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IMPROVEMENT IN THE TEACHING OF INDO-PAKISTAN HISTORY
IN THE 9TH AND 10TH CLASSES OF SECONDARY SCHOOLS
IN WEST PAKISTAN THROUGH THE USE OF
INEXPENSIVE AUDIO-VISUAL AIDS

By

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Shah

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ABSTRACT

Many research studies in the field of Education and Psychology have proved the effectiveness of audio-visual aids to instruction. It has become a well-known fact that, with the help of audio-visual materials, children can learn more facts in a shorter time, develop more accurate concepts, get better opportunities for self-expression, and take keener interest in their work. History, being the study of the past of man, is one of the abstract school subjects. Various types of audio-visual materials and activities can be of great help in making the abstract aspects of history more concrete and meaningful.

In spite of all the numerous advantages of instructional aids to education, they are almost completely ignored in the teaching of history in the secondary schools of West Pakistan. This has been clearly pointed out by all the educators who have described these passive verbal methods of teaching history in Pakistani secondary schools. The result is that a most interesting school subject as history has deteriorated into a monotonous memorization of bare unrelated facts.

The Pakistani school teachers and administrative authorities give many reasons for this negligence in the use of audio-visual aids

to history teaching. Among these reasons are over-crowded curricula, lack of funds, the lack of trained teachers, lack of understanding and appreciation of the values inherent in these aids, and the high cost of visual equipment.

The present study is in no position to tackle, in any detailed manner, such problems as over-crowded curricula and untrained teachers, but it shall functionally attempt to solve the problem of lack of funds and high cost of audio-visual equipment and materials. It asserts that there exist an abundance of various audio-visual aids which can be freely used or inexpensively produced from locally available materials. The fieldtrip, for example, can give the history teacher an opportunity to take her students back in time and space to earlier eras and places considered significant in history. She can show them the remains of past civilizations in their original setting or take them to museums where they can see these remains in a more artificial form. Such trips can frequently be followed up by valuable school exhibits displaying objects, student-and teacher-made models, dioramas, illustrations, photographs and similar improvised materials. Similarly, dramatization, through the use of colour, costumes and sound effects can transcend the time factor and bring to life famous historical events and personalities which secondary school children may readily identify themselves with. Projected and non-projected pictorial illustrations and graphic materials such as charts, diagrams, and timelines can also be of help to the

students in detailed historical studies, and in the development of accurate time concepts. By the help of the science teachers, the history teacher can even improvise opaque and lantern slide projectors that will cost no more than the price of the sheet iron, bulbs and inexpensive lenses. Even such an expensive teaching aid like the motion picture, with all its advantages, in the teaching of history, can be freely or inexpensively obtained from foreign and local agencies which usually send the projectionists as well.

In order to be more practical, the study at hand has selected a few topics out of the existing history syllabus, so far being taught with purely verbal methods, and prepared a model fieldstrip, a series of dramatizations, a model exhibit, and a filmstrip. To help Pakistani history teachers in the use of motion pictures, an effort has been made to prepare a list of films released about the history of India and Pakistan together with the sources from which they can be freely or inexpensively obtained. Similarly, reference has been given to government and foreign institutions from which photographic and professionally prepared graphic materials can be procured.

This being the case, the present study can be referred to as a manual of inexpensive materials and methods in teaching history in the secondary schools of West Pakistan. It also serves as a functional proof, that even under the existing unfavourable circumstances, lack of funds cannot hinder the practical history teacher from making history a more concrete and interesting school subject.

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CHAPTER I

INTRODUCTION

This chapter intends to explain the meaning of "audio-visual aids", why they are used in modern education, their advantages to the teaching in general and to the teaching of history in particular. It also discusses some steps to the proper selection and utilization of these aids along with some most commonly held misconceptions about them. Finally, this chapter deals with the statement of the problem and explains why the present study especially concentrates on the use of inexpensive audio-visual aids to the teaching of history in the secondary schools of West Pakistan.

What Are Audio-Visual Aids

The improvement of instruction and learning has always been a constant endeavour of the educators. Various ways and means have been explored to make teaching more effective and learning more permanent. Among these is one which uses instructional materials and experiences that do not depend primarily upon the printed word

but appeal to one or more of the senses which are involved in the learning activity. Hence the terms "visual education", "multi-sensory materials" and "visual aids" came into popular use.

