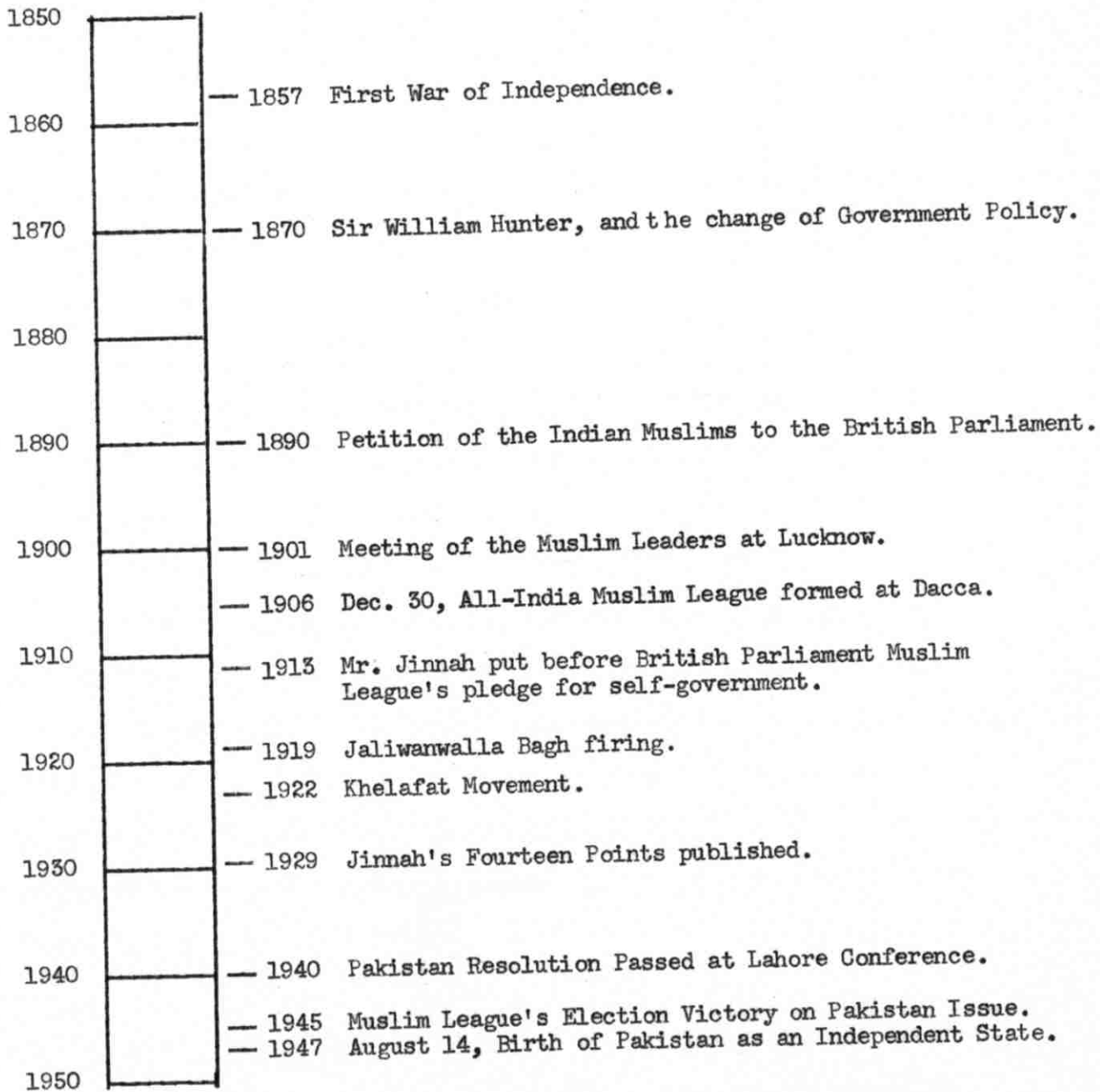


FIGURE 3

TIME-LINE
 HISTORY OF INDO-PAKISTAN
 CHRONOLOGY OF STRUGGLE FOR PAKISTAN: 1857-1947

Graphs

Graphs are defined as "visual representation of numerical data. They show quantitative relationships more effectively than any other medium".¹¹ In order to be effective, graphs require a background of experience and information.

Kinds of graphs. There are several types of graphs, the most important of which are: bar graphs, circle graphs, line graphs, and pictographs.

(1) Bar graphs are made of a series of bars on the same base either horizontal or vertical. Usually the bars are of unequal length, but have the same width. Bar graphs show comparative amounts at different times, such as enrollment in the schools, population, or the cost of government of Pakistan at different times. An illustration of a bar graph of the expenditure of the federal government of Pakistan from 1951-1956 is drawn in Figure 4.

(2) Circle graphs are also known as pie graphs or pie charts. A "whole" is represented by a circle, and each of its parts signifies a percentage. In teaching history, pie graphs can show the comparative number of population in each caste in ancient India, or the percentage of the people belonging to each religious group, and the like.

¹¹ Wittich and Schuller, op.cit., p. 145.

Million
Dollars

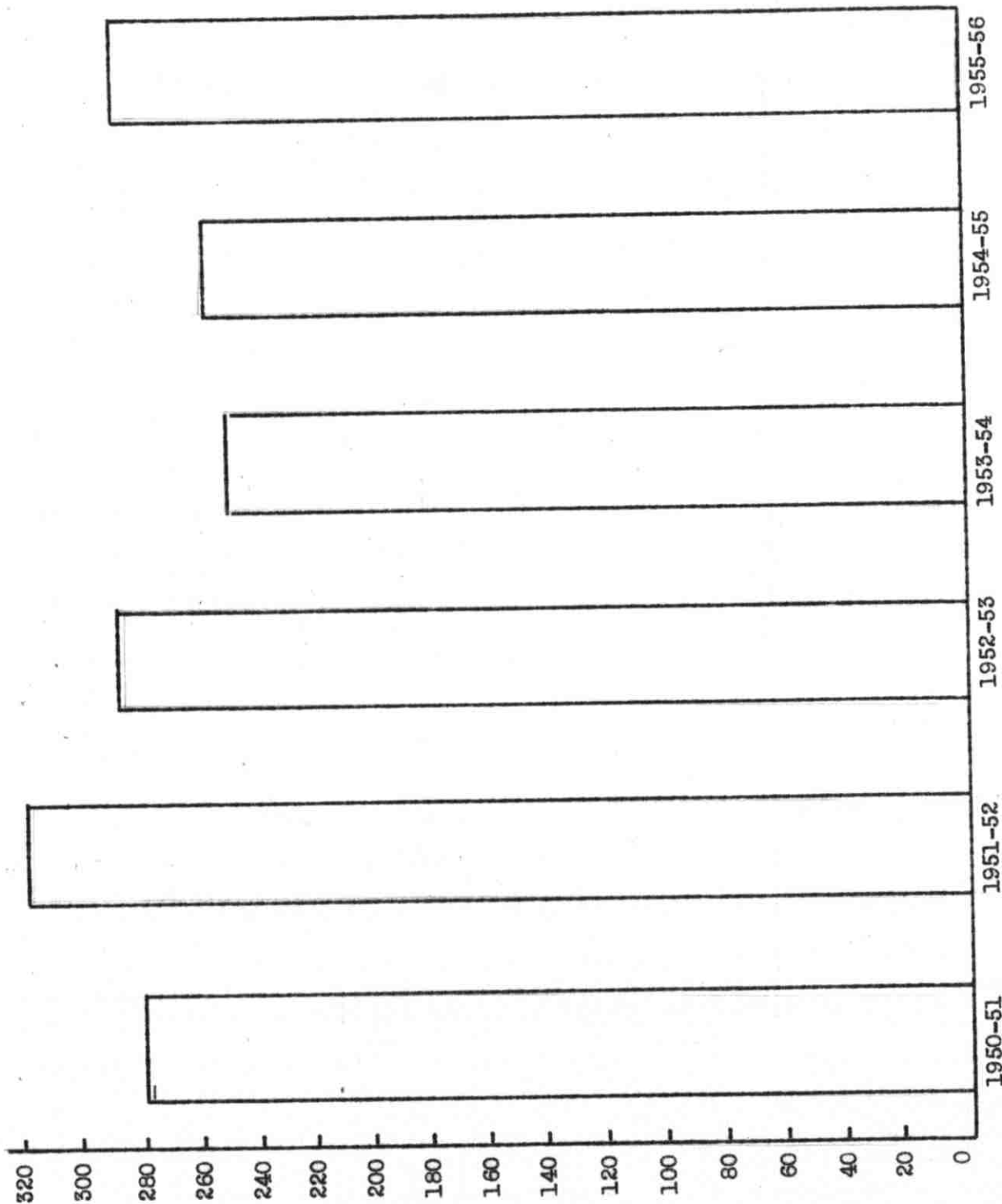


FIGURE 4
BAR GRAPH SHOWING THE EXPENDITURE OF THE FEDERAL GOVERNMENT OF PAKISTAN

(3) Line graphs are the most accurate, and, at the same time the most abstract of the various types of graphs. They are drawn by means of grids with one axis, for example, representing dates and the other, amounts. They are very useful in plotting trends or relationship between two or more series of data, such as exports and imports of Pakistan since partition, expenditures for education as compared with expenditure for highways, defence, and public works over a given period.

