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A PROPOSAL FOR THE ESTABLISHMENT OF A MODEL  
NURSERY SCHOOL IN LAHORE, PAKISTAN

By

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A MODEL NURSERY SCHOOL IN LAHORE

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## PREFACE

"'Oh, mother! It was so much fun!' is the cry of many boys and girls as they come home from the new elementary school each night. Learning does not have to be a dreary, disagreeable process. It can be fun; it can be interesting; it can be thrilling. School can be the most fascinating thing in the child's life."<sup>1</sup>

When I read this quotation, I repeated to myself: Can learning in school be fun? Can the school send the child home with such a happy feeling? Can the school be the most fascinating thing in a child's life? Oh! if only the schools in Pakistan could also send children back home with a joyous and happy feeling and a desire to come back to enjoy the next day, we will go a long way towards success.

How can the school be a fascinating and thrilling place has a long history behind it and throughout this thesis, I have tried to bring to the fore factors which can greatly contribute to such a feeling and attitude.

Pakistan's hope for a better state lies in its children, who have to bring about the awakening of true national and religious spirit. It is the growing generation, which has to lay the foundation and on

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<sup>1</sup>Johnathan Murray Lee and Doris May Lee, The Child and His Curriculum, (New York, 1940) p. 3.

which to build a durable and lasting culture and civilization.

But, unfortunately at present in many schools in Lahore as in other cities in Pakistan, many children often come crying in the morning; reluctant to enter the very gate of the school and have to be forcefully pushed in and then they, no wonder, spend the day restlessly, wanting to run back home. Observers believe that this unhappy state of affairs is largely due to stiff and rigid curriculum, rote methods and to untrained teachers, who do not understand the behaviour of children. Instead of contributing towards their pupils development and growth such untrained teachers tend to mar it and kill their interest and joy in learning.

It would be unwise to dispute the fact that experiences of early years in school play a vital role in developing the child's attitude towards learning. It is this period of early childhood education that lays the foundation for acquiring knowledge, learning skills and developing attitudes necessary for living as an efficient, happy and well adjusted member of society. If so, I wonder, how will our children, the future citizens who are being conditioned negatively in our schools, develop a genuine love for acquiring real knowledge, an enlightened outlook and a zeal for living a pious and industrious life.

How can a curriculum unrelated to life and its every day activities fit the children for life in the republic and lead them to an understanding of the role that they must play in the difficult task of nation-building. How can the type of education and schooling that elicits a negative response and attitude on the part of children help



them to develop into men and women able to fulfil the responsibilities and to enjoy the privileges of democratic citizenship.

Ever since I served in a few schools in Lahore and other parts of Pakistan, and saw there, day after day, the piteous condition of young children and their unhappy state of mind, I have had a desire to establish a school where the child's need for spontaneous activity may be satisfied and where he may feel happy and at home - a school which will aim at contributing to the child's total growth and development and strive to realize all the best in him. But I never dared to materialize this desire of mine, for I was aware that I lacked necessary knowledge, practical experience and also needed to be guided by some qualified person in my endeavours in this direction.

Fortunately, here in this University, courses in education have acquainted me with the modern theories and practices in educating children and have also made it clear to me that in modern education a shift of emphasis has taken place from subject matter to the child. Thus in the modern educational programs of today the needs and the interests of the child, psychology of learning and the learner are considered of primary importance in its education and development. In this process of adapting education to the needs of the child, cumulative records are kept right from the nursery schools and continued throughout the child's academic career. These records are consulted at every stage in order to continue this process of adapting education to the child's needs and development. Parent-teacher associations are organized in order to afford both parents and teachers better insight

into the problems of children and as a means for promoting cooperation between home and school in their joint responsibility for upbringing and educating children. A knowledge of these and other related facts has assured me that the school can contribute to the child's total growth and development and be an attractive and lively place for spontaneous, wholehearted and productive activity in his life.

To increase my knowledge and understanding of this wide and ever expanding field of early childhood education and related branches, I did a little bit of experimental and research work in partial fulfilment for the requirements of courses in elementary education, child development and teacher training. This work gave me a better understanding of the modern educational theories and practices and their far reaching implications. It also opened for me a new and interesting vista for further research work.

So when it came to selecting a topic for my thesis, I thought of availing myself of the opportunity by selecting a subject that may contribute towards fulfilling my desire for establishing in Lahore, my home town in Pakistan, a model nursery school and kindergarten run on progressive lines, adapted to our culture, needs and way of life in Pakistan. Thanks to the chairman and the faculty of the Education Department, who understanding my deep interest to establish such a school, encouraged me to carry on this research project under their guidance.

Keeping in mind the various shortcomings of the schools for young children in Lahore and hence the need for better schools, I

planned to give in this thesis a word picture of a model nursery school and kindergarten to be established in Lahore. The title of the thesis according to this plan was "A Proposal for the Establishment of a Model Nursery School and Kindergarten in Lahore". I started collecting data according to this plan; even the questionnaires were prepared and addressed to the people concerned accordingly.

In addition to the three questionnaires in the appendixes, there were three more questionnaires addressed to parents of kindergarten age children, to the principals of all kindergartens in Lahore and to the Director of Education, Lahore, respectively. The main purpose of these questionnaires was to seek information on the problem of kindergarten education in Lahore. The questionnaires were returned duly filled with supporting papers giving complete information.

During the process of analyzing and interpreting the questionnaires, I felt that a deep and thorough analysis and interpretation of all the questionnaires will need more time than I had at my disposal. So on the advice of my Thesis Committee I decided to exclude from this thesis the kindergarten aspect of the study and concentrate only on the nursery school part of it. I excluded the kindergarten part from this thesis with great reluctance and a hope to work on it in future. Now, after having completed the thesis, I feel that the present work has opened a more interesting vista in this wide field of early childhood education and has equipped me to work on kindergarten education with a deeper understanding of the problem.

The study in its present form is an attempt to give a word picture of a model nursery school to be established in Lahore. While basing this picture of the school on the modern concepts in early childhood education, I have taken special care to consider the attitudes and the expectations of some mothers of nursery school age children in Lahore towards nursery school education, as expressed in the questionnaire sent to them. Moreover, the socio-economic conditions prevailing in Lahore and above all the religious and cultural requirements of the nation are not neglected.

It seems an appropriate place to state briefly the limitations of this study. The major limitation of this study lies in the fact that it is confined to one city - Lahore. The data is collected from Lahore and the proposed model nursery school will be established in Lahore. The study has been limited to Lahore for the following reasons. First, as Lahore is my home town, I feel that in this city I will have more and better facilities in establishing the school and in trying to make it an integral part of the community. Another justification for limiting this project to Lahore lies in the fact that Lahore is one of the most educationally advanced cities in Pakistan and it has always played a leading role in introducing new ideas and in serving as a centre for new experiments and projects. Keeping in mind the consideration that innovations should be introduced in those places where there is a likelihood of their being accepted and appreciated, I have confined this project to Lahore, with a hope that as some people are acquainted with the field of early childhood education, the proposed school may be

able to serve if not as a model, at least as a type of project to observe, a basis or a point of departure.

Chapter I states the problem and the methods used in this study.

Chapter II is an attempt to trace the development of the philosophical and the psychological foundations of early childhood education. Whereas the other chapters were revised and written according to the change in the topic of the thesis, this particular chapter has been retained in its original form. The idea is to give the reader a picture of preschool education beyond the stage of nursery school.

Chapter III traces the origin and development of the modern nursery school. It also describes the aims of the modern nursery school and discusses its contributions towards the growth and development of the child.

Chapter IV presents an analysis and an interpretation of the three questionnaires addressed to the mothers of nursery school age children, Headmistress of the Nursery School of the College of Home and Social Sciences, Lahore, and the Director of Education, Lahore, respectively.

Chapter V is concerned first with the sources for implementing the plan and the means and ways to prepare the resources for the project. Secondly, it describes the physical set up and the equipment needed for the proposed school.

Chapter VI suggests a program for the school based on the needs and interests of nursery school age children in Lahore on the one hand and on the results of research on human growth and development, psychology of learning and the learner on the other. This chapter also proposes a parent education program aimed to furnish the parents with practical information on child care and guidance.

Chapter VII deals first with the qualifications and training of the staff for the proposed school. Secondly, it presents a discussion on guidance and shows the importance of the role played by nursery school teacher in contributing towards the growth and development of the child.

Chapter VIII entitled "Synthesis" presents a summary of the findings and on the strength of it makes an appeal to the Government and the public of Pakistan to extend the movement of nursery-school education.

I wish to express my heartfelt thanks and deep gratitude to Dr. Habib Amin Kurani, Chairman of the Education Department, American University of Beirut, under whose guidance this study has been carried out. In fact it was Dr. Kurani who opened the way for me to undertake this study and I feel that it is due to his very kind help and encouragement that I have been able to complete it.

I am also highly obliged to Dr. Frederick R. Korf, who acted as the Chairman of the Thesis Committee in the absence of Dr. Kurani and has been giving me invaluable suggestions since the very start of this study, Dr. Korf helped me particularly in analyzing and interpreting

the questionnaires. His wit and subtle humour made the dry task of making tables and calculations very easy and interesting.

It is also a pleasure to express my deep gratitude and appreciation to Dr. Wayne Dennis, for his ready help, whenever I needed it. I am also greatly indebted to Prof. Juanita Soghikian and Dr. Pergrouhi Najarian for their help given in the initial stages of this study.

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cooperation and sincere help, it would have been impossible to have accurate and reliable data collected.

I am also highly obliged to Mrs. Mumtaz Bashir, Principal of the College of Home and Social Sciences for interest shown in this study and her help given in having the questionnaires distributed and duly filled in.

My special thanks are due to the Director of Education, Lahore, to the Headmistress of the Nursery School of the College of Home and Social Sciences and all those mothers who cooperated in answering and returning the questionnaires.

My friend Miss Anwar Jahan deserves my sincere thanks for her help in checking the tables and proofreading the thesis. I am also grateful to Mr. Suhail Khuri of the Audio-Visual Centre of the Department of Education for having mounted the pictures. My thanks are also due to Mr. Azad Ajemian for having carefully typed the thesis. Thank you all!

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## ABSTRACT

Realizing the need for modern nursery schools in Lahore, Pakistan, an attempt is made in this thesis to study and describe the essential characteristics of a model nursery school to be established in Lahore. This will be an institution which will aim at developing the personality of the child by giving him an education appropriate to his level of development - an education that will be satisfying to the child in the present and at the same time prepare him to grow up to be a happy, well adjusted and efficient member of his community.

In regard to the method and the procedure, this study was pursued from both the theoretical and the practical sides of the issue. The information on the philosophy and methods of modern nursery school education was gained by reading the available literature on the subject and by observing nursery schools in Beirut.

In order to assess first, the need and demand for modern nursery schools in Lahore; secondly to get a word picture of the nursery school of the College of Home and Social Sciences, Lahore; and thirdly to know the present and the future plans and policies of the Directorate of Education, Lahore about early childhood education, three kinds of questionnaires were sent to fifty mothers of nursery-school age children,

to the Head-mistress of the College of Home and Social Sciences and the Director of Education, Lahore Region, Lahore respectively.

The significant findings revealed by analyzing and interpreting the questionnaires are summarized as follows:

1. Ninety percent of the mothers in the sample feel the need for sending their children to nursery school. The responses of the remaining ten percent of mothers indicate that if reasonable adjustments are made, they would also be in favour of sending their children to nursery school. Most of these mothers have suggested that as modern nursery schools perform very valuable functions they should be opened not only in the various localities of Lahore, but also in other parts of Pakistan. These mothers have also suggested that the government should support nursery-school education so that the fees, etc., are made within the means of more parents.

2. With the exception of the nursery school of the College of Home and Social Sciences, there are no other full fledged nursery schools in Lahore. A few of the kindergartens have nursery classes attached to them, which are traditional in their aims and methods. Most of the children in the sample who attend these nursery classes dislike them and feel disinterested in their activities.

3. In the opinion of the spokesman for the Director of Education, Lahore needs at least one hundred modern nursery schools to start with. He also supports the issue that nursery-school education should be expanded and made an essential part of the public school system.

On the strength of these findings an appeal is made to the government and the public of Pakistan to develop nursery-school education. A few recommendations suggesting ways and means to expand nursery-school education in Lahore are also made.

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## CHAPTER I

### INTRODUCTION AND THE STATEMENT OF THE PROBLEM

#### A. The Purpose of the Study

The main purpose of this thesis is to study and describe the essential characteristics of a model nursery school to be established in Lahore, Pakistan. Such a school will be based on the most recent investigations in the field of nursery-school education on the one hand and the requirements of the community in Lahore on the other. This will be an institution that will aim at developing all the aspects of the child's personality, namely physical, intellectual, social, emotional and spiritual by giving him an education appropriate to his level of development - an education that will be satisfying to the child in the present and at the same time prepare him to grow up to be a happy, well adjusted and efficient member of his community.

It is hoped that the establishment of such a pilot project will help to ameliorate some of the traditional methods of early childhood education, which are prevalent in the schools of Lahore, for these practices have been proved ineffective by modern methods of psychological and educational research and have been abandoned by many of the better nursery schools in foreign countries.

Thus the curriculum of the proposed school and its teaching

methods will be based on the new scientific knowledge about the nature of the child and the laws of its growth, development and learning. More specifically, the child's need for whole hearted spontaneous activity will be satisfied through a curriculum and teaching methods based on "Activity Lines". These aim at furthering creative expression in the child and are designed to appeal to his interests and talents and to satisfy his natural spontaneity. In order to make learning meaningful and to help transfer it to later life situations, the material to be learnt will be presented in such a way as to relate it to past experiences and the present needs of the child. The methods used will be varied and as far as possible individualized to facilitate learning and to adapt it to the individual differences among children.

#### B. Need for This Study

Coming to the need for modern nursery schools in Lahore, it is surprising that although Lahore is one of the most educationally advanced and cultured cities in Pakistan, preschool children are neglected in education.

Generally speaking as the schools are mostly run on traditional lines, most people fail to realize the value of a really good nursery school and kindergarten. Many parents still believe that the preschool child need not go to any school.

With the single exception of one modern nursery school which was opened about three years ago, to serve as a laboratory for the Government College of Home and Social Sciences, Lahore, there are



practically no other full fledged independent nursery schools in Lahore. A few of the kindergartens have nursery classes attached to them, and the kindergartens too are very few in number compared to the density of population. Most of these kindergartens in their turn are annexed to the junior schools as "K.G. classes" and are run on strictly traditional lines, where the children are expected to sit up straight, motionless and listen to the teachers attentively. The teacher from the very first day gives them instruction in "The Three R's". There is little or no scope for free activity and self-expression of the child.

In order to assess, first the need and demand for better nursery schools in the city of Lahore; secondly, to get a word picture of the nursery-school of the College of Home and Social Sciences, Lahore; thirdly, to know the present and future plans and policies of the Directorate of Education, Lahore Region, Lahore, about early childhood education, the following three kinds of questionnaires were sent to the mothers, headmistress of the nursery-school and the Director of Education respectively.

1. The Questionnaire to Mothers. This questionnaire was addressed "To mothers of nursery-school age (3-5 years) children". The purpose was to get ideas of some educated<sup>1</sup> mothers about the need and value of nursery schools. This questionnaire was distributed among two kinds of groups of mothers. Group A consisted of twenty-five

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<sup>1</sup>Educated is taken to mean here at least a matriculate in academic qualifications.

mothers who at the time of responding to the questionnaire had their children in nursery schools or nursery classes as a part of the kindergartens. Group B consisted of twenty-five mothers who up to the time of responding to the questionnaire had never sent their children to any nursery school or similar institution.

2. The Questionnaire to the Headmistress. This questionnaire was addressed "To the Headmistress of the Nursery-School of the College of Home and Social Sciences, Lahore." The purpose was, first, to get a word picture of the school in terms of its physical set-up and equipment, program and activities, qualifications and experience of the teachers and other related information. Secondly, to know the ideas of the headmistress of the school about the criteria for and value of a good nursery-school; and whether she would like to make some changes in her school and if so, in what direction.

3. The Questionnaire to the Director. This questionnaire was addressed "To the Director of Education, Lahore Region, Lahore". The purpose of this questionnaire was to inquire about the present status and the Education Department's future plans and policy about early childhood education.

These three questionnaires have been analyzed and interpreted in the fourth chapter entitled: "Analysis and Interpretation of the Questionnaires". Samples of the questionnaires are given in The Appendixes.

### C. Method and the Procedure of the Study

In regard to the 'procedure' this study was pursued from both the theoretical and the practical sides of the issue. For the "theoretical" aspect of the study the available literature on the views of Western scholars and their educational experimentations provided valuable information. While reviewing the literature on the philosophy and practice of the New Education emphasis was particularly placed on studying its application to the education in the nursery-school and kindergarten. In addition to this, several other works by authorities in the fields of early-childhood education, child-development and related fields were also consulted. These sources, cited in the bibliography, provided useful information and gave a better understanding of the basis of theory and practice in a modern nursery-school and kindergarten.

For the "practical" aspect of the study two approaches were made:

I. The need and demand for more and better nursery schools in Lahore was assessed by means of the three kinds of questionnaires described in the preceding section.

II. The practical information about modern nursery-schools was gained by visiting seven pre-school situations in Beirut, to study their physical set-up and equipment, program and activities and the guidance offered by the teachers. As these schools are run by people of different nationalities for the convenience and benefit of their own communities in Beirut, these schools have come to be known by the



names of their affiliated nationalities. American, German, Italian, French, British and the National Evangelical (Lebanese) kindergartens to which nursery classes are attached were visited.

In addition to these schools, a thorough study of the Nursery-school annexed as a laboratory for the Beirut College for Women in Beirut was also made, for this school is reputed to be a specially good one - organized and run on modern lines.

The methods employed in studying these schools were observation and interview. In addition to the information gained as a result of these two methods, the opportunity to participate in the program and assist the teacher in some of these schools provided direct and first-hand information and experience. The programs of the schools, where there were opportunities to observe, participate and assist the teacher, clearly reflect the changes which have occurred in the modern educator's thinking about education in the early-childhood education. These changes are discussed in the second chapter. The observation and participation in the programs and activities of these schools with different national flavour and stamp also provided an excellent opportunity to compare and contrast these schools and to see that while they are essentially the same in their broader aim and purpose, they vary in certain respects to suit their own particular national and cultural needs.

While observing and participating in some of the activities of these schools, thirty-six black and white snapshots and forty coloured slides were taken. The idea was to record some views of children at work and play during their normal daily routine. To get a complete

picture, recordings of some of the vocal and musical activities of children were also made on tape. In order to make the recordings correspond to the pictures, both the recordings and the pictures were recorded and taken simultaneously.

The purpose in taking these pictures with tape-recordings is three-fold. First, to use some of the pictures in this thesis for illustrative purposes. The discussion of the various contributions of a modern nursery-school in the third chapter is largely based on the observation of the scenes of which these snapshots are just a few glimpses. Such a use of pictures is justified on the grounds that these concrete records, which have caught children in action convey more about them than many words. These illustrations vividly show how much joy and happiness a really good nursery-school can bring to its children and how much it can contribute towards their total growth and development.

Secondly, the purpose in taking these pictures and recordings is to keep them as records to be referred to, as an aid for getting practical ideas at the time of establishing the proposed school.

Thirdly, to project these slides and pictures along with others, for the parents and the children of the proposed nursery-school in order to acquaint them with modern preschools in foreign countries.

It is hoped that this study of the schools in Beirut will greatly help in planning for the proposed model school and in fitting it to suit the socio-economic, cultural and religious needs of the community in Lahore.

#### D. Importance of the Problem

Broadly speaking the importance and the justification of this pilot project lies in the fact that the city of Lahore unquestionably needs more modern nursery-schools. The need for more and better nursery-schools has already been pointed out and discussed. Nevertheless, it may for the sake of clarity and emphasis be repeated here that in Lahore, there are in proportion to the density of population very few schools for preschool children. Most of these form a part of the junior schools and are traditional in their curriculum and methods.

According to the information received from the Director of Education, Lahore Region, Lahore, there is in the city of Lahore, with a population of nearly 1,400,000 people, only one nursery school, which serves as a laboratory for the College of Home and Social Sciences, Lahore. In addition, there are about seventeen kindergartens in the city and some of these have nursery-classes, which are still run on traditional lines. In view of these figures the opinion of the Director of Education, Lahore Region, Lahore, that Lahore needs at least 100 more nursery schools is a justification for this study.

A study<sup>2</sup> of the schools in Lahore, to which nursery-classes and kindergartens are attached, shows that even at the nursery and the kindergarten stage, there is far too much sitting still and instruction in "the three R's" is uppermost in the teachers' minds. Generally

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<sup>2</sup>The writer has either served in some of these schools or visited them for observation purposes.

speaking, these schools are lacking in several respects. Some of these schools have a good physical plant and some adequate equipment, but even here the methods of guidance and teaching are neither positive nor based on modern psychological principles. The teachers treat the children as adults and seldom show genuine affection, respect and approval, except in the cases of their favourites and pets. The children sit on their chairs throughout the day except for one or two brief breaks and a short games period. During the games period too, they go out in a line and play in a regimented and formal way, under the instructions of their teachers. In other periods, which are also inflexible, the children, despite their natural spontaneity, are not allowed to move about in the classroom. They are not permitted to talk to one another in the class and if they do so, punishment and scoldings follow. As the children are restricted in activity, most of them naturally feel ill at ease, gradually become mal-adjusted and consequently unhappy at school. As the conditions are unsatisfactory and hence in need of immediate improvement, an attempt for a pilot project of this kind finds an ample justification.

The justification of this study lies not so much in filling a need for more nursery schools as in an attempt, first to study and describe the essential characteristics of a model nursery school to be established in Lahore - a school which will aim at organizing a program to help children meet and enjoy the present and at the same time build for a good and happy future. Secondly, it is hoped that the proposed model school as a concrete pilot project will help to

ameliorate some of the traditional methods of child education, which have been proved ineffective through psychological and educational research into the nature of the child and the learning process.

Contemporary researches in child-development have brought to the fore that the early years of a child's life play a fundamental and a pervasive role in his life. "The findings of psychiatrists and research workers in child-development have laid great stress in recent years on the deep impression made upon children by their early experiences and the lasting effect of such impressions. This has led us to recognize that education starts very early in life and to give more attention to the nurture of the youngest children."<sup>3</sup> Keeping in mind the importance of early years it becomes imperative that any one interested in education must give full attention to the early years for here are the roots and the beginnings of many things to come. The idea that the early years play a crucial and decisive role in the life of the child and thus present a challenge to the educator is not a new one, for it has been stressed by many educators in the past. Comenius three hundred years ago, in speaking about early impressions in his "The School of Infancy", says:

Whatever first attaches to the tender age of children, whether good or bad, remains most firmly fixed, so that throughout life it may not be expelled by any after impression. In order that the human being may be educated to full humanity, God has given him certain years of childhood during which he is not fit for active life and that only is firm and stable which has been

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<sup>3</sup>Edna Mellor, Education through Experience in the Infant School Years (Oxford, 1955) p. 10.



ibided during the earliest years."<sup>4</sup>

Froebal, the father of kindergarten learnt from his own early experiences and that of the children he taught, how important are the first impressions of a young child. In his work entitled "The Education of Man" he wrote:

Often the whole life of man is not sufficient to efface what he has absorbed in childhood . . . . Often the hardest struggles of man with himself and even the later most adverse and oppressive events in his life have their origin in this stage of development; for this reason the care of the infant is so important.<sup>5</sup>

In speaking about education in boyhood he says:

Instruction and example alone and in themselves are not sufficient: They must meet a good, pure heart and this is an outcome of proper educational influences in childhood. Therefore,<sup>6</sup> the cultivation of boyhood rests wholly on that of childhood.

