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PROPOSALS FOR A GREATER EMPHASIS ON
HANDICRAFT EDUCATION IN THE PRIMARY
SCHOOLS OF EAST PAKISTAN

By

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HANDICRAFT EDUCATION IN EAST PAKISTAN

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ABSTRACT

Since the inception of Pakistan as a democratic republic there has arisen the need for having an educational system based on modern theory and practice and suited to the needs and interests of the country and its people. Primary education, being the base of whole educational structure, needs to be greatly attended to. For the discharge of their duties and responsibilities the citizens of a democratic state need to have at least primary education. But if primary education aims only at eliminating illiteracy and preparing students for secondary schools, as is the present tendency in East Pakistan, then this education cannot meet the needs of this democratic state.

Modern principles of primary education maintain that it should be centered around activities, because the child's nature is essentially active. Primary schools should therefore utilize this natural inclination of the child to guide him in desirable directions. Modern principles of primary education also maintain that handicrafts, as a form of activity, should be an integral part of the curriculum. In East Pakistan these principles are recognized; but they are not sufficiently put into practice. The subject of handicraft has been included in the curriculum, but it is neither compulsory, nor taught in any known school. The aims of the primary schools are, to a great extent, the preparation for the secondary schools and the elimination of illiteracy.

The present study has been undertaken with a view to giving some suggestions as to the implementation of handicrafts in the primary schools of East Pakistan, and setting forth their role in the development of the "whole child" and in the promotion of social progress. The term handicraft has been used to mean handwork in general which includes both arts and crafts.

The method of investigation followed is mainly analytic and descriptive. Relevant literature has been revised and the present curriculum of handicrafts of the primary schools of East Pakistan has been analyzed.

In the first place an attempt has been made to discuss the objectives of handicraft education as recognized in East Pakistan. An attempt has also been made to show the discrepancy between handicrafts in theory and handicrafts in practice along with some of the causes that are believed to contribute to this discrepancy.

Secondly, an attempt has been made to discuss the historical background of the present concept of handicrafts with a view to showing the place of handicrafts in modern education. In presenting the historical background the main contributions of only a few outstanding educators have been dealt with. Furthermore, the educational significance of handicraft education in modern education has been discussed.

Lastly, with a view to bringing the gap between handicraft theory and handicraft practice, some suggestions have been proposed for the Primary Schools. In the concluding chapter the role of handicrafts in realizing educational objectives has been set forth;

a new handicraft curriculum has been proposed which is believed to be more suited to the needs of the country; methods of teaching and management techniques have been suggested which make handicrafts more meaningful and educative; administrative measures relative to finance, handwork exhibition and preparation of teachers, . have been presented. All these have been put forward for the implementation of handicraft education in the primary schools of East Pakistan. It is hoped that these suggestions will be of some help to those who are working for the reorganization of primary education in East Pakistan on modern lines for the purpose of preparing worthy citizens of independent Pakistan.

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CHAPTER ONE

INTRODUCTION

Since the inception of Pakistan as a democratic republic there has arisen the need for providing equality of educational opportunity for all. Pakistan as a democratic state is to live, - and live among other progressive nations, and contribute her share to the total progress of the world. This will be possible only if its people are educated. Democracy believes in the worth of each and every individual, and thus provides educational facilities for all. Every member of a democratic state is to be well aware of the current affairs - economic, political, and social; otherwise how can he elect the right representatives who will work for the progress and smooth running of the state. In such a state the people are both rulers and ruled. Its progress depends largely on the type of citizens it produces. This again depends on the type of education these citizens receive.

If the general intelligence of the people of Pakistan is to be realized, at least primary education is necessary for all. It is on the basis of primary education that the whole set-up of education depends. It is from a broad type of primary education that the leaders of different types. will emerge. The need for attaching greater importance to it is, therefore, imperative. It should have an end in itself, and should be able to prepare worthy, independent,

and self-reliant citizens. To this end, its aim should be more than the elimination of illiteracy; the achievement of literacy is no doubt important, but it is not all of education. Realizing this in the First Educational Conference held in the year 1947 at Karachi Quaid-i-Azam Muhammad Ali Jinnah, the father of the nation declared:

The importance of education, and the right type of education cannot be overemphasized. Under foreign rule ... sufficient attention has not been paid to the education of our people, and if we are to make a real, speedy and substantial progress we must earnestly tackle this question and bring our educational policy and program on the lines suited to the genius of the people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world.

..Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade, and particularly, well planned industries.¹

In view of these suggestions the different Educational Commissions that came in later have tried to put forward their recommendations on the line that suits best the needs of the country. The educational objectives and principles have undergone some changes on the basis of Islamic ideology, the ideology of Pakistan; but the sphere of handicraft education has remained unchanged.

A. Statement of the Problem

In spite of the different suggestions for educational reform the primary education system of East Pakistan has not been modified in any significant way. Its aim continues to be preparation for secondary education. The curriculum is book-centered, uniform, rigid,

¹ Quoted by Government of Pakistan: The First Five Year Plan, (1955-1960), (Karachi, Manager of Publications, 1958). p. 542.

and stereotyped. The teaching methods are dogmatic and authoritative. Learning is regarded as the memorization of the contents of text-books, and its test is the successful reproduction of the memorized materials in examinations. The capacity of recitation from these books is regarded as the best form of knowledge, and the attainment of "intellectual excellence" the goal of the students.

The inclusion of subjects in arts and crafts has remained on paper. These subjects are neither compulsory nor taught in any known school. The most surprising is that, though East Pakistan is primarily an agricultural province, gardening has not yet been included in the curriculum. The prejudice against manual work is widely in vogue. The immense educational, social and economic values of handicraft education are neglected. To quote the words of the most recent Commission on National Education:

..in Pakistan there exists a wide spread reluctance to dirty the hands and a tendency to regard manual labour as something reserved for particular classes of people. We are disturbed to find the general impression that the education system has contributed to the existence of these attitudes, and it is a matter of great concern to us that education should, in any way, be a party to the maintenance of cleavage and division within our nation.²

This Commission strongly recommends the introduction of hand-work in the primary schools as a compulsory subject. In regard to the primary and junior secondary schools, this Commission recommends that whenever possible both the teachers and the taught are to take part even in the works outside the schools for the benefit of the community. This is especially applicable to the older students of the primary schools while the students of the junior schools are expected to do

²Government of Pakistan (Ministry of Education): Report of the Commission on National Education. (Karachi, Manager of Publications, 1960), p. 239.

minor repair works of the building, furniture, etc. These students are also to take responsibility for campaigns like malaria control, cleaning up cities, towns, and villages; and harvesting.³

In Pakistan the movement for the inclusion of handicraft education in the primary school curriculum as a compulsory subject is not new. All Educational Commissions put forward their recommendations and plans for implementing it. For instance, the Council of Technical Education maintains that the name of the present primary schools be changed to junior basic schools, and that in such schools basic crafts suited to the conditions of the community be introduced. General education from the outset should have some practical bias for training the individual to produce or create something. The students with practical training in the use of the hands will be better suited for the technical schools. Even those who will not go to the technical schools will be better fitted for their daily living, and will be better able to assume a more responsible role as future citizens.⁴

It is in view of these needs of the future citizens, and the immense value of handicrafts in the development of the "whole child" and the promotion of social progress that this study of handicraft education has been undertaken.

The problems and misconceptions of manual work that have been rooted and nursed for about a period of two hundred years are

³ Ibid., p. 240

⁴ Government of Pakistan (Education Division): Minutes of the First and Second Meetings of the Council of Technical Education for Pakistan. (Karachi, Manager of Publications, n.d.) p. 42. 54.

not likely to be solved overnight. With a view to giving some practical suggestions to solve these problems and misconceptions efforts will be made, throughout the whole study to describe the place of handicrafts in the modern education system, its historical background, its role in the enhancement of social progress and the development of the individual.

B. Definition of the Term Handicraft

The term handicraft has been used in this thesis in the sense of handwork which includes both arts and crafts. "The chief purpose of combining these two is to stress the importance of design, which forms the common ground shared by handicraft with drawing ..."⁵ The different types of arts - drawing, painting . . . primarily aim at helping the child express his ideas and imagination. The interest which guides the artist to produce something and to have his own satisfaction and the satisfaction of other people is perhaps similar to that of the craftsman. The craftsman who is mainly concerned with producing serviceable goods is like the artist who gives his ideas and imagination a concrete form. Even when he is to produce any article his artistic consideration is inseparable from his ability in craftsmanship. The underlying connection between crafts and drawings, painting, modelling, and the related activities are the same. It is difficult to separate arts and crafts into watertight compartments. Both arts and crafts have the same aim and are guided by the same curriculum principles. No craftsman can do away

⁵ Board of Education: Handbook of Suggestions for Teachers. (London. His Majesty's Stationary Office. 1937), p. 219.

with the artistic consideration which he needs for success in his craftsmanship. Artistic consideration and craftsmanship go hand in hand. "Thus design, - the character of which is determined in each art by the experiences expressed and the medium employed, and in each craft by its practical purpose and the material used, - provides a link between arts and crafts...."⁶

C. Need for Solution

The need for the solution of the problem is two fold:

(a) need for the development of the "whole child"; (b) need for the promotion of social progress.

(a) For the development of the "whole child"

One of the main aims of education is the development of the "whole child". The child's physical, intellectual, moral, vocational, emotional, aesthetic and spiritual development is an important concern of the present-day education. Educationists today do not believe that the aim of education is only the attainment of "intellectual excellence". The child is born with many potentialities and the task of education is the actualisation of these potentialities. The child is to develop as a complete human being. His total personality should be developed.

Each child is unique in respect of needs, interests, abilities, and experiences. Within these variations he is to be helped to develop freely. The primary school system of East Pakistan does not seem to recognize all these factors. Respect and prestige are given mainly to occupations involving mental work. Physical work is

⁶Ibid., p. 220.

regarded something inferior to mental work. It is believed that a gentleman cannot make his hands dirty by using them. This serious misconception has become a threat to the physical wellbeing of the people. "One of the vices of the current educational system is the undue balance on class-room book-learning, with the result that the average student neglects his physique and presents a sickly and weak personality."⁷

In the presence of such a situation, the need for laying greater emphasis on handicraft education which contributes to the development of the "whole child" is tremendous. Handicraft education helps the development of the intellectual, physical, social and moral, aesthetic, emotional and vocational abilities of the individual, and at the same time it enhances his realization of the dignity of labour which is contributory to the development of the "whole child".

(b) For the promotion of social progress

Pakistan is gradually changing towards industrialization, which demands that children be exposed to work from early childhood. If dignity of labour is not recognized by the rising generations how can industries attract capable and qualified workers, engineers, mechanics and skilled labourers? If children are not trained in work and do not have the experience of experimentation and practical knowledge of the processes involved in industry how can they render efficient services in later life?

Furthermore, a serious social problem which crops up with

⁷ Government of Pakistan (Ministry of Education): Proceedings of the Pakistan Educational Conference Held at Karachi From 27th November to 1st December, 1947. (Karachi. Government of Pakistan Press. 1947), p. 36.

the spread of primary education which aims only at eliminating illiteracy is the problem of unemployment. Unemployed citizens are a burden on society. Merely knowing how to write their names and to read simple books does not help them to solve their life problems. Not a few Pakistani youths do not want to pursue their ancestral jobs in agriculture when they have had some education. They hanker after "white collar" jobs. Will the government be able to provide employment to all these people who have been educated only in "head work"? Will they be able to do any useful work in order to earn their living or will they be a burden on society?

In the midst of all these problems the need for an education system which can help prepare worthy, independent, self-reliant citizens on whom depends the progress of society is necessary. It is believed that handicrafts incorporated in the education system can help much in this direction. Handicrafts represent the reality of society, that is, it provides the learners with their life situations. Handicraft education will help the learners shake off their prejudice against work, and lessen the sharp division among the members of society on the basis of work. Everybody will grow as a worker, and not as an idle person who is a burden on society. It is from this broader type of primary education that leaders, technicians, and agriculturists will come. And society will be led to progress.

D. Methods of Study

(a) The method followed in this study is mainly analytic. The present position of handicraft education in the primary schools of East Pakistan seems to represent a lag between theory and practice.

To substantiate this position, the reports of the different Educational Commissions, letters from the Director of Public Education, East Pakistan, the curriculum and syllabuses of the primary schools and other relevant publications and works have been consulted. With a view to bridging this lag and showing the educational significance of handicrafts its historical background, some practical suggestions have been put forward.

(b) With a view to having some practical experiences as to handicraft education in Lebanon, a few observations have been made in the Elementary School of International College, AUB. The study of the curriculum, time-table, visits to the show-room and library, observations of class-room procedure and interviews with the teachers and the director of the institution helped clarify different points in this study.

(c) To get some practical suggestions as to the present position, ways and means of implementing handicraft education in the primary schools of East Pakistan, several interviews have been made with the East Pakistanis, majoring in Education at the American University of Beirut. Their suggestions have been specially useful in the last chapter which deals with the implementation of the scheme.

E. Delimitations

This study is made several thousand miles away from East Pakistan, under limitations of time, materials and availability of the advice of those who are experts in the primary education of East Pakistan. Had it been carried out in East Pakistan, more resources from experts working in this field could have been used. Interviews with parents, primary school teachers, and persons interested in

primary education could have been arranged. Still efforts have been made to utilize all the available materials, suggestions and recommendations.

CHAPTER TWO

HANDICRAFTS IN THE PRESENT PRIMARY SCHOOL CURRICULUM OF EAST PAKISTAN

Suggestions for the improvement or modification of handicraft education cannot be put forward if one is not acquainted with the existing system. The main purpose of this chapter will be to depict a picture of the present position of handicrafts in the primary school curriculum.

A. Handicrafts in Theory

In writing about handicrafts in theory, the objectives and the curriculum of the present handicraft education will be discussed.

(a) Objectives

Education is not an aimless enterprise. Like all other undertakings, it has some objectives or goals to be realized. Without them the educative process is bound to be haphazard, resulting in chaos and confusion. Subjects included in the curriculum are intended to realize these set objectives. It is the contribution of the different subjects which helps the over-all achievement. But while each subject has its specific objectives; these objectives cannot be divorced from the totality of the objectives. Therefore, in order to deal with the objectives of handicraft education, it is proper to know first the objectives of primary education in East Pakistan, so that one can see the relationship between these objectives and the role of handicrafts in realizing them.

(i) Objectives of primary education

The objectives of primary education in East Pakistan, as specified in the syllabus are the following:¹

(1) Physical development is one of the main objectives of any education system. It is the stepping stone, so to say, for all growth. In the present world there is no place for body-mind dualism. The belief that mind is to be exalted at the expense of the body is no more prevalent. Now the belief is that without sound physique there cannot be sound mind. The person with a sickly body bears a weak personality. He cannot discharge his duties, as a citizen, properly. A diseased person is likely to be emotionally immature, socially unfit, and a burden on society. Health education is necessary for the well-being of the present generation and for the next generation as well. The primary schools have endless opportunities to impart health education through play and other activities. The most important thing is to utilize the natural restlessness of children. The primary schools are to provide various sorts of activities through which the pupils are to be helped in this direction. The education which deprives the learners of their physical development cannot be a real education.

(2) Mental and emotional growth is needed for every person. Immaturity in these respects leads to maladjustment in personal-social relationships. Education has an important role in training the emotional aspect of the learners. The responsibility of education

¹Director of Public Instruction, East Pakistan, Notification No. 103 P.E.S. - 24th October, 1951 (Dacca - Education Directorate), pp. 6 - 7.

in developing the power of critical thinking, proper habits and attitudes, power of creativity and imagination, and aesthetic abilities in the individual for his proper mental development is also tremendous. Education should aim at providing the individual with the opportunities of mental and emotional growth. The primary schools by providing their pupils with different types of activities which need thinking, planning, working together, producing something can contribute to the mental and emotional growth of their children.

(3) Social and moral training for preparing responsible citizens is absolutely necessary. An important function of a primary school is to help the pupil understand others and be understood by them. Education should help him learn how to get along with others. The main prerequisites of social living are sharing and sympathy. If the child does not develop these capacities he cannot be a worthy member of his society. Alike is the case in regard to moral training. Every society follows moral principles based on its own cultural and ideological factors. Training the pupil to abide by these rules is an important corollary to social training. Without developing a sense of morality social living is not possible. The school is to help the pupil develop a proper moral sense.