(4) Pictographs are especially applicable to the social studies for presenting quantitative data. Instead of using bars, such graphs are made of pictorial symbols related to the facts to be presented. A small pictorial symbol of a ship may represent the volume in units of foreign trade by ships. Thus, in a comparative study about the agricultural products of Pakistan, small pictorial symbols of jute, wheat, rice, cotton, and tea can be used.

Statistical Tables

A statistical table shows any statistical data in tabular form, such as population density, mineral resources, agricultural products, religious sects, ethnic groups, and the like. In the teaching of history, such tables help students understand various influences upon the cultural pattern of a given country.

Interpretation and Use of Graphs

Graphic materials have immense values in teaching-learning situations. Numerous data may be presented in graphic and chart forms. Students need to know how to read and interpret all kinds of graphic materials accurately. They need to be able to compare points and trends, to interpolate and extrapolate from data, and to recognize the limitations of the data so that they do not over generalize or read into data ideas and values which graphics cannot present.

Newspapers, magazines, and textbooks use graphic presentations for all kinds of social science data. Many false and erroneous ideas can be derived from charts and graphs unless they are read accurately. Correct interpretation of statistical data is one of the important objectives of history teaching. Graphic materials, especially graphs, are generally symbolic and abstract in character. They should be used in the developmental and summary parts of a unit after students have been given a background of information about the subjects concerned.

Construction of Graphic Materials¹²

Often pupils wish to present the results of their study and research in tabular form. Such data as population distribution, various religious

¹²Some ideas in this section are taken from Gilbert G. Weaver and Elroy W. Bollinger, Visual Aids: Their Construction and Use, (Toronto, D. Van Nostrand Co., Inc., 1949), pp. 118-178.

sects, economic resources, extent of highways and railroads, cost of government, and other quantitative data are more meaningful when presented in graphic form. Students need instruction in the art of making charts, graphs, and statistical tables as well as in how to interpret them.

Small charts, graphs, and diagrams can be made on small sheets of plain paper or graph papers or in copy books. These can be displayed on the bulletin board. Large charts and graphs can be made either as group or individual projects. Wall charts may be made on cardboard, wallboard, or cloth material such as coated fabrics and sign painter's cloth. The material for a chart should be that best suited to the job and to the use to be made of the graphic. Sufficient time and effort should be spent on making useful and serviceable graphics so that they are accurate, well labeled, and tell their story clearly and effectively.

In selecting the best materials for charts and graphs, three points should be considered: (1) their desired size; (2) the length of time they will be used; and (3) the particular purpose for which they are made. If the chart is to be rolled for storage or transportation, cloth materials are best. Sign cloth is glazed on one side, inexpensive, and gives good service. Sign painter's oil cloth is a dull-finished, white, coated-fabric, heavier and more durable even than ordinary sign cloth. It is more pliable, and withstands handling and rough usage. It is preferable for making charts which need rolling, handling, and storing.

Wallboards are also very satisfactory materials for making charts. These boards are very stiff, light, well-surfaced. As such they have little tendency to shrink and do not need any additional support to stand. They

are well adaptable to all colors and paints. Since most graphics made by students are not intended for long time use, heavy cardboard is usually adequate for even large charts.

In drawing and lettering, light pencil work should be done first; then, after the work has been carefully checked, ink or color may be added. Too many words are to be avoided in any graphic materials. Lettering should be bold and clear so that students can see it without any difficulty. The following suggestions may be given for the construction of charts: (1) Devise a plan for any desired chart on a sheet of paper, sized and suited to the purpose. (2) The chart should be simple and convey a single idea. Too much information will decrease its effectiveness. (3) It should be large enough to enable pupils to read its materials from any place in the classroom. (4) In order to make it attractive, plenty of space, color, and contrasts should be used. (5) Contrasts may be achieved by using light letters on a dark background, or dark letters on light backgrounds. (6) Color should be used only when necessary for effectiveness, and should be harmonious. (7) Margins should be kept, and plenty of space should be provided a space which equals the filled-in space on the chart.¹⁵ The size of any graphic material should be determined by the conditions under which it will be used; for example, the number of students who will use it and the distance from which it will be viewed.

Additional instructions should be given to students in constructing pictographs. Dale suggests four points to be remembered; (1) Symbols should

¹⁵Wittich and Schuller, op.cit., p. 116.

be self-explanatory; (2) Large quantities should be indicated by the addition of more symbols of the same size, and not by larger ones; (3) Approximate quantities should be compared; no minor details should be given; and (4) No fragmented elements should be enlisted; only comparisons should be presented.¹⁴

MAPS AND GLOBES

Maps and globes are the most effective means of presenting geographic data. They help locate different places on the face of the earth, show distances and relationships, and present many other geographic facts. In order to teach history effectively, the teacher must make the proper use of maps and globes. Without them history cannot be made meaningful.

Maps

A map is a pictorial flat representation of the earth's surface, or parts thereof showing the extent and relative position of the geographical features and conveying political, economic, cultural, or other information. The importance of using maps in history teaching cannot be overemphasized. As Bining and Bining say:

The chief purpose of the use of maps in the study of history is to train pupils to fix in mind place relation-

¹⁴Dale, Audio-Visual Methods in Teaching, op.cit., p. 334.

ships. Two things are involved in realizing location: (1) a sense of direction and (2) a concept of distance. ... Maps may also aid the pupil to visualize phases of history, and they may bring out the relationship between history and geography, which is essential to good teaching.¹⁵

A map of the subcontinent of Pakistan and India will show the exact location of the two parts of Pakistan and the distance between the two wings. It will also show the importance of the geographical position of the country, a fact which contributed much to its unique culture.

Maps of Asia and Africa will help ninth graders understand the origin and significance of Islam as a religious creed and its spread throughout the Middle East, North Africa, and into the Indo-Pakistan subcontinent. Likewise, a world map will aid tenth graders to comprehend the respective geographical positions of England and Indo-Pakistan, and how and why the former could spread its control over a distant place like the Indo-Pakistan subcontinent. It will also help students to realize the relation of the Indo-Pakistan subcontinent to the other nations of the world.

Kinds of maps. The history teacher will need to use different kinds of maps in his classroom instruction. Five of the most important are: physical, political, historical, economic, and cultural.

(1) Physical maps show the physical features of a country, such as mountains, rivers, seas, oceans, and harbors. Special maps showing

¹⁵Bining and Bining, op.cit., p. 261.

climate, rainfall, and fertility of soil are also classified as physical maps.

(2) A political map depicts political divisions of continents, national boundaries, administrative divisions, possessions, cities, capitals, and the like.

(3) An historical map shows different boundaries of a country in different periods of time. It indicates such historical events as territorial growth, provisions of alliances and treaties, battle fields, travel routes, and the like. Thus, maps of British India will reveal the political divisions of India into many petty native states and the possessions of the English, Portuguese, and French in the country at different periods of history.

(4) Economic maps show the economic resources of a country or the world; such as, various commodities, occupations, trade routes, agricultural products, and mineral wealth.

(5) Cultural maps depict cultural aspects of the world, a continent, or a country; such as population density, religious groups, literary activities, linguistic divisions, recreational facilities, ethnic groups, historical buildings and monuments, air routes, sea routes, railroads, and highways. Thus, a cultural map of ancient Indo-Pakistan can show the location of historical monuments and where important events took place.