Margaret McMillan, the founder of the nursery school in London, in one of her broadcast talks about making provision for the youngest children, expressed her belief in the importance of early experiences and impressions in the following words:

The new thinkers, the psychologists . . . . began to show why the first five years of life are the most important of all . . . . They told us how the first five years was the time of swift events and that destiny was settled then.<sup>7</sup>

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<sup>4</sup>J.A. Comenius, The School of Infancy, quoted by Edna Mellor, Education through Experience in the Infant School Years, p. 11.

<sup>5</sup>F. Froebal, The Education of Man, quoted by Edna Mellor, Education through Experience in the Infant School Years, p. 11.

<sup>6</sup>Ibid., p. 12.

<sup>7</sup>Ibid.

In view of such ideas of the forerunners of the movement of nursery school and kindergarten education, and their confirmation by the contemporary researches into the nature and the laws of development of the child and the learning process; the modern educator today is much concerned with the problem and the challenge represented by early childhood education. Therefore, in Europe and the United States, where the New School movement has been going on for some time, new experiments are still being enthusiastically tried to provide the child with the optimum curriculum and methods for education in the formative years of his life. In the Western educators' efforts to provide an environment in the school which will contribute towards the wholesome development of the child, the role of the modern nursery-school has come to the fore. Research has shown that the modern nursery-school with its appropriate physical set-up, program and methods contributes significantly toward the wholesome development of the child.

The above discussion indicates the need for the modification and improvement of the programs of preschools in Lahore along lines which are more in harmony with the laws of growth and which will better serve the needs of early childhood. It is hoped that the proposed model nursery-school by demonstrating practically the application of modern principles of early childhood education will pave the way for the attainment of this goal. Herein lies the justification of this pilot project.

## CHAPTER II

### THE PHILOSOPHICAL AND THE PSYCHOLOGICAL FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

This chapter is concerned with tracing the development of the philosophical and the psychological foundations of early childhood education. This will be done by studying the views of those outstanding educators, who contributed significantly to this movement.

The historical account of the philosophical and the psychological foundations of early childhood education traces itself back to the sixteenth century when John Amos Comenius (1592-1670) advocated some idea of young children's school in conjunction with the home. He was the first person who put forward the idea that the attention of the school should be given towards food, sleep, fresh air and exercise, in order to "build up a body fit for the habitation of the soul."<sup>1</sup> This idea was probably influenced by the memory of his early education, which he felt was full of horror. He detested and shrank from the stiff and rigid educational methods of his time, which to him were unbeneficial and a waste of time. He called the children's schools in his days "slaughter houses of the young".<sup>2</sup>

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<sup>1</sup>John S. Brubacher, A History of the Problems of Education (New York, 1947) p. 402.

<sup>2</sup>M.W. Keatinge, Trans. and ed., The Great Didactic of John Amos Comenius (2nd ed., London, 1910) p. 2.



Robert Owen (1771-1858) shared Comenius's idea of a school for infants in conjunction with the home with a Frenchman named Jean Frederick Oberlien; and this type of schools were finally incorporated into the French public school as the "Ecoles Maternelles". A similar type of infant school was founded in Germany also. The object of these infant schools was to emphasize health, physical exercise and moral training for young children and "to annoy them as little as possible with books". But again as Brubacher says:

In the hands of Owen's successors Infant Schools became more and more formal, like the school for children of the age level just above, where children were first formally introduced to The Three R's. The change in spirit can be inferred from the testimony of a noted Infant School master, Samuel Wilderspin (1792-1866) before a committee of parliament, studying this sort of schools. It was his claim that before the age of seven a child educated in an Infant School should be able to read any book in simple language, should know the first four rules of Arithmetic and many of the elements of geography and natural history and should have a tolerable knowledge of the New Testament and sundry other items.<sup>3</sup>

The real and absolute break with tradition and authority occurred in the eighteen century, with the coming of Jean Jacques Rousseau (1712-1778) and his successor Johann Heinrich Pestalozzi, who developed the movements started by his predecessor. Frederick Eby explaining Rousseau's contributions says:

Through all centuries the theory and practice of education has been determined from the standpoint of adult interests and

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<sup>3</sup>A History of the Problems of Education, pp. 402-403.

adult social life. No one had dreamed there could be any other point of view from which to approach the training of the very young. Rousseau boldly assailed this basic assumption as not only utterly false, but absolutely harmful. In place of the ideas and views of the adult he had substituted the needs and activities of the child and the natural course of development. No change could have been more revolutionary, just as Copernicus destroyed medieval Cosmology, Rousseau put an end to the traditional theological conceptions of the child, by showing that he is a creature of nature and that he acts and grows in harmony with her laws.<sup>4</sup>

Rousseau wrote:

"Nature would have children be children before they are men. If we try to invert this order we shall produce a forced fruit, immature and flavourless, fruit that rots before it can ripen . . . Childhood has its own ways of thinking, seeing and feeling."<sup>5</sup>

The awareness of utterly false assumptions such as the child being regarded as "miniature adult" and therefore treated as a little man or woman led Rousseau to attack in his writings the existing system of education and treatment of children. In this connection Frederick Eby says:

"It was the great service of Rousseau to demolish this false system of education. His supreme contributions to mankind lie in making the child the new center from which education must be viewed. He tells us that 'we never know how to put ourselves in the place of children; we do not enter into their ideas, but we ascribe to them our own'. The metamorphoses of human life - infancy, childhood, youth and maturity are the basis of new pedagogy. Teaching and training consists not in inculcating ideas, but in furnishing the child with opportunities for the functioning of those activities that are natural for each stage."<sup>6</sup>

<sup>4</sup>Frederick Eby, The Development of Modern Education (2nd ed., New York, 1952) pp. 334-335.

<sup>5</sup>Quoted by John Dewey and Evelyn Dewey, Schools of Tomorrow (New York, 1915) p. 7.

<sup>6</sup>The Development of Modern Education, p. 336.

Rousseau by showing the significance of the stages of development in the individual's life, made the characteristics of each stage the foundations on which to build educational content and method. He believed that education begins at birth or before and that the period of infancy is concerned primarily with the growth of the body, motor activities and the beginning of sense perception and feeling. The doctrine of individual differences and the process of natural development was fundamental to Rousseau and so he emphasized that the individuality of each child should be respected and the method of nature must be followed in everything.

The heart of Rousseau's educational theory is the study of the child's nature. Frederick Eby clearly sums up Rousseau's views on the nature of the educational process during the first stage of development (preschool-age), in the following words:

"The truth of the matter is that education does not arise from without; it springs from within. 'It is the internal development of our faculties and organs' that constitutes the true 'education of nature'. The first education is the free and unhampered expression of the natural activities of the child in relation to his physical environment.

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 "The important thing is that the child be allowed to obey the inner impulse to action and that he experience directly the results of his conduct."<sup>7</sup>

In fact it was J.H. Pestalozzi (1746-1827), who developed and realized in practice the educational ideal of Rousseau. Pestalozzi **not**

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<sup>7</sup>Frederick Eby and Charles Arrowood, The Development of Modern Education (New York, 1934) pp. 486-487.

only popularized the newer ideas and their philosophical and the psychological foundations, but also influenced the school practice considerably. He was the first to force upon the public the position that the whole problem of education was to be considered from the point of view of the developing mind of the child. However, his greatness lies in the fact that he was the first to make the school room world conscious of the importance and the need for the practical application of this view.

Pestalozzi added to Rousseau's ideal by putting forward and emphasizing the view that "natural development for man means a social development, since the individual's vital connections are with others even more than with nature."<sup>8</sup> In Pestalozzi's own words: "Nature educated man for social relations and by means of social relations. Things are important in the education of man in proportion to the intimacies of social relations into which man enters."<sup>9</sup>

Pestalozzi himself expresses most beautifully the underlying principle of his theory and method in these words: "I wish to psychologize education". Frederick Eby elaborating this point says:

Pestalozzi psychologized education when there was no psychological science, worthy of the name and although he had but the vaguest notions of the nature of the human mind himself, Pestalozzi saw clearly that a correct theory and practice of education must be based upon such a science.<sup>10</sup>

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<sup>8</sup>John Dewey, Schools of Tomorrow, p. 62.

<sup>9</sup>Quoted by John Dewey, Schools of Tomorrow, p. 62.

<sup>10</sup>Frederick Eby, The Development of Modern Education, p. 462.

In developing the methods of teaching "Pestalozzi hit upon the idea that the 'order of nature' consists in going from the simple to the complex. It became his endeavour to find out in every subject the A B C (as he called it) of observation in that topic - the simplest elements that can be put before the senses. When these were mastered the pupils were to pass on to various complications of these elements."<sup>11</sup> Pestalozzi's experience with children convinced him that observation was the foundation of instruction and that in each branch instruction must begin with the simplest elements and proceed gradually by following the child's development. In following this method the teacher must administer to individual differences and aim to develop and increase the powers of body and mind rather than try to stuff the child's mind with knowledge and facts or training in certain skills.

Not until Friedrich Wilhelm August Froebel (1782-1852) came along was the school for the very young, which he named "Kindergarten" was founded. Thus he is called "the father of the Kindergarten". Froebel had his own vision of the origin of the universe, world of nature and the creation of man, which he held with fervent conviction. Froebel's educational theory and practice is based primarily on philosophy accompanied by psychology. It was from the dominant idealistic philosophy of Kant, Schelling and Hegel that Froebel took his start. Paul Monroe says:

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<sup>11</sup>Dewey, op.cit., p. 66.

The fundamental tenet of this entire philosophical movement was to find out the explanation of reality and on its practical side of life, in the fundamental unity of existence, both of nature and man in the absolute spirit. The absolute is no longer matter, it is spirit; and in this self-conscious spirit are found both the purpose and the presupposition of the world, the explanation both of the origin and the meaning of existence - both of man and of nature. This gives the unity which furnishes the explanation of the manifoldness of nature and of life, for the only real differences are those of the units or subunits within the all-encompassing unity which gives meaning to all these seeming diversities.<sup>12</sup>

It is this intense religious belief and feeling that constitutes the basis of the principles of Froebel's theory of education. The most important of these principles are:

A. The Law of Unity or Inner Connectedness as the Basis of Education

Froebel believed that the law of unity is the fundamental law of education, because through it the teacher is helped to comprehend the nature of child and gain an understanding of the aim of education and the means to achieve it. Again this law is important for it reflects the connectedness and interrelation among the various branches of studies and led Froebel to emphasize the need for a reorganization of the curriculum. He believed that the curriculum should reflect the connectedness between home and school life and the means of education should be a combined product of domestic and academic occupations. "At every point Froebel found a unity between thought and life, which is to be developed by education. Education becomes the continuous progressive adjustment of the individual to the larger life, which is

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<sup>12</sup> A Text Book in the History of Education (New York, 1905) pp. 646-647.

his by destiny and in which he must find his being, his true self."<sup>13</sup>

#### B. Development as the Process of Education

"The philosophical idea of unity demands as its accompaniment the idea of continuity of generation of all things."<sup>14</sup> Froebel agrees with Rousseau in his aim of education as the natural development of the inborn capacities of the child, but he disagrees with him in his explanation of this development. Froebel emphasized the idea that there is one underlying power in the universe - God, which manifests itself as force in nature and consciousness in man. Nature and man therefore are one and a study of the changes in the evolution of nature will throw light upon similar changes in the development of man. Monroe explaining Froebel's point of view says:

Thus education is but a phase of the general process of evolution; it is a development by which the individual comes into realization of the life of all-encompassing unity of which he is but a unit; a development by which his life broadens until it has related itself to nature, until it enters sympathetically into all the activities of society, until it participate in the achievement of the race and the aspirations of humanity.<sup>15</sup>

#### C. Self-Activity as the Method of the Process

Monroe explains this principle in the following words:

The dominant philosophy of the times, especially as Froebel accepted it held that there is a fundamental unity in all things,

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<sup>13</sup>Ibid., p. 650.

<sup>14</sup>Ibid., pp. 650-651.

<sup>15</sup>Ibid., p. 651.



a permanent principle in all changes and forms of life. There is a single formative energy which reveals itself in nature, that is in external life, as force, and in consciousness of the inner life, as mind. This energy, as intelligence in the individual, builds up for itself its own world. The self - the mind - is not so much possessed of activity as it is activity. Through this activity it realizes itself, builds up its own world, becomes conscious of itself and works out its own destiny.<sup>16</sup>

Froebel realizing the importance and the advantages of the psychological principle of self-activity applied it in his kindergarten. He explored the educational possibilities in the early years of childhood and came to the conclusion that children by nature are creative rather than receptive and therefore all educational work should be based on their natural inclination to action. He therefore emphasized motor expression and believed that it greatly developed their innate tendencies and thus should be given the primary instead of the secondary importance in school work. Froebel held that self-activity which is determined by one's own motives, interests and powers, alone can produce the evolution of mind and thus achieve the aim of education.

#### D. Social Participation - The Means of Development

Froebel believed as thoroughly as Aristotle that man is a social animal and can realize his self and humanity only in cooperation with his fellow beings. He also maintained that the child has a mechanism of social instincts, which compel him to cooperative activities and this can be seen by watching both his work and play. Froebel, however, stresses the social aspect of education quite as

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<sup>16</sup>Ibid., p. 654.



clearly as he does the principle of self-expression and seems to hold that the one is essential to the other. Frank Pierrepont Graves explains Froebel's principle of social participation in the following words:

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

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Baronness Von Bulow tells us that the Kindergarten was intended to "represent a miniature state for children, in which the young citizen can learn to move freely, but with consideration for his little fellows and thus obtain mental and moral preparation for life."<sup>17</sup>

By 1837, the idea of a full fledged institution for the education of little children based on his own above mentioned theory of education had fully taken shape in his mind and in this year he started the first kindergarten in the village of Blankenburg. Froebel was very particular about finding a suitable and just the right name for his newly established institution. While coining an appropriate name for his school he rejected several names including Infant School, because it was not to be a school; children were not to be schooled, but freely developed. At last one day he hit upon the name with a

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<sup>17</sup> Frank Pierrepont Graves, A History of Education in Modern Times, (New York, 1917), pp. 233-234.

shout - "Eureka! (I have found it) kindergarten shall the institute be called."<sup>18</sup> This name is characteristic of Froebel's view of children as young plants raised in a garden under the cultivation of teachers.

Froebel's principles of education found an embodiment in his kindergarten. He laid the basis of the kindergarten in physical activity for deep philosophical and psychological reasons. He emphasized that the core of the kindergarten curriculum should be the play activities of children. Against the prevailing attitude of viewing children's play and games lightly, having no educational value, he looked upon play and games as children's most serious occupations, essential to their growth and development. He considered 'play' as that sacred form of activity that leads to an integration towards the eternal unity that unites all things - God.

In his kindergarten, Froebel provided children opportunities to play with balls in different ways. In doing so he thought they developed sense of unity and wholeness. To reinforce the notion of social solidarity, Froebel emphasized games in which children arranged themselves in a circle or circles, which according to him helped to convey the idea of compactness and unity. Drawing, painting, clay modelling, paper folding, cutting were other forms of activity, in which children expressed themselves according to their own individual taste and inclination. Movement, gesture, free and directed play, song, colour and several other activities of every day life formed a part

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<sup>18</sup>H. Courthope Bowen, Froebel and His Education through Self-Activity (New York, 1903) p. 37.

of the technique of Froebel's kindergarten theory and practice. Nature study and school gardening were given a prominent place in the school curriculum. In the execution of these jobs, motor activity was much called into play for he insisted upon "learning by doing".

The materials for use in the work of Froebel's kindergarten consisted of:

1. The mother play and nursery songs.
2. The gifts and the occupations.

1. The mother play and nursery songs is a book of fifty songs, each accompanied by pictures and explanatory notes. True to his belief that music formed an important part in education, he published this collection of action songs and singing games, based on folk music and the occupations and objects which the children saw around them. This work not only consists of an organized series of carefully selected songs, games and pictures, but is also intended to make clear and direct the educational methods of the mother.

2. The most original and striking of the kindergarten materials are the so-called "gifts and occupations". These two are closely connected in use. The occupations represent activities, while the gifts furnish ideas for these activities. The purpose of the gifts was to provide for the children's play, but at the same time to train them in dexterity of movement and to teach them something of the laws of nature. They consisted of balls, wooden sphere cubes, cylinders, large sized cubes divided into smaller ones, blocks for building, coloured tablets for design, coloured papers to fold and cut, clay and sand,

pencil and paints, arranged in series and kept in boxes fit for their sizes and shapes.

The occupations were the forms or types of handiwork rather than types of materials. These were such as weaving, drawing on squared paper, folding, cutting, clay and cardboard modelling.

Froebel realizing the social importance of education emphasized that man must realize himself as a social being in cooperation with his fellow men. Thus the work in his kindergarten was carried on as if it were a 'miniature' of a good society, in which the little citizens learnt their duties and privileges. A spirit of cooperation pervaded in his school and his classroom mirrored the social traits of mutual dependence, give and take and helpfulness.

It seems an appropriate place to point out that Froebel agreed with Pestalozzi that the aim of education should be social reform through the development of the child's own unique potentialities and their harmonious development. The upshot is that both Pestalozzi and Froebel oriented their educational aims to a large extent from the point of view of the child's interests and capacities, in order to help him develop into a socially useful being.

The obvious aim in describing the ideas of Rousseau, Pestalozzi and Froebel on education has been to show that their theories laid the basis of the philosophical and the psychological foundations of early childhood education. However, the underlying aim is to point out that the educational theories and practices of these great observers of child nature are being applied in the modern nursery schools and kinder-

gartens of today. In fact the program of any really good and modern nursery school and kindergarten in the Western countries is arranged from the point of view of the child's capacities and interests. Education needed for the first stage of life (preschool age) is being psychologized for the child. The teachers in such schools are required to keep the needs of children in view; to administer to individual differences for increasing the powers of body and mind and their harmonious development, so that the child may grow up to be a happy, efficient and well adjusted member of society.

Seven years after Froebel's death in 1859, was born America's great philosopher of democracy. It was John Dewey, one of the renowned educational thinkers of the 20th century, who incorporated the various theories and the aims of education from the point of view of the child and defined education as "the process of the reconstruction or reconstitution of experience, giving it a more socialized value through the medium of increased individual efficiency."

As this definition is different from the traditional definitions and rather difficult to understand, Frederick Eby has explicitly explained its meaning in the following words:

Everyone knows that his own experience is changing from moment to moment, and from day to day. New situations are always confronting one; and with each change in conditions or in environment, his activities must change to fit the new situation. New problems demand solution, choices must be made, and readjustments attempted. These changes in activities bring about an increasing diversification and enrichment of experience; in other words, experience is revised, reorganized, and reconstructed. This growing, changing, or revising of experience is what Dr. Dewey

understood by education. Dr. Dewey believed that this conception of education as a process has several important advantages over the idea of a product to be sought. First of all, it 'puts the meaning of education within the process'. Again, it does away with the old-fashioned, formal notion that education begins when the child enters school and stops when he withdraws. According to the new view, education begins as soon as the child is born, and proceeds throughout life. Furthermore, this view of education corrects the erroneous idea that 'education is a preparation for life'. It insists that education is life. <sup>19</sup>

Frederick Eby elaborates on the point that "as a process of continued revision or reorganization of experience, education is always moving forward to further activity and revision. As Dr. Dewey explained:

'Since life means growth, a living creature lives as truly and positively at one stage as at another, with the same intrinsic fulness and the same absolute claims. Hence education means the enterprise of supplying the conditions which insure growth, or adequacy of life, irrespective of age. The process of education is a continuous process of adjustment, having as its aim at every stage an added capacity of growth'. There never comes a time when new experiences fail to take place, when learning absolutely ceases. So long as the individual is readjusting himself to the changes in the environment, just so long he is learning and education is going forward. There is, therefore, no final end or goal when education is completed. Furthermore, the aims set up by the teacher or education are not the aims which the child chooses for himself. They are foreign to his nature, and consequently cannot be the aims of his education. Educational aims can be determined only by the child's own being, and are always approximate, never ultimate. <sup>20</sup>

Dewey emphasized most of all the importance of the individual and the social factors in the educational process.

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<sup>19</sup>Eby, op.cit., p. 617.

<sup>20</sup>Ibid., p. 618.

There is on the one hand the individual child with all his native powers and Dewey showed the importance of the individual factor by emphasizing that "Education must begin with a psychological insight into the child's capacities, interests and habits. These powers, interests and habits must be continually interpreted - we must know what they mean. They must be translated into terms of their social equivalents - into terms of what they are capable of in the way of social service."<sup>21</sup> Dewey further says:

The child has his own instincts and tendencies, but we do not know what these mean until we can translate them into their social equivalents. We must be able to carry them back into a social past and see them as the inheritance of previous race activities. We must also be able to project them into the future to see what their outcome and end will be.<sup>22</sup>

In regard to the 'social factor', Dewey believed that an individual cannot be regarded apart from society. Frederick Eby elaborates the point as follows:

The human being is an organism whose capacities for acting have been developed or brought into functional activity in relation to his fellows. It is the acquisition of the characteristic social activities, responses, and modes of conduct that make the child human, and at the same time make him individual . . . . In Dewey's theory, 'Society is an organic union of individuals'. The organic life, activities, and purposes of society reproduce themselves in individuals. This reproduction takes place as the child comes to understand, and appreciate, as his own, the purposes, ideas, and attitudes of the society about him.<sup>23</sup>

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<sup>21</sup>John Dewey, My Pedagogic Creed, p. 6, by the Progressive Education Association, Washington, D.C. (Originally published by John Dewey in 1897).

<sup>22</sup>Ibid., p. 4.

<sup>23</sup>Eby, op.cit., pp. 620-621.



Frederick Eby explaining further says:

It is peculiarly the social situations of the family that first awaken into activity the powers of the child. Of this, Dewey said: 'True education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself'. The child engages in the home activities because he discovers they have a social meaning or satisfaction for himself and others.<sup>24</sup>

As opposed to the prevailing conception of school as a place where students go to learn certain skills and to get information and knowledge for their individual needs, Dewey looked upon school as an institution mainly for socializing individuals. He says:

The school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends.<sup>25</sup>

Dewey further explains that the office of the school is to furnish a social environment in which the real, vital, and meaningful activities of the race are "simplified", "purified" and "balanced", so as to appeal to the interest of the child. The primary business of the school is to train children in cooperative and mutually helpful living. It reduces society to "an embryonic form". Existing life is too complex for the child to grasp and enter into. As a simplified social life, the school life should grow gradually out of the home life:

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<sup>24</sup>Ibid., p. 621.

<sup>25</sup>Dewey, op.cit., p. 6.



It should "take up and continue the activities with which the child is already familiar in the home."<sup>26</sup>

At this point it seems more real than before that the modern nursery school and kindergarten are a practical attempt to realize the ideas of Dewey and his predecessors as regards the function of schools for children of preschool age, for the main aim of preschools is to supply the conditions, which ensure growth and adequacy of life by providing the child with an environment and atmosphere with which he is already familiar at home. Whatever the child's needs may be, the modern nursery school and kindergarten offers him or her the chances to grow and develop in many directions. He lives at school; he grows and is being educated. As a result of Dewey's views and teachings, the modern nursery school and kindergarten has also come to feel and realize that the present as well as the future is of significance for the child. Education is not all preparation for what is to come, but it is also the interpreting and enriching the experiences of the present.

At about the same period as Dewey, Maria Montessori (1869-1953), an Italian educationist, examined the educational systems of Europe and to her, like her predecessors, it seemed astonishing to find everywhere the children reduced to immobility in the classroom "like rows", as she said, "of butterflies transfixed with a pin". The children, she declared, were not "disciplined but annihilated".<sup>27</sup>

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<sup>26</sup>Ibid., p. 7.