(4) Preparation for everyday life is a necessary aim of education. In addition to the development of his physical, mental and emotional, social and moral, abilities the child needs preparation for his daily living. He is to earn his livelihood, maintain family life, and contribute to the wellbeing of his country. Preparation for future life is not possible without the fullest development of the stage to which the child belongs at present. When the present

stage is fully developed the child automatically prepares himself for his future life. The child is not a miniature adult; he is a child. So, undue emphasis on the preparation for future life is out of the question. Education is to help the individual prepare for everyday life. This is to be done not only through the knowledge of the conventional 3 R's, but also by providing different sorts of activities in an environment in which the child is being brought up. His activities are to be related to the direct experience in his environment. His experience should find a spontaneous expression in his activities. Instead of only encouraging the acquisition of second-hand knowledge from the books, he is also to be provided with and made interested in his life situations. In the words of a recent report of educational reform, primary education should be:

organised and imparted to suit the outlook, environments and living conditions of the child.... primary education must be such that the child's intelligence is developed through his way of life and in his own environments. The son of a fisherman and agriculturist can acquire the knowledge of the 3 R's through fishing and agriculture and so on.²

(ii) Objectives of handicraft education

With the general objectives of primary education in view, the curriculum makers seem to have conceived the objectives of handicraft education which may be stated as follows.³

(1) To stimulate imagination and creative expression and to give scope for its free play. Abstract ideas and concepts are

²Government of East Pakistan: Report of the Educational Reforms Commission, East Pakistan. (Dacca, East Pakistan Government Press, 1957), pp. 123-124.

³Director of Public Instruction, East Pakistan: Notification No. 103 P.E.S. - 24th October, 1951, p. 22.

of little value to the child. So, development of imagination and creative expression are to be encouraged through different activities, especially in handicraft education. It is the proper training in expressive abilities that helps the materialization of abstract ideas and concepts. Every individual is born with certain potentialities, the proper actualization of which depends on the type of education to which the child is subjected. Education is to aim at "opening up of the windows". When they are opened, creative expression or producing something original is possible. If education does not help develop such capacities, the **desires for originality** are lost. Proper intellectual development **goes hand in hand with** the development of imaginative and creative abilities. The provision of handicraft education helps achieve proper intellectual development. This is also possible through other subjects, but handicraft education suits the active nature of the child best. The child is active by nature, he wants to do something, produce something, that is, he wants to give his ideas some concrete forms. To do this, he is to think, analyse, plan, or devise ways and means; he needs to use his body and mind to execute his work. Such exercises of his intellect, and uses of his body, specially his hands, help achieve both his physical and intellectual development, and **creativity**.

(2) To encourage the child's natural impulses, give visible forms to his ideas and develop in him the power to do this with courage, sincerity and vividness is the second objective of handicraft

education.⁴ Children during this period are full of vigour and energy, and as such they always like to do things, to be busy in any sort of activity. Restlessness is inherent in their nature. Activities of different types bring them delight. They are always curious about the 'why' and 'how' of things. Their creative urge is very prominent, and manifests itself in different types of activities. To formulate any scheme of education these outstanding characteristics of childhood should be taken into consideration, because they suggest that in school there should be provision for all sorts of activities. Handicraft education, as a discipline representing activity, serves as an outlet of children's abundant energy. It provides them with the opportunity of turning their abstract ideas into visible forms. When children do something, produce something, they not only utilize their restlessness, but also get prepared for everyday life. Their present stage of development is utilized, and preparation for the next stage is automatically done.

(3) To make the child actively aware of what is beautiful in nature and art and what is fine and honest in craftsmanship is the third and last objective of handicraft education. Every man has the need for developing his aesthetic potentialities. It is important for all to understand what

... beauty is found in nature and things around

⁴The objectives nos. 2 & 3 have been quoted by the Director of Public Instruction, East Pakistan, from:
Board of Education: Handbook of Suggestions for Teachers.
(London, His Majesty's Stationary Office, 1937), p. 224.

To recognize beauty and share it with others; to assume responsibility for an orderly room; to show ability to make good choices; to acquire desire to have beautiful objects around; to form respect for the ability of the artists; their materials and tools. To know how primitive man loved beauty, decorated his clothings, utensils, weapons and home; to appreciate beauty in nature - colour, texture, and growth in plants; the pattern of trees against the sky, the rhythmic lines and movements of animals; to enjoy artistic works in beautiful cooking utensils, dishes, textiles, architecture, etc.⁵

Besides the development of the child's capacity for the appreciation of beauty, handicraft education helps him form attitudes of respecting the occupation of all persons. He understands that no job is inferior. All social occupations are the representatives of integrity and purity. The recognition of labour relating to any job is one of the important achievements of handicraft education.

(b) Curriculum

According to its Latin origin, a curriculum is a 'runway', a course which one runs to reach a goal, as in a race ... it is sometimes called a curriculum, sometimes a course of study. Whatever its name, it describes the ground which pupil and teacher cover to reach the goal ... The curriculum is so dependent on the goal set, that it is hardly surprising to find that learning the curriculum will be virtually equivalent to achieving one's objectives. In fact, so close is the relation between aim and curriculum that ... one may say ... the curriculum is nothing more than aims or values ~~written~~ large in expanded form.⁶

On the realization of the curriculum depends the development of the learners. Children of today are the citizens of the future. The curriculum is to help them develop properly, to adjust themselves to the conditions of society, to arouse curiosity which is the

⁵Director of Public Instruction, East Pakistan: Notification, p. 23.

⁶Brubacher, J.S.: Modern Philosophies of Education, (New York, McGraw-Hill Book Company, Inc., 1950), pp. 223 - 224.

foundation of all knowledge, and the capacity of feeling and willing. It is on the right type of achievement of the curriculum that the development of individuality depends. The curriculum is to cater to the needs and interests of children for whom it has been designed, to exercise their creative and constructive powers.

During the primary school period the child for the first time starts showing a great desire for doing something or producing something with materials. His desires for activity are more prominent now. This is one of the main reasons for making the primary school curriculum centre around some form of activity. Hence this is the proper time to introduce handicrafts in the curriculum. Their introduction implies the cementing of the foundations of the child's future creative and productive life. If the curriculum fails in this respect the chance of developing the capacities of creative life is apt to be handicapped in case of many students.

To realize this aim there are some factors which must not be neglected. The child is to be given the chance of developing his capacity for creativity by living fully the stage of development in which he is now. The subjects to be included in the curriculum are to be graduated in such a way as to help the utilization of the present potentialities. In other words, the need for graduation of the curriculum is a matter of primary importance, and this graduation is to be based on the needs, interests, and capacities of children. The curriculum should be appealing to them, it is to help them call forth their powers, and encourage them to live a full life then and there. Activities are to be selected on the basis of attitudes of

children and the dominant characteristics of the environment and they are also to be free of any sort of imposition.

Keeping these principles of framing the curriculum in mind, the curriculum makers provide the following graduated curriculum of handicraft education:⁷

Grade I: (a) Sand, (b) Clay-modelling, (c) Needle work, (d) Paper cutting and folding, (e) Leaf-weaving, (f) Drawing and painting.

Grade II and III: (a) Plastic materials, (b) Posters and lettering, (c) Needle work, (d) Drawing and painting.

Grade IV: (a) Weaving and spinning, (b) Needle work, (c) Paper work, (d) Wood work, (e) Ceramics, (f) Bead work, (g) Basketry, (h) Textile work, (i) Drawing and painting.

Grade V: (a) Sewing, (b) Weaving, (c) Darning, (d) Braiding, (e) Wood work, (f) Paper work, (g) Ceramics, (h) Bead work, (i) Basketry, (j) Drawing and painting.

B. Handicrafts in Practice

From the above-stated objectives and curriculum of handicraft education, one is apt to conclude that in the primary school system of East Pakistan all the tenets of modern activity-centred education are in existence and that within a short time East Pakistan has been able to build up a system of its own to suit the needs of the Pakistani society.

⁷ Director of Public Instruction, East Pakistan, : Notification No. 103, P.E.S., 24th October, 1951, pp. 23 - 26. (For detailed curriculum see Appendix A).

But the real question is how much has been attained in practice. In point of fact, hardly anything has been changed. Educational processes that East Pakistan had before the achievement of independence are still there. The main emphasis is still on verbalism; the aim has remained to be the preparation for the secondary schools. To quote the words of the National Planning Board:

The ... primary schools divorced education from the children's hereditary culture and environment. Their almost exclusive emphasis was on reading, writing, and arithmetic. The teaching method was repetition and drill. It was ... this sterile system that represented primary education at independence, and no significant improvements have been made in it since.

In regard to the objectives of primary education the Board suggests:

... primary schools which have such narrow objectives as merely the elimination of illiteracy or preparation for secondary schools will no longer suffice The purpose of the primary schools should be to aid the child to grow in mind, body, and spirit and thus release his capacities for a constructive life.⁹

In every civilized country primary education is viewed as the basis of the whole educational set-up. It is designed to prepare citizens for the discharge of their democratic and civic responsibilities. It is from the broad base of primary education that the leaders, scientists, and industrialists will emerge. But in East Pakistan primary education has been organized on theoretical

⁸ Government of Pakistan (National Planning Board): The First Five Year Plan (1955-1960) (Karachi, Manager of Publications, 1958), p. 545.

⁹ Ibid., p. 547.

bases. There remains a great lag between theory and practice. The aim remains to be the preparation of students for the higher schools.

In the words of Mr. Huq:

The traditional emphasis on the higher stage of educationstill persists. As a result there is a tendency to adapt the primary curriculum not to the needs and interests of the children of that age, but to the requirements of the secondary and higher stages of education.¹⁰

Let us see how far this is true in case of handicraft education.

A view over the primary school curriculum of East Pakistan shows that it is based on the modern activity theory of learning and that the system of primary education represents the reality of East Pakistani society and considers the needs, interests, and experiences of the learners. In theory, no doubt, all these have been attained; but in fact there remains a great gap between handicraft-theory and handicraft-practice. The subjects of arts and crafts are neither compulsory nor taught in any known school.¹¹ Moreover, there is no provision for any examination in the subjects of arts and crafts.¹² Practically all the Educational Reforms

¹⁰ Huq Muhammad Samsul: Compulsory Education in Pakistan. (Paris, UNESCO, 1954), pp. 54 - 55.

¹¹ Director of Public Instruction, East Pakistan: Letter No. 23087-G Dated Dacca the 24th of August, 1959.
OM-102G/59

Interview with the East Pakistani Students majoring in Education at A.U.B.

¹² Director of Public Instruction, East Pakistan: Notification, p. 2.

Commissions that were appointed by the government from time to time recommend that these subjects be made compulsory. For instance, the Educational Reforms Commission, East Pakistan, 1957, recommends that in the development of children the importance of hand work must not be overlooked. Instead of encouraging the students to cram the contents of text-books they should rather be encouraged in the activities related to their environment. The most important aspect of child's education is that it is to be centered around some form of activity. Hence handwork as a form of activity should be made a compulsory item in the curriculum of the primary schools. The introduction of handicrafts will generate a new spirit in the students who will be trained in experimenting with things. Such training would help prepare worthy members of society.¹³

C. Causes of Discrepancy Between Theory and Practice

An attempt will now be made to mention the main causes of discrepancy between handicrafts in theory and handicrafts in practice.

(a) Inheritance of the British-made curriculum

The present primary school curriculum is a modified form of the British-made curriculum of the pre-independence days. The British rulers brought with them "their own conception of values based on the eighteenth century social system of England, much of it alien to the philosophy which guided the life and outlook of the people."¹⁴ For sometime after the conquest of the Indo-Pak sub-continent,

¹³ Government of East Pakistan: Report of the Educational Reforms Commission, East Pakistan, pp. 94 - 95.

¹⁴ Huq Muhammad Samsul: op. cit., p. 23.

the British rulers followed the policy of "non-intervention" in the field of education. They did not care much for the education of the people. By 1815, however, they had understood that it was not possible for them to import all the officials from England, and so they took a new conception of educating the people. In the words of Macaulay,

we must at present do our best to form a class who may be interpreters between us and the millions whom we govern - a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the populations.¹⁵

This policy is known in history as the "Downward Filtration" policy. The result of introducing it in the education system was the creation of a sort of caste system among the people. The gap between the educated and the uneducated was becoming wider and wider day by day. The educated few did not try to understand their fellows; and started leaving the villages for towns to have jobs there. The comparative neglect of education up to 1815 and then the sudden encouragement of English education to the limited few tended to ruin the existing indigeneous schools. The worse effect of this education is the creation of a mentality towards "white collar" jobs and an apathy towards using the hands. The microscopic few satisfied the first part of the plan of Macaulay. But the latter part of the plan, that is, the education of the masses through these educated few has

¹⁵ Quoted in Ibid., p. 23.

never been fulfilled.

East Pakistan has inherited from the British rulers this ideology and curriculum of primary education system. The Primary Education Act¹⁶ of 1951 tried to modify the defects, but little effort has been made to implement the scheme. The different National Educational Commissions, the National Planning Board, the Advisory Board of Education for Pakistan, the Council of Technical Education - etc. all have agreed that an over-all reorientation in the education system is necessary. These bodies also agreed that introduction of manual training is absolutely necessary for preparing our future citizens. For instance, the Planning Board maintains that at independence the country found itself an inheritor of an education system which is based on foreign social, economic and cultural concepts. The task of the state is to mould its education according to the needs of the country and its people. To start with educational reconstruction the priority of primary education must not be forgotten. It is from the broad base of primary education that the leadership, and support for industrial development of the country will come. The need for introducing a universal primary education is tremendous, and the aim of the reorganized primary schools should have to be more than the elimination of illiteracy. For preparing responsible democratic citizens for the advancement of the country 3 R's alone are not enough. The students are to be encouraged and trained in creative abilities, imagination, cooperation, and experimentation.

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For details of the Act See Appendix B.

Manual exercises should be introduced in the primary curriculum.¹⁷

(b) Lack of stability in the government

Pakistan as an independent republic has come into existence in the year 1947. From the time of its inception down to October, 1958, the ministry in the central government has been changed seven times. So is the case in the province of East Pakistan. In addition to this, three times Section 193 of the constitution¹⁸ has been applied by the President to the province of East Pakistan. There are about eight main political parties each of which wants to form the cabinet. If there is no single majority party then two or three political parties join together to defeat the party in power. In this way several times "no confidence" has been brought against the party in power. As a result no ministry has been able to concentrate on the development of the province. If one party plans something, the next party coming to power either declares all the plans null and void, or accepts only some of them.

Almost all the ministries have appointed Educational Commissions; different educational conferences have taken place from time to time; and reports and proceedings were published. There seems to be a general agreement as to the nature of the educational problem among them. For instance, the First Educational Conference held in the year 1947, resolves that education must fight against the present disintegration. Proper integration of spiritual, social, physical, intellectual,

¹⁷ Government of Pakistan (National Planning Board), The First Five Year Plan (1955 - 60), pp. 542, 545, 547.

¹⁸ Section 193 is applied by the President when there is any emergency in the province. When he thinks that the government of the province is not in a position to run the administration he being advised by the central cabinet assumes all the administrative powers of the province concerned, and dissolves the provincial legislature and the cabinet. (For details see Appendix C).

emotional, aesthetic, and vocational elements must be made, so that the development of the "whole child" becomes possible. A well-balanced education system must do away with the present compartmental concept of education. Syllabuses and curricula are to be modified in a way that can help achieve the desired goal.¹⁹ On the basis of these principles the conference put forward its recommendations.

In the year 1957, the East Pakistan Government appointed an Educational Reforms Commission and asked the Commission to give some realistic suggestions as to how the education system can be modified along modern lines. Among its other recommendations the Commission states that the primary education is to be reorganized on the basis of the environment of the child. In East Pakistan the environment of the child constitutes the agriculturists, weavers, fishermen, carpenters, potters, etc. The primary education is to represent all these realities of life, and provision for handwork must be made in the curriculum. Such provision will suit the active nature of the child on the one hand, and will help the child to grow in an environment which is known to him on the other. Handwork should be made compulsory item in the primary school curriculum.²⁰

Recommendations like these have been coming always. In

¹⁹ Government of Pakistan, Proceedings of the Educational Conference Held at Karachi From 27th November to 1st December, 1947, pp. 19, 36.

²⁰ Government of East Pakistan, Report of the Educational Reforms Commission, East Pakistan, 1957, pp. 123 - 124, 94 - 95.

spite of these recommendations of the different Commissions education system has not been changed in any significant way. When the country does not have any stable government, when the party in power does not get the time to concentrate on the development of the country, when the ministry changes frequently, what development a country can expect?

