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An Experimental School at Karachi,
Pakistan

A Thesis

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By

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An Experimental School, Ahmad.

Preface

I remember vividly my school days when I was a student of a high school at Cawnpore in northern India. I can recollect that even as early as the sixth grade I used to think that the education I was receiving in the school was useless because it would not help me in any way in solving the problems that I would face in later life. As skilled workers and technicians used to earn more than university graduates in those days I used to envy those boys who were getting industrial or craft training, and I myself felt a craving for industrial education. But when I expressed my desire to my mother she frowned and looked so sternly at me that I was unnerved and had to continue my education in the old academic school.

Another incident worth mentioning here is that in the ninth grade when I failed to solve a mathematical problem correctly, the mathematics teacher awarded me six strong strokes with a long and flexible cane. I bore the tribulation very calmly, stretching one hand after the other without betraying even a sigh. According to the prevailing practice of the day the teacher had a right to punish a student who had committed a fault. But I had

done my best. If the method or the answer or both were wrong it was the duty of the teacher to explain to me. I was not a weak student. Outside the mathematics class I was held in esteem for my ability and my numerous activities. In the city I was the leader of a Boy Scout Group and was well known for my social services. The whole atmosphere of the school, which had never appealed to me, became very oppressive, and had it not been for the fear of my mother and the possible loss of the Government scholarship that I was receiving for standing first in the eighth grade, I would have left the school. It seems surprising to me now that mathematics was one of the elective subjects I chose in my later college years. Perhaps it was due to the encouragement I received in the tenth grade from the head master, who taught geometry.

Ever since the incident in the ninth class I have been thinking over the problem of whether teaching could be made a pleasant process in which children could participate willingly. This thought was among the many incentives which urged me to start a school at Cawnpore at a time when I was still a student. I named the school after the late Maulana Mohammad Ali, the founder of the Khilafat movement against the British Government. The school became very popular among the Muslims of Cawnpore, largely due to the keenly felt need for more educational facilities and partly due to my and my co-workers' professions that the

school would provide good and cheap education to the general mass of children. The reputation that I enjoyed as a social and later as a political worker caused increased interest among the citizens, and the school became so popular that we had no room to admit all the children who sought admission. Unfortunately the second World War broke out immediately afterwards and the avenues of employment opened by the war attracted a large number of teachers, who got an unimaginable opportunity to earn more, and the schools in general began to suffer from the shortage of teaching personnel.

For my school, that is the Maulana Mohammad Ali Memorial High School, this problem was very acute. The sources of income of the school were limited to the fees received from the pupils and the donations of well-wishers of the school. Due to their war efforts the Government were not prepared to extend any help to us. Some grant-in-aid had, however, been sanctioned by the Cawnpore Municipal Board. Out of this income the school had to pay the salaries of the staff as well as the rent of the building, which was built for residential purposes and whose rooms were small and in some cases dark. This compelled us to admit fewer pupils per class than other schools did. As a result our salaries were meager in comparison to the salaries paid by other schools, which were old and well-supported. Consequently our best

teachers, whom we trained at great sacrifice, invariably got tempting offers from other schools and often left us in the middle of the session. As the cost of living had risen very high, (in the case of some articles ten times as high as the pre-war level,) and many of the teachers had families to support, we did not find moral courage to attempt to stop them from leaving us.

The result was that my original idea of providing an ideal school with an ideal education was reduced to the efforts to keep the school running and now when I cast a glance over the by-gone days, it seems to me that my role had gradually and unconsciously degenerated into that of a benevolent autocrat, that is behaving very gently but forcing everybody to do as I liked.

In 1947 after I had received my M.A. degree from the University of Agra, I joined the Teachers Training College of the Muslim University, Aligarh, as a Bachelor of Teaching student. There I came across the term "play-way in education". It revived my old idea about making the educative process a pleasant experience for children. Meanwhile India was divided into two independent states and the carnage that followed in the wake of the division forced me to abandon my hearth and home and take refuge in East Pakistan where now I am employed as a petty officer in the Department of Education.

Since my migration to East Pakistan I have received several requests from my friends in West Pakistan to go there and open a school for which there is a real demand at present, but I have declined all those offers on the ground that their requests are generally based on the fact that they expect the school to be a kind of business concern which will provide to all those who take part in its foundation a rich source of income. The school of my dreams, on the other hand, promises only toil and privations.

I came to the A.U.B. with the same idea and was very pleased to receive encouragements from the advisor to graduate students, Dr. Fredrick R. Korf, who seemed to like the idea. He has given me all possible help in connection with the thesis including reading the draft, suggesting new ideas and modifications, and making corrections in the language. It was he who first recommended reading the Story of the Eight Year Study and I am pleased to acknowledge that this book brought me out of the world of ideas into the world of facts and gave shape and form to my vague notions. The name "Experimental School" in place of "Play-Way in Education" is also his suggestion and I have no hesitation in saying that the present name gives a realistic touch to the idea of the school.

I have read many books concerning the process of learning, child psychology, psychology of education,

philosophy of education, and Islamic teachings about education, in connection with this thesis. I have collected many of my ideas from these books. I do not know how much they will help me in the actual working of the school that I intend to open, and what unsuspected difficulties I will have to face. Words are very easy to utter, but often very difficult to translate into action.

I feel greatly indebted to the Chairman of my Thesis Committee Dr. L.P. Cajoléas, who took great pains in helping me with the development of the thesis. His patience in going through the poorly written draft, his good humour, and his words of encouragement have a much larger share in the completion of the thesis than can be imagined. I am also highly obliged to Dr. Fredrick R. Korf, who acted as the Chairman of the Thesis Committee in the absence of Dr. Cajoléas and has been rendering me invaluable help since the very start. I also owe gratitude to Dr. Roland Will who went through the draft of various chapters from time to time and suggested suitable modifications in the text and the ideas. His encouraging remarks have proved of great help to me. Dr. H.A. Kurani, Chairman of the Department of Education A.U.B., also deserves my gratitude for reading the thesis. But for his sympathetic attitude and encouragement my stay at

A.U.B., which requires its students to work very hard, sometimes beyond their capacity, would have been very difficult. I am also obliged to Dr. Naim Attiya and Mr. S.M. Aijaz for their valuable help in planning the outlines of the thesis. Other members of the Education Department and many friends among the students who discussed my problem with me from time to time and gave me useful suggestions also deserve my thanks. I also wish to express thanks to Miss Katy Hakim for carefully and correctly typing this thesis.

Abstract

The first school in the Western World to teach the written word was founded in Alexandria by the Ptolemies, who ruled Egypt for about two hundred years immediately preceding the Christian era. The authoritarian method of forcing children to learn through memorizing the text was first evolved in that school and is still in vogue in most countries, including Pakistan. This method causes unhappiness, tension, frustration, revolt and delinquency among children. It also makes them callous to ideas and makes them lose the impetus to learn. Contrary to this, children like to learn through activities. Therefore a large number of schools is needed which will base learning experiences on pupil self-activities.

The writer proposes to open such an experimental school near Karachi in Pakistan. As the existence of this school will depend to a large extent on the support of the community an identity of interests will be effected between the two. Objectives of the school will be based on the needs and ideals of the community. Learning experiences of the children will centre around important problems of communal reconstruction. Members of the community desirous of taking advantage of the facilities available in the

school will be allowed to do so. Laboratories, workshops and farms will be provided in the school where children will learn principles of morality and the dignity of labour through practically participating in group activities, including manual labour.

Such a school will need a new philosophy of education based on the dynamic and changing nature of the universe. As Islam itself advocates change, the new philosophy of education is not likely to conflict with the religious tenets of the people. Equality of educational opportunity suited to the needs of the community and the citizens, academic freedom, religious education which may facilitate an effective social life, special arrangements for the education of gifted children, and the bearing of educational expenses by each according to his capacity will be the main features of the new philosophy of education.

The method of education to be followed in this school will be learning through pupil-self activity - a method which has been extensively demonstrated to be a highly effective and natural method of learning.

Being the first school of its kind it will have a large number of experimental possibilities through which it may find new and suitable methods of grading children, preparing textbooks, devising new methods of teaching and preparing teachers to deal with emergent curriculums

based on the needs and problems of children.

Pakistan is such a vast country that a large number of such schools are needed. The first step in this direction should be taken by stating the objectives of Pakistani education. The second step should include opening of one model school in each district of Pakistan consisting of one grade of six-year-olds with subsequent additions of one grade each year so that after eight years a full-fledged model elementary school becomes available to each of the districts of Pakistan. In such schools elementary school teachers may be given a practical education in newly developed principles and practices.

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Introduction

Purpose of the Thesis

Traditional system of education. "The first school in the Western world to teach the content of the written word" was founded in Alexandria by the Ptolemies, who ruled Egypt for about three hundred years after the death of Alexander the Great. The objective of this school was to teach the philosophies of the great Greek philosophers.¹

A century or two later when the Romans conquered Egypt, they carried with them the idea of a school to teach the written word. This idea was adopted throughout the Roman Empire. Later Christianity also used the same type of schools to teach its doctrines.² During the early Middle Ages, when life centred around manors, monastery schools kept the tradition alive, but towards the end of the ninth century they yielded place to cathedral schools.³

¹William Heard Kilpatrick, Philosophy of Education, New York, Macmillan Company, 1951, p. 223

²Ibid.

³Henry S. Lucas, The Renaissance and the Reformation, New York, Harper and Brothers, 1934, p. 128

The Renaissance in Europe witnessed the establishment of many academies and universities, the University of Paris being the oldest among them.⁴ These academies and universities continued to teach in the same Alexandrian way either a secular or religious written content, or a combination of both.

The Industrial Revolution brought in its wake a persistent demand for more educational facilities, which by the second half of the nineteenth century resulted in the acceptance by some European governments and the government of the United States of America, of the principle of free and compulsory education for all children.⁵ A new class, the middle class, also came into existence as a result of the Industrial Revolution. Consequently, a new school, called the high school also came into prominence⁶ to cater to the needs of this class.

In none of these periods was any departure effected from the method of instruction (i.e. learning through memorization) first adopted at Alexandria. Attempts by some educators to introduce reforms did not produce notable

⁴
Ibid. pp. 127-130, and 255-257

⁵
John S. Brubacher, A History of the Problems of Education, New York, Macgraw Hill Book Company, 1947, p. 89

⁶
Ibid.

changes upto that time. The result was that "in this way education in the school sense came to mean learning the contents of books, with what this could offer - this and this only. And the believers in this type of schools had great faith in such memorizing."⁷ As religious ideas yielded place to secular and utilitarian concepts only those portions of the vast store of human knowledge which were likely to be useful sometime in the remote future of a child's life were prescribed as subjects to be taught in the high schools. Each subject was divided into smaller sequential units, as is the case today in all traditional schools, proceeding from the simple to the complex, and assigned to different grade levels according to their complexity.

An analysis will show that these subjects are no more than the organization of a large number of facts and relationships discovered by men and written down for the benefit of future generations. Facts and relationships, however concrete the objects they may represent, in the absence of those objects tend to become abstract, and do not appeal to the immature minds of children. The ability to grasp abstract ideas begins to flower at about the age of twelve. "Children under twelve classify objects on the

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William Heard Kilpatrick, op.cit., p. 223

basis of their concrete functions or quality." ⁸ Before about the age of twelve they are more interested in the real objects of their environment, which challenge their imaginations and keep their bodies and minds busy.

This natural urge for activity is thwarted in the traditional schools where children are required to sit passively in "pin-drop-silence" and learn lessons which seem to be of little consequence to them. As a result many children who are unable to adjust themselves to this method of learning suffer untold mental agonies. Psychologists are of the opinion that problems of discipline and truancy are often the results of this state of maladjustment. ⁹

The term adjustment has been used in this study to denote the process of satisfying one's needs through socially approved activities. Frustration of needs causes maladjustment, which may manifest itself in misbehaviour, personal unhappiness or delinquency. ¹⁰ As activity is one of the basic needs of the child, ¹¹ any attempt to frustrate this need is likely to result in one of the above-mentioned symptoms.

⁸ Alvina Trent Burrows, Teaching Children in the Middle Grades, New York, D.C. Heath and Company, 1952, p. 50

⁹ Glenn Myers Blair, et.al., Educational Psychology, New York, The Macmillan Company, 1954, pp. 372-373

¹⁰ Ibid. p. 374

¹¹ Ibid. p. 158

Misbehaviour or truancy, until the last quarter of the nineteenth century, were regarded as a manifestation of the inherent evil nature of children, caused by the original sin of man which called for a free use of the rod as a remedial measure.¹²

The problem. Generally most of the characteristics of traditional schools have come down to the present time in Pakistan, and pose a very serious problem to educators: Must education remain an unpleasant process of rote memorization of facts, enforced by compulsion, or should it become part of a sequence of pleasant activities for the purpose of ensuring effective growth and development, carefully planned and guided by experts?

Research has shown that the authoritative method "renders the students callous to ideas and makes them lose impetus to learn because of the way in which learning is experienced by them. It limits their capacity to act intelligently in new situations. The learning process becomes associated with boredom."¹³ Moreover any system of education which forces pupils to become passive listeners compels them to go against their natures, and makes their adjustment to their environment difficult.

¹² John S. Brubacher, A History of the Problems of Education, New York, Macgraw Hill Book Company, 1947, p. 113

¹³ John Dewey, Experience and Education, New York, The Macmillan Company, 1936, p. 15

In some cases it results in delinquencies. Sheldon and Gluck, in their book, Delinquents in the Making, write that: "forcing certain types of children into a traditional mold results in increasing tension, frustration, revolt and delinquency."¹⁴ Many educators who have done research to determine the causes of delinquency in the United States of America have found this to be true. In one such study in the city of Boston, involving two thousand delinquent boys and girls, school dissatisfaction appears as a major cause in 11% of the cases.¹⁵ The words major cause imply that school dissatisfaction was operative in the cases of many other students also.

Significance of the problem. The figures given above reveal the condition in the United States of America, where educational methods have made remarkable progress. When traditional schools in one city of that country are primarily responsible for producing two hundred and twenty out of two thousand delinquents, conditions in Pakistan can hardly be expected to be better.

No study has so far been undertaken to investigate the extent to which the schools in Pakistan are responsible

¹⁴ Sheldon and Eleanor Gluck, Delinquents in the Making, New York, Harper and Brothers, 1952, p. 200

¹⁵ William and Augusta F. Bronner, Delinquents and Criminals, New York, Macmillan and Company, 1926, p. 181

for existing delinquencies. However, it can safely be assumed that the percentage caused by traditional schools would be much higher than that determined by the Boston study for Boston schools. The reason is that the present educational system of Pakistan suffers not only from the defects of authoritarianism and traditionalism, but it is also based upon the social, economic and cultural concepts of a foreign nation which founded the school system more than one hundred years ago. Lord Macaulay, the author of this educational system, while formulating its aims wrote, "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern - a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect."¹⁶

This process of mental and moral enslavement of the Indian people assumes a deeper colour when seen in the context that secondary education, though already divorced from the life of the country, was placed under the control of the Universities which used it to prepare students for enrollment in their classes.¹⁷ The consequence was that

¹⁶
H. Sharp, ed. Selections from Educational Records, Part I (1781-1839) Calcutta, 1920, p. 23, quoted by Muhammad Shamsul Haq, Compulsory Education in Pakistan, Unesco, 1954, p. 26

¹⁷
Government of Pakistan, Planning Board, The First Five Year Plan, 1955-56, Karachi, 1956, p. 27

more and more emphasis began to be placed on gaining efficiency in the use of the English language, which seemed to be a sure way of winning recognition from the foreign rulers. The achievement of social or economic values which would have helped in the future adjustment of the individual to his environment were largely ignored. No wonder, therefore, that now, when Pakistan has declared herself to be a republic, students getting their education under the same old system often find themselves misfits in life.

This is the crux of the educational problem facing Pakistan. The government of the country is busy considering plans for a reform in the system. But any solution, if it is to be satisfactory, should take into consideration the rapidly changing economic and social conditions of the country. The influx of about eight million refugees¹⁸ from India has already ushered in an era of revolution in social values. Puritanism in thought and action is being replaced by a practical approach to the problems of life. Industrialization of the country is causing a concentration of people from all corners of the country in cities. The demand for skilled labour is increasing.

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"Every tenth Pakistani today is a refugee."
 (Author untraceable), Struggle for Independence, Karachi, Pakistan Publications, 1958, p. 112

The adjustment of individuals to their environment is becoming an increasingly difficult process. Technological changes are taking place all over the country. The urbanization of rural people presents them with new psychological and social needs. Unless opportunities for wholesome outlets are examined, serious social disorganization is likely to result. These and other factors make a reorientation in the entire outlook of the nation imperative.

Need for schools based on activity method. As education is a process of growth and development in relation to purposes and goals¹⁹ any reform in the educational system of Pakistan must first define the objectives of Pakistani education and then formulate the method to be adopted for achieving them. For the purpose of the present study "the function of education is conceived to be the adjustment of man to his environment, which contemplates man's adaptation to and the reconstruction of his environment to the end that the most enduring satisfactions²⁰ may accrue to the individual and to society." As regards the method of education it should be noted that there is a growing tendency in the progressive countries of the world to lay emphasis in the curriculum

¹⁹ Nelson L. Bossing, Teaching in Secondary Schools, Boston, Houghton Mifflin Company, 1952, p. 9

²⁰ Ibid. p. 10

on pupil self-activity. This emphasis is the result of the outcome of prolonged scientific studies by educators and psychologists regarding the nature of the learner and of learning. Traditional methods of instruction, which suppress the natural urge of children for self-expression, are being replaced by learning through spontaneous and meaningful activities. A large number of experimental schools should be opened in various parts of Pakistan which could carry on scientific studies on different aspects of the educational process. Such schools would probably prove useful in determining suitable programmes and methods of study to fit the conditions prevailing in Pakistan. They can also discover better methods of educating teachers for those schools.

It is hoped that if the activity method is adopted in the schools of Pakistan, positive results may be shown in a short time. Some research studies in the United States of America have demonstrated the superiority of this method over conventional methods. One such study was spread over a period of eight years and is known as the Eight Year Study. This was carried out by thirty schools under the supervision of a Commission on the Relation of School and College, appointed for this purpose. In order to find out whether the activity method had contributed more than the conventional method in achievement and mental growth, each student from these thirty schools who was admitted to college, was grouped with a similar student from a traditional school.

The results were strikingly in favour of the experimental schools. The College Follow-up Staff comments:

If the proof of the pudding lies in these groups, and a good part of it does, then it follows that the colleges got from these most experimental schools a higher proportion of sound, effective college material than they did from the more conventional schools in similar environments. If colleges want students of sound scholarship with vital interests, students who have developed effective and objective habits of thinking, and who yet maintain a healthy orientation toward their fellows, then they will encourage the already obvious trend away from restrictions which tend to inhibit departures or deviations from the conventional curriculum pattern.²¹

A second scrutiny of the results was made to find out whether there was any correlation between the method and achievement of the individual schools among the thirty participating schools. The investigation reveals:

The graduates of the most experimental schools were strikingly more successful than their matchees. Differences in their favor were much greater than the differences between the total Thirty Schools and their comparison group. Conversely, there were no large or consistent differences between the least experimental graduates and their comparison group. For these students the differences were smaller and less consistent than for the total Thirty Schools and their comparison group.²²

²¹ Wilford M. Aikin, The Story of the Eight-Year Study, New York, Harper and Brothers, 1942, p. 113

²² Ibid.

Then two of the most experimental schools were taken up. The graduates of these schools "surpassed their comparison groups by a wide margin in academic achievement, intellectual curiosity, scientific approach to problems, and interest in contemporary affairs." In general resourcefulness, in enjoyment of reading, in participation in arts, in winning non-academic honours, and in all aspects of college life "except possibly participation in sports and in social activities" they were more outstanding than their matchees.²³

A Proposal to Establish an Experimental School.