<sup>27</sup>Maria Montessori, The Montessori Method (New York, 1912) p. 86.

Montessori contends that the main problem of the child is to adjust himself to his immediate environment and in this process of adjustment, the educator should play the part of an organizer and a guide. It is the principle underlying the activity method. To interfere with the spontaneity of the child is also in Montessori's view to repress the very essentials of life itself. The aim of discipline is to train the children to whole-hearted, productive and useful activity. To this end the development of initiative, resourcefulness and independence in the child is necessary.

Although Montessori exercised a considerable influence upon the early nursery school and kindergarten, during their period of transition from formality to greater freedom, on the whole, the modern nursery school and kindergarten have accepted some of Montessori's broader principles, rather than her apparatus and methods of teaching. One of the reasons stated for not using Montessorian apparatus and methods is that there is "relatively small provision for development of free imagination or of the child's wider interests in the activities of the outside world."<sup>28</sup> With the criticism against the Montessorian apparatus in mind, the modern preschool teacher provides children with those kinds of toys and materials, which call forth imaginative and constructive effort on their part.

The above account implies that the last few decades are notable for studies on the period of early childhood education. In recent times

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<sup>27</sup>D.E.M. Gardner, Education Under Eight (London, 1949) p. 32.

an ever increasing number of researches on the problems of growth, development, behaviour and learning of the child have been and are being conducted. The findings of these researches have far reaching implications for the education of the child and are bringing the significance of pre-school years in an increasing prominence.

One such pioneer endeavour that demands a mention here is by Arnold Gesell and his colleagues. Their studies have given a special consideration to the foundational period of childhood. Gesell in his works has given a systematic view of the entire preschool period of development. His works contain an outline of the normal behaviour of children and psychology of early childhood. He has shown that an understanding of the various stages of development of the child with their unique characteristics; a consideration of the individual differences and their subsequent needs can better guide the parents and teachers in upbringing and educating children and in giving them maximum opportunity to grow and develop in all directions. Gesell has formulated his findings with an aim to make them suitable for application in nursery school and kindergarten. He recommends the "Developmental approach", for the nursery school and kindergarten education. This approach he believes is effective, for it is concerned with the development of both the body and the mind of the child. It attempts to give the child an education appropriate to his level of growth and development and draws its knowledge from medicine, psychology, education and social welfare.

Systematic researches on children, their processes of learning, speaking, thinking, reasoning, judging, etc., have significantly

contributed to child study endeavours and movements. In this connection the name of Jean Piaget, the Director of the Institute of Rousseau in Geneva, deserves a mention.

Piaget's works that contain enquiries into the intelligence and language of the child and answer such questions as how does the child think and speak? What are the characteristics of his reasoning and judgment? What is the child's conception of the world and causality and the like, give the reader a general perspective of the child's mind and mentality, as understood by a person who combines in himself the philosopher and the scientist.

These researches are important from the point of view of preschool education for their study has made the teacher in the modern nursery school and kindergarten realize that the instruction of the very young should begin in terms of what he can understand, reason out and express; and that her duty consists in assisting the child in moving from early patterns of thinking, reasoning and expressing to more mature and advanced forms, which are necessary for his wholesome growth and development.

The point is that the modern nursery school and kindergarten, while being a direct descendant of the German kindergarten of Froebel has undergone several changes as a result of the influence of Dewey and others in the fields of early childhood education, child development and related fields. However, the upshot is that the modern nursery school and kindergarten still have from Froebel activities like playing, singing, painting, drawing, gardening, modelling, listening to stories,

and so on, but as a result of accumulated researches and experience with children these activities have been more or less modified to accord with research findings and to conform more closely to the capacities, interests and habits of the individual child on the one hand and the modes, values and needs of the community and the nation on the other.

## CHAPTER III

### GENESIS, AIMS AND CONTRIBUTIONS OF THE MODERN NURSERY SCHOOL

In this chapter an attempt is made first to trace briefly the genesis and the development of the modern nursery school. Secondly, to describe the specific aims of nursery-school education and thirdly, to discuss the main contributions of the modern nursery school towards the growth and the development of the child.

#### 1. Genesis of the Nursery School

People in Lahore who are still unaware of the exact role and function of the nursery school confuse it with the day nursery.

"Day nurseries have always been identified with custodial care of needy children from underprivileged homes. They have provided much needed food, safety and physical care; but they have not aimed to set up an educational program for both parent and child as has the nursery school".<sup>1</sup>

"Nursery school on the other hand, when functioning at their best are specifically organized to provide planned educational opportunities for preschool children. Their function is not to replace the home but

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<sup>1</sup>Dorothy Baruch, Parents and Children Go to School (Chicago, 1939) p. 410.



to supplement it."<sup>2</sup>

The nursery school, as its name implies, has characteristics of both the nursery and the school. Since the children are not more than five in age, the teachers of the nursery school assume most of the responsibilities associated with home nursery. Nevertheless the nursery school is more than a home nursery for its teachers are trained in the field of early childhood education; and its program and methods are consciously planned in terms of growth and development of the child's personality.

It has been pointed out in the preceding chapter that the interest in young children and their development is not a totally new thing in education. Eminent thinkers like Rousseau, Pestalozzi, Froebel and a host of others within the past two hundred years have been deeply interested in problems of child development from the point of view of education. However, the first organized plans for the education of children under five were developed during the last decades of the nineteenth century and by the end of the century there were quite a few schools for young children. But these schools were in a very rudimentary stage of development and thus very different from the concept of a modern nursery school. It was in 1909 that the nursery school as known today began in London, with the establishment of the McMillan Nursery School. The nursery school achieved prestige when

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<sup>2</sup>Kenneth J. Rehage, "Editorial News and Editorial Comment", The Elementary School Journal, LVI (March 1956), p. 292.

the English Education Act of 1918 recognized it as part of the public school system. A few years after that the private schools in the United States made nursery schools as a part of their program and philanthropic groups established them in congested parts of the cities. The first public nursery school was established in the United States in 1933. Since then more and more nursery schools are being established in all parts of the world and nursery-school education is being increasingly recognized as an important step in the educational ladder.

The creation and development of the modern nursery-school is due to a number of influences. Twentieth century is marked as a century of transition, for changes are taking place in every aspect of life. Even the character and nature of homes and family life is changing. In large industrialized cities there is congestion due to inadequate housing; large families live in small apartments, thus depriving the children of open laws and grounds, which are so essential for active play, necessary for healthy growth and development. Mothers are more and more taking up jobs outside home, which deprives children of their company, constant care and love. The changing conditions are also curtailing the size of the family and separating children from the wider family circles. Such a trend deprives children of the opportunity to play with other children and be loved and looked after by elders other than their parents.

In addition to these influences the shift from subject matter to the child, from mass to individual instruction and the desire of the state and of society to give all children an opportunity for develop-

ment and thus a better start in life are all contributing towards the establishment, growth and development of the modern nursery school movement.

## 2. Aims of Nursery School

(Essentials)

"The nursery school is an institution serving the needs of two, three, four and five years old children by offering them experiences adapted to what is now known about the growth needs of children at these age levels. It shares with parents the responsibility for promoting growth in a period when growth is rapid and important."

Mary Davis says:

The preschool years are being recognized as of more developmental importance than any succeeding period of life. Systematic care is needed to assure adequate growth and development for the many and varied phases of the young child's mental and physical being. The nursery schools are not a substitute for the home, they supplement the home by furnishing physical and social facilities not available in homes and help parents understand the importance of each aspect of their child's development and learn techniques of guidance.<sup>4</sup>

The specific aims of a modern nursery school have been clearly summed up by Foster and Mattson in the following passage:

Any good nursery school should safeguard the health of the child and should promote his physical, mental, social and emotional development. With the help of specialists, the nursery school

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<sup>3</sup>Katherine Read, The Nursery School (Philadelphia, 1955) p. 17.

<sup>4</sup>Mary Davis and Rowna Hansen, Nursery Schools (Washington, 1933) p. 1.

(Essentials)

protects the child as far as possible from physical dangers and from contact with contagious disease; encourages such health building habits as the eating of nutritious food, taking a daily nap or rest period, and engaging in desirable physical activities. Through the provision of interesting, varied and stimulating play materials, the school assists in the unfolding of mental powers and the promotion of special interests. The presence of other children of approximately the same stage of development allows for much experimentation in the technique of social contacts. Always the ideal is a happy child who has plenty to do, accepts certain routines as inevitable and in other activities feels free to follow the dictates of his own fancy; one who gets along acceptably with others without being wholly dependent upon them and in every way grows more mature as the year progresses."<sup>5</sup>

The nursery school is still in an experimental stage and follows a very flexible program, which is constantly modified as research reveals new findings. However, the following factors are generally accepted as basic: adequate space and equipment suited to the age level, a health and parent education program and trained personnel.

### 3. Contributions of the Nursery School

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

Research findings have shown and confirmed that the nursery school's own peculiar physical set up, equipment and play materials,

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<sup>5</sup>Read, op.cit., p. 4.



PLATE I

A Happy and Well-Adjusted Child Is the Goal of  
the Modern Nursery School Education

(See Page 39)

its flexible program and guidance given by the teachers in cooperation with the parents, are of paramount importance in contributing towards the physical growth and mental development of the child. Therefore, the nursery school aims at providing a setting in which the child's need for spontaneous activity may be satisfied and in which he may experience a measure of control over his surroundings. It is with this end in view that equipment of the school is scaled to the size of the child.

The following is a discussion of how the modern nursery school with its appropriate physical set-up, equipment, program and guidance by the teachers contributes to each aspect of development, namely, physical, intellectual, social and emotional. It may also be mentioned here that the description of the contributions is based on observation and participation in the daily program of the nursery school of the Beirut College for Women, Beirut.<sup>6</sup>

#### Physical Development

The period of early childhood including the preschool age is marked by motor activities involving the use of large muscles. These activities are important for the child's physical development, because it is by such activities that the child gains control of his muscles.

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<sup>6</sup>The writer participated in the program of the nursery school of the Beirut College for Women, to observe how a good nursery school contributes practically toward the growth and development of its children.

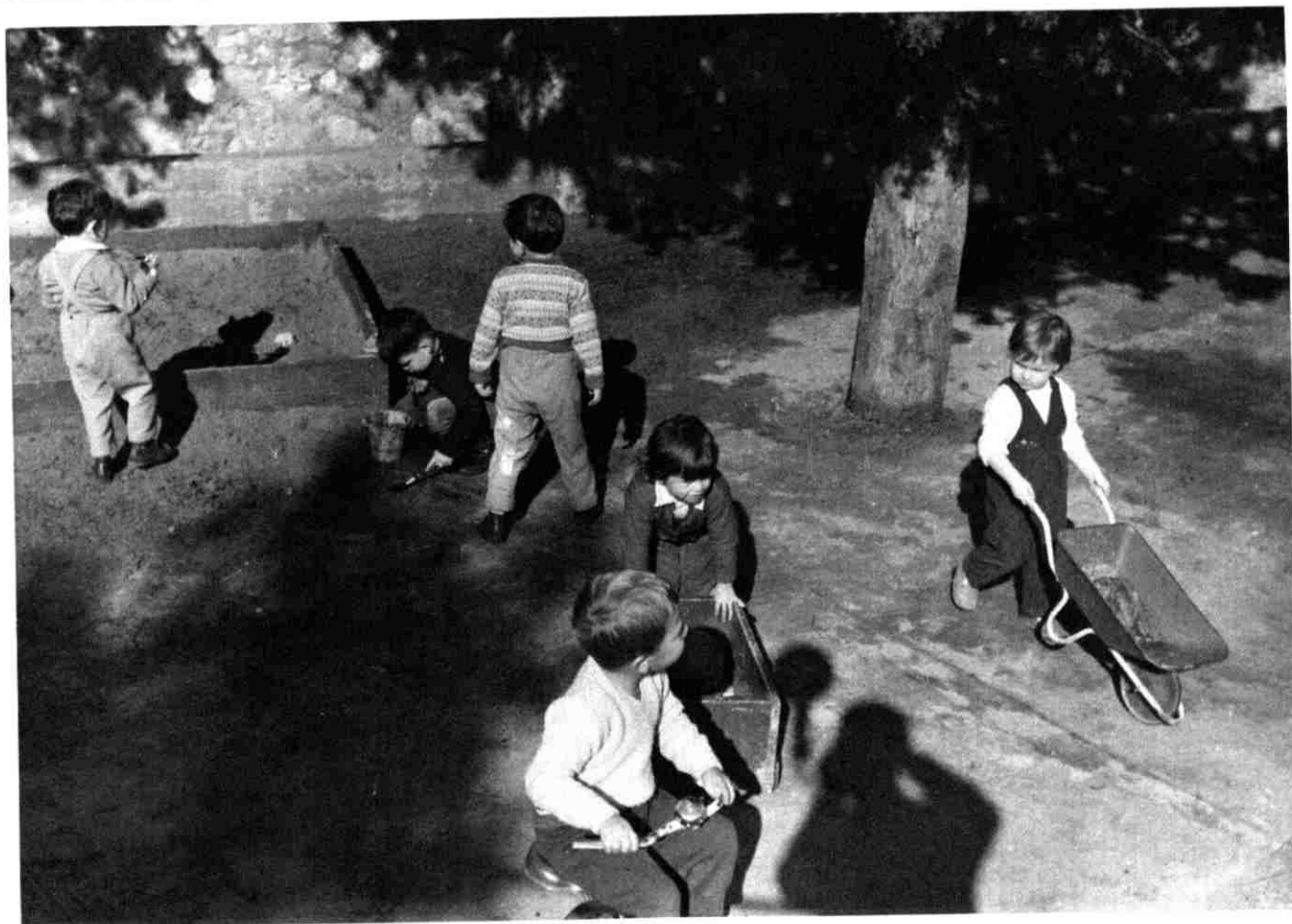


A good nursery school with its playground large enough according to the number of children and a wide range of play equipment stimulates the child into action and affords every facility for his growth, motor control and body balance. The playground is attractively set with coloured jungle-gym, swings, slides, sea-saw, wooden ladders, climbing house and other such equipment which provide opportunity for a variety of activities involving different sets of muscles. Play involving motor activities gives excellent practice in climbing, other push and pull movements, which are thoroughly enjoyed by children. There is also a sand box or an enclosed space with sand in it, where the children can dig, build and demolish. The children are also provided with tricycles to ride and have other vehicles and wagons to play with. All these provide excellent motor exercises and serve the child's need for stretching and are valuable for his motor control and bodily balance.

Some of the smaller play equipment such as balls, rhythmic instruments and paints also aid in the development of the larger muscles.

Although the playground provides the best opportunity for the development of the larger muscles, motor development is also provided in a number of ways indoors. The school play-room with its special equipment also has a large share in contributing towards the physical growth of the child.

The room provides ample opportunity for building with blocks and cubes. The children are also encouraged to paint on easels, draw on blackboards, colour with crayons, chalks and pencils; try puzzles and stringing beads if they like. Motor development is also helped



## PLATE II

The Nursery School's Playground with Its Equip-  
ment Stimulates the Children into Action

(See Page 42)



## PLATE III

The Room Provides Ample Opportunity for Building  
with Blocks. Children Enjoy Cooperative and Ima-  
ginative Play

(See Page 42)

by working with wood, cutting and pasting. The point is that an ideal modern nursery school is equipped with such play tools and materials which are devised with a purpose to develop the child's muscular control and manual dexterity, in order to contribute to his sound physical growth and development.

Guidance by the teachers is of greater importance and necessity than the provision of adequate equipment for helping the child's physical growth. Since guidance is the factor upon which are based the other factors contributing towards the growth and development of the child it is separately discussed in detail in the seventh chapter.

#### Intellectual Development

An effective nursery school contributes towards the intellectual development of the preschool child in a number of ways. The nursery school with its carefully arranged setting and guidance by the teachers helps to satisfy the child's curiosity to explore and know his environment and surroundings. Through his nature study the child begins to know that plant and animal life is different from each other and also from his own. He begins to form concepts of differences in structure and function of the things around him and upon this is based much of his ability to make orderly associations necessary for thinking and reasoning. The knowledge and understanding of the world around helps him to face reality, gain self-confidence and adjust to his environment and consequently attain intellectual growth and understanding. Creative expression is essential for the intellectual development and the nursery school's daily schedule has enough room for such activities. Besides

allowing children to express themselves through easel painting, drawing, colouring and the like, the teacher enhances their intellectual development by inculcating a love for art, music and drama in them. She plays on the piano their favourite nursery rhymes and they happily sing together with actions. Music enriches their lives, brings joy and develops a sense of appreciation in them.

The teacher also stirs their imagination by reading interesting stories from the picture books. The most satisfactory books for the older preschool children are those in which they are able to retell the story to themselves through the pictures. Pictures are also hung on the walls, low enough to attract the children's attention and to excite their curiosity and wonder.

All these activities offer a wide range of experiences which broaden the child's limited intellectual horizon and enrich his understanding of the world and prepare him for academic learning in the form of reading and writing.

### Social Development

A modern nursery school affords its children all those situations that are of utmost importance for their social development. Most of all, the various situations motivate the child towards speech and thus help in the development of language skills, which are necessary for his social adjustment. Concerning the language interest Dewey stated that, "it is the simplest form of the social expression of the child, hence it is a great perhaps the greatest of all educational resources."<sup>7</sup>

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<sup>7</sup>Quoted by Frederick Eby, The Development of Modern Education, p. 620.



## PLATE IV

The Teacher Inculcates a Love for Art, Drama  
and Music

(See Page 46)





## PLATE V

The Teacher Stirs Their Imaginations by Reading  
Interesting Stories from the Illustrated Story

Books

(See Page 46)



In the nursery school where the atmosphere is homely, the child feels free to express himself to other children, who respond in a more or less similar way. The child also freely questions and answers the teacher, who understands him perfectly and cares for him just as she would care for her own children. The child also finds himself surrounded by children of his age and as he comes into contact with them, he is stimulated to talk to them in one way or the other and thus learns to express himself clearly, day by day.

The children also listen to the stories and participate in singing and in doing so they learn the correct use of language. When during the story-telling, the teacher pauses from time to time, she encourages verbal communications among them in regard to it. The teacher encourages them to express themselves in language by listening to them with attention and showing interest in what they have to tell her. She also helps to make language meaningful by using correct terms related to the objects which the children deal with.

In the nursery school the child feels a sense of equality for he is with children of about his own age, having the same needs, problems and ways of expression. The child with his peers enjoys sense of equality and at the same time learns to respect other's rights along with his own. The nursery school's equipment and play materials give him occasions for sharing things and taking turns. While playing he sometimes leads the group and at other times is led by its other members. Thus the child learns how to be a leader and also how to be led. These practices in understanding group dynamics and abiding by them are

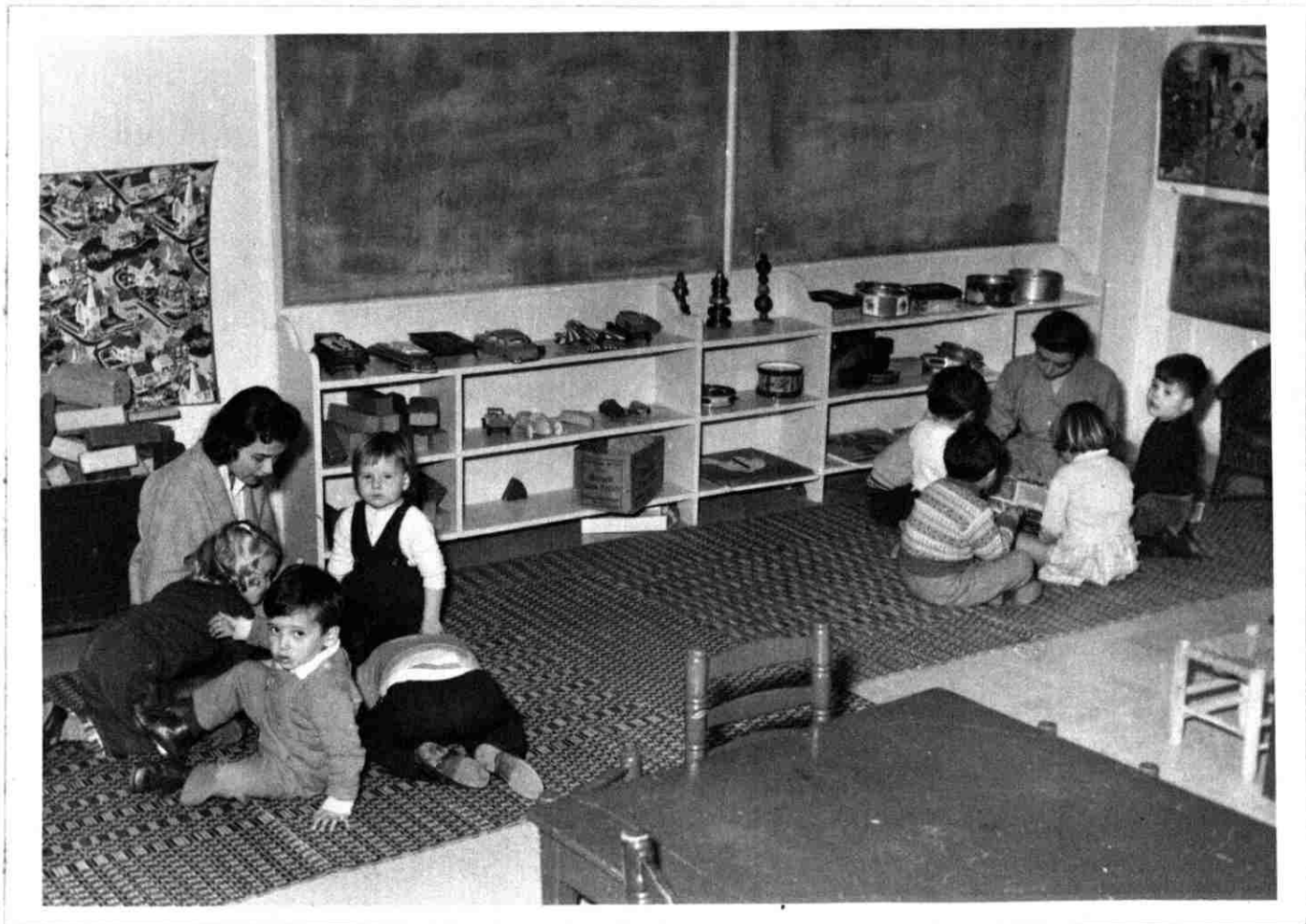


PLATE VI

The Children Listen to the Stories and Hear  
the Correct Use of Language

(See Page 49)



## PLATE VII

The Slide Gives Children Real Thrill and  
Simultaneously Gives Them Occasions for Learn-  
ing to Play Together and to Take Turns

(See Page 49)

essential for social adjustment even in the later life. At the beginning of the child's life his capabilities are undeveloped and are developed when he enters into relations with other people. The nursery school offers excellent opportunities in this respect. The child comes into contact with children of more or less of his age and with adults who are there to guide, help and accept him with all his faults. By coming into contact with people and developing social relations, he begins to learn the values and mores of his society and becomes aware of social manners and etiquette. The child to start with is self-centered and selfish and the nursery school through varied social experiences give him the initial training in cooperative and mutually helpful living.

#### Emotional Development

The basic psychological needs essential for emotional health in a child are affection, sense of security, belongingness and independence. The nursery school provides for these needs through trained teachers, selection of adequate equipment and accomodating arrangements that stimulate wholesome emotional growth in children.

The nursery school provides them with opportunities to give an outlet to aggression and hostility through painting at the eazel, hammering, digging and doll play. All these help release tension and are good means for mental catharsis. Creativity is also emphasized for mental hygiene. The child in a good nursery school learns to stand on his own legs for he lives in an atmosphere which is kept free from

unsurmountable impediments, but is at the same time challenging. He has experiences of both success and failure which are essential for emotional balance and health in later life.