To save the country from political misadventure and thereby from utter ruin in October, 1958, the Constitution was abrogated. Since then the country has been ruled under Martial or Military Law. The present government also appointed an Educational Commission whose report has come out recently. Among other recommendations, the Commission regarding handicraft education in the primary schools remarks, "One of the greatest weaknesses, as a people, is our unwillingness to use our hands and a misconception of the true nature of manual work. So long as this remains a feature of our educated class, progress in developing our country will be slow."²¹ This weakness is

a basic weakness of our entire educational system which, in a sense, reflects a weakness of our society ... For this reason we urge that courses in simple handwork be made compulsory for all children. Whenever possible these should be supplemented with practical courses in school gardens, so that children acquire some elementary knowledge of soil and plant growth.²²

As for materialization of this plan the people are to wait

21

Government of Pakistan (Ministry of Education), Report of the Commission on National Education, Pakistan, 1960, p. 12.

22

Ibid., p. 174.

and see.

(c) Paucity of funds

Paucity of funds is also one of the main causes which debarred many of the educational reform plans from being carried out. Primary education in East Pakistan is financed by the provincial government. During the year 1956 the total expenditure²³ on primary education was Rs. 2,36,75,266. In the year 1958 the budget of the primary education was increased²⁴ by Rs. 59,00000. These funds are raised by imposing primary education cess on the holders of lands, persons in business, trade, and profession. In addition to this, there is a provision by which the government can levy taxes on regular Union and Municipal Rates. According to the report of the Educational Reforms Commission, East Pakistan, 1957, there are 4,19,32,329 people in the province, population density is 781 per square mile, population within the primary school age is 52,41,541, number of pupils attending the primary schools is 27,28,777 (that is, about half of the primary school-age pupils are not going to school), and the total number of primary schools is 25,884 (that is, for over 202.81 pupils there is one school). These figures show that per capita expenditure on the children attending the schools is Rs. 10.8 approximately.

In such circumstances, the government, being afraid of people's

²³Government of East Pakistan: Report of the Educational Reforms Commission, East Pakistan, p. 49.

²⁴Government of East Pakistan: Progress in One Year (in Bengali), (Dacca, Department of Publicity, 1957), p. 52.

agitation, can neither impose additional taxes, nor find any other reasonable source of income which can satisfy the needs of the country in respect of education. Moreover, Pakistan as a newly emerged independent country has to make many adjustments in different fields; so it cannot increase the budget of education. Hence the expected progress has not been achieved.

(d) Dearth of trained teachers

There is a dearth of trained teachers in East Pakistan. One of the main causes of it lies in the fact that before independence most of the teachers were Hindus.²⁵ With the partition of India, almost all of them migrated to India. This sudden exodus of the Hindu teachers caused a serious retardation in the progress of education in East Pakistan. Even after independence, educated people did not seem to like the job of teaching. There was also a tremendous need on the part of the government for educated people to run the administration of the new state. When people started to flock there, only those who did not have the chance of getting immediate employment in the government departments took teaching as a temporary profession. This tendency is still in vogue. If educated people have no way of getting any other job, then they seek jobs in the education department. This is mainly because of low salary, low status, and less future prospect of the teachers of the country. According to the Report of the Educational Commission, East Pakistan, 1957, out of of 67,775 primary school teachers 46,003 teachers are trained. There are

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Barman, M. A Critical Study of the Curriculum of the Primary Schools in East Pakistan (unpublished thesis), (AUB 1958), p. 3.

10,477 teachers who are neither trained, nor even high school graduates, and there are 11,295 who are not trained but all high school graduates. Of the 46,003 trained teachers 31,326 are non-matric trained; and only 14,677 teachers are both trained and high school graduates.²⁶

In the present state of the country, with such a large number of untrained teachers, whatever changes are made in the curriculum they are not likely to produce good results. It is the teachers who interpret the curriculum and put it into practice. If the large proportion of teachers remain untrained, the country cannot claim that her teachers will be able to play their role in promoting the development of the curriculum around the interests of the child.²⁷

²⁶ Government of East Pakistan: Report of Educational Reforms Commission, East Pakistan, p. 50.

²⁷ Huq Muhammad Samsul, op. cit., p. 54.

CHAPTER THREE

THE PLACE OF HANDICRAFTS IN MODERN EDUCATION

A. Historical Background

It is now an accepted fact that the best type of curriculum is the activity curriculum. The importance of activity in the development of children has led to the inclusion of both play and work in the curriculum. The modern view does not support educating children in air-tight school-rooms, but rather in workshops, play grounds, laboratories, and gardens, where they can experiment and explore. The schools are expected to provide situations which are best suited to explore the interest of children in play and work. The best results in play come not from toys but from materials like sand, clay, paint, wood, cotton, leaves, cardboards, pasteboards, and the like. Children use these materials in their own way and explore things. They exercise their initiative, imagination, and fantasy. They make discoveries sometimes, and a sense of achievement leads to a greater awareness of their selves and their surroundings.

This modern theory of activism has its roots in ancient times. It can be traced back as far as Aristotle who was perhaps the first to propound a theory of activism in the history of education. In course of time, this theory has undergone tremendous change at the hands of philosophers like Aquinas, Locke, Rousseau, Pestalozzi,

Frobel, Herbart, Dewey, and Kilpatrick. Below is an account of the views of a few selected educators on the importance of handicrafts as an example of activity in the education of children.

(a) John Locke (1632 - 1704)

Like other contemporary educators, he was dissatisfied with the education system based on the rationalistic view. In protest against rationalistic philosophy he wrote a number of books. He is generally known as a sensationalist. According to him the human mind at birth is a 'tabula rasa', and all knowledge comes from sense-experience. But he did not deny the capacity of the human mind to interpret, organize and retain the sense data. He believed that as the course of a river can be changed in any direction, so by education human nature can be changed.

In his most famous book Some Thoughts Concerning Education he works out a plan for the education of a gentlemen. Constructing the curriculum, he includes handicraft among other subjects. He says, "Gentlemen should use their children as the honest farmers and substantial yeomen do theirs."¹ About the nature of the child he says that he does not like to sit idle; the more he gets things done, the more he becomes fond of doing. This capacity of doing things should be utilized. Manual work can do a lot in utilizing the curiosity of children. In the curriculum there should be provision for a training in trade. Without the learning of a trade

¹ Locke, John. Some Thoughts Concerning Education, (London Cambridge University Press. 1934). p. 2.

a gentlemen's education is incomplete. "I cannot forbear to say, I would have him learn a trade, a manual trade; nay two or three, but one more particularly."² All the activities towards which children have their inclination are to be directed to something that can be helpful to them. According to Locke, the skill which is got by practice is worthwhile. This skill does not mean only the skill in languages and sciences, but also in painting, turning, gardening, metal works and all other arts.³ And so handwork is necessary for the education of a gentleman. Locke wants to make his gentleman a specialist, but in which field can he be a specialist?

Painting is one of the best arts, but it involves too much mental exhaustion. Moreover, to attain a tolerable degree of perfection in it, one needs a long time. So a gentlemen is to learn a trade that involves bodily exercise. But this does not mean that there is no place for drawing and painting in the curriculum. There shall be drawing, though a gentleman does not need to be a specialist in it. He is simply to know it. When pages of writing are not able to convey an idea, the drawing of a single page is sufficient for understanding. The importance of drawing and painting cannot be overlooked.⁴

A gentleman cannot always remain busy with his studies. He needs to exercise his limbs. "Gardening and husbandry in general,

²Ibid., p. 177.

³Ibid., p. 177.

⁴Ibid., pp. 136 - 137, 178.

and working with wood, as a carpenter, joiner, or turner, these being fit and healthy recreations for a man of study or business,"⁵ will be the most suitable trade for a gentleman's training. Studious men should have some exercise "to divert their minds and employ their bodies... I know none that could do it better for a country gentleman than these two."⁶ Easy labour such as planting, watering, delving, etc., are suitable for easing the wearied mind.

His concern is not only with country gentlemen, but also with gentlemen who live in town. Besides the above two arts, he adds the following to his curriculum and states:

Perfuming, varnishing, gravings, and several sorts of working in iron, brass, and silver, and if, as it happens to most young gentlemen, that a considerable part of his time be spent in great town he may learn to cut, polish, and set precious stones, or employ himself in grinding and polishing optical glasses. Amongst the great variety there is of ingenious manual arts, it will be impossible that no one should be found to please and delight him unless he be either idle or debauched, which is not to be supposed in right way of education.

(b) Jean Jacques Rousseau (1712 - 1778)

Rousseau is a famous writer. His most important work on education is Emile, a book consisting of five parts and containing his educational views. Emile is an imaginary boy, and Rousseau plans to show how this boy is to be brought up. According to Rousseau, education is the gradual unfolding of the capacities of the child.

⁵ Ibid., pp. 178 - 179.

⁶ Ibid., p. 179.

⁷ Ibid., p. 182.

Every stage of growth of the child presents different types of needs. In Emile we find the first germ of the principle of education as growth. Furthermore education, especially primary education, is to take place through sense experience. The activities of children are to find expression in paintings, drawings, play, and music. Education, to become effective, is to be imparted through projects of active experiences in a natural setting.

In planning the education of Emile he proposes to train him in a vocation. He takes the nature of Emile essentially as active and creative; and suggests that these creative abilities of the child need to be utilized. So Rousseau, the tutor of Emile, firstly proposes to help him in working in the garden, which would constitute his first training in handwork. In the garden, with the help of his teacher, Emile will grow beans and plant trees, beautify it with flowers.⁸

In mentioning the importance of activity, Rousseau states that his Emile will not be made sick of his books. He will be employed and trained in workshops. His hands will work for the development of his mind. While working with his hands Emile will be utilizing his natural instincts of creativeness, and when he sees that he had produced something his joys know no bounds. Experiments with hands train his reasoning and give him practical knowledge.⁹

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Rousseau, J.J.: Emile, (translated by Foxley, Barbara) (London, J.M. Dent and Sons, Ltd., 1911), p. 62.

9

Ibid., p. 140.

For training Emile in a vocation Rousseau suggests that agriculture be the earliest and most honourable art in which he will have his first training. Next in order will come metal work and carpentry. But Rousseau does not want to see him either as an agriculturist or a metal worker. As Emile has been brought up in the country he is already proficient in agriculture. Rousseau wants to choose an occupation that can give Emile a rank in society. He wants to see Emile as a man of unequalled proficiency in that occupation. He suggests a trade, a genuine trade, where the hands work more than the head. This trade may not lead Emile to be rich, but it will lead him to be independent. He is in favour of training him in carpentry; because, in his opinion, it is the most honest trade. It is clean and useful. It can be carried on at home. It ensures enough physical exercise, calls for skill, and improves tastes and elegance.¹⁰

In his Emile, Rousseau also suggests manual training for the girls. He plans for training Sophy, an imaginary girl, as the future wife of Emile. He maintains that weaving, knitting, dress making, and needle work etc. are the best occupations for women. Cooking, cleaning, choice of foods and keeping of accounts are known to Sophy. Sophy has her training in choosing clothes, decorating rooms and appreciating what will please Emile. She has been trained in all sorts of house-crafts, especially needlework which she likes best. There is nothing

¹⁰
Ibid., pp. 158 - 163.

which calls for so much skill and dexterity of her fingers.¹¹

(c) Johann Heinrich Pestalozzi (1746 - 1827)

Another educator who believed in the importance of handwork for primary school children is Pestalozzi. At the age of fifteen he read Emile which influenced his educational views and gave him an impetus to work for realizing his ever-cherished hope for the emancipation of the poor. In the year 1769 he started a school with fifty poor children. In this school agriculture, spinning and weaving formed an important part of the curriculum. In his writings Pestalozzi's main attack was on the education of words which divorced practice or experience totally. His main educational principle was the doctrine of object lessons or of sense-experience. In his institutions his chief concern was to combine instruction with manual labour. This he did with a view to preparing children for life. He was^a social reformer as well as an educator, and his goal was to help the poor earn a living. He succeeded most in agriculture. Next in order were book binding and pasteboard modelling. Spinning and weaving were not so successful.¹²

Pestalozzi did not forget to include drawing and painting in his curriculum. On New Year day, and on Pestalozzi's birthday his students used to decorate the institution with their own painting, including his portrait. In his opinion drawing and painting are quite

¹¹ Ibid., pp. 162, 357.

¹² Pinloche, A., Pestalozzi and the Foundation of the Modern Elementary School, (New York, Charles Scribner's Sons, 1901), pp. 33,80.

in conformity with the nature of children. Instruction in these subjects trains the power of mind, eye, and hand; so artistic education should necessarily be included in the elementary curriculum. When children produce something they become aware of their respective capacities; their ideas manifest themselves in such activities. Striking and carrying, thrusting and throwing, drawing and turning, circling and swinging are the simplest manifestations of the ideas of children. Therefore it is obvious that training in these areas should start from early childhood.¹³

(d) Friedrich Wilhelm August Froebel (1782 - 1852)

Froebel, the father of the Kindergarten, regarded activity as the essential characteristic of human beings and believed that learning occurs through living with others and doing things with purpose. He sought "to give the child experience rather than instruction, and to educate him by action rather than by books, or anything in the nature of abstract learning"¹⁴ Activity was a means of education to him; the individual was not only receptive but also creative. The watchwords of his kindergarten were "self-activity, all-sided connectedness, creativeness or expressive activity."¹⁵

According to him the expressive capacity of the individual through manual work is to be encouraged. One of the important

¹³

Ibid., pp. 171, 174, and
Pestalozzi, J.H., How Gertrude Teaches Her Children.
(trans. by Holland L.E. and Turner, F.C.) (London, George Allen
and Unwin Ltd., 1915), pp. 177 - 179.

¹⁴

Bowen, H.C., Froebel and Education Through Self-activity,
(New York, Charles Scribner's Sons, 1903), p. 103.

¹⁵

Ibid., p. 130.

characteristics of children is the desire for creation. Their abundant energy manifests itself in play and work. Froebel believed that play is analogous to "busy work" in the elementary system, and that it was through play that children revealed their interest most. Self-activity and thereby self-expression was the only means of realizing the complete development of the individual. Since it is the nature of the child to love play, play should be made educative.

In defining manual training, Froebel states that the term is to be taken to mean training through the use of the hands, or exercising the mind in expressing the ideas in concrete terms. "Manual training will begin in this way, as hand-work for the sake of head-work, which will gradually tend to become head-work for the sake of hand-work. In other words, knowledge will be more and more brought in and applied for the sake of skilled results, and accuracy will be more and more insisted upon; ..." ¹⁶ Gardening and care of animal and plants were to him the best type of handicrafts, because they develop love for labour, and help achieve head-work for the sake of hand-work.

Gardening and care of animals and plants were included in the daily schedule of his school. Regarding the daily activities in these two areas he states:

But the half an hour is at an end, and there must be no more sitting still. Spades, rakes, and watering pots are now brought out for work in the flower beds or boxes of which each child has one of its own. Vegetables, and sometimes fruits, as well as flowers are cultivated by these little people in these small patches of garden; which are

¹⁶ Ibid., p. 104.

in the common charge of the children, are grown corn, field products, and the like. In this garden, too, many kinds of animals are kept, - rabbits, goats, dogs, chickens, pigeons, - which have all to be looked after and cared for.¹⁷

In the opinion of Froebel, work is not a curse. Here fingers are moved by mind. Without the cultivation of hands the proper development of individuality is impossible. Working with the hands is the basis for the growth of industry. Work is the only thing which confers nobility on human beings. When outside the school children are allowed to work with sand and clay, to cut and fold paper, and to use tools like hammer and saw that are available at home, then why will the school not do the same? Education is to convert the aimless activities of children into systematic construction. Modelling, drawing, painting; work with sand, clay, wood are to be included in the school curriculum. To forbid children from working with all these things is contrary to their nature. Nature encourages them to play and use their hands incessantly in their activities. These activities should be utilized in any education system.¹⁸

With a view to experimenting with his principles, he opened his school at Keilhau in the year 1816. In this school the curriculum was flexible. The children used to make gardens, and plant there beautiful flower-trees. Vegetables were also produced. Drawing and crafts were the regular part of the curriculum. He was successful in realizing his ideas.

¹⁷Ibid., p. 105.

¹⁸Barnard, Henry, Papers on Froebel's Kindergarten, with Suggestions on Principles and Methods of Child Culture in Different Countries. (Hartford, Office of Barnard's American Journal of Education, 1890), pp. 172 - 174.

(e) John Dewey (1859 - 1952)

This great American philosopher and educator is the pioneer of the Pragmatic philosophers. According to him education is a continuous reconstruction and reorganization of experience. Hence education is a dynamic process. Dewey was more concerned with the environment of the pupils. In his opinion, no education is to be divorced from the life-situations of the learner. Dewey's concern with experience and life-situations, and his belief in the activity theory of learning contribute to the teaching of handicrafts in the school.

