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SUGGESTIONS FOR IMPROVING THE SOCIAL STUDIES CURRICULUM
IN THE SECONDARY SCHOOLS OF THE LAHORE REGION
IN WEST PAKISTAN

By

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ABSTRACT

The role of education in building a new social order in Pakistan that may ensure a better and fuller life for its members as individuals and as members of a wider social group cannot be over-emphasized. By means of suitable curricula, the schools may take up the lead in this respect and help the growing generation develop into socially competent individuals ready to take up increasingly important roles in the fast developing Pakistani society.

The existing school curricula are primarily the same which the system of education in Pakistan inherited at the time of independence. The changes taking place in the social, political and economic life of the people call for new patterns of behaviour and warrant changes in the school curricula. The social studies curriculum, because its material of instruction deals with man and his relationships with his environment, deserves special attention.

This study deals with the problem of making suggestions for improving the social studies curriculum in the secondary schools of the Lahore Region in West Pakistan. The problem has been delimited to the secondary schools of the Lahore Region because the secondary school graduates constitute an influential group in the Pakistani society and

the Lahore Region represents a social and cultural unity within West Pakistan.

The method used to study this problem is purely analytical. The analysis of the existing social studies curriculum revealed that its weak points outnumber its strong points. It is highly compartmentalized and emphasizes the mastery of sterile facts at the cost of the development of the learner. At no stage of its development, the teacher and the student as users of the curriculum are involved. The teaching-learning situations provided by the curriculum fail to bring about desirable changes in the behaviour of the learner. As such, it lacks balance and adequacy.

It has been found that absence of clearly stated and specifically defined objectives to be realized through the social studies curriculum contributes a good deal to its imbalance and inadequacy. Therefore detailed statements of objectives have been worked out in terms of changes expected in the behaviour of the adolescent growing and developing in the Pakistani society in general and that of the Lahore Region in particular. These objectives have been organized and differentiated into meaningful patterns, namely, objectives of civic responsibility, economic efficiency, personal growth and development, intergroup relationships, and international understanding.

In order to realize the need-oriented objectives stated in behavioural terms, it has been suggested that the needs of the

adolescents viewed in the sense of individual wants and desires plus lacks and inadequacies and organized around social functions should be used as bases for determining scope. The vital element of interest should be used as a basis for determining sequence, the broad-fields design should be used to organize the content, and the unitary organization based on chronological, topical and problematical approaches should be used to organize the material for classroom instruction.

A specimen programme has been suggested in the light of these principles. This programme is believed to have definite advantages over the existing programme of the social studies, and may be implemented, in the beginning, on an experimental basis. When there is a sufficient number of well-equipped teachers, and students, parents, and administrators realize the advantages of this programme, it may be implemented throughout the region in the earnest hope that it will produce far-reaching results.

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CHAPTER I

INTRODUCTION

The present world is characterized by change. Every coming day gives the promise of new inventions and discoveries. Improved means of communication and transportation, new methods of agriculture, and new ways to utilize human and natural resources call for new patterns of behaviour. People need to learn to keep a balance between the claims of the self and the group to which they belong. Change in human knowledge is taking place so rapidly that social institutions have failed to keep pace with them, and the schools are not an exception in this respect. That is the reason why great emphasis is placed upon the constant revision of the school curriculum in countries where the effects of science and technology are great and suitable research facilities are available.

A. THE PROBLEM

1. Statement of the Problem.

The emergence of free and independent Pakistan heralded a new era in the life of its people. They were called upon to take up new roles in the nation-building programme. This placed great responsibilities

on the education system of the country. The immediate task ahead was to supply educated men and women suitable for filling up the gap caused by the big population exchange immediately after independence. The government rose to the occasion and opened new schools and colleges to meet the challenge of the situation.

During this interim period, little attention has been given to improve education qualitatively. The educators and other interested persons feel that the expansion of educational facilities without improving their quality is a national loss, and creates many social and economic problems. The school and university graduates fail to adjust themselves to the actual life situations. It is realized that the existing curricula are inadequate and do not reflect the hopes and the ideals of the people.

The social studies, because their material of teaching and learning deals with human relationships, deserve special attention. The ideals of good life in Pakistani society can be achieved only if the individuals understand themselves and their relationships with the social and physical world around them. A suitable and adequate programme of the social studies in the secondary schools which produce the bulk of influential citizens can help much in achieving this goal. The present study is a step in this direction and deals with the problem of making suggestions for improving the existing curriculum.

2. Purpose of Study.

The selection of this problem for study is based on the

following assumptions: (a) the present curriculum, in its form and spirit, is alien to Pakistani culture and does not reflect its goals and values; (b) it does not take into consideration the research findings on social growth and development of individuals, and the nature of the social learning process; and (c) it is based on outdated philosophy of education.

The writer does not aim at proposing a new curriculum in detail, as it is beyond the capacity of a single person to undertake such an ambitious project. The main purpose is to put forward concrete suggestions to make the existing social studies curriculum more adequate and more balanced by making maximum use of recent knowledge about the nature and the growth and development of the individual, the nature of the learning process, and the role of the needs and values of society in formulating objectives and determining the scope, sequence and organization of the curriculum.

3. Significance of Study.

School is an integral part of the total social environment and cannot function in a vacuum. If it has to take up the role of a positive force in the process of socialization, the needs and trends of society must be incorporated into its curriculum. New economic, social and cultural forces at work in society warrant the need for revision and reorganization of its curriculum to provide experiences which will help students adjust themselves to new forces. The problem of reorganizing the social studies curriculum, being a significant part of the total programme of the school, cannot ignore that fact.

Since the dawn of independence, Pakistan in general and the region under consideration in particular, have gone through many changes which have far reaching social implications. The importance of this study can be realized if an attempt is made to analyse the effects of these changes and their implications for the social studies programme. There are a number of such problems baffling the minds of the people consciously or unconsciously for an early solution; but the writer regards the following ones as educationally significant and worth mentioning in this study:

a) Social and cultural unity. Pakistan is a land of complex diversities. Its people speak different languages, practice different religions, observe different customs, put on different clothes, and, crown to all, its two wings are separated from each other by an intervening Indian territory of more than one thousand miles. It is imperative for the growth and future development of the country that efforts should be made to overcome the influence of these divergent forces and bring about a social and cultural unity.

A period of eleven years has elapsed, but the people are still unconscious of their national identity. "Pakistanis are a people united by a common will to be a nation, but they do not yet know what kind of nation they want to be".¹ Upon education falls the great responsibility of instilling into the growing generation a positive faith in their social

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Keith Callard, Pakistan: A Political Study (London, Allan and Unwin, 1957), p. 6

and cultural unity. The country needs education which reduces religious narrow-mindedness, provincial prejudices, nepotism, language barriers and creates a feeling of joy and happiness rather than of hatred and distrust.

The problem of Muslim refugees from India has added to the gravity of the situation. The partition of the Punjab was followed by mass migration of the Muslims from East Punjab which fell in India. The area under study was strongly affected by that influx. It was a colossal social and economic problem the country had to face at the time of its very inception. Besides physical rehabilitation of the people, their moral and emotional rehabilitation was of paramount importance. Many families were disrupted and the mental equilibrium of the people and the locus of their values were strongly shaken. Disrupted families and disintegrated and insecure personalities resorted to delinquency, dishonesty, pauperism, fraud and crime, especially so in the case of young children. Such evils are still rampant in the society, and, for future prosperity of the country, they should be tolerated no more.

The government is trying her best for an immediate rehabilitation of refugees; but the schools, being an organized social agency of the society, should come forward in curing that infection. The social studies curriculum, by the inclusion of suitable material on adjustment and guidance, can contribute much to the solution of this problem.

b) Economic efficiency. Agriculture is the mainstay of Pakistan's economy. Most of the people live in small isolated villages, and,

directly or indirectly, depend upon agriculture for their livelihood. Industrially, the country as a whole is still under-developed. The former West Punjab area is considered to be the most progressive part of the country. Large scale industries have been set up and new towns with big industrial and commercial enterprises are fast emerging. The present pace of industrial development is heading the country toward a semi-industrial economy.

The rapid pace of industrial development has accelerated the process of urbanization. The ever increasing population of cities indicates a trend towards urbanization. The 1951 census of Pakistan listed for West Punjab an urban population of 18 per cent of the total population, which figure is exactly double the 9 per cent of 1901 census.² This pressure of population on urban areas is partly due to the settlement of refugees in big cities for immediate economic gains and temporary accommodation.

The present urban society, due to lack of cohesion and unity, is no better than an agglomeration of unorganized human beings. The big population exchange at the time of independence was a great set back in this respect. The new comers, coming from different social and physical environments, were required to accept newer roles unknown to them in the past. The people were unaware of the complexities of urban life and needed time to make social adjustments.

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Stanley Maron, ed., Pakistan: Society and Culture (New Haven, Human Relations Area Files, 1957), p. 81.

Life in urban areas demands new patterns of behaviour unknown to the people coming from villages. This involves differences in occupations, recreation, size of the communities, role of the family, social stratification and differentiation and, above all, differences in the method of social interaction. "It is in the industrial areas that the regulative authority will be weakest, the ties of family responsibility least compelling, the opportunity for organized discontentment greatest."³ Due to congestion in population, the individuals are exposed to evil influences of anti-social agencies. This state of affairs anticipates a great danger for the young and immature mind. The schools, through their programme of the social studies, can do a great deal in guiding the young adolescent build healthy attitudes, make intelligent choices and repel social disintegration.

c) Political consciousness. The electorate is predominantly illiterate, and so intelligent voting is greatly hampered. This is the main reason why instability is still lurking in the political scene of the country. Ordinary people do not know the significance of their role as voters. "There has been little reason for the voter in Pakistan to develop the feeling that he was master of the central or provincial governments"⁴. That is why, till recently, a handful of political leaders have monopolized offices throughout the country and shifted their loyalties as occasions arose. Under these circumstances, the successful working of

³ Government of Pakistan, National Planning Board, The First Five Year Plan, 1955-60 (Karachi, Government Printing Press, 1957), p. 623.

⁴ Keith Callard, op.cit., p.269.

political democracy seems doubtful. It is essential that all efforts be made to inform both the few who have to make decisions and the many who have to understand and follow them.

The schools cannot depend much on the non-conducive **environment** of the home and the family. The social studies curriculum can play a significant role in changing the false notions and unhealthy attitudes learned by the children from their ignorant mothers at home and elderly people in the street.

d) Educational renaissance. At the time of independence, the country inherited a system of education enforced by the British for their own interests. They aimed at creating a governing class in India on the pattern of the aristocracy of England by educating the sons of higher social classes. The inception of Pakistan as a free nation, its added interest in international relations, its race for winning a respectable place in the comity of nations, and its search for a unity of purpose and common ideals demand an immediate educational renaissance. Efforts have been made on regional and national levels to reorganize and revise the existing curricula; but they did not go beyond scratching the surface.

The situation demands a penetrating thought into the problems, especially at a time when secondary education is no more a privilege of the select few. School population is increasing rapidly. According to recent available statistics, secondary school population increased from 734,000 in 1948-1949 to 904,000 in 1954-1955.⁵ Therefore the schools

⁵Government of Pakistan, National Planning Board, Op.cit., p. 541.

need to offer new courses of study and provide for new activities and experiences which may induct them to actual life situations. A balanced curriculum of the social studies, by virtue of its emphasis on current events, social, economic and political problems, can do a great deal in this respect.

4. Method and Procedure of Study.

The method of studying a problem is conditioned by many factors, some of which may be listed as follows: (a) nature of the problem; (b) the experience of the researcher in that field; (c) time limit at his disposal; (d) the place where research is being conducted; and (e) the availability of the research material.

The method employed in the present study consists of: (a) reviewing literature pertaining to recent developments and trends in the field of the curriculum in general and of the social studies at the secondary level in particular; (b) studying research findings on social learning, social growth and development of the adolescents; (c) analysing, through reviewing available literature and the writer's own reflection, the strong forces in Pakistani society in general and the region under study in particular with a view to directing the revision of the social studies curriculum at the secondary school level; and (d) in the light of the above findings, making suggestions for improving the existing social studies curriculum.

The writer does not claim this to be the only method for the present study; but, taking into account the conditions cited above, he considers it to be quite suitable and appropriate.

The following procedure has been adopted for the study:

- (a) statement of the problem, purpose, significance, method and procedure of study, and its delimitations; (b) analysis of the present social studies curriculum to determine its deficiencies and inadequacies in objectives, scope, sequence and organization; (c) suggested role of the social studies in terms of desirable changes in behaviour;
- (d) suggestions for improving the contents in the light of modern trends and recent developments in the field of the social studies curriculum;
- and (e) conclusions and recommendations for implementing the suggestions.

5. Delimitations of Study.

Curriculum revision is a very ambitious project and to carry it through satisfactorily demands the crystallized efforts of all concerned, directly or indirectly, with the educative process. This may include curriculum specialists, teachers, administrators, supervisors, pupils, parents and other interested persons. It is not feasible for an individual person to cope with such a big problem for study. With this point in view, the present study has been delimited in the following respects:

- a) It deals exclusively with the social studies curriculum, and within that field it is limited to its contents only — scope, sequence, organization and a statement of its objectives. This study does not deal with methods of teaching and evaluation. As it is an integral part of the total school programme, its place in the total curriculum of the school has been kept in mind.
- b) It is concerned only with the education of the adolescent that extends over a period of five years. The child enters this stage at

the age of eleven and continues till sixteen, the expected period of his graduation. The first three grades, namely VI, VII and VIII are known as middle classes and the last two, namely IX and X as high classes, and the institutions with all the five grades are called high schools.

c) This study is confined to the former West Punjab area which is a social and cultural unit within West Pakistan. It forms a major portion of the new administrative unit called the Lahore Region set up by the Education Department of the West Pakistan Government after integration of various units into one province of West Pakistan in 1955. Though the administrative boundaries have changed, yet the high schools of this area follow the same curriculum approved and prescribed before integration by the then government.

6. People to Benefit by Study.

Education in Pakistan is a provincial subject and its administration is a combination of centralization and decentralization. The provision for the external of education has generally been entrusted to local bodies and that of the internal is fully controlled by the provincial departments of education. As this study is related to a specific region and to a specific curriculum field, it might be of some use to the curriculum planners of that area in particular, and other areas in general. Educators, administrators, supervisors, parents and other persons interested in the education of the adolescent might also find it useful and benefit from it.

B. DEFINITION OF THE SOCIAL STUDIES

The term social studies designates a field in the school

curriculum, which deals with different aspects of human relationships. The main function of this field is to assist the child understand the relationships and interrelationships in historical, geographical and social contexts. In its most undeveloped form, it consists of history, geography and civics strictly compartmentalized and unrelated. In its developed form, its scope is not confined to the subject areas cited above; but it is extended to absorb material from other disciplines pertinent to human relationships, with the reservation that the material selected is within the learning capacities of school children at various grade levels. In such a form, the social studies draw their materials of instruction out of history, geography, civics, economics, sociology, social psychology, cultural anthropology and religion, and attempt to show their interrelatedness in some form or other ranging from complete fusion of subjects, on the one hand, and correlation within complete separation, on the other.

CHAPTER II

ANALYSIS OF THE PRESENT SOCIAL STUDIES CURRICULUM

A. PROGRAMME OF STUDIES

1. Contents with Grade Placements.

The present social studies curriculum is composed of history, geography and civics in the middle classes; but in the high classes it consists of history and geography, with civics offered as a separate, optional subject. The material of instruction for history is drawn from the history of the Indo-Pakistan sub-continent, the history of Pakistan, the history of Islam, and the history of England; for geography it is drawn from physical geography, the geography of Indo-Pakistan and world geography; and for civics it consists of selected items concerning civic behaviour of a citizen in Pakistan.⁶ The programme is offered within a period of five years, and the following pattern indicates the major placements of the plan for various grade levels:

Grade VI	<u>History of the Indo-Pakistan</u> sub-continent, consisting of a brief survey of ancient India, an account of Arab invasion under Mohammad bin Qasim, Mahmud of Ghazni's invasions and the
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⁶ For details, see appendix A.

conquests of Mohammad Ghauri, covering the period up to the death of Mohammad in 1206 A.D.; History of Islam, consisting of the life of the Prophet Mohammad and the orthodox caliphs; Geography, consisting of the continents of Asia and Australia with some practical work; and Community Civics.

Grade VII

History of the Indo-Pakistan sub-continent from 1206 A.D. to 1707 A.D., consisting of medieval India and India under the Mughals; History of Islam, consisting of biographies of prominent characters only; Geography, consisting of the continents of South America, North America and Europe, physical geography and some practical work; and Civics.

Grade VIII

History of the Indo-Pakistan sub-continent, consisting of India under the British up to 1904 A.D.; History of Pakistan, consisting of the historical personages who contributed to the establishment of Pakistan; History of Islam, consisting of biographies of the historical figures in modern Islamic history; Geography, consisting of the geography of

Pakistan, physical geography, and some practical work; and

Civics.

Grades IX and X History of the Indo-Pakistan sub-continent including ancient India, medieval India, India under the Mughals and the British till 1919 A.D.; History of England beginning from the Tudor kings and ending with the outbreak of the First World War, its results and the establishment of the League of Nations; and Geography, consisting of physical geography, world geography, the geography of Pakistan and India and map filling.

2. Place in the School Curriculum.

The programme of studies differs with different grades. During the middle grades the boy students have to take up religious studies, Urdu, mathematics, the social studies, general science including everyday science and agriculture or industrial arts as compulsory courses, and any one out of the following courses: Arabic, Persian or practical art as an elective course. During the same period the girl students are required to take up religious studies, Urdu, arithmetic, the social studies, general science including everyday science and domestic affairs as compulsory courses, and any one out of the following courses: algebra and geometry, Persian, Arabic, home nursing and first aid or practical arts as an elective course. English is compulsory for all students who prepare for the Anglo-Vernacular examination.

As to the allotment of time for each course, the social studies stand in the middle in the order of preference. English, in the case of Anglo-Vernacular students, and Urdu, in the case of Vernacular students, consumes most of the time. Generally speaking, out of a total of thirty hours of instructional work per week, a period of four hours divided equally into six intervals is allocated to the teaching of the social studies. Within the field of the social studies itself, out of a total of six weekly periods, two are set apart for the history of the Indo-Pakistan sub-continent, two for the history of Islam and civics, and the remaining two for geography.

According to the new scheme introduced in 1957, English and the social studies are compulsory for all students in the high classes. Besides these required courses they have to offer any three electives out of the following groups of subjects: humanities, science, language, technical courses consisting of either commerce, home economics or first aid and home nursing, agriculture or military studies. For high school graduation it is obligatory to qualify in English, the social studies and any two of the remaining three courses. Previously it was not obligatory to qualify in the social studies for this purpose. With this change in the status of the social studies, the period of instruction has been increased from four hours per week to six hours per week.

B. STRONG POINTS

1. Official Use of the term "Social Studies".

The official use of the term "social studies" is not very old.

It appeared for the first time in 1951 in the revised syllabi prescribed by the Department of Education of the former West Punjab Government for the primary and middle classes. It replaced the long-used term "general knowledge" in the new programme of studies. It was considered alien in the very beginning, but it has now become popular with the educationists especially the curriculum planners of the region. Recently the Board of Secondary Education, Lahore, has officially introduced this term in place of "general knowledge" in the newly prescribed courses of studies for the high classes. Though there have been no appreciable changes in curriculum content, approach and pattern of organization, yet this shift in terminology anticipates a happy trend towards curriculum improvement.

2. New Topics Included in the Curriculum.

The rapid social, economic and political changes which took place after independence demanded basic changes in the syllabi of the pre-partition days prepared by an alien government. They were no longer suitable to the new situation and their early revision became necessary. The provincial Department of Education realized the significance of the task, and assumed leadership in appointing a committee consisting mainly of college and university teachers for revising the curriculum for the primary and middle classes. The revised curriculum was introduced in 1951. The social studies curriculum in its spirit and emphasis was not different from the original syllabus for general knowledge. The revision consisted primarily of assimilation and elimination. Certain elements from the history of the Indo-Pakistan sub-continent were excluded and new topics from the history of Islam and Pakistan were admitted to initiate students into the cultural heritage of their people.

The introduction of civics as an ingredient of the social studies programme deserves special mention.