The child inspired by encouraging environment with children of his own age, capacities and needs starts helping himself in solving his little problems and in this way learns to be independent and self confident. According to Dorothy Baruch, the child needs to feel secure at home as well as outside it and the sooner he experiences it outside his home, the more confidence he has in other groups than his family. The role played by the teachers in satisfying the need for affection, security and belongingness is discussed in the seventh chapter.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF THE QUESTIONNAIRES

This chapter presents an analysis and an interpretation of the three questionnaires mentioned in the first chapter. The analysis and the interpretation is presented in the following three sections.

In Section A, the questionnaire in Appendix A, addressed "To the Mothers of Nursery School Age (3-5 years) Children" (which was responded to by two groups namely (a) Mothers of school-going children and (b) Mothers of non-school going children) is analysed and interpreted.

Section B attempts to analyze and interpret the questionnaire in Appendix B, addressed to the Headmistress of the Nursery School attached as a laboratory for the College of Home and Social Sciences, for women, in Lahore.

Section C is concerned with an analysis and interpretation of the questionnaire in Appendix C, addressed to the Director of Education, Lahore Region, Lahore, Pakistan.

## SECTION A

The questionnaire in Appendix A, addressed "To the Mothers of Nursery School Age (3-5 years) Children," was responded to by a total of fifty mothers. These fifty mothers were divided into two equal groups of twenty-five each. Group A comprises of those twenty-five mothers who, at the time of responding to the questionnaire, had their children in nursery schools or the nursery classes as a part of the kindergartens. Group B consists of twenty-five mothers who, up to the time of responding to the questionnaire, had never sent their children to any nursery school or similar institution.

In the analysis and interpretation of the questionnaires, an attempt is made to arrange the data so as to show as far as possible the extent of similarities and differences in responses to the same items by the two groups of mothers.

The first nine items on the questionnaire seek information about the nature of the respondents - their academic qualifications, occupations, number of children, number of adults at home and so on. The responses to these items are presented under the heading immediately following.

## THE NATURE OF THE SAMPLE

1. Last School or College Attended by the Mother

The two groups of mothers, namely (a) the mothers of school-going children and (b) the mothers of non-school-going children, are



characterized by a wide geographical scattering of universities, colleges and schools attended.

Out of the total of fifty mothers, two attended universities beyond the B.A. level. One of them attended the Aligarh Muslim University and the other the University of Arizona, U.S.A.

Nineteen mothers attended colleges leading to the B.A. degree. Five of them attended the Government College, Lahore, four attended Islamia College for Women, Lahore, another set of four Kinnaird College, Lahore, three attended Lady Melagan and the remaining three were scattered singly in colleges in India and Pakistan.

Twenty-eight mothers attended high schools only. Out of these, nine attended government girls' high schools in India and the remainder were scattered singly in colleges located in cities of Africa, England and Pakistan. A complete list of the universities, colleges and schools attended may be found in Appendix D.

## 2. Last School or College Attended by the Father

The two groups of fathers, namely (a) the fathers of school-going children and (b) the fathers of non-school-going children compared to the groups of mothers in the preceding item are characterized by a still wider geographical scattering of universities, colleges and schools attended.

Out of the total of fifty fathers ten attended universities beyond the B.A. level. Out of these three attended universities in India, two in Pakistan, two in the U.S.A., two in England and one in

Canada. In addition to these, four fathers attended universities for professional training in engineering and medicine. Of these, two attended engineering colleges in Pakistan and one attended engineering college in London. The fourth one attended Medical College in Lahore, Pakistan.

Twenty-one fathers attended colleges leading to the B.A. degree. Six of them attended Islamia College, Lahore, four attended Government College, Lahore, four attended M.A.O. College, Amritsar, India and the remainder were scattered singly in other colleges in India and Pakistan.

Ten fathers attended high schools only. Out of these, three attended Muslim High Schools in India, two government high schools in Pakistan and the remainder were scattered singly in other high schools in India and Pakistan.

The institutions attended by five fathers were not stated. A complete list of the universities, colleges and schools attended may be found in Appendix E.

### 3. Last Class Completed

Table I shows the number of fathers and mothers of both the groups who attended the given class as their last class.

Related Inferences. The distribution in Table I shows clearly that there is a great similarity in the academic qualifications held by the parents belonging to the two groups. Thus it cannot be said of this sample that those who send their children to nursery schools are more educated than those who do not. It will be remembered that this

TABLE I  
 LAST CLASS COMPLETED BY THE PARENTS  
 OF NURSERY-SCHOOL-AGE CHILDREN

Last class completed	Parents of School-Going Children			Parents of non-School-Going Children			Both types of parents
	No. of Fathers	No. of Mothers	Total Parents	No. of Fathers	No. of Mothers	Total Parents	
Bar-at-Law	1	0	1	0	0	0	1
M.B.B.S.	1	0	1	1	0	1	2
Engineering degree	1	0	1	0	0	0	1
M.A. B.T.	0	0	0	3	0	3	3
M.A./or M.Sc.	7	2	9	6	2	8	17
B.T.	0	2	2	0	1	1	3
B.A. or B.Sc.	8	4	12	8	3	11	23
C.T.	0	0	0	0	1	1	1
F.A.	1	6	7	2	3	5	12
J.A.V.	0	1	1	0	0	0	1
Matriculation	4	9	13	3	15	18	31
Still studying	0	1	1	0	0	0	1
No response	2	0	2	2	0	2	4
	25	25	50	25	25	50	100

outcome was to be expected, since only mothers holding matriculation certificates and above were selected, so that thoughtful answers and adequate reasons for beliefs might be expressed. It goes without saying that in

Pakistan as a whole, there is a strong positive relationship between the education of the parents and the sending of offspring to school.

#### 4. Present Occupation

Table II shows the present occupations of the one hundred parents in the sample.

The distribution in Table II shows that the fathers are occupied with a rich variety of occupations, which are in more or less equal proportion common to both the groups.

In regard to the occupations of the mothers, it is noteworthy that in general there is a preponderance of housewives in both groups. Comparatively speaking, whereas the mothers of school-going children are occupied with a variety of occupations, the occupations of the mothers of non-school-going are more confined to household and teaching. Since 80% of the mothers of non-school going children as against 64% of mothers of school-going children are housewives, it is likely that one of the important reasons for sending children to nursery schools may be for the "convenience of mothers"<sup>1</sup> who work.

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<sup>1</sup>See Table VIII in which this reason is given.

TABLE II  
PRESENT OCCUPATIONS OF THE SAMPLE OF  
FATHERS AND MOTHERS OF NURSERY-SCHOOL-AGE CHILDREN

Occupation in order of estimated years of training required	Parents of School- Going Children		Parents of non- School-Going Children		Total
	No. of Fathers	No. of Mothers	No. of Fathers	No. of Mothers	
Professors	1	0	3	0	4
Lecturers	1	0	3	0	4
Doctors	1	1	0	0	2
Teachers in schools	0	4	1	5	10
Govt. officials	6	0	8	0	14
Officer in U.S. Foreign Service	1	0	0	0	1
Major in Pakistan Army	1	0	0	0	1
Govt. assistant and clerks	1	0	2	0	3
Employees in private firms and companies	3	0	0	0	3
Businessmen	10	0	6	0	16
Social workers	0	2	0	0	2
Book keeper	0	1	0	0	1
Housewives	0	16	0	20	36
Student	0	1	0	0	1
Deceased	0	0	2	0	2
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

5. Mother's Age

Table III shows the ages of fifty mothers of nursery-school-age children.

TABLE III  
AGES OF MOTHERS OF  
NURSERY-SCHOOL-AGE CHILDREN

Age in years	Number of mothers of school-going children	Number of mothers of non-school-going children
42-43	2	0
40-41	1	0
38-39	1	0
36-37	0	2
34-35	6	3
32-33	2	4
30-31	5	4
28-29	2	9
26-27	2	2
24-25	4	0
22-23	0	0
20-21	0	1
	25	25

Average age of mothers of nursery school going children = 31.76 years

Average age of mothers of non-nursery school going children = 30.28 years.

On the one hand, the mothers of school-going-children range in age from 24-43 years with a mean of precisely 31.76 years. On the other hand the mothers of non-school going children range in age from 21-37 years with an average of precisely 30.28 years. This means that there is a difference of only .48 years in the average age of mothers of the two groups. As the average age of the two groups is almost the same, it is unlikely that the ages of mothers in this sample has any definite bearing on the issue of sending or not sending children to nursery school.

#### 6. Number of Children

Table IV shows the average number and range of children in fifty families having nursery-school age children.

As there is almost no difference between the average number of children in the two kinds of families, it may be said of the sample that apparently the number of children in a family is not an important factor related to the sending or not sending of children to school.



TABLE IV  
NUMBER OF CHILDREN PER FAMILY

No. of Children	No. of families that send children to nursery schools	Total No. of children	No. of families that do not send children to nursery schools	Total No. of children
9	1	9	0	0
8	0	0	0	0
7	0	0	0	0
6	2	12	2	12
5	0	0	4	20
4	8	32	9	36
3	4	12	3	9
2	6	12	5	10
1	4	4	2	2
	25	81	25	89
Average number of children in families that send children to nursery schools = 3.24.		Average number of children in families that do not send children to nursery schools = 3.56.		

#### 7. Age of Children

Table V shows the range and average age of children in fifty families having nursery-school age children.

Related Inferences. It is interesting to note that the average age of the boys in both the groups when compared with that of the girls in the same group is almost the same. Moreover, the average age of boys and girls in one group when compared with that of the boys and

TABLE V  
AGES OF ALL CHILDREN IN THE  
HOMES HAVING NURSERY-SCHOOL AGE CHILDREN

Age on last birthday	Children in twenty-five fami- lies which send their children to nursery schools			Children in twenty-five fami- lies which do not send their children to nursery schools		
	No. of boys	No. of girls	Total No. of boys and girls	No. of boys	No. of girls	Total No. of boys & girls
22	1	0	1	0	0	0
20	1	0	1	0	0	0
19	0	1	1	0	0	0
18	2	0	2	0	0	0
17	1	0	1	0	0	0
16	0	1	1	1	1	2
15	0	2	2	0	0	0
14	1	2	3	2	2	1
13	0	1	1	2	0	2
12	0	0	0	2	2	4
11	3	2	5	0	4	4
10	0	3	3	4	1	5
9	3	1	4	3	5	8
8	1	3	4	3	6	9
7	4	2	6	2	8	10
6	2	0	2	3	0	3
5*	7	4	11	9	6	15
4*	3	7	10	4	5	9
3*	6	5	11	4	3	7
2*	4	2	6	0	4	4
1*	3	3	6	1	1	2
Totals	42	39	81	40	48	88

Average age of children in  
families which send their  
children to nursery schools:  
Average age of boys= 7.00 yrs.  
Average age of girls=7.51 yrs.  
Average age of boys and girls  
together = 7.12 years

Average age of children in  
families which do not send  
their children to nursery  
schools:  
Average age of boys = 7.27 yrs.  
Average age of girls= 7.62 yrs.  
Average age of boys and girls  
together = 7.15 years

\*Shows nursery-school age and the corresponding number of children  
in the two kinds of families.

girls in the other group is also almost the same. The exact difference between the average age of boys and girls together in the families which send their children to nursery schools, when compared with the average age of boys and girls in the families which do not send their children to nursery school is only .3; which is negligible. This leads one to think that the ages of children in the sample is not a determining factor in the matter of sending or not sending children to nursery schools.

It will be noted that the total number of nursery-school-age children in the two kinds of families is also almost the same.

#### 8. Number of Adults at Home

Table VI shows the average number of adults in addition to the parents, in fifty families having nursery-school age children.

TABLE VI  
NUMBER OF ADULTS IN ADDITION TO PARENTS  
LIVING IN THE HOME

No. of adults in twenty-five homes which send their children to nursery schools				No. of adults in twenty-five homes which do not send their children to nursery schools			
No. of adults	No. of families	Total men	Total women	No. of adults	No. of families	Total men	Total women
4	1	2	2	4	1	1	3
3	3	2	7	3	0	0	0
2	3	2	4	2	3	3	3
1	5	2	3	1	5	3	2
0	13	0	0	0	16	0	0
<b>Totals</b>	<b>25</b>	<b>8</b>	<b>16</b>	<b>Totals</b>	<b>25</b>	<b>7</b>	<b>8</b>

Average No. of adults in school sending homes = .96 (in addition to parents)

Average No. of adults in non-school going homes (in addition to parents) = .6.

Related Inferences. The difference between the average number of adults in the two kinds of homes is only .36, which is not statistically significant, and this leads one to think that in general the number of adults in homes is unrelated to the issue of sending or not sending children to nursery school.

The remaining items on this questionnaire addressed "To the Mothers of Nursery-School Age Children", seek the mothers' ideas, views and opinions about nursery-school education and some information about their children in connection with it.

In this connection it should be borne in mind that in the case of two-sided issues for example (Yes-No-questions) the number of responses reported is equal to the number of persons responding. The subsequent responses explaining the affirmative or negative answers of the respondents are grouped in categories for the sake of brevity and convenience. In this case the total number of responses occurring in a category is given, since many mothers offered two or more explanations for their views.

If the responses of the mothers of nursery-school-going children, when compared with the responses of mothers of non-nursery-school-going children showed an apparent difference in bias on the issue in hand, the sign test technique was employed to determine whether the difference in bias was significant.

Table VII presents the responses of fifty mothers of nursery-school-age children, to the question as to whether or not they feel the

need for sending their children to nursery school. It will be remembered that these fifty mothers are divided into two equal groups of twenty-five each. One group of twenty-five consists of those mothers who have their children in nursery schools and the other group consists of those mothers, who have never sent their children to any nursery school.

TABLE VII

DO YOU FEEL THE NEED FOR SENDING YOUR CHILDREN TO  
NURSERY SCHOOL?

Responses of Mothers of school-going children		Responses of mothers of non- school-going children		Total	
YES	NO	YES	NO	YES	NO
25	0	20	5	45	5

Table VII shows a strong and significant bias in favour of sending children to nursery schools. Out of a total number of fifty mothers only five gave a negative response. It is noteworthy that the 5 negative responses came exclusively from the mothers of non-nursery-school-going children.

The question of the felt need for sending children to nursery school was further examined by asking the respondents why they had answered as they did. The reasons given for sending or not sending children to nursery school may be grouped in the categories shown in Tables VIII and IX.

TABLE VIII  
REASONS IN FAVOUR OF SENDING  
CHILDREN TO NURSERY SCHOOL

Reasons in favour of sending children to nursery school	No. of responses by mothers feeling the need to send their children to nursery school	
	:	:
	Responses by mothers of nursery-school going children	Responses by mothers of non- nursery-school going children
	:	:
1. Nursery school affords definite edu- cational advantages of many kinds, which are essential for the healthy growth and development of the child	20	8
2. Attendance at nursery school helps the child in matters of adjustment and affords opportunities for social experiences	7	2
3. Nursery school provides opportunities for learning through "play way"	6	2
4. Nursery school is a good means of con- venience for mothers who go to work	4	2
5. Nursery school provides a pleasant and healthy environment	4	2
6. Nursery school gives the child op- portunities for self expression and creativity	2	2
<b>Total</b>	<b>43</b>	<b>18</b>

Table VIII presents in grouped categories the reasons given by mothers of nursery-school-age children for sending their children to nursery school.

The reasons in general indicate that the mothers' views of the functions of modern nursery schools are in accord with those functions as seen by most modern educators. It is noteworthy that there is a similarity of responses made by the two groups of mothers, although the proportion of responses from the 20 affirmative mothers of non-nursery-school-going children is significantly lower than from the 25 affirmative mothers of nursery-school-going children.

The larger proportion of reasons given by those mothers who send their children to nursery schools may be due to their concrete experiences with nursery-school-education. It is a matter of common knowledge that people who have had experience of some kind can talk about it with greater assurance, more confidence and deep conviction than those who have never had a similar experience. So if the difference in proportion of reasons given is due to experience and lack of experience with nursery-school education, then the best way to make the mothers of non-nursery-school-going children see more values and advantages in sending children to nursery schools would be to induce them to send at least one of their children to good nursery schools. Perhaps the best way of inducement is to open more modern nursery schools which will provide free nursery-school education, at least for a year, for the children of those mothers who have never sent their children to nursery schools. Sending their children to good nursery schools will give the mothers practical knowledge



of and experience about the true aims and values of a good nursery school.

Table IX presents the reasons given by five mothers of non-nursery school-going children for not sending their children to nursery school.

TABLE IX  
REASONS AGAINST SENDING CHILDREN TO NURSERY SCHOOL

Reasons against sending children to nursery schools	No. of responses by five mothers of non-nursery school-going children
1. "There are no good nursery schools"	1
2. "Children can learn better at home"	1
3. Methods of teaching have hopelessly deteriorated and the teachers don't understand the minds of children	2
4. Fees are very high	2
5. No seats are available	2
6. Schools are very far away from homes	<u>2</u>
Total	<u>10</u>

It is worthy of observation that the reasons against sending children to nursery school came exclusively from those five mothers of non-nursery-school-going children who gave negative responses to the question as to whether or not they feel the need for sending their

children to nursery school.

In this connection it should also be noted that the reasons given for not sending the children to nursery school reveal that, by and large, these mothers report that they are against sending their children to nursery schools, because of felt shortcomings and defects of the nursery school system.

Almost all of the negative responses imply that if the undesirable conditions and the various handicaps were removed the mothers would be in favour of sending their children to nursery schools.

Question 11 on the questionnaire was asked in order to find the number and ages of nursery-school-going boys and girls in each family. The mothers were also asked to give the names of the schools their children are attending and also to tell what their children learn in these schools.

Table X presents the number and average age of boys and girls attending nursery schools.

TABLE X  
NUMBER AND AVERAGE AGE OF BOYS AND GIRLS  
ATTENDING NURSERY SCHOOLS

Age on last birthday	Number of boys	Number of girls
5	6	2
4	4	6
3	5	5
Total	15	13
	Average age of boys = 4.6 years	Average age of girls = 4.8 years

Table X shows that the number of boys and girls attending nursery schools is approximately the same. It may imply that the parents regard nursery-school education as of equal importance and necessity for both boys and girls. The proximity in the average age of boys and girls also corroborates the above implication.

Table XI gives the names of the schools which are being attended by nursery-school age children.

TABLE XI  
NAMES OF THE SCHOOLS ATTENDED BY  
NURSERY-SCHOOL-AGE CHILDREN

Name of the School	No. of children
1. Nursery School of the College of Home and Social Sciences, Lahore	5
2. Junior Cambridge School of Madrasa-tul-Banat, Lahore	5
3. Cathedral High School, Lahore	4
4. Toddler's Academy, Lahore	4
5. Gulberg Nursery School, Lahore	4
6. Private Nursery School	2
7. Sacred Heart High School, Lahore	2
8. Linzer School, Gulberg, Lahore	1
<b>Total</b>	<b>27</b>

With the exception of the Nursery School of the College of Home and Social Sciences,<sup>1</sup> the nursery classes in the schools mentioned in the table are run on traditional lines, where the teaching of the three R's is uppermost in the mind of the teacher. This is corroborated by the findings in Table XII, which follows immediately.

Table XII throws light on the question as to what kinds of things nursery-school-age children learn in these schools.

TABLE XII  
WHAT DOES YOUR CHILD LEARN IN THE NURSERY SCHOOL?

The kinds of learnings or activities reported as being carried on in the school may be grouped as follows: (Quotations taken direct from questionnaires)	No. of responses
Fundamentals of the "Three R's"	15
Social manners and etiquette	10
Stories	5
English nursery rhymes with actions and the like	5
Bad habits and mischief	1
Nothing	1
No answer	1
Total	38

The responses to this question demonstrate that most of these schools concentrate primarily on the teaching of the 'Three R's', which means that in these schools education, even of the very young, is of the older traditional type, where there is a great deal of sitting

<sup>1</sup>See page 93.

still and very little opportunity for active play, self-expression and creativity. However, it is refreshing to know that some of these schools are giving attention to the social development of the child.

Whatever the situation may be, it is deplorable that two parents feel that their children learn either nothing or worse still learn bad habits and mischief in the school.<sup>2</sup>

Recommendations for the improvement of such a state of affairs in the schools will be made later in this study.

Question 12 asked the mothers: Did you ever send your child to a nursery school? If the mothers replied in the affirmative, they were further asked to answer eight more questions (a to h) seeking information about their children and their schools. Mothers who at the time of filling in the questionnaire had their children in nursery schools are also included.

In response to question 12 (a) it is found that from the twenty-five families in question, 19 boys and 15 girls attended nursery schools. The average age of the boys at the time of entrance was 3.6 years and that of girls 3.8 years. The average number of months for which the boys and the girls attended the school is 12.63 and 10.73 months respectively.

Table XIII presents the responses concerning whether or not the mothers feel satisfied with what their children learnt or are learning in their schools.

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<sup>2</sup>The writer's experience in some of these schools confirms such statements by the mothers.

TABLE XIII  
 RESPONSES TO QUESTION 12 (b)  
 DO YOU FEEL SATISFIED WITH WHAT YOUR CHILD  
 LEARNT IN HIS OR HER SCHOOL?

Responses	<u>Number</u>	<u>Percent</u>
Yes	16	64
No	5	20
No answer	<u>4</u>	<u>16</u>
Total	25	100

The result shows that a majority of the mothers in the sample are satisfied with what their children learnt or learn in the schools, despite the negative responses which suggest that all is not perfect and that improvement is needed.

In order to discover why some mothers had a feeling of dissatisfaction, those who responded negatively were asked to give reasons for being dissatisfied with what their child learnt or is learning in the school.

Their reasons, grouped in categories, are as follows:

<u>Reasons</u>	<u>No. of responses from the five mothers</u>
1. The child learnt nothing	2
2. The child was neglected by the teachers	2
3. The child became naughty	<u>2</u>
Total	6

Keeping in view these reasons<sup>3</sup> with their implicit expression of a need for better guidance in nursery schools, it may be tentatively concluded that a more skilful guidance by teachers is necessary if maximum opportunities for wholesome growth and development of each child are to be provided for. Each child needs to be seen individually by the teacher, whose guidance is best based on a full and well rounded view of the child. The problem of the training of teachers and their role in guidance and child development is discussed at length in Chapter VII.

Table XIV shows the responses of the mothers to the question as to whether or not they noticed any marked change in their children's behaviour due to nursery-school education.

TABLE XIV  
RESPONSES TO QUESTION 12 (c)  
DID YOU NOTICE ANY MARKED CHANGE IN YOUR  
CHILD'S BEHAVIOUR DUE TO SCHOOL EDUCATION?

<u>Responses</u>	<u>Number</u>	<u>Percent</u>
Yes	15	60
No	5	20
Too early to judge	2	8
No answer	<u>3</u>	<u>12</u>
Total	25	100

<sup>3</sup>The writer's experience as a teacher in some of the junior schools in Lahore, confirms that these reasons are true even of schools in general, for individual attention is lacking in most of the schools in Lahore.



The distribution shows that there is a significant bias on the positive side of the issue.

Although a majority of mothers report having noticed marked changes in their children's behaviour due to nursery-school education, the negative responses lead one to conjecture that these particular children in the sample are not benefiting much from the type of education given in their respective schools; for according to some eminent educational psychologists, one of the important signs of learning is that it brings about some kind of change in behaviour. It should be noted, also, that two of "no answer" responses are those of the mothers who reported, in the previous question, that their children "became naughty".