Dewey was so enthusiastic about handicraft education that in the year 1896 he started an experimental primary school in Chicago. In this school he introduced all sorts of available rural crafts. He believed that school should be an epitome of society and that school life cannot be divorced from social life. This school was a place for investigation, construction and full with "busy labour". Occupations were introduced in the school not only for vocational purposes, but also as the centre of the curriculum. An excellent account of his experimental school of Chicago came out in the year 1900 under the title The School and Society. In this book Dewey deals with the importance of handicraft education. Also in Art and Experience and Democracy and Education which were published later, he developed his ideas along these lines.

In his The School and Society Dewey maintains that handicrafts involve the factors of discipline, training in habits and industry, responsibility for doing something, producing something, as well as

the factor of first-hand experience. These factors must not be overlooked in any educational process. According to him handicraft utilizes the full spontaneous interest and attention of children. Handicraft education makes students active, keeps them alert, helps them to be more capable of handling life situations, and prepares them for more responsible jobs in life.¹⁹

According to Dewey, the introduction of handicraft in the school renews the whole spirit of the institution. It makes the school affiliate to the society in which the students are being brought up. It is the emblem of the life situations of the students. In such a school the learners, instead of acquiring abstract ideas and concepts, learn to utilize their present experiences, and thus become more prepared for the serious jobs of life.²⁰

In each society there will always be at least some people who are to depend on their hands. They will always have the business of their hands. A society consisting of distinctively learned people is out of the question. The result of the efforts of creating a distinctively learned class has been "the division into 'cultured' people and 'workers' and the separation of theory from practice."²¹

As to the different types of craft-works to be included in

¹⁹ Dewey John, The School and Society, (Chicago, The University of Chicago Press, 1900), pp. 23 - 27.

²⁰ Ibid., pp. 31 - 32.

²¹ Ibid., p. 42.

the school curriculum in his Democracy and Education, he maintains that the crafts-work like works in paper, cardboard, wood, leather, cloth, yarns, clay, sand; processes of folding, cutting, pricking, measuring, modelling, molding, pattern-making, heating and cooling; operations of hammers, saw, and file; gardening, cooking, sewing, printing, bookbinding, weaving, painting, and drawing. all represent endless opportunities for making the school life consonant with social life. Training in these crafts make the students more suitable for social living.²²

B. Educational Significance

(a) Learning by doing

It is very easy to make the mistake of thinking that knowing or learning is just a matter of intellection, just a matter of using one's head. This mistake is doubly unfortunate if it begets the further mistake of thinking that learning is something principally done while the pupil is seated at his desk in a state of relative physical inactivity.²³

Learning by doing means an education of realities. It provides first-hand experience. Its quality is judged not by artificial paper-pencil testing, but by actual doing or experimenting with things. In it there is no place for bluffing or pretention, nor has it any superficiality. It is an education of honesty, patience and truth. It is not the work one sees, but the work one does. It is an education through real work. It aims not at storing the knowledge which may or may not be useful, but it is the learning of the use of knowledge. It does away with the divorce between theory and practice.

²² Dewey, John., Democracy and Education, (New York, MacMillan and Company, 1915), p. 230.

²³ Brubacher, J.S., Modern Philosophies of Education, (New York, McGraw-Hill Book Co., Inc., 1950), p. 85.

The child is to do things by himself. The teacher cannot do them for him. Several centuries ago, Thomas Aquinas rightly said that the job of the teacher is the same as that of a doctor. The doctor cannot heal the body. He can only aid the body to heal itself. The teachers, similarly, can help the students to do things by themselves. To quote Dewey, "Since learning is something that the pupil has to do himself and for himself, the initiative lies with the learner. The teacher is a guide and director; he steers the boat, but the energy that propels it must come from those who are learning."²⁴

Children usually think concretely, and as such they like to do things. The abundant energy that they possess is expressed through their restlessness which is natural to them. To act wise is not to suppress their expression, rather to direct them to proper channels. So, their education is to be built up in a way that can aid them to do something with their hands. When they can produce something they feel proud. Handicraft education as a form of school activity gives them the chance of manipulating and experimenting with things. One of the best means of turning abstract ideas into real things is the use of the hands. "Knowing does not have an exclusive locus inside the head. Learning occurs not just from the neck up, it involves habituation of muscles from the neck down as well."²⁵

²⁴ Ratner, Joseph (ed.), Intelligence in the Modern World, John Dewey's Philosophy, (New York, The Modern Library, 1939), p. 615.

²⁵ Brubacher, J.S., op. cit., p. 86.

(b) Development of self-reliance

Learning by doing is a good training in self-reliance; it is a training in independence in the discharge of personal duties and obligations. A dependent individual is a burden on society. Handicraft education helps the pupils learn this principle of self-reliance, and relieves them of depending on others to do things for them. It makes the individual fit for his social life, and enables him to manage his personal affairs. Self-reliance

includes the ability to keep oneself fit, to plan sensible meals and to cook them properly, to wash clothes and to keep one's house and surroundings clean and sanitary. It keeps the mind alert to the needs of the school as a whole, and of the neighbourhood and the local community as a whole, whether for cleaning and repairs, for good drinking water, for roads and drainage, for provision of recreation, the organization of special educational programmes or the celebration of festivals. And all this demands, just as basic craft demands, that joint exercise of personal responsibility and the power of willing cooperative work....²⁶

(c) Formation of cooperative habits

Man is a social being. He cannot live outside his community. Perhaps it was Aristotle who for the first time defined man as a gregarious animal. He also remarked that one who does not live in a society is either a god or a beast. Human society is composed of different types of men. Social living depends upon the ability of getting along with other people. Each individual is in some way dependent on others. He is bound to cooperate with other people for his own well-being and for the well-being of other people as well. To live along with other people is not an easy job. This is a great

²⁶ Quoted by Ryburn, W.M., The Principles of Teaching, (London, Oxford University Press, 1952), pp. 244 - 245.

art to be learned. An individual cannot do or pursue anything he likes. Everybody has the right to live, and must allow others to live. There is a proverb which expresses this principle rightly, - "Your liberty ends where my nose begins." Every social being is to live in harmony with others. In this modern shrinking world "individualism" is taking the shape of "groupism"; it is the living reality of today's world. The formation of group is dependent on the principle of cooperation. It is on the cooperation of the members that the success of the group depends.

The school is an epitome of society. In fact, each grade is a miniature society. Here is the training in corporate life, and in social relationships. Handicraft education provides the students with the chance of working together, they plan together, choose the materials and tools together, execute the work together. Sharing, sacrifice and sympathy, the main social factors, are involved in handicraft education.

(d) Enhancement of dignity of labour

The so-called gentleman thinks that he should not have to do any manual work. He is only to sit on the arm chair, while his servants are to carry out his orders. He thinks that manual work is something for the lower class people who have been assigned to serve the upper classes. A gentleman should in no way make his hands dirty by using them. This view is probably more prevalent in urban areas than in rural areas. The real reason for it lies in the fact that such people have never been trained in the principle of dignity of labour. This lack of training from childhood instills in them a

false notion about manual labour. These people do not know what joy there is in purposing or creating or producing something. They have learned only to despise labour, and to live at the mercy of servants or some other people to do even the smallest thing for them. They have been trained to think that they have come to enjoy life at the expense of the millions who belong to the lower class.

The above conditions are in existence in all societies where the dignity of labour has not been recognized. The origin of this view can be traced back, on the one hand, to traditional belief in body-mind dualism, where the body was regarded as something inferior to the mind, and, on the other, to the belief in the dualistic nature of society where education was regarded as the monopoly of free-born citizens, while the slaves and serfs, with neither the right nor the capacity of receiving education were under obligation to do the manual service for the luxury of the privileged few.

In this present world emphasis is laid on having a society based on work, a society with no distinction among its members because of occupations. The recognition of the dignity of labour and thereby the recognition of the importance of each and every human being are gaining importance. The Dualistic conception of body and mind, and of society is no more believed. Incorporation of handicrafts in the educational curriculum can do a lot in achieving the recognized principles of having a society where each and every person can have importance. Introduction of handicrafts compels everybody to work together, - the prejudice against manual work is removed and enhancement of dignity of labour is achieved.

(e) Stimulation of creative ability

The term creativity implies the capacity of bringing something into being from one's own imagination and thought. It is the capacity of evolving something new. It involves the character of investigation into facts, initiation of activity, and trying out the results. It provides the chance of taking risks and of adventure. A human being is not only receptive but also creative. He wants to know himself by revealing his capacity in many situations. The capacity of constructiveness is inherent in his very nature.

Handicraft education provides the child with the opportunity of developing his creativity. Handicraft education does not mean only the manipulation of materials and tools. It opens the gate of practical knowledge and thereby creativity. A handicraft programme encourages children to express themselves in different activities. In this programme the learners get the chance of giving their ideas and imaginations some concrete forms. They display their abilities, get approval of others, and new incentive is received for the development of their inherent creative potentialities. If the child receives training in expressive abilities there is every chance that he will be able to have a creative career in future. The training he receives in the primary schools will be quickened in his later life, and he will be a worthy member of society. Hence the incorporation of handicraft in the curriculum of the primary schools means opening a new life to the individual. The school's greatest concern should be not with the finished products, but with the nature of expression of the pupil.

Dewey remarks in connection with the creative expression of children in handicrafts:

Each step forward, each 'means' used, is a partial attainment of an 'end'. It makes clearer the character of that end, and hence suggests to an observing mind the next step to be taken, or the means and methods to be next applied. Originality and independence of thinking are therefore, connected with the intervening process of execution²⁷ rather than with the source of the initial suggestion.

(f) Development of physical abilities

Physical development is also possible through handicraft education. As children do handwork, they lift weights, saw boards, pound nails, use spades, scythes, axes, ladders, scissors, hammers, spinning wheels, etc. While using these tools they receive physical education in the natural environment of the schools. However, the teacher is to be very cautious against overfatigue and unsuitable works. Students belonging to grades I or II or III cannot be asked to plane boards. The physical strength and exercise that are required for such jobs, small children do not have. Their muscles are not yet well developed and coordinated. Again the teacher cannot overlook the fact that in case of weaving or metal work both eyes and intellect are engaged, some students may insist on working too long. In such cases the teacher has to direct them to activities other than handwork. A change in the daily programme often relieves the students of monotony and fatigue.

(g) Development of certain skills²⁸

There are certain skills which can be acquired through

²⁷ Rotner, Joseph, (ed.), op. cit., p. 626.

²⁸ Moore, F.C. et al, Handicrafts for Elementary Schools, A Handbook of Practical Suggestions for Teachers, (Boston, D.C. Heath and Company, 1953), pp. 5 - 6.

handicraft education. These skills are not inherent in any course of study. They are the outcome of practical knowledge. When students are in possession of these skills they are better fitted for creative expression. When they have the tools and materials in addition to the skills they can easily handle the situation with the help of their imagination. They can give their ideas concrete forms in a better way. The following are some important skills:

- (i) Choosing raw materials,
- (ii) Turning raw materials into useful articles,
- (iii) Decorating and beautifying such articles, and
- (iv) Experimenting with materials and tools in order to find new process, new methods, or new crafts.

In addition to these skills there are numerous supplementary skills. To illustrate these skills in relation to sawing, the following may be mentioned:

- (i) Replacing a broken saw blade,
- (ii) Turning a corner,
- (iii) Cutting with the grain, and
- (iv) Cutting across the grain.

(h) Development of vocational sense

... all men need to make a living - not a bare one, but the best that conditions allow. All men live in a society. All men have a personality to develop, and a power of living.. .. For all these education must provide and it must therefore include a vocational element, a social, and a spiritual elements. Men must learn to earn a living, to be good members of a society, to understand the meaning of the phrase - 'the good life'; and education must help them to achieve ... ends. It must do this not for a limited class but for every citizen....²⁹

²⁹ Quoted by Government of Pakistan: Proceedings of the Pakistan Educational Conference Held at Karachi From 27th November to 1st December, 1947, pp. 6 - 7.

Children of today are the citizens of tomorrow. No one can be a proper citizen without vocational development. All children now in schools will someday have to work, earn living and maintain families. And above all they have to contribute to the progress of their nation. This fact implies that education from the very beginning should have some vocational bias. Therefore the responsibility of the primary schools for preparing children for the more responsible and serious jobs of future life is tremendous. As such the primary school must have to make some provision for developing vocational sense. This cannot be done if the school does not provide varieties of such experiences to children. In the primary school it is not expected nor it is possible to prepare a fullfledged craftsman or an artist. But it can help provide the students with the experiences pertaining to occupational training. Such occupational orientation will surely enable the learners to choose future careers. Hence in the curriculum the need for including handicrafts can in no way be minimised. For the sake of inducing children in some particular occupation or some closely related group of occupations, handicrafts must be introduced.

(i) Learning the use of leisure³⁰

Generally children have more leisure time to spend than adults. If the primary schools have the provision for teaching handicrafts, these children can fruitfully use their leisure hours by interestingly

³⁰Most of the materials of this sub-section have been taken from Moore, F.C., et al, op. cit., pp. 12, 14 - 15.

using the materials available at home.

With the development of science and technology everybody is looking forward to industry. Cottage industries that once were in almost every home are now rapidly going out of sight. The child previously used to see and participate in spinning, stitching, dyeing, cooking, and other household works with their parents; today one can hardly expect the child to do all these things. The working father or guardian early in the morning leave for factories or offices. Sometimes the mothers also follow the same suit. In such cases the young children have nothing to do at home, they do not have the chance of using their hands, nor can they express their creative abilities in any way. They tend to lose the most important factor of practical training that they once used to have. In the presence of such situations handicrafts at home can help to have this practical training especially in responsibility, cooperative way of life, feeling and sharing. Hence, at least for the sake of the development of creative abilities, and practical training in social relationships, at home, the provision is to be made for handicrafts.

Almost every individual has either this or that kind of hobby. If one pays a visit to a community one is apt to observe that perhaps one granny keeps her leisure time busy by colouring eggs; one young man may pass his leisure time by reading books, or by angling, or by working in the kitchen den; one boy or girl may be busy in collecting stamps; one old man or woman may be busy in spinning; a mother may be busy in sewing frocks or knitting sweaters

others may use their time in painting, taking photos and so on. Thus almost everybody will be found busy in some sort of activity.

Handicraft education in the primary school reenforces such hobbies. The expression of latent qualities if developed from childhood may lead to life-long hobbies. Training in the primary school helps an individual to be more skillful in such expressive abilities.

CHAPTER FOUR

IMPLEMENTATION OF HANDICRAFT EDUCATION IN THE PRIMARY SCHOOLS OF EAST PAKISTAN

A. Role of Handicrafts in Realizing the Objectives of Education

The conception of education is undergoing continuous change. As a result, greater emphasis is now laid on the all-round development of the child, rather than on the exclusive development of his intellect, and interest is shifting more and more from subject-matter to the learner. To help children develop according to their varying needs, interests, capacities, and experiences; to prepare them for handling life-situations; to help them develop good habits and skills and to cultivate the power of critical thinking; to make them aware of the principles of social living; to provide them avenues for imagination and creative expression, - all these have been knitted into the purposes of present - day education.

To realize these purposes in the primary education system, the activity curriculum has been recommended by modern educators, because this curriculum suits best to the natural inclinations of the child. Handicrafts as a form of activity in primary schools constitute an integral part of the activity curriculum; they help develop the child in a natural setting, and help him realize many of the educational objectives.

The role of handicrafts in realizing the general objectives of education may be described in terms of the three following objectives of handicraft education.

(a) To help the individual understand the meaning of an industrial society. In these days of science and technology no education should deprive the individual of the knowledge of the present complex nature of society. It is through handicraft education that some understanding of the nature of exploration, materials, processes, products and occupations involved in industry can be developed.

(b) To develop consumer understanding. Education aims at training the individual in good citizenship. One of the characteristics of a good citizen is to have consumer understanding. He should have some choice about the aesthetic aspect of the materials or things around him. He needs to know the economic aspect of the goods to be bought. He should know for example what difference there is between the various kinds of weaving in buying a piece of cloth. He needs to know how to decorate his room, how to furnish it, what kind of furniture suits his room; he is to know what food-stuff is superior and what is inferior; and so on. In short, every person has the need for training in the ability of choosing, using and appreciating the products of industry. Handicraft education can help the individual develop such knowledge and understanding, thus furnishing him with training in these aspects of good citizenship.

(c) To provide avenues for the expression of superfluous energy in children. If education is to actualize the inherent potential-

ities and modify them in the light of desirability, then there must be provision for utilizing the abundant energy of children with a view to guiding them in some constructive way. Handicrafts provide the learners with the chance of utilizing this energy by opening a way for manipulating and doing something for better results. Haphazard doings are of no use. It is some form of activity like handicrafts that can guide and direct this energy into useful channels.¹

B. The Proposed Handicraft Curriculum

The successful achievement of educational results depends on the successful planning and executing of the curriculum. The curriculum should be geared to the needs, interests, and experiences of the learners as well as to the realities of society. It is on the harmonious weaving of these two factors that the development of the child is dependent. The child's interaction between his inner needs and interests and his environment determines his future.