C. WEAK POINTS

1. General.

- a) Role of the textbook. Prior to the introduction of the new social studies programme for the middle classes, the teachers as users of the textbook for instructional purposes, had a voice in its selection. They could select any one out of the list of books approved by the Department, but the inclusion of new topics demanded a different kind of texts written with more care and from a different point of view. Therefore the Department took up the business of selection and prescription of books on the principle of uniformity. The whole area was divided into several zones and the textbooks selection for that zone became the sole prerogative of the Department. The size of the book, number of pages, number of lines per page, and number of words per line were all specified by the authorities and the teachers were driven out of the picture.⁷

The policy adopted in the interest of better educational practices is not devoid of shortcomings. The teachers have come to depend too much upon the textbook; for to them it determines the curriculum content, sequence, approach and organization. To them it is the only essential knowledge to be transmitted to the students word by word and the use of additional resources is very rare. The teaching method

⁷ The Punjab Department of Education, New Syllabi for the Middle Classes (Lahore, Superintendent Government Press Punjab, 1953), pp. 24-25.

used is generally a sterile textbook procedure and the pupils read in rotation from the assigned lesson. As the teachers are required to cover the prescribed book in a fixed period, they call upon their students to memorize facts contained in it and to reproduce them faithfully at the time of examination. The same is the case in high classes, although the old practice of textbook selection is still in vogue. Thus the teachers and students have become slaves to the textbook, the initiative and originality of the students is curbed and the textbook fails to act as a convenient source for acquiring the knowledge necessary for the attainment of desired outcomes of education.

b) Curriculum planning and the social studies teacher. Curriculum planning all over the country is a centralized undertaking and special committees are constituted for this purpose. These committees generally consist of educational experts, university and college teachers of the social sciences with long teaching experience and administrators including sometimes outstanding headmasters of high schools or teacher training institutions. The social studies teacher is often left out and his non-participation has shown adverse effects upon the outcomes of this group process. The curriculum planners, because of their lack of direct experience of the actual classroom situations, fail to work out a balanced and adequate programme. That is why the revised syllabi for the middle classes were subjected to severe criticism. There was a hue and cry among the teachers against the bulky course of history and they called for its curtailment commensurate with the time allotted to it. It was felt that certain topics were beyond the comprehension of the young adolescents. A critic commenting on the revised syllabi said,

"The Islamic history prescribed for the middle classes has almost the same headings as are prescribed for M.A. Arabic and Islamiat".⁸

The successful implementation of any programme depends upon the degree of staff involvement in its planning and development. As the social studies teachers had no representation on the curriculum planning committee and no experience in developing the curriculum, they were frustrated at its introduction because many of them felt themselves as strangers to its new topics. They accepted this programme half-heartedly which has resulted in poor classroom practices, especially the teaching methods and the social and psychological atmosphere in the class. The difficulty of involving all teachers cannot be overemphasized, but to approach this task through a series of steps may offer a feasible solution to this problem.

c) Contribution to the general aims of education. Education is an activity concerned with the individual-in-society. Every individual lives and interacts with his external or out-of-self environment which provides the resource material for the inner self to draw upon for its refinement and expansion. The justification for the inclusion of a course in the school curriculum depends upon the contribution which that course makes toward the personal-social development of the individual by the continuous provision of new experiences enabling him to adjust himself to his growing environment. Every course should open for him a

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M. Muhammad Muzaffarud Din, "The Revised Syllabi", The Punjab Education Journal, XLIII (December, 1952), p. 357.

new vista of understanding and help improve his personal-social behaviour.

In order to determine the educational value of the social studies instruction in high schools, it is necessary to see them from three different angles — as a sequence of ideas or a series of generalized concepts, as a body of subject matter or information to serve as raw material for idea formation and as a series of activities for the sake of comprehending those ideas or concepts. Judged from these points of view, the present programme is nothing more than an accumulation of unnecessary factual data about wars and battles, kings and their entourage, and about far-flung regions of the world having little bearing upon the present life of the people. To the student it is an embodiment of dry facts necessary for passing the examinations; for the teachers the imparting of these facts is an end itself. Within a short period these facts pass into the limbo of forgotten things. Consequently the programme fails to contribute substantially to the development of keener social consciousness and to strengthen and promote the larger social good.

d) Little use of recent researches in curriculum revision. Researches in the field of child growth and development and the psychology of learning have brought about a revolution in the domain of education. The child is no more considered to be an empty jar to be filled up with material; he is an individual with unique possibilities and follows a

unique pattern to develop them. These researches have far-reaching effects upon curriculum contents, approaches and organization. The traditional subject-centred curriculum has given way to a curriculum drawing its material according to the needs and interests of the children to make it meaningful to them.

The present social studies curriculum in the secondary schools of the Lahore Region does not take into account these research findings, nor does it encourage experimentation. The emphasis is mainly upon the acquisition of facts of history, geography and civics. Facts are necessary for the formation of concepts and drawing generalizations, but too much emphasis on them destroys the whole purpose. The present curriculum does not suggest new methods of teaching or of evaluation. The pattern of its organization and approach is practically the same as it was in the pre-revision days. That is why it fell short of the expectations of the people and did not bring about change in the social attitudes of the students.

2. Objectives.

a) Stated traditionally. Educational objectives are designed to state the whole purpose of the school, and the curriculum designates the sum total of the school efforts to achieve them. Every area in the school curriculum is supposed to contribute to the whole. For this purpose every area has its specific objectives which are derived from the total setting of the school objectives. They should be clear, achievable and measurable so that the students and the teachers may be able to know their progress and the appropriateness of their direction.

A careful examination of the objectives for various subjects included in the present social studies curriculum reveals that they are collections of glorified terms and phrases. ¹⁰ They are in reality the ideals of society put in general forms rather than specific outcomes of social studies to be achieved through the teaching of history, geography and civics. They are not stated specifically in terms of outcomes dealing with understandings, attitudes, values and skills on the wrong assumption that desirable changes in behaviour will develop automatically as a by-product of the mastery of subject matter. They do not fall within the capacities of the school children so that they could be realized through activities and experiences.

Moreover, the nature of the objectives as stated is so general that the social studies curriculum cannot accept full responsibility to achieve them, as every school subject has something to contribute. Such general statements as teaching pupils to take up their true national place in the sub-continent, building national character, inducing in them a sense of cooperation and responsibility, taking pride in the achievements of their ancestors, observing natural phenomena which take place in their environments are all worthy statements of the objectives, but they fail to differentiate between the specific role of the social studies and that of other school subjects like languages, general science and religious studies in their realization.

b) Static. Such statements of objectives tend to become static. It is

very difficult to review them in the light of new demands arising from a changing society and to modify them in consonance with the capacities of a growing and developing child. If the purpose of setting up aims and objectives is to foresee results and plan and strive to achieve them, they must be dynamic, grow with the growth and development of the child and incorporate the factors playing a significant role in the environment.

There is an unbreakable link between the objectives and the content and activities which change with the level of maturity of the learner. The present statements of objectives are the same for all grade levels, and so they fail to specify activities appropriate for a specific grade level. That is why the material of instruction does not invoke interest in children, and they do not show any keenness to learn it. This has brought about a state of morbidity and inertia in the educative process as a whole.

c) **Ambiguous and meaningless to teachers.** The objectives were drawn up by a committee of experts, social scientists, inspectors and school administrators, and handed down to the teachers for implementation. Such statements as making pupils understand the dynamic universal force of Islam, developing in them a pride in the achievements of their ancestors by understanding the spirit of their cultural heritage, introducing them to the basic national, moral and spiritual values and the like are ambiguous and meaningless to teachers unless they contain the specific outcomes in terms of understanding to be acquired, skills to be learned, and interests, attitudes and appreciations to be developed. They are good statements, no doubt; but, to be effective, they must be

clearly and concretely stated so that both teachers and learners are well aware of the purpose for undertaking particular activities and learning particular subject matter. As the teachers did not take part in their formulation, they do not accept them as the result of their own thinking. The teachers' main emphasis is on making the students learn by heart the facts contained in the textbook and reproduce them faithfully whenever required. This is considered to be the criterion of their efficiency and future promotion.

d) Discrepancy between statements and classroom practices. As the objectives do not embody the thinking of the teachers, they have failed to influence classroom practices. Rigidity and ambiguity of objectives fail to draw attention to concrete conditions prevailing in the classroom. The things to be learned and the activities to be executed are prescribed in the context of adult perception and observation. The teachers receive aims from above and are rarely free from the dictation of authoritative supervisor, textbook, and prescribed courses of study. "This distrust of the teacher's experience is then reflected in lack of confidence in the responses of pupils"¹¹. An atmosphere of authority and distrust prevails in the classroom and the freedom and initiative of the teacher and learner are curbed. The objectives stated in generalized terms take the teachers away from the students and do not stimulate interest in the given situation. They are rather externally dictated orders to do such and such things with no regard for the means by which they are to be achieved. Externally imposed objectives are

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John Dewey, Democracy and Education (New York, The Macmillan Company, 1954), p. 127.

responsible for rendering the work of both teachers and learners mechanical.

e) Students and the formulation of objectives. The students who are involved in and directed in their learning by the objectives have no opportunity to participate in their formulation and are often unaware of what the end of an activity will be, except that it is useful for the examination. The students are regarded as passive agents capable of being moulded in any pattern. Educational experiences are meaningless and insignificant to the pupils as their goals and interests and those of the teachers are not interrelated; frequently they work at cross purposes. This factor is responsible for tension and maladjustment often exhibited in classrooms.

Maximum learning can take place when the teachers and the learners are co-workers for the realization of the same goal. This does not imply that the teachers should not have preconceived objectives, but rather that they must not impose them upon their pupils. Education is a group process, and full meaning can surround an objective when it is fully identified as belonging to the group. This process will motivate students in advancing goals that individual teachers and committees of experts cannot phrase working alone.

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Clarence D. Sampford, Eugene Cottle, Social Studies in the Secondary Schools (New York, McGraw-Hill, Book Company, 1952), p. 15.

3. Scope

Scope defines the contents of the curriculum. It has been referred to as the "what" of the curriculum and states what is to be emphasized at all grade levels.¹³ The usefulness of scope can be examined in the light of the following criteria: breadth and comprehensiveness, balance, reality of learning situations, functional relationships between different subject areas and continuity of learning experiences.

Judged from these criteria, the scope of the present social studies curriculum in the secondary schools of the Lahore Region suffers from the following shortcomings:

a) Lack of breadth and comprehensiveness. By breadth and comprehensiveness is meant the insurance of due consideration being given to the personal and social problems of adolescents at all grade levels. The present programme of studies is not broad enough to take care of the needs which are common to most boys and girls and of the problems which they are to face in adjusting to their environments as grown up members of their communities.

Adolescence has been recognized as a period when the interest of youth is increased in such matters as personal development, marriage, family relationships, establishing an independent source of income and

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I. James Quillen, Levone A. Hanna, Education for Social Competence (Chicago, Scott, Foresman and Company, 1948), p. 70.

finding a career. Most of the adolescents in Pakistan, after graduating from high schools, enter adult life directly as clerks in government offices or quasi-government institutions, businessmen, semi-skilled workers in industrial enterprises or soldiers in the army. In most cases they have to live away from the direct influence of the authority of an extended family. Though they continue to contribute to the social and economic functions of the family, yet they are required to set up their own after marriage, that usually takes place very early. Besides their role as married persons, they are required to take up other responsibilities heretofore discharged by their parents or other elder members of their families. They have to buy and sell things, budget income, earn money for their livelihood, and, at times, come up to the leadership expectations of the predominantly illiterate members of the community.

Thus immediately after high school graduation, the adolescents take up responsibilities quite unknown to them in the past. They have to develop new family relationships, explore the possibilities of a better standard of living, enter into new social and personal relationships, guard against the evil influences of new situations, and face the problems created by the wrong notion of caste system based on a particular occupation, location or descent. They hardly learn anything valuable in schools about these problems; therefore they feel frustrated in breaking away from family dependence, getting a job, establishing a family and assuming adult responsibilities in social-civic activities. Their frustrations are sometimes exploited by anti-social elements in society, and a wave of discontentment sets in. Under these circumstances, the

adolescents find it difficult to secure affection, to feel that they belong, and to achieve and establish status and a feeling of adequacy. Consequently many of them feel unwanted and insecure, which results in unhappy life as adult members.

The present curriculum does not include any material on vocational guidance, physical and mental health, family relationships, and consumer education. The scope needs extension so as to include material from economics, sociology, psychology, civics and cultural anthropology sufficient to encompass all possible facets of adolescent problems they encounter in social living.

b) Lack of balance. Balance implies proper emphasis on all phases of social living. A balanced scope does not emphasize some aspects at the cost of others. It means that relatively more important aspects are given **greater** emphasis and those of less importance and significance are given less emphasis. Examined from this point of view, the existing scope permits undue emphasis on ancient and medieval history of India, history of England and remote geography with hardly any bearing on problems of daily living. The students get little insight into the problems of their own age and no provision is made to understand current events and issues and international affairs, much of which the students read about in newspapers, listen to through radio, and see in films. The teaching of history, geography or civics divorced from the present age is meaningless to students, and a waste of their time and energy and, consequently, a great national loss.

Furthermore, the scope does not keep a balance between verbal and manipulative or doing activities. The latter are generally neglected and, as compared with the emphasis laid on rote learning of factual data, only a passing reference is made to practical work. The students are given little opportunities to apply the knowledge gained in some appropriate form — practical or expressional — and thus to assimilate it into their mental and emotional attitudes. Even in examinations designed to test the comprehension of the course, rarely an examiner takes care of evaluating practical work like reading maps, drawing and interpreting graphs, diagrams and charts, and handling and using geographical instruments.

c) Lack of reality of learning situations. The present scope does not provide students with opportunities to see the relationship between formal study and the life outside the classroom. It is divorced from the pertinent problem which the students encounter or are expected to encounter in real life situations. The present curriculum consists of dates, places, names of kings, princes and other dignitaries, battles, wars and so on, but does not contain ordinary people. It takes the learner back to antiquity, and introduces him to matters which are so far gone by that nobody in the community, and especially the learner, cares about them. They may be important to the historian, but to the young learner they are of little value. "A social study should have to have people in it, real people, and preferably current people".¹⁴

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Ruth Elsworth, Ole Sand, Co. ed., Improving the Social Studies Curriculum: 26th Yearbook (National Council for the Social Studies, 1955), p. 63.

Much of the present programme is concerned with the recorded behaviour of mankind under conditions different from the present. A good curriculum should start from the point where the learner is at present and make use of the student's past experiences to build up new ones. In order to produce real learning, the social studies should become living and growing experiences rather than mere abstractions. "The curriculum resides, after all, in the actual experiences of boys and girls, and not in the courses of study written for teachers and filed on library shelves".¹⁵ This does not imply that facts on history or other subjects included in the social studies are of no use; it means that they are enormously useful when brought to bear upon present problems, and when they help make decisions to approach the future with faith and firmness.

d) No functional relationship between different subject areas. There is no functional relationship between history, geography and civics within the field of the social studies. They are treated as separate disciplines having a definite value of their own. Even the objectives of different subject areas differ rather than supplement each other. This is true of all grade levels. In the seventh grade, for example, the history course deals with the history of the Indo-Pakistan sub-continent and the history of Islam, whereas in geography the course deals with the continents of South America, North America and Europe. In the case of high classes, no relationship exists between the history of the

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Florence B. Stratemeyer, et.al., Developing a Curriculum for Modern Living (New York, Teachers College, Columbia University, 1957), p.145.

Indo-Pakistan sub-continent and the history of England, and events affecting and taking place simultaneously are treated at different times.

In the same subject area, there exists no relationship between its various aspects. This is true especially in geography in which practical and theoretical geography do not go side by side. In VI grade geography, for instance, the pupils study the continent of Asia under different heads, but in practical work they are required to know the use of the thermometer and wind vane and take trips and excursions to local places.

The same holds good in the social studies, and other curriculum areas like religious studies, languages, practical arts and general science. In geography, for example, the formation of frost and rain, and the use of barometer and rain gauge are taught in the VII grade, but in general science these items are taught in the VIII grade. The same applies to the social studies and courses in languages.

This lack of functional relationships is due to the absence of coordination efforts at the time of curriculum planning. If a proper correlation is maintained, much of the bulkiness of the course and unnecessary repetition of certain topics can be reduced, and new topics of more living concern introduced in their stead without putting any burden on the teachers and the learners.

e) Little provision for continuity of learning experiences. Continuity means that over a large period of time the same skill will be continued

and any concept be dealt with repeatedly in various parts of the curriculum. Each successive experience is built upon the previous one, and, at the same time, becomes broader and deeper. For example, the skill to read graphs should provide greater breadth and increasing depth of analysis.

The present curriculum, rather than providing for continuity, provides for empty reiteration. The same topics in history and geography are repeated in both the middle and the high classes with hardly any change in contents and hardly any shift of emphasis. This impairs the development of learning, and no extension takes place in the thinking horizon of the learner. The same old descriptions of battles, wars, names, places and dates are repeated. Consequently the course becomes meaningless and of no interest to the students. The scope does not permit students to grow continuously in knowledge, competence and value patterns. No opportunity is given them to meet again and again important social and economic concepts and generalizations, so that, through progressive study, they may become a part of their mental equipment and be applied as the occasion arises in daily living.

4. Sequence

By sequence is meant the order in which educational experiences are developed with pupils; it refers to the "when" in curriculum planning and determines the most appropriate time to develop those educational experiences suggested by the scope. It is the process of assigning

suitable material of instruction to a certain grade level for promoting effective learning. A good sequence pattern takes into account the capacities of children at a particular grade level and emphasizes higher levels of treatment with each learning experience. The sequence suggested in the social studies curriculum under consideration does not come up to these standards and has the following shortcomings:

a) Little consideration given to adolescent interests and maturation. Interests are a powerful motivating factor and more work is done when a pupil is interested in his work. Interests vary from adolescent to adolescent, from community to community, from place to place, and from time to time. The specific interests of adolescents in a highly industrialized society like the United States of America are different from those of their counterparts in a predominantly agricultural society like Pakistan. In spite of this fact, research studies have shown that there are certain general interests which may be said to be typically adolescent.¹⁷

The secondary schools in the Lahore Region are concerned with students from the ages of 10+ to 16 or 17. The present sequence does not take into account the interests of the adolescents at various grade levels. The seventh grader, for instance, shows a tendency to widen his social relationships, is interested in his immediate physical and social

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Glenn Myres Blair, et.al., Educational Psychology (New York, The Macmillen Company, 1956), p. 75.

environments, wants to be a part of the group and is heavily ruled by
 the group.¹⁸ The subject matter for the VII grade does not conform to
 his tastes. Instead of focussing instruction on the immediate physical
 environments like the geography of the province, the state, or the
 neighbouring countries like Afghanistan, Iran and India, the subject
 matter centres around the continents of South America, North America and
 Europe.

In the same way, the eighth grader becomes more inquisitive
 and critical, tries to understand himself, his maturing body and the
 problems of growing up, and is interested in the solar system, the
 universe, and, close to him, the weather.¹⁹ The present sequence does
 not contain any material on physical and mental health, solar system or
 world geography.

The adolescent in the high classes wishes to come out of undue
 dependence on parental control.²⁰ He is interested in vocation and
 world affairs, and is ready to study social, economic, and political
 problems at the national and international level. The present arrangement

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Arnold Gessel, et.al., Youth: The Years from Ten to Sixteen (London,
 Hamish Hamilton, 1956), p. 128.

19

Ibid., p. 168.

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Ibid., p. 219.

does not satisfy these interests. The subject matter is simply a repetition of the material studied in the middle classes and does not include any material on world affairs, current events, vocational guidance and family relationships.

b) Lack of integration. Integration implies the provision for smooth and continuous progress from grade to grade. It has two facets — vertical and horizontal. Vertical integration means the arrangement of subject matter and activities in a way that facilitates progress in the same subject area and assures an ordered and progressive development in that field. Horizontal integration designates the arrangement of subject matter in a way that it establishes relationships between various subjects and fields at the same grade level. These are requisites of a good sequence pattern.

Examined from these criteria, the present sequence pattern lacks both vertical and horizontal integration. Take, for instance, the grade placements of history. In the middle classes, the curriculum planners have tried to detract from strict adherence to chronology. In this attempt, they have failed to provide an integrated programme, both vertically and horizontally.

Analysed vertically, the present sequence pattern shows wide gaps in the arrangement. In the portion of Indo-Pakistan history assigned to the VI graders, there is a sudden leap from Alexander's invasion of the Punjab in 326 B.C. to that of Mohammad bin Qasim of Sind in 712 A.D., and the youth is apt to be lost in this disjointed sequence.

Similarly in Islamic history for grade VII, there is an abrupt jump from Omar bin Abdul Aziz to Harunur Rashid, and Mamunur Rashid on to Salahud Din Ayyubi and Islamic culture and civilization in Spain. For students there is no sequence or continuity in this arrangement. The same is true of material on civics that does not follow any order; the grade placement is rather arbitrary and does not conform to any order.

Analysed horizontally, the present pattern shows lack of integration. There are no connections between the contents of various fields. In the VI grade, for example, material on history consists of history of the Indo-Pakistan sub-continent, history of Islam, whereas in geography the continents of Asia, Africa and Australia are studied. The same holds good in other grade levels. History and geography contents have no connections whatsoever. Moreover, there are no connections between the social studies and other curriculum areas like languages, general science and religious studies. Biographies of Harunur Rashid, Hajjaj, and Kamal Ataturk are included in the textbook in Urdu for the VI grade, but in history they are taught at different grade levels. Similarly, no correlation exists between civics and religious studies or physical geography or general science courses offered at various grade levels.