The writer proposes to take the initiative in opening an experimental school near Karachi, in Pakistan. It is proposed that initially the school shall have kindergarten and elementary classes and continue up through the junior high school level. As soon as circumstances permit, it will be raised to the level of a high school. The proposed grades and age-levels of the school are as follows:

²³ Ibid. p. 114

Grades and Age-Levels of the Proposed
Experimental School

Name of the school section	Name of the class	Age level
Kindergarten	Kindergarten	5 years
Elementary	I	6 years
"	II	7 "
"	III	8 "
"	IV	9 "
"	V	10 "
"	VI	11 "
Junior High School	VII	12 "
"	VIII	13 "

From the organization table given above it will be seen that the school has been divided into three sections (1) Kindergarten section, (2) Elementary section and (3) Junior High School section. Each section will be housed in a separate block. The reason is that children of these sections differ from one another in interests, aptitudes, and physical and mental development. Three to five-year

old children are of the kindergarten age. They are not mature enough to participate in the activities of older children. They are generally unable to look after their own needs and require a family atmosphere so that they may be looked after more closely. They also differ in their activities and games from the older pupils.

Six to eleven-year-old children are in the childhood stage. Their interests, aptitudes and activities differ from those of adolescents, who are from eleven to seventeen years old.

There is another advantage in keeping the Kindergarten section in a separate block. In the beginning this section will include the children of only one age group, that is the five-year-olds. But if in the very beginning sufficient accomodation has been provided, it can be extended to include nursery-school age groups when and if the necessity arises.

The elementary section of the school will admit six-year-old pupils, coming from the kindergarten section. They will leave this section of the school at the age of eleven to join the junior high school section which will include classes seven and eight only.

The psychological effect of keeping these sections separate will be that children passing from one section into a higher section will feel a pride of achievement and elevation.

It is expected that by the time children complete the junior high school course, they will have satisfied the objectives of the school discussed in Chapter II of this study. The education they will have received in this school will not only inspire them with confidence to face the difficulties and problems of future life, but also, if the evidence from the Eight Year Study is applicable, they will be found to be far superior to the pupils of the same level of most of the other educational institutions, which teach through conventional methods. Their superiority will lie in more knowledge, improved critical thinking, a more practical approach to problems, and a more democratic attitude towards others. In physical health and strength their knowledge and practice of the principles of health are expected to make them conspicuous among other boys and girls. In higher educational institutions, where many of them will go for further education, their previous training, like those of the children graduating from the experimental schools of the Eight Year Study, will help them in assuming leading roles in many fields. Having taken part in projects involving scientific and technical studies, they will be far less likely to eschew manual labour or to hesitate in taking decisions.

At present, the Matriculation Examination is the lowest-level public examination held by the government in Pakistan. It is held at the end of class ten of the high school each year. Children passing out of class eight of

the proposed experimental school, will join class nine of any high school, provided no arrangement has been made by that time in the experimental school for higher education of the children. As soon as the experimental school makes arrangements for opening classes nine and ten the children will sit for the Matriculation Examination directly from the school. It is expected that they will fare well in this public evaluation of their education.

Financial implications. The only substantial financial difficulty, it is hoped, will be faced in the planning and initial stages of the programme, when the prospective donors and subscribers to the school may have legitimate doubts about the outcome of the plan. Initial expenses, therefore, will be largely met from the contributions of those friends of the writer who are familiar with his previous work in India.

No difficulty in securing land for the building, playgrounds, and farms is foreseen. The government of Pakistan generally makes a free gift of land for educational purposes in the areas under their control. In the areas which are being developed around Karachi for housing purposes, large and suitable plots of land are always reserved for schools, and given over gratis to societies which apply for them for the purpose of opening schools.

The costs of building and equipment are shared by the government of Pakistan up to fifty percent of the total expenditure, and the government may even raise this

contribution if they are especially interested in the project. The school will charge tuition fees from most of the students. The amount of tuition will be determined after consultation with the teachers and the members of the community. This amount will be utilized to meet the recurring expenditures of the school, one half of which is expected to be borne by the government. The deficit will be made up through donations and subscriptions received from the members of the community.

A Bird's Eye-View of the Proposed School

Time Schedule: The school activities will start in the morning at 7:30 A.M. in winter, and at 6:30 A.M. in summer, with a five-minute assembly of all pupils in the school hall or on the school lawn. The proceedings will start with the national anthem and may conclude with some announcements. From the assembly hall all will go to the cafeteria for breakfast.²⁴ Half an hour later classes will begin. The first one and a half hours will be devoted for the subjects that require classroom teaching such as English, mathematics and science. The rest of the time till eleven thirty during winter and eleven in summer will be devoted to unit teaching and core programmes, which will be followed by a long break for bathing, lunch and rest.

²⁴ A breakfast for all before the commencement of classes is expected to keep the absences low and facilitate learning by keeping children in the best of their mood.

At 1 P.M. in winter and 1:30 P.M. in summer all classes will proceed to the workshops, laboratories and farms, for practical work. This will be followed by a light refreshment at 4 P.M. in winter and at 4:30 P.M. in summer. After the refreshment everyone will go to the playgrounds for games. The games for which arrangement will be made in the school will include hockey, cricket, volleyball, football, badminton, basketball, tennis and kabaddi. Games will terminate at 5:30 P.M. in winter and at 6 P.M. in summer and pupils will leave for their hostels or homes. For boarders dinner will be served in the cafeteria at 6:30 P.M. in winter and at 7:30 P.M. in summer. Day students will take their dinners at home.

Learning experiences: Learning experiences will be organized around persistent life situation in the form of units.²⁵ Instead of learning facts from books children will undertake activities which will acquaint them in an interesting and effective way with all those facts which are at present learnt from books or from the lectures of the teachers. In some cases they will still have to depend mainly upon books or adults for information, but the method of learning adopted will make the study more interesting and a part of their activities.

²⁵ For detailed information about unit work please consult Unit Teaching in Elementary Schools, by Lavone A. Hanna and others, New York, Rinehart and Company, Inc., 1956

Suppose, for example, that the fifth grade pupils have to be taught history of Ancient Pakistan. In traditional schools no consideration will be paid to whether they are interested in it or not. They will have to learn it either by reading in the prescribed book or by listening to the lecture of the teacher. In the proposed school the teacher will ask such questions or manipulate the environment in such a way that the children will begin to feel the need to know the way people used to live in Ancient Pakistan, or the need to know what kinds of clothes were worn in those days. When they realize this need they will be sufficiently motivated to undertake the study.

Planning the programme. The first phase of their activities will be the planning of the programme of the study. Objectives of the study will be defined. Some children may raise questions in addition to those suggested above, such as, what was their religion? How did they offer prayers? What was the system of their government? Did they have a postal system? What were the means of communication? And so on.

After determining the objectives, ways of study will be considered. Some discussion is likely to make it clear that the following sources can be utilized to secure the required information: 1. Books. 2. Ancient paintings and sculptures. 3. Museums. 4. Ancient ruins and sites of ancient cities excavated by archeologists. 5. Experts

on ancient history.

Keeping in view the kinds of activities that these sources of information will require the class may be divided into five committees. If the books are to be used by everyone in this particular unit, then only four committees will be required. Each committee will elect its own chairman and secretary from amongst the members of the committee. One of the above mentioned sources will then be investigated by each committee.

Execution of the plan. The second phase will include all the activities designed to realize the objectives. Each committee will meet and plan its programme of action. Libraries will have to be visited, catalogues searched and even some members of the community such as professors of history will have to be interviewed. In order to finish the work speedily the class or the committee as the case may be will have to be divided into smaller sections and each section will have to visit the library allotted to it. Books found in the libraries on the subject will have to be read and notes taken. After all the facts available in the books have been collected a report will be prepared and presented to the class where all the other committees will also present the reports of their efforts. If the whole class has taken part in the study of the books then a small committee will have to be formed to chalk out the report on information collected from the books.

When all the reports have been read to the class a final report including the findings of all the committees will be drawn. This final report will be expected to provide a comprehensive answer to all the queries raised at the time of planning. A copy of this report will be published in the school magazine and will be bound and kept in the school library for future use by children.

Evaluation. The third phase of the study will be the evaluation of the results and the methods adopted in the course of the study, including the part played by each pupil. The following points will be raised: Do the findings provide satisfactory answers to all the queries raised at the time of the planning? Has any query been left unanswered? Has any method of study planned at the time of preparing the programme been left untried? Was something more needed in planning or execution of the plan? Did every pupil take active part in the activities? If not, what should be done in future to ensure that each one makes his best contribution to the study? What improvement in planning and execution is needed in the activities to be undertaken in future?

This method of study is long, but as it will be undertaken by children in response to some purpose set up by them, it will not have the same meaning for them as an assignment made by the teacher has. Secondly it will involve many purposeful activities of their own choice which will keep their interest alive in the study and

will prevent it from becoming boring. The readings that they will have to do during this study will have a more immediate and specific aim than ultimately passing the examination. Therefore it will arouse more interest. The large number of books that they will have to read during the study will increase their understanding and control of the mother tongue. The reports they will have to write and the notes they will have to prepare at several occasions will not be mere drill work in writing but real and purposeful work involving skill in writing. Therefore it will provide them with better opportunities to increase their ability in the mother tongue.

The lectures of the experts on ancient history and archeology will not have the same meaning for them as the lectures of their teachers. As these lectures will be delivered on their own request and will provide them with the information they seek, they will learn to pay wholehearted attention to speeches. The attention they will pay to the details of the sculptures and paintings is likely to sharpen their powers of observation.

During the course of some unit work children will require practical experiences in workshops, farms and stores. The school, when fully developed, is expected to maintain the following kinds of institutions:

1. Agriculture farm, which in addition to providing work experiences and training to children may also be able to supply the school with food grains, vegetables,

dairy products, chickens, eggs, mutton, and beef.

2. Horticulture farm.
3. Bee-keeping.
4. Carpentry shop, which is expected to supply all the furniture and bedsteads to the hostel and the school.
5. Blacksmithy.
6. Printing press.
7. Photography studio.
8. Motor repair shop.
9. Electrical workshop.
10. Sale depots in the city for disposing off the surplus products of the school workshops and farms.

School Magazine. A monthly magazine will be published by the school on behalf of the children. All duties concerning the magazine including most of the writing, editing, printing and publishing will be done by the pupils themselves. This magazine will not only provide children training in writing essays and poems and in journalism but will also serve as the medium of publicity for all activities indulged in by the children in the course of their programmes of studies. Copies of the magazine will be bound and kept in the library for future use by children.

Cafeteria. An effort will be made to provide the most nutritive breakfasts lunches and dinners to children at the cheapest possible price - a price perhaps existing

nowhere in Pakistan, so that all children may find it within their means to buy them. There may seem to be exaggeration in this statement but it is hoped that the following factors may help in allaying doubts:

Firstly many things such as foodgrains, pulses, vegetables, chickens, eggs, mutton and beef will be produced on the school farms,²⁶ by pupils themselves and the school cafeteria will not have to purchase these things from the market. Secondly the surplus produce of the farm will be sent to the market and the money obtained from their sale will be utilized to buy spices salt and other necessities which cannot be produced on the school farm. Thirdly some children coming from farmer's families will be allowed to pay some of their dues, specially dues concerning boarding, in kind.²⁷ Thus some of the food grains, butter or fodder for the live stock may be received by the school from farmers whose children may be in the school. Generally when such things are given by the farmers to institutions for services rendered, they are given generously, much more than the market rate of the articles would warrant. As the school is likely to be self-sufficient in such things, it will benefit more from the income derived from the sale-proceeds. This benefit will be spent on reducing the prices

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In case any doubt arises in the mind of the reader about the possibility of children producing these and other things mentioned in this section, he is referred to the accounts of pupil activities given in Edward G. Olsen's book The School and Community Program, some of which have been cited in the next chapter.

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Even now in some schools in villages this system of paying tuition in kind is prevalent.

of meals in the cafeteria. Fourthly as the government of Pakistan is now encouraging mid-day meals in the schools, a subsidy may be received from them which will help to bring the meals within the reach of every pupil in the school.

Building and hostel. In the beginning very simple buildings, possibly thatched structures, will be used for all purposes in the school. When the activities of the children increase and they need more rooms they will be encouraged to plan layouts, draw blue-prints and undertake construction of the buildings under the supervision and guidance of some skilled engineer from the community, whose help may be secured free of charge. Thus it is expected that most of the buildings will be the result of the students' own efforts. It will, it is expected, keep the cost of the buildings very low and will provide many of the pupils with valuable training in masonry and building work.

Method of Study

The activity method is not a new idea. Its origin may be traced to Aristotle, who emphasized learning by doing. Among other educators who stressed the notion of education through manual work, Comenius, Rousseau, Pestalozzi, Froebel, Dewey and Kilpatrick stand out very prominently. They and some psychologists of modern times have discovered through

their experiences and experiments that activities in harmony with the nature of the child are an undeniably efficacious method of learning.

The existence and progress of a school in a large measure depends upon the relation of the school to the community in which it is situated. In view of the fact that the proposed school will be adopting a new method of education quite different from the method followed in other schools of Pakistan it may be interesting to note the reaction of the new method on the relations of the school and its community. The first chapter will be devoted to this purpose.

All institutions functioning in a community get direction from the set of values and mores cherished by the community. As the aim of the proposed school will be to introduce far-reaching changes in the existing methods and content of education, it will have to base its activities on a philosophy of education which should neither conflict with the communal ideals nor find itself falling into the traditional rut from which it is trying to avoid. But none of the present philosophies of education are generous or specific enough to accommodate the status quo in Pakistan and at the same time to permit a workable search for a substitute for the old and out-of-date principles. Therefore, the school will have to evolve a new philosophy of education which will serve its purpose. In the second chapter this new philosophy of the proposed school is elaborated and

discussed. This is followed in the third chapter by an examination of the psychological foundations of the activity method. The experimental possibilities of the proposed school are taken up in the fourth chapter, and in the final chapter appropriate recommendations are made.

Delimitations

The objectives of this study do not include a detailed statement of the principles or contents of the curriculum to be followed in the proposed school. A discussion of the constitution of the board of management of the administration is also out of place here because local conditions will largely shape them and cannot now be foreseen. Methods of keeping records or the expected number of students and teachers will also not be taken up. It is premature to discuss in any detail the estimates of income and expenditure. Even the setting of a date for the opening of the proposed school would be conjectural at best.

It is expected that the facts and ideas provided in this study will leave no doubt about the practicability of basing schools on the activity method, and will facilitate the opening of such schools in Pakistan at such times and places as circumstances may permit.

Chapter I

The School and its Relation to the Community

A desire to open an experimental school on the activity method has been expressed in the previous chapter. An attempt will be made here to study the relation of the proposed school to its community and the possible implication of the activity method on that relation.

The word community is used to indicate a group or groups of people with a common heritage and identity of interests, living in a village, a small town or a quarter of a city, knowing one another intimately, sharing one another's joys and sorrows and joining hands in activities of common welfare.

Communities in Pakistan, excepting some in and around industrial centres, possess homogeneity of the kind stated above. Generally the members of one community belong to the same ethnic group, speak the same language, have common customs and dress and have close social contact with one another, but may have differences in religious convictions. In industrial centres, however, their composition differs widely. Persons speaking different

languages, wearing different types of dress, following different customs and mores and having conflicting ideologies, have gathered together. The only common things between them seem to be the area where they all live and the fact that Urdu generally provides the common medium of communication.

The latter will probably be the kind of community with which the founders of the proposed experimental school will have to deal in the beginning. Theirs will be the stupendous task not only of educating children but also of creating a community in the real sense. A school in such a community can play a very important role and can become a cementing force between all the differing elements. The achievement of such an objective may not be very difficult if the school turns itself into a community centre and establishes cordial relations with the members of the community.

In order to bring the proposed school and the community closer together an effort will be made to effect an identity of interests between the two. Several steps will be taken to achieve this goal. A parent-teacher association will be formed. Citizens will be invited to visit the school. Children will be brought into contact with the community through field trips, community surveys and work experiences.

In all the above activities the initiative of the teachers will play a great role, not simply because it

will have a favourable effect on the school, but because their own professional growth, in large measure, will depend upon such activities as can be surmised from the following quotation taken from Educational Psychology:

Teachers not only need to establish good rapport with pupils and administrators but also find it essential to create sound relationships with parents and other community members. Such relations are likely to have considerable effect upon the success of student efforts and upon the effectiveness and happiness of teachers.¹

The quotation emphasizes, for the ideal situation, how essential it is to have close cooperation between the home and the school. Such cooperation is likely to provide teachers with much valuable knowledge about the habits and needs of children under their care and to result in increased teacher competence. It is also likely to enhance the popularity of the school in the community which may result in increased financial support. Knowledge of the community structure, its natural resources, values, aspirations and struggles prove very useful to teachers in their educational programmes. In view of these facts the members of the school faculty will be encouraged to become familiar with the community as active participants in its social life.

¹ Glenn Myers Blair, et.al., Educational Psychology, New York, Macmillan Company, 1954, p. 555

When school programmes are based on community needs the relations between the school and the community tend to become stronger and closer.² Moreover "school activities are likely to become more meaningful if students receive guided practice in attacking community problems."³ It is therefore envisaged that communal problems will be investigated by the faculty and the pupils in the course of their educational activities and the learning experiences of the pupils will be based as far as possible on important programmes of communal reconstruction.

Various activities of interests to citizens will be initiated in the school and members of the community will be invited to participate in them. An attempt will be made to train children as future citizens of a democratic state by providing them with opportunities to live democratically and to share in planning and administering educational programmes. These steps will be examined under the following main topics:

1. The school and the needs and ideals of the community.
2. The school as a miniature community.
3. The contribution of the school to social progress.

²
Ibid. p. 556

³
Ibid. p

The School and the Needs and Ideals of the
Community

Needs determine education. William Heard Kilpatrick, explaining the objectives of education, writes: "It is the duty of the school to help rear the young to be ready as far as possible in both attitude and ability to face the problems of their civilization."⁴ But civilizations generally differ. It may be seen that differences of many kinds such as of language, dialect, customs, incomes, sources of incomes, jobs, social problems, religion and dress also exist between different societies. Even within a country communities are often found to differ from one another. For example, the problems faced in rural communities are not likely to be similar to the problems faced in urban communities. Even between rural communities problems may differ due to their position, the nature of the soil, climatic conditions, natural resources, available educational facilities and ethnic factors.

A village where the average annual rainfall is very small, the soil is not fertile and the main occupation of the inhabitants is rearing sheep, will not have

⁴ Philosophy of Education, New York, The Macmillan Company, 1951, p. 219

the same problems as a village with heavy rainfall, fertile soil, a large number of fruit gardens and a connection with the city by means of a good road. Education in both these villages must train the youth to face the problems of their communities successfully, and must take into consideration both the differences as well as the similarities so that no aspect of social life is left neglected.

The greatest weakness of traditional schools lies in the fact that they have been labouring under the assumption that the methods and content of education which produced satisfactory results in pre-Renaissance Europe still hold good, not only in Europe but everywhere in the world. The fact that they have been ignoring is that education has to be moulded to the needs and ideals of the community. In some primitive communities where ignorance, superstition and illiteracy are still widely prevalent neither the teachings of philosophy nor those of the highly technical sciences will solve any immediate problems. People in such communities need to possess elementary skills and attitudes which will enable them to live effectively. Knowledge of philosophies, higher mathematics and highly technical sciences will prove useful for them only when they achieve some progress and begin to feel the need of such learnings.

Highly advanced countries need a type of education which, besides enabling their citizens to adjust themselves

to the changes brought about in their communities by technological progress, may train their youth to continue their efforts for achievement in scientific, industrial and cultural fields.