In addition to these five types of maps, the history room should be equipped with maps of different projection, particularly the Mercator, the conical, and the azimuthal-equal area. All maps present some distortion and many of the misconceptions children and adults have of the world are due to the exclusive use of Mercator maps. Azimuthal-equal area maps with the North Pole, the South Pole, or Indo-Pakistan as the center of the map will help young people get a better understanding of the relationships between nations and of the size and location of continents and nations.

Selection of maps. History cannot be well-taught without the help of the different kinds of maps just mentioned. As a science laboratory cannot function without necessary apparatuses and instruments, so a history room cannot be made an effective environment for teaching history without maps. But too often, so many details are given in one map that students are confused. The teacher should make the study of maps as simple as possible, especially in the lower classes.

In the selection of maps, Dale sets forth the following standard for judging their suitability for any particular classroom use: (1) Visibility. Each pupil should be able to see clearly the map from any place in the room. (2) Details. No maps should be crowded with too much details, for that will confuse pupils. (3) Scale. The scale of the map should be bold and distinct so that no ambiguity may arise in calculating the distances between any two places. (4) Symbols. There should not be too many symbols to be interpreted by students. (5) Color. Color should be used only for better understanding. (6) Accuracy. The map must be

accurate to serve specific purposes. (7) Grade levels. Maps must be suited to the abilities of pupils of different grade levels. A map which is meant for the tenth grade may not be suitable for the sixth grade. (8) Point of view. The map should orient students so that they learn to think of the world from points of view other than their own. (9) Durability. All maps should be well printed, well mounted, and stored in a good place. Maps should survive the constant and steady use in the classroom by teachers and students.¹⁶

Interpretation and Use of Maps

There are many skills that must be taught if maps are to be read and interpreted correctly. Students need to know directions, how to interpret and use map symbols, the use of latitude and longitude in locating points, how map projection are made, and the distortion resulting from the various projections. The teacher should help his students read and interpret maps correctly. A proper understanding of the interdependence of people, special relationships, and the social development of various people of the world necessitates the correct reading and interpretation of the sundry types of maps used in history classrooms. For this purpose the teacher should give regular instruction in map reading and interpretation, for as Quillen and Hanna say:

... map reading is ... a developmental skill and should be introduced gradually and in a sequential order so that

¹⁶Dale, Audio-Visual Methods in Teaching, op.cit., pp. 341-42.

too complicated symbols are not taught before children are mentally capable of comprehending them.¹⁷

At present there is little use of maps of any kind in the history classes of East Pakistan at the secondary level. This view is supported by the answers to the questionnaire circulated among the Pakistani students at the American University of Beirut. The history teachers of the secondary schools of the province should make a constant use of maps so that these may clarify the vague and hazy ideas which pupils hold about certain facts and incidents of history.

The history room should also be equipped with several copies of good school atlases. These contain maps of all kinds: historical, physical, political, economic, religious, social, and cultural. Atlases also contain many geographical and demographical facts in tabular form. Instruction in the use of the atlas should be a regular part of each history class.

Construction of Maps

If students are to understand their physical environment and develop insight into spacial relationships, they must be encouraged to make maps. There is not full agreement among educators as to whether individual maps should be drawn freehand, traced, or made on commercial or mimeographed outline maps. Little learning seems to result from traced maps, and freehand maps are usually too inaccurate and time consuming to be a valuable learning experience. Teachers can make mimeographed or duplicated outline maps

¹⁷Quillen and Hanna, op.cit., Ch. 11, pp. 32-33.

at little cost, and these can be used by the students for many purposes. Almost all map companies publish inexpensive outline maps of various sizes. Schools have found that it pays to have a goodly supply of outline maps on hand for frequent use by students.

Individual maps. Quillen and Hanna suggest the following directions for making individual maps: (1) Each map must have a well printed self-explanatory title at the top. (2) Before using ink or color, outlines and boundaries should be sketched with pencil, and their accuracy should also be checked. (3) When crayons are used, lettering must be finished before coloring the map, but colored pencils are preferable for better-looking maps. (4) Names on the maps should be spelled correctly and printed neatly. (5) Ink must be used on any original maps for marking natural features and contour lines. (6) Different colors should be used in order to differentiate various states and political divisions on a map. (7) Light blue color should be used in marking lakes, seas, and oceans. (8) Each map must contain a scale in the lower left-hand corner. (9) It is better to enclose each map with a rectangle. (10) The most important factors in making maps are accuracy and neatness.¹⁸

Relief maps. In making relief maps, students may use powdered asbestos, salt and flour, sawdust-mâché, or paper-mâché. Powdered asbestos is recommended because it is cheap and easy to use, can be used in small quantities, and can be added to with no difficulty. In making maps with powdered asbestos: (1) Choose a suitable piece of ply wood as large as

¹⁸Ibid., Ch. 15, pp. 64-65.

needed for the desired map. (2) Draw an outline of the map on this wood-piece from a large wall map; a projector may be used whenever available. (3) Take help from any paper maps for marking physical features. (4) Take necessary aid from any relevant pictures for depicting the topography of the country which the map will represent. (5) Use paint or water color after the material is dry.¹⁹

In making maps with paper-mâché the following direction should be followed:

1. Tear (don't cut) newspapers into pieces; add water to dampen.
2. Boil to a pulp.
3. Cool, then squeeze out water.
4. Add enough wall paper paste to bind mixture together.
5. Add 1 tbs sodium benzoate to prevent souring.²⁰ Model as with clay.

Relief maps can be made with sawdust-mâché by the following procedure:

1. Make paste of $\frac{1}{2}$ pt flour
 - 1 tsp alum
 - 1 tsp oil of cloves
 - 1 qt water

Cook flour and water to creamy stage; add alum just before removing from fire and oil of cloves immediately afterward.

¹⁹Hanna, et al., op.cit., p. 31.

²⁰Ibid., p. 311.

2. Stir in sawdust to a modeling consistency, adding dry sand, if needed. Paint with water paint and shellac.²¹

The construction of relief maps may also be done with a paste of salt and flour. The following directions should be followed in making an eighteen inch map:

1. Mix 2 cups of salt and flour: (a slightly greater amount of salt).
2. Pour in water gradually until dough is formed which will drop from spoon but will not spread.
3. Outline a map on cardboard, and tack to solid surface.
4. Mold detail on the outline and allow at least 4 days for drying; paint with tempera.²²

Young pupils like "learning by doing." They should be encouraged to make maps individually and as group projects. Students will enjoy preparing relief maps of their own locality and of their own province as well as of the country as a whole. This will help them read and interpret maps, and incidentally inspire a cooperative attitude in them, if it is done as a group project.

²¹Ibid., pp. 310-311.

²²Ibid., p. 311.

Globes²³

A globe is a miniature spherical model of the earth. It is a true representation of the earth. Because all maps have distortions, it is essential that globes be used in the classroom to give students a true picture of the earth. The teacher should make constant use of globes in order to correct any misconceptions students have due to map distortions.

Kinds of globes. There are different kinds of globes. For school use three types are very important: political globes, physio-political globes, and slated outline globes. Slated outline globes have many uses for both teachers and students in presenting data. The twelve-inch and sixteen-inch globes are suitable for classroom use, but the history teacher should use larger globes when necessity arises. As Quillen and Hanna point out:

The usefulness of globes as a teaching aid depends upon the ease with which children can see and handle them. Since they are not as easily seen as maps, it is often desirable to have several in the room at the same time so that each globe can be used by a small group.²⁴

In the secondary schools of East Pakistan today there is very little

²³ Although a globe falls in the category of models, it is discussed here separately because of its close relation to maps.

²⁴ Quillen and Hanna, op.cit., Ch. 11, p. 38.

use of globes, particularly in history classes as indicated by the replies to the questionnaire answered by the Pakistani students at the American University of Beirut. Since history cannot be separated from geography, it is highly desirable that the proper use of globes be made in classroom instruction of history.

Selection of globes. A fairly large quantity of different-sized globes are available in the market. In purchasing globes, the following points should be considered: (1) Accuracy. The globe should represent the true shape of the earth and the information given on a globe must be accurate. Incorrect information gives misconception to students, and is most harmful in the teaching-learning situation. (2) Size and readability. Globes for the use of an entire class should be large enough so that broad features such as hemispheres, land-water relationships, and the relative location of continents, can be seen by all students at one time. The sixteen-inch globes are recommended for the entire class, because they present printed data more accurately than twelve-inch globes, and make it easier to estimate distances. (3) Simplicity. Globes should not be crowded with too many details. (4) Color. The significant purpose of using colors on globes, as on maps, is to aid in distinguishing land, water, mountains, political divisions, and the like. It is desirable, therefore, to see whether or not this purpose is fulfilled by the use of different colors, which should also be pleasing.²⁵

²⁵Wittich and Schuller, op.cit., pp. 182-84.