<u>Marked changes in behaviour</u>	<u>No. of mothers reporting</u>
1. The child became interested in painting and drawing	1
2. The child showed improvement in language	1
3. He became refined in his behaviour	1
4. The child developed little bit of self confidence in himself	1
5. The child became friendly with his classmates and began taking interest in their play and activities	<u>1</u>
	5

It is notable that the five changes reported are of the kind which are expected as a result of nursery-school education. It may also be noted that three of these responses came from those mothers whose children go to the nursery school of the College of Home and Social Sciences in Lahore. This is the only nursery school in Lahore which is being run on modern lines.

Table XV presents the responses by the mothers, received in answer to the question as to whether or not their children developed any new interests in their schools.

TABLE XV  
RESPONSES TO QUESTION 12 (d)  
DID YOUR CHILD DEVELOP ANY NEW INTERESTS  
IN HIS SCHOOL?

<u>Responses</u>	<u>Number</u>	<u>Percent</u>
Yes	10	40
No	9	36
No answer	<u>6</u>	<u>24</u>
Total	25	100

The responses to this question are about equally split. Nevertheless the negative responses may suggest that some of the schools either do not care or fail to develop new interests in the child. The importance of the development of new interests becomes more significant when it is realized that one of the aims of nursery-school education

is to develop new interests in the child. Therefore, the nursery schools in Lahore should pay proper attention to the deliberate developing and broadening the child's range of interests.

Table XVI shows the distribution of responses by the mothers to the question: Did the child show any liking and interest in his school and its activities?

TABLE XVI  
RESPONSES TO QUESTION 12 (e)  
DID THE CHILD SHOW ANY LIKING AND  
INTEREST IN HIS SCHOOL AND ITS ACTIVITIES?

<u>Response</u>	<u>Number</u>
Yes	15
No	8
No answer	<u>2</u>
Total	25

It is satisfying to find that the number of mothers who reported positively is greater than those who reported negatively. However, the dislike for school and disinterestedness in its activities, as suggested by the negative responses, may be due to the reason that the schools in question fail to provide an environment suited to the needs, interests and level of development of the child.

The attempt to provide a likable and interesting environment

is one of the aims of the proposed model school. The problem of how to provide such an environment is taken up and discussed in the subsequent chapters of this project.

Table XVII distributes the responses received from the mothers on the issue of whether or not the children liked their teachers.

TABLE XVII  
RESPONSES TO QUESTION 12 (f)  
DID YOUR CHILD LIKE HIS TEACHER?

<u>Responses</u>	<u>Number</u>
Yes	15
No	7
No answer	<u>3</u>
Total	25

Although the majority of mothers responded positively, the realization of the crucial role that the teacher plays in the life of the child will challenge the attention of educators to provide for better training of the nursery school teachers. A kind of training that will give them a consciousness of how important it is to make themselves liked by the children. The issue of what sort of a person the nursery school teacher should be is discussed in Chapter VIII of this study.

Table XVIII shows the distribution of the responses received in answer to the question: Were you ever asked by your child's teacher to meet her for talking over the child's difficulties or progress?

TABLE XVIII  
RESPONSES TO QUESTION 12 (g)  
WERE YOU EVER ASKED BY YOUR CHILD'S TEACHER  
TO MEET HER FOR TALKING OVER THE CHILD'S  
DIFFICULTIES OR PROGRESS?

<u>Responses</u>	<u>Number</u>
Yes	3
No	<u>22</u>
Total	25

Statistically there is a significant bias in favour of the negative side. That is to say that the distribution of the responses shows that an overwhelming majority of mothers are never asked by the teachers to meet them for talking over the child's difficulties and progress.

This finding indicates almost complete lack of coordination between home and school in the interests of a better understanding of the child and his problems. A description of how home and school may be coordinated for making a maximum contribution towards the total growth and development of the child is given in Chapter VI.

Table XIX presents the responses to the question concerning whether or not the child ever resisted going to school.

TABLE XIX  
RESPONSES TO QUESTION 12 (h)  
DID THE CHILD EVER RESIST GOING TO SCHOOL?

<u>Responses</u>	<u>Number</u>	<u>Percentage</u>
Yes	19	76
No	<u>6</u>	<u>24</u>
Total	25	100

The result shows that statistically there is a significant bias in favour of the positive side of the issue which means that a large majority of the children resisted going to school at one time or another.

To pursue the question further, the mothers were asked to support their affirmative answers with reasons, which are grouped in the following categories:

<u>Reasons given for child's resisting going to school</u>	<u>No. of responses from 19 mothers</u>
1. Because the child didn't like his school	7
2. Because the child did not like his lessons	8
3. Because the child did not like his teacher	7
4. Because he had problems in adjusting to the environment in the school	3

<u>Reasons given for child's resisting going to school</u>	<u>No. of responses from 19 mothers</u>
5. Because the child had a strong attachment to the mother	3
6. No answer	<u>3</u>
	31

It is worthy of observation that the first two reasons for not going to school came from the same mothers who responded negatively to the question: Did the child show any liking and interest in his school and its activities? in Table XVI.

Furthermore, the third reason concerning teachers also comes exclusively from mothers who responded negatively to the question: Did your child like his teacher? in Table XVII.

The findings related to question 12 (b-h) are summarized briefly in the following paragraph.

On the whole, a majority of mothers (sixty-four percent) of nursery-school going children in the sample reported satisfaction with what their children learnt in their schools. Sixty percent of the mothers noticed marked changes in their children due to school education, but only forty percent of the mothers observed the cultivation of new interests in their children. Further analysis and interpretation of the data reveal that the majority (seventy-six percent) of the children in the sample resisted going to school at one time or another, and many of them dislike school and feel disinterested in its activities.



The dislike of children for the school may be largely due to (a) stiff and rigid curriculum and methods, unsuited to the interests, needs and level of development of 3-5 years old children. (b) Untrained teachers who fail to understand the mind and behaviour of children. It is hoped that the establishment of the proposed model school will help ameliorate some of the above traditional methods and curriculums which are prevalent in the schools of Lahore. Specific recommendations for the improvement of the curriculum and the training of the teachers are elaborated in the following chapters.

Table XX presents in grouped categories the statements about the values of nursery-school education, by fifty mothers of nursery-school-age children, to question 13 on the questionnaire.

TABLE XX  
IN YOUR OPINION WHAT SHOULD BE OR IS THE VALUE  
OF NURSERY-SCHOOL EDUCATION?

Values of nursery-school education	Number of mothers responding			
	Values	No. of mothers of nursery-school going children	No. of mothers of non-nursery school going children	Total
1. Nursery-school education should contribute towards the total growth and development of the child, that is mental, physical social, emotional and spiritual		12	10	22

TABLE XX (Continued)

Values of Nursery-school education	Number of mothers responding		
	Values	No. of mothers of nursery-school-going children	No. of mothers of non-nursery school-going children
2. Nursery school should provide a wholesome environment for the child	8	4	12
3. A good nursery school should provide a good start for schooling and problems of life in general	5	5	10
4. Nursery school should inculcate in the child a love for learning and his school and prepare him for further education	3	2	5
5. Nursery school should develop good manners and desirable behaviour in the child	2	1	3
6. Nursery schools are valuable for they take care of the children whose mothers go to work	3	0	3
Total	33	22	55

It is heartening to note that the mothers are aware of the true values of a modern nursery school. The bulk of responses are in accord with the values of modern nursery schools as put forward by most modern educators.

It seems an appropriate place to point out that whereas the mothers are aware of most of the intrinsic advantages of nursery-school education, they seem to be unaware of the fact that as the small child and his parents are so closely knit together; a modern nursery school's contribution may also lie as much in the education of parents as in that of children. One of the main aims of parent education is to keep the parents in touch with up-to-date theories and researches in the field of child development and early childhood education and to give them a better realization of the fact that the school with its objective insight and the home with its loving care can safeguard and make for the optimum growth and development of the child.

In an attempt to educate the parents a modern nursery-school makes available well equipped libraries, arranges discussion groups, holds meetings and conferences and gives opportunities to parents to observe their child work and play by himself and along with other children.

It may be pointed out that the schools in Lahore provide no such facilities for the education of parents. However, the issue of parent-education will be taken up in detail in a later chapter of this study.

Question 14 asked the mothers: What do you consider the most desirable type of education for your children between the ages of 3-5? The answers received were arranged in categories and are shown in Table XXI.

TABLE XXI  
 WHAT DO YOU CONSIDER THE MOST DESIRABLE TYPE OF  
 EDUCATION FOR YOUR CHILDREN BETWEEN THE AGE  
 OF 3-5?

Type of Education	Number of mothers responding	
	No. of mothers of school- going children	No. of mothers of non-school- going children
1. Modern nursery-school education adapted to our cultural and religious needs and values	18	16
2. An education that will contribute towards the development of the per- sonality of the child	2	7
3. A type of education that will lay a good foundation for further schooling and is imparted in a "playway" method	5	2
Total	25	25

It is noteworthy that there is a similarity of responses in the two groups of mothers. Moreover, in general the responses are in accord with the aims of modern nursery school education.

It may be mentioned here that question fourteen was asked so that the proposed school may be in accordance with the expectations, attitudes and values of parents towards early childhood education.

It is hoped that the proposed school will be based on the most recent investigations in the field of nursery school education on the one hand and the requirements of the parents on the other.

Table XXII shows the distribution of the responses of fifty mothers to the choices given in question 15 on the questionnaire.

TABLE XXII  
OF THE CHOICES GIVEN BELOW, CHECK THE ONE WITH  
WHICH YOU AGREE MOST

Choices	Number of mothers responding		
	No. of mothers nursery-school going children	No. of mothers of non-nursery- school-going children	Total
a. Nursery schools are neces- sary for Lahore	21	20	41
b. They are very useful but not necessary	0	3	3
c. They are not needed	0	0	0
d. They are needed more in some communities or classes of society than others	4	2	6
Totals	25	25	50

The distribution in the table shows that an overwhelming majority of mothers from both groups strongly support the stand that nursery

schools are necessary for Lahore. In regard to the second choice given, it may be noted that the three responses to it came exclusively from the mothers of non-nursery-school-going children. It may be pointed out that as these three mothers do not dispute the advantages and usefulness of nursery schools, their responses may be due to proper facilities provided for their children at home. As for the third choice, it is noteworthy that no one in either group supports the idea that nursery schools are not needed. To express it positively, this amounts to saying that all the respondents firmly support the proposition that nursery schools are needed for Lahore.

About the last choice, there seems a tendency on the part of a few mothers to think that nursery schools are needed more in some communities or classes of society than others. In order to find out as to why the mothers think so, they were asked to specify the community or the class of society and explain the reasons for it. The few answers received in response may be paraphrased as follows: Nursery school education is more suitable for upper and middle class children, for the expenses can be easily borne by well-to-do parents.

These responses indicate that high fees and other related expenses are seen by some parents as barriers to providing their children with nursery school education. Keeping in view the financial difficulties of parents, the proposed nursery school plans to charge just nominal fees from children of financially pressed parents. Details about fees and other charges are elaborated in the fifth chapter.

Table XXIII shows, in categories, the comments and/or remarks of fifty mothers of nursery-school age children in response to question 16 on the questionnaire.

TABLE XXIII

ANY OTHER COMMENTS OR REMARKS YOU WOULD LIKE TO  
MAKE

Comments and Remarks	Number of Responses		Total
	Mothers of nursery school-going children	Mothers of non-nursery school-going children	
1. Lahore needs a large number of modern nursery schools	10	12	22
2. Nursery schools should be opened in all localities in Lahore so that the problem of the inability to send little children to schools due to great distances is solved	5	11	16
3. Nursery school education is equally essential for children belonging to all communities and classes of people. Therefore, such schools should be opened in large numbers not only in the city of Lahore but also in all other parts of the country	10	6	16



TABLE XXIII (Continued)

Comments and Remarks	Number of Responses		Total
	Mothers of nursery school-going children	Mothers of non-nursery school-going children	
4. The existing nursery schools should have good transport arrangements and the charges should be reasonable	6	4	10
5. Nursery schools to be useful should have modern equipment and well trained teachers	5	2	7
6. Nursery schools should be based on Western lines adapted to our religious and cultural needs and values	3	2	5
7. Nursery schools should not be run with commercial or money making ends in view	4	1	5
8. Nursery schools should be patron- ized and financed by govt., so that maximum number of children may be able to receive the benefits of nursery school education	1	4	5

TABLE XXIII (Continued)

Comments and Remarks	Number of Responses		Total
	Mothers of nursery school-going children	Mothers of non-nursery school-going children	
9. The charges and fees should be reasonable and according to the means of the parents	2	2	4
10. Nursery schools should be opened for the convenience of working mothers	3	2	5
	49	46	95

It is encouraging to note that the mothers have responded with enthusiasm and have offered concrete suggestions in answer to this question. A great bulk of the responses have emphatically suggested that nursery schools are badly needed and that a large number of nursery schools should be opened in all localities of Lahore so that the problem of inability to send little children to school due to great distances is solved. In this connection the mothers have pointed out that the nursery schools should have good transport arrangements and the charges should be reasonable. Some of the parents, in their enthusiasm for more schools, have expressed the opinion that nursery schools are needed not only in Lahore but also in other parts of Pakistan.

The remaining responses have pointed out a number of changes and improvements in the nursery school system in Lahore, in the following directions:

a. Nursery schools should be patronized and financed by the government, so that the fees and other charges are reasonable and according to the means of the parents.

b. Nursery schools should be equipped with modern equipment and trained teachers.

c. The education in the nursery schools while being based on Western lines, would be adapted to the needs and values of the community in Lahore.

It is hoped that both the theory and practice in the proposed nursery school will take into consideration these constructive suggestions by the mothers.

## SECTION B

The questionnaire in Appendix B, addressed to "The Head Mistress of the Nursery School of the Government College of Home and Social Sciences - Lahore", and filled out by her, describes the outstanding features of the school.

A study of the questionnaire reveals that the school largely meets the criteria of a modern nursery-school as set up by authorities in the field of nursery-school education.

The main reasons for giving a word picture of the school by means of the questionnaire are: First, to point out that a seed in the field of nursery-school education has already been sown. Second, to indicate that as the experiment has proved successful<sup>4</sup> and worthy of expansion, more independent and full fledged nursery schools should be opened on the same lines. The ways by which the schools can be of help both in improving the conditions of the existing nursery classes and establishing new nursery schools in Lahore is discussed in Chapter VIII.

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<sup>4</sup>The writer served the Government College of Home and Social Sciences as a lecturer for two months prior to October, 1957. During her short period of service in the College, she was struck by the atmosphere in the school, which presented quite a contrast to what she had observed in nursery classes in other schools of Lahore. The children clearly enjoyed being in school, appeared to be growing up to their maximum capacities, and were manifestly showing good behaviour and adjustment.

## SECTION C

A study and interpretation of the questionnaire in Appendix C addressed to the Director of Education, Lahore Region, Lahore, and filled out by the Publications Officer, for Director of Education, Lahore, gives the following information:

1. There is only one public nursery school in Lahore. This school was established in October, 1955 to serve as a laboratory for the Government College of Home and Social Sciences in Lahore. In addition there are about seventeen public and private kindergartens which have nursery classes attached to them.

2. As the Directorate of Education has not as yet recommended any syllabus or program of activities for nursery school education, the schools prepare and follow their own plans.

3. The curriculum and the methods practiced in the nursery classes are mostly based on traditional lines and the teachers from the very start impart instruction in the three R's in a formal way. However, activities in art, music, handwork and games are being introduced in some schools, aiming to modernize the nursery classes.

4. The spokesman for the Ministry is of the opinion that to start with Lahore needs at least one hundred modern nursery schools. The new nursery schools should aim to contribute towards the growth and development of the child and be adapted to the needs and values of the community. He also feels that nursery-school education should be made an essential part of the public school system.

5. Regarding the future policies and plans about nursery-school education, it is expected that the National Commission on Education, appointed by the Government of Pakistan, will make the necessary recommendations. These recommendations are most likely to follow established practices in England and U.S.A.

In view of the growing need for modern nursery schools, the Commission is also expected to make suitable recommendations for making nursery-school education more widespread and popular.

6. It is heartening to note that the Directorate of Education will encourage pilot project attempts to establish modern nursery schools. The Directorate will also be interested in studying and observing any model nursery school at the request of its organizers.

## CHAPTER V

### PHYSICAL SET-UP AND EQUIPMENT

Before describing the physical set-up and equipment for the proposed nursery school, it seems an appropriate place to give in a general way a brief statement about the sources for implementing the plan and the means and ways to prepare the resources for the project.

#### I. SOURCES FOR IMPLEMENTING THE PLAN

According to the information received in response to the questionnaire addressed to the Director of Education, Lahore Region, Lahore, there are with the single exception of the nursery school of the College of Home and Social Sciences, Lahore, no other full fledged and independent nursery schools in Lahore. As such the organization and the administration of the proposed nursery school will be first of its kind having no parallel so far.

To start with, the proposed nursery school after getting the permission from the Directorate of Education, Lahore, to carry out the project, will be established as a pilot-project owned and financed by one person.<sup>1</sup> The proprietress of the school has decided to keep the

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<sup>1</sup>The person named Miss Saadat Akhtar Khan who will finance the project is an aunt of the writer. She intends to give full rights and opportunity to the writer to translate into practice the theory of nursery-school education propounded in this thesis.



project independent of financial aid from any other source, in order to be able to exercise full liberty in the matters of its initial organization and administration.

In order that the school may make maximum contribution to the growth and development of each child, the physical set-up and equipment, program and activities, number and experience of the staff and the relationship of the school to home will be according to the needs, interests and the number of children in the school.

As this project will be implemented with an experimental end in view, the number of seats available during the first year will be limited to twenty-four children, between the ages of three to five. This number is considered by authorities in the field of early childhood education as just reasonable, for any number larger than this for one group or class is likely to create strain on the part of the teacher and thus reduce the contribution which the school intends to make for each child.

An amount of Rupees 8000 is deemed sufficient as the capital sum to be spent in establishing the school. This amount equivalent to about one thousand six hundred and fifty dollars is intended to cover only the cost of equipment and other accessories. However, no attempt is made here to show the various items of expenditure, for it is considered best to plan the budget after the prices of the various materials, apparatus and their cost of construction are investigated at the time of making preparations for establishing the school.<sup>2</sup>

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<sup>2</sup>In Pakistan the prices of all commodities are being considerably reduced ever since the new regime took over the administration of the country in its hands.

In regard to the recurring expenses these will be met partly by the fees paid by the children. Fees will be charged according to the means and the monthly income of the parents. An effort will be made to provide free education for as great a number of deserving children as the finances permit.

The proposed nursery school hopes to do its best in encouraging parents to look upon the school as their own - a product of their own joint planning and united efforts. Although the program will be headed by one well versed and trained in the philosophy and methods of early childhood education, the parents will be given the opportunity to share with the staff the responsibility in matters of administration, program and other activities of the school.

In order to make the school useful for the community it will be open to students particularly those from the training colleges for observation, study or other research purposes. Once the school is firmly established and its work and future plans for expansion appreciated by the Government and the public, then it may seek affiliation with a recognized center of child study in Lahore.<sup>5</sup> Such an association may give the school a standing which will help it to increase its contribution to the community.

Although this project will be started on a small scale, it is hoped that gradually as the experiment proves worthy of extension and

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<sup>5</sup>The Lady McLagen Training College for Women in Lahore, has a Child Guidance Centre attached to it. This centre was established by Dr. Faith Smither, Washington State College, International Co-operation Administration. The Director of the centre, Miss Iqbal Dar is a friend of the writer and will welcome an association between the proposed nursery school and her child guidance centre.

receives encouragement by the Government and the parents, its facilities will be extended and adjusted according to the increase in the number of children. Always the aim will be to adapt and adjust the program to the interests and the level of development of the children on the one hand and the needs and expectations of the parents and the community on the other.

## II. THE PLANT OF THE PROPOSED NURSERY SCHOOL

### A. Building-Rooms and Their Arrangement

The proposed nursery school will be housed in a portion of Bhalla House, Multan Road, Lahore.<sup>4</sup> The site of the house is in a zone of relative quietness, away from the noises and crowd of a busy or congested area. The building is a double storeyed one, artistically constructed with spacious halls and rooms of different sizes, beautiful porches, lovely terraces, a small swimming tank and an attractive grassy lawn in front of the house. The entire building has high walls around and walks and drive-ways are laid within. A rich variety of trees, flowers, shrubs and creepers add to the charming view of the building. The compound of the entire building has an area of about two acres, with plenty of land outside the walls for expansion.

However, the portion of the building in which the school is to be housed, will be rearranged so as to give it the characteristics

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<sup>4</sup>The writer's family resides in this portion of the house.

of a modern nursery school. In rearranging and remodelling, every effort will be made to adapt the building to the needs of its children and to make it attractive, and comfortable for them.

The front side of the portion of the house has the number and the size of rooms just adequate for housing a day nursery school, for a group of twenty-four children. The entry-room of the portion is about fifteen feet in length and ten feet in breadth, which can very well serve as the 'Locker room'. The main purpose of this room will be to provide children with space for their wraps and other personal belongings. This room will be furnished with twenty-four lockers. In order that the children may identify their individual lockers, each will have a tag with a picture on one side and the child's name on the other.

On the right-hand side of the locker room is a room with a toilet room nearby, which will be used as the common room for the staff and the visitors.

On the left-hand side of the locker-room is another room with a partition in it. The two sides will be furnished and arranged so as to serve as offices for the director of the school and her secretary respectively.

The locker room leads in front to a room which will be used as a playroom for the younger group of three to four years old children. This playroom will lead directly to another large room, which will be arranged as another playroom for the older group of children that is above four years of age. Foster and Mattson describing the playroom say:

"The playroom, as the center of nursery-school activities, serves many different purposes. It is the workshop, the art studio, the scene of housekeeping and dramatic play. At any moment it may be turned into a train or fire engine or stripped of many of its usual furnishings to make space for a building project. It is usually used also for music and story groups, and for the serving of orange juice and even the noon meal".<sup>5</sup>

The two rooms will provide about thirty-five square feet of floor space for each child, which is considered by authorities in the field of nursery-school education as enough room for children to move about freely indoors. In equipping and arranging the play-rooms every effort will be made to make them complete and comfortable in their equipment, light and temperature.

The entire furniture and equipment will be of the right size in line with the physical structure of the children. The tables and chairs will be low, comfortable and designed to promote good posture. The two playrooms will also be provided with low cupboards and open shelves for holding such materials, which the children may use when they like. Chalkboards, bulletin boards and flannel boards will also be provided for drawing, exhibiting and display purposes.

The two rooms will have three special corners, namely, the doll-house corner, the book corner and the science corner. These corners will be equipped with proper furniture and materials. Special attention will be paid to the colour scheme of the furniture and other equipment so as to make it look gay and attractive for the children.

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<sup>5</sup>Nursery-School Education, p. 236.



## PLATE VIII

The Playroom of a Modern Nursery School Serves  
Many Different Purposes

(See Page 102)

Although the school will provide two playrooms for the two age groups, the two groups of children will be encouraged to visit each other's rooms to play and share the equipment together, if they like.

The toilet-room will be just next to the playroom and provided with low toilets, wash bowls, basins and mirrors so that the children may be able to help themselves.

The playroom for the older group of children leads directly to another room which will be used as the dining-room. It will be provided with the right size of tables, chairs and other accessories. In addition to this room being used for mid-morning lunch, it can be well used by children for work with clay, finger paint, crayons and the like. The dining-room has just next to it two other rooms; one of them will be used as the kitchen and the other as the store-room.

Due to shortage of accomodation in the lower storey, the isolation or the sick-room will be roomed in the upper storey of the building. A small clinic will be attached to it having the first aid apparatus and medicines used for minor ailments.

Again, due to shortage of accomodation, the proposed nursery school will not be able to provide a separate well furnished sleeping-room. The children will have their nap in their playrooms on small-sized mattresses till another large room in the house is made available.