Lack of integration is due to the fact that the curriculum planning committees mainly consisted of college and university teachers. They were presumably not well-versed in the principles of learning and child psychology, and every one of them tried to pull the string in his own direction. More than anything else, the idea of college preparation

and academic proficiency lingered all the time, and most of the things were seen in college perspective. That is why the direct or indirect participation of classroom teachers in curriculum planning is deemed necessary.

c) Lack of flexibility. The present social studies curriculum does not allow flexibility. The authorities do not seem to repose any trust in teachers and so the sequence is rigidly prescribed with no options. There is no scope for the utilization of current and local developments or the discussion of contemporary problems. The programme is so bulky that it becomes too unwieldy for the teachers to complete within the specified period, and so they do not find free days to be utilized at their own discretion for experimentation, extra studies and so on. Too much rigidity in sequence has curbed the freedom and initiative of the teachers whose unconscious reaction is reflected in classroom instruction. The teachers are generally strict in maintaining formal discipline and demonstrate an authoritarian attitude. The present sequence is a sort of rigid mould by which all children in the school may be forced to become the same kind of a finished product. Reasonable amounts of flexibility must be provided. The crux of the whole matter of education, and of life itself, is freedom. "Freedom begets creativity, and creativity, the devising of something new, is the growing edge of learning and life".²¹

d) Insufficient usable material for students and teachers. The present

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Ruth Ellsworth, Ole Sand, Co., ed., Improving the Social Studies Curriculum: 26th Yearbook (National Council for the Social Studies, 1955), p. 69.

programme does not provide sufficient usable material for teachers and students. A particular textbook is prescribed for a particular grade level, which the teachers follow in detail from cover to cover. It is the curriculum guide and the resource book for the teacher. It embodies the material to be committed to memory by the student like swallowing phonograph records to get through the examinations. Thus the field of knowledge becomes too narrow, and a stalemate and stagnancy can be felt everywhere in schools. The teacher is shut off from the vast treasures of knowledge, the curious and inquiring mind of the learner is encroached upon, and no facility for further growth exists. This state of affairs is deplorable for the teaching of the social studies in the modern age when the sphere of interaction has widened and effects of an event easily transcend physical boundaries through radio, telephone, press and films. Sufficient usable material is needed if the social studies are to contribute to the development of personal-social self of the school children.

5. Organization.

The social studies in schools derive their material from the social sciences which are vast treasures of scholarly knowledge about various aspects of human behaviour. The material selected needs reorganization so as to make it acceptable and understandable to the high school student. "The effective organization is the one which the student evolves for himself".²² But the teacher can organize the

printed material before hand in a way that makes it easy for the learner to organize in his own pattern.

The organization of the present social studies curriculum in the secondary schools of the Lahore Region suffers from the following weaknesses:

a) Strictly departmentalized. The materials of instruction have been organized as subjects and specialized bodies of knowledge. Even in the same subject area, strict lines of demarcation exist. History of Islam, history of the Indo-Pakistan sub-continent, history of Pakistan and history of England are organized separately having no correlation whatsoever with each other. The same is the case in geography which has been split up into three categories, namely regional geography, physical goeography and practical geography. This watertight division is due to the fact that history and geography are organized as such at college level.

Though this organization unquestionably has some definite advantages, like continuity and progression, yet it is not devoid of drawbacks which may be ²³ described as under:

- i. It stresses scholarship at the expense of the child, and deferred values at the cost of present problems.
- ii. It has resulted in overcrowding the curriculum. The teachers fail to handle it completely and the students

fail to study it with understanding.

iii. It is difficult for the students to find any significant synthesis out of these subject divisions relating to the same field namely human relationships.

b) Little provision for individual differences. Researchers in the field of educational psychology have clearly proved the definite existence of individual differences. Every individual is a unique entity. He is born with unique potentialities which, in their kind and degree, are different from those of any other individual. Education provides avenues for their cultivation. As an individual proceeds with this process, the differences become pronounced, which are discernible in terms of physical development, emotional growth, intellectual ability, experiences, interests, ideals, school achievements and in numerous other ways. A good curriculum organization should be flexible enough to meet these differences.

The organization of the present curriculum, like its sequence, is too rigid to provide for them. Daily scheduling is generally carried out solely by the teacher with no opportunity for the participation of the student who is, too often, ignorant of the day's programme of studies. No attention is given to bright and retarded students in terms of variegated activities to suit individual capacities, of great variety of materials, and differentiated assignments. This practice has failed to stir the interests of the students and to win their willing cooperation.

c) Little provision for individual variability. It has been recognized

that every child exhibits wide differences in individual traits and skills which are observable and even apparent in school achievements. Individual capacities and interests range far greater than among various individuals. "Not only are no two individuals alike, but no one is exactly the same from day to day". This implies that the social studies curriculum should provide for individual variability as well as individual differences.

The organization of the present social studies curriculum fails to come up to this test. It does not provide a great variety of reading materials, skills and generalizations suitable enough to challenge the varied capacities of each individual and afford an opportunity to achieve the kind of success of which he is capable.

d) Little provision for minimum essentials. In practice the provision for minimum essentials implies that certain specified concepts, skills, information and generalizations should be clearly indicated in the curriculum. It is a social obligation and there should be no hesitation in meeting it. The Pakistani society demands that its members know the fundamental values of Islam in the context of the modern scientific age, because Islam is the major ingredient of Pakistani culture. The best suitable source for deriving these dynamic values is the life of

²⁴ Glenn Myres Blair, et.al., Educational Psychology (New York, The Macmillan Company, 1956), pp. 135-36.

²⁵ John S. Brubacher, Modern Philosophies of Education (New York, McGraw-Hill Book Company, 1950), p. 243.

²⁶ Edgar Bruce Wesley, op.cit., p. 158.

the Holy Prophet. Though this is included in the history course for grade VI, yet the curriculum does not specifically lay any stress on it. In its stead, dozens of battles have specifically been mentioned, which are nothing but the record of human failures and successes and provide little material for the development of value standards in adolescents. On the other hand, the study of these battles may contribute to the development of prejudice and bias which is an unhealthy sign for the future integration of Pakistani society.

e) Little provision for the utilization of community resources.

"Traditionally schools have been cultural islands in the sea of community life".²⁷ Schools were shut off from the community and students studied material remote from reality. But now the potential pedagogical value of school-community relationships has been recognized. Local communities have potential sources of content in history, geography, civics, economics, and the like, which render meaning and concreteness to classroom instruction and help to fill the moat that separates the school and the community.

The secondary school in Pakistan in general and in the Lahore Region in particular is an important social agency and should play a major role in building individuals competent to live effectively in their communities. The social studies curriculum through inclusion of various

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Maurie P. Hunt, Lawrence E. Metcalf, Teaching High School Social Studies (New York, Harpers and Brothers, 1955), p. 389.

aspects of community life, namely health, education, economic conditions, population characteristics, natural resources, occupations of the people, cultural traits, markets, means of transportation and communication and so on, can furnish a sound foundation for individual competence.

Viewed from this angle, the present curriculum has touched only the fringe of the problem. Though the geography curriculum provides for trips and excursions, yet they are of little value because they are detached from the subject matter to be studied in the classroom. The students fail to synthesize the knowledge gained through books and actual life experiences. The same is true of history and civics. In history, for instance, the students get heaps of information about kings, princes, lords, governor-generals, wars and battles, but they have no opportunity to look into the history of their own community, on a local, provincial and national level in order to get an insight into their culture. History of the historian and geography of the geographer have little meaning to children. "The individuals view history in the making and geography as it exists".²⁸ Adolescents in the high classes become increasingly interested in vocations. The present curriculum makes no provision for exploring the economic and vocational possibilities of the community. "The study of community life and problems opens up new vistas in vocational and recreational interests and provides avenues for their realization".²⁹ Therefore the curriculum should consist of problems

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Maurie P. Maffatt, Social Studies Instruction (New York, Prentice-Hall, 1955), p. 470

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I. James Quillen, Levone A. Hanna, Education for Social Competence (Chicago, Scott Foresman and Company, 1948), p. 285.

from local history, local geography, local civics and local economics.
Thus the community can be brought to school and school become an
integral part of the community.

CHAPTER III

ROLE OF THE SOCIAL STUDIES IN THE SECONDARY SCHOOL CURRICULUM

Every activity has its consequences. An activity is purposeful if its probable results can be anticipated. In order to anticipate and foresee the probable results of an activity, it is to be planned intelligently. Intelligent planning involves a conscious effort to draw a tentative sketch of the outcome taking into account the present conditions and capacities of the participants, and to follow a line of action liable to modification as the situation warrants. To have a tentative sketch implies the foresight in advance of the possible goals, end-products or purposes which the activity aims at. Having an aim or objective means foresight in advance of the possible end, and, as such, it gives direction to the activity and influences the means to reach the end.³⁰ The means and the ends are interrelated and inseparable. Because of this relationship,³¹ the aims should belong within the process in which they operate.

³⁰ John Dewey, Democracy and Education (New York, The Macmillen Company, 1954), p. 119.

³¹ Ibid., p. 107.

A. GUIDING PRINCIPLES IN FORMULATING OBJECTIVES

Education is a process of constant growth and development. Educational aims or objectives give direction to this growth. To be effective in direction, they should grow within this process. They should be stated in clear and concrete terms which both teachers and students understand and accept as worthy goals for themselves. Stated as such, they serve as motivational forces for an individual to act in a particular way, and become powerful factors in determining the curriculum. "The only purpose in setting up aims and objectives is that we may plan and strive to achieve them." ³² Mere setting up aims and objectives is not a difficult task, but to correlate them with teaching methods and the materials of instruction requires greater insight into the problem. The following principles may be observed to overcome this difficulty:

1. Harmony between Objectives and Values of Society.

The school is the major social agency organized by society for educational purposes. With respect to other educational agencies, the school has a clear responsibility and a definite function determined by a set of educational objectives. These objectives are rooted in the cultural pattern, and reflect the beliefs, ideals, hopes and values of the society in which the school has to function. "Educational objectives are, in fact, selected out of the social objectives which can be realized

in the school environment."³³ In order to arrive at genuine objectives of education, the school must have a clear-eyed awareness of the dominant factors and tangible forces at work in the cultural whole. The problem becomes all the more important in a country like Pakistan that owes its very birth to the wish of its people to preserve and promote their peculiar way of life.

The Punjab, the land of five rivers, is a predominantly Muslim area in West Pakistan. It has been settled for centuries. Due to its geographical position, it has been open to inroads from the North by the Greeks, the Afghans, the Turks and the Mughals. These inroads had their impacts upon the culture of the people. This is quite evident from the fine works of art, architecture and literature that flourished in this area, and history stands witness to this fact. Since very early days, the people have come in contact with different cultures. They have developed an aptitude for synthesis, assimilation, and adaptation.³⁴ Having integrated many cultures, as is seen by the current use of various calendars, the number of foreign words in their languages, the use of the Greek name (UNANI) for native medicine and treatment and the like, the Punjabis have the flexibility to adopt and adapt new ideas and to add them to their cultural fold.

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Edgar Bruce Wesley, Teaching Social Studies in High Schools (Boston, D.C. Heath, 1950), p. 121.

34

S. M. Ikram, ed., The Cultural Heritage of Pakistan (London, Oxford University Press, 1955), p. 15.

The Punjabi culture is a product of many elements. An examination of the cultural patterns reveals that, of all its ingredients, Islam is the most prominent. It is reflected in people's habits, customs, manners, dress, diet, houses, festivals, and the like. The people exhibit great attachment for their religion.

Of the fundamental values of Islam, belief in oneness of God is the pivotal point. According to this belief, everything in this universe is subservient to none but Him. This belief brings all humanity to equal level. This goes even further to make man an integral part of the universe, having a role to play for its advancement and betterment. The centre of philosophy of life in Islam is a living faith in one God.

It follows from this that all individuals are equal, with no hierarchies of persons based on caste, creed or colour. The worth of an individual is to be determined by the extent to which he fulfils the purpose of his creation. According to the true spirit of Islam, all individuals should have equal opportunities to acquire whatever excellence every one of them is capable of acquiring. Charity and brotherhood among mankind are the principal bases from which spring
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ideals of social justice and equality of opportunity.

In order to realize the purpose of his life, an individual

must have a reasonable degree of freedom, and Islam does not deny him such liberty. He is allowed to choose whatever course he likes and must, in the end, face the consequences. This matter of free choice is inherent in man. According to Iqbal, the well-known Pakistani poet and philosopher, "Man's first act of disobedience was also his first act of free choice..."³⁶ That was really the first human act and that very act made man an individual. Thus Islam in its true spirit is a great proponent both of liberty of choice and freedom of conscience.

Tolerance is the natural corollary of liberty. If a man wants his liberty to be respected, he must be prepared to respect the liberty of others. True Islam means peace and happiness for all.

From the above analysis it becomes clear that faith in democratic values has a close resemblance to the spirit of Islam. The only difference is that the democratic philosophy emphasizes the material aspect of life, whereas Islam is primarily a spiritual force that emphasizes deed in this material world to gain happiness in this world and the world hereafter. Thus Islam embraces the whole of man's life and contains all that is sublime, high and noble.

Next to Islam, Indo-Islamic culture is the most valued element of the Punjabi culture. Muslim conquerors, preachers, and

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Sir Muhammad Iqbal, The Reconstruction of Religious Thought in Islam (London, Oxford University Press, 1934), p. 80.

spiritual leaders brought with them a culture which was eclectic in nature but Islamic in spirit. As a result of interaction between this culture and that of the native people, there emerged a new one which absorbed elements both from Islam and Hinduism. Though it was a mixture of two basically different cultures, yet it retained its Islamic tinge, as it derived its major strength from Muslim patronage. The most outstanding achievement of this culture is the evolution of the Urdu language which is one of the two national languages for Pakistan. As the Muslim population consisted mainly of converts, unhealthy concepts and practices like superstitions, castes based on descent or occupation and so on, penetrated into the cultural fold of the people. They are still in vogue in private and public life of the people. Many of them attach false prestige to ancestral ties and wealth, and despise manual work.

British rule in India introduced the people to modern Western culture. It has left a permanent mark on their cultural heritage. The outstanding contribution of Western culture is the introduction of science and technology which has brought about changes in the cultural patterns of the Punjabi society. The effects are easily discernible in dress, especially of educated men and women, diet, recreation, language, ³⁷ means of communication, and so on. Pakistani nationalism

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Many English words have been admitted into the regional and the two national languages for Pakistan. Though Urdu and Bengali have been accepted and declared as the two national languages, yet for a transitory period English has been allowed to continue as the official language. English is taught as a compulsory language in secondary schools and colleges and to speak in English is considered as a matter of prestige.

may be designated as the indirect outcome of Western education and ideas.

From the above discussion, it can be seen that the Punjabi culture is a fusion of many elements, but the vital influences of Islam are self-evident. Living in an age of science and technology implies a challenge to the practicability of the dynamic values of Islam which in their essence stand for social democracy. Universal brotherhood, tolerance, liberty and social justice are fundamental values of both Islam and democracy. They should serve as fountain-heads from which education draws its objectives. This principle becomes all the more important for formulating the social studies objectives, as this field deals specifically with the individual-in-society. Objectives thus drawn will be in harmony with social ideals.

2. Key Role to be Given to the Social Studies Teacher.

According to modern concepts of education, the teacher has ceased to be a mere spectator in the learning process. He is a director, an active participant, and a sharer in the common adventure. This changed concept of the role of the teacher raises him above the level of being simply a recipient and applier of certain externally imposed objectives. Being a significant part of the learning process, he must have a say in formulating objectives which give direction to curriculum contents, teaching methods and evaluation techniques.

Generally speaking, the setting up of objectives is considered the prerogative of society represented solely through a limited number

of educationists, curriculum experts, administrators, political leaders, members of the legislature and so on. The teacher is often left out. It is true that society as a sustainer and supporter of schools is responsible for deciding what is to be achieved through schools; but society cannot judge the possibilities of school children without the guidance of teachers. The teacher as a professional person, being more familiar with the situation, can render valuable services. He, together with other citizens, will help to decide what is desirable to be taught and particularly what can be taught. In the words of an educationist, "Society decides what shall be taught, but the teacher must decide what portions or aspects can be taught."³⁸ Educational objectives, on the one hand, must be in harmony with social objectives, and, on the other hand, must be in accord with the learning possibilities of the learner. So the teacher must be given a key role in formulating the school objectives; the teacher community must be involved in the process of curriculum planning. This will strengthen their feeling of security and belongingness and have healthy effects upon classroom practices. The trust reposed in the teacher will be transferred to the classroom situations and he will, in his turn, allow students to participate in formulating class objectives.

3. Objectives to be Stated in Behavioural Terms.

Objectives determine the nature and extent to which the behaviour of an individual will be modified through the educational experiences offered by the school. The behavioural changes expected

³⁸ Edgar Bruce Wesley, Teaching Social Studies in High Schools (Boston, D.C. Heath, 1950), p. 121.

should be clearly defined and specified in terms of attitudes, skills, understandings and actions, so that it becomes easy to observe and evaluate the behaviour and to diagnose the blocks and difficulties barring the way to progress.

Every individual learns in a unique pattern. Objectives stated in behavioural terms serve as a motivating force for students to learn and a green light to achieve more. They go even further and provide avenues for the appraisal of curriculum offerings, methods of instruction, evaluation techniques, the social and psychological atmosphere of the class and the school, and classroom organization. They are useful aids to the effective planning of the learner's activities and the adequate appraisal of his growth and development. Such operational terms become meaningful to both teacher and learner, amenable to change and modification, and easy of achievement and evaluation.

The desirable outcomes of an objective like the development of a responsible citizen should be stated in specific terms. A citizen, for example, is considered responsible when he accepts duties assigned to him by the group, is punctual, abides by the rules and regulations of the group, accepts leadership and followership roles, respects the property and ideas of others, takes initiative in group work, accepts responsibility for his own behaviour and its consequences and so on. Such behavioural objectives, being observable in the classroom, will determine classroom procedure. Learning will not be confined to textbook recitation, but will include situations which lead to the

development of good citizenship attitudes and actions. "Thus behavioural objectives form definite criteria against which to screen the activities of the class, the material used, and the subject matter." 39 Moreover, learning becomes meaningful to students as they can see the relationships between the goals and the methods used to realize them.

4. Objectives to be Organized in a Meaningful Pattern.

This principle implies that objectives need to be classified into specific categories, rather than formed in jumbled groups, in order to make sure that all aspects of individual growth and development have been taken care of. This will help one to see the school programme in its clear perspective.

Every area in the school curriculum contributes to the realization of educational objectives, but some curriculum areas, because of their materials of instruction, may contribute more than others. Classification of objectives into specific categories qualifies the role which a subject area can play in their achievement and prevents the teacher from roaming in wilderness. This device is time saving and fruitful.

No hard and fast rule can be chalked out for this purpose. Any scheme may be followed to classify objectives provided that the categories selected are comprehensive enough to encompass all the

facets of human personality, namely, cognitive, conative, and affective, and yet clear enough to be differentiated. They may be classified in terms of understandings, values and ideals, and skills, or they may be categorized as objectives of civic responsibility, economic efficiency, human relationships and self-realization, or a combination of the two schemes may be followed.

B. OBJECTIVES OF THE SOCIAL STUDIES

1. Civic Responsibility.

The life of an adolescent is not confined within the relatively narrow circle of his close associates. "He is enmeshed in a complex of relationships that stretch beyond the face-to-face contacts of his family and small groups to make up the society of his local community, the state, the region, the nation, the world".⁴⁰ For effective living he should be capable of associating himself with groups to combat common problems like poverty, disease, unemployment, beggary, delinquency, crime and other such evils. This calls for an understanding of social functions and an appreciation of the bonds and social controls that tend to maintain the unity and cohesiveness of the social order. He has to learn ways to use intelligence so as to cope with the social, political and economic problems that confront Pakistani society in particular and humanity in general. These problems are growing so

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Commission of Secondary School Curriculum, The Social Studies in General Education: A Report (New York, D. Appleton-Century, 1940), p. 154.

complex and complicated that civic training in school is considered necessary, so that the adolescent may become an effective participant in the nation-building programme. This does not imply that the school should take up unsolved societal problems for solution, but simply that it should provide depth and insight into these problems as well as education for solving them.

The adolescent in Pakistan, like most citizens, lacks sensitivity and insight into civic-social responsibilities. He has needs in this area the satisfaction of which is indispensable for his further growth and development. This will, in turn, add to the growth and security of the state which is still passing through a period of confusion and uncertainty. The adolescent, in order to meet these needs, must be aided to develop ⁴¹ : a) a pattern of social-civic loyalties; b) a social-civic understanding; c) an understanding of propaganda symbols and techniques; and d) an ability to select good leaders and accept leadership according to the situation. The social studies, because their material of instruction is drawn from various social sciences, offer opportunities which aid this development.

a) Developing a pattern of social-civic loyalties. Loyalties signify attachment to or identification with a person, group, movement, institution or ideal. Extension of loyalties in social-civic life requires a large degree of conceptualization and internalization. The

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Commission of Secondary School Curriculum, op.cit., pp. 160-161

memorization of facts on the working of the government and the obligations of citizenship, the introduction of flag hoisting ceremony or playing the national anthem at the time of morning assembly in school cannot guarantee the achievement of the purpose.