MODELS AND DIORAMAS

Modern educational psychology puts great stress on creative learning, that is, on originality, inventiveness, self-expression, and learning by doing rather than just talking about things. It is not always possible to give a firsthand experience in a teaching situation, especially in the teaching/history. But it is frequently feasible to bring fragments of /of reality into the classroom by means of models, dioramas, and the like. These three-dimensional materials help young people get a realistic and life-like experience, and arouse their interest. Models and dioramas can help much in illustrating certain lessons in history.

Models

A model is a three-dimensional representation or replica of an object. A model of the famous Taj Mahal at Agra, India, or of any artifacts such as weapons, utensils, instruments, boats, writing materials, and clothing are examples. About the usefulness of models, Quillen and Hanna say:

The model give reality to history or to the culture being studied. Young adolescents may wish to construct models of communities in another culture to illustrate their reports of life in that culture. ... Older adolescents sometimes make models to illustrate how such problems as slum clearance, highways construction, community improvement, recreation centers can be solved.²⁶

²⁶Quillen and Hanna, op.cit., Ch. 15, p. 80.

Thus, in studying the history of Islam, the ninth-graders may wish to make models of Arab people and dress them in their native costumes to illustrate their reports, or they may make a model of a mosque famous in Islamic history.

Characteristics of good models. The following characteristics of good models are most essential: (1) Models must have three dimensions. (2) They represent in miniature any large objects, or any small objects in larger size for convenient observation. (3) They can show an interior view of any object that cannot be seen normally. (4) Details are omitted for making the important things more easily observed. (5) Color is used on models in order to accent the important features. (6) Effective models should be designed so that their component parts can be taken apart, and then put together again whenever necessary.²⁷

Use of models. In the secondary schools of East Pakistan there is no use made of models except globes, and even these are rarely used in the teaching of history. This generalization was also supported by the answers to the questionnaire circulated among the Pakistani students at the American University of Beirut. If the history teacher wishes to make his lesson effective and interesting for his pupils, he will find models of immense value. Models of artifacts, difficult to explain in words, make the tools, weapons, and monuments of ancient and foreign civilizations clear and

²⁷Wittich and Schuller, op.cit., pp. 215-20.

meaningful. In teaching medieval history of the Indo-Pakistan subcontinent in the seventh grade, the teacher could use models of the famous Taj Mahal and of other important monuments which students cannot visit and see for themselves, but which are part of their cultural heritage. Young adolescents should be encouraged to make models of boats, utensils, bridges, weapons, and the like which have historical value.

For an effective use of models five points should be considered:

- (1) Models should be large enough to enable all students to see them at one time.
- (2) Other audio-visual materials, especially graphics, should be used along with models.
- (3) Care must be taken to insure correct size-concept by students.
- (4) Students should be given the opportunity for first-hand examination so that they may handle and look at models. This will arouse curiosity, interest, and imagination in students.
- (5) Only pertinent models should be shown for specific history lessons.²⁸

Construction of models. Young adolescents like to make models. Sixth grade pupils, for example, could be encouraged to make models of weapons, dolls, earthen and metal vases found in the excavations at Mohenjo-Daro and Harappa in West Pakistan, and at Mainamoti Hills in East Pakistan.²⁹ The teacher should encourage his students to make different kinds of models pertaining to their class lessons. Students can do this as individual or group projects. Models may be made of such materials as

²⁸ Ibid., pp. 230-33.

²⁹ For details about these things See Khan, op.cit., pp. 32-39.

heavy cardboards, plywood, and clay or they can be carved from large blocks of soap, wood, plasticine, and strawboard. Models can also be made of modelling clay which is made with dry pottery clay (powdered) and mixed with oil or grease to suit the purpose.

Dioramas

A diorama is a miniature three-dimensional scene consisting of small modeled colored figures and objects placed against a background in perspective. The purpose is to picture an event or scene in its natural setting.

There is no specific scale for preparing objects in a diorama, such as buildings, figures, and trees. Like models, dioramas make the characters and events of history come alive. Sixth graders studying the ancient history of Indo-Pakistan might make a diorama showing an ancient family in its every-day life. Seventh graders studying the history of the British occupation of Indo-Pakistan might get deeper insight by making dioramas of important historical events. For example, they might make a diorama representing the camps of the two armies before the battle of Plassey of 1757.

Dioramas may be made by pupils working individually or as a group project. Dioramas are usually made in an oblong box-like case with a curved background on which the landscape is painted. The necessary modeled figures and other accessories should be placed in front of the background in proper perspective. This makes the figures and objects appear to merge

into a background of sky and scenery. The illusion of reality is created by the combination of curved background and forced perspective.

Since the three-dimensional qualities and modeled figures of a diorama offer the best sense perception, the illusion of reality makes it an excellent aid in the teaching of social studies, especially history. The appeal of a diorama is more heightened when it is used along with other visual aids such as specimens, objects, and models.

PICTURES

Research shows that children like to see pictures, especially realistic and colored ones.³⁰ Knowing this, modern educators use pictures as a tool to learning. Pictorial illustrations are an effective means of stimulating and clarifying the meaning and significance of various classroom lessons. But what the teachers like, may not be liked by pupils. Students prefer pictures which display plenty of actions. They like illustrations in full color, rather than in monochrome or in black and white. They can derive more concrete ideas about an historical episode from a series of pictures than by reading the book alone. History comes to life through pictures of people and events of long ago and far away. If properly used, pictures can give color and drama to history lessons which without them may seem dull, disinteresting, monotonous, and life-less.

³⁰Seth Spaulding, "Research on Pictorial Illustrations", Audio-Visual Communication Review, III, No. 1 (1955), pp. 35-45.

Pictures are usually classified under two major categories: still pictures and motion pictures. Because of the limitations set by the lack of electricity in the secondary schools of East Pakistan, motion pictures are not discussed, although it should be mentioned that the motion picture is one of the most important tools which the history teacher can use to make history live. It is hoped that before many years East Pakistan will have ample electricity so that all schools can take advantages of both motion pictures and filmstrips.

The still pictures to be discussed in the following paragraphs are: study prints, murals, cartoons, and handmade movies.

Study Prints

A study print is a positive picture or reproduction made from a negative with such features as to enable the observer to have a clear idea of its related facts and figures. Too often students are bored by the old fashioned textbook and lecture methods. The teacher often faces a serious problem of how history can be made vivid and interesting. A proper use of pictures can help solve this problem. If the history teacher can show pictures of great historical persons and significant events at the proper time, history can be visualized.

It is not always possible to take students on a fieldtrip to have firsthand experience. But various kinds of photographs and pictures of realities may be made available to them. A good full-sized photograph of Jinnah, the father of the nation, will give the pupils an idea of what he looked like so they can visualize him as they talk about him.

Pictures may be collected from newspapers, magazines, and other journals. Often the Illustrated Weekly of Pakistan, the monthly Mirror, the Pakistan Quarterly, and other indigenous as well as foreign journals publish numerous pictures, both colored and in black and white. Some of these have immense educational value, covering important phases of social studies, especially history. Pictures may also be taken from many daily newspapers of the country.

Photographs can also be taken by teachers as well as students, and enlarged for classroom use. On the occasion of fieldtrips to important historical places, students can take photographs of ancient buildings and monuments situated in these places and donate these to the teacher's file of audio-visual materials.

Selection of pictures. The teacher should be careful in the selection of pictures for classroom use in the teaching of history. He should consider whether or not pictures help achieve the purpose of teaching history, convey a true meaning, give an accurate impression of the relative size of the real thing, add to students' imagination, are artistic, focus on a principal idea or event, and have the necessary amount of details.⁵¹

Valuable use of pictures. Dale mentions some important educational purposes which pictures can serve in classroom instruction. These are equally applicable to the use of pictures in the teaching of history. A

⁵¹ Dale, Audio-Visual Methods in Teaching, op.cit., pp. 269-74.

picture can translate word symbols; it can enrich reading; it can introduce a new thing; and it can motivate students' learning. It also can help in research work; can inspire emotions in learners; can help recapitulate a unit; and can correct mistaken notion or concept about an historical idea, event, or person.³² In classroom teaching of history, the teacher should use pictures for some definite purposes. He should integrate the lesson and the pictures he shows. He should use few but appropriate pictures.