#### B. Playground and the Recreation Yard

For outdoor play and activity the school will have a playground and a "recreation yard" as Froebal called it. A large verandah, which





PLATE IX

Independence in Children Is Promoted by Providing  
Low Toilets and Washing Basins

(See Page 104)

opens directly from the playroom will be used as the playground. The playground will be furnished with the necessary outdoor equipment.<sup>6</sup>

The recreation yard will be located in the lawn of the house. The court of the recreation yard will be divided into two parts - one surrounded with trees for games and play and the other divided off into little gardens. Around the shaded portion will be placed low benches around a fountain with golden fish in it. The wall around the play-yard is adorned with climbing plants and creepers. The little garden is also partially shaded, where the children may plant seeds of flowers, vegetables, and cereals. This garden may afford an inexhaustible mine of pleasure and instruction and encourage conversation among children.

The recreation yard will also have a small zoo in one of its corners. The zoo will have a few pigeons, parrots, sparrows, rabbits and a lamb. The older children will be encouraged to take care of the zoo. The recreation yard also has a small swimming tank in one of its corners, where the older children will be prepared for their first steps in learning to swim. This tank will be provided with small dinghies for the children to sit and float. Other kinds of equipment for water play will also be provided.

During the very hot days in summer, when the temperature in Lahore goes above 110° Fahrenheit, the school will be held in the large underground floor which is specially constructed to remain cool and

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<sup>6</sup>See Page 11 .

safe from the scorching heat of the sun. The point is that an effort will be made to furnish an environment designed to be beneficial for its children.

### III. EQUIPMENT AND MATERIALS

No building, however spacious and according to the needs of the children, can be useful unless it is also well equipped. It is very difficult if not altogether impossible to describe or even list every kind of material and equipment which will be needed for the proposed nursery school. Therefore, in this section examples of only basic materials and equipment and the standards by which they may be judged will be presented. Where necessary the essential contributions of a particular equipment to the play activities of children will also be discussed.

In selecting equipment, the welfare of the children will be considered. The following criteria as suggested by Foster and Mattson<sup>7</sup> may be kept in mind while selecting the equipment: Will it stimulate the child to healthful activity? Will it be safe for him to use without close supervision? Will it offer a new type of exercise or involve only the same muscles used on other pieces of equipment?

Proper equipment if properly used can help realize the aims of nursery school. The equipment can be grouped into two types:

#### A. Indoor equipment

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<sup>7</sup>Nursery-School Education, p. 246.

## B. Outdoor equipment

However, some pieces of equipment of both the types can be used indoors as well as outdoors.

## A. Indoor Equipment

The provision of equipment serving the purpose of furniture for each room like chairs, tables, shelves and the like has already been mentioned. Here some of the materials needed for construction will be briefly described.

As the work of the nursery school centres around the construction of one type or another, the school will provide as rich a variety of construction materials as will be available, so as to give the children maximum opportunity to gain experience and skill in handling materials, in discovering the possibilities and limitations of each kind, in making plans and testing their ideas and conclusions.

As simple sets of blocks are of great value to nursery schools, a large number of various shapes and sizes will be provided both for indoor and outdoor play. The blocks of various shapes and sizes permit constructions of innumerable kinds and keep the child busy in constructive play.

Construction papers of various colours for drawing, colouring, painting and so on will be provided. To use with these scissors, paste, pencils, crayons, brushes, paints of both kinds, finger and easel, will be supplied. In addition, clay, sand and plasticine for building, modelling and other forms of creative activity will also be provided.



PLATE X

Simple Sets of Blocks Are of Great Value to

Nursery Schools

(See Page 108)

Other kinds of manipulative materials like puzzles, stringing beads, housekeeping toys, dolls, scraps of cloth, articles of doll's clothing and furniture will be provided to encourage dramatic play.

The brush-strokes in painting, carrying paint pans partially filled, hanging the sturdy taped loops of coats or towels over large hooks, managing clothes, at first the mere pulling off and putting on, later buttoning and lacing, stringing beads, fitting pegs or puzzle insects into hollows, manipulating clay - all these and many more activities make for the development of control.<sup>8</sup>

For developing and encouraging interest in science, the science corner will have tables on which may appear shells, batteries, magnets, magnifying glasses and all those materials that can arouse the interest of children. The science corner will also have a large glass cupboard to serve as a museum. This museum will be used to exhibit stuffed birds, toys and other valuable examples of the kind of work upon which the group may be engaged.

Pictures. Pictures needed for a nursery school generally fall into two broad types. First, large framed pictures having a theme or subject of interest to the children will be procured to add to the general attractiveness of the room. Second such pictures will be supplied as can be displayed on the bulletin boards or studied at the tables.

Books. The books needed are essentially picture books, in

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<sup>8</sup>Dorothy Baruch, Parents and Children Go to School, p. 174.

which the child can retell the story to himself through the pictures. While selecting the books an effort will be made to include the best of the old tried and tested materials and a wise sampling of the more recent publications.

Nora Beust has set up a criteria in the selection of books for children, this criteria will be kept in mind at the time of selecting books for the proposed nursery school. It covers the following:

A. Content

I. Factual

1. Subject interests the child
2. Style suitable to subject matter
3. Up to date
4. Accurate
5. Unprejudiced

II. Imaginative

1. The characters, plot and setting sincere, vital and true to the life described.
2. The style appropriate to the writing.

B. Format

- I. Binding appropriate
- II. Size suitable
- III. Appearance satisfactory
- IV. Readability of printed page
- V. Illustrations in harmony with and illuminating the text.<sup>9</sup>

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<sup>9</sup>Nora E. Beust, 500 Books for Children, p. 2.





## PLATE XI

The Most Satisfactory Books Are Those in Which  
the Children Can Retell the Story to Themselves

through the Pictures

(See Page 111)

There are some very good books published by American and British publishers, which when translated<sup>10</sup> can very well serve the purpose for preschool children in Lahore.

Parallel to these story books, for reading, writing and arithmetic readiness, the school will supply complete sets of wall charts, letter games and number books boldly illustrated with plenty of colour.

Music. Music enriches the lives of children and it brings joy and happiness. Music in their environment helps to shape and develop their powers to express and enjoy themselves. Realizing this the school will work out its own program for musical activities.<sup>11</sup> It will provide a piano and a phonograph with records for children. Other rhythmic equipment for musical expression such as drums, tambourines, castanettes and the like will also be provided. The school will also have latest books on music for preschool children; nursery rhyme books with pictures in them will also be provided.

The second chapter dealing with the philosophical and the psychological foundations of early childhood education shows the efforts of Comenius, Rousseau, Froebel, Montessori and Dewey to provide opportunities for learning through a variety of experiences rather than through verbal and visual symbols alone. As there are

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<sup>10</sup>The writer has a plan to translate some of these books in **Urdu** (the state language in West Pakistan) and also write new ones appropriate for the interests, home setting and level of understanding of preschool children in Lahore.

<sup>11</sup>The writer has qualified friends in Lahore interested in music, who would help her in working out the program. Miss Anwar Jahan, one of her closest friends has already started composing nursery rhymes in Urdu, which will be soon tape recorded to be taken to Lahore.



PLATE XII

Music Enriches the Lives of Children and It  
Brings Joy and Happiness

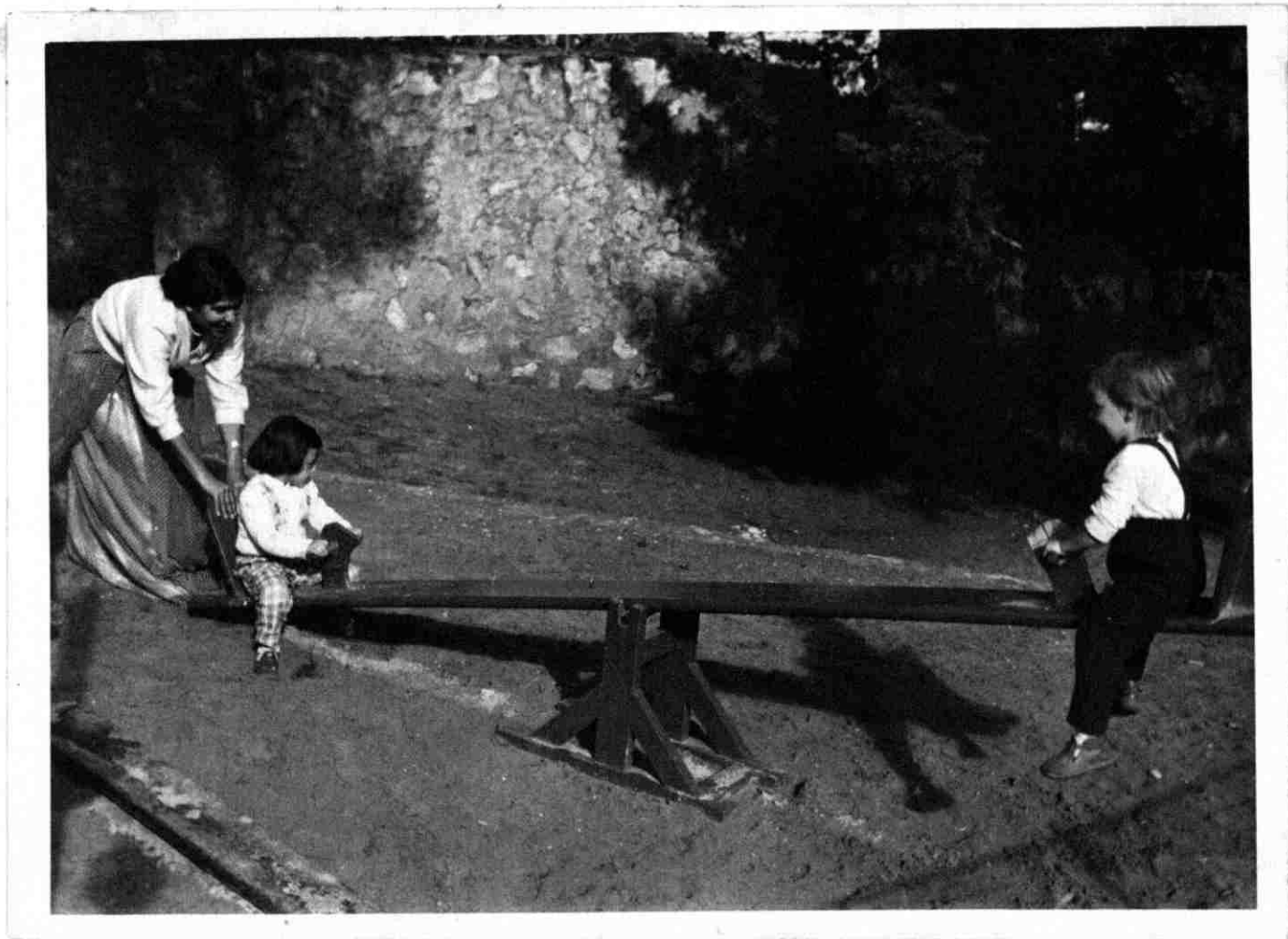
(See Page 113)

several nursery school experiences which provide opportunities for audio-visual education, it becomes necessary that the proposed nursery school should also equip itself with at least some of the useful and the newer apparatus or tools of audio-visual education, in order to make the methods of teaching more interesting as well as effective. In an effort to use audio-visual methods the school will provide itself with an opaque projector for projecting flat pictures in their original colours. It is excellent to use either in connection with science or story telling experiences.

The film strip projector will also be provided for projecting 35 m.m. films. As the pictures are still and not moving, it provides opportunities for detailed observation and discussion; moreover, 2" x 2" slides can also be projected by it. A modern stereoscope will also be owned for children can view with it three dimensional portrayals individually. As the radio stations in Pakistan are having more and more programs for children, the school will also have a radio to give the benefit of these programs to its children. In addition a tape recorder will also be provided for it is a very useful and an interesting equipment for teaching purposes.

#### B. Outdoor Equipment

As the nursery school children need much activity outdoors, the school's playground will be well equipped for outdoor activity. The playground will be furnished with slides, swings, sea-saw, jungle-gym, sand box, wagons and tri-cycles. Such pieces of equipment



## PLATE XIII

The Sea-Saw Provides Opportunity for a Number of

Muscular Movements

(See Page 115)

encourage outdoor activity of various kinds. A few smooth and light boards of different dimensions, boxes of various sizes and small ladders will also be provided for building, climbing and so on.

## CHAPTER VI

### PROGRAM AND ACTIVITIES

The proposed nursery school in cooperation with the parents hopes to plan a program which will aim to make a significant contribution towards the growth and development of each child. However, no pre-planned and rigid program can be considered adequate for there are many factors such as the background and past experiences of the children, their present interests, abilities and capacities which must be taken into consideration; other factors like the physical plant of the school, training and experience of the teachers, climatic conditions and daily weather variations are also significantly influential.

It has been pointed out that the nursery school cannot ignore the fact that children have individual differences which must be looked after. Therefore, care will be taken to provide children with a flexible program of activities aimed to help nurture the individual differences of each child. However, the schedule will be so planned as to allow time both for regular routines as well as activities selected by the children themselves. Periods of relatively vigorous and active play will be followed by rest or light play or work.

Keeping in mind the consideration that "the child gains most



from school experience when it supplements his home experience",<sup>1</sup> a day session of three or four hours duration is considered adequate for the proposed nursery school. A four hours session on a normal, fine and pleasant day may have the following type of time schedule.

#### SCHEDULE OF THE DAILY PROGRAM

8:00 a.m. - 12:00 noon

8:00-9:00	Arrival, take off wraps - morning medical check-up
9:00-9:45	Outdoor activity - with sand, jungle gym and other equipment or gardening or taking care of the zoo.
9:45-10:00	Toilet and washing
10:00-10:30	Mid-morning luncheon
10:30-11:00	Rest or nap
11:00-11:30	Indoor activity - with construction materials, work or play in the three corners of the playroom.
11:30-11:50	Music and story
11:50-12:00	Get ready for home - departure.

It goes without saying that this schedule set down on paper is merely suggestive of how the daily schedule may be planned. Needs and interests will determine what actually will happen during a day's program of the proposed nursery school.

In order to develop in the children a sense of corporate feeling,

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<sup>1</sup>Katherine Read, The Nursery School, p. 21.

various functions apart from the usual classroom activities will be planned in which the school as a whole may find opportunity to participate.

As the number and the age range of children increases, the school will have on its schedule time for morning assembly for promoting social feeling and sentiment among children. During these assemblies after the morning greetings, a simple hymn or prayer, children will get from the teachers interesting news of the day. The first item may be a simple birthday celebration.

After the assembly is over and children go to their own classes, the class to which the child belongs may center its day's activities around celebrating the child's birthday. The children may draw and paint to make birthday cards or some other thing as their individual presents to the child. They will be taught to consider this child as the honoured guest; his favourite song will be sung, his favourite story told and his favourite game will be played during the day. Every effort will be made to make the child feel happy and an important member of his class and school.

Other matters of communal interests and plans for activities related to them will also be dealt with during the assembly time. The assembly may also be used to motivate children for planning with the teachers programs for celebrating seasonal and religious festivals. These very simple celebrations will be characterized by story, music and drama on the child's level.

This leads on to the consideration of the links between school

and home by means of open days and parent-teacher associations.

Open Days. On open days, the children may invite their parents, relatives and friends to come, observe and even participate in their day's work and play. The open days for the very young children may be very informal, but when the school will have older children on its rolls, these open days may occasionally take the form of a kind of social and festive occasion. The program may consist of a tea-party for the parents and for which the children will help the teachers in making arrangements for the party. On such occasions children may also plan an exhibition of their work during the year. The teachers will be at hand to discuss the work with the parents and help them evaluate it in terms of the age level of the children and see the progress made from year to year.

The entertainment may end with a dramatic or musical performance by the children. The idea is to encourage parents to share in the life of the school to get a better understanding of its aims and purposes and to work hand in hand with the school in contributing towards the growth, development and happiness of their children.

Parent-Teacher Association. The main purpose in organizing a parent-teacher association for the proposed school is to promote the welfare and interests of children both at home and school. The meetings may be held twice a month or more if need arises. Sessions may be devoted to purely business matters, or for discussing the problems of children or listening to a talk by a specialist in the

field of child development and related fields. During these meetings parents and teachers may also make plans for further expansion and progress of the school.

In addition, realizing the need for parent education in Lahore, the school proposes to have a parent-education program to help parents enlarge their points of view and furnish them with practical information on child care and training.

#### B. PARENT-EDUCATION PROGRAM

The importance and the need for a parent-education program cannot be over-estimated when it is realized that the child's family is a part of the child. He is so closely linked with his parents during his earliest years that their satisfactions, anxieties, frustrations are bound to be felt by him and to impinge on his satisfactions, anxieties and frustrations. He senses tensions, or he absorbs real serenity and peace. His parents need help to determine his needs, so that their needs must be understood if his needs are to be understood. Their needs must be satisfied or adjusted if his needs are to be satisfied or adjusted. Because of the infinitely close connection between a child and his mother and father the preschool must think in terms of parents as well as children. Without parents entering vitally into the picture, a nursery school is not a nursery school.<sup>2</sup>

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<sup>2</sup>Dorothy Baruch, Parents and Children Go to School, p. 29.

The general aim of parent education is to help parents gain a better understanding of themselves and their children. A parent-education program is planned to give parents opportunities to study more about child growth and development; to acquaint themselves better with the aims and methods of nursery-school education, and to cooperate with teachers in upbringing and educating their children.

Some of the methods that may be used in the program for parent education are briefly stated as follows:

1. Social Meetings or an Acquaintance Party. In the beginning of the year an acquaintance party may be arranged to introduce parents and teachers to one another. The party may end with some games aiming to provide opportunity for the parents to get acquainted with one another and to feel themselves members of the school. On such occasions many new friendships are made and invitations for visiting one another extended. Such parties or visits help to serve as a prelude to arrange further social meetings, observation and study groups, conferences and so on.

2. Observation. The school will make proper arrangements and encourage parents to visit it for observation purposes. In order to help parents benefit from their observations and gain a clearer understanding of the program of the school, they will be guided by the teachers in their observations, according to their needs and expectations. Several observations under the guidance of a well-trained and understanding teacher may give parents a better picture and understanding

of the kind of work that goes on in a modern nursery school and what advantages it offers to children and their parents.

3. Participation. Participation on the part of parents may be of several kinds. Some of the mothers who already have some experience or training in preschool education may help teachers in guiding children during their day's program. Parents with special talents and interests can contribute to the life of the school in their own way. For instance a father who is a physician may help with the yearly physical examination of the children. A public health officer may come and talk to the group of parents on the health of children. A musically gifted parent may add occasionally to the music hour. A parent owning a factory, mill, studio or any other business enterprise has infinite possibilities to help the school in instructing children and bringing joy to them. In order that the participation on the part of the parents may also hold value and utility for them, they will be encouraged to choose the activities themselves so that the participation may prove an enriching experience both for them and the school.

4. Conferences. Individual conferences between parent and teacher are considered one of the best methods in parent education. The school will like to have the first conference with the parents before their child is admitted to the school. During this meeting the blanks seeking information about the child and his family may be filled in. The teacher may learn from the parents as to why they

feel the need for sending their child to this particular school and what they would expect their child to learn there. The parents in their turn may explain their points of view and expectations.

Later conferences may be held either at appointed intervals or whenever the need for it may arise. During these conferences the parents will be helped to feel free in talking about themselves - their own problems and needs as well as those of their children.

These conferences may be held either at home or school as the occasion may permit. When teachers go to children's homes, they get a better picture of the family's socio-economic status, cultural background and other interests. Having gained first-hand information about the child's home environment, the teacher gets a better insight into the needs of the child and his parents and thus is helped to think of the most appropriate ways and means to help and guide the parents and their children.

5. Reading. Reading as a method in parent education seems almost indispensable in these days of increasing research and investigation. The proposed nursery school, during the first few years of its establishment, may not be able to supply the parents with an up-to-date library. Nevertheless the school hopes to start with a modest beginning by providing parents with printed materials and mimeographed sheets, giving the necessary information from time to time. The school will also provide the parents with a corner near the doorway, supplied with latest books and magazines, which they may look through while they are waiting either for their children or



for the teachers. The school may suggest to the parents to have a library of their own, run on cooperative basis. The existence of a good library with latest and interesting publications may also pave the way for organizing study groups. In these groups parents may study and discuss various topics connected with children. They may select a topic, then read on it individually, come together, debate the issue and clarify their points of view. The discussion groups are considered very effective for they provide each member opportunities to express himself and also to benefit from the experience and opinion of other members of the group including the leader who is usually well versed or a specialist in that particular field.

6. Reports. The school plans to send monthly written reports to parents about their child's needs and progress and the steps that should be taken to provide for his needs. In between notes between home and school will be exchanged to let each other know the sort of notable things that may happen to the child and what should be done for him. Such written communications serve as a good means for parent education, for it provides them with the necessary information and suggestions from the school.

In order to acquaint parents with the aims of the proposed nursery school and the means and the methods used in achieving them, the school hopes to prepare a special handbook, which will be given to the parents of all school entrants. In the handbook will be stressed the importance of home-school cooperation as one of the most important factors in making provision for the child's best development.

By the ways and means described above, both parents and teachers get better understanding not only of the children but also of their individual roles in guiding them. Whatever the situation may be, the school will make every effort to adapt the methods and procedures to achieve the basic aims of parent-education program.

## CHAPTER VII

### STAFF AND GUIDANCE

The proposed nursery school may start with a limited staff, but in the course of time, it plans to have a large, well-trained personnel including many specialists and helpers.

#### I. THE TEACHERS, THEIR QUALIFICATIONS AND TRAINING

The most important and influential members of the nursery school staff are its teachers. In selecting the teachers, the proposed nursery school will look for such persons who would do their very best in giving the children the true spirit of a modern nursery school. In the beginning for a group of about twenty-four children, the school will have two teachers in addition to the director.<sup>1</sup>

Without going into details about the characteristics appropriate for a nursery school teacher, the school will seek to engage such teachers who are properly trained and have the right disposition to deal with children. However, the school administration will look for teachers with the following characteristics and professional training:

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<sup>1</sup>In the absence of a better qualified person the writer hopes to serve the school as its director. The school will try to engage graduates from the College of Home and Social Sciences, Lahore, with child development as their major, to serve as assistant teachers.

## 1. Personal Characteristics:

a. A person who is healthy with an alert mind and quick to change with the change of interests in the group.

b. A person having a pleasantly modulated voice, clear enunciation, proper pronunciation and a pleasant tone.

c. A person who is open-minded, tolerant and patient.

At the time of selecting the teachers, it will be kept in mind that the best qualification for a nursery school teacher is a genuine love for children, and a willingness to act like an elder sister or a mother substitute for them. The school will do its best to engage such teachers who will keep the children happily occupied, look after their interests and guide them with a genuine sense of responsibility and liking for their job. It would be no exaggeration to say that the academic qualifications are not of much use without these personal characteristics which must be present in any nursery school teacher. However, realizing that all these characteristics cannot be found fully developed in every person, the school hopes to do its best in helping its teachers develop these characteristics.

## 2. Professional Training:

The director of the school will be required to hold at least an M.A. degree in education and have administrative experience and professional training. The assistants will be required to hold at least a B.A. degree with a diploma in nursery school training or its

equivalent. The school will not only require the teachers to have academic qualifications, it will also stress the importance of a well-rounded liberal education as a pre-requisite for special training in nursery school methods.

All these qualifications are required to enable the teacher to perform her duties efficiently, the most important of which is always understanding guidance of the children. Since guidance is an essential factor in the learning process and contributes towards the growth and development of the child, it is considered appropriate to discuss it separately under the heading immediately following.