In primary schools especially the emphasis is to be laid on the activity of children. The selection of appropriate activities is thus an important factor in framing the curriculum.

The present handicraft curriculum of the primary schools of East Pakistan does not seem to satisfy all the needs of the learners

¹These three objectives have been taken from:
Dale, Edgar: Audio-Visual Methods in Teaching, (New York, the Dryden Press, 1947), p. 412.
Ragan, W.B., Modern Elementary Curriculum, (New York, The Dryden Press, 1953), p. 465.

or the demands of society. It has to be framed with rural bias, because East Pakistan is a rural-centred province. The subject of gardening has to be included since ninety-five percent of the people live by agriculture.

In planning the handicraft curriculum for the primary schools of East Pakistan care should be taken that the tools and materials are locally available, and that they do not cost much money.

Again, the curriculum should have to be flexible. The teachers of the schools should have the right to include or omit any activity depending on the situational factors.

Considering these factors, the following handicraft curriculum for the primary schools of East Pakistan is proposed. In planning this curriculum² efforts have been made to represent the various areas of activities. The activities included here do not mean that all of them are to be taught in the same school by the same teacher or that they are the only activities worthy of inclusion. The teachers are to devise more suitable activities whenever possible.

(a) Paper crafts

Paper is the cheapest and most popular available material everywhere. Different types of paper like crepe paper, cardboard, cellophane, lace doilies, paper boxes, news paper, paper towels and other related materials, can provide immense opportunities for undertaking different types of projects of endless interest.

(b) Novelty crafts

As to novelty crafts a number of materials is found in every

²Moore, F.C. et al., Handcrafts for Elementary Schools, A Handbook of Practical Suggestions for Teachers. PP. 55, 106, 136-137, 158-159, 258-259.
Board of Education, Handbook of Suggestions for Teachers, pp. 256, 261-267, 314-345.
Ragan, W.B., op. cit., pp. 442-463.

home and in every community. The school can easily utilize materials like corks, clothespins, spools, nut shells, broomsticks, toothpicks, vegetables, lollipop sticks, wire, string, glue, paste, paints, feathers, buttons, leaves (specially palm, coconut, date shal segun leaves), and so on.

(c) Ceramic crafts

Clay is available everywhere in East Pakistan. It is the easiest available material. It does not cost any money. Manipulation of clay also needs few tools. In the elementary³ level only fingers are enough. What is required is a non-absorbent surface. Even an ordinary table covered with oil cloth can be used without dirtying the table.

(d) Wood crafts

In elementary schools woodwork can also be recommended. This craft is more suitable for older students than for younger ones. It does not mean that the younger students should have no access to wood crafts. It depends on the nature of the projects. Even in the case of older students, it is necessary to remember that their muscles have not yet developed sufficiently. In choosing wood, care is to be taken that the chosen wood is soft enough and free from any knots. The aim of teaching wood crafts is not to prepare carpenters, rather it is to provide avenues for creative expression and help develop a vocational sense. It is only for introducing the habit of growing as workers. An idle person is a burden on society. At the time of

³The terms elementary and primary have been used interchangeably.

purchasing it is better to purchase different types of wood with different shapes, sizes and thicknesses. This will help avoid difficulties as to storage.

(e) Textile crafts

Textile crafts such as sewing, weaving, knitting, dyeing, bead work, and related activities can also be recommended for elementary schools. A great variety of projects can be undertaken from textiles. In selecting projects for such areas the guiding principle should be simplicity. Materials like canvas, bleached muslin, unbleached muslin, beads, burlap, cambric, cotton yarn, needles, thread, raffia, reed, wool, are easily available everywhere. These materials do not cost much money. Different types of work can be selected in the area of textiles.

(f) Gardening

Gardening as an elementary school craft is now widely accepted. This craft is mostly suitable for rural schools. In these schools it is believed that gardening should form the centre of activity. It represents life situations for the students of a country, like Pakistan, where agriculture is the main occupation of the people. This craft is inexpensive, and at the same time, it provides open-air exercise. Students are to be encouraged to grow fruits, vegetables, flowers, and if possible other crops. Skillful efforts are needed so to plan the garden as to ensure attractive features such as, lawn, pool, rockery and pergola. The students are to be encouraged to ornament the garden with shrubs, grass and flower beds with a view to developing their aesthetic appreciation. The students will learn about seeds, manures, irrigation, rotation of crops, growth of plants

and so on.

(g) Drawing and painting

Elementary school teachers are well aware that drawing and painting have immense value in helping the expression of the pupils. The development of artistic appreciation is one of the important aims of education. The child's drawing starts with meaningless scriblings; but soon these scriblings take definite shapes, with increasing span of attention, visual and mental development, and muscle coordination of the students. The realistic stage of development generally comes in middle childhood. During this age period pupils' imagination and ideas are more mature and they try to find expression in drawings and other related activities.

The students are to be encouraged to draw at first with crayons, and gradually with maturity, water colour, et cetera to be introduced.

Whenever possible the pupils are to be encouraged to finish their craft works with painting. This will develop their aesthetic sense. Finishing with colour is interesting to the students. They can paint the dolls, and other materials produced from clay, wood, paper, etc.

C. Teaching Methods.

In teaching handicrafts the project method has gained popularity. This method originated in agricultural undertakings and is now used in different areas of learnings. Its importance in the field of manual work is particularly emphasized. The project method has been defined as "a significant practical unit of activity of a problematic nature, planned and carried to completion by the student in a natural

manner and involving the use of physical materials to complete the unit of experience."⁴

Projects can be of two types, namely, individual and group. Typical individual projects are those which the child can take to his home and use. An apron, a vase, a blouse etc. are examples of individual projects. Group projects are those which the class or the group as a whole undertakes. A model farm, a village, a Noah's ark are typical group projects.

The project method has been accepted to have four steps. It starts with purposing, goes through planning and execution, and ends in evaluation.⁵ Below is an account of the project method in relation to handicrafts.

(a) Purposing

In this stage comes the selection of the project. In selecting the project of handicraft work the teacher should always try to give importance to the choice of the pupils. But sometimes it is found that the students have "big eyes" about their abilities. They sometimes propose projects which are beyond their abilities of execution. Here the teacher's responsibility is to induce new interest to a new project well within the ability of the students. When the teacher helpselect a project for the students it does not mean that they are deprived of their choice; rather its aim is to save the students

⁴ Bossing, N.L., Progressive Methods of Teaching in Secondary Schools. (New York, Houghton Mifflin Company, 1935), p. 574.

⁵ Bossing, N.L., Teaching in Secondary Schools (3rd ed.), (Boston, Houghton Mifflin Company, 1952), pp. 120 - 124.

from the experience of failure and frustration. Every teacher knows that the average student is susceptible to suggestions. The teacher's stimulation will have to be such that the students can easily understand what to do and what not to do. Whenever there is a handicraft project proposed by the students the teacher is to think whether the execution of the project is within the ability, interest, aptitudes and experiences of the students; whether the project will satisfy their desire; whether the project will develop handicraft abilities; can the project be completed within the time limit; can the project be related with other subject areas; and so on. He is to guide them accordingly.

Little children are always eager to work, and they will follow their teacher provided he is clever enough to guide them properly. If he tries to impose his ideas on the students, that may not give satisfactory results. A clever teacher is always to ask the students to come forward with their own views at first.

In helping students select handicraft projects the teacher can provide them with newspaper cartoons, sketches of drawings, photographs, or even he can ask them to choose handicraft projects from history, geography, and science. He can also display in the showroom a few articles prepared by the previous classes or, supplied by the stores as samples. These displays are to be colourful, well-made, and attractive. Occasional visits to art museums, shops, market places will also help select handicraft projects.

(b) Planning

When the project has been finally selected by the students

with the help of the teacher, the next step is planning. On successful planning depends the execution of the project. Some students may be eager to execute the project without planning, because of their enthusiasm. The teacher is cautioned to guide such students. He is to convince them that without planning no project is likely to be successful. Proper planning serves as a guide. This phase is perhaps the most important phase in the project method. Every step needs to be well thought out and organized. In planning the handicraft project consideration is to be given to the tools and materials to be used; where they are available; who is to be given what task; time available; processes to be followed; and skills to be used. Each step needs to be well-outlined. In a group project the different abilities of different children are to be considered. Planning involves critical judgment of each step to be followed.

(c) Execution

This is the most interesting phase of the project method. Here comes learning by doing. The students are to manipulate the materials for some tangible ends. This task is challenging to them. The guidance of the teacher is necessary all through. In this stage it is difficult to keep the students interested all the time. Here is the real test of the ability of the teacher. Sometimes the teacher's over-enthusiasm or the ^{students'}over-activeness may lead to frustration. The young learners may be slow in their work; the teacher's enthusiasm can in no way speed their work up. The teacher's business in this stage should mainly be to generate the spirit of cooperativeness, stir up imagination, interest, and subtly lead the students to follow

the outline of the plan. Whenever necessary the teacher is to come forward to help the students execute their project. No project should be left unfinished. Everybody wants to see the whole of the project that has been undertaken in a complete form. When the students produce something they also achieve a feeling of satisfaction.

(d) Evaluation

The final stage of the project method is the stage of evaluation. On completing their task, the students have something in front of them to judge how far they have been successful in relation to the goal. Evaluation helps the pupils know what are the mistakes committed; what are the techniques to be used or avoided if a similar project is undertaken; what improvements can be done; what new skills are to be applied; and so on. Constructive suggestions on the part of the teacher are to be welcomed. He should remember that he is to act not as a judge, but as a promoter of the skills and techniques of the students.

It would be wise if the teacher allows the students to evaluate their own work. The need for helping them develop the power of critical thinking is a great responsibility of education. Especially when the group work is to be evaluated, it is most desirable that the students be their own critics and evaluators.

When in the opinion of the teacher the evaluation of a handicraft project by the students seems inadequate, the teacher is free to evaluate the project. This is to be done not only in case of evaluation but also in all other steps of the project.

In evaluating the project the teacher should remember that

evaluation of handicrafts refers first to the child's progress in handicraft ability; and second to the extent to which the objectives have been realised. To evaluate handicraft education the teacher may take into consideration the following factors:⁶

- (i) The stage of development of the child,
- (ii) Techniques and skills used and learned, and
- (iii) Organization of the work.

It is wise for the teacher to keep a regular record of the work of each student. This record is to contain information like the previous experience of the child, language spoken, citizenship, parents' occupation and socio-economic conditions, relevant customs or traditions, facilities for recreation, age, sex, attendance, attitudes towards particular activity, relationships with other students, etc. This record will show facts and impressions of the teacher, strength and weakness of the child, his trends of development or retardation, and will provide information like physical, intellectual, social, emotional, and aesthetic development of the child. It is better to have provision for sending some of these facts to parents or guardians. Their cooperation can help provide better guidance to the child. In reporting, care is to be taken that the report contains the evaluation in terms of the students' own abilities, rather than his standing in comparison with other children in his class. The aim should be guiding rather than judging.

⁶ Vikor, Lowenfeld, Creative and Mental Growth, (New York, Macmillan, 1957), pp. 60-67.

D. Some Suggested Projects of Different Crafts with the List of Required Tools.⁷

(a) Paper crafts

Paper can be used for folding, rolling, cutting, pricking, modelling, tracing, enlarging, fastening together, pasting, colouring with crayons, punching, and so on. The projects to be taken can also be of simple in nature. With the help of the above processes the projects to be taken may be of different types, like animals, birds (flying and sitting), flowers, people, trees, masks, houses, barns, siloes, cars, boxes (covered and uncovered), trucks, planes, packages, paper beads and so on.

The tools required for carrying on paper craft are also simple and inexpensive. Scissors, rulers, pencils, paints, brushes, are enough for paper craft.

(b) Novelty crafts

Materials for novelty crafts can be used for making animals, man, woman, table, chair, dolls, airplanes; covering book ends; making ornaments, model farm, etc. with the help of processes like cutting, drilling, sandpapering, gluing, sawing with coping saw, measuring, nailing, tying, pricking, colouring with crayons or with water colour.

The tools required are a coping saw, files, drills, sand paper, scissors, knives, needles and thread, pliers and brushes.

(c) Ceramic crafts

The students can use clay for modelling, making dolls, animals,

⁷Moore et al, Handcrafts for Elementary Schools, A Handbook of Practical Suggestions for Teachers, pp. 62-63, 108, 141, 177, 245.
Board of Education: Handbook of Suggestions for Teachers, pp. 328, 238-246.

bowls, trays, and people.

The tools required are a non absorbent table, knife, water can, and a tin-can for preserving clay. This can is to be duly covered, and to be kept in a cool place, so that the moisture cannot dry soon. When any project is finished, the students should not try to dry it under the sun, which may cause many scresses in the project. The students are to be advised to dry it inside the room. When the articles are dried, the students may fire some of them. Firing assures permanence. Colour is to be applied to such articles to assure good finishing.

(d) Wood crafts

The projects to be taken here may be of different types like wagons, boxes, inkpots, letter holders, towel racks, basket bases, tooth brush holders, and so on.

The tools required are saw, hammer, files, driller, knife, rulers, screw driver, yard sticks, sand paper, pliers and tin snips and wire cutting pliers.

(e) Textile crafts

The projects to be undertaken may be like pot holders, stuffed animals, bags, raffia mats, doll caps, doll hammocks, yarn belts, towels, scarfs, aprons, stuffed dolls, doll stockings, marble bags, doll clothes, puppets, reed mats, knitting sweaters, stockings, mufflers, embroidery works, and different types of stitches, and so on.

The tools required are scissors, tapes, needles and thread.

(f) Gardening

Projects are to be selected on the basis of the abilities of the students and on the availability of the land. Generally, for an elementary school of two hundred pupils, half an acre of land can be enough.

The tools required are spades, hoes, rakes, forks, trowels, wheel burrows, garden lines, mower, pruning and budding knives, sprayer, scythes, and edging shears and hedge shears.

(g) Drawing and Painting

The students can be asked to take simple projects like drawing of animals, flowers, fruits, gardens, man, house, and any other picture within the ability of the learners.

The tools required are also simple and easily available: crayons, brushes, water colour, thin shaped edged knife, and flat desk.

In similar way painting is to be encouraged. Painting can also be applied to any article to ensure finishing.

E. Management Procedures

(a) Management of time-table

A time-table is determined by a number of factors, Its preparation is a difficult piece of work and is closely related to the objectives underlying the curriculum. It is obvious that in the lower grades the short span of interest and immaturity of the pupils demand that more time be spent on different types of activities. In such grades following a fixed schedule may not be wise. In framing a handicraft timetable factors to be considered are, in the

first place, the total objectives of a particular grade. Other factors to be considered are the availability of the teaching personnel, the amount of time that can be spared for handicraft activities, and the rooms, tools and materials to be used.

In the lower grades a period of half an hour may be enough for a particular activity, but in the upper grades a handwork period may be of one and a half hour duration depending on the nature of work. Allocation of time for a particular activity is to include the preparation of materials, execution of the work, and cleaning up of the room.

The principals concerned are to plan the timetable in consultation with the handicraft teacher or teachers and allocate the available time on the basis of the nature of particular grade level of the pupils, on the one hand, and of the nature of the particular activity, on the other hand. The principals are to know that the importance of the handwork period is in no way inferior to other subject periods.

(b) Management of room

If the school can provide a separate room for handicrafts it will be easier to carry out handicraft activities. A separate room is specially recommended for the pupils of upper grades. The pupils of Grades I and II may be allowed to work in their respective classrooms. Their shorter span of attention and interest, and their immaturity demand that most of **school day** be spent on activities. On the other hand, the pupils of upper grades will be using hammer, saw, file, drills, pliers, and so on. The sounds of hammering, sawing, drilling, plying can disturb the adjacent classes. Again, the problems of space and equipment are also likely to crop up if the upper grade

pupils are to use their regular classrooms. Hence it is wise to have for the upper classes a separate handicraft room.

In planning the handicraft room the factors to be specially considered are:

(i) The room must be spacious to provide adequate place for work. Each pupil should have one seat for work, while for group work a long table may be provided instead of individual desks and chairs. Care also needs to be taken regarding the furniture so that it can be movable. Light and ventilation should also be taken into consideration.

(ii) To ensure the facilities for storage of the tools, materials, and unfinished works the room is to be provided with shelves, boxes, and almirahs (cabinets). Such provision will also facilitate the care of materials. If the unfinished works, tools and materials remain scattered in the room it may be difficult even to find the things needed.