Preservation of pictures. Good pictures should be mounted well and preserved carefully. Pictures collected from various sources should be filed according to subject matter for future reference.

Murals³³

Murals are large wall pictures which tell a story. Usually murals are viewed from a distance, and therefore are made of big and clear masses with little attention to minor details. They can be drawn on the walls, on screens, tackboard, chalkboard, or on large sheet of paper. Murals on walls and screens can be retained and are meant for permanent or long use. Chalkboard, paper, and tackboard murals cannot be kept for long use.

Making simple murals allows pupils to express what they have learned about an event, a culture, a movement through the medium of art rather than

³²Ibid., pp. 250-51.

³³The original ideas about murals are derived from Quillen and Hanna, op.cit., Ch. 15, pp. 76-80.

by oral or written words. Chalkboard murals or paper murals sometimes serve as the background for a larger display. Students should be encouraged to make murals as group projects, preferably in committees.

Murals can often tell a story more successfully than words. If students want to portray life in ancient Indo-Pakistan, for example, they must include in the mural all important aspects of that culture - food, costume, recreation, transportation, standard of living, religion, industry, art and architecture, and government. To make the mural, they will have to do extensive research so that their mural will be accurate in the facts and ideas it presents.

The most important thing in making a mural is that it must have "continuity throughout and should be planned so that all areas of interest touch adjoining areas of interest".³⁴ Things of out standing importance should find place at the center of the mural, and "the background should be an unobtrusive compliment to the foreground".³⁵ In order to make an effective mural "the whole will need to have unity, balance, not be over-crowded, and the colors should be harmonious and pleasing".³⁶

Cartoons³⁷

A cartoon may be defined as a pictorial representation of an idea,

³⁴Ibid., Ch. 15, p. 78.

³⁵Ibid.

³⁶Ibid., Ch. 15, p. 80.

³⁷The ideas in this section are from Wittich and Schuller, op.cit., pp. 134-39.

an event, or a person. Often it depicts a caricature which furnishes a kind of humor. Usually it conveys a single idea. It is a unique way of expressing an idea or depicting a situation. Often cartoons are very terse in expression and use caricature, satire, exaggeration, symbolism, and humor. All these things attract attention and arouse interests in pupils. Because of these qualities, a cartoon has a special appeal to secondary students. The teacher of history may use cartoons to motivate his pupils, to inspire self-activity in them or he may employ them as illustrations. Thus, an eighth grade history teacher in East Pakistan teaching the war of independence of 1857-58 may use cartoons depicting the conditions of the time and the feeling between the British and the native soldiers.

Many daily newspapers and several monthly and weekly magazines publish various types of cartoons. Students or teachers may collect these and file them for future reference. Cartoons can be used for propaganda purposes and often attempt to convey a message. Because they are usually subtle, students may need help in interpreting them. Teachers should select cartoons for classroom use in terms of their simplicity, clear symbols, and appropriateness to the pupils' experience level.

Students like to draw cartoons. The caricature, humor, and exaggeration appeal to them. Cartoons should be simple, and express only one idea. The effectiveness of cartoons can be increased by employing different colors. Usually cartoons are individual projects rather than a group enterprise and express how an individual sees, interprets, or feels about an event or personage.

Handmade Movies

Handmade movies can be used as valuable visual aids in classroom instruction, especially in lower classes of the secondary schools. Pupils may be encouraged to collect from various sources appropriate newspaper clippings, pictures, and photographs relating to historical events and persons. They can arrange these on a scroll in successive order, and fasten the scroll to two rollers which are mounted in a frame. As the rollers turn the scroll unrolls and the sequence of scenes becomes a moving picture. In this way, history becomes more and more interesting to them as students see relationships and the development of their nation's history.

Better than pictures clipped from magazines are hand drawn pictures made by the students themselves. Many students can participate in making such a "movie". The class as a whole can plan the sequence of events to be depicted, and different pupils can volunteer to draw the various scenes. These can be drawn separately, then assembled, and fastened together with scotch tape, or the pictures can be drawn in sequence upon the same roll of paper.

AUDIO-VISUAL DEVICES AND TECHNIQUES

In order to make history interesting and provide for individual differences, the history teacher uses various techniques at different times in his classroom instructions. A resourceful teacher knows how to make his lessons interesting and meaningful for his pupils. In doing this, he uses

a variety of audio-visual devices and techniques including the chalkboard, bulletin-board, flannelboard, demonstrations, fieldtrips, and other follow-up activities.

The Chalkboard

The chalkboard is one of the oldest and most common visual devices used in the classroom. It has a special appeal to students.

Uses of the chalkboard. In order to prove a fruitful device, the chalkboard must be used, properly by the teacher. Dale gives the following useful suggestions for the effective use of a chalkboard: (1) The chalkboard must be kept clean. (2) Any drawings and letterings on the chalkboard must be large enough to be seen from all parts of the classroom. (3) The teacher should not cover the chalkboard by standing in front of it. (4) Drawings which take a long time should be done before class starts. (5) Unnecessary wastage of time in drawing any irrelevant materials should be avoided. (6) Regularly used forms such as grids may be painted or scored on the board. (7) The hidden-drawing method may be employed to present any dramatic visual representation. (8) Too much material should not clutter the chalkboard.³⁸

The chalkboard may be used in various ways by the history teacher:

(1) The teacher may use it to illustrate facts and ideas with the

³⁸Dale, Audio-Visual Methods in Teaching, op.cit., pp. 312-14.

help of sketches, charts, diagrams, and maps. As for example, the functions of the United Nations Organization may be illustrated by drawing an appropriate chart on the chalkboard.

(2) Important facts and ideas, outlines, and summaries may be presented on the chalkboard. Thus, after discussing a lesson on the ancient history of Indo-Pakistan in the sixth grade, the teacher may summarize the discussion on the chalkboard.

(3) Demonstrations may be given on the chalkboard either by the teacher or his students. The sixth grade history teacher may demonstrate on the chalkboard the route followed by Alexander the Great in his invasion to/Indo-Pakistan subcontinent. /the

(4) The chalkboard may be used for a wide variety of purposes: daily assignments, questions, displaying pupil-achievement records, and the like.

(5) Audio-visual materials such as charts, graphics, and pictures can be drawn on the chalkboard.

(6) New terms and names of places and people can be written on the chalkboard for emphasis when they are first introduced.

Four common methods are used for transferring pictorial and graphic

materials to the chalkboard in a history classroom: the pattern method, the grid method, the hidden-drawing method, and the projection method.³⁹

(1) In teaching the ancient history of the Indo-Pakistan subcontinent, outline maps of various kingdoms and principalities may be drawn on the chalkboard by using the pattern method. This is often necessary because separate maps of these small states and kingdoms of antiquity are not available in the market. In following a pattern method, the map is first drawn on a large sheet of paper, then holes one-inch apart are punched on the outline. The map is then fastened on the chalkboard, and a dusty eraser is rubbed on the punched holes. The chalkdust will go through the holes and make a dotted outline on the board which the teacher can join with a solid line. Thus, the map is transferred from the paper to the chalkboard.

(2) Small outline maps can be enlarged by following the grid method. This method requires that a grid be drawn on the chalkboard representing the grid made by the lines of latitude and longitude. The map then can be transferred from the small map to the chalkboard by using the grid lines as guides.

(3) When a history teacher intends to give lessons on a series of related historical events, he can draw a series of pictures or sketches on the chalkboard portraying the events. He then covers the drawings with a

³⁹The ideas about these methods are taken from Wittich and Schuller, op.cit., pp. 53-58.

screen. When he discusses the events, he removes the screen so that the sketches are revealed in sequence. This method is called the hidden-drawing method and should help students gain an understanding of the unfolding drama of history.

(4) The projection method is the simplest way of drawing pictures and maps on the chalkboard. By use of an opaque projector, a small map or picture is projected to the proper size and the outline traced. Unfortunately, this method can be used only in those schools which have projectors and electricity.

Advantages of the chalkboard. Although writings and drawings on the chalkboard cannot be preserved, a chalkboard has several advantages: it is economical and inexpensive; it is easily accessible to students and teachers; materials on it may be changed quickly and replaced by others; it helps reduce verbal explanations and instructions; and it is constantly available for instantaneous use.