Families and schools can play a significant role in this respect. Families in the Punjab are generally disrupted **and** broken as a result of the stresses and strains of the post-independence period. The situation is more serious in case of refugee families many of whom are still insecure and unsettled. Adolescents coming out of such families deserve special attention. The task of the school becomes two-fold, namely, to aid students to develop new loyalties and to undo the undesirable ones.

The absence of desirable loyalties and the presence of undesirable ones are observable in public and private life of the people. Jobbery, nepotism, black marketing, profiteering and other such evils are rampant in the Pakistani society. The common man is unaware of or indifferent to local, provincial, national or international issues. He takes little interest in the welfare of his local community unless a particular action or lack of it affects his own interests. The people are still striving for their own limited personal ends. That is why the country has not succeeded in infusing a feeling of separate nationhood, even after eleven years of independent existence. The people still think in terms of Punjabis, Sindhis, Balochis, Pathans and Bengalis. The situation demands an informed and enlightened body of citizens capable of extending self-interest to the

common good and welfare. This does not mean complete self-abnegation; but it does mean the identification of one's personal interests with those of the group.

Moreover, development of loyalties is a matter of differentiation and integration. The social studies may help the adolescent not only in understanding and assuming loyalties to the group, the community and the state, but also in setting up criteria to analyse and evaluate and extend them to wider humanity. In helping the adolescent to meet this need, every area in the field of the social studies is of great value.

b) Developing social-civic understanding. The loyalties of an adolescent are effective if he understands the nature of his society, its development and its problems and explores means of solving these problems. The adolescent needs to know how human beings interact with one another, and react to their environment, thus refining social values, cultural patterns and personality traits.

Pakistan is a land of complex problems which have their causes deep-rooted in history. In order to make an accurate appraisal of the present situation, it is important to go deep in history and study the nature of social change and social organization in true perspective. Understandings developed in this way help the adolescent to look into the causes of such problems as over-population, housing, unemployment, poor health and sanitary conditions, poor standard of living, famines and the like. These problems suggest thorough study

of the availability of physical and human resources of Pakistan and their wise and proper utilization. Data from history, sociology, economics, political science, anthropology and geography provide good ground for developing this sort of understanding. Generalizations drawn out of this material, supplemented by studies in school, community and society at large, may prove to be very helpful in this respect.

c) Developing an understanding of propaganda symbols and techniques. The modern age is an age of science and technology. Improved means of communication and transportation have tended to shrink the world and bring about the long-cherished hope of human unity. Along with the hope of translating into action this noble ideal, improved means of communication like radio, press, films, and so on have strengthened the hands of propagandists. It is true that propaganda on desirable lines helps to bring about gradual change in culture and to overcome maladjustments and frustrations in society, but it may also be used to achieve personal motives, or to mislead the people through distorting, falsifying and concealing facts. Even if the designs of the propagandist are sincere, the people may derive conclusions befitting their own interests. This is especially true of statistical data which can be manoeuvred in any way. This being the case, it becomes necessary to educate people to weigh things as they are.

The Punjabi society being predominantly illiterate, it is very easy to mislead the simple and ignorant citizens. Up till now political leaders have often exploited them to maintain their position.

The press, too, has often been irresponsible.⁴² Instead of playing a significant role in moulding public opinion, it has tended to spread discontentment and frustration among the masses. The events which took place in the Punjab in 1953 support this point. The political and religious leaders exploited the religious differences of the people and, in collaboration with the press, instigated them to lawlessness if the government did not accept their demand to declare Ahmadis⁴³ a separate minority. The consequence was wide-spread rioting and the imposition of martial law in Lahore.⁴⁴ The propaganda techniques have penetrated into school, college and university campuses. The political leaders, labour unions, peasant organizations try to play with the emotions of students for the furtherance of their own ends, and strikes in schools and colleges are not uncommon. So it becomes necessary to aid the adolescent in school to educate his emotions and bring them under the direction of insight and intelligence.

d) Developing ability to select good leaders and to accept leadership according to the situation. The success of a democratic social order increasingly depends upon the selfless services of those who lead and

42

Keith Callard, Pakistan: A Political Study (London, Allen and Unwin, 1957), p. 272.

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Ahmadis are the followers of Mirza Ghulam Ahmad Qadiani and profess themselves to be a sect within Islam, but religious leaders of all other sects in Islam are unanimous in their decision to disown them from the fold of Islamic community.

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Keith Callard, op. cit., p. 28.

the intelligent choices of those who are being led. The successful working of democratic institutions depends upon an informed and enlightened public opinion capable of weighing men and issues to keep within due limits the working of the government.

The democratic system of government followed in Pakistan till recently has failed to serve as a means of civic education for the people. The people are unused to value the right of vote. According to a former minister of the central government,..."the possession of vote by a person ignorant of the privileges and responsibilities of citizenship ...is responsible for endless corruption and political instability".⁴⁵ If adult franchise is to be extended, the people who will be empowered to vote should be able to judge their leaders and appraise in principle, if not in detail, the complex issues of the country. An increased social and political consciousness is needed to achieve this goal and translate into action the unique values of equality, brotherhood, tolerance, freedom and justice.

The school curriculum as a whole may prove to be a good avenue for civic education. But the social studies supply material directly related to this aspect of education. The social studies classes help educate the adolescent not only to select good leaders but also to assume leadership and to evaluate its success.

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Fazlur Rehman, New Education in the Making in Pakistan (London, Cassel, 1953), p. 7.

The above discussion revolved primarily round the needs of the adolescent in the area of developing civic responsibility. The outcomes of the satisfaction of these needs in terms of behavioural changes may be stated as under:

An adolescent has developed civic responsibility when he:

- understands local, provincial, national and international social and political institutions and processes;
- knows the laws of the school, the community and the country and abides by them;
- understands his obligations, rights and privileges;
- knows the people who have contributed to the establishment of Pakistan, and also the social, political and economic factors that led to its establishment;
- knows the vast resources of the country and understands the importance of their wise use for the future prosperity of Pakistan;
- understands that science and technology have greatly changed man's concept of the universe, the earth, social institutions, and of his own worth and importance;
- understands that changes in material culture are always accompanied by changes in social organizations and ideologies and change in one phase of culture affects all other phases;
- understands that unequal rates of change between various phases of culture give birth to social maladjustments;
- seeks information from all possible sources to solve a problem;

knows how to present and interpret data;
differentiates between propaganda and facts and weighs news
before accepting it or conveying it to others;
accepts honest differences of opinion, and leadership
and followership roles when the need arises;
is an active and cooperative member of his community,
and is sensitive to local problems;
re-examines his personal interests in the light of group
welfare;
realizes the values and problems of maintaining peace and
works for it;
respects ideas and property of others and performs his
civic duties and responsibilities efficiently; and
appreciates the advantages of industrialization, and
understands its social and political implications.

2. Economic Efficiency.

Economic relationships constitute an important aspect of wider personal and social relationships and have profound effects upon the hopes and aspirations of the people. The Punjab is predominantly an agricultural area. Most of its inhabitants depend, directly or indirectly, upon agriculture for their livelihood. A large number of them reside in small isolated villages with small land holdings. The standard of living of the people is very low and most of the necessities of life are not available to them. The evils of poverty are shadowing the march to progress. The possibility and feasibility of building a new social order increasingly depend upon economic prosperity

of the individuals, as economic security and well-being affect the whole fabric of an individual's life. This state of affairs offers a great challenge to education which should now serve as a vehicle to forge ahead and help build a new social order.

The average high school student in the Punjab is ill-informed of the economic possibilities and processes of his community. An effective and contributing citizenship requires an understanding of the meaning of the economic society and the place of an individual in his economic environment. The adolescents have some needs in this area which the school curriculum in general and the social studies in particular should take care of for the wholesome development of their personalities and the building up of good citizenship.

a) Emotional assurance of economic adequacy and security. The adolescent in the later years of his high school is on the threshold of adult life, and is very curious and suspicious of the adequacy and security of his future economic status. This feeling of inadequacy and insecurity if developed may lead to serious consequences.

Economic insecurity is one of the sources of maladjustment in the Punjabi society. It is translated in family living in terms of poor housing, inadequate and unwise choice of food and clothing, scarcity of educational and recreational opportunities, and poor health. For achieving economic adequacy and security, the adolescent needs to have sufficient knowledge of the economic structure and processes of his community, his country and the world at large. Every

area in the field of the social studies may prove useful to further the adolescent's understanding in this respect. History, for example, may be used to explain to him how contemporary conditions have developed, and materials from sociology, economics and geography may develop an understanding of the contemporary economic conditions and economic problems such as unemployment, floods, poverty, food shortage, and the like, and of the vast resources of the country that can be tapped to combat such problems effectively. For this purpose the adolescent should have sufficient knowledge of the conflicting economic theories of the West and also of the economic theory of Islam. Knowledge of these theories does not imply that the student should be indoctrinated to ascribe higher values to anyone of them, but it simply means an extension of his horizon; the task of the teacher is to teach him how to think and not what to think.⁴⁶

b) Vocational guidance: Provision for vocational guidance means an understanding of the present economic set up and possibilities of getting a job. Every individual has to make a living and education must have a utilitarian value. After high school graduation, the adolescent in the Punjab is totally lost as he does not know how to utilize his schooling to advantage. A very small fraction of the high school graduates seek admission to colleges or professional institutions, and in some cases without any planning in advance. The rest hanker after getting a job. As many of them are unaware of the economic possibilities of and opportunities for getting a job in their

⁴⁶Franklin L. Burdette, ed., Education for Citizen Responsibilities, (National Foundation for Education in American Citizenship, Princeton University Press, 1942), p. 28.

communities, they remain unemployed. An attitude of sullen despair is the natural outcome of uncertainty in finding suitable jobs. Unemployment of the literate people is a potential threat to the stability of Pakistan, especially of young adolescents whose untrained emotions may be channelled in undesirable directions. There is every possibility that they may start fantastic movements that promise bread at the cost of human values.

Appropriate guidance is needed to help the young adolescent develop the power to decide what specific occupation is available in the community that best suits his interests and capacities. Mechanization in agriculture and industry promises an increased number of jobs. In order to compete for these jobs, sufficient information about them is needed. The social studies, by utilizing community resources for educational purposes, may help the adolescent to get that information and develop his interests for a particular vocation.

More than anything else, there is an imperative need to change the attitude of the educated people towards work. At present an educated person looks down upon manual work; he considers it below his dignity to work with his hands. Many people would rather remain unemployed or accept a white collar job on a meagre pay than accept work in a factory as a skilled or semi-skilled labourer. This attitude towards work is the cause of many economic ills whose eradication is possible only if this attitude is changed. The educated people run after administrative jobs in various government departments. They try to get such jobs by fair or foul means, which practice has tended to

incubate evils like corruption and nepotism in administration. The study of history can be utilized to show how nations in the West have contrived to attain higher standards of living through hard manual work. Islamic history, especially the life of the Prophet Muhammad, can serve as a beacon light to lead students in the right direction and to help them change that wrong and unhealthy attitude.

c) Wise use and selection of goods and services. In this age of science and technology every citizen is a consumer as well as a producer. The trend towards industrialization in the Punjab may create many problems for both consumers and producers. It is important that the adolescent learns what purchases mean and how to make the most of his available purchasing power. Emotional tensions can be reduced to a minimum if he knows how to spend money with care and insight. The ordinary purchaser is unable to discriminate between different qualities of goods available in the market. Makers of goods tempt the consumer with carefully contrived appeals and the ill-informed consumer is taken in by the apparant beauty and glamour of the goods. Moreover, the average income of the people is low as compared with the cost of living. The concept of satisfying wants and needs must be brought home to the adolescent.

Before bringing this section to a close, it may be useful to express the outcomes of economic efficiency in behavioural terms. The development of economic efficiency means that the individual:

- understands the economic interdependence of nations;
- understands how man meets his needs through the use of natural and human resources;

understands that Pakistan is rich in resources and knows that their wise and intelligent use can help much to raise the standard of living of the people;

understands the role of cooperative societies, associations and other joint enterprises to promote agricultural and industrial development in Pakistan;

understands the requirements and opportunities for various jobs;

understands concepts used in business and industry;

interprets population data accurately and existing market reports and graphs about industrial production intelligently;

keeps a balance between his income and expenditure;

realizes the social value of work;

is honest in his work and regular and punctual in the discharge of his duties;

is an informed and skilled buyer;

condemns the activities of anti-social elements such as black-marketeers, profiteers, adulterators, hoarders, smugglers and the like;

appreciates the freedom of individuals and groups in setting up economic enterprises;

appreciates the role of those organizations that help society in solving economic problems such as labour, unemployment, housing and the like; and

believes that many of the economic problems can be solved through self-help.

3. Personal Growth and Development.

Every individual from the very beginning of his life is subjected to the forces of his environment and there is a constant interaction between the two. The social forces of his environment go a long way to shape his personality; at the same time, he himself is creative and has the capacity to change and modify his environment in accordance with his needs and requirements. Every individual is unique in the sense that he has unique capacities and interacts in a unique pattern. This uniqueness in him is a positive force to accelerate the process of social change in any social order. Personal growth and development implies the harmonious development and use of the widest range of those potentialities which distinguish him as a unique organism within the social environment. The task of education is to help the individual learner to give full expression to this uniqueness and develop it to its maximum.

In order to develop a wholesome personality, the adolescent has the following needs which the social studies curriculum may satisfy:

a) Development of physical and mental health. According to Zachry and Lighty, the body is the medium through which physical, social, emotional and intellectual aspects of personality are expressed.⁴⁷ Health problems differ with different students. Some of them come from homes which are broken by disputes of parents, and wrecked by the uncertainties

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Quoted by Commission of Secondary School Curriculum, The Social Studies in General Education: A Report (New York, D. Appleton-Century, 1940), p. 244.

and distresses of poverty and unemployment. Often frustrations in family life are translated into dissatisfaction, feelings of insecurity, and heightening of personality maladjustments. Most of the families in the Punjab are patriarchal and the father's role is often authoritarian. The father who is dissatisfied with his economic inadequacy is generally emotionally disturbed. Emotional disturbances of the father affect his relationships with his wife, children, friends and other people with whom he comes in contact. A significant number of students come from homes where diet is either insufficient or unbalanced for healthy physical growth, and where the psychological climate is injurious to mental health. Consequently many of them suffer from any one of a vast number of physical and mental disorders of which they are either unaware or careless. The situation demands serious thought.

The social studies should help the adolescent build up an increasing interest in general health conditions and personal hygiene. They should make him sensitive to issues like poor housing, unbalanced and insufficient diet, poor sanitary conditions, and insufficient medical care, which breed disease and a constant threat to community welfare. The data about community health may be utilized to stress the gravity of the situation. Materials from the local and national health agencies may also be utilized for further elaboration. The unity of physical and mental health should also be brought home to the student, so that he may realize the value of maintaining a balance between the two. This will, in turn, assure his success in personal-social relationships which are taking an increasingly new shape due to the growing trend in the mechanization of agriculture and industry.

b) Development of desirable interests. The value of interests in enriching personal living cannot be minimized. Interests not only give personal satisfaction but also make for social harmony. Developing interests has two major aspects, namely, interests for vocation and interests for recreation. Essentially, there is no contradiction between the two; both supplement each other. The availability of books, magazines, periodicals, newspapers, radio programmes and the like have tended to increase cultural contacts, while machines have tended to decrease time and energy needed to maintain life. All these factors hold great possibilities for the development of positive interests.

The social studies material may have significant contributions to make in this area. The students may develop interest in the material of the social **sciences**. History may stimulate their interest in art, architecture, literature, and music. In the same way, geography, especially its practical aspect, offers sufficient opportunities to stir up various interests. The use of the audio-visual aids may help develop interests in photography, listening in to the radio, reading newspapers, magazines and so on. An accurate knowledge of social problems of the community may channelize the interests in social welfare activities.

c) Development of family relationships. Many adolescents enter into matrimonial relationships immediately after high school graduation. Due to the observance of the veil, parents generally select marriage partners for their children. Sexual purity and chastity are among the fundamental values upheld by the Punjabi society and the segregation

of the sexes is strictly adhered to. Both prospective husband and wife are either ignorant of or misinformed about marital relations. The parents generally consider it a taboo to give them information about sex. The adolescents, in their attempt to satisfy their curiosity, stealthily try to get information either from misleading books or from the leaders of their peer groups. Thus sex becomes a closed area and a potential source of personality conflicts.

Ignorance of or wrong information about matrimonial relationships frustrates marriages. Though supported by Islam under unavoidable circumstances, divorce is generally discouraged and polygamy is not practicable under existing economic conditions of the people. Consequently a good many of the families lead unhappy lives and their unhappiness is translated into poor child rearing and nourishment.

The social studies should take care of this area, as it is an important aspect of personal living. Better homes reflect a better society. Materials from sociology and social psychology may be utilized to serve this purpose. History and cultural anthropology may provide material to explain the changing role of the family and the changes that are taking place in its structure and functions due to technological advancement.

d) Development of competence in basic social skills. No individual can live and develop in isolation. Competence in social participation is basic to personal growth and development. By developing this competence,

an adolescent gains a sense of social status and belongingness. For this purpose an adolescent must gain sufficient competence in basic social skills, namely, reading, writing, speaking, observing, listening and using numbers. Proper development of these skills adds to the capacity of an individual to form concepts and generalize, which are basic to sensing social problems, analysing their causes and thinking of possible solutions.

All areas in the social studies field can help an adolescent to improve the mastery of these basic skills. All types of reading, namely extensive, intensive and recreational may be developed through the social studies material, as reading social studies material involves purpose and drawing of conclusions. They also provide opportunities for developing speaking and listening skills. The adolescents can be provided with opportunities to develop correct speech when they are encouraged to discuss problems with others. By the variety of experiences in communication, these skills can be developed. Listening and observing skills can be developed in urban areas where relationships are growing impersonal.

e) **Development of moral and spiritual values.** The adolescent of today lives in a world of moral uncertainty. The introduction of science and technology tends to undermine the existing pattern of values and create doubts and suspicions about their practicability. Man has been armed with tools of industry and weapons of war which mean an increasing power either to destroy humanity or to create new things for human welfare. The ways in which they are used to serve or destroy humanity

depend upon the values of the people who possess or use them. There is an ever increasing need to help and guide the adolescent to develop an integrated system of values which enables him to weigh things, to reject those contrary to the values and ideals of the Pakistani society and to stand firm and steadfast in upholding them.

The formation of value is a matter of choice and free will within the social context. In making choices the question is not only that of choosing between right and wrong, but also distinguishing between two competing values or virtues such as freedom and tolerance, law and liberty, truth and sympathy and the like. The social studies guide and direct an adolescent in building a consistent set of moral and spiritual values, such as tolerance, equality, brotherhood, freedom, justice, dignity and so on. Material from history is a useful source for learning a set of human values that have survived through the ages by the constant effort of mankind to uphold them. This does not imply that the adolescent should be regimented to stick to the values of the past and shut himself off from new forces and movements that demand necessary modifications and readjustments. The student should be encouraged to reconstruct his beliefs, ideals, attitudes and plans of action so as to be able to solve problems of the changing world.

To state all these achievements under consideration in behavioural terms, an individual may be said to have achieved personal growth and development when he:

understands basic facts about health, disease, mental

hygiene and family relationships;
understands health problems of his community and is
interested in solving them;
understands his physical and social environments and
the relationship between the two;
understands the concept that man cannot live in isolation;
speaks clearly and fluently, writes efficiently, reads
purposefully, and is skilled in listening and observing;
is able to conceptualize, to think in abstract terms,
to use the generalized ideas necessary for analysis and
recombinations of the fragments in which an experience
presents itself;
pursues his intellectual interests and studies his
problems from different angles;
appreciates his social and cultural heritage;
appreciates art, literature and music;
maintains a balance between rest and work;
engages in leisure time activities that enrich life;
expresses his personal feelings in socially acceptable
ways;
accepts criticism, praise and frustration without
undue emotionalism;
has a happy and optimistic outlook towards life;
is honest, truthful, trustworthy, dutiful and
realistic in criticism;
places principles before expediency and faces
dangers courageously and intelligently;

worships according to his beliefs and allows others the same freedom;

hesitates to resort to violence and believes that all problems can be solved by sharing of ideas;

realizes human dignity and opposes factors leading towards its degradation;

directs his behaviour by reason rather than by dogmas or superstitions; and

adapts himself to the personal and social environments that surround and confront him.