(iii) When a handicraft period is over pupils need to get themselves cleaned. So care is to be taken to ensure water facilities in the room.

In East Pakistan many of the schools will not be able to spare a separate room for handicraft activities. In such cases the ordinary classroom has to be used. Care should be taken however, that this room be cleaned up at the end of each handicraft period and that the adjacent classrooms remain undisturbed. Moreover, the regular classroom should have facilities for the storage of tools, materials and unfinished pieces of work. In framing the schedule care should also be taken as to when and how these rooms can be used for handicraft activities.

Whenever possible instead of moving the class from one place to another, the regular classroom is to be used, thus avoiding the time consumption and difficulty of carrying tools and materials from one classroom to another.

(c) Care of materials

Care of materials and tools can be best assured if the teacher follows a fixed classroom procedure. Each class is to have a monitor. Other responsibilities can also be assigned depending on the nature of the tools and materials to be used. Some members of the class will be entrusted with the task of distributing the tools and materials. Other members will be held responsible for collecting the works, tools and materials at the end of the period. The monitor's business will be to determine the required materials and tools before the class begins. When the class is over he is to check that all the tools and materials have been placed in their proper places. The following classroom procedures⁸ may be suggested for the guidance of the teacher.

- (i) Upon entering the class-room the students are to occupy their assigned seats.
- (ii) The monitor is to see that all the tools and materials are in place.
- (iii) The teacher is to give general instructions to the class.
- (iv) The monitor with the help of a few students is to pass out tools and materials to each pupil.

⁸ Moore, F.C., et al, op. cit., p. 38.

- (v) The students start working and the teacher gives individual and group assistance as needed.
- (vi) At a given signal all groups will clean the benches. A few selected students, with the help of the monitor, are to collect the works, tools and materials, and replace them in their assigned places.
- (vii) All the students take their respective seats.
- (viii) The monitor checks the materials and tools to ensure their right replacement.
- (ix) The class is dismissed.

It is better if the class teacher, the principal, and the monitor each has a list of the tools and materials. Such a list can also be posted on the door of the classroom. The tools and materials must always be kept under lock and key. This method is to be followed whether a separate room or the regular classroom is used.

(d) Arrangement of showroom

The works of the students represent their experience, ideas, and capability of expression. Whenever the students and the teacher appreciate someone's work the school is to provide a place, preferably in the classroom, for displaying these works. This display will help broaden the insights of the students, and will help the teacher evaluate their progress or retardation. It will also foster in the students a feeling of recognition, status and independence. Care is to be taken that the works are properly labelled and organized. If possible these works are to be placed in a show-case.

The development of creative abilities is one of the important

aims of education. This display of the materials will arouse competition and give new impetus to more skilful work. The teacher need not be afraid of competition. Creative expression is something personal or individual, and competition is not always harmful. Moreover, the students are being trained in group work, and so both competition and cooperation are fostered. It is through both competition and cooperation that individuals grow.

(e) Establishment of library

The need for the establishment of a library consisting of books, journals and papers relating to handicrafts is a necessity, both for the professional development of the teachers and for fostering interest in handicrafts on the part of the students. Children's interests in handicrafts are of various types. This library will help to satisfy these interests. The students are to get habituated to using this library, as it will provide them with an opportunity to use their leisure fruitfully. In the primary schools of East Pakistan, as it will be difficult to maintain a separate handicraft library, it is suggested that the necessary provision be made in the general library.

F. Utilization of Community Experiences

(a) Experiences from experts

In almost every community, experts in handicrafts are to be found. Some of them may be proficient in weaving; others may be proficient in carpentry; still others may have experience in paper crafts, and so on. The school should utilize these experiences. The

experts are to be invited to give some talks. They can help the students develop new ideas, broaden their outlook, and assist them in their projects. Moreover, such experts will help foster a vocational sense, enhance dignity of labour, and respect for tools, materials and craftsmanship.

(b) Experiences from museums, stores and other schools

Occasional visits to these places will help enrich the handicraft programme of the school. The educative value of a museum is recognized to be tremendous. With its collection of materials the museum can provide interesting and instructive information. Every craft has its history, significant and rich. Workers in the textile crafts, for instance, can learn something valuable about the history of weaving, textile chemistry, place of cottage industry in the present world, and the like. Workers in painting, sculpture, printing, and building/home-making can also benefit by such trips to museums. The stores, workshops of the experts, and the experiences of other schools can also be profitably used by the students. Whenever the students make ~~any~~ trips to such places, they observe the processes of work, the nature of the projects, and of the materials and tools used. They may find that there are so many new aspects of which their school is not aware. When they discuss such visits their curiosity is aroused and their spirit of work is fostered.

G. Arrangement of Yearly Exhibition

The school is to have at least one yearly exhibition. In the exhibition the handicraft works of the students are to be exhibited. By means of it the school is to tell the community what the school is doing, what relationships it has with the community, and how far

the students have developed their handicraft abilities. On such an exhibition depends the formation of adult attitudes towards the school. Adults do not want to remain satisfied only with hearing about the progress of their children and of the schools; they want to see something concrete.

In arranging exhibitions care is to be taken that the following factors be taken into consideration.⁹

(a) An exhibit is seen, not read. Some exhibits are read no doubt, but most exhibits are to be seen. Hence the display is to be arranged in a way that the theme or essence can be gotten at a glance.

(b) Put your exhibit where it is certain to be seen. In displaying the exhibits the most important factor is the placement or the choice of site or position. If the exhibit is placed in a corner nobody may care to look at it.

(c) Put only one big idea in your exhibit. The exhibit is to contain only one idea. Many ideas, if conveyed by one exhibit, spoil the exhibit.

(d) Make your labels short and simple. The spectators do not want to spend too much time reading labels. Labels are to be made short and simple yet to be enough to convey what the exhibit wants to convey.

(e) Labels should be uniform and legible. Labels are to contain the headline, or heading, text or description, and source or producer. To represent these, labels need to be uniform and legible.

⁹ Dale, Edgar, op. cit., pp. 168 - 170.

Hazy writing and different types and sizes are not likely to attract the attention of the spectators.

(f) Be sure that your exhibit is well lighted. Sufficient lights of different colours enhance the beauty of the exhibits. Poor lights do not allow the spectators to see the materials. Arrangements for adequate lighting **are** necessary. Light is to be matched with colour of the article. **But sometimes the contrast can also be used.**

(g) Sounds and various mechanisms may add interest and attractiveness. Tape recorders, records, gramophone etc. are to be used to attract the attention of the people. Monotonous, silent showrooms will not attract the attention of the spectators. When the spectators move around the objects they like to touch, feel and examine the objects. The curiosity of the spectators is to be encouraged by adding sounds, music and **explanatory talks.**

To such exhibits the parents, guardians, experienced persons in handicrafts, and the elites of the locality are to be invited. The school is to arrange for awarding some prizes to the students whose works are appreciated most. Such ceremonies will encourage the students to work more carefully, and will give new impetus to their work. Everybody wants to be appreciated. Without proper recognition of the work no student is likely to achieve handicraft abilities. Thus the importance of yearly exhibitions can in no way be minimized.

In the primary schools of East Pakistan such an exhibition is to be held on the annual prize-giving day when the first three students are awarded prizes for their academic standing. This will save the school from spending extra money for exhibition purposes.

H. Training of Teachers¹⁰

There are forty-eight elementary teacher training institutions in East Pakistan. In addition to these The Women's Training College, Mymensing, which is mainly meant for preparing secondary school teachers, offers courses for preparing elementary school teachers. In East Pakistan there are three types of elementary teacher training institutions, namely, The Primary Training Institutes, The Primary Training Schools, and The Primary Training Centres. All these institutions are financed by the government. The trainees are exempted from paying any tuition fees, and are provided with free lodging. Most of the trainees receive stipends varying between four dollars and five dollars approximately. Except the Women's Training College, all other institutions generally prepare the male teachers. The female teachers also can seek admission in these institutions with special permission from the authorities concerned. But generally the women teachers do not seek admission into such institution.

These training institutions are scattered all over the province. They are mainly situated in the district and subdivisional headquarters. All the districts have two to three such institutions each. Minimum qualification for entering the primary training institutes is matriculation. The primary training schools and centres admit even non-matriculいたes.

In all these different types of institutions the teachers, to be recognized as certificated, need to get themselves trained in handicrafts, while the

¹⁰This section is mainly b and on.

Nath, L.K., A Critical Study of Elementary Teacher Education in East Pakistan (unpublished thesis), (Beirut, AUB, 1959) pp. 89-92.

subject of handicraft is not compulsory in the primary schools of Pakistan it is compulsory in these institutions.¹¹ This being the case, the burning need is the training of the vast number of untrained teachers who are in service; and the arrangement for a refresher course for those teachers who have been trained in the old system.¹² The need for after training guidance is also tremendous. The following suggestions are put forward with the hope that they might be of some help to tide over the difficulties of untrained teachers.

(a) In-service training

A country with a vast number of untrained teachers cannot expect that its education system will be carried out successfully. The teachers who are not trained and yet continuing their services have to be trained. At present there is no regular provision for in-service training. Sometimes opportunities for such training present themselves, but if there is no provision for deputation (leave with pay) teachers are not very eager to undergo training. Hence it is suggested that with a view to training these teachers regular deputation be given.

(b) Refresher training

As for those teachers who had been trained in the old system, and those who underwent training at least five years before there is the need for introducing a refresher course. It is suggested that the teachers be trained under the refresher scheme during summer vacation. As the academic year is going to consist of nine months instead of twelve months,

¹¹Director of Public Instruction, East Pakistan, Letter
No. 23087-G Dated Dacca the 24th of August 1959.
OM-102G/59

¹²The old system implies the system which is not based on modern theories and principles.

the government is going to save three months stipends which will be paid to these trainees. If any additional money is required, the government is to provide. The authorities concerned are to plan the nature of the curriculum, with special emphasis on handicraft education. This refresher course is to be given every year for a new group.

(c) After training guidance

In East Pakistan it is found that as soon as the trainees leave the training institutions, the duty of the training institutes is finished. It is true that the school inspectors have the responsibility of guiding these teachers. But in practice, in East Pakistan most of the primary school inspectors lack experience, and some of them even are not professionally qualified.

In the presence of such situations the teachers cannot expect enough guidance from the inspectors. It is only the training institutes which can take such responsibility. The principals of the training institutes are to be given some powers to visit or inspect the classes of these newly trained teachers, so that these teachers may not fall back to the old track, or do not show reluctance to follow the modern methods of teaching and learning. The provision is to be made that at least for two years these new teachers are to serve on probation under the guidance of the principals of the training institutes. After this probationary period, upon the recommendation of the principals, the services of these teachers are to be confirmed.

Training does not mean that the teacher is completely professionally qualified to carry out his responsibility as a teacher. The training only opens the way to be followed for professional development. It is only some sort of intelligent guidance that can help the teachers

develop professional competence.

I. Financing the Scheme

If you have money, you will get teachers, if you have money, you will get school buildings. The real point is whether you have got money or not ... this is a very old story that you have no money ... all I can say, Find money ... if necessary, tax the people ... if you have to face unpopularity, face it boldly in the name of duty.¹³

This was the remark made by the late Quaid-i-Azam Muhammad Ali Jinnah, the father of our nation, in the Assembly of undivided India, when he proposed introducing compulsory primary education in the sub-continent. If Pakistan is to survive educationally, then this suggestion should be followed. If Pakistan wants to wait for money to improve her education system she will have to wait for centuries. Somehow, money must be found. New ways and means must be discovered. Below is an account of some tentative sources from which money can be realized. Now it is on the wholehearted cooperation of the people and the government that the realization of the plan is dependent.

(a) The recent abolition of the zamindari system from Pakistan has opened a new source of money. The government is now realizing land revenue from the tenants. A new system of assessment is now in operation. By abolishing the zamindari system the revenue of the government has increased. As such the government can well be advised to impose an education cess at some reasonable rate.

(b) A tax can also be imposed on the use of all the luxury

¹³ Government of East Pakistan, Report of the Educational Reforms Commission, East Pakistan, 1957, p. 1.

goods. Generally, the rich people will be taxed in this way, for the poor have little money to spend on these luxury items. If the rich are taxed in this way there is hardly any possibility burdening the masses.

(c) An education cess on the tickets of the passengers who travel in the first or second class compartments in steamers, railways, and ships can be imposed. This taxation will not hit the masses who generally travel in the third class compartment.

(d) The provincial Bus Transport, and Water Transport systems can be taxed. This tax will fall on the shoulders of both the rich and the poor. But it is expected that the people for the sake of education of their children will not agitate against this taxation.

(e) An education cess per unit of production in the mills, factories, can also bring a substantial amount of money. Under this system the Jute Mills, Cotton Mills, Oil Mills, Paper Mills, and Sugar Mills will be subject to taxation.

(f) As regards new buildings and land the public is expected to donate. In East Pakistan almost all the schools are due to private enterprize. It is hoped that the spirit which once inspired the people to open these private schools, before and after independence, will also encourage them now to provide the primary schools with necessary land, building and equipments.

J. Ways of Implementing the Scheme

The materialisation of any plan is the most important and at the same time the most difficult task. It is easy to speak of theories, but there always seems to be a gap between theory and practice. In

implementing the scheme of handicraft education in the primary schools of East Pakistan, teachers are to be trained, money is to be found, tools and materials are to be procured, and so many other tasks are to be performed. Because of these innumerable problems it cannot be expected that this implementation can be accomplished in a year or two. Under these circumstances the following two types of suggestions are put forward:

(a) The implementation of handicrafts in a particular school in a particular year will not be possible. To expose a school to complete handicraft activities the following three year plan can be followed:

(i) In Grades I and II it is always true that the tools and materials required will not involve much money. So in the first year these two grades are to be taken as a unit for introducing handicrafts.

(ii) In the second year Grades III and IV are to be taken for implementation. The experience of the previous year, and the one year's time for preparation will help much to implement handicraft activities in these two grades. During this time, the teachers can be trained, and the school will also get one year's time for equipping the rooms with necessary tools and materials.

(iii) In the third year the Grade V will be exposed to handicraft activities.

Thus in a period of three years the whole school will have regular handicraft programme in the schedule for all children.

(b) It will not be possible to implement the above plan in a period of three years in all the primary schools. It is suggested that the

government may select a number of schools each year to complete the plan in a period not more than ten years. During this period of ten years many new teachers will be coming, new sources of money will be discovered; buildings and equipments will be available; and above all the experiences in handicraft activities will help realize the plan of implementation to a great extent.

It would not be unwise to hope that if this plan is followed within a period of ten years, all the primary schools will have regular handicraft programme in their daily schedule for all children.

APPENDIX A

THE PRESENT CURRICULUM OF ARTS AND CRAFTS (DRAWING AND HANDWORK)

APPENDIX A

THE PRESENT CURRICULUM OF ARTS AND CRAFTS (DRAWING AND HANDWORK)¹

Class I

Sand.- Is to be used to make shapes and patterns to be chosen by the children themselves.

Clay-Modelling.- With clay the children may be encouraged to make simple objects chosen by themselves within their own experience.

Drawing and Painting.- To draw simple objects within their own experience, with crayons, coloured chalk, charcoal, paint, etc.

Needle work (mainly for girls).- "Chat" work, carpet work (running and top sewing). Sewing on printed cards on same designs which have been drawn by the teacher, running and hemming on cloth. To make bags, "kanthas" or pillow cases.

Paper-cutting and folding.- Paper tearing, cutting and pasting to make shapes and patterns; paper folding; coloured paper should be used where possible.

Leaf-weaving.- Leaves and reeds for making mats, bags, fans, or any other things which the children would like to make.

Class II and III

Appreciation.- To know that beauty is found in nature and

¹ Director of Public Instruction, East Pakistan: Notification No. 103 P.E.S. - 24th October, 1951, (Dacca, Education Directorate), pp. 23 - 26.

things around us, home and school are beautiful by pictures, orderly arrangement, balance and colour; crafts are artistic expressions; distance is shown by position, size, colour, important things are usually large and centrally placed in the picture; colours help the artist to express better.

To recognize beauty and share it with others; to assume responsibility for an orderly room; to show ability to make good choices; to acquire desire to have beautiful objects around; to form respect for the ability of artists; their materials and tools. To know how primitive man loved beauty, decorated his clothing, utensils, weapons and home; to appreciate beauty in nature - colour, texture and growth in plants, the pattern of trees against the sky, the rhythmic lines and governments of animals; to enjoy artistic works in beautiful cooking utensils, dishes, textiles, architecture, etc.