## II. TEACHERS AND GUIDANCE

Keeping in mind the lack of proper guidance in the schools of Lahore on the one hand and the significance of guidance as one of the most important factors contributing towards the growth and development of the child on the other, the description of the principles of guidance and the discussion on the ways of its operation in the school is dealt here in a general way. The idea is to make this chapter useful not only for the teachers of the proposed school, but for any other teacher who may be interested in improving methods of guidance in her school.

### A. Definition and Principles of Guidance.

Guidance according to Ethel B. Waring<sup>1</sup> is helping children to

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<sup>1</sup>Principles for Guidance, (1950) p. 3.

develop into happy, healthy grown-ups, wanting them to be self-secure, self-confident, keen in learning and to aspire to worthy achievements. These qualities can be brought about "By giving them affection, respect, aid and approval". These principles may be briefly explained as follows:

Affection. Waring considers affection as one of the most important principles of guidance. An affectionate attitude on the part of the teacher gives the child a feeling of warmth, security and belongingness, which is essential for his healthy growth and development. Sensing an affectionate and an understanding attitude on the part of the teacher, the child naturally feels free in expressing himself and exploring the environment around him and in doing so he learns and masters its various possibilities. Moreover, an affectionate attitude is essential for building up friendliness and "rapport". Once the rapport is established the child begins to consider the teacher as his friend, and develops an increasing confidence and trust in her.

Respect. Respect is considered as another important principle of guidance. When the teacher shows respect for the child and a true appreciation of his work, it stimulates the child's best efforts. He begins to adopt the 'try again and again' attitude and is not easily discouraged by his unsuccessful attempts in performing a new activity or in learning a new skill.

Help. Direct or indirect help at the opportune moment is essential. However, the teachers are warned never to help the child in

something which he can do by himself. The best way to help is to let them help themselves. What is important is that the teachers must always be ready to step forward and give necessary help at the strategic points. This will save the child from getting a complete feeling of failure and frustration if he is unable to do a thing even after repeated attempts.

Approval. The children need to be told now and then that they have done well, are learning nice things and making progress or some such other statements to this effect. Such statements encourage them and motivate them for further work and activity.

Waring believes that nursery school teachers must keep these four principles in mind and guide children according to them, if they wish to achieve the high aims and ideals of nursery-school education.

Guidance according to Smiley Blanton is helping the child to achieve successful adjustment and this is done by the help of his parents and teachers.<sup>2</sup>

Arthur J. Jones described guidance as help given by a person to assist another in reaching his destination and deciding what he wants to do and how he will achieve his purpose. Guidance doesn't solve problems for the persons guided, but it simply helps him to solve his own problems in time of crisis later in his life. It trains an individual to self direction and independence.<sup>3</sup> He goes on further by saying

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<sup>2</sup>Child Guidance (London, 1927) p. 7.

<sup>3</sup>Principles of Guidance (New York, 1945) p. 7.



that guidance is involved whenever the teacher allows the student to choose his own way of reaching the goal.

Authorities in the field of preschool education believe that without proper guidance, even the very best building with the most suitable equipment is of no use, for preschool years is a period when the child most of all is in constant need of someone to guide him or her to the right path. The nursery school teacher is a guide who keeps before her the principle that nothing must be done for the child that he can do by himself. He must learn the various skills with as little assistance as possible and help given should be indirect proportion to his needs. Being an efficient guide the teacher also puts into practice the principles of respect, help and approval in an appropriate way. The role played by teachers in guidance is discussed<sup>4</sup> under the heading immediately following.

#### B. The Role of the Nursery School Teacher in Guidance

It was mentioned in connection with physical development that exercise in motor activities is essential for physical development of the child. The nursery school provides play equipment such as swings, sea-saw and the jungle-gym, which help develop the child's muscles. In this connection the task of the teacher consists in giving an equal opportunity to all children in the group, so that they may have the

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<sup>4</sup>The discussion on the role of the teachers in guidance is based not only on the literature on the subject, but also on the writer's observations in various nursery schools.

opportunity to exercise their muscles. Sometimes children due to many reasons either refrain from using the equipment or use it inadequately. The nursery school teacher understands that behaviour is causally determined and as such she tries to find the cause behind the child's such behaviour. When she succeeds in understanding the reason, then she tries to find the best possible way for getting the children interested and also helps them to use the equipment adequately.

In case the child wishes to use the jungle-gym and has several times tried to climb it unsuccessfully, then the teacher watching the child's unsuccessful attempts steps forward to give him the necessary help. The teacher takes special care to see that the child who has failed to manipulate some piece of equipment regains confidence in himself.

The nursery school teacher tries to promote sound attitudes towards human body. These are attained through such daily routines as eating, sleeping and group toileting. When the meal is served the teacher helps the children maintain a positive attitude towards the food. The children also learn to be hygienic in their ways, for the teacher encourages them to inculcate habits like washing hands after using the toilet and before taking their meals. The teacher also tries to develop in children desirable attitudes toward sex matters and satisfies their curiosity in a wise manner.

The teacher is mindful of the consideration that the children must get preparation for learning the 'Three R's'. For this purpose

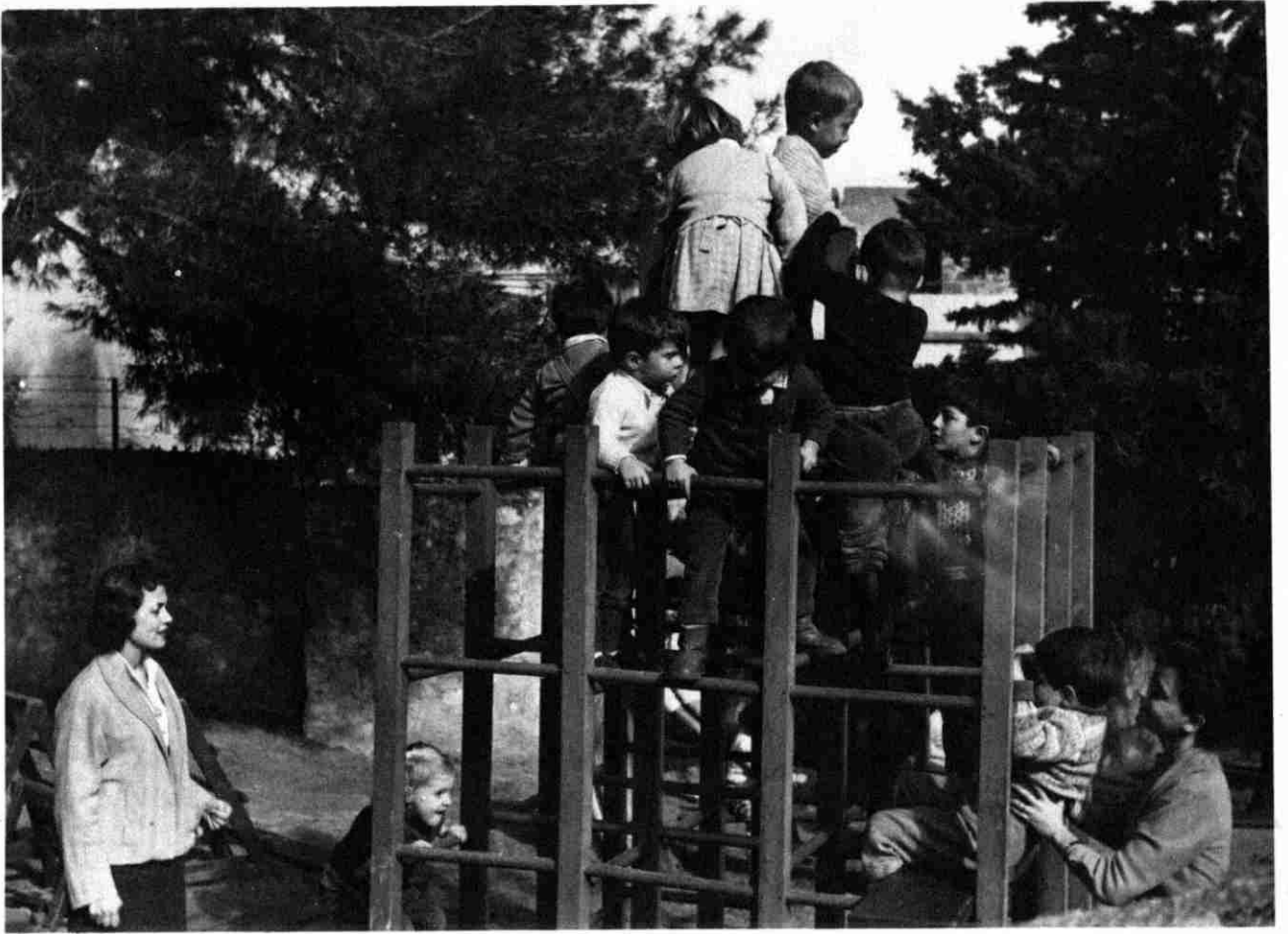


PLATE XIV

The Nursery School Teacher Gives the Child  
Necessary Help in Climbing the Jungle-Gym

(See Page 134)



PLATE XV

Teachers Help Maintain in Children a Positive  
Attitude towards Food

(See Page 134)

she encourages them to count, to listen and retell stories through illustrations in the book, draw on boards and express themselves on eazel, paper and so on.

As for guidance towards social development "the nursery school teacher's role in guiding social adjustment extends to getting the children used to a sense of courtesy, appreciation of others and making them aware of the needs and feelings of others, making them consider it as more valuable forms of social expression than manners per se".<sup>5</sup> The teacher offers guidance in the matters of sharing and taking turns. If the child wants the swing when some other child is already using it, the teacher in a loving tone explains to him that it is the other child's turn and he may have it afterwards and then she sees to it that the child gets his turn.

Another important duty of the teacher consists in helping shy and withdrawn children. The teacher satisfies the need for affection and security by responding to children in a warm, understanding and affectionate manner. When the child first enters the school, the teacher acts like a mother substitute so that the child may not feel the stress and strain in adjusting to a new situation outside his home. Katherine Read discussing the emotional development of nursery school children says: "The children who generally display such emotional disturbances as instability, unhappiness, crying, general irritability, imperviousness, aggressiveness, rage and antagonism demand more attention and personal

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<sup>5</sup>Read Katherine, The Nursery School, p. 202.

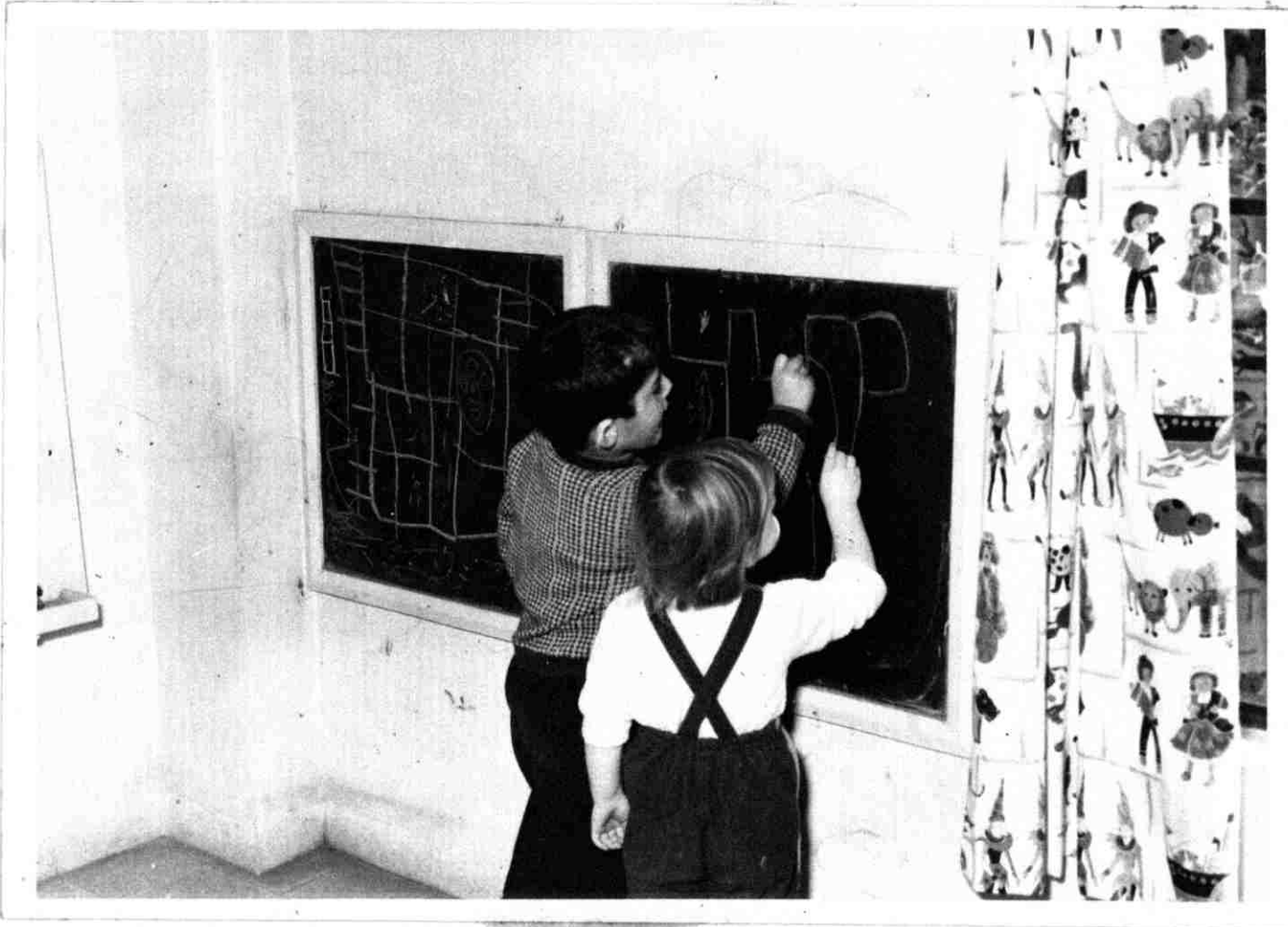


PLATE XVI

Creative Expression Is Essential for Intellectual  
Development. The Teacher Encourages the Children  
to Draw on Boards. Drawing Prepares Them for  
Learning to Write.

(See Page 137)

mothering sort of support which the nursery school teacher may give in various ways. She accepts their feelings without condemning them so that they find it easier to accept their reality themselves without the demands which make for repression".<sup>6</sup> The nursery school teacher in handling children with emotional disturbances realizes that behind every bad action, there is bad feeling and so she tries to seek the feeling behind the behaviour; and uses new ways of discipline in trying to restore their emotional stability.

The implication is that guiding is an art. The teacher may know all the scientific principles, but that does not suffice. The teacher has a unique child before her and so she must use artfulness - the human element to apply the principles.

A farsighted nursery school teacher considers it useful to have cumulative records of children enrolled in her school. She keeps a cumulative record folder for each child, which is one of the best ways to bridge the gap between nursery school and kindergarten; in fact the whole educational program from nursery school to college might well be spanned by cumulative record material. Josephine Foster and Neith Headley discussing the purposes for keeping cumulative records say:

"To the teacher falls the lot of (1) summarizing the significant events which have occurred in the child's life (2) assembling scientific data in regard to the child's present development (3) contributing observations of the child as a developing personality; and (4) making probably the first recorded estimate of

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<sup>6</sup>The Nursery School, pp. 146-147.



the child's behaviour in a society of his own peers. This may sound as though the teacher's chief business is that of looking at the child through a microscope. Let's rather think of the teacher as she studies and works with children, as one who is looking through both time and space with a binocular sweep. Her many observations and findings are indeed significant, but they are only so in relation to a grand total - that grand total being the whole child."<sup>7</sup>

The proposed nursery school will do its best in acquainting the parents with the above principles and methods of child guidance and encourage them to keep these in mind while guiding their children at home. Constant contacts among teachers and parents will be encouraged to see that guidance given at home is consonant with that in school.

#### C. Other Members on the Staff

The Medical Staff. Realizing the need for frequent medical examinations, the school will seek to obtain the needed medical service through some good hospital, provided by the government for the welfare of children.

It may also be mentioned here that within a period of two years, the school will be fortunate in being looked after by two well qualified doctors, who would render their services free of charge.<sup>8</sup>

The school will also have a part-time trained nurse on its staff. The nurse will be responsible for the daily morning inspection

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<sup>7</sup>Foster and Headley, Education in the Kindergarten, p. 401.

<sup>8</sup>The writer's uncle, Mr. Khurshid Khan and his wife are both doctors. At present they are working in Massachusetts. On their return home, they hope to open a clinic of their own in Lahore, and would be happy to serve the proposed nursery school.



of the children and will also attend to scratches, cuts and other minor ailments.

The Psychologist. In order to provide the exceptional children with the services of a psychometrist on the one hand and the parents with professional guidance in problems connected with their children on the other, the school will seek to obtain the services of the specialists working in the Lady McLagan Child Guidance Centre in Lahore. The teachers of the proposed school, in their attempt to increase their understanding of the behaviour of children, will do their best to make use of the professional advice or suggestions given by the specialists.

The Office and Housekeeping Workers

The school will also need to employ a secretary or a clerk for helping the teachers in conducting the business of the school and doing the related secretarial work.

For the care of the building, housekeeping and general cleaning, etc., the school will also keep a janitor and a maid on its staff. In selecting the personnel care will be taken to employ persons with a disposition and temperament that fits them for work with children.

## CHAPTER VIII

### SYNTHESIS

This chapter summarizes the main findings and conclusions arrived at through analysis of the questionnaires. On the strength of these findings an appeal is made to the government and the public of West Pakistan to develop nursery-school education.

#### I. SUMMARY OF THE FINDINGS

##### A. The Questionnaires to Mothers

1. Ninety percent of the mothers in the sample feel the need for sending their children to nursery school. The responses of the remaining ten percent of mothers indicate that if reasonable adjustments, are made, they would also be in favour of sending their children to nursery school.

2. In general the mothers are aware of the values of a modern nursery-school education. Without exception these mothers expressed belief in the positive values of nursery-school education. These beliefs were in accord with the generally recognized values of the modern nursery-school education.

3. A large majority of the mothers consider that nursery-school

education which is adapted to the cultural and religious needs of Pakistan is the most desirable type of education for their children between the ages of three and five.

4. Education in the nursery classes attended by the children in the sample is still of the older and traditional type where teaching of the three "R's" is the primary concern of the teacher. In these classes there is a great deal of sitting still and passive listening to the words of the teacher. There is little opportunity for the child to explore, manipulate and engage in spontaneous activity and self-expression.

5. Although a majority of the mothers reported satisfaction with what their children learnt in their respective schools, less than half of the mothers noticed marked changes as a result of nursery-school education and still fewer observed the cultivation of new interests in them.

A large proportion of mothers were unable to report that their children showed any liking or interest in their schools and their activities there.

6. Eighty-two percent of the mothers supported unreservedly the need for nursery-school education in Lahore.

7. In response to a final request for additional comments and remarks, mothers made numerous enthusiastic suggestions. Frequent among them were the following:

(a) Modern nursery schools perform very valuable functions and should be opened not only in the various localities of Lahore, but also in

other parts of Pakistan.

(b) The schools should be equipped with modern equipment and trained teachers.

(c) The Government should support nursery-school education so that the fees and other charges may be within the means of more parents.

#### B. The Questionnaire to the Headmistress

A study of the questionnaire in Appendix B, addressed to the Headmistress of the Nursery School of the College of Home and Social Sciences reveals that this school meets to a large extent the criteria of a modern nursery school as set up by authorities in the field of nursery-school education. The importance of this school as a pattern for improved facilities is discussed in the fourth chapter.

#### C. The Questionnaire to the Director

A study and interpretation of the questionnaire in Appendix C, addressed to the Director of Education, Lahore Region, Lahore, reveals the following:

1. With the single exception of the nursery school as a laboratory for the College of Home and Social Sciences, there are in Lahore no other full fledged independent nursery schools. A few kindergartens have nursery classes attached to them as the first step in the ladder of education, but these classes are traditional in aims and methods.
2. In the opinion of the spokesman for the Director of Education, Lahore needs at least one hundred modern nursery schools

to begin with. He also feels that nursery-school education should be made an essential part of the public school system.

3. The National Commission on Education is expected to make the necessary recommendations on nursery-school education.

On the strength of the above findings indicating the urgent need for a large number of nursery schools, an appeal is made to the Government and the public of West Pakistan to expand nursery-school education. The necessity for providing suitable education for the very young impresses itself much more when it is realized that the early years play a crucial role in shaping the personality and the character of the individual. It would be no exaggeration to say that these "foundations which are laid in early childhood are the bulwork not only of the individual, but of the nation and the world as well".<sup>1</sup> Therefore, from the very start of their lives, children who are the future citizens claim the attention of the modern educator, who must seek to provide in the system of education facilities for their physical growth, their mental and emotional development and their upbringing as socially useful beings.<sup>2</sup>

Keeping in mind the words of Qaid-e-Azam Mohammad Ali Jinnah,

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<sup>1</sup>Josephine Foster and Neith Headly, Education in the Kindergarten, p. V.

<sup>2</sup>Report of the Education Reforms Commission, East Pakistan, 1957, p. 5. It is encouraging to note that the Educational Reform Commission appointed by the East Pakistan Government in January 1957, realizing the importance of early years has strongly recommended that the system of education must provide facilities for an all round development and growth of the child.

"There is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan".<sup>3</sup> The Government and the public must cooperate to provide for a wholesome, rich and healthy living during the foundational period of the child's life.

The usual argument against providing for preschool education in the public school system is lack of funds. Some of the supporters of this view claim that the needs of primary and higher education as well as other public needs as health, defense, communications and so on must be satisfied before money is expended on the development of preschool facilities. They further argue that the child's interests, mental and physical health during the early years of its life can be looked after in its home.

Whereas the cogency of the above argument is clearly recognized and appreciated, nevertheless conditions in Pakistan necessitate a rethinking of present policy which relegates preschool education to a secondary place in the educational scheme. The existence of unhygienic conditions among the people, the poverty prevalent in the homes and the illiteracy of the mothers underlie the special need for proper education in the early years of the child's life. Therefore, to alleviate suffering and to make a maximum contribution towards their growth and development, "the preschool will need to enter on the scene more vigorously and in more widespread fashion to stand side by side

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<sup>3</sup>Quoted from the Report of the Educational Reforms Commission - East Pakistan, 1957, p. 5.

with other agencies in order to contribute its most important share."<sup>4</sup>

In view of the recognition that early childhood is the keystone of later individual development on the one hand and the innumerable contributions of the modern nursery school on the other, a strong appeal is made to the Government and the public of Pakistan to come to a more serious consideration of the widespread need for educating the preschool children. It must be realized that "just as truly as the hope of the future rests with the growing generation so truly is it necessary to give the very young children every chance for optimum development."<sup>5</sup>

As the Ministry of Education, West Pakistan, Lahore, has not as yet drawn any definite plans for expanding modern nursery-school education and is waiting for the recommendations to be made by the National Commission on Education, appointed by the Government of Pakistan, a few recommendations are made here for the consideration of the Ministry under the heading immediately following.

#### Recommendations on Nursery-School Education

1. The work in making provision and improvements in the field of nursery-school education can well begin by improving the condition of the already existing nursery classes attached to the various schools in Lahore. Such a step can be easily taken immediately without involving much inconvenience and expenditure.

For making improvements in the nursery classes, the present

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<sup>4</sup>Dorothy Baruch, Parents and Children Go to School, p. 412.

<sup>5</sup>Ibid.



study along with other literature by Western authorities in the field of early childhood education may be taken into consideration for theoretical information on the subject. For practical knowledge and insight the nursery school of the College of Home and Social Sciences, Lahore, and the proposed nursery school, when it comes into existence, may serve as models.