4. Intergroup Relationships.

Pakistan as a social and cultural unit is today confronted with a complex of diverse problems that arise out of intergroup conflicts. There are conflicts between political units as between East Pakistan and West Pakistan; between economic groups as between tenants and landlords or labourers and industrialists; between religious groups as between Shi'as and Sunnis; between hereditary groups as between Mughals, Pathans, Syeds and Rajputs; between language groups as between the Punjabis, Sindhis, Bengalis and Balochis; and between locals and refugees. These conflicts incubate prejudices, rivalries and discriminations which are a big handicap to the realization of social and cultural unity out of diversity. In their relation to one another, these social groups constitute social stratification which is generally based on many factors such as income, heredity, religion, language and education.

a) Income. Pakistan is predominantly an agricultural country and its present economy could most appropriately be described as a village economy. The bulk of the population lives in small isolated villages with little access to the bare necessities of life. Agriculture forms the most important industry of the country and the entire economic structure rests on this base. Landlordism is the most besetting evil which the agricultural economy of Pakistan has inherited. ⁴⁸ The magnitude of this evil can best be visualized from the state of affairs in West Pakistan where most of the arable land is owned by non-cultivating and rent-receiving landlords.

The distribution of income is, therefore, unequal. The masses are very poor with low standard of living, whereas the landlord class and the newly emerging class of industrialists have all the amenities of life at their disposal. Most of the villages are completely cut off from the urban areas, with the result that the landlord fully controls the activities of the poor villagers; so much so that even private and personal affairs are directed by him. The continued existence of such evils is a great drawback to the improvement of the condition of the people who lack consciousness of their rights and privileges.

b) Heredity. Though the people denounce the caste-system, yet, in actual practice, the concept has penetrated into the social structure in the form of group identification on the basis of heredity. The

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✓ Ishtiaq Hussain Qureshi, Pakistani Way of Life (London, Hinemann, 1956), p. 49.

role of these groups is similar to that of the caste-system among the Hindus in the sense that status is ascribed by such group affiliations and occupational role is generally determined by heredity. It is not easy to move from one occupational group to the other without losing group identification, particularly in rural areas. But in urban areas there is some flexibility which is one of the motivating factors for the movement of the people to urban areas, especially craftsmen who, in the hierarchy of occupations, do not enjoy as good a status as that of agriculturists. This false prestige attached to heredity is a great set back in the way to social cohesion and cultural unity. Sometimes petty disputes among hereditary groups take a very serious turn and litigation and organized **fight**s are the natural consequences.

These groups exist as closed social classes. Inter-marriage between different hereditary groups is, generally, a matter of disgrace and very often amounts to social conflicts. It is very difficult to find marriage partners for children of mixed marriages, particularly in the case of female issues. This unreasonable attitude towards marriage is one of the major factors of marital unhappiness. But among educated Pakistanis marriage outside the social group is gaining in popularity.

c) Religion. The religion of Islam can prove to be a potent factor in unifying the people of Pakistan and bringing them to a common platform; but sectarian differences within Islam tend to divide people into hostile and antagonistic groups such as Shi'as, Sunnis and other sects. Within these sects the people group themselves into sub-sects such as Hanafis, Hanbalis, Wahabis, Ja'afaris, Isma'ilis and the like.

Sectarian differences sometimes amount to grave situations, especially in illiterate communities where it is easy to exploit and play with their emotions and ignorance.

d) Language. Pakistan is a land of many languages and there is no common medium of communication between the people of East Pakistan and West Pakistan. Bengali is the common language of the people in East Pakistan; but in West Pakistan many regional languages are spoken, namely Punjabi, Sindhi, Pashto, and Balochi, and people group themselves on linguistic basis. Within each language area, there are sub-regional dialects which are very difficult for all the people of that area to understand. Intense prejudices among language groups have often been demonstrated and have penetrated into the internal politics of the country. Till recently political leaders have exploited the emotions of the people for their own ends. Thus language has become a great barrier preventing the realization of social and cultural unity.

e) Education. The percentage of literacy is very low. Education is one of the basic factors to determine social status. The educated class is reluctant to return to the rural areas, particularly in the case of university graduates. They try to find some kind of job in big towns and settle there. Thus intellectual activity tends to concentrate in urban areas. This tendency, if allowed to perpetuate, will accentuate the social distance between the urban elite and the rural masses. This effect may be offset considerably by an appropriate social studies programme.

All these factors upon which social stratification is based have tended to widen the gulf between in-group and out-group feelings. In order to have a unified nation, it is necessary to narrow it down to its minimum. This does not imply the complete extinction of the classes, because the classification of people is a device to simplify the world structure for purposes of response.⁴⁹ What is needed is a society in which individual status is determined not by wealth, religious beliefs, heredity, educational qualifications, or skill in a certain language, but by the degree of personal excellence that he has attained through actualization of his potentialities.

Group prejudices are learnt behaviours. The child is exposed to such experiences from the very beginning of his socialization, particularly in illiterate rural communities. In the Punjabi society, a child knows his group from the time he begins to speak and it is expressed along with his name such as "I am Badro the baker".⁵⁰ Attitudes towards groups other than his own are generally learnt from family members, teachers and leaders of the peer group. By the time the child enters high school, he has absorbed a good many of these attitudes which are supplemented by reading books in history, geography, and literature. He exhibits his prejudices in his social contacts inside and outside the school. Aggressiveness and submissiveness, feeling of superiority and inferiority, over-confidence

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George A. Lundberg, et.al., Sociology (New York, Harper Brothers, 1954), p. 275.

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Stanley Maron, ed., Pakistan: Society and Culture (New Haven, Human Relations Area Files, 1957), p. 70.

and lack of confidence in social relationships may be attributed to the acquisition of such prejudices.

Under such conditions it becomes necessary for the social studies to help and direct the adolescent to fight against, and become more conscious of, prejudices and discriminations that sway the emotions of the people and sometimes lead to undesirable consequences. This objective can be achieved by teaching facts about human behaviour and motivation, by teaching the basic common economic and social problems of the Pakistani society, and by infusing into the adolescent moral and spiritual values that denounce prejudices and discriminations.

To state these achievements in behavioural terms, an adolescent has developed intergroup understanding when he:

understands that environment accounts for practically all the important differences of the different cultural groups;

understands that personality is the product of heredity and environment rather than a sum of the two;

understands the basic social and economic problems of Pakistan and gathers as much data as possible to solve them;

understands social structure of society and the role of each group in it;

locates resources to collect reliable data, relevant to the solution of his community problems, arranges them in a meaningful way and presents them for discussion;

believes that no individual is good or bad by nature;
it is due to environmental factors that he behaves in
a particular fashion;
believes that all individuals are equal and superiority
of the one over the other is due to his righteous deeds
and service to human welfare rather than to descent,
location or occupation;
believes in the Unity of God and His supremacy over
all creation;
believes that all individuals have equal chances of
attaining excellence under proper environments;
believes that all individuals have potential power to
change and modify their environments;
respects the rights and privileges of others and is
never selfish;
bases his judgement on sufficient data and suspends
it when the data is insufficient; and
considers another's point of view with an open mind.

5. International Understanding.

Man's constant march towards the conquest of time and space has brought about increasing interdependence of nations. The world has been technologically united. It has been realized that all mankind is now sailing in the same boat, and close cooperation is most needed for its smooth sailing. The interests of all nations, whether big or small, are so closely interrelated that none of them dares live in isolation. The people of one nation are coming in contact with other

parts of the world, and, with television, radio, telephone, aeroplane and other means of communication and transportation, these contacts have grown numerous and instantaneous.

Despite this increasing interdependence, mankind is still divided into hostile groups on grounds of different physical habitats, conflicting political ideologies, diverse economic structures and cultural patterns, and divergent religious beliefs. History stands witness to this fact that minor squabbles and differences have very often led to large-scale human massacre and the **show** of barbarity. This very generation has experienced two bloody wars within the first half of this century, and the possibility of catapulting the world into a third world war cannot be ruled out.

The failure to reduce the intensity of these conflicts through free exchange of ideas, negotiations and international agreements presents a potential threat to further growth and continuity of humanity. In no previous period of history had man such means of mass destruction as are represented by nuclear weapons. Rapid means of transportation and communication have brought the dangers of war next door to every nation, and to avoid or avert them seems difficult, except through an ardent desire of the people to develop better understanding of one another and of the world in which they live. Both misunderstanding and lack of understanding are behind the conflicts at the troubled spots of the world at the present time.

The call for understanding and peace among mankind is not

new. All great thinkers, philosophers, religious leaders, literary persons and benefactors of humanity have, with one voice, expressed this ideal and have worked for it; but the crisis is still besetting all the people of the world and ominous clouds of doubt, fear and distrust are hovering over humanity. If mankind has to emerge successfully out of the chaos and confusion of this period of history, and to translate into reality the noble **values** of peace, equality, love and freedom, immediate steps must be taken to facilitate understanding to converge the efforts of different peoples to the welfare of humanity.

The role of education to promote international understanding cannot be overemphasized. It can create environments wherein the student may identify himself as the citizen of a world-wide community of people belonging to different races, religions, and cultures. The right type of education can transform individuals and institutions to realize this goal. The real aim of education for international understanding is to enable the student to appreciate his social and cultural heritage and to welcome with an open mind the contributions of others to human values. "International understanding is essentially an attitude, not the mere possession of information."⁵¹

Teaching for international understanding is not confined to any one particular area in the school curriculum; every area has some international aspects which, if properly emphasized, may contribute to the realization of this objective. But the value of the social studies

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Robert H. Shaffer, "The Role of Education in International Understanding", School and Society, Vol. 65, Jan. 11, 1947, p. 18.

to promote international understanding cannot be minimized. The right approach to the study of history, geography, anthropology and other disciplines included in this field can help the learner modify his attitudes towards people of other nations.

History material of current significance may be used to expand the area of the student's feeling of citizenship from immediate surroundings to wider areas on the globe. In selecting historical material to promote world-mindedness, care must be taken that it is based on the living past, and contains unbiased account of outstanding current events and current problems at home and abroad, of comparative values of the different political theories of the West including that of Islam, and of international organizations working for maintaining world peace, such as the United Nations with its specialized agencies, and other voluntary and non-voluntary organizations.

Similarly emphasis on the human and economic aspects of geography while studying different regions of the world may help in promoting international understanding. Provision for the excessive use of wall maps, globes, atlases and other audio-visual aids might be of great value in achieving this objective.

To state the realization of the objectives of international understanding in behavioural terms, an individual has developed international understanding when he:

understands that all people are fundamentally similar despite such differences as colour, race or national

groupings and they all belong to the same origin;

understands that all nations in the world have common problems to solve such as food, clothing and shelter;

understands the functions of the specialized agencies of the United Nations and other international organizations and movements working for world peace;

understands the relationships of Pakistan with other nations of the world and works for their strength and promotion;

believes that no nation has a unique claim on the best solution of the common problems;

believes that most of the common problems of the world can be solved through negotiations and by arriving at international agreements;

believes that war never offers any worthwhile approach to the settlement of differences among nations; it always creates new problems to solve;

believes that cooperative efforts among the nations of the world to avoid war offer the only hope for lasting peace among nations;

appreciates the role of international organizations and movements such as the United Nations and its specialized agencies, Scouting, Girl Guiding, Olympic Games, Red Cross, and the like to promote good will and understanding among different nations of the world;

takes active part in scouting or girl guiding, observance

of the United Nations Week, Children Week, World Health Day, Red Cross Week, and other such occasions;

respects people of other nations and appreciates their culture;

is increasingly interested in world affairs and gathers information from all possible sources to keep himself well-informed;

believes that observance of Islam **in** its true spirit can contribute a great deal to world peace, and tries to put Islamic values in practice; and

believes that a nation strong and peaceful at home can contribute to the strength and peace of the world.

In the preceding pages, an attempt has been made to define the role of the social studies in the secondary schools of the Lahore Region, and to state their objectives in terms of understandings to be acquired, skills and competencies to be learnt, and attitudes, beliefs, and values to be developed. But objectives, even though stated in behavioural terms, become real and effective only when they become a part of the learner's behaviour. This goal can be realized by drawing daily class objectives out of these terms and seeing that they are translated into action. This places great responsibilities on the teachers. This being the case, the objectives of the social studies stated in this study may serve as a frame of reference for the social studies teachers to determine objectives of the daily class work in cooperation with their students and to plan activities accordingly. In this way, the understandings, skills, attitudes, beliefs and values

to be realized with the help of the social studies may become functional and a part of the learner's behaviour.

CHAPTER IV

SUGGESTIONS FOR IMPROVING THE PROGRAMME OF THE SOCIAL STUDIES

A. GUIDING PRINCIPLES

There are three basic factors involved in designing any programme of education, namely, the individual learner with endless possibilities which need to grow and develop within a social setting, the dominant values of culture which give direction to this process of growth, and the cultural heritage which provides resource material to realize that growth.

Culture as a product of human action and interaction is growing richer every day. Growth of culture has brought about complexities in human relationships, and the subject matter concerning them has grown limitless in scope and variety. The number of the social sciences has increased and each one of them has tended to specialize in its treatment of some aspect of human behaviour. As such, each one of them has the rightful claim to be included in the social studies curriculum.

But it is impossible for the high school student to grasp and utilize their contents, unless they are selected to suit his capacities to learn. Some guiding principles for determining scope, sequence and organization of the contents of the social studies curriculum to be selected out of these vast treasures of knowledge must be worked out. This step is necessary because the curriculum content is a means to help the learner achieve maximum cultivation of his potentialities and develop those characteristics of behaviour which are socially acceptable and morally good.

1. For Determining Scope.

Scope, as stated earlier, designates what content or activities are to be included in the curriculum. Selection of material for instruction depends upon the contribution which that curriculum area makes to the general aims of education through the realization of specific objectives set for it. The guiding aim of teaching the social studies, as worked out in this study, should be to help the adolescent develop social competence which means desirable changes in behaviour essential to life, in the fast developing Pakistani society. Whatever content is selected should be significant enough to realize this objective.

There are two divergent views in this respect. Under the knowledge-mastery concept, all knowledge that is necessary and useful has already been compiled and classified in the form of social sciences. The problem ahead is merely one of picking up the minimum essentials and reducing them to a textbook to be covered page by page. Those who

believe in this concept contend that the mastery of these essentials will automatically result in desirable changes in behaviour. The content of the present social studies curriculum in the secondary schools of the Lahore Region has been selected with this concept in view.

On the other hand, the social-experience concept emphasizes the use of direct experiences in school as against the vicarious ones. Under this concept, the criterion for selection of material is its appropriateness for a particular experience. As such, it is very difficult to help the student appreciate and get an insight into all aspects of culture, especially the historical aspect. This may result in lack of adequate cultural orientation without which both the development and refinement of the inner self of the learner are difficult.

Social competence means much more than merely learning facts about history, geography and civics, or just going through direct experiences in school. Desirable changes in behaviour cannot be brought about either through mere verbalization of sterile facts without real and concrete experiences to make that knowledge functional and living, or through direct experiences alone without the help of enough useful information to develop concepts, attitudes, skills and generalizations. The individual, being an organic whole, does not develop in segments; development in one aspect influences and contributes to the whole. This implies the maintenance of a proper balance between

direct and vicarious learning. To maintain this balance, some criterion for selecting content and activities needs to be worked out.

The individual grows and attains competence as a result of constant interaction between his inner self and his external environment. By the time a child enters high school, he has identified his inner self with a number of social concepts, skills and attitudes. This self continues to evolve through interaction between his demands and those of his wider social surroundings. With the development of self, new demands upon external environment continue to arise, and, in turn, the social surroundings also expect new patterns of behaviour. When these demands are not satisfied in society, a distorted self or personality tends to develop. This distortion prevents the individual from efficient responses to the demands of his social setting. This impairs the personal growth and social effectiveness of the learner. A programme of secondary education should be broad enough to encompass the demands of the adolescent as an individual and as a member of the wider social group so as to reduce difficulties in his growth. Hence the scope of the social studies curriculum in the secondary schools of the Lahore Region should be determined on the basis of the needs of the society and of the adolescent.

The concept of needs as a basic criterion for determining the scope of the social studies curriculum requires further clarification and elaboration. Different educators attach different meanings to this concept, namely, present whims, wishes and desires of the adolescent, deficiencies and lacks as determined by adult standards,

and ideals or inner desires and compelling impulses of the adolescent. None of these meanings taken exclusively are broad and comprehensive enough to serve as a basis for determining the scope of the curriculum. Needs as determiners of scope mean not only desires and wishes of the adolescent, but also his lacks and deficiencies which must be satisfied to enable him to develop into an effective and a participating member of his group. This means that educational needs in the sense of lacks and deficiencies should also be viewed in the context of needs in the

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sense of wants, desires and impulses. Hence the needs which are to act as a basis for determining the scope of the social studies curriculum are individual wants and desires plus lacks and deficiencies felt not only by the teacher or the students, but also by laymen, psychologists, curriculum planners, administrators, parents and other citizens interested in the task of education.

The needs of an adolescent can be perceived only in relation to the supporting culture, and their satisfaction is conditioned by the social structure in which he lives. Even the satisfaction of a universal need like shelter is coloured by the sanctions of society; houses built by man today are quite different from those built some hundred years ago. Likewise, the individual also influences his environment in determining the ways to satisfy his needs. This shows that the needs of an adolescent reflect an inseparable link between

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I. James Quillen, Levone A. Hanna, Education for Social Competence (Chicago, Scott Foresman, 1948), p. 29.

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V.T. Thayer, et. al., Reorganizing the Secondary Education (New York, D. Appleton-Century, 1939), p. 36.

him and his environment, as they cannot exist in isolation. Needs are always satisfied in a social setting. As such, they cannot be separated from the cultural environment. Cultural situations stimulate and condition desires and wishes of the adolescent and suggest ways and means of satisfying them in a manner socially and morally acceptable. The social studies curriculum, therefore, should aid the school in transmitting the important elements of the cultural heritage of society. This implies pre-planning in broad terms to choose those aspects of the cultural heritage which are necessary to satisfy the imperative needs of the adolescent living in a particular society.

An authoritative, categorized statement of the needs of the adolescent and of society is probably difficult to make. They are all interdependent, and it is difficult to isolate them from one another. Individual wants, desires and impulses are inseparable from social demands and ideals. In order to approach the task of satisfying them effectively in the school environment, a common frame of reference is needed that may encompass all of them and, at the same time, avoid unnecessary overlappings. Likewise, such an approach should also show interrelatedness and interdependence of various areas in the social studies field, and thus avoid compartmentalization of needs and of the social sciences.

Educators have attempted to organize needs in different ways, namely, around areas of human relationships, lacks and deficiencies, themes, generalizations, social processes, social

functions, problems or issues and so on. ⁵⁵ All these attempts have been made to show the interrelatedness of needs and to make full use of the important aspects of culture. Of all these approaches, the social functions approach "is one of the most meaningful methods for defining scope and assuring curriculum builders that the curriculum will include all important aspects of the culture". ⁵⁶ This approach has been supported by the organismic theory of learning, and cultural anthropology. ⁵⁷ It ensures the provision of learning situations in school conducive to the development of healthy patterns of behaviour.

⁵⁸ Various lists of social functions have been put forward for determining the scope of the curriculum. The following list of social functions may be used to serve as a common denominator for selecting the content of the social studies curriculum in the secondary schools of the Lahore Region: ⁵⁹

- a) Maintaining life and health. This includes intellectual life, physical and mental health.

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For details see I. James Quillen, Levone A. Hanna, op.cit., pp. 70-76 and Edgar Bruce Wesley, Teaching Social Studies in High Schools (Boston, Heath, 1950), pp. 140-52.

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I. James Quillen, Levone A. Hanna, op.cit., p. 76.

57

The Joint Committee on Curriculum, The Changing Curriculum (New York, D. Appleton-Century, 1937), p. 92.

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For details see J. Galen Saylor, William M. Alexander, Curriculum Planning (New York, Rinehart, 1956), pp. 279-83.

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Adapted from the list used by the Mississippi State programme and quoted by J. Galen Saylor, William M. Alexander op.cit., p. 279.

- b) Establishing a home. This includes preparing for marriage, maintaining healthy family relationships, rearing children, and family budgeting.
- c) Earning a living. This includes choosing an occupation, production and consumption.
- d) Attaining proficiency in social and civic relationships. This includes relations of the individual to individual, to groups, to government, to civic institutions, and to world at large, social welfare, social security and the like.
- e) Expressing religious and aesthetic impulses. This includes worshipping and formation of moral, spiritual and aesthetic values.
- f) Using leisure effectively. This includes healthy ways of recreation.
- g) Utilizing resources to improve material conditions. This includes utilization and conservation of human and natural resources, transportation and communication and the like.

As to the place of the subjects in the social functions approach, man's role in these areas of living may be classified as economic, religious, political and cultural. This role has been subjected to the influences of time and space, which implies that the areas of living or social functions cannot be isolated from both a geographical and an historical setting. This shows that all aspects of knowledge dealing with these areas and classified into watertight compartments like history, geography, civics, economics, cultural anthropology, sociology, social psychology, and religion are

interrelated and have a significant role to play in the development of adequate competence in these areas of living.