The Bulletin Board

The bulletin board is a valuable teaching device. It may be a single piece of heavy cardboard, beaverboard, tagboard or canvass, or it may be a large board fixed permanently on the wall. There may be one or several small bulletin boards in the classroom. Any history room needs ample bulletin board space even if it means covering some of the chalkboard.

The bulletin board affords an opportunity to present new and interesting ideas and information to students. Pictures, cartoons, maps, charts, newspaper clippings, specimens, and other types of materials which have instructional value and are pertinent to the work of the class can be displayed on it. The bulletin board makes it possible to display class and school rules and regulations and to exhibit work done by the students. At present there is little use made of bulletin boards in the secondary schools of East Pakistan. The teaching of history may be made more interesting, meaningful, and functional by an effective use of bulletin boards.

A bulletin board in the classroom can supplement the teacher's explanation of historical events and facts. In all cases, students' cooperation should be enlisted in planning and arranging displays. The teacher should encourage them to find materials suitable for use on the bulletin board. They should be given responsibility for its arrangement, preferably in committees which rotate under the teacher's guidance. This will insure not only that the material on the bulletin board will be kept up-to-date and will be attractively arranged but also that students will have experiences requiring responsibility, cooperation, and group-planning. This will help them develop a "we-feeling" among themselves. The bulletin board display of their work also affords students an opportunity to evaluate individually and as group what they have achieved and learned.

As to the selection and arrangement of materials for the bulletin board display, Hanna and others give the following valuable suggestions:

The pictures on the bulletin board need to be carefully selected and arranged. If permanent bulletin boards are not available, tagboard frames can be used for a long time.

Submountings for pictures and clippings ... add to the attractiveness of the exhibit. Using one color for the background of all pictures and clippings in one space, grouping pictures, and keeping them even at top or bottom make the arrangement more pleasing and interesting. Children's work, commercial pictures, and current events ... should be mounted on separate bulletin boards. Sometimes it is interesting to use colored yarn to connect related pictures. The yarn pulls the exhibit together and causes the eye to follow it from one picture to another.⁴⁰

The Flannel Board⁴¹

A flannel board is a flat-surfaced board covered with felt, flannel, flannelet, or wool. In making a flannel board, the teacher glues the flannel to wood, pressboard, or heavy cardboard. Because of the adhesive quality of flannel any letters, words, or cut-outs backed by flannel, flannelet, fine sand paper, felt, or blotting paper, will stick to the flannel board when properly placed.

The history teacher and his students, especially in the lower classes, can use a flannel board with particular zest when studying stories about the ancient history of Indo-Pakistan. They may illustrate the historical development of Indo-Pakistan by placing pictures on the flannel board as the story progresses. The seventh graders can show the organization of the United Nations. They can place each agency and commission on the flannel board in its proper place, as they discuss its work and its position in the UN organization.

⁴⁰Hanna, et al, op.cit., p. 137.

⁴¹Some ideas in this section are taken from Wittich and Schuller, op.cit., pp. 167-68.

Flannel boards are fun to use and practical as they are inexpensive and can be used over and over again. Children love to give interesting talks with them. They are useful in showing cause-and-effect relationship, the rise and fall of dynasties and civilizations, organizations of government, the source of government money, the break up of empires, and many other historical phenomena.

Demonstrations

Demonstrations are a way of visualizing ideas, skills, processes, or any other ordinary intangible matters with appropriate apparatuses, or by using symbols on the chalkboard.

A secondary teacher of East Pakistan can demonstrate, by drawing a diagrammatic chart on the chalkboard, the administrative set-up of Pataliputra, capital of Chandra Gupta Maurya who reigned in Indo-Pakistan in the fourth century B.C. A ninth grade or tenth grade history teacher may show on the chalkboard the origin of Islam in Saudi Arabia, and its spread to different countries of the world.

A good demonstration requires careful planning, outlining the steps on the chalkboard, explaining each step clearly, reviewing the process to make sure that everyone understands, and, if necessary, preparing written materials to give to all students at the end of the demonstration. Care should be taken that each student can see the demonstration clearly and can listen to the explanation concerning it. The chalkboard is the best medium for students' demonstrations. Motivation of students, their participation,

and concentration are three things which must be considered in any demonstration. Dale gives the following suggestions to be observed in a demonstration:

- (1) Communication, oral expression or otherwise, should be natural.
- (2) Demonstration should be simple.
- (3) Everything should be well-integrated with the main ideas.
- (4) Students' ability to understand should be always kept in mind.
- (5) Demonstration should go on in slow process.
- (6) It should not be too long to overtax students' patience.
- (7) Summary of the process should be given when the demonstration is over.
- (8) At the end of the demonstration, any written materials concerning it, should be given to the students for their study and later discussion.⁴²

Fieldtrips⁴³

The different kinds of audio-visual materials and devices described thus far have all been those used within the classroom or school building. But occasionally there comes a time when effective teaching demands contact with materials and situations which lie outside the classroom or the school. Fieldtrips can meet such a need. A fieldtrip is a purposeful planned visit to a point outside the regular classroom. It is a going-out process in order to see the outside world in operation. It is an important educational activity having planned purposes. A fieldtrip may be a visit to a museum or to any community center where students can see objects of art, natural history

⁴²Dale, Audio-Visual Methods in Teaching, op.cit., pp. 146-48.

⁴³Some ideas in this section are derived from Ellsworth C. Dent, The Audio-Visual Handbook, 6th ed. (Chicago, Society for Visual Education, Inc., 1949), pp. 28-31.

or relics of ancient civilization. The fieldtrip or school journey must be organized under the guidance of some teacher.

Advantages of fieldtrips. A fieldtrip may be undertaken for many purposes. The following are some of the more important purposes: (1) A fieldtrip offers students firsthand experiences with objects, things, situations, and relationships which cannot be experienced in the classroom. (2) It is a source of facts and raw materials which are not to be found in textbooks and references. (3) It can serve as a preview for a unit of work and stimulate interest in the work of the unit. (4) In addition to factual information, a fieldtrip can help develop the attitudes and appreciations of pupils. There is much information in books and magazines, but fieldtrips can do more to develop a clear understanding of the processes, institutions, or conditions observed. They can create a desire in pupils to do something about problems which they see and understand. (5) Through fieldtrips students can know their environment in meaningful ways. Usually schools give students little opportunity to relate what they learn in school with their environment. A well-planned fieldtrip enables them to have experiences with nearby industrial plants or commercial enterprises, to see government in action, to see shrines and monuments of Pakistan, and to learn history from firshand sources. Thus, they can fully realize how human achievement of the past contributed to the history of mankind.⁴⁴

⁴⁴James S. Kinder, Audio-Visual Materials and Techniques (New York, American Book Co., 1950), pp. 389-91.

An important object of teaching history is to enable students to understand the present, the relation between the past and the present, and their immediate environment reflected in places and monuments of artistic, historic, literary, civic, industrial, and recreational, interests. A well-planned fieldtrip can help students gain accurate information and interest in historical study. This makes their history-learning functional.

The seventh graders while studying the medieval history of East Pakistan may enjoy a well-planned purposeful field trip to Gaur, capital of the independent kingdom of Bengal during the fourteenth, fifteenth, and sixteenth centuries. There still exist many relics of the medieval civilization of the province.

The eighth graders while studying educational and other reforms of the province, may be taken to visit the Provincial Assembly in session to see how bills are passed in the East Pakistan Legislative Assembly. They can recognize realities when on a purposeful well-planned visit they come into contact with the actual machinery and functioning of their provincial government. Thus, newspaper accounts and radio programs related to government activities become real, interesting, and meaningful. In this way, observing and hearing on a fieldtrip become realistic and exciting avenues for learning.

Planning for a fieldtrip.⁴⁵ In order to have significant benefits from a school-journey or fieldtrip, there is the necessity of good planning

⁴⁵The discussion in this section is based on Dale, Audio-Visual Methods in Teaching, op.cit., pp. 156-72.

which involves two phases: teacher-preparation and class-preparation. The teacher has much pre-planning to do before taking his class on a fieldtrip. He must determine the purpose of the journey; make a preliminary survey of the proposed visit; estimate the time required; make a tentative agenda; obtain the consent of the administrative authority of the school and of the students' parents; arrange plans at the destination of the journey; plan for transportation; consider the financial cost per pupil; and decide whether or not the entire class or a selected group should go in the school journey.