Various definitions have been formulated by the advocates of this type of education. In its earlier stage it was referred to as "visual education". For example, Dorris simply defines it as "the presentation of knowledge to be gained through the 'seeing experience',"¹ hence limiting it to the stimulus furnished by the eye, accordingly ignoring, or at least underestimating the value of audio-aids. This concept of instructional materials was criticized by later educators who pleaded that all the senses other than sight are also important in conveying a clear impression of the things to be learned. The development of sound motion pictures, sound slide films, radio programmes and recordings brought into use a comparatively new term -- "Audio-Visual", which is used to encompass almost the entire field of illustrative materials; visual aids, sound aids, and the various combinations of the two.

On the other hand, a modern school represented by educators like Edgar Dale,² because of its great enthusiasm for the field of

¹A.V. Dorris, Visual Aids in the Public Schools (Boston: Ginn & Company, 1928), p. 6.

²Edgar Dale, Audio-Visual Methods in Teaching (New York: The Dryden Press, 1957), p. 3.

audio-visual education, went to the other extreme of considering even the written word and the teacher himself as audio-visual aid. This attitude, though it has its value in improving textbook production and teaching methods, has the disadvantage of tending to make the field of audio-visual instruction lose its individuality among other fields of education. It also contradicts the historical basis of audio-visual education which came into existence as a war against verbalism.

A compromise between the two extremes was reached by experts like Dent¹ and Preston² who consider an audio-visual material as any learning tool other than the written or the spoken word which make teaching concrete by appealing to the learner's eye, or ear, or other senses. This compromise leads to the conclusion that the difference between audio-visual instruction and other forms of instructional techniques is a matter of emphasis; it stresses the value of concrete or non-verbal experiences in the learning process whereas other forms of instruction stress verbal or symbolic experiences.

¹E.C. Dent, The Audio-Visual Handbook (Chicago: Society for Visual Education, Inc., 1949), p. 1.

²R.C. Preston, Teaching Social Studies in the Elementary Schools (New York: Rinehart & Company, Inc., 1958), p. 313.

This understanding of audio-visual education agreed upon by Preston and Dent would be the basis for the study at hand.

Why use Audio-Visual Aids

The widespread interest in audio-visual instruction has led to a considerable number of research studies dealing with its functions and values in modern education. Probably the most reliable reference in this line is the summary contributed by Hobban, Finn and Dale who, after sifting a number of researches done by the National Education Association and other educational bodies, have come to the conclusion that audio-visual aids, properly utilized, would secure the following advantages:¹

1. They supply a concrete basis for conceptual thinking and hence reduce meaningless word responses of the students.
2. They have a high degree of interest for the students.
3. They make learning more permanent.
4. They offer a reality of experience which stimulates self activity on the part of the pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.
6. They contribute to the growth of meaning and hence to vocabulary development.

¹Walter S. Monroe, (ed.), Encyclopaedia of Educational Research (New York: The Macmillan Co., 1952), p. 84.

7. They provide experiences not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.

These advantages would be discussed in detail in the next section which deals with the uses of audio-visual aids in the teaching of history.

Audio-Visual Aids and the Teaching of History

History is the study of the past of man in his political, moral, and social relations. To make the study of the past most effective in the classroom is to invest it with an air of reality. probably the most effective appeal to a sense of reality is through reality itself. "A walk through Normandy" says Sir Richard Greene, at the opening of his chapter on Normandy and the Normans, "teaches one more of an age of our history which we are about to traverse than all the books in the world."¹ Commenting on the above statement and vividly elaborating it, Johnson says that a walk through Normandy is a privilege reserved for the few but a walk through some Normandy is possible for all. He further adds that every community offers at least the community itself, a local geographic environment, local remains and local customs.² Hence everywhere materials are provided

¹J.R. Greene, Short History of the English People (New York: The Macmillan Co. 1916) p. 71.