It follows from the above discussion that the scope of the social studies determined on the basis of social functions should not be limited to history, geography, and civics; it should be extended to absorb materials pertinent to adolescent problems in these areas from other disciplines as well. New areas, namely personal adjustment, vocational orientation and guidance, propaganda, consumer education, community problems, current events, family relations, international affairs, war and peace should also be included in the curriculum. Defined as such, the scope of the social studies in the secondary schools of the Lahore Region will be broader, more comprehensive and more balanced than the present curriculum, and will provide for more functional relationships between various disciplines and more continuity of learning experiences.

2. For Determining Sequence.

Ordinarily, sequence means assigning the content of the social studies to different grade levels in a way that ensures progressive growth and development of all learners in a grade level on the one hand, and the increasing difficulty and orderly sequence of content materials on the other. Thus two variables, notably, the ever changing pupils and the materials of instruction are involved in this process. ⁶⁰ Though the individual learner is the pivotal point in the

process of curriculum development, yet the usefulness of subject matter in his social and personal development cannot be denied. The usefulness of a good sequence pattern depends upon the degree to which it takes cognizance of the two. Some educators emphasize the individual and leave out the subject matter and some follow the reverse order. That is why this process has become one of the most debatable of all issues in the social studies curriculum.

Progressive growth and development implies the constant modification of behaviour in the light of new experiences . This involves the building of social concepts, attitudes, beliefs and skills on and through old ones without serious gaps between the two, otherwise the process will be greatly impaired. Modification of behaviour depends upon the capacity of an individual to learn and assimilate new things in the fold of his past experiences. Although pupils in a specific grade level have more or less the same chronological age, this provision does not ensure the same capacity to learn. Research has shown that maturity in all aspects cannot be measured merely by chronological age which is only one of many factors. Experiential backgrounds and environments conducive to social learning go a long way to raise the maturity level of pupils. Pupils in a specific grade level belong to different social, economic and cultural environments, and so differ much in their experiential backgrounds and capacities to assimilate new patterns of behaviour.

Furthermore, in other school subjects like physics, chemistry, physiology, algebra or geometry the teacher controls much

of the learning situations, and it is comparatively easy to decide from where to start and what direction to follow in bringing home to school children a certain concept, law or postulate. The social studies, on the other hand, offer one of the many environments appropriate for social learning. All other school subjects, teachers, playground, recess period, morning assembly, social gatherings in and out of the school, street, family, peer group, public places, cinema, radio, press and so on, contribute directly or indirectly to the acquisition of different social beliefs, concepts and attitudes. This fact makes the grade placement of the social studies material very difficult.

The social studies differ from other school subjects in another aspect as well. Subject fields like mathematics, science and, to some extent, languages follow certain laws and principles that offer a fair degree of gradual order of difficulty and a logical order of learning. But the social studies offer no such clearly discernible characteristics. For example, the concept of the functions of a municipal committee, for a student with predominantly rural background, is difficult to learn; but for a student with good urban background it does not offer so great a challenge. Therefore it does not seem advisable to determine the grade placement of the social studies merely on the basis of their order of difficulty. This order of difficulty is often arbitrarily determined by adult standards and the child as the key person in the learning process is not involved. Some common frame of reference is to be worked out which may take care of the two variables and give the promise of laying due emphasis on both of them.

Adolescent needs in areas of living have been recommended in the preceding pages as the basis for determining the scope of the new social studies curriculum. Genuine interest growing out of these needs as against passing whims, fads, desires and wishes may be used as the basic element to define sequence. Sequence determined in this way will be a source of intrinsic motivation to the learner, will reduce the externality of curriculum materials and promote teacher-pupil relationships as they will both be co-workers and co-sharers in the realization of the same goal. This will also help the adolescent see relationships between the subject matter and the activities to be carried out in the class.

As compared with data on the needs of adolescents, data on their specific interests are **insufficient**. Moreover, the unpredictability, instability, and uncertainty of interests suggest that grade placement of instructional material based solely on interests does not offer a fair degree of reliability. Some reliable and valid approach is required which may incorporate the vital element of interest on the one hand, and the increasing difficulty and orderly sequence of content materials on the other.

There are many principles which, if properly observed, would help clarify this issue, namely proceeding from known to unknown, simple to complex, near to remote and concrete to abstract. Basically these principles are not antagonistic; all of them involve some element of interest. But as stated earlier, it is no easy affair to determine the starting point in arranging the content of the social studies

curriculum, because radio, newspapers, magazines, and other means of communication always tend to extend the horizon of the learner's interests. Therefore it seems advisable not to stick exclusively to any one of these principles. Whatever content challenges the interests and suits the maturity level of adolescents should be selected for a specific grade level. Sequence determined as such may ensure integration, allow flexibility and provide for sufficient usable materials for teachers and students.

3. For Determining Organization.

a) Design. By design is meant here the pattern or framework of organizing the content of the curriculum. It reflects the nature of decisions taken about the selection and grading of the curriculum materials.

It has been suggested in this study that the scope of the social studies curriculum in the secondary schools of the Lahore Region, in order to encompass the adolescent needs in areas of living, should not be confined to history, geography and civics. It should be broad and comprehensive enough to absorb materials from other subject areas like sociology, economics, psychology, cultural anthropology, philosophy and religion. This implies that all these subject areas have a rightful claim to being an integral part of the new curriculum design. It is not practicable and feasible to admit all of them as separate subjects as this will add to the multiplicity of courses in the secondary school curriculum, and, under existing conditions, it will

not be possible to make provisions for them in the school time-table. The teachers and the students are already overloaded, and suggestions which do not take their teaching-learning load into account will be nothing more than a mental exercise.

Moreover, a cursory glance over the contents of these subjects suggests that none of them can stand alone. All of them deal with human beings in relation to their social and physical environments; and so it does not seem sound to divide them into a battery of separate entities, especially for high school children. An individual when confronted with a novel situation in life grapples with it as a whole rather than on the basis of segments or fractions of knowledge. ⁶¹ In an attempt to find solutions to his problems, he utilizes materials from all pertinent sources. "Strictly speaking, there is no such thing as an objective economic fact, political fact or cultural fact standing wholly apart from other human facts". ⁶² This suggests that, for instructional purposes, strict lines of demarcation drawn between them are arbitrary and artificial. In order to show their interrelatedness and common purpose, compartmentalization should be reduced to a minimum. This does not imply that organized areas of subject matter should be discarded; but it means that they should be used as potential resource areas for the selection of vital elements

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J. Galen Saylor, William M. Alexander, Curriculum Planning (New York, Rinehart, 1956), p. 261.

62

J. Wayne Wrightstone, Doak S. Campbell, Social Studies and the American Way of Life (Evanston, Row, Peterson and Company, 1942), p. 86.

of knowledge contributing to the satisfaction of needs and interests of the adolescents.

In an attempt to reduce the number of offerings and yet to enrich the school curriculum, new designs to organize the contents of the curriculum have been devised, namely, the broad-fields design, the core design and the experience design. Of these the broad-fields design is more suitable and appropriate to the present conditions in the Lahore Region. It represents a gradual shift from the separate-subject design to fusion and integration, and gradual change is always enduring and fruitful in the long run. In the opinion of the American Association of School Administrators: "The chief purpose of the broad-fields curriculum is to retain the values of logical, systemized knowledge while achieving freedom of action within the broad fields"⁶³. This design combines the various separate subjects in a field and the contents are organized in the form of areas rather than subjects, such as community life, conservation and utilization of natural resources, unemployment, world civilization and so on. In this design, the life of the people is looked upon as a whole, and all aspects of culture are given due emphasis.

The broad-fields design is not a new one for the teachers and the curriculum planners of the Lahore Region. Everyday science course for the middle classes has already been organized in accordance

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Paraphrased by Maurice P. Moffatt, Social Studies Instruction (New York, Prentice-Hall, 1955), p. 19.

with this design and better results have been achieved. Therefore no serious difficulties will be encountered in implementing this suggestion.

b) Approach. The element of approach in the development of the social studies curriculum is very important in the sense that the kind of approach used to organize the contents almost entirely determines the pattern of organization of material for classroom instruction, which, in turn, conditions teaching methods and evaluation techniques. This indicates a close relationship between the approach used and actual classroom practices. As such, a good deal of care and thought is needed to decide this issue.

There are three main approaches to the organization of the contents of the social studies, namely, chronological, topical and problematical. Each one of these approaches has its advantages and disadvantages and it is not possible to generalize and state with accuracy which one of them taken exclusively is the most advantageous and fruitful of all. The elements of time, space and society are involved in all of them; their distinction lies in the degree to which each element is emphasized in each one of them.

In the chronological approach, the major emphasis is on the element of time. Past history is divided into periods such as pre-historic, ancient, medieval and modern. Each period is again subdivided horizontally into several arbitrary segments around dynasties, persons, movements, events or institutions. The element of time involved in all of them keeps the sequence of organization. A problem

studied chronologically offers depth and systematic insight into its causes and possible solutions; but strict adherence to the chronological order fails to show cause-and-effect relationships because so many irrelevancies creep in, and, at times, unnecessary facts about history are emphasized at the cost of the young learner. The chronological approach is more suitable when the adolescent is capable enough to grasp the concept of time. This suggests that this approach, with less emphasis on dates, places, kings, battles and unnecessary details, is more useful to organize the social studies material for older adolescents than for the younger ones. This does not imply that the chronological approach should be exclusively used in the high classes. The element of chronology is involved in every problem. Therefore this approach may be used at every grade level depending upon the nature of the problem. For example, if causes of the movement for independence in Pakistan are to be studied in the middle grades, a good deal of the element of chronology must be involved in it; otherwise the student will not get a clear picture of this event.

In the topical approach, major emphasis is placed on the element of space. A movement, event, process, custom or institution pertaining to a specific physical habitat is organized in accordance with its stages of development and evolution through time. Material pertinent to the topic is drawn from various sources. In this way subject matter boundaries are cut across. The study of a topic in the context of its stages of development keeps the vertical sequence of organization. Unlike the chronological approach, this approach offers broad and general understanding about different problems of interest

to the adolescent. For example, "The development of education in Pakistan" can be studied in the light of its stages of development without going into chronological details. Therefore this approach can be used at all grade levels to organize those areas of the social studies curriculum which do not involve a greater element of time than space. The position can be further explained by citing some example. The topic "Irrigation system of the Punjab" does not necessarily involve the element of time. It can be understood by collecting factual data from geography. But if the same topic is changed into "The development of irrigation during the British rule in the Indo-Pakistan sub-continent," then it is advisable to study this topic chronologically.

In the problematical approach, major emphasis is on the element of society through the study of its contemporary problems which are socially and educationally significant. But every problem, however contemporary it is, has its roots in history. In order to understand that problem clearly and intelligently, it is necessary to study it in the context of history. Thus, like the first two approaches, this approach also involves the element of time but with less emphasis. Like the topical approach, this one also cuts across subject matter boundaries and uses functional elements of knowledge from all possible sources.

A problem differs from a topic in another respect. A topic like "The main crops of the local community" can be answered by collecting facts and information; but a problem like "How to improve

the productivity of soil in the local community" needs much more than facts. It involves choices to be made between various possible solutions and actions to be taken in the light of those choices. The choice to be made is in accordance with some conscious or unconscious concept of values. According to I. James Quillen: "A true problem has three characteristics: a) it is an area of concern and tension, b) there are several possible solutions for it, and c) a solution for a problem consists of a course of action".⁶⁴ Because of these characteristics and followed by the problem-solving method⁶⁵ in the class, the problematical approach has definite advantages. According to the findings of the Stanford Social Education Instruction to determine the relative superiority of each one of these approaches in senior high schools, the problematical approach in the senior class of the high school brought about behavioural changes in critical thinking, liberal attitudes and academic interests.⁶⁶

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Eunice Johns, ed., Social Studies in the Senior High School (Washington, National Council for the Social Studies, 1953), p. 93.

65

For details of the problem-solving method as applied in the social studies see Arthur C. Bining, David H. Bining, Teaching the Social Studies in Secondary Schools (New York, McGraw-Hill Book Company, 1952), pp. 90-103, and Maurice P. Moffatt, Social Studies Instruction (New York, Prentice-Hall, 1955), pp. 153-61.

66

I. James Quillen, Levone A. Hanna, Education for Social Competence (Chicago, Scott Foresman, 1948), p. 179.

This suggests that the problematical approach is superior to other ones in bringing about desirable changes in certain important aspects of behaviour. But to realize this objective, problem-solving as a method of instruction in the class has to be employed. This calls for teachers with broad general and professional qualifications. Under existing conditions, it is not feasible to apply this approach in all grade levels. With sufficient orientation of teachers, it may be used to organize the contents of the social studies curriculum in the high classes, as the teachers of the social studies have, on the whole, a good level of general and professional education. This does not imply that the element of problem-solving technique should be dispensed with in the lower classes. In the opinion of the author of this study, the problem-solving technique can be used even though the social studies material is organized topically or chronologically. This technique involves the following steps: a) sensing and defining the problem; b) analysing the problem into its basic elements and forming tentative hypotheses; c) collecting, evaluating, and organizing relevant data; d) deriving and verifying conclusions; and e) applying conclusions. Thus this technique encourages and helps the adolescent think objectively and **tackle** life problems with intelligence and confidence. Therefore the problem-solving technique might be effectively used at every grade level, whatever other approach has been used for organizing the content of the social studies curriculum.

c) Material for classroom instruction. The organization of material for classroom instruction means a tentative planning in advance of the course of studies to see that the teaching-learning situations offer

students sufficient motivation to learn and develop the desirable traits of behaviour through the content and activities of the social studies curriculum. New concepts about the nature and process of learning have enhanced the significance of pre-planning. Research studies have shown that, while learning, an individual reacts to a situation as a whole and reorganizes and assimilates the material learnt and experiences gained through interaction according to his own pattern. The more related, unified and real a learning situation is and the more variegated activities and experiences it offers, the more it facilitates that reorganization and assimilation. Planning in advance implies a conscious effort by the educators to organize the material of instruction in a way that tends to make teaching-learning situations as unified, real and flexible as possible.

Furthermore, the practice of dividing the school day in a number of separate class periods and fitting the social studies in the daily schedule warrants pre-planning. The social studies classes meet generally once a day and each meeting is followed and preceded by other courses with materials unrelated to that of the social studies. These intervening unrelated courses of study make it difficult for students to keep a sequence of thought and activity from one day to the next. To overcome this difficulty, a good deal of pre-planning is needed.

As stated earlier, the material of the social studies for classroom instruction in the secondary schools of the Lahore Region is organized in the form of textbooks. Each textbook is divided into

lessons consisting of so many number of pages to be covered in a class period. This division of the textbook into chapters and of chapters into lessons is artificial and arbitrary. As such, it fails to offer continuity and wholeness. This does not imply that textbook organization has no value; textbooks used to supplement other potential sources may bring about better results.

The organization of material for classroom instruction into broad units offers continuity, wholeness and reality to teaching-learning situations. This plan of organization is supported by the widely accepted theory of learning, namely, the Gestalt-Organismic-Field theory, which emphasizes the wholeness of learning situations. 67

The concept of the unit is not synonymous with a chapter in the textbook or any topic selected arbitrarily for study. A unit consists of related learning activities and experiences organized around a problem of social significance and of great concern to a large number of students. The problem area around which a unit is organized keeps its wholeness and cohesion. Every unit has a set of clearly defined and agreed upon objectives drawn out of the objectives of the social studies curriculum as a whole. Contents and activities of the unit are screened against its objectives. Moreover, a unit emphasizes modification of the learner's behaviour to enable him to adjust to life situations more effectively. 68

Therefore a unit is not an assemblage

67

Nelson L. Bossing, Teaching in Secondary Schools (Boston, Houghton Mifflin Company, 1952), p. 61.

68

Levone A. Hanna, et.al., Unit Teaching in the Elementary School (New York, Rinehart, 1956), p. 101.

of facts from a specific subject area or a textbook; it contains vital and functional elements of information from all available resources as well as activities and skills necessary to understand that unit and to bring about desirable changes in behaviour. Thus a unit cuts across subject matter boundaries without losing their importance and reducing their value.

Units are of two kinds, namely, resource units and teaching units. A resource unit is organized around a broad, general problem selected out of the contents of the social studies curriculum, such as housing, unemployment, flood control, utilization of natural resources and so on. The area selected for a resource unit is not specific to a particular class or to a particular group of students; it may be present in many localities and with many groups with varying degrees of intensity and emphasis. A resource unit covers a wide range of material from which problems and themes for daily class work may be selected. It is primarily for the use of the teacher and contains a vast treasure of suggestions for him to draw upon in planning teaching units. A resource unit allows flexibility within a framework and the teacher is free to select the kind of teaching units which he considers necessary to stir up the interests of his pupils. Thus the initiative and freedom of the teacher comes into play.

Unlike a chapter, a resource unit represents a comprehensive treatment of a problem area. It consists of contiguous elements of planning, namely, statement of the problem, objectives in behavioural terms to be realized through its study, developmental and culminating

activities, teaching aids and potential community resources helpful to understand that problem, evaluation techniques, and a selected bibliography of all possible books, textbooks, magazines, pamphlets, newspapers, and journals both for teachers and students.

A teaching unit represents the unit of work which the teacher hopes to develop with a particular group of learners. It differs from the resource unit in the sense that it is planned for a specific group of learners, in a particular school, and for a definite period of time.⁶⁹ A teaching unit has its own order of arrangement and involves teacher-pupil planning which is not necessary in the development of a resource unit. A resource unit is generally prepared by a group of teachers representing different schools, whereas a teaching unit can be prepared by a single teacher or a group of teachers working in the same school or schools in the same locality. Like a resource unit, a teaching unit is not organized around a broad and general problem. It is more specific and may be split up into a number of sub-units for class work depending upon the nature of the problem and the time allotted for its teaching. Each of these sub-units should offer a whole teaching-learning situation and contribute to continuous development and understanding of the main unit. As the teaching units are always framed with a particular group of learners, they may provide

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For the development of a resource unit in detail see Appendix C. This unit on "Utilization of Pakistan's Sources" has been developed by the author of this study.

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Nelson L. Bossing, op.cit., p. 92.

best for individual differences and variability. This does not imply separate units for individual students; but it means that the variety of materials, experiences and activities may best satisfy their individual differences and variations.

It follows from above that the material of the social studies curriculum for classroom instruction in the secondary schools of the Lahore Region should be organized into broad units. In accordance with the approaches suggested, organization into units should not be limited to any one or the other kind of approach; units should be organized topically, chronologically and problematically, and every grade level should have some element of each of these types depending upon the nature of the unit. Curriculum organized as such will provide for flexibility within a framework, meet individual differences and variations and ensure participation of teachers and students in its planning for meaningful learning.

B. SPECIMEN PROGRAMME OF THE SOCIAL STUDIES

1. Scope and Sequence Pattern.

a) Scope.

- i) Maintaining life and health.
- ii) Establishing a home.
- iii) Earning a living.
- iv) Attaining proficiency in social-civic relationships.
- v) Expressing religious and aesthetic impulses.
- vi) Using leisure effectively.
- vii) Utilizing resources to improve material conditions.

b) Sequence.

Grade VI. Our **school**. Our homes and families. Our communities. Our region. Our country.

Grade VII. Emergence of Pakistan. Geographical features. Social stratification of people. Development of Pakistan. Government of Pakistan.

Grade VIII. Interdependence of Pakistan and its neighbours in the Eastern and Western hemisphere.

Grade **IX**. Understanding this earth. Origin and development of world civilization. Modern world — its increasing interdependence and its problems.

Grade X. Problems of personal, national and international significance.

2. Organization in Terms of Units.

Grade VI

- a) Our school: school site and building; getting acquainted with class-mates; co-curricular activities of the school; and school regulations.
- b) Our homes and families: importance of home and family; growing up in a Pakistani family; functions of family in Pakistan; family budgeting; sanitary conditions of the house; and improving home and family conditions.
- c) Our Community: history; topography; population characteristics; social, economic, civic and religious life of the people; community services and their use; and recreational activities.

- d) Our Region: geographic features; climate and its effect on the life of the people; cultural heritage; resources and their utilization and conservation.
- e) Our country: rise of civilization in West Pakistan; cultural groups in West Pakistan; natural resources and their utilization; urbanization in West Pakistan; development of its trade and commerce; its means of communication and transportation; unification of West Pakistan into a political unit and its government.

Grade VII

- a) Emergence of Pakistan: history of its establishment; factors leading to its establishment; and national heroes and their contribution.
- b) Geographical features: physical features of the country; climate and its effects on the life of the people; distribution of natural resources; economic structure of society; and means of communication and transportation.
- c) The people of Pakistan: social stratification; causes of social stratification; population characteristics; cultural values and the role of Islam; and the status of women.
- d) Development of Pakistan: development of power; mechanization of agriculture; industrialization; urbanization, expansion of social services; development of the means of communication and transportation; trade and commerce with other countries; rehabilitation of refugees; and development projects underway.

- e) Government of Pakistan: administration - central and provincial; budget; administration of justice; and local self-government institutions.