In Pakistan also, education has to change with the needs and interests of the country. Pakistan is now an independent country. Technological changes and industrialization are taking place rapidly. A large number of people are leaving their homes and migrating to centres of industry and commerce. New problems are being created. The education introduced more than one hundred years ago to produce clerks is no longer suited to the country. Now it needs an education which besides satisfying the industrial, commercial, technological and other needs of the country may equip each child with new skills, attitudes and interests which may enable him to adjust himself most effectively to his environment.

Influence of ideals on objectives and methods of education. The ideals of a society also wield considerable influence in deciding the aims, the content and the methods of education. Totalitarian countries try to create a sense of pride and superiority among their citizens by using indoctrination in their schools. The whole educational system in those countries is evolved to serve the purpose of the state. Textbooks, discipline and method of instruction all have one objective: the creation of a militant

nationalist feeling in the pupils.

Ideals of other sorts also have their influence on educational practices. For example, followers of one religion do not allow their children to learn the doctrines of other religions and the preaching of religious doctrines in schools under communist control is not tolerated. Accordingly staunch followers of religion do not like attempts to acquaint their children with communism. Thus, ideologies, whether religious,⁵ political or economic, wield a great influence on the educational policy and practice of a community or a state.

The activity method in its ideal form involves a scientific study of all available facts relating to a given situation. Children in the course of their learning activities, under the guidance of their teachers, try to discover facts and evaluate them in the light of available data. Religion, on the other hand, expects its followers to accept certain teachings as self-evident truths without demanding any proof. It may be argued that as people living in Pakistan are strict believers in religion, they will not tolerate a critical attitude in their children with regard to the teachings of religion, and that a conflict is therefore certain to arise. There are reasons

⁵ Teaching of religious doctrines in the school will be examined in the next chapter, "The School and its Philosophy of Education."

to believe, however, that no serious conflict need occur. In the first place, the school will make every attempt to identify itself with the community by formulating its objectives according to the needs and ideals of the community and basing programmes of studies on projects of community welfare. Mutual goodwill always acts as a check on misunderstandings. Secondly, no facts will be taught to children as final truths to be learnt. Children will learn everything through their activities, planned and carried out by them under the guidance of their teachers, and sometimes with the cooperation and active collaboration of the parents and other interested members of the community. When parents and members of the community themselves cooperate in discovering facts, they are not likely to oppose the school for those very activities. Moreover, scientific facts such as the theory of evolution, which conflict with religious beliefs and are likely to antagonize a section of the community, may be presented as hypotheses of certain scientists which are still open to question and therefore may not be accepted as final truths. In the proposed school such statements will be followed by encouraging pupils to increase their knowledge through intensive and extensive studies so that they may help in discovering new truths.

The School as a Miniature Community

Another aspect of school life which is of considerable importance is the social structure of the school. Whether the school functions as an authoritarian institution, imposing an adult-planned set of disciplinary rules and a rigid subject-matter curriculum, or as a community where pupils, teachers and administrators are bound together by a democratic interaction of mutual love and respect, makes a gulf of difference.

Facts are best learnt in life situations, but the world is so large that the whole span of an individual's life might not suffice to gain mastery over the facts involved in even one field of knowledge by the mere process of living and participating in social life. Can children learn political science by living in a state? The state is too vast and too complex to allow any thorough comprehension of its many aspects through simply living as a citizen in it. This difficulty may be overcome to some extent by seeing to it that the school functions as a miniature community, in which children may learn social processes by personally participating in them.

In a true community all work together - each is for all and all are for each. The experience of each contributes to the richness of the life of the whole. The same may also be true of a school community which

may include people of all ages: children, teachers, administrators and parents. The social factor in such an environment is the greatest factor of all. "The mingling and fusing and blending of each with all, give personal power ... and ... make the school a tremendous force for upbuilding democracy."⁶

As the school is a very small place as compared to society, every aspect of its life may be observed by the pupils directly. Projects and problem-solving bring to the view of the child the core of many life situations and give him practical examples of how difficulties are faced and solved. Every detail of life situations involved in such projects comes within the focus of each learner's attention, and provides him with some understanding of the society at large.

Democratic administration conducive to healthy growth. In the present day schools, the administration, the faculty and the children play three separate and distinct roles: Administrators determine policies, formulate rules of conduct and supervise the work of the teachers and the pupils. Teachers teach prescribed facts to the children and carry out the instructions of the administrators. Pupils are required to learn the facts taught to

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Harold Rugg, and B. Marian Brooks, The Teacher in School and Society, New York, World Book Company, 1950, p. 254

them, to behave according to the prescribed rules of conduct and to obey the teachers and the administrators. In such a system very few group activities are undertaken or even possible. Each child works by himself and for himself. The necessity for cooperative effort does not arise. If a child helps another child in completing his assignment, he is penalized for it. Pupils are encouraged to compete with one another but are not taught to cooperate in resolving conflicts and finding common values. These things have their repercussions in the later lives of the children and make them self-centred and non-cooperative citizens. It is, therefore, necessary that the entire structure of the present schools be overhauled, and a new shape given to it. Functions of administration, teaching and learning are to be made matters of common concern to the elected representatives of the children, to the teachers and to the administrators. When all concerned have opportunities to cooperate in formulating the policies of the school, determining the rules of conduct and planning programmes of studies, all will feel equally responsible for bringing them to a successful conclusion.

This is not a new concept. Even today in many schools in Pakistan, this principle is recognized in those fields of school activity which are regarded as entirely the concern of children, such as games, athletics, literary societies, social activities and student clubs. But generally, even in those fields mere lip service is paid to

democracy, and truly democratic practices are seldom observed. Administrators and teachers take decisions on matters concerning these activities and impose them on children through their elected representatives, who remain content with the shadow of dignity which they enjoy as office bearers.

A truly democratic administration in the school will provide children with opportunities to think seriously and critically on all questions and will train them for shouldering the responsibilities of adulthood. It will also create in them the habit of cooperating with others in matters of common interest.

Such a democratic environment helps each pupil in learning in proportion to his inherent potentiality. As each child during group activities is encouraged with freedom to work to the best of his ability and intelligence, each child, whether extraordinarily intelligent, average or below average, gets an opportunity to benefit to the fullest of his capacity. Such activities also tend to indicate the major interests and abilities of children, and as soon as their major fields of interest become apparent, the school is in a position to provide opportunities to help them in developing their talents in full.

Some people think that inclusion of children in meetings will retard the progress of the conference. This idea seems to be based on the assumption that children are immature and therefore unable to think critically.

Experience has shown that sometimes they make valuable contributions to adult deliberations.⁷ Besides, such occasions provide them with necessary training for the future, because "we learn what we live. ... If we wish our pupils to build the kind of character indicated above, they must live what they are to learn and so build it into character."⁸ Opportunities to sit with adults and discuss questions of common concern will prepare them for participation in such activities as adults. In a democratic atmosphere characterized by mutual goodwill and confidence, children will be encouraged to think seriously and to take active part in discussions.

Even if children are unable to make any valuable contribution in reaching decisions, the conviction that the decisions have been arrived at in cooperation with their representatives will make them feel morally bound to abide by them. It will also save the adults the unpleasant task of enforcing rules which children otherwise would have thought to be meaningless and of no consequence.

⁷ Harold Rugg and B. Marian Brooks, The Teacher in School and Society, New York, World Book Company, 1950, p. 23

⁸ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 296

Examples of serious work undertaken by children.

Several examples may be cited of children undertaking and accomplishing very difficult tasks when they felt the challenge to show their competence in shouldering responsibilities. A few years ago in the city of Cawnpore, in the Northern Province of India, children of a school were given the responsibility of maintaining discipline in the school during the recesses and before and after the school hours. The responsibility for enforcing cleanliness among the children was also entrusted to them. These arrangements worked very satisfactorily and saved the teachers much time and energy. This stimulated children to take more interest in the school which resulted in the decoration of classrooms and planting flower beds in the school lawn.

In order to cultivate the habit of thrift among the pupils in the same school a savings bank named "Children's Cooperative Bank"⁹ was started. Depositors and treasurer of this bank were all children. A teacher acted as supervisor. After checking the day's collections the money was sent to a local bank for deposit. In order to create

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The word "cooperative" was later expunged from the name when it came to the notice of the faculty and the children that this word could not be used by any organization unless that organization was officially registered by the Registrar of Cooperative Societies, as a cooperative association, on payment of a certain sum of money, which was beyond the means of the children.

interest among children to save money, Pass Books, Cheque Books and Pay-in-Slips of the kind used in Commercial banks were printed. A Bank Committee consisting of the elected representatives of the children was constituted. This committee was made responsible for auditing the account of the bank and the stationery and refreshment shop which was later started at the proposal of the committee. Children were very pleased to have their own shop in the school, and they decided to set apart half of the profit of the shop for supplying books and stationery to the needy children reading in the school. Twenty percent of profit was to be kept as Reserve Fund, and the other thirty percent was to be distributed among the depositors as profit.

All these activities including the work in the shop were carried out by the children themselves. It has to be confessed, here, that these activities were carried out neither in the spirit of experimentation to find better methods of providing learning experiences, nor were they undertaken as a means of creating better understanding of social processes among children. They were simply the devices of an inexperienced teacher to overcome certain difficulties faced by him in the course of his administrative duties. Learning experiences resulting from these activities were incidental and were not carried through to a desirable extent. The results of these devices were, however, very constructive and encouraging. Growing love of the school, initiative, consciousness of social processes

and responsibilities and the realization of the advantage of cooperative action were some of the outcomes which could easily be seen.

A similar story of eight-year old children starting and running a school store in the city of New York, is told by Leila V. Stott.¹⁰ This action led to a good deal of play and hard work. The activities that followed were of considerable educational value. Shelves, to display articles were constructed by children. They also visited stationery stores in the neighbourhood to see how supplies were handled. Wholesale salesmen were invited to the store or interviewed. Prices quoted by different salesmen were investigated and compared before placing orders for goods. Sales-slip pads as were used by regular store-keepers were ordered and used in the store. The curriculum of the school received much inspiration from these activities. The children worked hard to find out the origin of the articles in the store. They traced the goods to the factories, freight terminals and dock yards. They also prepared maps, planned trips, and undertook many other activities, which proved very useful in increasing their understanding of their environment and the complex relationships within it.

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Leila V. Stott, "Use of City Resources in the City and County Schools, New York City" Edward G. Olsen, ed. School and Community Programs, New York, Prentice Hall Inc. 1950, pp. 17-19

Capacity of five year old children to do serious work. Even five year old children are capable of performing some serious tasks involving life situations. A story of Kindergarten children growing vegetables is told by Lucy Clouser and Cloe E. Mellikan in "Kindergarten - Primary Activities Based on Community Life."¹¹ When this class was asked "Where do tomatoes grow?" a child replied: "They grow in baskets." But when the same class started gardening and planted peas, radishes, carrots, onions, beets, lettuce, and tomatoes, they discovered that these things grow in "gardens" and expressed their desire to see one of those "gardens". They were led to a nearby farm and then in order to see the process of marketing those things, they visited a grocery belonging to the owner of the farm they had visited. These visits widened their horizons considerably. The activities that followed included the construction of a "truck" to bring their product from their "farm" to the market. One of the children had seen in the grocery a cross-legged table on which vegetables were being displayed. He constructed a similar table, obviously with great difficulty and declining to accept any help from others in this self-imposed assignment. The work of constructing the "market" (table) and

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Lucy W. Clouser, and Cloe E. Millikan, "Kindergarten - Primary Activities Based on Community Life", Edward B. Olsen, ed., School and Community Programs, New York, Prentice Hall Inc., 1950, pp. 19-24

the "truck" occupied the entire summer term. In the mean time they consumed the vegetables daily in their "house play" and at lunch time. At the end of the summer term they were very pleased to deliver vegetables from their own farm, in their own truck to their own market. From the market "mother" in the "house" was able to provide her daily supply.

A large number of such examples can be quoted, but it is hoped that the three examples given above may suffice to support the belief that children can perform very useful and serious tasks provided they are given a chance to do so.

Contribution of the School to Social Progress

A school which aims at providing learning experiences to children through meaningful activities can contribute much to the progress of the community. The very step of basing the objectives of the school on the needs and ideals of the community and adopting measures to realize them will be a valuable direct contribution of the school to social progress.

Much of the scientific and natural elements of the traditional curriculum can be brought to the knowledge of the children by basing their learning experiences on the communal resources and life situations in the

community. The activities undertaken by children in the course of such programmes of study prove equally beneficial to the community. One of the many devices adopted by the schools to utilize communal resources or life situations in the community as a basis for learning experiences is the survey.

A survey of health conditions in the community will not only give children an insight into the causes of diseases prevalent in the community and the ways of combating them, but may also create an awakening in the community regarding the health needs of the people. This awakening may culminate in the cleanliness of the streets, improvements in the sewage system and provision of pure drinking water, as a result of measures taken by the citizens.

A survey of the natural resources of the community, besides enriching the knowledge of the children, may lead to the exploitation of those resources, establishment of new industries or conservation of forests and correction of soil erosion.

A study of recreational facilities available in the community may provide children with more interesting and varied pastimes, but the contribution this study can make to the welfare of the community will be of permanent significance. It may result in the improvement of the existing parks, provision of new parks and playgrounds, gymnasiums and swimming-pool. It may also provide necessary information

to the members of the community regarding the available recreational facilities which can be utilized by them in their spare time.

An example of school's contribution to social progress. Schools can also undertake activities which may be of great importance to the community. The Rotarian in its issue of May, 1946, published an account of the activities of the Holtville High School students in the state of Alabama, U.S.A. This example shows how a school through student activities can change the face of its community and transform it from a poverty-stricken, self-centred people into a prosperous and well-knit progressive community.

Until 1940, Holtville was a village consisting of about one hundred houses. People living in those houses were poor farmers. Under the inspiring guidance of their Principal, Mr. Chrietzbarg, students established a cold-storage plant to prevent the loss of meat slaughtered by the local farmers. It was estimated that each year farmers had to sustain a twenty-five to fifty percent loss of meat due to the lack of refrigeration and storage facilities. The money was obtained through a loan from the Farm Security Administration. It was arranged by the Principal and underwritten by some farmers who were members of a night class. In 1944 alone the students had earned \$3880, and had by that time repaid the loan of thirteen thousand five hundred dollars.

This was followed by numerous other projects including the establishment of a hatchery, a cannary by girl students, harnessing of springs and installation of water pumps in the school and in the homes of the farmers.

These projects instead of interfering with their studies stimulated them. A comparative record of Alabama high school graduates in various colleges shows that all boys and girls of Holtville High School have always been in the top quarter.¹²

The school as a laboratory of the community. The school can serve the community more effectively by becoming a centre for all communal activities. In a laboratory articles are examined, solutions to problems are sought and the workability of solutions is tested. The school can also function as the laboratory of the community, where all problems affecting the community may be examined, probable solutions considered, and means to test them devised. There the members of the community may assemble in the evenings and discuss with one another or with educators various difficulties confronting them. Books in the school library may be consulted to discover the solutions found in other countries for similar problems. Tentative decisions may be taken and

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Blake Clark, "Holtville Youth Leads the Way", Edward G. Olsen, ed., School and Community Programs, New York, Prentice Hall Inc., 1950, pp. 17-18

committees may be formed to attack the problem from all angles to find a lasting solution. The science laboratory of the school may also be utilized for community purposes as, for example, to analyze the local soils and to determine the kinds of fertilizers needed to increase their productivity. Community products may also be tested and graded there. Night classes and recreational facilities may be provided in the school building for the members of the community.

Doors of the school library may be opened for all those who care to take advantage of the books provided therein. It may not only acquaint them with the accumulated wisdom of the past ages, and modern scientific discoveries, but may also create in them a habit of reading for the sake of recreation.

Most school buildings are occupied by children for only a part of the day. For the rest of the time they remain vacant and locked. In the proposed experimental school, evening classes may be opened for those who work in offices or factories but who would like to continue their education. Such people are generally those who have been forced by circumstances to discontinue their education very early. If they get an opportunity to study during their leisure time, the newly gained professional and social experiences will help them in profiting more from their education. There will be some who completed their studies long ago but who want to keep abreast of new scientific developments in their

professional fields. Such persons might wish to utilize the science laboratory of the school or simply the library. They bring with them the wisdom of their personal experience of many years. By helping them the school will bring new knowledge and improvements to the community.

As these classes will be opened for men who are earning members of the community, they may be expected to pay a suitable tuition fee to meet the expenditure incurred by the school for teachers' salaries and teaching materials. As the central and provincial government also encourage night schools by sanctioning grants-in-aid, any deficit in the budget of the school on this account may be offset through government aid.

Classes for illiterate adults may be opened during the evenings. Some members of the community may be found willing to teach in adult classes without demanding any monetary return for their labours. But such voluntary services may not meet all needs for teaching personnel, and cannot meet the needs for teaching and other materials required for such classes. As adult education is one of the crucial needs of the time for Pakistan, a special fund may be raised for this purpose. The director of the school can take the initiative in this matter. It is hoped that the Government will also be found willing to participate in financing such a programme. If the school succeeds in this task it will be another and a very important contribution to the improvement and progress of the community.

The writers of Educational Psychology, speaking about adult use of school facilities write:

One way of improving school-community relations is for teachers to take the lead in promoting adult use of school facilities. For example, one group of teachers was interested in furthering good reading in the community. They arranged to have the school library open several nights a week. This led to discussion or "seminar" groups being formed. The community thought more highly of its school and the educators in charge of it when the school started giving taxpayers more for their money.¹³

As long as an overwhelming majority of the adults of the country remain illiterate it is very difficult to create social consciousness among the masses and to take measures against disease and the high rate of mortality. Well selected films may add to the interests and information of those who attend these classes. This may also prevent some of them from wasting their time and money in taverns, the cause of economic ruin in many families, and may result in a reduction in the number of crimes which are committed in a state of drunkenness. Constructive ways to spend leisure may be shown to people by means of hobbies and clubs such as photography clubs, boy scout troops etc.

¹³ Glenn Myers Blair, et.al., Educational Psychology, New York, The Macmillan Company, 1954, p. 557

Another important contribution to the progress of the community can be made by the school through women's organizations such as mothers' clubs. Mothers' clubs are a vital necessity in Pakistan today. Children learn many of their habits and superstitions from their mothers, because they pass all their infancy and much of their childhood time in the company of their mothers. Well educated mothers, well versed in the principles of child-care, can bring up their children more in accord with modern scientific methods and can create healthy habits in them. Illiterate mothers, as most of them are today in Pakistan, need guidance in healthy and efficient home management as well as in the laws of child development. Meeting in the school building in the evenings, they can enjoy recreations and attend demonstration classes in home-making, modern nursing and the rearing of children.

Other activities provided by the school after regular teaching hours may include music classes and dramatics. Being highly interesting subjects, they are expected to attract large numbers of people and the tuition paid by them may even be more than needed for meeting the expenditure incurred. Any surplus may be used in financing new programmes or in working up deficits elsewhere.

Moral Education. Morality involves a sense of right or wrong. A man who acts in such a way as not to

affect others adversely is said to be a moral person. In primitive societies men could live morally by conforming to the mores and traditions, but in the complex and changing civilization of the modern age a more conscious and discriminating attitude is needed.

Children learn morality through group experiences. Through living and working together they begin to discriminate between what is right and what is wrong by observing what is acceptable or unacceptable to the group. Co-operative school activities develop among them a feeling of brotherhood and make them generous in their attitudes towards their companions. If any one of them is found lacking in some skill, the others do not ridicule him as they would most probably do in a traditional classroom. In the interest of the work everybody sympathises with his unskilled companion and tries to help him in overcoming his weakness. But negligence of duty is never tolerated. If any one among them tries to shun his duty he is immediately dropped out of the group. The result is that everybody learns to behave properly.