²Henry Johnson, Teaching of History in Elementary and Secondary Schools, (New York: The Macmillan Company, 1916) p. 163.

for making the local past real. In fact any local past, properly concretized, will not only help in making history more real, but will frequently result in reconstructing the larger past in terms of the present.*

Reconstructing the material past is supplied by numerous aids to visualization specially prepared for school use. These aids include models, pictures, charts, maps, timelines, diagrams and films. The need for such aids was recognized ever since the seventeenth century. Today all the advanced countries make intensive use of them in order to make teaching more real and effective. When properly utilized in the teaching of history, they can do the following:

a) Stimulate Interest.

The purpose of studying the past will only be achieved if children's interest is aroused. History is perhaps known to be one of the disliked school subjects. The main reason for this aversion may be the emphasis some teachers place upon memorization of facts, making this an end in itself. History, however, can be made interesting and attractive by providing a variety of learning activities such as field trips, dramatization, models, charts, diagrams and similar materials. Almost every research has indicated that students like audio-visual materials. According to a study made by Wood and Freeman, 86 out of 87 teachers agreed on this

* The truth of this statement is clarified by the fact that the only way by which a child can view past historical events is through the spectacles of the present. Thus better historical concepts can be built by enriching the child's concrete experiences.

point.¹ Sterner², after intensive research of children's interests in radio, films, comic strips, and popular magazines, concluded that young people, with very few exceptions, find these materials attractive. In the field of history, Consitt³ found that history films stimulated students' curiosity and imagination. Accordingly such aids help to capitalize upon the natural interests of children by giving them a chance to satisfy their innate drives of activity, dramatization and manipulation.

b) Develop Accurate Concepts

To prove the inadequacy of teaching without concrete aids in developing concepts, has stimulated many educational psychologists to re-examine the various textbooks assigned for elementary and secondary school children. In the field of history teaching a very interesting study was performed by L.C. Pressey,⁴ who proved that children were ignorant of many words and concepts used freely in their textbooks, in spite of the fact that they succeeded in

¹Ben D. Wood and Frank N. Freeman, "Motion Pictures in the Classroom," An Account of the Experiments with the Eastman Teaching Films. Forty eighth yearbook of the National Society for the Study of Education, Part I (Chicago University Press, 1949), p. 262.

²Alice P. Sterner, "Radio, Motion Pictures, and Reading Interests," Fortyeighth Yearbook of the National Society for the Study of Education, Part I, Ibid., p. 276.

³Francis Consitt "The value of Films in History teaching". (London: G. Bell and Sons Ltd., 1931), p. 431.

⁴L.C. Pressey, et al., "A Study in the Learning of the Fundamental Special Vocabulary of History from the Fourth Through the Twelfth Grades", A Study abridged by Gates, Educational Psychology (New York: The Macmillan Company, 1948), p. 186.

using these concepts correctly in their oral conversations. These results lead to the conclusion that the child does not get meaning from the concepts he reads in a textbook or hears in a lecture but that he gives meaning to them from his past experiences.

It is impossible for the teacher to take students back in time and space to earlier eras and places considered significant in history. She can, however, show students the remains of these past eras in their original set up or take them to museums to see these remains in a more artificial setting. These lifelike aids are generally the most effective in building accurate concepts. When such trips are not possible, historical conceptualizations can be built by the wise use of pictorial audio-visual aids. The films, for example, though less realistic than the field trips, can occasionally be a more effective medium. By the use of dramatization, music, colour and sound effects, it can beautifully give an edited version of historical incidents and bring to life ancient civilizations. Many of the historical films meant for commercial production have successfully been adapted for educational purposes.

The teacher can also use various kinds of globes and maps to develop the space concepts. Similarly, timelines and histograms can be used to help the students gain historical perspective and develop accurate time conceptualizations. Experiences with real things or replicas of them can also contribute to the building of such abstractions.

c) Reduce Verbalism

Meaningful concepts or meaningful associations offer the best antidote available for the disease of verbalism which plagues contemporary school teaching. History, being an abstract subject, is more exposed to this danger. A well-known Chinese proverb contends that one picture is worth ten thousand words. Certainly seeing an object or a process will save much explanation and verbalization. Clearer or more intense images will result and retention would be longer. Moreover, a well-chosen and appropriate visual or auditory aid will save mere repetition.

d) Influence Attitudes

It is probably very difficult to change attitudes and behavior through teaching as they are built up over a long period of time. But audio-visual materials such as motion pictures, television, filmstrips, slides and other illustrative materials would affect attitudes. According to research studies by Young, Hall Thurston and Smith¹ and Mecluskey² real life and audio-visual experiences are more effective in modifying attitudes than are

¹For the Researches of Young, Hall, Thurston and Smith see: Stanfield Sargant, The Basic Teaching of the Great Psychologists (Philadelphia: The Blakiston Company, 1944), p.286-87.