Grade VIII

- a) Interdependence of Pakistan and its neighbours in the Middle East: our relations with the Middle East — religious, cultural, commercial and political; cultural similarities between the people of the Middle East and of Pakistan; physical features and their impact on the life of the people; natural resources and their utilization; means of communication and transportation; rise of nationalism in the Middle East — its causes and consequences; and improving our relations with the Middle Eastern countries.
- b) Interdependence of Pakistan and its neighbours in the South East and Far East: our relations with India; points of conflict between the two states; interdependence of India and Pakistan; history of India during the reign of Muslim rulers; resources of India and their utilization; our relations with other countries of the East such as Ceylon, Burma, Malaya, Thailand, China, Japan, New Zealand, Australia, Indonesia and in Africa; life of the people in these countries; and common problems to solve.
- c) Interdependence of Pakistan and its neighbours in the Western Hemisphere: history of our contacts with the West; contribution of the West to the enrichment of our culture; cultural, political and commercial relations with the West, especially with U.K., U.S.A., Canada, U.S.S.R., France,

Germany and other East European countries; life of the people in Europe and America; natural resources and their utilization; means of communication and transportation; and Western countries and the development of Pakistan.

Grade IX

- a) Understanding this earth: probable age and shape; composition; climatic regions; atmosphere; agents that bring about change; different forms of life on earth; and man's superiority over other creations.
- b) Origin and development of world civilization: cradles of civilization in the Middle East, Far East and Far West; contribution of Greeks and Romans; rise of Islam during the Middle Ages and its contribution to world civilization; the Renaissance and Reformation; the Industrial Revolution; the French Revolution; the American Revolution; rise of nationalism; spread of imperialism; and development of art, architecture, literature and sciences.
- c) Modern world: the peace movements up to 1914; world war I and its consequences; world war II; efforts for peace and the United Nations; new nations in Africa and Asia emerge; development of cold war; major conflicting ideologies; major world religions; and role of Islam in maintaining world peace.

Grade X

- a) Personal problems: keeping physical health; adjusting to new environments; developing healthy family relationships; choosing an occupation and preparing for it; acquiring

higher education; developing moral and spiritual values; and healthy ways of recreation.

- b) National problems: refugee rehabilitation; improving relations with India; growing population; housing in urban areas; labour management relations; prevention of crimes; utilization and conservation of resources; bringing about national unity and developing public opinion.
- c) International problems: atom for peace; troubled spots of the world; population increase and standard of living of the people; educating people for better living; controlling mass media of communication; and restoring mutual confidence of nations.

In the preceding pages an attempt has been made to present a specimen programme of the social studies for the secondary schools of the Lahore Region, taking into account the guiding principles worked out in this study for determining scope, sequence and organization. This programme is suggestive only and the teachers should not take it for granted. It has been organized around broad areas of living so as to allow flexibility for students and teachers to act within a framework. In order to realize horizontal integration, provision has been made to discuss all areas of living at all grade levels with shifting emphases. In order to realize vertical integration, provision has been made to enable students to get gradual depth and insight into those areas.

3. Status of Various Disciplines involved in Various Units.

It does not seem practicable here in this study to show the status of various social studies disciplines involved in all the units of the above specimen programme. The unit, "The people of Pakistan", suggested above for grade VII has been selected as a sample to realize the same purpose. This unit has been analysed to show the range of its contents, and the range of disciplines involved as indicated by the following key:

H History G Geography C Civics E Economics
S Sociology A Anthropology R Religion S.P. Social Psychology

Key letters

Analysis of the Unit

A. How has social stratification divided the people of Pakistan?

- | | |
|-----------|--|
| S - A | 1. What are different language groups? |
| S - R | 2. What are major religious groups? |
| S - R | 3. What religious groups form minority groups? |
| E | 4. What are different economic groups? |
| A - S | 5. What are major racial groups? |
| C - G - S | 6. What are different political groups? |

B. What factors have led to social stratification?

- | | |
|-------|--|
| A - H | 1. Who were the natives of the Indo-Pakistan sub-continent? |
| A - H | 2. What were the influences of Aryan immigration upon the life of the native people? |

- H - R 3. How did Islam spread in India?
- A - R - H 4. How did Islam influence the culture of the people?
- A - G - S 5. What factors led to the development of regional languages?
- H - E - S 6. How did different economic groups come into existence?
- G - C 7. How has long distance between the two wings of the country impaired political stability?
- C. What are the effects of social stratification?
- S - A 1. How has the absence of a common language added to the lack of cohesion in the social order?
- E - S 2. How has landlordism added to poverty among the masses?
- C - R - S 3. How have political and religious leaders exploited religious differences among the people?
- D. How can social stratification be reduced and social unity brought about?
- C 1. What steps has the government taken to solve the language controversy?
- C - E 2. What steps has the government taken to abolish landlordism?
- C - R 3. What are the safeguards for religious minorities in Pakistan and Islam?

- C - S - S.P. 4. What steps have been taken by the government to enlighten public opinion?
- A - G - S 5. How can we evolve a common language for Pakistan?
- R - C - S 6. How can the true spirit of Islam bring about social unity?

The above analysis shows that the understanding of this type of a unit is not confined to gathering factual data; it involves seeing cause-and-effect relationships and making intelligent choices. This indicates the superiority of organizing in units the content of the social studies curriculum over that of the textbook, and its effectiveness in influencing the behaviour of the learner.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

Pakistan as a free and independent state is still very young. It has more or less the same system of education which the country inherited at the time of independence. So far as the school curriculum is concerned, it is basically subject-centred. The learner as a growing and developing individual is not adequately taken care of. Pakistani educators feel dissatisfied with the results of this view. How to break away from the long-established tradition represents a serious practical problem. Suggestions for improving the school curriculum as a whole or a part thereof, without taking this problem into consideration, are sure to fall short of expectations and fail to produce significant results.

How to break away from the subject-centred curriculum, has constantly been kept in view in putting forth the guiding principles for improving the social studies programme in the secondary schools of the Lahore Region. The specimen programme suggested in the light of

these principles represents a gradual shift of emphasis from the subject matter to the learner. It is believed to have definite advantages over the existing programme of the social studies because of the following characteristics:

1. The specimen programme recognizes that the learner is the nucleus of the learning process. As a growing and developing individual, he has some needs and interests, and every area in the school curriculum should contribute to their satisfaction. That is why the proposed curriculum suggests that the selection of its content material, its grade placement and its organization should all be done in accordance with the needs and interests of the learner as a growing individual and as a member of the ever-widening social group.
2. It provides for the realization of the need-oriented objectives through the social studies instruction. To ensure that the growth of the learner follows an appropriate and desirable direction, the objectives have been drawn out of the values of the Punjabi society on the one hand, and the needs of an adolescent growing in that society on the other. These objectives has been stated in terms of changes expected in the behaviour of the learner. They are clear and specific, and are organized in a meaningful pattern, namely, objectives of civic responsibility, economic efficiency, personal growth and development, intergroup relationships, and international understanding. These outcomes are easy to achieve and to evaluate. They enable the students to know their progress and the nature of their development, and be sure of the appropriateness of its direction.

3. It provides for the harmonious development of the learner. The objectives stated in behavioural terms emphasize the development of all aspects of the learner's personality, namely, cognitive, conative and affective. Likewise, the unitary organization of the material for classroom instruction provides for the wholeness of teaching-learning situations. The unit methods of teaching, which accompany the unitary organization, help the learner develop as a whole rather than in segments.
4. It recognizes the indispensability of subject matter in the development of the learner as a whole. This development means desirable changes in all aspects of the learner's behaviour. The behaviour of an individual may be classified as economic, religious, political, social and cultural, subject to the influences of time and space. This implies that subject areas like religion, political science, economics, sociology, cultural anthropology, history and geography have a significant and definite contribution to make to the wholesome development of the learner. That is why the scope of the proposed curriculum has been extended to absorb functional elements of knowledge from all these disciplines. Moreover, the broad-fields design of organizing the content of the social studies reduces the compartmentalization of these subjects without reducing their value.
5. It suggests the democratic process of curriculum development. The proposed curriculum does not represent a rigid mould by which every student is forced to become the same kind of a finished product. The due place given to the vital element of interest in the process

of learning ensures freedom for the teacher and the learner to act and move about within a framework. Their involvement in various stages of curriculum development reduces the externality of the curriculum. The principle that a key role should be given to the social studies teachers in formulating objectives suggests a fair degree of their representation on curriculum planning committees. The development of teaching-learning units calls for cooperative planning by the teacher and the students. Moreover, the provision for the variety of experiences and activities in the development of units takes care of individual differences, on the one hand, and reduces too much dependence on the textbook, on the other. Such provisions allow teachers and students to give expression to their initiative and creativity. All these factors go a long way in improving teaching-learning situations.

B. RECOMMENDATIONS

The preceding pages support the view that the proposals for improving the existing programme of the social studies suggest a gradual shift of emphasis from the subject to the learner. Despite this gradual shift, the successful implementation of these proposals calls for a change in the preparation of the social studies teachers, methods of instruction, techniques of evaluation, and selection of material for instruction. As the present study is limited to the content of the social studies curriculum, the discussion of these problems in detail does not come within its scope. The following brief recommendations are made in connection with these four problems:

1. Preparation of the social studies teachers. The shift from the subject to the learner, however gradual it may be, is nevertheless a shift to the teacher. He has to select those aspects of culture which are conducive to the all-round development of the learner at a particular stage of his maturation. So the task of the teacher is two-fold, namely, to know fully the subject matter, and to understand the needs and interests of the learner. This means that the social studies teacher should have as thorough an understanding of the social studies as possible, a broad general education in sciences, arts and literature, and a sound professional education.

The level of general and professional education of the social studies teachers in the Lahore Region is comparatively low, especially those who teach in the middle classes. The attitude that anyone can teach the social studies exists with many educators. A curriculum, howsoever well-founded it may be, in the hands of ill-equipped teachers is bound to fail to produce significant results. To have better-equipped teachers, changes in the existing programme of teacher education are essential.

The problem of teacher education can be approached in two different but interdependent ways, namely through in-service education and through pre-service education. The greatest hope for the improvement of the social studies instruction lies in effective in-service education because it is not feasible to replace all the social studies teachers by new, well-trained ones. This approach ensures improvement on the job. The existing facilities

for in-service education in the Lahore Region are insignificant. The following types of experiences may be found useful in furthering professional development of teachers on the job:

- (a) A planned reading programme. This includes material on recent developments in the fields of the social sciences, education, current problems and current events. The provision for the purchase of such material in sufficient quantity may be made out of the school union fund, and the headmasters should be very particular in seeing that the teachers make the most of this provision.
- (b) Travel in and outside Pakistan. This includes visits to places of historical and geographical interest in Pakistan and study tours outside Pakistan. The former may be arranged out of the school funds, and the latter out of funds provided either by the government or by international organizations.
- (c) Facilities for further education. The existing facilities for further education are insufficient and should be extended. In order to encourage teachers to acquire better academic and professional education, substantial increments in their salaries and monetary help in the form of scholarships without discrimination should be given to them.
- (d) Workshops. These may include short-term and long-term plans. Under the short-term plan, refresher courses may be organized at suitable places to orient teachers with the content of the social studies, curriculum, new methods of teaching, techniques of evaluation and other related problems. Under the long-term plan, permanent workshops and summer schools may be set up at

suitable places and permanent staff recruited to serve there. These may be utilized for developing resource units, experimenting with new methods of teaching and new techniques of evaluation, and selecting suitable material for classroom instruction. In order to attract better teachers to serve in such institutions, extra allowances may be paid to staff members. Teachers from various schools of the region may be sent there to participate in various projects and activities. During their participation they may be treated on duty and provided with sufficient funds for their maintenance.

Through pre-service education, recruitment of better and more competent teachers can be ensured. The prospective teachers of the social studies may be selected for training on the basis of their competence in social sciences and broad general education. Preferably they should all be university graduates. During the preparation period, courses in teacher training, educational psychology, educational sociology and educational philosophy should be taken by them in addition to such courses as are designed to make up their deficiency in social sciences like sociology, social psychology, cultural anthropology and so on. It is much better if young men and women are selected as prospective social studies teachers early in their college education, and, in the light of this suggestion, they may be given particular programme of studies including social sciences, the language arts, the sciences and professional education.

2. Methods of instruction. The methods of instruction are directly conditioned by the approaches used to organize the curriculum content and the material for classroom instruction. The unitary organization of material suggests those methods of instruction which provide wholeness and relatedness in teaching-learning situations and emphasize problem-solving techniques. Whatever method or methods of instruction the teacher uses, they should be selected in the light of the objectives of the social studies and of the school, the material of instruction, and the ability of the pupils. This implies that the method or methods of instruction used should be both flexible and workable in a particular situation.
3. Techniques of evaluation. The growth of the pupils towards the accomplishment of objectives stated in behavioural terms cannot be evaluated through the results of memory tests given after specified intervals of time. This requires constant evaluation of the process to achieve those objectives and modifications in the selection of curriculum content, material of instruction and methods of teaching. The giving of tests and the collection of data are of no value unless they help teachers and pupils in planning educational activities and experiences in a way that helps bring about the desirable changes in the behaviour of the pupils. This implies that such tests should be used as are helpful in evaluating all aspects of the pupil's behaviour, namely, understandings, beliefs, values, attitudes, interests, appreciations, skills and capacity to conceptualize and generalize. In-service education facilities may well be utilized to devise new techniques of evaluation and to test their

validity and reliability.

4. Selection of material for instruction. The organization of the material of instruction into units and the statement of objectives in behavioural terms call for a variety of experiences and activities much beyond the scope of a single textbook. A large variety of material is needed for use by the teacher and the students.

The teachers need to have a sufficient number of resource units at their disposal. The construction of such units is not the task of a single teacher; teachers from various communities are required to participate in their development. Workshops set up for in-service education may be used for this purpose. While making recommendations for the use of audio-visual aids, community resources, pamphlets, magazines, textbooks, reference material and the like in resource units, it should always be borne in mind that they are as varied and as flexible as possible, so that the teachers may choose out of them and adapt them to the demands and resources of a particular situation. For example, electric appliances cannot be used in all the secondary schools of the Lahore Region, because of the non-availability of electric power in many places. This implies that the suggestions should contain all possible alternatives and the final choice should be left to the social studies teacher. The most essential element in making decisions about the selection of the material for instruction is to see that it is significant enough to realize the objectives of the social studies and stimulating enough to challenge the interests of the learner.

To conclude, the author of this study feels that, if put into practice, the proposed programme of the social studies may show definite advantages over the existing one. At the same time, he realizes that, under existing conditions, it is difficult to implement it throughout the Lahore Region. It is suggested, therefore, that this programme may, in the beginning, be put into practice in any one of the best high schools of the region, preferably in the Central Model High School, Lahore on an experimental basis. Because of the direct attachment of this school to the local training college for secondary school teachers, conditions in it are more favourable to such an experimentation. Experimentation with this programme may throw light upon its advantages and also point out some aspects which need further exploration. Amendments and modifications, if necessary, may be made in the light of these findings. Then the programme will nearly be ready for implementation throughout the region. In the meantime, the recommendations in connection with teacher preparation, methods of instruction, techniques of evaluation, selection of material for classroom instruction and other related problems may also be materialized, and the advantages of this programme made known to teachers, students, parents and administrators. When there is a sufficient number of well-equipped teachers and the above mentioned groups realize the advantages of this programme, it may be introduced in the whole of the region. Implemented as such, it is most likely to produce far-reaching results and bring about desirable changes in the educative process as a whole.

APPENDIX A

PRESENT PROGRAMME OF THE SOCIAL STUDIES

(prescribed by the Department of Education for the middle classes and the Board of Secondary Education for the high classes)

Grade VI.

- a) History of the Indo-Pakistan sub-continent. The natives of India. The effect of Aryan immigration upon the life of the natives— the evolution of caste system and its merits and demerits. The beginning of Buddhism. Alexander's invasion of the Punjab and its effects. Arab arrival in India. Muhammad bin Qasim's invasion. Condition of India before Mahmud of Ghazni's invasion. Mahmud Ghazni and his conquests. Muhammad Ghauri.
- b) History of Islam. Arabia before Islam. Merits and demerits of the arabs. The House of the Prophet. Muhammad's birth. Early life. Prophethood and his preachings for Islam. Migration to Medina. The battles of Badar and Ohad. Victory of Mecca. His character and conduct. Abou Bakar — his character and conduct, caliphacy and suppression of non-believers. Omar — his character and conduct, and administration. Osman — his character, conduct and compilation of the Quran. Ali — early life, caliphacy, martyrdom and character.

- c) Civics. Right and duties of a citizen in society — towards parents, relatives, teachers, class-mates, co-workers, neighbourers, and fellow citizens. Importance of clean streets and the school. Voluntary cooperation for the same. Respect for individual and public property and its security.
- d) Geography. The study of the Asian continent under the following sub heads: political divisions, occupations of the people — agriculture, animal rearing, and industries, important cities, relations between Pakistan and other Asian countries. Sea route from Karachi to Mecca. Land route from Karachi to Ankara. Air route from Karachi to Jakarta and Shanghai. Continents of Africa and Australia — political divisions, occupations of the people, important towns, relations between Pakistan and the above mentioned continents. Physical geography. Earth is round — axis rotation of the earth, days and nights, longitude and latitude. Climatic zones. Practicals. Use of the barometer and wind vane. Trips to local places of interest and map drawing.

Grade VII.

- a) History of the Indo-Pakistan sub-continent. Turke kings of India — Qutubud Din Aibak and Altmash, Razia Begum. Alaud Din Khilji's political policy and the establishment of a central government. Muhammad Tughlak. Feroze Tughlak. Taimur's invasion. Weaknesses of the central government. Sikandar Lodhi. Mystics and the propagation of Islam. Impact of Islam upon Hindu culture. Babar's personality. Battle of Panipat. Mughal rule in India established. Hamayun-Sher Shah.

Akbar and his adventures, administration and Divine Religion.
 Jehangir. Mujaddid Alfi Sani. Shah Jehan. Aurangzeb.
 Western Explorers. Downfall of the Mughals.

b) History of Islam. Ameer Muawia. Tragedy of Karbala. Waleed bin Malik. Omar bin Abdul Aziz. Harunur Rashid. Mamunur Rashid. Salahud Din Ayyubi and crusades. Islamic civilization and culture in Spain.

c) Civics. The significance of the mosque for the Muslims. Collective worship. Friday prayer. Social significance of Idd. Muslim brotherhood and fraternity. Social movements — scouting, girl guiding, red cross, first aid, civil defense, national guards. National and international games.

d) Geography. South America — political divisions, occupations of the people, animal rearing, agriculture and industries, important towns, Pakistan's relation with South America. North America — political divisions, occupations, industries, forests, important towns and Pakistan's relations with North America. Europe — political divisions, occupations of the people, fishing, mining, industries, important cities, Pakistan's relations with Europe, air and sea routes between Karachi and London.

Physical geography. Annual rotation of the earth — formation of weathers, heat as an agent of change in earth's surface. Frost, rain, air and water. The impact of these agents upon animal life. The use of the barometer and rain gauge. Different kinds of earth's surface.

Practicals. Drawing of maps and figures about the lesson,

geographical tours, collection of things.

Grade VIII

- a) History of the Indo-Pakistan sub-continent. Ancient trade routes. The discovery of the new sea route to India. Arrival of the Western nations in the sub-continent. Occupation of Bengal by the British. Third battle of Pani Pat. Warren Hastings. Cornwallis. Haider Ali. Sultan Tipu. Wellesley. William Bentink. Unsuccessful invasion over Afghanistan. Annexation of Sind. Battles between the Sikhs and the English and the occupation of the Punjab. Dalhausi. War of independence in 1857. Ripon and Curzon.
- b) History of Islam. Ottomans — Sultan Muhammad the Conqueror, Suleman the great, Ata Turk and new Turkey. Iran — Raza Shah Pehlavi and modern Iran. Palestine problem. Independence movement in Egypt. Zaghlol Pasha and modern Egypt. Almaghrab. Arab awakening. Indonesia and Malaya. Pan Islamism and Jamalud Din Afghani.
- c) History of Pakistan. Shah Wali Allah. Syed Ahmad. Shah Ismail Shaheed. Independence movement. Sir Syed Ahmad Khan and Ali Garh movement. Congress and the Muslim League. Separate elections. Lakhnow Pact. Khilafat movement. Iqbal's concept of Pakistan. Quaid-i-Azam Muhammad Ali Juinah. Lahore Resolution in 1940. Establishment of Pakistan.
- d) Civics. What is civics? The concept of vote. Value of vote. Local self-government. Panchait (village council). Municipal committee. Corporation. District Board. Sketch of the provincial and the central governments. United Nations and its

specialized agencies.

- e) Geography of Pakistan. Situation, surface, climate, different means of irrigation, agricultural products, mineral products, water power, industries, development projects, means of communication and transportation, commerce, population, political, commercial and cultural relationships between Pakistan and the world.

Physical geography. Factors determining the climate of a locality. Volcanic mountains and earth quakes.