The above discussion of morality stresses only the consequences of acts, and is similar to the practice of morality by primitive societies. But the dynamism of modern civilization, as has been noted above requires a more conscious and discriminating attitude in the practice of morality. As ideas about what is right or wrong may differ from group to group, only an attitude directed to

finding out what is right in a particular situation and to acting accordingly may make an individual truly moral. ¹⁴ Therefore the aim of moral education should be to create in the children:

1. The habit of thinking out the consequences of an action before initiating it.
2. The habit of seeking out and acting according to a line of conduct which will be beneficial for all and will not merely result in personal benefit.

There is a remarkable similarity between these habits and attitudes and the problem-solving attitude which the activity schools try to create by basing experiences on life situations. William H. Kilpatrick stresses that: "the problem of morality is potential in every life situation; and the way we face such situations determines the moral character we build."¹⁵

Teaching respect for labour. Pakistan has inherited a system of values which attaches greatest prestige to occupations involving mental work. Physical work is regarded as disgraceful for a self-respecting man. This disrespectful attitude towards physical labour has become

¹⁴ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 98

¹⁵ Ibid., p. 109

so strong that it has become a threat to the health of the community. At present many people prefer to live in dirty houses rather than to clean them with their own hands. Even servants employed to do household work refuse to perform certain duties such as cleaning bathrooms. There are some special castes among Hindu "untouchables" who clean bathrooms. At times when they are not available bathrooms become unuseable, for the occupants will not clean them with their own hands. This shows how essential it is in Pakistan today to teach children the dignity of labour and create the habit of accepting manual work as an important part of living.

The changing needs of the society, due to the increasing pace of industrialization, also demand a change in the outlook of the nation. Educated engineers, mechanics, and skilled workmen are needed to control the new industries. Unless all ideas about the high and low status of various occupations is discarded, Pakistani industries will be unable to get suitable men to run them.

There is yet another aspect of this problem. Pakistan has set before her the goal of free and compulsory primary education for all. Initially this compulsory education will be for five years, but gradually the period will be raised to eight years.¹⁶ It means that when this ideal of

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Government of Pakistan, The First Five Year Plan (1955-60). Education and Training, 1956, p. 15

eight-year compulsory education is achieved an overwhelming proportion of the people will become literate. But "young people getting some education in the village often do not feel like continuing cultivation and probably prefer some job in the urban areas."¹⁷ If such is the case, who will want to work in the fields after the whole nation becomes literate? Either the eighty million people will have to be provided with 'white-collar' jobs in the cities or they will have to learn to do all kinds of work with their own hands and give up the idea of attaching respect or disgrace to certain professions. The former being impossible, the latter course will have to be adopted.

In community and group activities children forget all distinctions of high and low. Every child likes to use tools and implements even though his parents may hate to touch them. The good effect of those activities on the health of the children fills them with new energy and stimulates them to keep themselves busy in some work. The habit of critical thinking and working systematically on projects creates an orderliness in their actions and encourages them to maintain the same orderliness in their homes. The result is that these activities create unconsciously in their minds a liking and respect for physical

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A.F.A. Husain, Human and Social Impact of Technological Change in Pakistan, Dacca, Oxford University Press, 1956, p. 128

labour.

Summary

Some of the social objectives of the proposed school and its relation to the community have been examined above. It has been noted that education cannot remain indifferent to the aims, aspiration and needs of the society which supports it. Therefore an identity of interests will be effected between the proposed experimental school and its community. Doors of the school will be thrown open for those citizens who would like to take advantage of the facilities available there. Curricular activities, as far as possible, will be organized around problems faced by the community, which might result in the improvement of existing conditions of living. The example of the Holtville High School lends strong support to this expectation and suggests that the adoption of the activity method by the proposed school will be a great advance in the methods of education in Pakistan and is likely to make substantial contributions to social progress. In the next chapter the philosophical implications of this method, will be examined.

Chapter II

The School and its Philosophy of Education

Eleven years ago Pakistan was established in a land rich in natural resources but very backward in education, industry and commerce. In the words of A.F.A. Husain:

The existing industries at the time of partition were mainly run by Hindu capital and enterprise. With the partition a number of these industrialists went over to India, others reduced the scale of their enterprise, while most of them faced an acute difficulty in obtaining the raw materials which they previously imported from India.¹

The result was that immediately after partition there were practically no industries and no capital in Pakistan. Even banking facilities were not available to the people due to the fact that nearly all the banks belonged to the Hindus, who closed them before leaving for India. Two of the banks belonged to the government, but as most of the employees were Hindus these banks had also to be closed for some time.

¹ Human and Social Impact of Technological Change in Pakistan, Dacca, Oxford University Press, 1956, p. 40

Jute, cotton and food grains, which were the chief resources for earning foreign exchange, also lost their importance due to the activities of unfriendly merchants. To add to the all pervading misery, about eight million people were forced to take refuge in the newly established state, leaving behind all their belongings.² They had to be provided with food, clothing and shelter.

Now the condition has changed. Although the predominant nature of the economy is still agrarian, industrialization is taking place rapidly. Most of the consumer goods are now being manufactured inside the country. In the case of certain manufactured articles the country is now in a position to export to other countries.

Political and social conditions. Pakistan is a large country consisting of two big provinces separated from each other by a vast span of land about eleven hundred miles wide and belonging to another country. The two parts possess two different types of climate. East Pakistan is highly humid, with heavy rainfall. The people of East Pakistan belong to the Dravido-Mongoloid ethnic group, and are peace-loving.³ The riverine nature of the land makes them good sailors.⁴ The people of Western

² Ishtiaq Husain Qureshi, The Pakistani Way of Life, London, William Heinemann Ltd., 1956, p. 65

³ Ibid., p. 3

⁴ Ibid.

Pakistan belong to the Aryan and Semitic ethnic groups and are tall, handsome and tough fighters.⁵

Before partition almost the only occupation left for Muslims was agriculture, as can be seen from the following quotation:

The Hindus who formed the minority community (in the areas now included in Pakistan) exerted an influence on the economic and social life of the country quite out of proportion to their numbers. They dominated trade, industry, land-ownership, as well as the services, while agriculture was more or less the sole occupation of the Muslims."⁶

Two hundred years of exploitation had reduced the people of the East Pakistan to the level of serfs who had to struggle hard even lived below the margin of subsistence. They were facing the grim prospect of ceasing to exist as Muslims, because Hindus were trying to absorb them into Hinduism, "as Hinduism had absorbed many people and cults before."⁷

On the other hand the people of West Pakistan supplied the bulk of army personnel for the British forces, and, consequently, were saved to some extent the indignities borne by their eastern brethren. Moreover the presence

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Ibid.

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A.F.A. Husain, op.cit., p. 40

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Ishtiaq Husain Qureshi, op.cit., p. 12

of militant Afghans on the north-west frontier, who were also Muslims in faith and were constantly at war with the British government, ⁸ created confidence in the people of West Pakistan and prevented them from being reduced to the same position as that of the people of East Pakistan.

It has been noted that the economy of the country is mainly dependent upon agriculture. "The besetting evil which Pakistan's agriculture has inherited is the dominating place which the landlord occupies in rural economy." ⁹ Consequently all the evils inherent in a feudal system such as poverty, low standard of living, illiteracy, tradition and superstition infest the lives of the people. As feudalism thrives on exploitation, it needs the opiate of religion to keep the masses quiet and contented by persuading the under-privileged to believe that God Himself "sanctioned and ap-
¹⁰proved feudalistic social arrangements." The result is that wherever feudalism exists, religious sentiments and superstitious beliefs get a strong hold on the minds of the people. As India has been groaning under feudalism since pre-historic days, religion has taken a very deep root in the lives of the people. But the simple religions of the

⁸ Ishtiaq Husain Qureshi, The Pakistani Way of Life, London, William Heinemann Ltd., 1956, p. 3

⁹ Ibid., p. 49

¹⁰ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 291

prophets and reformers, whose aims were to lead humanity towards a common path of peace, have become mixed with myths and superstitions and have become tools of oppression and tyranny, as can be guessed from the mass slaughter of innocent people that took place in the wake of partition.¹¹

The achievement of independence marks the culmination of the struggle of the Hindustanis against foreign domination. But before independence the country was divided into two separate states. Religious antagonism played a great part in this division, but it seems that other factors (such as political and economic) had also a share in it.

In the absence of documentary evidence any comment on political factors would amount to mere conjecture, and thus only economic factors will be discussed here. It has been noted above that trade, industry, commerce and land were mostly in the hands of the Hindus. Even in services the Muslims had very little share. The factories that consumed the raw materials such as jute and cotton were also, incidentally, established in those areas which were predominantly Hindu in population. But these commodities were produced in the areas which are now included

11 Qureshi says:

"There is hardly a family among the refugees which has not lost a son, a daughter, an aged father or a relation in the great uprising against the Muslims in several parts of India."
op.cit., p. 43

in Pakistan and were Muslim majority areas. The result was that the Muslims were deprived of the benefit that would have accrued to them if those factories had been established in their own areas. This was one of the major factors in the struggle for Pakistan.¹² The people of those areas were convinced that unless they get rid of political domination of the merchants, capitalists, and feudal lords they would never be able to save themselves from economic exploitation and serfdom.

After the establishment of Pakistan an attempt was made by some politicians to get Pakistan declared a secular state, but the injections received by the religious sentiments during the struggle for Pakistan had given religion a new life and Pakistan had to be declared an "Islamic" republic.¹³

Religion has assumed such an important role in the lives of Pakistanis that no theory of education can ignore it, although the changes that are taking place in the ideas, values, aims and living of the people due to industrialization of the country are bound to have their repercussions on religious feelings also. Moreover, the

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Ibid., p. 47

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The present President of Pakistan has abolished the old constitution and no one knows whether the word "Islamic" will continue to be a part of the name of the republic in the future.

opposition of a rival community (as was the case in undivided India) and the appeals to religious sentiments by political leaders are also absent today. Therefore it is likely that in no distant future religion in Pakistan will become more tolerant and will lose some of its prejudices. But the need for religion may not disappear because during this atomic age, when conflicts and discords created by excessive reliance on materialism are permeating the souls of men, religion may wield a soothing influence on the nations of the world.

Concepts of Education in Pakistan

Differences seem to exist among the educators of Pakistan about the national system of education. This has resulted in the establishment of different types of schools some of which are: religious schools, schools having the mother tongue as the medium of instruction and schools combining occupational training with academic subjects.

The differences seem to be the result of differing philosophies of education, based on the needs of a non-agricultural economy. The type of education given in those schools may well be explained by the following quotation from E.A. Ross who, writing about the education

suiting to a pyramidal society, that is a society consisting of high and low classes, says that:

The safest and the best education is one that wears away the energy of youth in mental gymnastics, directs the glance towards the past, cultivates the memory, rather than reason, gives polish rather than power, encourages acquiescence rather than inquiry, and teaches to versify rather than think.¹⁴

Pakistan is a democratic country but the picture of education painted above is a reasonably faithful picture of the education now given in the schools of Pakistan. It is time for Pakistan to formulate a new philosophy of education for its schools.

A New Philosophy of Education for the Proposed School

A new philosophy of education for Pakistan must be based on a consideration of all these facts and must be able to accommodate the ideals, aspirations, values and needs of the society and its youth. It should also create an urge among the people to effect constant improvements in their condition, and should generate a

¹⁴ E.A. Ross, Social Control, New York, Macmillan, 1915, p. 172, quoted by William Heard Kilpatrick, op.cit., p. 295

practical approach towards the problems of life. The purpose of education is not merely imparting knowledge but also building character, teaching desirable attitudes, training to live democratically, teaching community values and facts inherent in life situations. Such an education is secured only through experiences in which the learner faces life situations calling for effective behaviour on his part. The character that this education builds is of the kind that makes the individual self-directing, informed, intelligent, responsible, self-controlled, able to think for himself, thoughtful, sensitive to the needs of the people and of the society and to the obligation to act on these needs. It also provides him with a desire to effect constant improvements in his life and the life of the community.

The last mentioned attitude implies a belief in the concept of a dynamic and changing nature of the universe, which is thought by some "fundamentalists" to be the antithesis of the belief in a fixed Reality. But Islam, the state religion of Pakistan, itself advocates change.¹⁵ In the words of Iqbal, the famous poet and philosopher, "The Quran opens our eyes to the great fact of change, through the appreciation and control of which

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The Quran says: Verily God will not change the conditions of men, till they change themselves. (Chapt. 13, Verse 12)

alone it is possible to build a durable civilization."¹⁶

Islam also seems to be in favour of creating a scientific attitude among its followers. The extraordinary emphasis it lays on education leads to this conclusion. Getting an education has been made incumbent upon all Muslim men and women.¹⁷ They have been asked to go¹⁸ even to such far off places as China to seek education, and have been told that whoever seeks education, expiates¹⁹ for his past sins.

Saiyidain, the great Indian educator, also seems to agree with this view. In his opinion this emphasis on learning created a civilization which:

stimulated and encouraged the pursuit of science to a remarkable degree, so much so that, according to Briffault, the famous historian of civilization, 'Science is the most momentous contribution of Arab civilization to the modern world. Nowhere is this (i.e. the decisive influence of Islamic culture) so clear and momentous as in the genesis of that power which constitutes the distinctive force for the modern world and the supreme source of its victory - the natural science and the scientific spirit.'²⁰

¹⁶ Sir Mohammad Iqbal, The Reconstruction of Religious Thought in Islam, London, Oxford University Press, 1934, p. 14

¹⁷ Ibn Maja, "Muqqadema", p. 17

¹⁸ Ibid., p. 17

¹⁹ Tirmizi, "Babul 'Ilm", p. 2

²⁰ K.G.Saiyidain, Iqbal's Educational Philosophy, Lahore, Sh. Mohammad Ashraf, 1954, p. 178

The philosophy of the proposed experimental school will be exemplified by its efforts to create an urge among the pupils to strive for continuous improvements in the conditions of living. The school will, however, not start a crusade in the community against all out-of-date customs and mores which in its opinion are incompatible with material and social progress. Such a step would defeat the very purpose of the school.

The reactions created in the community by such an all-out action would most likely be even worse than the practices it was intending to replace. Therefore a cautious policy will be followed by the school, neither helping in maintaining the status quo, nor attempting to revolutionize the life of the community in an unrealistically short time. In the first instance the school would automatically fall in line with the traditional schools, and in the second instance it would be turned into an island in a sea of antagonistic forces, and its very existence put at stake. It is too much to expect that the community will support a school which is trying to undermine its very foundations. Moreover, as Professor Brubacher says:

If the public refuses to accept the reform program in the school, serious maladjustments may result for pupils who are prepared for a new social order but who are required to live in an old one. Moreover, there is danger that the educators who would reform the social order too rapidly or too radically will defeat their

own ends, and that, at the conclusion of their struggle with the community, they will be worse off than in the beginning.²¹

hence reforms will be introduced very slowly and in full cognizance of the fact that haste might very easily nullify a delicate undertaking.

The school and its values. As reforms imply values, it is desirable that before proceeding further a glance is cast at the concept of the values held by the school, because they occupy a central place in all philosophies of education. Aims of education, methods of instruction, curriculum, determination of courses as prescribed or elective, motivation in learning, discipline, evaluation, and provision of extra-curricular activities in school - all of these involve questions of values.

Values of the proposed experimental school will be based on the need of the children to live a happy and meaningful life. Happiness in life results from the satisfaction of wants. The stronger the want is the greater is likely to be the resultant happiness, when the need is satisfied. Happiness also results from the effort the individual makes towards the satisfaction of wants. The greater the effort, the more sustained the happiness is likely to be.

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John S. Brubacher, Modern Philosophies of Education, New York, MacGraw Hill Book Company, Inc., 1950, p. 194

When programmes of studies are based on the problems faced by children in their daily lives, and solved through their own labour under the guidance of their teachers, more satisfaction is likely to accrue than would have accrued by working on compulsory assignments. As each new experience lays the foundation for future experiences, the skill a child learns in solving his problems successfully today will possibly lead him to live a successful and happy life tomorrow. Therefore in all the activities of the school emphasis will be laid on the present interests of the children and their need to live a happy life today and in future.

The following set of values adapted from the Philosophy of Education,²² constitutes the school's concept of a happy life. The achievement of these values will be the chief objective of the proposed school:²³

1. Physical health. Good physical health is necessary to make life successful and happy.
2. Mental health. This includes attitudes, habits and emotions which play an important role in the process of adjustment of the individual to his environment.
3. Satisfactory personal relations. Personal relations of an individual wield a great influence on his life. Unsatisfactory relations create maladjustment while satisfactory relations enhance the pleasure of life.

²² William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1957, pp. 151-158

²³ Ibid., p. 157

4. Problem-solving attitude. This implies the habit of critical thinking, evaluating causes and results and taking necessary action, which are essential for achieving success in life.
5. Ability to pass leisure in purposeful and constructive activities.
6. Creative activity. Activities which lead men to create something are essential for the progress of the world. They also provide unique satisfactions to the one who creates. It is the duty of the school to provide opportunities to children to live thoughtfully and creatively according to their maturity and capacity.
7. Aesthetic appreciation. "The art can and does, if given chance, elevate life, give it richness of quality in high degree, has by general consent, been demonstrated through the ages."
8. Religion. Religion plays a great part in life. It may be defined here "as the spirit with which one holds one's supreme value - the value in terms of which one values all else - plus the out-working of this attitude appropriately in life."

The School and religious education. It has been noted earlier that the dominant note in the arguments in favour of the establishment of Pakistan was religious. This stress on religion culminated in the declaration, by the Constituent Assembly of Pakistan, that Pakistan would be an Islamic republic. The area of religion provides a fertile field for controversies. That is why many Pakistanis, including Hindus, were not in favour of associating religion with the name of the state.

In the United States of America religion has not been allowed any place in the curriculum of the public schools. It may be due to the fact, as Professor Brubacher²⁴ mentions, that the exponents of different religious sects have failed to compose their differences to an extent which would allow of a prescribed or even an elective course of study in religion. Those parents who wish their children to get religious education send them to sectarian schools, Sunday schools or special classes, or teach religious principles at home.

The same difficulty is likely to be felt in Pakistan as soon as an attempt is made to teach religion in all the schools. In some parts of the country religious education has been introduced in government schools also, but as time passes and a spirit of toleration grows, children belonging to other religious groups will also begin to demand the facility for themselves which has been allowed to one religious group only.

As the proposed experimental school will be a private institution it will be at liberty to face the situation according to what is expedient. For example, if children belonging to only one religious group seek admission in the school and a demand is made for the introduction of religious education

in the programme of studies, there would probably be no reason to reject their request. On the other hand if children of many religious groups are present in the school it may not be possible, at all, to make arrangements for religious education.

Instruction in religious education is generally justified on the basis of the belief that religion has been imposed upon humanity by God, who wants every man to study and follow the principles laid down by Him for the guidance of the people. Infractions will deprive them of salvation. This seems to reflect a feeling of selfishness on the part of God, which seems unlikely to be true. To many a lay observer it seems probable that religions were introduced in this world to guide humanity out of the chaos into which it had fallen through its over-emphasis on physical pleasures. Whatever the rules are, whether framed by the reformers or revealed by Him, they seem to be meant for providing a good and happy living to men on this earth. If following religious principles brings salvation to human souls it should be considered a side-gain. Its real efficacy seems to lie in providing satisfactory social adjustment. This being the position, the division of the curriculum into sacred and secular subjects seems to be a grave misfortune, because it distracts attention from the religious character of much of the secular curriculum. All education, in the complete

sense of the term, is religious. Religious education is not the memorization of texts of the scriptures, but is learning intelligently in the light of social aims and their consequences. All efforts at religious education seem to be bound to fail unless the child gets the opportunity to practice what he learns.