Once these things have been determined, the teacher prepares the class for the trip by arousing pupils' interest, discussing whether or not their problem or goal can be solved or achieved by the aid of the school journey, making the purposes of the trip clear to his pupils, developing a background for the trip by having them consult reference materials, determining the specific things to be seen, setting up standards for safety and behavior, and determining what things students will need on the trip.

Taking a fieldtrip. In the process of actual taking the trip the students should get parental or teachers' help whenever necessary and possible, should keep to the schedule, should observe the standard for safety and behavior adopted for the trip, should visit things in small groups, should stay together in their own groups, and should look at points of interest only.

Follow-up activities. Classroom discussion takes on new meaning after a fieldtrip. Such school journeys result in many follow-up activities.

These include group discussions, written descriptive accounts, news-releases for the class or the school newspapers, if there is one, exhibits of the objects found, construction of pictures, maps, models, dioramas, and other graphic materials relating to the excursion. The students can stage a drama composed by themselves about things or situations they have observed, or may arrange a program in which they describe their experiences. The follow-up activities may be of various kinds and should reveal what the students gained from the trip in information, skill, and attitude.

SUMMARY

Audio-visual materials and techniques can help make history lessons interesting and meaningful. Radio broadcasts and recordings make history come alive in the classroom when students hear the voices of world famous persons or dramatized events from history. Various graphic materials such as different kinds of charts, diagrams, graphs, and statistical tables are valuable teaching aids and teachers should encourage their pupils to use, interpret, and make such materials. History teaching cannot be effective without the help of maps and globes. The history teacher, therefore, should make constant use of physical, political, economic, cultural, and other necessary types of maps and globes. He should encourage pupils to make maps of all kinds, and should give regular lessons in the interpretation of maps and globes.

Young children love creative experiences, and teachers should encourage their pupils to make various kinds of models and dioramas. Adolescents like pictures and the teacher should make greater use of them, and should encourage students to make murals, cartoons, and handmade movies.

If the history teacher hopes to make his lessons interesting and significant, he must make constant use of such techniques and devices as the chalkboard, the bulletin board, the flannel board, demonstrations, and fieldtrips. He must see that students take an active part in such activities. Purposeful and well-organized school journeys to places of historical importance can help history come to life. Learning experiences on fieldtrips can be significant only if they result in worthwhile follow-up activities.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

In the light of research in the literature, and personal observations, it seems possible to make the following assertions and recommendations. In this connection the opinions of the Pakistani students at the American University of Beirut about the teaching of history in East Pakistan at the secondary level have also been considered.

SUMMARY

The principal aim of teaching is to help pupils learn. Learning is most effective when the learner sees purpose in what he is learning. It is the duty of the teacher, therefore, to make the purpose of any activity clear to the students in terms of the socially desired behaviors which he hopes they will develop. The history teacher is primarily charged with the education of young people for responsible citizenship. Both the content of the curriculum and the methods used for implementing it should be those which help young people develop understandings, competences, and values needed for living "morally, creatively, and productively" in Pakistani Society.

The present study asserts, but does not attempt to prove, that the present methods of history teaching in East Pakistan at the secondary level

are not as effective as they should be in educating young people for intelligent participation as citizens of a democratic state. This assertion is made for the following reasons:

(1) There is no clear statement of the objectives of history teaching in terms of the behavior sought so that teachers as well as students know the purposes of historical study. No activity and no lesson has value unless it results in a change in the behavior of the learner. Because the teachers and pupils do not know what outcomes they expect from an activity or a lesson, little learning takes place.

(2) In teaching history, as in other subjects, heavy emphasis is placed on subject matter and on end examinations. This is done often at the cost of pupils' abilities, needs, and interests, and the demands which society makes of them.

(3) The present curriculum lacks comprehensiveness and balance. As a result, secondary school graduates leave schools with a narrow knowledge of the present and of the contemporary world. Much importance is laid on the past, neglecting the present problems of life, and on history of Pakistan, without considering the rest of the world except the Islamic world.

(4) The present history curriculum is not flexible and cannot be adapted to the needs of different communities or to current demands and interests, because it is universally prescribed.

(5) The existing history curriculum is not well-integrated with other social studies, especially civics and geography. It has little relation to the present life of the students. The result is that secondary school students have a narrow view of human relationships and activities; they receive little understanding of social, political, and economic forces affecting Pakistan and the world at large. Thus, the history curriculum is not functional in the lives of the students.

(6) The teaching of history in the secondary schools of East Pakistan is done mainly through lecture and recitation methods, and even these are not used to the best advantage. There is little attempt to adopt modern methods of teaching, such as projects and problem-solving.

(7) There is a heavy emphasis on verbalism and the expectation that all students can do the same assignments in the same length of time. There is scarcely any regard for individual differences in abilities, needs, and interests of the learners. This emphasis is not conducive to effective learning.

(8) Little attempt is made under the present system of history teaching to help students develop a sense of cooperation and "we-feeling" among themselves. Students do not participate intelligently in any work of collective welfare, and lack a sound knowledge of human relationships.

(9) There is little activity program in the present method of

history teaching. Thus history is often monotonous and disinteresting to students.

(10) The present system of history teaching lacks continuity, and there is little integration of day-to-day work. The pupils cannot learn much from such fragmented teaching.

(11) There is great lack of audio-visual materials and little use of audio-visual techniques in history teaching. Radio programs and recordings, graphics, maps and globes, models and dioramas, pictures and photographs, bulletin boards, and flannel boards, demonstrations, and provision for school journeys are seldom used.

(12) There is little use of community resources or attempt to relate history to present day life. There is rarely any attempt to make history interesting and meaningful by sponsoring purposeful field trips.

(13) There is an acute dearth of history teachers who are academically and professionally well educated.

(14) There is a need for good textbooks in history. Very few books at present possess good illustrations, pictures, graphs, charts, or time-lines.

(15) Many schools do not have libraries with an adequate supply of reference books on history.

This study further asserts that the use of audio-visual materials and techniques would greatly reduce the ineffectiveness of history teaching in the secondary schools of East Pakistan. This assertion is made on the following grounds:

(1) Audio-visual materials and techniques when properly used can help to motivate students about historical lessons or units.

(2) Audio-visual materials and techniques can help greatly in developing interests, especially during exploratory period of a history lesson, and in collecting information during the developmental period. Thus, they can stimulate and sustain interests when an history unit is in progress.

(3) Audio-visual materials and devices offer a genuine reality of experience, and thereby can help teachers make history meaningful and functional.

(4) Audio-visual materials and techniques inspire self-activity among pupils through field trips, community surveys, campings, interviews, work experiences, exhibitions, and the like.

(5) Audio-visual materials and techniques help in reducing verbalism in history teaching through various means, such as school journeys, radio and recordings, graphics, maps and models.

(6) The proper use of audio-visual materials and devices can help students of history in building sound concepts and generalizations regarding historical facts and events.

RECOMMENDATIONS

A sound educational system presupposes close coordination between the content of the curriculum and the methods used for its implementation. Once objectives have been stated in behavioral terms so that both teachers and students know the goals or outcomes sought, goal-satisfying experiences can be planned and provided.

History teaching is not just concerned with imparting facts to young people. It is also concerned with developing the skills needed by democratic citizens, and that boys and girls develop a value pattern consistent with the values felt important by Pakistani society. If the objectives stated in chapter III are adopted as the goals of history teaching in East Pakistan or if a similar statement of objectives is formulated by the teachers of history, then some radical changes must follow - both in the content of the history curriculum and the methods used in teaching it.

In order to improve the teaching of history in the secondary schools of East Pakistan, the following recommendations are made:

Statement of Objectives

The objectives of history instruction should be stated clearly and

specifically in terms of the behavioral changes expected in boys and girls as a result of the experiences they have in the history classroom. These behavioral changes should, of course, be consistent with the overall objectives and philosophy of secondary education and with the values inherent in Pakistani society. The social values of a society always determine the direction of the change in behavior which the educational system should attempt to achieve. For example, schools in a democratic society should have as their objectives, behaviors which are consistent with the democratic philosophy.

Not only is it recommended that these objectives be defined in specific terms so that students and teachers know the outcomes sought, but it is also recommended that the history teachers as well as the students participate in the formulation of the statement of their objectives.