²F.D. Mecluskey, Audio-Visual Teaching Techniques (Iowa: Brown Company, Publishers Dubrique, 1950), p.13.

verbal experiences as lectures and classroom discussions.

e) Retention of Facts

Not only the use of audio-visual aids influence the attitudes of the students but help in the retention of facts. Various research studies by Rulon,¹ Knowlton, Tilton², and others reached the conclusion that the use of such aids make learning permanent as compared to the verbal approach. Delayed tests were given from one week up to three and one-half months after periods of instruction. All studies consistently proved that the use of audio-visual materials help in permanence of learning and retention. This fact is specially beneficial to the teaching of history, even if it is taught in the traditional manner when the memorization of facts is of primary importance.

Effective Utilization of Audio-Visual Aids

Effective use of Audio-visual aids in learning requires a skilled instructor who will use appropriate audio-visual materials for a particular subject at the most suitable time and in the right way. These instructional aids should be regarded as aids. They are not intended to displace the teacher. They are most effective when employed to supplement and re-enforce the teaching skill of the

¹Phillip J. Rulon, The Sound Motion Picture in Science Teaching. (Harvard Studies in Education, Vol. 20. Harvard University Press, 1933), p. 236.

²Daniel C. Knowlton and J. Warren Tilton, Motion Pictures in History Teaching. (The Yale University Press, 1929), p. 182.

instructor and to help the student by supplying a concrete basis for the abstract aspects of a subject. Instructional skills that combine audio-visual aids and tested teaching techniques will create an uncomparable learning situation.

Though each audio-visual material has specific ways of effective utilization, the following steps give a general summary that applies to all aids:

a) Teacher Preparation.

The first and most important step in the preparation of the teacher is to clearly determine the objectives and aims for showing the material. In terms of these objectives the best possible aid should then be selected. Once the instructional material is selected, the history teacher should prepare herself for any difficulty which may arise. For example, if the material is a film, she should preview it, look for any difficult concepts or words that need explanation, and arrange the classroom for optimum conditions concerning seating, darkening, and ventilation.

b) Student Preparation

The teacher should motivate the students and stimulate their interest and curiosity in the particular subject at hand. She should clarify the purposes for showing the audio-visual material and direct the students as what to look for.

c) Show the Material

In case it is an audio-visual aid like pictorial or graphic

illustration, the teacher should present it step by step, clearly, and in a proper sequence. Important points should be stressed. She should be careful as not to present more than the students can easily grasp.

d) Follow up

To judge her students' understanding of the material presented, the teacher can test them orally or by written work; these tests might suggest further audio-visual experiences, individual or group reports, and any other evaluations and activities.

Misconceptions About the Audio-Visual Aids¹

Many teachers and school administrators have misconceptions regarding the use of Audio-visual instruction. It would be worthwhile to discuss these misconceptions at this early stage:

a) Audio-visual instruction is not concerned with motion pictures only

The adoption of motion pictures in education has led many to think of it as being synonymous with audio-visual instruction. The motion picture is one of the most spectacular, popular and important

¹This section is adapted from:-

- a) Harvey C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction (New York: McGraw-Hill Book Co., Inc. 1949) pp. 3-4.
- b) Edgar Dale, Audio-Visual Methods in Teaching. (New York: Dryden Press, 1946) pp.63-64.