The proposed school, in compliance with its declared policy of identifying itself with its community, will abide by the wishes of the people with respect to religious instruction also; but the main emphasis will be placed on the development of character, that is "all of one's ways of thinking, feeling and acting with reference to one's self and others and the world,"²⁵ that may facilitate the adjustment of the children to the demands of the time. It will incorporate into itself a social context of workshops, laboratories and playgrounds where children will learn and practice morality.

The school and the academic freedom. The policy of the school with respect to academic freedom will be based on the famous statement of Jefferson that:

This institution (the university of Virginia) will be based upon the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate error so long as reason is left free to combat it. 26

²⁵ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 220

²⁶ Letter to William Roscoe, Quoted by William Heard Kilpatrick, Ibid., p. 309

A free atmosphere is indispensable for the all-around growth of children. The school will encourage free and impartial research concerning all matters. Preaching of religious and political ideologies will be discouraged but teachers who are specialists in certain fields of knowledge will be free to express their opinions, provided they do not do so as a means of indoctrination. So far as possible, indoctrination will not be allowed because putting an idea into the mind of the child without giving him a chance to think and decide for himself retards his mental growth. In the case of younger children, however, this may not always be possible.

Indoctrination. As indoctrination has been mentioned above it seems desirable to mention the policy of the proposed school in this respect. Originally indoctrination and education were used synonymously and no derogatory sense was attached to the word indoctrination.²⁷ But now indoctrination carries the sense of implanting the beliefs of an individual or a group in the minds of children so that they may always accept it uncritically. Generally in democratic countries indoctrination in this sense has come to be regarded as very

²⁷ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 122

undesirable because it limits the scope of thinking and evaluating things critically and scientifically. However, in the case of teaching about democracy some educators believe in an exception to this rule. They think that, democracy being fundamental to their way of living, they should not take any risk and should indoctrinate democracy in children. To this others reply that "to teach democracy in an undemocratic fashion, in a way to foster uncritical acceptance, would seem an odd way of fostering democracy."²⁸ But it seems that a certain degree of indoctrination is inevitable. The environment in which children grow, and the civilization in which they are brought up determine, to a large extent the way they think and live, and it cannot be denied that no one is able to free himself completely from the influences of the culture in which he has been brought up.

There are other considerations also. From the very early life of a child adults have to indoctrinate him regarding his manners, his dress, his food and many habits which they think will be useful for him. Even when a school tries to teach democracy by providing a democratic atmosphere it indoctrinates them regarding democracy. Perhaps no objection will be raised to these types of indoctrination. Disagreement starts where indoctrination is utilized to curb

freedom of thought and action. As the avowed aim of the proposed school is to promote learning through pupil-self-activity, which is believed to create the habit of critical thinking, there is little danger that the small kinds and amounts of indoctrination used in the case of younger children will in any way restrict their mental growth.

The school and the gifted children. Some children are exceptionally bright in intelligence. They are always ahead of others in their class. The small amount of knowledge imparted to them daily in a traditional classroom does not satisfy their thirst for learning and they yearn for more knowledge, but they are held back by the slow progress of the class with which they are required to proceed. Some educators seem to agree with this attitude of the traditional system of education. They think that if highly intelligent children are allowed to develop their potentialities in full it will lead to the establishment of an aristocracy of talents which will not be desirable. Therefore they oppose any special arrangement for the education of gifted children. This amounts to denying the principle of equality of opportunity in education, accepted by almost all modern educators. In fact to prevent a gifted child from realizing fully his native endowments seems to be a crime not only against the child but against the society itself. In a democratic society which

is based on the respect for the rights of all talk of an aristocracy of talents seems meaningless, because aristocracy is based on inherited privileges and is opposed to the principle of equality of opportunity. The interests of all the members of an aristocracy are similar in nature. Aristocrats thrive on exploitation. Gifted children of a democracy, who will rise to the height of greatness and leadership from amongst the masses by popular support and implicit consent of all, will feel bound to the democratic ideals of the society and may be expected to contribute to the prosperity and welfare of the society through their actions.

Having received their education in a democratic environment, gifted children will not be self-centred egoists. Their interests and attitudes will not be entirely divorced from those of the people. As they will rise from different socio-economic groups, all classes will receive equal attention from them and it is unlikely that they would join hands to rule the country as aristocrats.

Generally children possess superior talents in some fields of knowledge only. In a free and democratic environment their talents will help them in assuming the role of leadership in those fields and in those divisions of social processes for which they are best equipped. In others, they will willingly adopt the role of followers.

This dual role of leader and follower will increase their social understanding, and will create a consciousness of the rights of others. When such individuals play the role of followers, they will discriminate between the charlatan and the true followers, and will not be misled into participation in socially undesirable acts.²⁹

Activity programmes provide each child with the opportunity to develop his native powers to the best of his capacity. Therefore no need will arise to make any special arrangement for the education of the gifted children. If however, experience shows that something more besides the programmes of study provided in the school is needed for their development, suitable steps will be taken to satisfy their need.

The school and economic efficiency. Man has always used education as a weapon against poverty and for advancement in life. School and the economic order are closely related: Economic prosperity results in expansion of education, and expansion of education tends to increase economic prosperity.³⁰ The proposed experimental school will aim at providing a type of education which besides ensuring mental, physical and social growth

²⁹ John S. Brubscher, Modern Philosophies of Education, New York, MacGraw Hill Book Company, Inc., 1950, p. 138

³⁰ John S. Brubacher, Ibid. p.

of children will lead them towards economic self-sufficiency.

At present in Pakistan all schools, whether they are located in villages, cities, industrial areas or commercial centres, follow the same pattern of traditional education. As the purpose of education is to prepare the individual to adjust himself to his environment (including adaptation to and reconstruction of the environment), the education of an agriculturist should not be the same as that of a person who will live in a city. The education of an agriculturist in Pakistan should give him skills and insights about advanced methods of agriculture and their application in Pakistan, where the holdings of an average peasant are very small and do not permit mechanized methods. On the other hand children who live in cities require an education which will fit them to the commercial and industrial economies of those places. Their education needs a stress on commercial and industrial subjects.

An arrangement will be made in the proposed experimental school, as far as possible, to provide a wide variety of educational opportunities to children so that each child in the school may get an education suited to his talents. For this purpose an agricultural farm, a dairy farm, a poultry farm, workshops, science laboratories, a library, tools and machines, and a general store will be provided inside the school premises. In order to make

costly equipment and machines available to children communal resources will be utilized and the cooperation of the community for this purpose will be sought.

Cost of education. In the schools of Pakistan each pupil is required to pay a fixed amount as tuition fee each month. The amount is determined by the Department of Education and is equal for all children of one grade level. In a society consisting of people of differing financial status, it does not seem just to charge the same amount from every child. The amount should vary in proportion to the income of the parent. If a person with an income of one hundred Pakistani rupees per month is required to pay five rupees as the tuition of his child, another person with one thousand rupees per month should be asked to pay fifty rupees for his child. The school will follow this rule. Possibly if some such principle were adopted by the Government of Pakistan, the problem of financing educational programmes of the country might be solved to some extent.

The children whose parents are not in a position to pay tuition fees will be provided with part-time jobs on the school farms, in workshops and in the store. They may also be provided part-time jobs, in keeping with their mental and physical maturity, in institutions within the community, provided members of the community cooperate and adopt a sympathetic and encouraging attitude towards those children.

Summary

The philosophy of the proposed experimental school in terms of general goals and objectives will be based on a consideration of the social, political, economic and religious conditions and needs of the people of Pakistan. It will incorporate the ideals, aspirations and values cherished by the society in Pakistan. Its aim will be to create a dynamic attitude among the people which may inspire them with an urge to effect constant improvements in conditions of life and to make them self-directing, informed, intelligent, responsible, self-controlled, critical, able to think for themselves, thoughtful, sensitive to the needs of the people and of the society and to the obligation to act on those needs.

1 The values this new philosophy of education will try to achieve will be the same as make the life of an individual happy and successful, that is physical and mental health, satisfactory social relations, a problem solving attitude, creative activity, easthetic appreciation, ability to pass leisure in purposeful activity and religious consciousness.

1 In the matter of religious education the school will be guided by the wishes of the community, but the

main emphasis will be placed on the development of a moral character that may facilitate the adjustment of the children to the demands of the time.

As a free and permissive atmosphere is very helpful for the all-around growth of the children, free and impartial study and research concerning all matters will be allowed in the school. Teachers who are specialists in certain fields will have the freedom to express their opinions in regard to controversial issues falling within their subject-fields. They will, however, not be allowed to use this freedom to preach or indoctrinate their beliefs. In the case of younger children, indoctrination may be used by the school to inculcate certain desirable attitudes such as liking for democracy.

Arrangements will be made to educate children according to the exigencies of their environments. For this purpose the school will maintain an agricultural farm, a dairy farm, a poultry farm, workshops, laboratories and a store (shop). The cooperation of the community will also be sought to provide the pupils with experiences which cannot be provided within the school.

Chapter III

The School and its Psychological Foundations

It has been noted in the previous chapters that the activity method on which the proposed experimental school will be based, is not only superior to the conventional methods of learning, but that it is socially and philosophically more effective than its traditional counterpart. In this chapter the psychological foundations of the method will be examined.

Learning through physical activities is the essence of activity pedagogy. This is not a new concept. It springs from the very nature of the learner and learning process, as will be seen in the following pages, and has been emphasized since the eighteenth century by educators who have carefully observed children.

A child is the owner of a complex personality. Like a machine, his body is composed of a large number of small parts which constantly need to be kept in a wholesome state so that it may continue to perform its functions properly. But, unlike a machine, the body is a growing organism which has the capacity to adapt itself to the exigencies of the environment. Every adult with

some practice can control and use a machine successfully without understanding its principles, but to guide a child so as to enable him to grow into a healthy and happy citizen requires a deep insight in the nature of the child. Traditional schools have been treating the child as a simple organism which can be taught by any educated adult, but psychologists who have devoted much of their time to studying children think that the ideas is far from being correct and say that the work of a teacher, especially in pre-schools and elementary schools, is very complex, and the complexity of their work requires a most thorough professional preparation and insight into the psychology underlying the learning process.¹

The Nature of Children

Laws of growth. The child is a dynamic being. He is a living, thinking and feeling organism. Mental as well as physical growth are inescapable characteristics of this organism. Infancy and childhood are the periods of most rapid growth, and educationally very important for teachers, because "habits formed during this period are difficult to break at later stages of development, and

¹ Glenn Myers Blair, et.al., Educational Psychology, New York, Macmillan Company, 1954, p. 61

many behaviours left undeveloped during this period are difficult to establish later."² Unless teachers know those facts they will not be able to do their work effectively. Growth is not a random process but proceeds according to certain natural laws which are discussed below.

1. The child is a physiological-psychological entity. The child has a body as well as a mind. Mind and body are not two opposing aspects of the organism. As the child grows older his ability to undertake progressively complicated movements increases and with it grows his capacity to feel, to understand, to think and to decide. This growth in different potentialities may be called his mental growth.

From the standpoint of development the body and mind of a child are inseparable. The mind develops with the growth of the body. Gruenberg writing about the mental development of the child says:

Psychically he inherits nothing fully formed. Each and every part of his nature has to grow: his sense of self; his fears; his affections and curiosities; his feelings towards mother, father, playmates and sex; his respect for truth and property; his sense of humour; his ideas about life and death, war, nature and deity."³

²
Ibid., p. 61

³
Sidonie Matsner Gruenberg, Our Children Today, New York, The Viking Press, 1952, p. 54

All these including his sentiments, concepts and attitudes are the products of growth and experience.

2. Children differ from one another. Children may be classified into many "types." Two main classifications are "doer-type" and "thinker-type".⁴ "Doer-type" children are primarily motor-tactile minded. They are more practical in their out-look. They like to be active and hate to be forced to sit passively at a place for a long time. "Thinker-type" children are generally not active in their habits. They are by nature passive, not adaptable to learning through physical activity. Doubts have, however, been expressed by some educators about these "types" being genetic. In their opinion children learn from their environment to be either "doer-type" or "thinker-type". Whatever the case may be as the "thinker-type" children are said to be far out-numbered by the "doer-type" children, it may be another case against passive method of learning.

Within these larger groups one child may differ from the other of the same age in size, weight and colour, and they may also differ in their rate of growth, their potentialities, their interests, emotions, attitudes and reactions.

⁴ Gustav G. Sckoenchen, The Activity School, New York, Longmans Green and Co., 1940, p. 84

Even in the same child large variations in different aspects of growth may be found. Thus a child who is chronologically nine years old, might have a mental-age of twelve years,⁵ social-age of seven years, weight-age of thirteen years, reading-age of eight years and dental-age of six years. Programmes of studies based on chronological-age or mental age only will not meet the needs of the child. "The teacher who wishes to match teaching with the developmental level of the child, must clearly understand that unevenness of growth in the several traits is more often the rule than not."⁶

3. Children are social by nature. Children are members of a social group, and cannot live alone. It has been observed that even at as early an age as eighteen months children gravitate towards one another and get real satisfaction in one another's company. If they are denied the company of their own age mates they become short-tempered and selfish.⁷ Much of their early education, including the language they speak, and interests and attitudes are derived from the society they live in. Socialization is the result of interaction through communication

⁵ Mental-age of twelve means that the child is mentally as developed as the average twelve-year old.

⁶ Glenn Myers Blair, et.al., Educational Psychology, New York, Macmillan Company, 1954, p. 43

⁷ Elizabeth B. Hurlock, Child Development, New York McGraw Hill Book Company, Inc., 1950, p. 338

with other human beings. Socially maladjusted children make very little progress in their studies, and "in extreme cases adverse social climate may engender such profound feelings of inferiority, aggression or boredom that learning (at least of subject matter) virtually ceases"⁸. Educators who ignore this aspect of the child create complications for his future adjustments.

4. Children need self-expression. Children are by nature active. They cannot remain still for any long period of time unless they are ill or asleep. They seek outlet for their feelings by imitating, singing, playing, running, and messing with water, sand and dirt. They have insatiable curiosity and like to experiment with every object that comes into their hands. They are always busy in something, and like ants they must be doing something, crawling about, carrying, hauling, erecting and demolishing. To curb their activities will bring unhappiness to them. If their programmes of studies include activities which allow them sufficient active self-expression they will learn more effectively.

Nature of Preadolescence

Adolescence is the period when nature prepares

⁸

Glenn Myers Blair, op.cit., p. 284

children for adulthood. During this period the adolescent faces the problem of integrating new interests and emotions with a new set of values, into his personality. But as a child he has already acquired a set of values, interests and emotions some of which, during adolescence, become ineffective and need to be discarded. Therefore before entering adolescence the child destroys some of those things which he has learnt as a child. This is a period in which the well-balanced personality of the child breaks up.⁹ Psychologists call this period preadolescence. This breaking up of the child's personality results in conflicts. Repressed impulses of earlier childhood come to the surface. The natural consequences of conflict, namely anxieties and fears reappear. They still look like children, but their habits and interests undergo such a change that parents begin to despair of their children with the idea of their being spoiled. A surprising lack of self control and a high degree of disorganization, in habits feelings and attitudes appears among the children of this age. They do not seem to have any concept of the future and consequently do not worry about it. Advice of their parents to mend their ways looks funny to them. Their behaviour shows signs of distrust and suspicion of the adults. They seem to have lost all sense of shame and decency.

⁹
Sidonie Matsner Gruenberg, Our Children Today,
New York, The Viking Press, 1952, p.167

The most striking thing about preadolescents is their restlessness. They seem to like running more than walking. They cannot stand still. Another characteristic of these children is their fantasy life as can be seen from the following quotation:

"Wild day-dreams of the comic-strip type of adventure, on the one hand, long stages of staring into empty space, with nothing going on in their conscious mind on the other, are the two poles between which their fantasy life moves rapidly back and forth."¹⁰

Sexually they are still immature but their curiosity about sex life becomes so intense that they try to penetrate the secrets of adult life. But practically the boy has no place for the girl in the society and does not like her. The girl also hates the boy, but regards him as a superior and tries to imitate manly traits.

During this period children drop their identification with adults. A strong bond of fraternity is established among the peer-age group. Parents appear to them as opposed to their value pattern. The result is that in no other age they show such a deep interest in cliques and gangs than in this age and enjoy it more for being subversive in the eyes of the adults.¹¹

¹⁰

Ibid., p. 165

¹¹

Ibid., pp. 161-167

The Nature of the Adolescent

Preadolescence is followed by adolescence. This is often the most critical period in the life of the individual. The adolescent is neither a child nor an adult. The chief characteristics of this period are the awakening of the sexual drive and the desire for emancipation from the control of parents. The adjustments the adolescents have to make to their problems place them under severe strain and perhaps, conflict.¹²

The greatest need of the adolescent is for status. He wants to have worth and importance in the eyes of his group. He craves to be treated like an adult and tries to imitate the ways and manners of adults. His wish to be weaned from parental restrictions and become a self-directing person is also very great. This period is specially important for the formation of attitudes.¹³

Needs and Interests of Children

As the work of the teacher is to guide the child so as to enable him to grow into a healthy and successful citizen it is essential for him to know that every

¹²Glenn Myers Blair, et.al., Educational Psychology, New York, Macmillan Company, 1954, p. 199

¹³This section has been dealt with briefly as the proposed experimental school will be only a junior high school and will hardly have adolescent in its classes.

activity of the child satisfies some need which he¹⁴ possesses.

Needs signify a feeling of want of something. They are the products of stimuli which may be from within or from without. For example, a stomach contraction in hunger is one of the inner stimuli, while the temptations offered by something such as ice cream may be a stimulus from without.

"Interests are attitudes which cause a person to seek more activity in a given area,"¹⁵ and are in a large measure "the product of the development of the drive for activity and the desire to make use of newly¹⁶ matured mental and psychological functions." The child is likely to develop an interest in any activity which is directed towards satisfying any one of his needs. Motivation, which gives direction and purpose to behaviour, is very important in the learning process. If the learning experiences of the child are based on activities which satisfy his needs, motivation is likely to come as a natural result of the activities and no need to motivate him extrinsically may arise.

¹⁴ Glenn Myers Blair, op.cit., p. 327

¹⁵ Ibid., p. 192

¹⁶ Ibid., p. 199

Needs are of two kinds: (1) biological needs and (2) sociogenic needs.

1. Biological needs are caused by the action of bodily tissues. They include needs for food, air, liquid, elimination, activity, rest and sex expression.