Professional Education of Teachers

Because the teacher is of paramount importance in helping pupils realize the objectives of history teaching, he must have adequate academic as well as professional education. It is, therefore, recommended that only those who have majored in history or the social sciences be assigned to teach history and that all teachers have professional training in educational psychology, educational philosophy, and methods of teaching. This should include the use of audio-visual materials and techniques. The curriculum of the secondary teachers' training institutions should, therefore, be expanded to provide for audio-visual education. For those already

teaching, it is recommended that in-service education programs be developed in the province to instruct them in the use of audio-visual materials and other new methods of teaching history.

Provision of Adequate Audio-Visual Materials

If the teacher is to make history teaching effective, there must be provision for adequate use of audio-visual materials. The school must provide necessary teaching tools, such as maps, globes, various graphic materials, and pictures, and, where possible, radio sets, gramophone, projectors, motion pictures, and photo-slides.

Equipment of History Rooms

No functional teaching can be provided without a congenial environment. The history room must, therefore, be equipped with necessary teaching tools and other materials relating to history teaching. These include such items as map-racks, globe-stands, picture-files, chalkboards, bulletin boards, flannel boards, book cases, tables, and movable furniture. Students need spaces in which to work and the necessary materials with which to carry on research. They need space in which to prepare audio-visual materials for sharing the findings of their studies with their classmates. The history classroom should be a workshop or a laboratory for learning, not a "hearing" room for lectures and recitations.

Provision for Individual Differences

Because individuals do not learn in the same way and do not learn the same thing from the same experience and because all individuals are not endowed with the same abilities and do not have the same interests, teachers must provide for individual differences by using a variety of activities and a variety of materials. Learning is an active process, not a passive one; and young people learn by doing, not by talking about it. Therefore, it is recommended that students be encouraged to present the results of their research in a variety of ways: by making maps, graphs, diagrams, charts, models, dioramas, hand-made movies, murals, and cartoons; and by illustrated floor tableaux and demonstrations. These, of course, should be used to supplement, not replace class discussions and other verbal activities. They make history meaningful and interesting for the non-verbal student and give him a sense of satisfaction and achievement which he seldom has in a class where only verbal experiences are provided.

Utilization of Community Resources

The history teacher should make use of the various community resources of the Province if he is to make history teaching interesting and meaningful for his students. He should make arrangements for field trips to places of interest in the immediate community and for occasional journeys to historical places in the province. Students should have as many firsthand experiences as possible. He should invite well-travelled persons and experts on special

subjects to speak to the class so that students may profit from their knowledge. He should encourage pupils to interview resource persons in the community, and to seek documents, letters, and records which will throw light on the history of the community and the province. These can often be found in public libraries, in government offices, and even in private collections.

Application of New Methods

As was pointed out earlier, the lecture and recitation are predominant in the teaching of history in East Pakistan at the secondary level. For this reason the objectives of history teaching as stated in chapter III are scarcely realized in the province. It is recommended that history teachers use the unit method. This method means that history is organized into blocks of related learning experiences, and the basis of organization is a socially significant principle or generalization. This, when understood by the learner, results in changing his behavior. Unit organization makes history significant to the students. When units are problem-centered they usually cut across subject matter boundaries and draw upon all the social sciences. They make a use of a variety of materials, and provide a variety of experiences for the learners. In problem-units history is related to the real life situations of the students, and thus history is made interesting and functional.

Unit teaching also provides opportunities for group projects as well as for individual differences in needs and interests. It is recommended that teachers encourage their students to work cooperatively on projects.

This will develop a "we-feeling" among them, and they will learn to appreciate the value of cooperation in group activities. Thus, they will have better understandings of human relationships demanding cooperative participation as leaders or followers.

Development of Audio-Visual Centers

Audio-visual materials and techniques help teachers make any teaching interesting and meaningful. It is, therefore, recommended that every secondary school should establish an audio-visual center. This center can be used by teachers of language, literature, mathematics, science, as well as by teachers of the social studies. All the teachers can share the materials of such a center. This audio-visual center should be as equipped with modern materials and equipment as possible.

Revision of the History Curriculum

A critical analysis of the scope and sequence and the content of the present curriculum did not form the part of the present study. However, the narrowness of the scope of the existing history curriculum became evident in the course of discussion of methods. If students are really to gain understanding and competence needed for citizens living in an interdependent world, the curriculum should be revised. It should accommodate more information about the world, not only of Europe and United States, but also of Africa and Eastern Asia. The heavy emphasis upon the

history of the Indo-Pakistan subcontinent and upon Islamic history will not prepare young people to live in a world grown so small. Through modern technology all people are neighbors and problems of any part of the world become problems for all the rest of the world, too.

Stress should be placed on understanding contemporary problems rather than the battles and events of the past. This does not mean that history would be neglected. All problems have their genesis in the past. The events which produced a problem must be understood before a solution to that problem can be found. Students see more value in history when it is related to contemporary problems.

It is recommended, too, that history, geography, and civics no longer be taught as separate subjects but rather that all the social studies be combined in one course. Thus, history, geography, and civics would become one single social studies course and should be taught continuously throughout the secondary school. This will lessen the burden for students in studying too many subjects. It will facilitate the adoption of modern techniques like unit-teaching and the problem-solving methods. It will broaden students' understanding of human activity and relationships, and will help them see the relationships which exist among the various social science disciplines. If well integrated, this combined social studies curriculum will become more interesting, meaningful, and functional.

Research Studies

Because of the theoretical nature of the present study, it was

not possible to carry on experiments to test the effectiveness of new methods of teaching history, such as the unit method and the problem-solving method. Even the basic assumption of this study, namely, that the introduction of audio-visual materials and techniques would increase the effectiveness of history teaching, could not be tried out and tested. It is, therefore, recommended that the authorities responsible for secondary education in East Pakistan encourage secondary teachers of the province to undertake research projects to test the effectiveness of audio-visual materials and techniques in history teaching as well as the use of the other new methods. If these give satisfactory results, the newer methods should be adopted in all schools of East Pakistan at the secondary level.

Because of the limitations placed on this study by time and distance from Pakistan, it was not possible to investigate the needs and interests of the learners and the demands of Pakistan society. Such an investigation would form a basis for determining the content and organization of history curriculum of the secondary schools of East Pakistan. It is therefore recommended that research on the needs and interests of pupils as well as of the demands of Pakistani society be made so that the curriculum content may be revised. It may then meet better the needs and interests of young people growing up in the mid-twentieth century in a rapidly changing culture.

APPENDIX

QUESTIONNAIRE

SUBJECT: HISTORY TEACHING IN THE SECONDARY SCHOOLS IN PAKISTAN.

(Will you please take a few minutes to fill in the following questionnaire?)

1. Your name _____
2. Your teaching experience:
Secondary _____ Elementary _____
Kind of secondary school (Please underline one):-
a) government; b) mission; c) madrasa; d) private
Province _____
Size of community _____
Subject taught _____
3. Secondary school attended:
Kind of secondary school _____
Province _____
Size of community _____
4. Methods of teaching: Please check each of the methods listed below according to how frequently (1) you, (2) history teachers in your school, or (3) your history teacher, if you did not teach in a secondary school (Please underline one), used the method:

	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
a) Lecture	_____	_____	_____	_____
b) Recitation	_____	_____	_____	_____
c) Discussion	_____	_____	_____	_____
d) Small group work	_____	_____	_____	_____
e) Demonstration	_____	_____	_____	_____
f) Fieldtrip	_____	_____	_____	_____
g) Dramatization	_____	_____	_____	_____
h) Use of Bulletin board	_____	_____	_____	_____
i) Use of Flannel board	_____	_____	_____	_____
j) Chalk talks	_____	_____	_____	_____
k) Use of films	_____	_____	_____	_____
l) Use of filmstrips	_____	_____	_____	_____
m) Use of graphic materials (charts, graphs, tables)	_____	_____	_____	_____
n) Use of maps	_____	_____	_____	_____
o) Use of globes	_____	_____	_____	_____
p) Use of murals	_____	_____	_____	_____
q) Use of cartoons	_____	_____	_____	_____
r) Use of time lines	_____	_____	_____	_____
s) Use of models and dioramas	_____	_____	_____	_____
t) Use of radio	_____	_____	_____	_____
u) Use of recordings	_____	_____	_____	_____

5. What, in your opinion, are the weaknesses in the present method of history teaching in Pakistan? Please list them below:

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