Practical geography. Reports of excursions. Collection of local-made things for the museum. Photo albums. Preparation of charts, maps and graphs showing local rain fall and temperature.

IX and X. History of Indo-Pakistan sub-continent. The Aryans: their advent, their civilization, society, government and religion, their sacred books; Vedas, Upanishads and the Epics; Buddhism and Jainism: lives of Buddha and Mahavira, main doctrines of Buddhism and Jainism; Alexander's invasion, battle with Poros; the Maurya dynasty; Chandra Gupta, his government, Megasthenes and his account of India; Asoka: his conquest of Kalinga, his conversion to Buddhism, propagation of Buddhism, his edicts; Kanishka: the extent of his empire, his zeal for Buddhism, Mahayana Buddhism; the Gupta empire: Chandar Gupta I, Samundar Gupta: his conquests; Chandara Gupta II, Fabians's account of India; revival of Buddhism, progress of art and literature in the Gupta period,

the Golden Age of Hinduism; Harsha; the extent of his empire, Hieun Tsang's account of India; the Rajputs: their origin, a brief reference to the principal kingdoms of the Rajputs; a brief account of the spread of Hindu culture abroad; the rise of Islam; its spread in Arabia and Persia, the invasion of Sind under Mohammad bin Qasim; Mahmud of Ghazni: invasion of Lahore, Kangra and Somnath; Mohammad Gori: the first and second battles of Tarain; Slave kings: Qutbud Din, Altmash, Razia Begum, Nasirud Din, Balban; Khilji kings: Aland Din, his conquests, methods of government, Malik Kafur and his South Indian Campaign; The Tughlaks: Mohammad Tughlak, Feroze Tughlak, the invasion of Timur and its consequences; Ibrahim Ladhi, 1517-1526, break up of the Sultanate of Delhi; the Bahmani kingdom and its break up, Vijayanagar empire and battle of Talikota; contact of Hinduism and Islam: fusion of Hindu-Muslim culture, Bhakti movement, Ramanand, Kabir, Chaitanya, Guru Nanak;

The Mughals: Babar, first battle of Paripat, Rana Sangram Singh; Hamayun, his wars with Sher Shah and his administration; Akbar: second battle of Panipat, his religious policy, his conquests, his dealings with the Rajputs, his administration, the Din-i-Ilahi, important personages at his court; Jahangir: Khusro's rebellion, Nur Jahan, and Prince Khurram's revolt, Sir Thomas Ras; Shah Jahan: his buildings, wars in Southern India, the war of succession; Aurangzele and his wars with the Rajputs, the rise of the Marathas under Shivaji's administration, Aurangzele's Deccan campaigns, his character

and religious policy; the decline of the Mughal empire, rise of the Sikhs under Guru Gobind Singh and Banda, the invasions by Nadir Shah and Ahmad Shah Abdali; causes of the decline of the Mughal empire, the rise of the Sikh political power in the Punjab, the rise of Peshwas;

The coming of the Europeans, Vasco Da Gama, struggle between the English and the French in the Deccan, the causes of the success of the English, Dupleix, Clive and the conquest of Bengal, Mir Jaffar and Mir Qasim, Haider Ali; Warren Hastings; Rohilla war, Regulating Act, Nand Kumar, the Begums of Oudh, Raja Chet Singh, Pitt's India Bill; Cornwallis; permanent settlement of Bengal, Sir John Shore and the non-intervention policy; Lord Wellesley: war with Mysore, subsidiary system of Alliances, wars with the Marathas, Nana Farnavis, treaty of Bassein, Anglo-Maratha wars; Lord Minto: rise of Maharaja Ranjit Singh, Metcalf's mission to the court of Ranjit Singh; Marquis of Hastings: the Nepal war, the extirpation of the Pindaras, the last Maratha war; Lord Amherst: the first Burmese war, Lord Bertinck: his reforms — social, administrative and educational; Lord Auckland and Ellenborough: first Afghan war, annexation of Sindh; Lord Hardinge: first Sikh war; Lord Dalhousie: second Sikh war, annexation of the Punjab, second Burmese war, doctrine of Lapse, his reforms, Lord Canning: the Indian Mutiny — its causes, events and consequences, Queen Victoria's proclamation; India under the crown: Lord Canning; Lord Lytton: second Burmese war; Lord Duffrin: third Burmese war, the Indian National Congress;

Lord Curzon: his internal administration, partition of Bengal, creation of N.W.F.P., reforms in various departments, Indian Universities Act, Ancient Monuments Act, Punjab Land Alienation Act; Lord Minto: Morley-Minto reforms; Lord Hardinge: the coronation Darbar, the Great War and India's share in it; Lord Chelmsford: the declaration of August 1917, Rowlatt Act, the Satyagraha movement, government of India, 1919.

English History: the Tudor kings, Henry VII; Henry VIII: the cardinal Wolsey and Thomas Cromwell; the Renaissance, the age of discovery; Martin Luther and the Reformation; Edward VI and Mary; the Catholic reaction in the reign of Mary; Queen Elizabeth: the importance of her reign, church settlement, Mary Queen of Scots, the principle explorers, the Spanish Armada, East India Company; King James I: the Gunpowder plot, the quarrel between the king and his parliaments; Charles I: the Petition of Rights, the civil war, execution of the king; The commonwealth: Oliver Cromwell; the restoration of Charles II: clarendon and his code; Titus Oates: the Test Act, Habeas Corpus Act, Whigs and Tories; James II: the revolution of 1689, its causes and effects; William and Mary: the Bill of Rights, conquest of Scotland, conquest of Ireland; Queen Anne: Marlborough and the war of Spanish succession; George I: the establishment of party system of government in England; the administration of Walpole: the war of Austrian succession, the seven years war, the elder Pitt; George III: John Wilkes, Stamp Act and war of American Independence; the Industrial

Revolution; the French Revolution — its causes and events; the rise of Napoleon Bonaparte; the younger Pitt: Nelson and Trafalgar, Wellington and Waterloo; George IV and William IV: the period of reforms, Howard and Jail reforms, Wilberforce and the abolition of slavery, reform of the Penal laws, Roman Catholic Relief Act, the Reform Bill of 1832; Queen Victoria: the Anti-Corn Law League Agitation, the Chartist movement, the Crimean War and Miss Florence Nightingale, the second Reforms Bill, the third Reforms Bill, Ireland and Home Rule Bill, Sir Robert Peel, Palmerston, Lord Beaconsfield; Gladstone; Edward the Peacemaker; Parliament Act of 1911; George V: the Great War — its causes, main events, results; the League of Nations.

Geography: the following natural regions of the world: (a) the Equatorial Region; (b) the Tropical Region; (c) the Monsoon Region; (d) the Mediterranean Region; (e) the Temperate Region; and (f) the Tundras. The following points should be stressed in the study of these regions: their characteristic climate; agricultural products, especially wheat, maize, tea, coffee, tobacco, sugar, cotton, jute, rubber and vine; rice; important minerals like coal, iron and copper only; and countries or part of countries with important towns included in the natural regions; and the importance of the Suez and Panama canals.

The geography of Pakistan and India emphasizing the physical features, climate, vegetation, natural regions, population, occupations, means of communication, trade (internal and

external with the British Empire), important towns. Special emphasis to be laid on West Pakistan. The main land, sea and air routes between Pakistan, India, Great Britain and U.S.A.

Map filling. The candidates are required to insert geographical features, e.g., mountain ranges, rivers, directions of winds, rainfall, density of population, natural regions, railways, air routes, agricultural products, minerals, and towns in a given outline map of Pakistan and India.

APPENDIX B

PRESENT

OBJECTIVES OF THE SOCIAL STUDIES IN THE MIDDLE CLASSES (Prescribed by the Department of Education)

A. General

To provide information about geographical, social and historical environments of students; to develop interest to study their different aspects and a desire to improve them.

B. Objectives of history

To introduce students with the true facets of the history of Pakistan and to enable them understand their true place in the sub-continent.

To teach history of Islam to broaden their outlook, to make them understand the dynamic universal force of Islam and the present awakening in the Islamic world.

Through the study of history, develop in students a habit of thinking, a pride in the achievement of their ancestors by understanding the spirit of their culture and feel their responsibilities by analysing the problems of Pakistan.

C. Objectives of civics.

For building a national character, to introduce the students to the basic national, moral and spiritual values; to make them understand their rights and the rights of others for good citizenship; to provide opportunities for practical training to induce in them the sense of cooperation; to provide information about social movements, democratic institutions and the government to enable them take up their duties in the social and national life of the country.

D. Objectives of geography

To teach geography in a way that the students understand the people of other countries and are able to compare and contrast their lives with the life of people in Pakistan.

To keep in view the commercial, economic and cultural relations of Pakistan with other countries to enable them to understand the interdependence of nations.

To draw the attention of the pupils to those physical and geographical factors influencing human life, and to show, in this connection, the age old struggle between man and his environments.

To develop in students an interest to observe natural phenomena taking place in their environments and draw conclusions from them.

To make teaching interesting and effective, provide opportunities for educational tours and excursions, especially

to make them efficient in the use of geographical instruments and maps, to prepare maps and diagrams and collect models of things.

APPENDIX C

SPECIMEN OF
A RESOURCE UNIT

"UTILIZATION OF PAKISTAN'S RESOURCES"

I. Introduction.

We all now live in an era of scientific and technological advancement. Along with this achievement by man, the complexities of life have increased. Ever growing needs arising out of these complexities call for wise and intelligent use of our resources — human and natural.

Pakistan as a free and independent state is still very young and faced with many complex problems. How to raise the standard of living of the people, is one of such problems. Nature has endowed Pakistan with rich and vast resources which need to be tapped, developed and conserved to make life better and charming. Though the country has set on the path to its development, yet much remains to be achieved.

The main objective of this unit is to enable the student get an insight into the problem cited above, and acquire those

understandings, skills and attitudes which are essential for good life in a fast developing society like Pakistan. This unit is not meant for any specific grade level; all teachers in the secondary schools of the Lahore Region may benefit from this unit to draw material of instruction for developing teaching units. While developing this unit, the author had to face serious limitations on account of the nonavailability of relevant resource material like textbooks, films, magazines and periodicals. Therefore a broad outline has been suggested and teachers may adapt these suggestions to their particular environments depending upon the scope and nature of the sources available in their particular localities.

II. Anticipated Outcomes.

A. In terms of student behaviour:-

1. Understandings.

As a result of his activities in the unit, the pupil increasingly understands

that Pakistan is very rich in human and natural resources;

that the physical and economic conditions affect the

determination of scope and establishment of various industries;

that mechanization is playing an important part in improving our social and economic conditions;

the social and economic problems that have arisen out of mechanization and knows a few of the means employed to cope with these problems;

the requirements and opportunities for various jobs in industry;

that Pakistan depends upon other friendly nations for the supply of heavy machinery and a portion of raw material for setting up various industries; and
 how to use science and technology in utilizing and conserving our human and natural resources.

2. Value patterns — appreciations, attitudes and interests.

As a result of his work in this unit, the pupil increasingly:

- appreciates the freedom of groups and individuals;
- appreciates the role of technology in devising ways and means to conserve human and natural resources and to raise the standard of living of the people;
- appreciates the people who have contributed to the progress of science and technology;
- appreciates the role of those organizations which help society in solving labour problems democratically;
- appreciates the significant role of industries in providing opportunities for useful employment in the country;
- welcomes the contribution which people of other countries make to the **industrial** development of Pakistan;
- recognizes the social value of work and performs his work honestly;
- treats others and their ideas with respect and courtesy;
- cooperates with others and shares group responsibilities;
- condemns the activities of smugglers, black marketeers, hoarders and other anti-social elements;

bases his judgement on sufficient data and suspends it when it is insufficient; and is interested in science, technology and geography as a knowledge most suitable for a vocation, a hobby or a recreational activity.

3. Skills.

The student

reads books, magazines and periodicals intelligently;
uses library facilities easily and constructively;
uses valid and reliable sources of information;
presents his data in an interesting and challenging manner;
reads and interprets accurately maps, graphs, charts and tables;
selects individuals who can contribute information to the solution of a problem and plans for their interview;
knows how to make good and impressive conversation with persons and select main ideas from his talks;
uses the resources of the community for the sake of obtaining data pertinent to his problem; and
handles simple tools effectively.

B. Generalizations

1. People everywhere have the same basic needs and problems to solve.
2. Man meets his needs through the use of natural and human resources.

3. Nations are interdependent and their destinies are interlinked.
4. Science and technology have helped man in raising his standard of living.
5. Many people are needed to serve a modern community.
6. All people need to work together to have the best possible community.
7. Life in urban area is more complicated than in rural areas.
8. Physical conditions of a country affect the life of its people.
9. All nations have common problems to solve.
10. No nation has a unique claim on the best solution to common problems and each nation has the right to maintain its own opinion provided that no crime against a fellow nation is involved.
11. Attempts to change the opinion of another nation about the solution of common problems should be made only through free exchange of ideas.

III. Suggested Problems.

Education is life and life is education. As life is full of problems, therefore the main objective of education should be to provide environments conducive to the development of problem-solving capacity of the child. Statement and definition of the problem form the first step in problem-solving technique. It is important, therefore, to guide the students in each class to define

the problem in a way that makes it most clear and meaningful to them. The problems stated below are mere suggestions of how the over-all problem of the unit may be stated:

- A. How can we best utilize our resources for over-all development of Pakistan?
- B. How can mechanization help us in raising our standard of living?
- C. How is the future prosperity and stability of our country dependent upon the wise use and conservation of our resources?

IV. Analysis of the Unit.

A. What are the natural resources of Pakistan?

1. Soil.

- a) What are the physical features of the country?
- b) What is the nature of soil at various places?
- c) What are the chief agricultural products of the country and what industries depend upon them?
- d) How can we best harness our land resources?

2. Minerals.

- a) What are the chief mineral potentials of Pakistan and what industries depend upon these resources?
- b) How far do we depend upon other nations for the supply of raw material to feed our industries?
- c) What steps should be taken for the best exploitation of our mineral resources?

3. Animals.

- a) What are the various animal resources of our country and what industries depend upon them?
- b) How to best utilize and conserve our animal resources?

4. Forests.

- a) What are the forest resources of Pakistan and what industries depend upon them?
- b) How can conservation and development of forests help us in preventing soil erosion and devastation of floods?
- c) How can we improve our economy by the development of forests?

B. What are our financial resources?

1. What were the financial set backs caused by independence?
2. What are the implications of our financial resources for the development of industries?
3. What steps has the government taken to encourage private investment in industries?
4. How is the government directly concerned with industrial development?
5. What is the scope and significance of foreign investment?
6. How to encourage and attract foreign investment and ensure its security?
7. How can cooperative movement help in solving financial issues?
8. What are our trade relations with other countries?

C. What are our human resources?

1. What are our human potentials?

2. How can we change the attitude of our people towards work?
3. What are the facilities available to train people for various jobs?
4. How can we provide better and more facilities for training more people — skilled and unskilled — for various jobs in industry?

V. Suggested Activities.

A. Initiatory.

1. Motion pictures. Where motion film projectors are available, motion films can best be used for initiating this unit. The films selected should both stimulate interest in the unit and raise many problems and issues. These issues must be brought out in the discussion following the showing of the picture. To introduce the unit the films like the following may be used:

a) Hashim Khan (documentary); and Thal (documentary)

2. Reading. Due to non-availability of material, readings for introducing the unit cannot be specified. Students may be asked to read relevant articles from the newspapers, magazines, and periodicals easily available in the locality.

B. Developmental.

1. Reading. While planning definite assignments in reading, emphasize the methods of finding and collecting relevant information about the problem. Divide the class into various committees and have each of them read relevant articles from newspapers, magazines, periodicals, bulletines, pamphlets, and other special issues published by the

government and non-government agencies about different aspects of the unit.

The students may be guided and encouraged to gather books containing sufficient information about the unit from various sources. This activity will provide the individuals an opportunities to learn the use of library facilities easily and constructively. The students should be encouraged to read these books widely.

As to the selection of textbooks for reading, the teachers should be very careful in selecting them, as most of them do not contain an up-to-date information about this unit. The textbooks selected should give an over-all picture of the historical and geographical factors bearing upon the industrial development of Pakistan. If such books are not available, the teachers should supplement the information given in those books and use pamphlets and magazines.

2. **Maps.** Map making and map reading should form an integral part of this unit. This activity may be carried out either individually or in committees depending upon the size of the group and the material available in the social studies library.
3. **Graphs.** Students should be encouraged to collect and interpret graphs concerning population, rainfall, minerals and land resources in Pakistan. Suitable graphs from government and non-government publications may be selected for this purpose. The annual issue of "The Weekly Bullitine", September 1956, published by the Department of Supply and Development, Karachi, contains

many useful graphs for this purpose.

4. Committee work. The main objective of committee work is to provide such environments as are conducive to learn and teach democratic values. The teacher should observe very carefully the activities assigned to various committees and the role being played by every individual within a committee. While busy in observation, the teacher should also guide the committees in the solution of various difficulties that may hamper the way to further progress of their work.
5. Excursions. The importance of going on excursions in a unit like this cannot be overemphasized. These will provide good opportunities for conducting on-the-spot study of various problems connected with this unit. The students will see natural objects, landscape; scenery, land formations, and social phenomena in the local community. An excursion should not be a mere picnic; it should be a purposeful undertaking, preceded by careful planning by the teacher and the committee assigned with this activity, accompanied by active supervision, and followed by definite class study of the things seen. Immediate environments may be used for study tours.
6. Group projects. This may include clubs, observance of certain occasions and museum making in the school.
7. Outside speakers. The main objective of this activity is to benefit from the experience of those directly or indirectly concerned with the development of industries in the country. This may involve government officials of various departments, businessmen,

industrialists and other citizens.

8. Radio programmes. Where radio facilities are available, the teacher should consult the programmes issued by the directors of various radio stations in Pakistan and make arrangements to relay it to students in the school broadcast programme.
9. Panel or symposium. Have students plan a panel or symposium on:
 - (i) industrial development in Pakistan; (ii) let us raise the standard of living of the people; (iii) how to best utilize our natural resources; (iv) how to improve our trade with foreign countries; (v) how to overcome unemployment in Pakistan; and (vi) how to improve our means of communication and transportation?
10. Films. For the selection of suitable films, the teachers should refer to the catalogues issued by the U.S.I.S., British Council, Directorate of Public Relations, Lahore and Dacca, and the Films Division, Ministry of Information and Broadcasting, Karachi.
11. Dramatization. Themes of the following nature might be selected for this purpose: (i) Pakistani farmer; (ii) Pakistani life today; (iii) bound for Pakistan; and (iv) a national chamber of commerce.

C. Culminating Activities.

1. Have the students make a booklet dealing with the increase of agricultural, industrial and commercial products in Pakistan and the causes that have hampered the industrial progress.
2. Have the students set up a little work shop to draw maps, charts

2. Observing the carrying out of the culminating activities.
3. Group discussions.

C. Teacher Evaluation.

The teacher should have a check list to see how far the objectives set up by him for this unit have been achieved and how far his own behaviour has been conducive to the achievement of desirable changes in student's behaviour as a result of his activities in this unit.

VII. Suggested Materials.

A. Reading Material.

1. For pupils

a) Textbooks. These may include geography textbooks and suitable publications by the government like the following: (i) Pakistan Today and Tomorrow; (ii) Ten Years of Pakistan; and (iii) Pakistan in figures and statistics.

b) Supplementary readings. No supplementary reading can be specified due to the non-availability of sufficient material here in Beirut. These may include magazines, periodicals, pamphlets and bulletines. While selecting these sources, care must be taken to see that they are all relevant and within the capacities of students to learn.

2. Reference books for teachers. The same statement made in the previous lines applies here also. Anyway, the teachers may find the following books and magazines helpful and useful for understanding this unit better:

a) Government of Pakistan. Industries in Pakistan. Karachi

- b) Government of Pakistan. The First Five Year Plan, 1955-60.
Karachi.
- c) _____ Pakistan: First and Seventh Year.
Karachi.
- d) Spate, O.H.K. India and Pakistan. London and New York.
- e) Vageler, P. An Introduction to Tropical Soils. 1933.
- f) "The Weekly Bulletin": Annual issue of September 6, 1956.

This is a very helpful magazine published by the Central Department of Supply and Development, Karachi.

The teachers may also read the material recommended for students and use extra material which they deem most suitable and necessary.

B. Films and film strips.

1. 'Golden Fibre'. 16 m.m. sound film produced by the Films Division, Ministry of Information and Broadcasting, Karachi.
2. 'Silver Fibre'. 16 m.m. sound film produced by the Films Division, Ministry of Information and Broadcasting, Karachi.
3. 'What animals give man'. A film strip produced by McGraw-Hill Company, New York. It shows the usefulness of cows, sheep, horses, chicken and ducks to man for food, leather and other purposes.
4. 'Why are trees important'? A film strip produced by VEC Incorporated, with captions. It shows the importance of trees and the conservation of forests.

For the selection of more films and film strips, catalogues mentioned under "Films" may be consulted.

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