Design and colour.- To know that design is orderly arrangement, rhythm (repetition) is orderly movement; units of design - circles, squares, lines or flowers, units (motifs) repeated to form borders, or all-over patterns; a design to be appropriate for its intended use; colour is a part of design; cool colours - blue, green, violet; warm - colours red, orange, yellow; to create individual designs and execute them; to apply colours in combinations - light colours next to dark ones - to enjoy creating designs and applying them to useful articles; simple sketches from nature, pottery painting.

Plastic materials.- Uses of clay, plaster of Paris and/or papier mache; to tear paper for paper mache; into usable sizes; to model and curve a few simple (farm and circus) animals, simplified human figures (where there is no religious objection), bowls, fruitforms.

Handwork.- To make simple toys and models of transport.

Group planning and execution of a project; making of personal hobbies.

Posters and lettering.- Writing simple signs, labels, and posters. (The pupil should know that a poster "must attract, hold attention and sell an idea.")

Needle work (mainly for girls).- Back stitching, filling and patchwork, Sewing a jangia for a baby. Cross stitch on gunny bags to make "ashan" or bags. Plain knitting with two needles, making dolls and dolls' dress. (Fine sewing should be avoided).

Class IV

Art.- To use repetition of line, tone, or form, colour and texture to achieve unity. The pupil should know that contrast of tone is more important than the choice of colour. Crayons and paints may be used to produce brilliant and contrasting pictures. The pupil will recognize the use of art in enriching other studies.

Clay modelling.- To model a village hut, or other objects.

Paper cutting and folding.- A sailing boat, a bullock cart, ploughing the field, garden, etc.

Weaving and spinning.- Weaving "ashan" mat, duster and simple towels; spinning yarn.

Needle work (mainly for girls).- Cutting out and making a simple blouse. Darning and knitting of plain socks for babies.

Class V

Art.- The pupils may see, and try to appreciate a few (half a dozen or so) good pictures - the artist's name may be mentioned whenever possible.

The uses of simpler rules of perspective, water colours.

To make pictorial and dimensional drawing of a project.

Sewing.- Making simple wearing apparels.

Weaving.- Mats and trays with twisted paper, scarves and belts.

Darning.- Surface patterns on open mesh cloth projects.

Braiding.- Bracelet with lustre lace; using multiple stringing of seed beads; making stitches-coil or wooden-base fibre cord basket.

Wood work.- Using rip and cross-cut saws to cut wood; use of simple carpenters' tools and making of simple useful articles.

Additional Examples of Various Kinds of Handworks.

Class IV

Paper work.- Punching, folding, cutting, and pasting paper and card board in order to make simple but useful articles, such as booklet, bookmark, mask, pads, book of hand drawn insignia, coloured paper greeting cards, windmill, windwheel, calendar, kite, book covers.

Wood work.- Articles to be made:- Calendar-back, boxes, shelves, aeroplanes, toys (animals on wheels etc.), tooth-brush holder, sail boat, bird house.

Ceramics (Clay modelling). Free modelling in clay, air or sun drying, and finishing with water colour paints and shellac.

Articles to be made - Paper weight, dish doll dishes, animal form, figure, tray, bowl, ash tray, fruit, vegetable, sweet.

Textile and Basketry.- Simple sewing, weaving, bead work, and basketry (which has a relationship and similarity to other forms of weaving).

Sewing.- Simple construction combined with decorating stitches such as cross-stitch, blanket stitch; and darning stitch.

Articles to be made.- Book cover, pot-holder, stuffed animal (toy), towel, beanbag, bag for marbles, needle book.

Weaving.- Making small flat articles on simple looms, using string, cord and rags that may have been saved at home.

Article to be made.- Raffia mat, book mark, doll cap, doll hammock, pocket book, belt, hat, picture frame (Card-board, raffia), pot holder, spool knitted mats, yarn belt.

Bead Work.- Two-needle stringing of (kindergarten beads for costume jewellery.

Articles to be made.- Necklace, bracelet, belt, etc.

Basketry.- Baskets to be made of cane, bamboo, leaves, reed, etc.

Painting and Finishing.- The pupil properly applies suitable paints and finishes to articles for decoration and protection.

Class V

Paper work.- Construction of articles over a prepared base, using twisted paper strips, and forming wound articles with serpentine.

Articles to be made.- Spelling pad, letter holder, small note book, hot mat (to put hot pots on), jar, printing of simple tickets by hand, twisted paper article (bowl, dish), box (stationery, jewellery), basket (sewing, darning, fruit).

Wood work.- Articles to be made: Letter holder, desk calendar, bird shelf towel rack, toys, house number, garden markers, basket base, book ends, bird house seat (pigeon), model (solid aeroplane, boat cart), tooth brush holder, loom for weaving.

Ceramics.- Modelling and making articles of clay, and preparing and using plaster of Paris and paper-mache as plastics.

Articles to be made.- Bowl, vase, flower pot, paper-mache, figure, bowl (model); paper pottery (bowl), picture, jug, plaque.

Textiles and Basketry.- Sewing, weaving, knotting, and braiding, bead work, and basketry.

Sewing.- Decorating by darning surface patterns on any openmesh cloth or coarsely woven material; the cloth decoration can be made into a number of simple articles.

Articles to be made.- Towel, scarf, spron, needle point purse, pocket book and belt, pot holder, stuffed dolls, book covering, needle case, bag.

Weaving.- On wooden looms constructed by pupils (individually) in the wood work activities.

Articles to be made.- Mat, purse belt, rug, scarf, bag, hat.

Knotting and braiding.- By manipulating from two to four strands of material fastened firmly to a fixed object.

Articles to be made.- Bracelet, lanyards, watch chain, dog leash, book mark, basket.

Bead work.- By multiple tringing of seed beads and loom weaving.

Articles to be made.- Ring, bracelet, necklace, head band.

Basketry.- Making the stitched coiled baskets and wooden base fibre cord woven basket.

Articles to be made.- Coiled mat, square basket, fruit basket sewing basket.

Painting and Finishing.- As in Class IV, but more skill will be expected.

APPENDIX B

EXTRACTS FROM THE BENGAL (RURAL) PRIMARY EDUCATION ACT - 1930,
AS MODIFIED UP TO 30th AUGUST, 1940 AND AMENDED BY EAST
BENGAL ACT XXX OF 1951

APPENDIX B²

EXTRACTS FROM THE BENGAL(RURAL) PRIMARY EDUCATION ACT - 1930,
AS MODIFIED UP TO 30th AUGUST, 1940 AND AMENDED BY EAST
BENGAL ACT XXX OF 1951

1. (1) This Act may be called the Bengal (Rural) Primary Education Act, 1930.
(2) It extends to the whole of Bengal, except the town of Calcutta and any area which has been or may hereafter be constituted a municipality under the provisions of the Bengal Municipal Act, 1884.
(3) It shall come into force, in whole or in part, in such districts or parts of districts on such dates as the (Provincial Government) may, by notification, direct and for this purpose different dates may be appointed for different provisions of this Act and for different districts, or parts or districts.
2. In this Act, unless there is anything repugnant in the subject or context:-
 - (1) 'attendance' at a school means presence for instruction at a primary school for so many and on such days in the year and at such time or times on each day of attendance as may be required by the prescribed educational authority after consulting the Attendance Committee;
 - (2) 'Board' means a District School Board constituted under this Act;

²Quoted by
Huq, Muhammad Samsul: Compulsory Education in Pakistan.
(Paris. UNESCO, 1954). pp. 127 - 136.

- (3) 'Child' means a child who is not less than six and not more than eleven years of age or other prescribed age;
- (4) 'Committee' means the Central Primary Education Committee constituted under this Act;
- (5) 'Director of Public Instruction' means the officer designated by this name by the (Provincial Government) for the purposes of this Act;
- (6) 'district' has the same meaning as in section 4 of the Cess Act, 1880.
- (7) 'District Board' means a District Board constituted under the Bengal Local Self-Government Act of 1885;
- (8) 'District Inspector of Schools' means the local executive educational officer in charge of primary education in each district responsible to the Director of Public Instruction;
- (9) 'financial year' means a year beginning on the first day of April;
- (10) 'guardian' means any person to whom the care, nurture or custody of any child falls by law or by natural right or recognised usage, or who has accepted or assumed the care, nurture or custody of any child or to whom the care or custody of any child has been entrusted by any lawful authority;
- (11) 'notification' means a notification published in the Official Gazette;
- (12) 'Panchayat' means a Panchayat appointed under the Village Chaukidari Act, 1870;
- (13) 'prescribed' means prescribed by rules made under this Act;

(14) 'primary education' means education in such subjects and up to such standards as may be prescribed;

(15) 'primary school' means a school or department of a school giving instruction in primary education either managed by the Board or recognised as a primary school under section 54;

(16) 'public management' in relation to a primary school means management by the Government, or by a District School Board either directly or through its power of delegation to a Union Board, a Union Committee or a Panchayat; all other management shall be deemed to be 'private management';

(17) 'subdivision' has the same meaning as in the Code of Criminal Procedure, 1898;

(18) 'Union Board' means a Union Board constituted under the Bengal Village Self-Government Act, 1919;

(19) 'Union Committee' means a Union Committee constituted under the Bengal Local Self-Government Act of 1885;

(20) 'Union', 'Union bench', 'Circle Officer', and 'Union rate' shall have the same meaning as in the Bengal Village Self-Government Act, 1919.

THE CENTRAL PRIMARY EDUCATION COMMITTEE

3. A Committee, to be called the Central Primary Education Committee, shall be constituted in the manner hereinafter provided, for the purpose of advising the (Provincial Government) on all matters which may be or are to be referred to it under this Act.

4. (1) The Committee shall be constituted for five years at a time and shall consist of the following members, namely:-

- (a) the Director of Public Instruction, Bengal, ex-officio;
- (b) ten members of whom two shall be elected in the prescribed manner from each of the five divisions of the province by the members of the District School Boards of each division, one to be a Muhammadan and the other a Hindu;
- (c) five members to be appointed by the (Provincial Government), of whom two shall be representatives of the depressed classes.

(2) If by such date as the Provincial Government may fix, any of electoral bodies referred to in clause (b) of sub-section (1) fails to elect a person to be a member of the Committee the Provincial Government shall appoint a suitable person in his place and any person so appointed shall be deemed to be a member as if he had been duly elected by such body.

5. The Provincial Government may refer any matter to the Committee for its opinion, and shall consult the Committee before making an order under section 21, section 22, or section 51, or a notification under section 56, or a rule under section 66.

6. When this section comes into force in any district the Provincial Government shall establish for such district a District School Board consisting of the following members, namely:-

- (a) the District Magistrate, ex officio:

Provided that, on the expiration of two terms of four years mentioned in sub-section (2) of section 10 after the first establishment of the Board, the District Magistrate shall cease to be an ex officio member of the Board;

- (b) the subdivisional Magistrates, ex officio;
- (c) the District Inspector of Schools, ex officio;
- (d) the Chairmen of the Local Boards, ex officio;
- (e) the Chairman and the Vice-Chairman of the District Board, ex-officio;

(f) as many members as there are subdivisions in the district to be elected in the prescribed manner by the members of the District Board:

Provided that the number shall in no case be less than two;

(g) one member of each subdivision to be elected in the prescribed manner by the members of the Union Boards, Union Committees and Panchayats within the subdivision:

Provided that the number shall in no case be less than two;

(h) as many members as there are subdivisions in the district to be appointed by the Provincial Government:

Provided that the number shall in no case be less than two; and

(i) one teacher of a primary school to be appointed by the Provincial Government for the first term of four years referred to in sub-section 10 and thereafter to be elected in the prescribed manner by the teachers of primary schools.

7. If, by such date as may be fixed by the Provincial Government

(i) the members of the District Board do not elect the members referred to in clause (f) of section 6,

(ii) the members of Union Boards, Union Committees and Panchayats do not elect the members referred to in clause (g) of section 6,

(iii) the teachers of primary schools do not elect the member

referred to in clause (i) of section 6, after the expiration of first term of four years mentioned in sub-section (2) of section 10 after the first establishment of the Board, shall be deemed to be members as if they had been duly elected by the members of the District Board or of Union Boards, Union Committees and Panchayats, or by the teachers of primary schools, as the case may be.

8. (1) There shall be a President of the Board, who shall, until the expiration of two terms of four years mentioned in sub-section (2) of section 10 after the first establishment of the Board, be a member of the Board appointed in that behalf by the Provincial Government and shall thereafter be a member of the Board elected in that behalf by the Board in the prescribed manner and approved by the Provincial Government.

(2) The Board may from time to time elect, for such period as it thinks fit, one of its members to be Vice-President.

9. The names of the President, the Vice-President and of the appointed and elected members of the Board or, where the President has been appointed ex officio or a member in an ex officio member, the office by virtue of which he has been appointed President or is a member, shall be published by the Provincial Government in the Official Gazette.

10. (1) The Vice-President and any other appointed or elected member may resign his office by giving notice in writing to the President, and, on such resignation being accepted by the President, shall be deemed to have vacated his office.

(2) Subject to the provisions of this Chapter, the appointed or elected members shall hold office for a term of four years, and may, on the expiration of such term, be re-appointed or re-elected.

(3) Notwithstanding the expiration of the term of four years mentioned in sub-section (2) an appointed or elected member shall continue to hold office until the vacancy caused by the expiration of the said term has been filled.

11. (1) The Provincial Government may, by notification, remove a President, Vice-President, or member of the Board if he:-
- (a) refuses to act or becomes incapable of acting as a member of the Board;
 - (b) is declared insolvent;
 - (c) has been or is convicted of any such offence or has been or is subjected by a criminal court to any such order as in the opinion of the Provincial Government implies a defect of character which unfits him to become or to continue to be President, Vice-President or member of the Board; or
 - (d) without excuse sufficient in the opinion of the Provincial Government is absent without the consent of the Board from more than six consecutive meetings of the Board.
- (2) The Provincial Government may fix a period during which any person so removed shall not be eligible for re-appointment or re-election.

12. When the place of an appointed or elected member of the Board becomes vacant by his removal, resignation or death, a new member shall be appointed or elected in the manner provided in section 6, and shall hold office so long as the member whose place he fills would have been entitled to hold office if such vacancy had not occurred:

Provided that no act of the Board, or of its officer, shall be deemed to be invalid by reason only that the number of members of the Board at the time of the performance of such act was less than the number provided by section 6.

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15. (1) The President, or, in his absence, the Vice-President, shall preside at every meeting of the Board, and shall have a second or casting vote in all cases of equality of votes.

(2) In the absence of both the President and Vice-President, the members present at any meeting shall elect one of their number to preside, who shall have a second or casting vote in all cases of equality of votes.

16. All meetings of the Board shall be open to the public:

Provided that the person presiding may in any particular case, for reasons to be recorded in writing, direct that the public generally or any particular person shall withdraw.

17. No member of the Board shall vote on any question coming before the Board for consideration in which (otherwise than in its general application to all persons within the district) he has a pecuniary interest.

18. (1) All orders of the Board shall be carried into effect by the President in whom the entire executive power of the Board shall be vested and who shall be responsible for giving effect to such orders.

(2) The President shall not exercise any power which by this Act is expressly declared to be exercisable by the Board.

(3) The President may authorise the Vice-President by an order in writing to exercise any of the powers conferred or to perform any of the duties imposed on the President by this Act and thereupon the responsibility of the President in respect of such powers and duties shall devolve upon the Vice-President during the continuance of such order.

(4) When the office of President is vacant the Vice-President shall exercise the functions of the President until a new President is appointed.

19. (1) Every Board may make regulations in regard to the following matters, namely:-

- (i) the time and place of its meetings;
- (ii) the manner in which notice of meetings shall be given;
- (iii) the conduct of proceedings at meetings;
- (iv) the division of duties among the members of the Board;
- (v) the appointment, duties and procedure of special committees consisting wholly of members of the Board or partly of such members and partly of residents within the local jurisdiction of the Board;
- (vi) the persons by whom receipts may be granted for money paid to the Board;
- (vii) the inspection by members of the Board of primary schools situated within its jurisdiction and the inspection of

accounts, books, registers, returns, reports and other documents, appertaining to such schools; and

(viii) the carrying out of the purpose of this Act.

(2) Any regulation made under sub-section (1) which is repugnant to the provisions of any rule made under section 66 shall, to the extent of such repugnancy, but not otherwise, be void.

20. The Commissioner of the Division may, by order in writing, suspend the execution of any resolution or order of a Board situate within his jurisdiction and prohibit the doing or completion of any act which is about to be done, or is being done within such jurisdiction in pursuance of or under cover of this Act, if, in his opinion, the resolution, order or act is in excess of the powers conferred by law.