2. Sociogenic needs are learned needs. They include needs for status, security, affection and independence.¹⁷

How needs operate. When a need is felt it makes the child tense and restless and compels him to seek some means of satisfying it. If he is hungry he seeks food; if he is tired he seeks rest; if he is neglected he strives to gain attention and status; if he is unloved he seeks affection; and so on. When the need is satisfied, a state of equilibrium is restored and the state of tension disappears. If, however, the child finds the satisfaction of some of his needs difficult, he either attacks the difficulty with determination and tries to find a solution through his own efforts or satisfies the needs indirectly. This may take one of the many forms called adjustment mechanisms.¹⁸ The latter form of satisfying one's needs indicates a state of maladjustment and needs the careful attention of the teacher. Sometimes maladjustment may manifest itself into

¹⁷ Ibid., pp. 43-44

¹⁸ Ibid., p. 330

one or more of the following symptoms:

1. Withdrawal, retiring, reticent behaviour
2. Shy, timid, self-conscious, fearful behaviour
3. Serious, thoughtful behaviour
4. Refusal to recognize real conditions, concealment, delusion
5. Feeling of inferiority
6. Emotional and psychosexual immaturity
7. Friendless, isolated, asocial behaviour
8. Paranoid reactions, sensitivity, suspiciousness
9. Craving for affection, love of praise, seeking attention
10. Setting of unrealistically high goals
11. Extremely aggressive, competitive behaviour
12. Anxiety, tension, nervousness, temper tantrums ¹⁹

The learning process and the needs and interests of the child. When it is understood clearly that the needs of the child cannot remain unsatisfied - that they must be met by him either through desirable means or through compensatory behaviour called adjustment mechanisms - it is an inescapable conclusion that the schools should allow all children an opportunity to satisfy their needs through approved school activities. When curricular activities

¹⁹
Ibid., p. 376

center around the needs and interests of children, the learning process becomes a purposeful and pleasant activity of the learners themselves. Therefore "a major function of the school is to find activities which satisfy needs. These activities will then become the areas of interests and should lead to positive attitudes about schooling."²⁰

Reaction of children to learning process. A study of the nature of child shows that he is a growing and feeling organism which is highly active and is constantly interacting with his environment to satisfy his needs. Below are some excerpts taken from different passages of Unit Teaching in Elementary Schools, which reveal the tendency of children of different age levels to learn through personal participation in activities:²¹

Six-Year-Olds: "They learn best through active participation and first hand experiences and their whole bodies are involved in what they do."

Seven-Year-Olds: "They learn best in concrete terms and from the first hand experiences in which they can participate."

Eight-Year-Olds: "They still enjoy spontaneous dramatizations and identify themselves with the role they play."

Nine-Year-Olds: "Nine-year-olds continue to learn better by doing, and need to be confronted with immediate situations."

²⁰
Ibid., p. 196

²¹
Lavone A. Hanna, et.al., Unit Teaching in Elementary Schools, New York, Rinehart and Company, Inc., 1956, pp. 27-36

Ten-Year-Olds: "They have active imaginations and can construct the lives of other people, but they want their play to be realistic and based upon facts. They still need direct experience to give meaning to social concepts."

Eleven-Year-Olds: "Research has shown that vicarious class room activities at the sixth grade level are no substitute for direct experiences in the community or first-hand observation."

Twelve-Year-Olds: "Major interests are primarily concrete, immediate and functional. Sex differences are evident in reading preferences; girls like fiction stories while boys prefer adventure tales. They enjoy the concrete manipulation of things, are interested in the technical aspects of machinery and in factual information about things which are tangible and concrete in their environment."

The Nature of Learning

It has been noted that children are intensely active in their nature. It has also been noted that a very large proportion of children from early childhood to adolescence like to learn facts through activities. It remains to be seen whether the nature of learning also agrees with this active nature of children.

What is learning? Any change in behaviour, interests and attitudes which is a result of experience, and which causes people to face later situations in life differently may be called learning.²² In most cases this

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Glenn Myers Blair, et.al., Educational Psychology, New York, Macmillan Company, 1954, p. 93

change has a direction which satisfies current motivating conditions of the individual. In traditional schools learning is regarded as an intellectual process of acquiring skills and of mastering subject matter. It is assumed that physical and emotional reactions are not involved in this process. But the newer concept of learning holds that a child learns through doing meaningful things, and "that the doing involves the whole person in all aspects of his being; and that growth takes place as each experience leads to greater understanding and more intelligent reactions to new situations."²³

Some approaches to learning. Learning may take place through imitation, repetition, stimulus-response process, conditioning, trial and error, insight and problem-solving. These are the approaches to learning four of which, the first two consciously and the next two unconsciously, have been continuously utilized in the schools since its inception at Alexandria. The last two are modern methods of learning which lay emphasis on intelligent learnings²⁴ and are used to some extent in the American schools.

There does not seem to be anything wrong with any one of these methods and a good school should make use of all of them. The thing that matters is the way they are

²³ Ibid., p. 17

²⁴ Wilford M. Aikin, The Story of the Eight Year Study, New York, Harper and Brothers, 1942, p.81

used because each learning experience is accompanied by concomitant learnings which are of great consequence to the pupil's future adjustment to his environment. These concomitant learnings are always in process for good or for evil.²⁵ The child while learning his lessons in the classroom is always "thinking, feeling and concluding about the teacher, about school, about himself, about the subject"²⁶ These thoughts are building his attitude about school, about teacher, about the subject and about himself. Respect and love for the teacher, interest in school work, and self-confidence or their opposites depend in a large measure on whether the method of teaching used in the school is pleasant or coercive. Therefore the more interest-absorbing a learning experience is the better will be its effect on the development of the child. As play is the most liked activity of the child, if learning process could be turned into play or made as interesting as play many of the disciplinary problems of the traditional schools which are caused by the lack of interest of the learner in his work might possibly disappear. Now, is it possible? Can play be used for providing learning experiences to children? In order to find a reply to these questions it is desirable to examine the nature of play in some detail.

²⁵ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 313

²⁶ Ibid., p. 313

The Nature of Play

Play is a child's natural medium of self-expression,²⁷ and is as necessary for his health as food, air and other physical needs. An adult keeps himself fit by engaging himself in some kind of activity or work. But a child who has no work to do which may help in the proper development of his muscles and the coordination of his movements, realizes it through play. Play for a child may not be a specified activity. Anything that the child does for the sake of enjoyment is play.

A child who does not get an opportunity to play, specially with other children of the same age, becomes selfish, self-centred, and domineering. His play with adults cannot be a substitute for the play with his age-mates.²⁸ Playing with other children helps him in learning many useful habits such as to share, to cooperate and to subjugate his wishes to those of the group.

Active play serves as an outlet for surplus energy,²⁹ which if pent up makes the child tense and irritable. Play has therapeutic values also. Children who due to their

²⁷ Virginia Mae Axlin, Play Therapy, Boston, Houghton Mifflin Company, 1947, p. 13

²⁸ Elizabeth B. Hurlock, Child Development, New York, McGraw Hill Book Company, Inc., 1950, p. 338

²⁹ Ibid., p. 338

environmental conditions or the authoritarian attitudes of their parents, become maladjusted, regain emotional self-control by playing out their accumulated feelings of tension, frustration, insecurity, aggression, fear, bewilderment and confusion, in a free play under the guidance of a sympathetic teacher.³⁰

Play is also more effective in teaching morality to children, than the commands of parents or teachers. Their concepts of what is right or wrong develop while they are busy in group-play. Their playmates are not prepared to tolerate their lapses from the accepted code of behaviour, and in order to be acceptable to their playmates they have to be honest, fair, truthful and self-controlled.

Physical activities make the child easily tired, but it is not so in play. He can continue play for a longer period of time. He becomes so absorbed in his play that he forgets or ignores other needs. As a result he gradually learns to impose upon himself greater privations and becomes accustomed to continuous occupations.³¹

Play may be divided into three types:

1. Free spontaneous play. This type of play is characterized by lack of rules. In early childhood it is

³⁰ Virginia Mae Axline, op.cit., p. 17

³¹ Buchner, Kants Educational Theory, Philidelphia, Lippincot, 1904, p. 162

for the most part solitary but in late childhood it may involve more than one individual. It decreases with growth in age and ceases when the boy or girl reaches the age of adolescence. This type of play is mostly exploratory. As few months old baby "explores his play toys by sucking, banging, and pulling at them and investigates objects such as cloth, fur and wool, eyeglasses, or watch chains."³² With older children this type of play takes the form of exploration of the neighbourhood, birds' nests, and chasing monkeys.

2. Make-believe play. This is a type of play in which the child, through language or overt behaviour, deals with things as if they were something else and not the objects they are. Among younger children this type of play may manifest itself in the form of talking to dolls or inanimate objects, riding a stick, or drinking from an empty cup. As they grow older it is replaced by imitative play in which children imitate the activities going on around them such as domestic affairs, policemen, firemen, hawkers etc. Among adolescents it takes the form of planned dramatics.

3. Constructive play. An early form of constructive play consists of making various objects out of mud.

³² Hurlock, Elizabeth B., Child Development, New York, McGraw-Hill Book Company, Inc., 1950, p. 344

Later it may include building of tents, play houses, huts dams. Among adolescents this type of play may take the form of hobbies, drawing, painting, carving, clay modeling, making models of ships, airplanes and so on.

Play and work. Some of the advantages inherent in play have been noted above, but still it does not seem clear how play can be used to provide learning experiences to children. Another question may perhaps make it clear. What is the difference between work and play? If the work is also as interesting as play the only difference is that the work aims at the end-product of the activity whereas the aim of play is simply enjoyment. "Play merges into work or activity when the focal point of interest shifts from the act itself to the intended result of the work."³³ It, naturally, follows from this that learning through activities is also as interest-absorbing as play. Therefore it can now be asserted that the natural way of learning is the activity method.

The Natural Way of Learning

The activity method. Children are full of energy and cannot remain inactive for any long period of time

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Gustav G. Schoenchen, The Activity School, New York, Longmans Green and Company, 1940, p. 67

unless they are sick or under coercion. This overflowing energy makes them restless and forces them to do many things even without any prior intention. Observe them one morning going to school. Very few of them will be seen walking solemnly like grown up men. For them going to school is an excuse for doing something else by the way. That boy is watching the carpenter sawing a piece of wood in his shop. This boy is playing on a mouth-organ. One is trying to jump across a small channel dug along the road, yet another is running after his friend. Such activities go on throughout the day. "Never through a meal, with its passive controls, that they are not ready for baseball, never a moment with idle fingers, always a missile to be tossed or a ball to be bounced. Never a walk, always a run."³⁴

Activity involves learning by doing. The dynamism of their nature keeps them busy in something. It may be breaking street lamps, plucking green fruits from a neighbour's orchard, drawing figures on walls or any other thing which for the moment seems interesting and significant to them. This vast store of energy can easily be directed into creative channels by engaging them in kinds of activities their tendencies demand. They can learn more by experimenting, manipulating, building, dismantling, or even imitating than by merely sitting and listening.

Inactivity retards growth. In schools prolonged periods of inactivity become the cause of misery for children and retards their physical and mental growth. The authors of Educational Psychology, describe this state of affairs and the harm caused by it in the following statement:

The classroom with stationary seats and strict rules of governing movement, talking and other activities not related to a teacher's lecture, or recitation, clearly block the need for activity. Lectures or recitations allow so little individual movement and expression that tensions are inevitably created. Having no other release for such tensions, children learn activities such as day-dreaming, drawing on note-paper, passing notes in class and may indulge in wild release of tension through running and shouting³⁵

It shows that many of the disciplinary problems arise due to the frustration of the basic need for activity. If children are allowed to learn through guided activities many problems of discipline would never arise.

Activity stimulates reflective thinking. Doing is thinking. When the physical organs of the body are busy in manipulating something, the mind is actively engaged in thinking out the steps and the outcome of the act. Consequently the activity method, not only strengthens the muscles of the body and increases the power of its

resistance to diseases, but also develops the mind by creating opportunities to think logically, arrange facts suitably in the mind and foresee outcomes.

Activity trains the senses. All ideas come to the child through sense perceptions. Generally it is believed that there are five senses. "But for practical purposes educators may and usually do reduce the number of senses to three, namely sight, hearing and a third sense which is a nameless combination of taste, touch smell, pressure, and the sensations arising through the bones, nerves, muscles and the viscera." ³⁶ Traditional schools largely depend on hearing and sight for supplying ideas to learners. But in the course of an activity all senses come into action and become sources of rich experiences to the child.

Activity develops mental processes. The able English physiologist Mr. J. Sanders Arkwright in an article entitled "Manual Work and the Cerebral Mechanism" writes:

There is a definite relation between manual work and the cerebral mechanism.

There are in the brain certain centers which govern the various movements of coordination. As new movements are attempted new centers become active, certain nervous impulses become

more or less habitual, so that new nerve paths are started and established and the connections between the various centers of the brain become clearer and stronger.

The progressively higher development of the brain depends upon establishing connections between the motor and sensory centers, the practice of manual work aiding so effectively in developing these highly specialized complex centers that it leads finally to brilliant intelligence and a well-balanced mind.

Progressive manual work for children from four to fifteen is thus not time lost, but constitutes on the contrary the true and only procedure for normal development, since it opens up indeed the only road along which Nature herself attempts to lead the child.³⁷

The activity method is based on manual work. It is not against intellectual activity, but mental activity in this method is not merely drill to sharpen the intellect. It is the natural outcome of physical activities indulged in by the learner and therefore more effective in sharpening intellect.

Activity develops aesthetic appreciation. During the course of their activities children have to exercise judgment. They select articles, make choices, discriminate between beautiful and ugly, make decisions regarding the most suitable action in a situation, and evaluate the outcomes of their efforts. Besides resulting in objectivity and mental and emotional balance, these acts also

37

J. Sanders Arkwright, "Manual Work and the Cerebral Mechanism", Manual Training, London, Feb. 1916, quoted by Adolph Ferriere, The Activity School, New York, The John Day Company, 1930, p. 125

develop their sense of aesthetic appreciation and power of judgment.

Activity develops health. It has generally come to be realized that the physical well-being of children is as much the school's responsibility as their education. For this purpose sports and games have been introduced as extra-curricular activities, but generally only a few students take advantage of these facilities. In the process of learning through activities, this need for good physical health is automatically satisfied as all take part in such activities.

Activity develops understanding. Children are able to develop concepts and make generalizations when they practically handle many objects in their surroundings. Traditional schools try to fill this gap by showing pictures of objects, but in the words of Dewey:

No number of object lessons, got up as object lessons for the sake of giving information, can afford even the shadow of a substitute for acquaintance with the plants and animals of the farm and garden, acquired through actual living among them and catering for them. No training of sense organs in school, introduced for the sake of training, can begin to compete with the alertness and fullness of sense life that comes through daily intimacy and interest in familiar occupations.38

The opinion mentioned above is that of a great philosopher of the twentieth century, but there is no need to fall back upon what others think. It is a fact that observing an object directly gives a clearer concept of the object than looking at it in a picture. An incident occurring during the second World War, in England, was related by an educator a few years ago. As cities were subjects to air attacks children were removed to farms and small villages. A child who had seen a sheep standing motionless in the picture of his textbook was so surprised, when at the farm, he saw a sheep moving that he shouted: "It walks! It walks!" It shows that the picture of a sheep had failed to give him a clear concept of the animal.

Activity makes learning meaningful. The subject matter learned in traditional schools, is either so far from real life situations or is presented in such a way that the boy is unable to utilize it in any of his activities outside the school or correlate his out-of-school experiences with the education he is receiving in the school. This makes the activities of the school look meaningless to him, and isolates the school from life. Programmes of studies such as projects carried out inside or outside the school, in which some problem concerning the community or the children is taken up, arouses interest in the pupils. All steps of this project,

whether it is collecting data, calculating rates, dividing profits or loss, measuring speed or velocity, finding volume of the earth dug, preparation of charts, graphs, reading of books on the subject involved, writing of accounts or reports, explaining the method of study to the audience, or reading reports before group meetings assumes significance in the eyes of the pupils, The result in the words of Dewey is:

...that children in a year of such work (of five hours a week altogether), get indefinitely more acquaintance with facts of science, geography, and anthropology than they get where information is the professed end and object, where they are simply set to learning facts in fixed lessons. As to discipline, they get more training of attention, more power of interpretation, of drawing inferences, of acute observation and continuous reflection, than if they were put to working out arbitrary problems for the sake of discipline.³⁹

Even traditional schools have begun to realize the effectiveness of activities in learning processes and some kind of classroom activity such as drawing, painting, construction of models, dramatizations and so on is often encouraged in them.

Activity gives continuity to experience. Such problem-solving situations create a continuity in the experiences of the pupils. Each new experience is based

³⁹

Ibid., pp. 64-65

on the previous experience and lays the foundation for other experiences by arousing the curiosity of the learners, which creates a desire to seek more knowledge and prepares them to face and overcome difficulties.

Activity creates solidarity among children. Working together on the same project develops a feeling of companionship. During those activities a variety of situations arise and each pupil gets an opportunity to win the appreciation of his companions by showing his skill in some phase of the work. This results in an increasing understanding of each other and creates a feeling of oneness among them which makes them stand by each other in their difficulties.

Activity develops character. Character is better shaped when children are busy in some guided group projects. Projects are not as simple to accomplish as memorization of passages from a textbook. Difficulties have to be faced, decisions have to be arrived at, sometimes, in view of insurmountable difficulties, plans are revised and new steps are planned and adapted to the needs of the situation. Hardships have to be borne in bringing the project to a successful conclusion. These activities create among children some of the best character traits such as self-confidence, adaptability, firmness, awareness, precision, endurance, perseverance and respect for labour.

Activity teaches a sense of self-discipline. The above-mentioned traits constitute the elements of sound discipline, which in an activity school comes naturally. In the activity school the primary source of control resides in the very nature of the work done. Children are guided by their interest in the work to keep order in their ranks. Each pupil is interested in the successful conclusion of the work, so he performs his part of the project and helps others in completing their shares. The teacher does not see any need to interfere or prevent them from some activity. By working constantly, throughout their school career, on such projects in which they have to work in a systematic way, cooperating with each other they learn the habit of orderly behaviour.

Motivation. Motivation is perhaps the greatest psychological factor in learning. "Arising from our basic needs, motives are the energies which give direction and purpose to behavior."⁴⁰ Therefore any programme of studies which is based on the needs and desires of the children especially those desires and needs which are frequently unsatisfied will attract the attention of the pupils. Basic needs of the children have been mentioned earlier in this

chapter. When needs are frustrated behavioural problems are likely to arise. "The school with competitive academic organization and emphasis upon team sport creates many cases of non-recognition and isolation."⁴¹ There does not seem to be anything wrong with team sports, provided games are not used to breed a spirit of rivalry; but it may not be possible in a traditional school. In an activity school where instead of a highly competitive spirit a friendly and democratic atmosphere prevails, and each child takes active part in the activities no isolation is possible. Activity is one of the basic needs of children and "manifests itself in the form of curiosity, bodily movement, exploration, games and problem-solvings. Of all human needs there are perhaps none which are so directly applicable to motivation in school learning."⁴² It shows that motivation is an inherent quality of activity. When some kind of activity is undertaken, the process of learning becomes the self-activity of the pupil and saves the teacher from using compulsion or extrinsic motivation.

Some of the advantages that will accrue to children in the proposed experimental school where the programmes of studies will be based on activities involving manual work, have been discussed above. This

⁴¹Ibid., p. 152

⁴²Ibid., p. 159

discussion has attempted to show how the nature of children, the nature of learning and the activity method are intimately related to one another; and that learning experiences when based on activities assume the significance of a well-organized play with a definite goal set before it. In the next chapter the experimental possibilities of the proposed school will be examined.

Summary

Psychologists who have observed children very closely say that the child is active by nature and likes to learn facts through activities. Inactivity retards his growth and causes unhappiness to him. Play, which is the natural medium of child's self-expression, is the most pleasant activity for the child. Learning experiences which are based on activities centring around the needs and interests of children assume the significance of play in their eyes. Learning through group activities helps in their all-around development - physical, intellectual and social.

Chapter IV

The School and its Experimental Possibilities

About the name. So far an attempt has been made to show that the activity method is the only method so far discovered by educators, which agrees with both the nature of the child and the nature of learning. It has also been mentioned that the learning experiences of the children in the proposed school will be based on this method. The name Activity School would have been very appropriate for the proposed experimental school, if it were possible to base its entire programme, from its very inception, on activities. But in view of the existing trend of thought in Pakistan it seems that many difficulties will have to be surmounted before the proposed school becomes a full-fledged activity school.