Audio-visual aids, but it is by no means the only aid. Such a misconception can only result in underestimating the values inherent in other Audio-visual aids.

b) Audio-visual instruction is not a separate school subject

Audio-visual education is not a school subject separate from the other subjects of the curriculum. It has no content of its own but can be used in any subject in order to help the students gain concrete knowledge from abstract concepts and ideas.

c) Audio-visual aids are a means and not an end in themselves

A corollary to the foregoing misconception is the fact that some audio-visually minded teachers, due to their over-enthusiasm for the field have developed the misunderstanding that audio-visual materials are an end and not a means to further learning. This is clearly concretized by the fact that frequently the time, money, and energy spent in the construction of an Audio-visual material does not justify its educational outcomes.

d) Audio-visual instruction is not developed to be a substitute for the teacher

Audio-visual aids are not threats to the position or importance of the teacher. The use of such aids does not require the teacher to sit at the back of the class and watch. On the contrary, her responsibility may increase if she properly utilizes these aids.

e) Audio-visual instruction is not mere entertainment

The strong adherents of disciplinary education rise against Audio-visual aids on the ground that these aids provide sheer entertainment. Audio-visual aids are not designed to amuse the students but to increase their interest and help them comprehend the subject under study. Adequate preparation of the students before showing the Audio-visual materials will make them think of it as an aid to learning rather than a change from the traditional teaching methods.

f) Audio-Visual Instruction Is Not New

Audio-visual methods are as old as education itself. It is the oldest method of conveying ideas. Primitive man certainly learned to convey his thoughts by signs, gestures, facial expressions, and crude imitations long before he developed a vocabulary with which to express them orally. Primitive youth was taught to hunt, fish, swim, and protect themselves from enemies through observation and imitation. Later came hieroglyphics or picture writing.

Even in formalized education visual aids have been used for centuries. Sand boards and slates on which marks were made and diagrams drawn, were the predecessors of the modern blackboard. Real objects and specimens have always been used to illustrate and inform. Trips were common in the ancient Greek School and other aids were recommended and used by Pestalozzi, Rousseau, Froebel as well as many other thinkers, educators, and leaders. With the invention of photography in the nineteenth century and the development of modern

engraving processes the possibilities of utilizing illustrative materials in books and other forms for classroom purposes has multiplied many times.

STATEMENT OF THE PROBLEM AND AIMS OF STUDY

The previous section dealt with the values of Audio-visual aids, their proven contributions, and the proper means of their utilization. It has been functionally concluded that audio-visual materials are indispensable in the teaching of History.

A close study of the teaching methods used in the secondary schools of West Pakistan reveal that history is very poorly taught. Probably the most reliable evidence of this situation is the report of the National Education Commission¹ which describes the prevailing teaching methods as "the mechanical communication of theoretical book learning to reluctant children." The history teachers in these schools still cling to the conventional methods of recitation and memorization. They think of history primarily in terms of textbook subject matter. Thus the students in these schools do nothing but sit as passive listeners. There is hardly any effort on the part of the teacher to involve them in any type of activity other than the parrot type responses to her detailed history questions. This emphasis upon memorization and drill of abstract subject matter

¹Government of Pakistan, Report of the Commission on National Education (Karachi: Ministry of Education, 1960), p. 112.

without the aid of concrete and pictorial materials, has led the children to become 'experts' at giving verbal answers of historical concepts for which they have no concrete understanding.

As is going to be discussed in the next chapter, the chief causes for the reluctance of Pakistani teachers to use audio-visual aids to instruction are the lack of a comprehensive understanding of these materials and probably the high costs these aids incur. Both teachers and administrators think of audio-visual aids in terms of motion pictures, television, tape recorder and Radio. Naturally these things are too expensive to be used in the schools of Pakistan at present. Besides, they require technical assistance for their operation and maintenance. Hence the lack of understanding and appreciation of the uses of audio-visual aids are the main obstacles to the use of these materials.

The present study intends to point out to the teachers and school administrators that the cinema projectors and other costly equipment are not the only aids to instruction, and that there are other materials which, wisely used, can prove as effective and at times even more effective than these materials. Some of these aids are pictures, models, dioramas, illustrative and graphic materials, lantern slides, field trips and dramatization. These aids would neither incur high costs nor will they require technical assistance for their operation and maintenance. These are simple materials, easily prepared and utilized, and can be of tremendous help to

history teachers in their instruction. Even some of the more expensive aids can be inexpensively or freely obtained from various sources. Hence the present study purposely limits itself to the inexpensive instructional material so as to overcome the above mentioned chief obstacles.