21. (1) If at any time it appears to the Provincial Government that a Board or its President has made default in performing any duty imposed by or under this Act, the Provincial Government may, by an order in writing, fix a period for the performance of such duty.

(2) If the duty is not performed within the period so fixed, the Provincial Government may appoint a person to perform it, and may direct that the expense of performing it shall be paid, within such time as it may fix, to such person by the Board.

(3) If the expense is not so paid, the Provincial Government may make an order directing the person having the custody of the District Primary Education Fund to pay to the person appointed under sub-section (2) such expense in priority to any other charges against such fund, and he shall, so far as the funds to the credit of the Board admit, comply with the order of the Provincial Government.

22. (1) If at any time it appears to the Provincial Government that a Board is not competent to perform or persistently makes default in the performance of, the duties imposed upon it by or under this or any other Act, or exceeds or abuses its powers, the Provincial Government may, by an order in writing, specifying the reasons for so doing, remove all appointed and elected members of such Board and direct that the vacancies shall thereupon be filled by election in respect of elected members and by appointment in respect of appointed members or that all the vacancies shall be filled by appointment.
- (2) From the date of an order under sub-section (1) until the vacancies are filled:-
- (a) all powers and duties of the Board shall be exercised and performed by, and
 - (b) all property vested in the Board shall vest in, such person, in such manner, as the Provincial Government may direct.
23. (1) It shall be the duty of every Board:-
- (a) to prepare and maintain a register showing all primary schools within the district, together with the teachers thereof and their qualifications and the accommodation available therein;
 - (b) to tabulate such further information and to prepare such plans or maps as may be necessary to enable the Board to frame an estimate of the existing provision for primary education and of the further provision necessary to place primary education within the reach of all children;

- (c) to prepare in the prescribed manner schemes for the extension of primary education within the area under the authority of each Union Board, Union Committee or Panchayat;
- (d) to arrange, in the prescribed manner, for the opening of additional primary schools and the expansion of existing primary schools with a view to giving effect as funds permit to such schemes;
- (e) to maintain all primary schools under public management in the district, except primary schools maintained by Union Boards under the control of the Board;
- (f) to construct, repair and manage, either directly or through its powers of delegation to Union Boards, Union Committees and Panchayats, all primary schools under public management in the district;
- (g) subject to the prescribed conditions, to appoint and fix and pay the salaries of teachers in primary schools;
- (h) to grant recognition to schools in accordance with the provisions of section 54 or to withdraw recognition therefrom;
- (i) to make grants in the prescribed manner for scholarships and stipends for primary schools;
- (j) to consider and pass orders on all applications under section 55 for grants to primary schools under private management;
- (k) to make grants to primary schools under private management;
- (l) to prepare and transmit to the Director of Public Instruction proposals for increasing the supply of trained and certificated teachers;

- (m) to advise upon all matters relating to primary education referred to the Board by the Director of Public Instruction;
- (n) subject to the prescribed conditions:-
 - (i) to grant pensions and gratuities to;
 - (ii) to form and manage a provident or annuity fund for;
 - (iii) to compel contributions to such fund from; and
 - (iv) to supplement the contributions to such fund of, the establishment of the Board and teachers in primary schools.
- (2) The register referred to in clause (a) of sub-section (1) shall be maintained and the information referred to in clause (b) thereof shall be tabulated separately for each area under the authority of a Union Board, Union Committee or Panchayat.

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29. (1) In any district or part of a district in which the provisions of this Chapter are in force, all immovable property on which the road and public works cesses are assessed according to the provisions of the Cess Act, 1880, shall be liable to the payment of a primary education cess.

(2) The primary education cess shall be levied at the rate of three and a half pice on each rupee of annual net profits from mines and quarries and at the rate of five pice on each rupee of annual value of land and of annual net profits from tramways, railways and other immovable property as determined under the Cess Act, 1880.

30. (1) Except as otherwise provided in this Act the primary education cess shall be paid to the same persons in the same manner and at

the same time as the road cess and public works cess are paid under the Cess Act, 1880.

(2) Every holder of an estate shall yearly pay to the Collector the entire amount of the primary education cess calculated on the annual value of the lands comprised in such estate at the rate provided in sub-section (2) of section 29 less a deduction to be calculated at one and a half pice for every rupee of the revenue entered in the valuation roll of such estate as payable in respect thereof.

(3) Every holder of a tenure shall yearly pay to the holder of the estate or tenure within which the land held by him is included, the entire amount of the primary education cess calculated on the annual value of the land comprised in his tenure at the rate provided in sub-section (2) of section 29 less a deduction to be calculated at one and a half pice for every rupee of the rent payable by him for such tenure.

(4) Every cultivating raiyat shall pay to the person to whom his rent is payable seven-tenths of the said primary education cess calculated at the rate provided in sub-section (2) of section 29 upon the rent payable by him or upon the annual value, as ascertained under the provisions of the Cess Act, 1880, of the land held by him.

31. When the primary education cess is for the first time imposed in any district or part of a district the collector of the district shall cause a notification to be published and a proclamation to be made in

the manner provided by section 40 of the Cess Act, 1880, announcing such imposition, and shall cause to be served on the holder of every estate within the district or part of the district concerned a notice showing the amount of primary education cess payable in respect of his estate, and specifying the date from which such primary education cess will take effect:

Provided that no defect in the service of such notice shall affect the liability of any person or property to the payment of the primary education cess.

32. Subject to the provisions of this Chapter, the provisions of the Cess Act, 1880, shall apply as far as possible to the assessment, levy, payment and recovery of the primary education cess.

33. The proceeds of the primary education cess in each district shall be paid by the Collector into the District Primary Education Fund of such district.

(1) The District Magistrate or one of his subordinate officers shall from time to time examine the assessment list prepared under section 16 of the Village Chaukidari Act, 1870, and shall consider the assessment made under section 38 of the Bengal Village Self-Government Act, 1919, and after such inquiry as he considers necessary, shall prepare a list of all persons assessed to pay the chaukidari rate or the Union rate, as the case may be, who, in his opinion, have been so assessed wholly or in part in respect of their trade, business or profession.

(2) The District Magistrate shall assess a tax on each of such persons not exceeding one hundred rupees per annum.

(3) The amount of tax so assessed shall be communicated to the Union Board or Panchayat concerned, and the Union Board or Panchayat shall collect the tax as if it were the Union rate or the chaukidari rate.

(4) Any arrears of the said tax may be recovered by any process enforceable for the recovery of an arrear of Union rate or chaukidari rate.

(5) The Union Board or Panchayat shall remit the amount of tax realised under this section to the District Magistrate after deducting ten per cent thereof to defray the cost of collection.

(6) The proceeds of the said tax in each district shall be paid by the District Magistrate into the District Primary Education Fund of such district.

35. For the purposes of this Chapter, the expressions 'annual value of land', 'cultivating raiyat', 'estate', 'holder of an estate or tenure', 'land' and 'tenure' have the same meaning as in section 4 of the Cess Act, 1880.

36. In addition to the sums which may be appropriated from the provincial revenues in any year for the purposes of primary education, the Provincial Government shall every year provide a sum of twenty-three lakhs and fifty thousand rupees for expenditure on primary education in rural areas.

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39. (1) All moneys payable to the credit of the District Primary Education Fund shall forthwith be paid into the prescribed bank or Government treasury.

(2) All orders or cheques upon the said Fund shall be signed by the President or by such person as he may authorise in writing in this behalf.

40. (1) Every Board shall each year, prepare in the prescribed form a budget of income and expenditure of the Board for the ensuing financial year, and shall submit it to the Provincial Government through the Director of Public Instruction on or before the thirtieth day of November.

(2) The Provincial Government may either approve of the budget as it stands, or approve of it after making such alterations (if any) as it may think fit or may cause it to be returned to the Board for such modifications as the Provincial Government may think necessary, and, when such modifications have been made, the budget shall be re-submitted for approval to the Provincial Government.

51. Subject to the prescribed conditions, the Board may and shall, if so required by an order of the Provincial Government delegate all or any of its powers of construction, repair, supervision and management of primary schools to Union Boards in areas in which the Bengal Village Self-Government Act, 1919, is in force, and elsewhere to Union Committees or Panchayats, and thereupon such Union Boards, Union Committees, or Panchayats, shall, subject to its control, exercise such powers within the area under their authority.

52. For the purposes of this Act every Union Committee constituted under the Bengal Local Self-Government Act of 1885, and every Panchayat appointed under the Village Chaukidari Act, 1870, shall be a body

corporate by the name of 'the Union Committee of (name of Union)' or, 'the Panchayat of (name of village)' as the case may be, and shall have perpetual succession and a common seal, and shall by the said name sue and be sued, with power to acquire and hold property, both movable and immovable, and subject to the prescribed conditions, to transfer any property held by it and to contract and to do all other things necessary for the purposes of this Act.

53. Notwithstanding anything contained in section 18 of the Bengal Village Self-Government Act, 1919, the power of every Union Board to transfer property or to contract shall, for the purposes of this Act, be subject to the prescribed conditions.

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56. If the Provincial Government, after consulting the Board concerned, is satisfied that there is adequate provision for primary education in any area for which a Union Board, Union Committee or Panchayat, has been constituted, it may, by notification, declare that primary education shall be compulsory within such area.

57. No fee shall be charged by any primary school under public management in any area in which primary education has been declared compulsory under section 56 and also from the time the provisions of this Act have been extended and cess imposed in any area, even before primary education be declared compulsory.

58. At the instance of the Board the Provincial Government may, by notification, exempt from the operation of section 59, section 62 and section 63 any person or class of persons in any area in which

primary education has been declared compulsory under section 56.

59. In any area in which primary education has been declared compulsory under section 56 the guardian of every child resident in such area shall, subject to the exceptions specified in section 60, cause such child to attend a primary school.

60. Attendance at a primary school shall not be compulsory on a child if:-

- (1) there is no primary school within two miles or such less distance as may be specified by general or special order of the Board in this behalf from the residence of the child;
- (2) the child is under eight years of age and there is no primary school within one mile from the residence of the child;
- (3) the child is prevented from attending the school by sickness, infirmity or other cause declared by a resolution of the Union Board, Union Committee or Panchayat concerned to be a reasonable excuse for non-attendance;
- (4) the child is receiving instruction in some other manner approved by the prescribed officer;
- (5) the child has already received instruction in a primary school or otherwise to the satisfaction of the Board; or
- (6) the Board has declared that, owing to agricultural operations, children residing in the area under the authority of any Union Board, Union Committee or Panchayat within the jurisdiction of the Board shall be exempt from attendance at a primary school for a period to be specified in the declaration.

61. The Union Board, Union Committee or Panchayat concerned shall be responsible for the enforcement of the provisions of section 59, section 62 and section 63 and, subject to the prescribed conditions, shall appoint one or more attendance Committees for this purpose.

62. (1) If an Attendance Committee is satisfied that a guardian has, without reasonable excuse and after receiving a written caution from the Attendance Committee, failed to comply with the provisions of section 59, it shall sent a written complaint against the guardian to a Magistrate or in any area to which Chapter XA applies, Union bench, or if there is no Union bench, the Circle Officer having jurisdiction.

(2) The Magistrate or in any area to which Chapter XA applies, the Union bench, or if there is no Union bench, the Circle Officer, if satisfied that the complaint is well-founded, shall direct the guardian to cause the child in respect of whom the complaint was preferred to attend a primary school regularly from a date to be specified in such direction.

63. (1) If an Attendance Committee is satisfied that a guardian has without reasonable excuse failed to comply with a direction issued to him under sub-section (2) of section 62, it shall sanction his prosecution, and on conviction by a Magistrate such guardian shall be liable to a fine which may extend to five rupees.

(2) Any person who has on two or more previous occasions been convicted of an offence under this section shall, on further conviction for such offence, be liable to a fine which may extend to fifty rupees.

63A (1) Notwithstanding anything to the contrary contained in the foregoing sections or any other law for the time being in force, the Provincial Government may, by notification, exclude any Union or any other area from the control and jurisdiction of the Board for the purpose of introducing free and compulsory primary education in the excluded union or other area under its direct control.

(2) The Provincial Government may, in respect of any union or other area excluded under sub-section (1), make proportionate deduction from all grants and proceeds of education cess payable to the District School Board.

63B (1) The proceeds of the education-tax leviable under clause (c) of section 37 of the Bengal Village Self-Government Act, 1919, shall be credited into a Union Primary Education Fund to be administered by an authority to be appointed by the Government in this behalf in accordance with the prescribed rules. The fund shall be spent on the maintenance of the building and equipment of primary schools. Any contribution and donations which may be made for the aforesaid purpose shall also be credited to the Fund.

(2) In case of default on the part of the authority appointed by the Government in accordance with the provisions of the foregoing sub-section to maintain the buildings and equipment of the primary schools within the jurisdiction in a satisfactory condition, the district Magistrate may appoint such person or persons as he may consider necessary to carry out the repairs to the buildings and equipment or the replacement of worn-out equipment to his

satisfaction and realise the cost thereof from the balance at the credit of the Union Primary Education Fund or by collection of any outstanding portion of the education-tax or, if the amount so collected is insufficient, by the imposition and collection of a supplementary assessment. The person or persons so appointed shall exercise all the powers vested in the Union board for the assessment and collection of the union rate. The balance of any amount so raised shall be credited to the Union Primary Education Fund.

APPENDIX C

PROCLAMATION OF ASSUMPTION OF POWER BY THE FEDERATION IN
CASE OF FAILURE OF CONSTITUTIONAL MACHINERY
IN PROVINCES

PROCLAMATION OF ASSUMPTION OF POWER BY THE FEDERATION IN
CASE OF FAILURE OF CONSTITUTIONAL MACHINERY
IN PROVINCES

(1) If the President, on receipt of a report from the Governor of a Province, is satisfied that a situation has arisen in which the government of the Province cannot be carried on in accordance with the provisions of the Constitution, the President may by Proclamation-

- (a) assume to himself, or direct the Governor of the Province to assume on behalf of the President, all or any of the functions of the Government of the Province, and all or any of the powers vested in, or exercisable by, any body or authority in the Province, other than the Provincial Legislature;
- (b) declare that the powers of the Provincial Legislature shall be exercisable by, or under the authority of Parliament;
- (c) make such incidental and consequential provisions as appear to the President to be necessary or desirable

³ Government of Pakistan (Ministry of Law): The Constitution of the Islamic Republic of Pakistan. (Karachi, Department of Advertisizing, Films and Publications. 1956). pp. 136 - 139.

for giving effect to the objects of the Proclamation, including provisions for suspending in whole or in part the operation of any provisions of the Constitution relating to any body or authority in the Province:

Provided that nothing in this Article shall authorize the President to assume to himself, or direct the Governor of the Province to assume on his behalf, any of the powers vested in, or exercisable by, a High Court, or to suspend either in whole or in part the operation of any provisions of the Constitution, relating to High Courts.

(2) A Proclamation under this Article (not being a Proclamation revoking a previous Proclamation) shall be laid before the National Assembly, and shall cease to operate at the expiration of two months, unless before the expiration of that period it has been approved by a resolution of the National Assembly, and may by a like resolution be extended for a further period not exceeding four months; but no such Proclamation shall in any case remain in force for more than six months:

Provided that if any such Proclamation (not being a Proclamation revoking a previous Proclamation) is issued at a time when the National Assembly stands dissolved, or if the dissolution of the National Assembly takes place during the period of two months referred to in this clause, the Proclamation shall cease to operate at the expiry of thirty days from the date on which the National Assembly first meets after its reconstitution, unless before the expiration of the said period of thirty days, a resolution approving the Proclamation has been passed by that Assembly.

(3) Where by a Proclamation issued under this Article it has been declared that the powers of the Provincial Legislature shall be exercisable by or under the authority of Parliament, it shall be competent -

- (a) a Parliament to confer on the President the power of the Provincial Legislature to make laws;
- (b) to Parliament, or the President, when he is empowered under sub-clause (a), to make laws conferring powers and imposing duties, or authorizing the conferring of powers and the imposition of duties, upon the Federation, or officers and authorities thereof;
- (c) to the President, when the National Assembly is not in session, to authorize expenditure from the Provincial Consolidated Fund, whether the expenditure is charged by the Constitution upon that Fund or not, pending the sanction of such expenditure by Parliament;
- (d) to the National Assembly by resolution to sanction expenditure authorized by the President under sub-clause (c).

(4) Any law made in exercise of the power of the Provincial Legislature by Parliament or the President, which Parliament or the President would not, but for the issue of a Proclamation under this Article have been competent to make, shall, to the extent of the incompetency, cease to have effect on the expiration of a period of six months after the Proclamation under this Article has ceased to operate, except as to things done or omitted to be done before the expiration of the said period.

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