The society in Pakistan has been brought up on traditions which preclude abrupt departures from any one of the old concepts or customs. Some parents, for example, notwithstanding their own unpleasant experiences in the traditional school, still believe that corporal punishment inflicted by a teacher upon children is blessing in disguise. In their opinion the learning process has

of necessity to be unpleasant, otherwise it will amount to a waste of time.¹ The very idea that an activity school bases its programmes of studies on the willing cooperation of children will turn them against it and will prevent them from sending their children to the new school.

The shortage of suitable teachers will also present another difficulty. Books on scientific and other subjects for children are not available in the Pakistani languages. Therefore instead of basing all learning experiences, at the very outset, on activities the school will adopt a cautious policy of experimenting on a limited scale and proceeding in the light of the outcomes. Instead of doing away with all the prescribed curriculum, it will retain those subjects which are regarded as essential by the community such as skill in communication and manipulation of numbers, and English. The rest of the time will be devoted to a core programme which will cover all the other subjects.

Sharing of Responsibility by Pupils and Teachers

In the second chapter it was noted that in the traditional system of education each person involved in the

¹ This view is not confined to Pakistan alone. Compare the remark of Mark Van Doren in Liberal Education: "Elementary education can do nothing better than store his memory with things deserving to be there. He will be grateful for them when he grows up, even if he kicks now." New York, Henry Holt, 1943, p. 94. quoted by William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 224

educative process has a specific duty to perform. The work of the teacher, among them, is to instruct children in subject matter prescribed by the Department of Education, to evaluate the progress of the children in mastering the prescribed text, to maintain discipline and order in the classroom and to inculcate a sense of respect for authority among children.

Instruction being the teacher's first responsibility, he has to teach certain subjects to his pupils. But it is not he who determines what to teach. He has no right to make any changes in the contents of the subject matter. However, for the sake of convenience he may make changes in the teaching sequence of the different parts. The method of teaching the subject depends upon his choice provided it is effective enough to make the children pass the final examination of that grade, which is the avowed goal.

Generally in each grade most of the Pakistani schools children of differing abilities are found. In a fifth grade for example, in arithmetical skill a wide range of differences may exist. Some of the children may be fit only for the fourth grade, some may be very weak for the fifth grade but may pass in the final examination provided they work hard. Others may range in the class from weak to excellent. Similarly in reading, children may range from fourth grade, in some cases even third grade reading ability to seventh grade reading ability.

The toughness of a teacher's task under such circumstances may well be imagined. In some schools physical punishment is not allowed; there the teacher is forced to neglect the hopelessly weak students and concentrate on the average. Brilliant ones take care of themselves. In schools where corporal punishment is not strictly prohibited, a free use of the rod is made, and weaker children are thus motivated to work hard and make up their deficiencies. This device may in some cases produce the desired result but in other cases it certainly shows no improvement and encourages truancy and dropping-outs.

Through evaluation the teacher tries to find out whether children can reproduce what they have been taught in the classroom. This leads to memorization of passages from books. Some children memorize even the solutions or simply answers of sums which from the examinational point of view seem important. In the examination they reproduce the solution or append the right answer, from memory, to a wrong or incomplete solution. If the teacher is marking the answerbooks in a hurry the pupil has a strong chance to secure a passing grade.

Maintenance of order in the class is regarded as a criterion of a teacher's success as a teacher. By order is meant a state of silence prevailing in the classroom, in which each pupil is busy at his own work, indifferent to all other children in the class and unmindful of what

is going on outside the classroom. But generally this state of order is only visible to the teacher. What is going on behind the desks only the children know. Moreover many things the teachers themselves have to ignore. The writer remembers that as a student of Bachelor of Teaching class he was taught "not to see and not to hear" many things in the classroom because it is the only way to keep order in the class. If the teachers take action against every misbehaviour of the children it will become impossible to teach.

Such an order maintained by an iron hand has some bad repercussions. In some pupils it creates a pronounced attitude of opposition to school and teacher. In others it produces an attitude of docility which is misinterpreted as respect for authority, which a teacher is expected to instill in the pupils. Studies have shown that this apparant respect for authority among children does not accrue from any increase in the consciousness of social obligation on their part as a result of the education, but is inherent in all authoritarian situations. An important study in this area was conducted by Baldwin at the Fel's Research Institute. His findings were that children from authoritarian homes "tended to be quiet, well-behaved, socially unaggressive and restricted in curiosity and fancifulness."²

²
Glenn Myers Blair, Psychology of Education,
New York, Macmillan Company, 1954, p. 51

If the concomitant learnings which accompany every learning experience³ and other evil effects of this authoritarian method of instruction are taken into consideration, it will be found essential to replace it by some other method which may be more flexible and democratic and may produce better results in classrooms.

It has been observed by educators that children from a very early age show a marked preference for democratic procedure. Fairness and social responsibility to the group are regarded by them as important characteristics of a child leader.⁴ If, however, the leader proves to be authoritarian and tyrannical he is replaced by another who is acceptable to them.⁵ Even in late childhood respect for the leader is based on character rather than on physical strength.⁶ Only fair-minded and impartial children are selected by them as their leaders.

In a democratic environment children get a better opportunity to grow into a well-adjusted and physically and emotionally healthy citizens. A study of four-year-olds showed that children coming from democratic home environments were active, aggressive, fearless, planful,

³ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 227

⁴ Elizabeth B. Hurlock, Child Development, New York, MacGraw Hill Book Company, Inc., 1950, p. 325

⁵ Ibid., p. 327

⁶ Ibid., p. 327

curious, non-conforming, and more likely to be nursery-school leaders than the average.⁷

When children are subjected to an authoritarian environment they lose initiative and begin to depend upon the leader for all kinds of guidance. On the contrary children who work under democratic leadership and group atmosphere seem to like their work, feel it to be important and want more of the same or similar activities.⁸

In an experiment four groups of boys were formed into clubs. Each of the clubs was placed under the leadership of a teacher. One of the teachers acted as a 'hard-boiled-autocrat' who believed in a rigid discipline, immediate acceptance of all orders and in the fact that praise would spoil the children and that students could not be trusted when on their own. The second teacher acted as a 'benevolent autocrat' who praised pupils and was interested in them but he secured dependence upon himself through pleasant techniques and made himself the source of all standards of classroom work. The third teacher acted as a 'laissez faire' teacher who remained indifferent to what children did. The fourth teacher acted as a democratic leader. The results observed in first case were that children disliked him and there were

⁷ Glenn Myers Blair, op.cit., p. 51

⁸ Ibid., p. 268

incipient revolts. Pupils were irritable and unwilling to cooperate, and inclined to 'backbiting'. In the absence of the teacher the work slipped markedly. In the case of the laissez-faire-teacher, no one knew what to do, there was much scape-goating and irritability among the pupils. Morale of the pupils was low and the work was poor and there was no team work.

The work of the 'benevolent autocrat and that of the democratic teacher are given in detail below:

Type of leadership	Characteristics of this type of leadership	Typical reaction of pupils to this type of leadership
The Benevolent Autocrat	<p>Is not aware that he is autocrat. Praises pupils and is interested in them. The crux of his autocracy lies in the technique by which he secures dependence upon himself. He says, "that's the way I like", or "how could you do this to me?" Makes himself the source of all standards of class-work.</p>	<p>Most students like him, but those who see through his methods may dislike him intensely. There is great dependence upon the teacher for all directions - little initiative on part of pupils. There is submissiveness and lack of individual development. Amount of class work may be high and of good quality.</p>

Type of leadership	Characteristics of this type of leadership	Typical reaction of pupils to this type of leadership.
The Democratic Teacher	Shares planning and decision making with the group. Gives help, guidance and assistance to individuals gladly but not at the expense of the class. Encourages as much group participation as possible. Praise and criticism given objectively.	Pupils like work, each other and teacher better. Quality and quantity of work are high. Students praise each other and assume responsibilities on their own. There are few problems of motivation whether teacher is in the room or not. ⁹

This table shows that however benevolent the authoritarianism may be, it creates only submissiveness and dependence in those who work under it. On the contrary a democratic leadership prepares its followers for assuming the role of responsible citizens. It also creates an atmosphere of good will and mutual love and raises the quality and quantity of work.

"A vital factor in class atmosphere is the way the leadership function of the teacher is used."¹⁰ If the teacher shares his responsibilities with children he not only gets rid of a great headache but he also performs his

⁹ L. P. Bradford and Lippitt, "Building a Democratic Work Group", Personnel, Vol. 22, 1945, pp. 142-148, adapted in part by Glenn Myers Blair, op.cit., p. 269

¹⁰ Ibid., p. 270

duties in the best known way. In Pakistan such a procedure is still unthinkable. When this principle of democratic procedure is introduced in the proposed experimental school it may be the first experiment of its kind not only in Pakistan but perhaps in most of the countries of the Near and the Far East. In this work the teacher will enjoy the support of the administrators and possibly of the community as well, which will help him in dealing with his work more effectively.

Pupil-Teacher Planning of the Curriculum

Pupil-teacher planning of the curriculum will also be a part of the democratic procedure discussed above, but as at present curriculum planning is not a part of teacher's work it needs a little elaboration, so that its advantages become clear.

The curriculum for all schools in Pakistan is planned by the Department of Education of the provincial governments. A copy of this curriculum is sent to all administrators of schools to be taught in the schools under their control.

By curriculum in Pakistan, is meant a description of subject matter areas to be covered in each grade in a year's time, such as multiplication table, subtractions, additions, grammar and so on. Those activities which are considered necessary for the physical and mental development

of children, but are not included in the curriculum are termed "extra-curricular" or "co-curricular" activities.

This concept of the curriculum seems to be based on certain assumptions such as :

1. Education consists of storing the mind of the child with facts.
2. If the child learns the facts today he will be able to use them when necessity arises.
3. This particular prescription is the best possible for all individuals.
4. The immediate needs and interests of children are of no consequence in the educative process.
5. If the pupil does not understand the objectives, it will not affect the outcome of his efforts.
6. The future development of the child depends upon his faithfully mastering the facts.
7. The child is unable to think for himself.
8. The child does not possess any sense of responsibility.
9. Such traits as self-confidence, critical thinking, and emotional maturity are best learnt by following the instructions of adults.

In the modern sense the curriculum is expected to prepare children for all-round living¹¹ and therefore

¹¹ J. Galen Saylor and William M. Alexander, Curriculum Planning, New York, Rinehart and Company, Inc., 1956, pp. 14-15.

includes all the experiences provided by the school for the growth and development of children.¹² This definition of the curriculum according to Dr. Kilpatrick is based on the following six assumptions:

1. Education for the purpose here in mind is the effort of the adults in charge to guide the child's development and learning so that he may grow up to take his proper place in society and himself live the good life.
2. Each learns what he lives as he accepts it to live by, and he learns in the degree that he accepts and lives it.
3. What one learns he builds, in corresponding degree, at once into character.
4. "The whole child" is always involved, and many cumulative learnings are always in process.
5. From these various considerations the school should be a place of living of the kind to help build the desirable all-round character to serve the all-round good life.
6. Teaching exists to cultivate this quality of living in those taught.¹³

A centrally prescribed curriculum generally suffers from many defects from which a locally planned curriculum is free. It does not take the needs of the local community into consideration, because it has been planned for a very large area, perhaps involving a large number

¹²Florence B. Stratemeyer, et.al., Developing a Curriculum for Modern Living, New York, Bureau of Publication, Teacher College, Columbia University, 1957, p. 9

¹³William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, pp. 226-227

of communities whose needs may vary according to the differences in climate, nature of the soil, natural resources, commercial prospects and industrial undertakings. It may also not arouse the interest of the learners who are generally interested in the objects of their environments. As children vary in their abilities, capacities and interests, it may not cater to the needs of all children.

When a curriculum is planned inside the classroom with the cooperation of all the children everybody is interested in it and it is generally based on the needs of children who have planned it; otherwise they would not have taken an active part in planning. Even if there are some children in the class who are not interested in the subject but who joined hands in planning because a majority of children of the class was interested and requested them to cooperate, the contribution they make in the planning is likely to make them interested in the outcome of the plan, which may result in their active participation in the whole programme.

A locally planned curriculum generally centers around the needs of the children or the needs of community. In both the cases an active cooperation of the parents and members of the community may be obtained, which will increase the interaction between the school

and the community and may result in the benefit of both. Planners of the centrally prescribed curriculum probably have no idea of the particular resources available in a community, but the pupils and the teachers do, therefore community resources are more likely to be used in a curriculum planned cooperatively by pupils and teacher.

When pupils cooperate in planning the curriculum they know what they are about and they can consciously choose goals and devise means to achieve them. Consciousness of purpose brings strong action and results in effective learning. Freedom to lay down purposes builds self-respect and prepares children to accept responsibility. Group purposes create respect for others and build in the individual the habit of working cooperatively in a democratic framework.

Moreover when the pupils cooperate in laying down the objective of a programme they are likely to cooperate in the efforts to evaluate the result of their activities and thus make the entire learning process a responsibility of all concerned. The result of the evaluation makes them conscious of the unachieved objectives and stimulates them to be more precise and more exacting in their future efforts.

Pupil teacher planning may take into consideration the all-round growth of the participants. In case it is found that some important area essential for the all-round growth and development of children has not been covered

so far, the teacher can make them interested in that area by creating a need through carefully worded questions or manipulating the environment. Dr. Kilpatrick, discussing the way to strengthen existing interests, asks:

But how make an interest grow when there is no beginning interest to start with? The fact of indirect or mediated interest is our answer. This opens so many doors that with intelligent insight and wise guidance it can easily lead to almost any significant interest we can reasonably seek.¹⁴

He gives an example: Suppose children are interested in putting up a play of their own. This interest in a play will make them interested in everything which will be needed to make their play a success.¹⁵ Once a need has been created children will take much the same interest in a new topic as they would have taken in a topic of their own suggestion. "Through this cooperative procedure, when the teacher acts as a leader and guide and a counselor, motivation for serious and intensive study is not difficult to supply when the pupil himself has a part in the proposing and planning of his activity under teacher guidance."¹⁶

¹⁴ William Heard Kilpatrick, Philosophy of Education, New York, The Macmillan Company, 1951, p. 279

¹⁵ Ibid., p. 279

¹⁶ H. H. Guiles and S.P. McCutchen, Exploring the Curriculum, New York, Harper and Brothers, 1942, p. 117

It may be thought that in pupil teacher planning there is a danger that trivial problems of transitory interests might be selected which may simply result in a waste of time without any significant gain to the learner. From an adult point of view most of the childhood interests are transitory in nature and most of the problems faced by children are trivial, but the incentives they provide to children to act and to learn are of considerable significance. They are the starting points from which a wise teacher may lead them into any direction considered necessary for their physical, mental, and emotional development. It should however be clearly understood that the work of a teacher who bases his efforts on the needs, interests and problems of children is the most difficult task in the whole educational process. The outcome of all pupil activities will in a large measure depend on the intelligence of the teacher and his capacity to work hard.

The possibility of wasted time and effort as suspected above may not arise if the objectives of the study are carefully determined. If the topic is found to be trivial or of no significance children may easily be persuaded by the teacher to drop the idea and to take up some other topic which may be of greater gain to them. Children love adventure and are always eager to show that they are capable of performing difficult tasks. They need only motivation. Moreover, as all decisions will

be arrived at through democratic procedure, there does not seem any likelihood that all children of a class can be so unreasonable as to insist on studying a topic which in the end is not expected to make any significant contribution to their knowledge.

Another question of considerable importance is whether such a programme may not end up with a smattering of superficial knowledge about many areas, and may fail to create a genuine understanding in children. Even if it is accepted that a desirable depth of knowledge is assured through such a process of learning, "Where will the persons with specialized talents come from - the scientists, historians, linguists, artists, teachers, statesmen, philosophers of the future?"¹⁷

It is accepted that experiences provide a sound basis for gaining genuine knowledge. The principles of machinery can only be genuinely understood by practically handling it. The mores of a community can best be studied by living in that community. Therefore an education which is based on the activities of children will give them a deeper insight in all the areas of living in which they actively participate or in which their interests lead them to discover facts through their own efforts. Specialization in fields of knowledge will be a by-product of their

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Florence B. Stratemeyer, et.al., Developing a Curriculum for Modern Living, New York, Bureau of Publication, Columbia University, 1950, pp. 210-211

interests and the depth of their insight in the subject. Interest, objectivity, creative thinking, careful planning and capacity to work hard come by participation in activities. These are the traits needed for specialization in subject fields. Generally activities concerning any area of life provide opportunities of self-expression to all kinds of talents. For example during the course of a study of the transport system of a community children will have to indulge in various kinds of activities such as reading, writing, speaking, calculation, evaluating, judging, appreciating, drawing and painting. All children will get an opportunity to express themselves in the form suited to their talents. Those who are gifted with artistic qualities can express themselves by writing poems, making models, and drawing or painting pictures. Similarly others, whether they possess the gifts of a writer, speaker, mathematician, scientists, or historian, will get equal opportunity to cultivate their talents freely which may lead them in their later educational careers to specialize in the fields of their interests, and thus better scientists, linguists, artists, teachers and statesmen may spring up from among them than traditional schools could possibly produce.

Research on Curriculum, Methods and Material
Best Suited to Pakistan

Experiments in education, so far have been a feature of American and European education only. Pakistan has not taken any step in this direction. Therefore all proofs of the efficacy of experiments may only be cited from those countries. It may be said (and is said by some Pakistani students at A.U.B.) that conditions in Pakistan vary so much from those of the European countries that these methods may not be applicable in the schools of Pakistan. Intelligence tests, for example, which have been devised for one country are not valid for another. Similarly experimental education may be suited only for those countries where European races live. The most pertinent answer to this objection is that experiments are a way of gaining information, and as such are independent of any time or place. They are the stuff of science, and in education are a means to improve methods and content. In Pakistan improvements in the educational sphere are more urgently needed than anywhere else. Those improvements can only be brought about by constantly making experiments and proceeding further in the light of the outcome of those experiments.

If there were no differences between the conditions in Pakistan and those in America, the work of the proposed school would have turned out to be mere imitation. Through

experimentation the school will try to determine those learning experiences which are best suited to the balanced and all-round development of Pakistani children.

Lack of facilities or financial stringencies which are more conspicuous in Pakistan may make some of the programmes used in America ineffective in Pakistan. The school will try to discover such means as may help in overcoming those difficulties. Costly modern equipment is beyond the means of most of the schools in Pakistan. The school may try to evolve cheap instructional materials for those schools.

Preparation of suitable textbooks. One of the most formidable difficulties that can be foreseen is the lack of suitable textbooks on all subjects. At present textbooks in Pakistan are compiled by interested persons and sold to publishers who publish them and submit them to the Department of Education for approval as textbooks. The Department, after approving such books, includes their names in the list of approved books and sends that list to the heads of schools, who prescribe them for their schools.

There is no restriction on writing textbooks and no qualifications have been laid down for the writers of textbooks. Any person can write a textbook. At present such books are written by teachers, lay persons or even proprietors of publishing houses. None of them needs to be a specialist in the subject field his book covers. Generally the motive behind such attempts is financial gain. Sometimes it is

seen that one writer is the author of books on many subjects and for different grades. The result is that generally the books are neither instructive nor interesting. Books are frequently changed by the Department, and therefore new textbooks appear frequently. In one case known to the writer old books which were in use some twenty years ago are being reprinted under a new title and under the name of a new person who happens to be one of the proprietors of a publishing firm.

The quality of such textbooks is very poor. Once the child is promoted to the next higher grade they become useless and nobody ever cares to look at them. There is only one exception to this rule. Two or three years ago a foreign firm (American or British) signed a contract with the Departments of Education of both East and West Pakistan to supply textbooks in history and geography. Those books seem to be much superior to books on the same subjects published by Pakistani publishers, in paper, printing, illustration and content.

The language used in the existing textbooks is not based on the communication skills of the age levels for which they are meant, nor are they graded. No attempt has been made so far, in Pakistan, to determine the number of words used by children of different age levels. The result is that the standard of the language in a textbook for a particular grade depends upon the fancy of the writer.