Gradually, as sufficient funds are made available, a few model nursery schools should be opened in suitable localities in Lahore. These model schools should primarily serve as laboratories for student teachers and places for observation for teachers in service who need orientation in the modern theory and practice in the field of nursery-school education.

For the benefit of the teachers and other interested people, the model schools should be equipped with libraries containing up-to-date literature on early childhood education and related fields. Once the model schools are established, then gradually more and more schools can be opened as funds become available.

2. As the model nursery schools need well qualified and trained teachers, some of the students who are granted scholarships to study abroad should be sent for special training and experience in the field of early childhood education.

Students who show ability and interest in the field of early childhood education and are sent to study in the field of education at the American University of Beirut should be instructed to take up courses offered in child development and related fields. In order to gain a



real insight into the methods and philosophy of early childhood education, these students should take up special tutorial courses offered by the Department of Education. The Department of Education offers these and other related courses with an aim to provide the students opportunities to put theory into practice and to learn to adapt it to suit the conditions and the needs in their own countries. At the American University of Beirut, students of education are given a very rare and unique opportunity to visit, observe and even participate in the programs and activities of the various nursery schools established by different nationalities in Beirut. A comparative study of the preschools established by different nationalities helps to give a better understanding of how to adapt the basic theory and practice of the modern nursery-school education to the needs, values and requirements of one's own particular community.

3. The Central Training College and the Lady McLagan Training College in Lahore should have posts of lecturers specially trained in child development and the methods and philosophy of early childhood education. Having these lecturers, the college can offer courses in child development and related fields. The training colleges should also, from time to time, conduct short courses, seminars and workshops for training teachers in service and for keeping them in touch with the latest developments in the ever-expanding field of early childhood education.

4. In order to provide nursery-school education for as great

a number of children as possible, especially from among the underprivileged, the Government should also encourage voluntary bodies, municipal authorities and big industrialists to establish nursery schools. In some cases where necessary, the Government may also sanction grants for a part of the capital and recurring expenses involved. Direct Government aid and supervision may help to maintain desirable standards in the school.

5. Factories and mills which employ female workers should be encouraged to provide proper facilities in the form of nursery schools for taking care of the children of working mothers.

6. The Directorate of Education should have a woman officer trained in the field of early childhood education with considerable administrative experience. Her main duty should consist in promoting nursery-school education in the province.<sup>6</sup>

7. As most of the parents in Pakistan are unaware of the valuable contributions of a modern nursery school, they tend to believe that the preschool child need not go to school. Therefore, a great effort should be made to arouse public interest in nursery-school education. This can be done through a carefully prepared and well-financed program of public information.

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<sup>6</sup>This particular recommendation and the preceding two are based on the recommendations made by the Educational Reforms Commission, East Pakistan, 1957, in their Report published in July 1957, p. 7.

8. In order to have the maximum number of children attend nursery school, the Government should provide free nursery-school education for the children of those parents who are unable to afford it.

9. Once a sufficient number of modern nursery schools are established and the conditions in the traditional types of nursery classes are improved, then (as expressed by the spokesman for the Director of Education, Lahore) the Government should make nursery-school education an essential part of the public school system.

#### CONCLUDING NOTE

The interest in promoting the cause of modern nursery-school education expressed by the Directorate of Education, Lahore, encourages the writer to send a copy of this study to the Directorate for its consideration. It is hoped that the Directorate of Education, recognizing that early childhood is the keystone of later development will see fit to put as many as possible of the above recommendations into practice.

It is the writer's firm belief that the modern nursery school can be of great service to the nation by laying good foundations for responsible citizenship and by preparing young people to assume with greater effectiveness their roles as students and potential leaders of their country.

APPENDIX A

THE QUESTIONNAIRE TO THE MOTHERS OF NURSERY-

SCHOOL AGE CHILDREN

To:

The Mothers  
of Nursery School age (3-5 years) Children

I shall feel highly obliged if you would very kindly answer the following questions. You don't have to put your name for we don't need any personal information but ideas of mothers about Nursery School education in connection with writing a thesis entitled "A Proposal for the Establishment of a Model Nursery School and Kindergarten in Lahore, Pakistan".

Last School or College attended by the mother \_\_\_\_\_

2. Last Class completed by her \_\_\_\_\_

3. Last School or College attended by the father \_\_\_\_\_

4. Last class completed by him \_\_\_\_\_

5. Father's occupation (Please describe in one or two sentences both his position and responsibility). \_\_\_\_\_

6. Mother's age \_\_\_\_\_

7. Mother's occupation, if any \_\_\_\_\_

8. Number of children \_\_\_\_\_

	<u>Sex</u>	<u>Age</u>	<u>Name of School attending</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

9. Number of adults at home and relation to you:

	<u>Sex</u>	<u>Age</u>	<u>Relation</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

10. Do you feel the need for sending your children to Nursery School?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_

11. Do you have any children in Nursery School now?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, give the following

	<u>Sex</u>	<u>Age</u>	<u>Name of School</u>	<u>Number of years attended</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____

(a) What does your child learn in the Nursery School \_\_\_\_\_

12. Did you ever send your child to a Nursery School?

Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, give the following:

(a) Sex \_\_\_\_\_ Age at which admitted \_\_\_\_\_, Number of months or years for which he attended the school \_\_\_\_\_

(b) Did you feel satisfied with what he or she learnt in his or her school? Yes \_\_\_\_\_. No \_\_\_\_\_ If no, why? \_\_\_\_\_

(c) Did you notice any marked change in his or her behaviour due to school education. Yes \_\_\_\_\_ No \_\_\_\_\_

(d) Did the child develop any new interest there? \_\_\_\_\_

- (e) Did the child show any liking and interest in his school and its activities. Yes \_\_\_\_\_ No \_\_\_\_\_.
- (f) Did your child like his teacher? Yes \_\_\_\_\_ No \_\_\_\_\_.
- (g) Were you ever asked by your child's teacher to meet her for talking over the child's difficulties or progress? Yes \_\_\_ No \_\_\_\_.
- (h) Did he or she ever resist going to school? Yes \_\_\_\_\_ No \_\_\_\_\_.
- If yes why? \_\_\_\_\_

13. In your opinion what should be or is the value of Nursery School Education? \_\_\_\_\_

14. What do you consider the most desirable type of education for your children between the age of 3-5? \_\_\_\_\_

15. Of the choices given below check the one with which you agree most:
- (a) Nursery schools are necessary for Lahore.
- (b) They are very useful, but not necessary.
- (c) They are not needed.
- (d) There are needed more in some communities or classes of society than others.

If you check (d) kindly specify community or class of society and explain the reasons for it, Community or Class \_\_\_\_\_

Reasons \_\_\_\_\_

16. Any other comments or remarks you would like to make:

March 1958

Miss Khawar Khan  
Education Department  
American University of  
Beirut, Lebanon

With many thanks!

Very sincerely yours,

Khawar Khan

APPENDIX B

THE QUESTIONNAIRE TO THE HEAD MISTRESS OF THE  
NURSERY SCHOOL OF THE GOVERNMENT COLLEGE OF  
HOME AND SOCIAL SCIENCES  
LAHORE, PAKISTAN



To

The Head Mistress of the Nursery School of the  
Government College of Home and Social Sciences  
Lahore, Pakistan

I shall feel highly obliged if you would very kindly supply me the following information, needed for my thesis entitled "A Proposal for the Establishment of a Model Nursery School and Kindergarten in Lahore - Pakistan" in partial fulfilment of the conditions for the Master's degree in Education from the American University of Beirut.

Kindly give information about your school with reference to the following items:-

1. Physical set up and building

- (a) Number of rooms two used for: (1) indoor play and  
(2) for creative activities  
and snacks.
- (b) Is there a playground? Yes Yes No \_\_\_\_\_
- (c) Is there enough space in your school for children to move about  
freely indoors? Yes Yes No \_\_\_\_\_.
- (d) Do you think that there is enough space for children in your  
school to move about freely outdoors? Yes Yes No \_\_\_\_\_

2. Play equipment

Kinds of equipment used:

Indoor:

1. Blocks (various shapes and sizes) suitable for 3-5 year old
2. Supplementary block material
3. Painting and drawing material
4. Clay modelling materials
5. Paste and paper
6. Doll play equipment
7. Manipulative materials
8. Music
9. Books

## Outdoor:

1. Sand pit and equipment
2. Boxes for climbing
3. Three way ladder
4. Swing
5. Wheel toys, pedal toys
6. Earth and water play equipment
7. Water painting
8. Doll house for outdoor doll play

## 3. Programme and activities:

(a) Please attach a copy of the daily Time Table.\*

(b) Kinds of activities:

## Indoor:

1. Block building and use of supplementary blocks material.
2. Painting, drawing, paper cutting, pasting, clay modelling, finger painting
3. Playing with manipulative material
4. Use of story books
5. Music
6. Dolls play

## Outdoor:

1. Playing in sand
2. Use of different equipment for large muscle activities, climbing.
3. Water play
4. Use of wheeled and pedal toys and pulling toys
5. Phantasy play in dolls house
6. Use of outdoor blocks

## 4. What is the number of children in your School?

Boys 8 Girls 10 Age range From 3-5.

5. Are any special methods of teaching used in your School? Yes x No     

If YES, please check the ones that describe your methods best.

- (a) Froebel's method
- (b)
- (c)

6. In your opinion what are the chief purposes of Nursery School Education:

My opinion about the purposes of nursery school education is attached with this.\*

7. What should be the criteria of a good Nursery School?

Answer to question seven in details is attached herewith.\*\*

8. How many teachers do you have in all? Three  
Number of Teachers: Four at the moment including director N.S.

9. What are the qualifications of the teachers in your school?

Education: 1. B.A.B.T. and special course in pre-school and K.G. methods from Adelaide, South Australia.  
2. J.A.V.  
3. Matric, St. Danis's, training of K.G. methods.  
4. Graduate from Home Economics College

Experience: 1. Ten years in administration and teaching  
2. 17 years teaching  
3. 8 years teaching  
4. 8 months in this nursery school

10. What are the total charges for each child? Rs 17.
11. Is there any reduction in fee, made in cases of poor children Yes \_\_\_\_\_  
No No. If yes, how much? \_\_\_\_\_
12. Are the seats in your school limited? Yes Yes No \_\_\_\_\_  
If yes, what is the maximum number admitted? Twenty
13. Would you like to make some changes in your existing system in school?  
Yes Yes No \_\_\_\_\_. If Yes in what direction?

Pre-schooling is a fairly new idea. We are always ready to accept good suggestions.

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\*See Page 161.

\*\*See Page 163.

14. Any other comments, suggestions or recommendations you would like to make:

A vast study and new experiments are needed for the field of education. One should try to find out maximum.

With many thanks!

Very sincerely yours,

Khawar Khan

Name of the School

(Sgd.) M.Q. Bhatti  
Head Mistress  
Nursery School,  
College of Home and Social Sciences  
Gul Barg, Lahore.

March 1958

Miss Khawar Khan  
Education Department  
American University of Beirut  
Beirut, Lebanon.

STATEMENTS MADE IN RESPONSE TO QUESTIONS 6 AND 7  
IN THE QUESTIONNAIRE TO THE HEADMISTRESS OF THE  
NURSERY SCHOOL OF THE GOVERNMENT COLLEGE OF HOME  
AND SOCIAL SCIENCES, LAHORE.

Chief purposes of nursery school education:

A nursery school is not a place to park the kids to get them out of the house; nor is it primarily a place where working mothers can leave their children. No responsible nursery school teacher would claim that her school is a substitute for the home or the parental care. It is a supplement to it. Nursery school is not a place where your child will learn any of the three R's. He won't bring home any report cards. Purposes of nursery school education are:

At his nursery school a child plays with a familiar group of youngsters.

At his nursery school the child plays with a familiar group of youngsters every day. He "belongs" to a group, and he is proud of it. There he finds all the toys he needs to play with - lots of toys he probably doesn't have around his own house - blocks, paint, clay, swing, wagons. There is a friendly teacher whose job is to play with children. He hears records, listens to stories, plays with whomever he wants to, or plays by himself if he feels like it. He learns to share toys and to take turns.

Though he doesn't realize it, all this activity stimulates his curiosity and desire to learn. His teacher is quick to notice whether he is too shy or too tough, and shows him how to get along with the others in his group.

He also learns how to do routine things without being nagged. All the furniture is scaled to his size, and he learns to wash and dress himself and to wait on himself.

Within limits he has the freedom and the equipments to express his own ideas and feelings without hearing "Don't make so much noise", or a "Don't do that", every five minutes.

While he is at school, he also learns that he can depend on grown-ups other than his parents. Thus he gains confidence outside his own backyard.

The child isn't the only one who gets something out of a nursery school. Parents, too, get benefits from it.

When their child is placed in a group with others of his own age, he can learn what to expect of children at that age. With a good teacher's help, you can spot any personality problems that are likely to become troublesome.

The school can't serve as a corrective institution for children who have serious emotional difficulties of course. That is a job for child psychiatrist. But many schools do have psychologists on their staff. Teachers and parents can and do confer with them about any special difficulties that arise.

Although no parent should send a child to nursery school just to get rid of him for a while, there are advantages for both parents and child in spending a few hours a day away from each other. From the child's point of view it provides an opportunity to be independent of brothers, mother and sisters. And the mother is probably less tired and irritable when the child does come home.

Any good nursery school will have a regular health inspection every morning, and it is fairly easy for a nurse or a trained teacher to spot out the first signs of infectious diseases. But more than that, the teacher also notices which children tend to get overtired and which have faulty eye sight or hearing. Parents who have no one to compare with, often don't realize that these potentially troublesome physical defects are present.

Finally the nursery school serves as a kind of gentle bridge between the shelter and security of home and the rough-and-tumble of today's crowded public schools. Youngsters who go from a nursery school get along much better in the first grade than those who go directly from home without previous school experience.

#### Criteria of a Good Nursery School

1. A good nursery school has ample indoor and outdoor space, at least 35 sq. ft. of free space per child indoor and outdoor.
2. A good nursery school maintains safe, sanitary and hygienic housing conditions.
3. A good nursery school protects and promotes child's health.
4. A good nursery school provides appropriate and sufficient equipment and play materials for the child's growth.
5. A good nursery school has enough teachers both to guide groups and to take care of individual children's needs.

6. In a good nursery school a child is helped to gain increasing power and facility in the use of language, paints, clay, blocks and other constructive material to express his understanding of one's widening experiences. These experiences are provided by first hand contacts with his environments within the school. He is seldom shown or told what to do or make, but is encouraged to use material creatively.
7. A good nursery school helps children to develop wholesome attitudes towards their own bodies and bodily functions.
8. A good nursery school provides real opportunities for the child's social adjustment.
9. Because young children are so closely linked with their fathers and mothers, a nursery school considers parents as well as children.
10. The teacher in a nursery school is well adjusted. She realizes that human feelings are important. So, she herself expresses feeling and encourages the expression of feeling in children.
11. A good nursery school has teachers who understand children and how they learn.
12. A nursery school not only pays attention to what a child does, but considers why he does it and how to help him.
13. In a good nursery school children are observed, and notes or records are made on their progress and development. They are used to help both teachers and parents to clearer vision of the children and to a better evaluation of their needs, and also serve as guides to wiser procedures.
14. In a good nursery school, the program considers the varying needs of the entire family with special responsibility for the growth and protection of the child himself.
15. The nursery school recognises the importance of regularity in the lives of young children, but "routines" are not over-stressed.
16. Because the entire nursery school staff has a direct or indirect influence on each child, each member tries to work in accordance and in sympathy with one another.

TIME TABLE

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:00-8:30	Outdoor play	Outdoor play	Outdoor play	Outdoor play	Outdoor play
8:30-9:45	Indoor play	Indoor play	Indoor play	Indoor play	Indoor play
9:45-10:00	Music	Rhythmics	Records	Piano	Records
10:00-10:15	Snack	Snack	Snack	Snack	Snack
10:15-10:30	Rest	Rest	Rest	Rest	Rest
10:35-10:50	Creative Activity:				
	Clay	Collegue	Crayons & Paper	Painting & Drawing	Finger painting & clays
10:50-11:00	Story	Nursery rhyme	Story	Nursery rhyme Story	Nursery rhyme Story



APPENDIX C

THE QUESTIONNAIRE TO THE DIRECTOR OF EDUCATION,  
LAHORE REGION, LAHORE, WEST PAKISTAN.

To

The Director of Education  
Lahore Region  
Lahore, West Pakistan

Dear Sir,

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

1. How many nursery schools are there in Lahore?

There is one nursery school in Lahore which was established in October, 1955 to serve as a "laboratory" for the College of Home and Social Sciences in Lahore.

- (a) Number of public nursery schools: One
- (b) Number of private nursery schools: None

2. Are there any kindergartens in Lahore which start with nursery classes?

Yes

- (a) If yes; give the number: About 17
- (b) Is the curriculum and the methods of teaching in these nursery schools based on traditional or modern lines of education?

Mostly the curriculum and the methods are based on traditional lines for they start with the teaching of the "three R's". The children for the most part of the day sit on chairs arranged in rows and the teachers impart instruction in the "three R's", in a formal way. In some schools subjects like art, handwork, music and games and some other activities for social adjustment or establishing routines are receiving attention. The trend is to modernize nursery schools.

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

No; there is no syllabus recommend by the Directorate of Education. The nursery school attached to the College of Home and Social Sciences, Lahore and other nursery schools prepare their programme of activities for nursery school children, usually on the lines indicated under 2(c). Some are more traditional others are more modern.

4. In your opinion what are the criteria for evaluating a nursery school suitable for the community and culture in Lahore?

The best criteria for evaluating a nursery school are:

- (a) The objectives for which the school is established are fulfilled, i.e. it caters to the needs of the community and culture for which it is meant keeping in view the capacities and the needs of the child;
  - (b) Proper guidance is given to the child to solve his problems;
  - (c) Due attention is paid to the maturation level of the child - physical, mental and emotional;
  - (d) The activities help healthy growth and development of the child.
5. Do you think that the city of Lahore needs more modern nursery schools?

Yes; at least 100 nursery schools are needed to start with.

6. Is there any plan for making nursery school education more widespread and popular?

Yes; 'National Commission on Education' appointed by the Government of Pakistan to make recommendations on all phases of education is expected to make suitable recommendations about making nursery education more widespread and popular.

- (a) If yes, please state the reasons for making it so:

- (1) The society has become more and more complex in Lahore. Most of the mothers have to work for livelihood or participate in social activities of a variety of nature thus leaving less time to attend to their children than they had previously. The child should, therefore, be given in safe hands to be taken care of at the most crucial years of his life.

- (2) There is a general feeling that before the child starts formal education at the age of six he should spend his time in a situation where he may receive proper guidance for readiness to start education through planned programs.
- (3) Children between the ages of three and five must develop wholesome attitudes and gain some experiences in the use of language and other media of expression before receiving formal education.
- (b) If desirable; please also give some information about plans and policies about nursery school education.

Definite policy regarding the future plans of education will be recommended by National Commission on Education. Our plans and policies will, probably, be on the lines of established practices in the countries like U.S.A. and U.K. and we are expected to benefit by their experience regarding nursery school education.

7. Do you think that nursery school education should be made an essential part of the public school system?

Yes

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

Directorate of Education, Lahore, would certainly encourage and help this sort of project. This sort of project if carefully planned and seriously undertaken will receive due support.

9. Please use this space for any other comments, suggestions or recommendations that you would like to make:

The Directorate of Education would be interested in studying and observing any model nursery school on a request from the organizer of the school.

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

Lawrence College, Ghoragali.

With many thanks!

Very sincerely yours,

Khawar Khan

(Sgd.)  
Mukhtar Sadiq  
Publications Officer  
for Director of Education, Lahore

March 1958

Miss Khawar Khan  
Education Department  
American University of Beirut  
Beirut, Lebanon.

APPENDIX D

LAST SCHOOL OR COLLEGE ATTENDED BY FIFTY MOTHERS  
OF NURSERY SCHOOL AGE CHILDREN

<u>Institutions</u>	<u>Mothers of school-going children</u>	<u>Mothers of non- school-going children</u>	<u>Total</u>
University of Arizona, U.S.A.	1	0	1
Aligarh Muslim University, India	1 =	0	1
Govt. College, Lahore, Pakistan	3	2	5
Islamia College for Women, Lahore, Pakistan	1	3	4
Kinnaird College, Lahore, Pakistan	3	1	4
Lady McLagan Training College, Lahore, Pakistan	1	2	3
Fatima Jinnah Medical College, Lahore, Pakistan	1	0	1
I.T. College, Lucknow, India	0	1	1
Women's College, Nagpur, India	1	0	1
Govt. Girls High School, India	0	3	3
Govt. Girls High School, Amritsar, India	0	2	2
St. Thomas High School, Simla, India	0	2	2
High School, Cambridge	1	0	1
Miss F. Girls' High School, Amritsar, India	0	1	1
Victoria Girls High School, Simla, India	1	0	1
Lady Irwin High School, Simla, India =	1	0	1
Lady Irwin High School, Simla, India	1	0	1
Govt. High School, Jalandhar, India	1	0	1
Mission School, Kashmir, India	1	0	1
Queen Mary School, Delhi, India	1	0	1
St. Angelas High School, India	1	0	1

<u>Institutions</u>	<u>Mothers of school-going children</u>	<u>Mothers of non-school-going children</u>	<u>Total</u>
Lareto House, Calcutta, India	1	0	1
St. Joseph's Convent, Karachi, Pakistan	1	0	1
Jesus & Mary Convent, Lahore, Pakistan	1	0	1
Islamia High School, Lahore, Pakistan	0	1	1
Piggot Girls High School, Sind, Pakistan	0	1	1
Lady McLagon Girls High School, Lahore Pakistan	0	1	1
Govt. High School for Girls, Lahore, Pakistan	0	1	1
Wahdat Govt. High School, Lahore, Pakistan	0	1	1
Govt. Girls High School, Sheikupura, Lahore, Pakistan	0	1	1
Govt. Girls High School, Africa	0	1	1
No institution (studied privately)	<u>1</u>	<u>0</u>	<u>1</u>
	25	25	50

APPENDIX E

LAST SCHOOL OR COLLEGE ATTENDED BY FIFTY FATHERS  
OF NURSERY SCHOOL AGE CHILDREN

<u>Institutions</u>	<u>Fathers of School-going Children</u>	<u>Fathers of non- school-going Children</u>	<u>Total</u>
Aligarh Muslim University, India	1	1	2
University of Punjab, Pakistan	1	1	2
University of Lucknow, India	1	0	1
University of Toronto, Canada	1	0	1
University of Pennsylvania, U.S.A.	1	0	1
Harvard University, U.S.A.	1	0	1
Oxford University, England	0	1	1
Islamia College, Lahore, Pakistan	3	3	6
Govt. College, Lahore, Pakistan	0	4	4
M.A.O. College, Amritsar, India	2	2	4
F.C. College, Lahore, Pakistan	1	1	2
Law College, Oxford	1	0	1
City & Guilds Engineering College, London	1	0	1
St. Stephens College, Delhi, India	0	1	1
Agra College, Agra, India	0	1	1
Murray College, Sialkot, Pakistan	1	0	1
King Edward College, Lahore, Pakistan	1	0	1
Engineering College, Lahore, Pakistan	0	1	1
Govt. College, Delhi, India	0	1	1
Dayal Singh College, Lahore, Pakistan	0	1	1
N.E.D. Engineering College, Karachi, Pakistan	0	1	1
Muslim High School, India	3	0	3
Govt. High School, Lahore, Pakistan	2	0	2
Anglo High School, Jallandhen, India	1	0	1
Col. Brown's School, Dehra Dun, India	1	0	1
Govt. High School, India	1	0	1
Islamia High School, Amritsar, India	0	1	1
Govt. High School Montgomery, Pakistan	0	1	1
Institution not stated	1	4	5
	25	25	50



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