The first task of the school will be to find out the basic vocabulary used by children of different ages. Cooperation of children in this task is likely to prove of considerable help. It may be taken up as one of the first topics of pupil-teacher planning, provided a need is created among the pupils to know how many words of their mother tongue they know well and use in their conversation. It will not only be fun for them but may also create alertness, curiosity and a desire to seek information. Other teachers and educated members of the community may also be persuaded to join hands in this campaign, and it is hoped that with their help a fairly accurate list of words used by children of different ages may be compiled.

There is a general lack of children's books in Pakistani languages especially on communication, transportation, natural history, science, and on peoples in other lands. In the beginning the school will have to depend on English books only. But the teachers and educated members of the community will be encouraged to write books on those subjects they know thoroughly. Reference books will be provided by the school library. As these attempts are likely to result in financial gains to the writers many people may be found willing to shoulder this responsibility. In all such books the basic vocabulary used by children will be used.

Publications of such books may not present a very difficult problem. Many publishing establishments may be

found willing to accept such books for publication. Moreover as these books will be meant for children and will not be voluminous, a small amount of money will be needed to publish the first of these books. Money may be raised by starting a children's publishing company. Students and teachers of other schools, and Boy Scouts will also be invited to become share holders in the company. In this way the book published will get a wide publicity among the young population of the area, and may get a ready market. The Government of Pakistan and the provincial governments will also be approached for helping in the publication of such useful books and it is strongly hoped that the governments will extend a helping hand towards the school in this work.

Classroom experiments. Educators who believe in the fact that "the teacher who experiments grows"¹⁸ will never tire of experimenting, opportunities for which crop up at every step in school and classroom situations. Such experiments may be undertaken individually or collectively; a few teachers of the same school or many teachers from different schools may participate. Some examples of problems requiring experiments are listed below. Some of them may be selected by the proposed school as experiments to be done in addition to the experiments mentioned

¹⁸
J. Galen Saylor, and William M. Alexander,
Curriculum Planning, New York, Rinehart and Company,
Inc., 1955, p. 507

above.

It has been mentioned earlier that in one and the same grade children differ in abilities which sometimes results in educational losses. Highly gifted children and very weak children do not receive due attention from the teacher, who has to concentrate upon the average pupils. This difficulty is due mainly to the present system of assigning children to grades. At the time of admission each child sits for an admission test. The result of the test decides the grade into which the child is admitted. In a number of cases it has been found that the test failed to judge the real ability of the pupil, and that he was admitted to a grade too advanced for his ability. Many weak pupils enter school in this way. In some cases children seeking admission are found to be very good in some subjects and weak in others. Three subjects, namely English, mother tongue and arithmetic or mathematics are regarded to be very important. If a child is found good in two of these subjects and weak in one, the decision is generally in his favour. The weaknesses of such children, sometimes affect their progress in other subjects also and the entire process of learning becomes exceedingly boring for them. Though no statistics are available in the case of Pakistan which may enable one to say boldly that most of the cases of truancy in the schools are caused by this boredom, yet there is the possibility that many cases may

be the result of dislike of the learning process caused by such specific weaknesses in fundamentals. To safeguard against weak children being admitted to higher grades, and to prevent good children from wasting their time and energy in a lower grade due to a weakness in one or two subjects, experiments are needed to find some flexible system of grading children. Possibly, instead of being admitted to a grade directly, they may be simply admitted to the school, and allowed to attend classes according to their abilities and needs in different subjects as determined by the teachers. After some time, when they are found completely fit for a given grade, they may be admitted to it. There are difficulties in this system which can be stated even now, but experiments may show a way out of them. In an activity school where subjects are learnt not as distinct divisions of knowledge, but as different aspects of a particular life situation, this flexibility may not be of any use. A child who learns facts through activities from the very beginning of his educational career may not be found weak in any one of the subjects by the time he reaches the fourth or fifth grade of an elementary school. But a child from a traditional school seeking admission to an activity school may be found lacking in skill and aptitude in many subjects. Experiments may show that such children may gain the required interest and skill through participation in activities fit for a lower grade than those for which they are seeking admission.

In order to show the superiority of the experimental method and also to create an urge among the teachers of other schools to include experiments in their method of teaching, tests may be devised by the department of education or by the administrators of different schools jointly and may be administered to the children of all grades of the proposed school and to the corresponding grades of the neighbouring schools in the beginning and at the end of the academic year. Comparison of the result is expected to show the superiority of the experimental method and is likely to act as a stimulus to other schools which may begin to adopt experimentation in classroom procedures.

Experiments to find out better ways of teaching mathematics, languages and other subjects may also be undertaken in the same way. Due to the increasing demand for more education each class in many schools in Pakistan is divided into more than one section, and each section is under the charge of one teacher. Two different methods of teaching (e.g. the traditional method and the experimental method) may be used to teach the different sections of the same class. Provided that the aims are the same for the two groups, the differences in the achievements of the pupils of the two sections will automatically come to the surface at the end of the school year and will cast some light on the efficacy of the two methods. This type

of experiment could be adequately controlled by making it a two year sequence, with the two teachers alternating roles in the second year, thus cancelling out differences due to individual teachers.

Other experiments may be undertaken to determine the capacity of children of different environments and differing age-levels to grasp abstract ideas; to determine how life situations can be used to teach abstract ideas to children; to find the best method of motivating children of differing abilities to undertake a study; to determine how vicarious experiences can best be used; to find out what method of learning children like most; to find out the effect of different methods of learning on discipline; to determine the influence of the method on the emotional maturity of children; to determine the difference between artificial devices and real life situations in effectiveness as learning experiences; to determine how children with differing intellectual ability can best be guided in arriving at sound generalizations; to determine how children can be helped to apply generalizations arrived at in school to situations met at home and in the community; and so on. There does not seem any limit to the kinds of experiments which may be done if the aim of the teacher is to effect constant improvements in the method and content of teaching.

Preparation of Teachers for the School

In-service-education. It has been mentioned earlier that basing learning experiences on the needs, interests and problems of children is a very difficult task. It may not be easy for a teacher accustomed to teach in an authoritarian way to switch over suddenly to a democratic way of guiding children. No teacher's college in Pakistan educates young men to play the role of a friend and guide to children in classroom and deal with emergent curriculum. All of them are taught only the way to teach facts given in books which are already with the children. So one of the most baffling problems faced by the school will be how and where to get teachers who may fit the new system of education introduced by it, or how to make those who will offer themselves as teachers for the proposed school see "themselves, not only as servants of scholarship, but also, in a far deeper sense, as the creators of the national intelligence."¹⁹ Probably in the existing educational conditions in Pakistan the only solution of the problem will lie in the efforts of the school itself. It will have to make arrangement for in-service-education of its teachers, most of whom will be taken from the new graduates of the universities. New

19 Giles, H. H. and S. P. McCutchen,
Quoted by Alexander Meiklejohn: Exploring
the Curriculum, New York, Harper and Brothers, 1952,
p. 210

graduates having no experience of teaching will probably bring open and unbiased minds with them and may easily be taught modern techniques of guiding children.

There are certain pre-requisites for the professional growth of a teacher such as self confidence, belief in democratic way of life and a desire and spirit to experiment.

Faith. Unless the teacher has a firm conviction in the fact that teaching is not merely a means of earning livelihood but is an art which is important for the individual human being and for the society, he will not possess the zeal and sincerity essential for one whose profession needs hard work. He should have a strong faith in his values and methods. He should also believe that by using new methods he may be opening new horizons for himself and his pupils.

Self-confidence. Confidence in one's ability to handle a task successfully gives the individual a sense of security and makes his job interesting for him. Lack of self-confidence keeps a teacher constantly under tensions and creates inefficiency and loss of interest in work. It also gives him a feeling of insecurity. If a teacher is lacking in self-confidence, the work of the school is bound to suffer. Therefore, it is the responsibility of the administrator to take measures which may restore self-confidence in him. Attitude of the administrator, and participation in planning with other teachers

will help in creating confidence in the teacher.

Belief in democracy. Democratic practices in school give a teacher a sense of security and create a community of interests, goodwill and understanding among the teachers and pupils. Such practices also help in building self-confidence in teachers. Moreover, if the teacher believes in the ideal of democracy and sees education as means of achieving that ideal, then he is sure to improve his work in proportion to his zeal.

Experimentation by teacher. Experimentation in education is essential for the professional growth of a teacher. It creates the habit of analysis and synthesis. By analysis the teacher distinguishes the elements of a process and by synthesis he selects the most useful ones and combines them to produce the desired result. Alexander and Saylor in their book Curriculum Planning have stressed the necessity of experimentation by teachers in these words:

To summarize, classroom research and experimentation is the process of securing evidence regarding problems of a particular classroom, evidence based on tryout of procedures which are hoped will make for better education in these classrooms. Such experimentation is an essential step in curriculum planning and an important phase of the teacher's planning and execution of his responsibilities. Every successful teacher is constantly experimenting; the job of curriculum planning is to improve the quality of such experimentation and to increase the number of teachers interested and competent in

experimentation. The teacher who experiments grows - he will do a better job of planning and teaching because he experiments."²⁰

The Curriculum Staff of the Eight Year Study has also given testimony from their experience that the growth of a large number of teachers has immeasurably been stimulated by the constant need to discover new materials, new uses and new methods of doing and evaluating things.

Method of teacher education in the school.

Teachers who will be accepted as members of the school faculty will be appointed on the condition that they will be confirmed in their appointments only if they prove through their behaviour that:

1. They believe in the dignity of childhood.
2. They have faith in the effectiveness of democratic procedure in classroom.
3. They are growing professionally.

After appointment each teacher will be assigned one class. He will be given a notebook in which he will be required to enter all information concerning each child under his care such as name, age, parent's name, socio-economic status of the family, locality where parents live, number of brothers and sisters, family environment,

²⁰J. Galen Saylor, and William M. Alexander, Curriculum Planning, New York, Rinehart and Company, Inc., 1954, p. 507

health of the child, habits, interests, other characteristics, reaction to problematic situations, behaviour with brothers and sisters, behaviour in classroom and on the playground, reaction of other children towards him in the class, and problems concerning him.

Each morning before classes begin all teachers will meet in the dining room for breakfast. It will be a formal assembly which will be presided over by one of the teachers. A procedure for electing a chairman would be evolved in due course to ensure that each teacher gets a chance to preside over the assembly before a new round starts. The breakfast will give a tone of informality to the meeting and will ensure the attendance of all. It will also create an atmosphere of brotherly feeling and will prevent tensions. The expenses of the breakfast will be met from the school funds as a part of the regular expenditure of the school.

The election of a chairman through democratic procedures will create a feeling of good will among all the members of the faculty and will enhance the self-respect and self-confidence of the teachers. The problems of the previous day noted down by teachers will be taken up for discussion. After carefully examining and discussing all problems tentative decisions will be taken by all and the teacher concerned will be requested to act according to those decisions and report the result of the new approach to the problems in the faculty meeting the following day.

Members of the administration who are not directly concerned with teaching work may not attend this meeting. If they attend, they will do so only as councillors and guides and not as officers supervising the conduct and work of their subordinates.

These meetings together with the insight resulting from the close observation of the behaviour of children will provide a good training for the teachers in diagnosing causes lying behind those behaviours.

This assembly will also discuss new methods and ideas which the teachers would like to try in their classes. Books on the following topics will be made available to teachers, and they will be urged to read them:

1. Child development and personality.
2. Psychology of child behaviour.
3. Principles of learning.
4. Psychology of adjustment.
5. Principles of play-therapy.
6. Curriculum planning and unit work.
7. Child guidance and study.
8. Different philosophies of education and their implications on curriculum and methods of teaching.
9. Use of Audio-visual methods and materials in teaching.

Certain standards of efficiency may be determined by the assembly cooperatively which may signify that a

teacher has attained a certain level of maturity as a teacher and may be confirmed in his appointment. In practice his training will never cease and he will continue to attend the assembly daily and grow in experience and insight. The maxim "who dares to teach must never cease to learn" will be followed in letter and spirit.

Another permanent feature of the teacher education programme will be the planning in advance of a year's work for all classes and evaluating the work done in the previous year. Such an evaluation will give teachers an insight into many omissions and commissions and will show them where they stand. Planning for the new year will include laying of objectives and determining methods to be used, general directions and teaching assignments.

This will be one aspect of their training. The other aspect will include activities which are not concerned with classroom work. Each teacher will be required to keep in contact with parents. Even in traditional schools certain indications may be found which may show the presence or absence of close parent-teacher cooperation such as number of absences from classes without intimation to the headmaster, number of problematic behaviour on the parts of children, progress or lack of progress of children in their work and the attitudes of the parents towards the school. In an activity school perhaps no programme of studies could be accomplished without the cooperation or

the consent of the parents.

Members of the community will be frequently invited to the school and will be requested to discuss with the teachers the needs of children and the community and the part they expect the teachers to play in meeting those needs.

The use and preparation of audio-visual materials also helps in the professional growth of the teachers. Use of radios, films, tape-recorders, and other aids stimulates teachers as well as the students. If the teacher himself prepares materials such as drawings, diagrams, graphs, maps, charts, models and dioramas his mastery over the subject increases and he does his work more confidently. Therefore teachers will be encouraged to make more use of audio-visual aids in their work. Teachers who show more initiative and progress in their work may be given special increments in their pay provided funds permit, and this will act as a stimulus for better work to other teachers.

These are some of the steps that will be taken to ensure the professional education of the teachers working in the school, most of whom will be fresh from the university having no previous teaching experience. Other steps which may seem necessary after some experience will also be taken.

The experimental possibilities of the proposed school have been discussed above which brings the study

to a close. In the next chapter conclusions will be drawn from the study and recommendations will be made in the light of those inferences.

Summary

In a country which is still very backward in the educational field an experimental school can play a very important role in the progress of the country by introducing democratic practices in planning the curriculum and in classroom procedures. The proposed experimental school will, in addition, compile lists of vocabulary used by children of different age-levels, prepare textbooks based on the vocabulary of the age-level for which the book is compiled, carry on experiments concerning grading of children in a flexible way, and try to discover better ways of teaching the various subjects to children. As very few teachers are likely to be available in the country who could be expected to fit into an experimental school without preparation, a regular feature of the school will be a system of in-service education of teachers serving in the school.

Chapter V

Conclusions and Recommendations

Conclusions

It should be recalled that the problem initiating this study as enunciated in the introductory pages was: Must education remain an unpleasant process of rote-memorization of facts enforced by compulsion or should it become a part of a sequence of pleasant activities for the purpose of ensuring effective growth and development carefully planned and guided by experts? What is the position now at the end of the study when the problem has been examined from numerous angles?

The present system of education in Pakistan, as mentioned earlier, was introduced by foreigners to satisfy the need which they felt at the time of making the foundation of their empire secure. Now the conditions have changed. The needs of a foreign nation have disappeared and in their place Pakistan feels the need of building a dynamic and progressive nation. A system of education whose sole aim has been to teach children the art of reading, writing and manipulating numbers cannot help in achieving the goal of building a nation with an insatiable desire

for progress unless it adopts the purpose of the state as its own goal and directs all its energies towards its achievement. Therefore the first step towards educational reform in Pakistan is the determination and statement in clear and simple words of the objectives of the Pakistani system of education in terms of desirable behavioural changes in pupils.

As regards the method of education it has been noted that the activity method is the only method so far discovered which, besides being dynamic, is in harmony with the nature of the child and the nature of learning. Therefore the most important conclusion that the present study helps in reaching is that the traditional method of education followed in the schools of Pakistan does not satisfy the needs of a progressive nation and should be replaced by a method of learning based on pupil self-activity. But excessive zeal in attempting to adopt this method too precipitously and unqualifiedly is not without its dangers. It has to be recognized that there are limits to all things - good and evil alike. Everything cannot possibly be learnt through the medium of activities, and occasions may arise when the teacher may be called upon to teach certain facts directly through conventional classroom instruction. Similarly it may not always be possible to make the process of learning entirely pleasant. Compulsion, at times, may be necessary to teach certain facts which the child does not find interesting enough to learn

willingly. But as every learning experience is accompanied by concomitant learnings, there is the danger that compulsion may lead to negative attitudes and may create a dislike for the things taught and even for teachers, books and school. Therefore such unpleasant experiences need to be kept to a minimum.

As regards the content of education, "inert subject matter should give way to content that is alive and pertinent to the problems of youth and modern civilization."¹ Learning experiences should be based on the persistent life situations faced by the Pakistani children and should contribute, in every possible way, to the physical, mental and emotional health of every child.

In this new system of education pupils have an important role to play. The curriculum should be based on their needs and problems. They need to be allowed to participate in the planning of the curriculum, in determining the purposes of their studies and in devising the means to achieve them. A vital reason for this sharing is that truly democratic living can be achieved only by full participation in planning for the welfare of all and by taking opportunities to shoulder common responsibilities.

¹ Wilford M. Aikin, The Story of the Eight Year Study, New York, Harper and Brothers, 1942, p. 138

The task of a teacher in a school following the above mentioned course is very difficult and requires great insight into the nature of children and a thorough knowledge of the physical, intellectual and environmental conditions of those placed under his care. The education of a teacher should lead to a clear understanding of children, their urges concerns and problems. It should also develop in him a clear concept of democratic ideals and social problems. He should be made to realize the importance of experiments in education and should be prepared to undertake experiments in solving educational problems.

Recommendations

As no reform in the present educational system of Pakistan is likely to bring any notable change in the behaviour of the people unless the objectives of national education are clearly understood and conscious attempts made to implement them, it is recommended that the Government of Pakistan should appoint a commission of educators who should determine the objectives of Pakistani education in clear and simple terms.

In view of the fact that group activities provide a more effective medium of learning facts as well as social values, it is recommended that all the schools in Pakistan be encouraged to introduce, as far as possible, pupil-teacher planning of the curriculum and to base learning

experiences on group activities of children.

As no Teacher Training College in Pakistan prepares teachers to break down the artificial barriers that separate administrators from teachers, teachers from teachers and teachers from pupils, and to encourage joint effort by all in planning a curriculum based on the common and recurring concerns of children, it is recommended that experimental schools be opened in all parts of Pakistan where teachers may get practical experience in dealing with emergent curriculums and in practicing the principles of democracy in classroom situations.

In view of the fact that experiments in the classroom contribute much to the professional efficiency of the teachers and help in discovering new and more modern methods of dealing with educational problems, teachers should be trained and encouraged in undertaking experiments in the methods of guiding pupils and in evolving a curriculum suited to the needs and problems of children and of communities.

It is also recommended that model elementary schools consisting of only one grade of six-year-olds be opened in all the districts² of Pakistan, and placed under the guidance of a wise and experienced teacher. Each year a

²The word district has been used here in the sense it is used in Pakistan, and denotes the large administrative units into which a province is divided.

higher grade including children of the next higher age-group under the charge of a new teacher should be added to it so that after eight years one full-fledged model elementary school becomes available to all the districts of Pakistan. In such schools elementary school teachers may be given practical in-service education.

There is a great need to convince the educators and the people in Pakistan that experiments in education are essential for the evolution of good system of education. Therefore it is recommended that a study similar to the Eight Year Study of the United States of America be undertaken in Pakistan also. The result of this study is likely to prove to every one concerned with the educational system in Pakistan that the experimental method is more effective than conventional methods.

It is expected that if the above mentioned recommendations are implemented, a new life will enter educational efforts in Pakistan and many of the evils infesting the educational system will disappear. The process of education might, then, become a sequence of purposeful and pleasant activities of children leading to their growth into healthy, active, enlightened citizens whose insights into personal, community and national problems will enable them to be highly effective in realizing the aspirations of their people and their nation.

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