The second main objective of this research is to guide the Pakistani history teachers in the preparation, selection and proper utilization of such materials.

In order to be more practical, the study at hand will select some topics of the existing secondary school history syllabus of West Pakistan which have long been taught purely by verbal methods and will give practical suggestions as to how they can be concretely taught with the help of such inexpensive materials.

This being the case, the present research can be referred to as a manual of inexpensive materials and methods in the teaching of history in the secondary schools of West Pakistan, as well as a functional proof that even under the existing unfavourable situation of lack of funds and crowded history syllabus, audio-visual aids can help to make history a more concrete and interesting subject.

CHAPTER II

OBSTACLES TO THE USE OF AUDIO-VISUAL AIDS TO HISTORY TEACHING IN THE SECONDARY SCHOOLS OF WEST PAKISTAN.

The purpose of this chapter is to examine the reasons why audio-visual aids are not more widely used in history teaching in the secondary schools of West Pakistan.

Some of the research studies done in this field suggest a great similarity between various underdeveloped countries regarding the obstacles to the use of audio-visual aids in secondary schools. For example, a study done by Malik Badri¹ in his M.A Thesis on the utilization of audio-visual aids to science teaching in secondary schools of Sudan, gives lack of funds, lack of understanding and appreciation of audio-visual aids, over-crowded curricula, and the preparation for state - centralized examinations as the major hindrances to the use of such aids. He further concludes that a critical study of all these obstacles suggests their deep inter-relationship. For example, lack of funds is partially due to lack

¹Malil Badri, "Audio-visual Aids for Improving the Teaching of Science in Sudanese Secondary Schools" (unpublished Master's Thesis, American University of Beirut, 1958), p. 104.

of understanding the significance of audio-visual aids, and over-crowded curricula, given as an obstacle, should have been a reason for a more frequent use of such materials. In the light of Badris' and similar studies, the chief obstacles to the use of audio-visual materials to the teaching of history in the secondary schools of West Pakistan are more specifically discussed as follows:-

Audio-Visual Aids Are Expensive

A good many audio-visual equipment and materials such as Motion pictures, Television, Tape recorders, opaque and other projectors are highly expensive. They also need technical assistance for their operation and maintenance. Many of the secondary schools in West Pakistan do not have suitable electricity, and room darkening facilities, Moreover the classrooms are built in a way that does not allow the use of such materials. Overcoming all these hinderances will require a very high budget which Pakistan is not in a strong position to meet at present.

The Over-crowded Curriculum

Apart from the foregoing difficulties, many teachers invite attention to the fact that they have to cover an intensive course of studies in a limited time which does not simply leave any room for the use of instructional materials. The secondary school students are required to cover at least 2,000 pages of history during their secondary education.

Besides, the curriculum itself has serious defects which, at least on surface, seem to obstruct the use of audio-visual aids.

The present history curriculum is extremely subject-matter-centered. It is narrowly conceived in terms of passing the university entrance examinations that measure inert facts rather than accurate concepts. Thus, in many cases, students are expected to memorize a good deal of the over-loaded syllabus. Hence, those who have a comparatively better power of memorization and retention are those who are more likely to succeed.

Methods of Instruction

There is more to the problem of wider and better use of audio-visual aids than their cost, their maintenance and the over-crowded curriculum. These are the inadequate and poor methods of instruction. These methods are characterized by excessive verbalism, too much of cramming and a lack of the use of teaching materials.

Probably the main cause for this inadequacy of teaching methods is the large number of untrained secondary school teachers. M.S. Hashmi¹, in his thesis, "School Inspection In West Pakistan", indicated that there were in 1959-60 about 29376 trained and 22958 untrained teachers in the secondary schools of Pakistan. It is obvious that with such a large number of untrained teachers the quality of instruction can hardly improve because they are neither familiar with the modern techniques of audio-visual aids to instruction

¹Mahboob Shah Hashmi, "School Inspection in West Pakistan," (unpublished Master's Thesis, American University of Beirut, 1962), p. 3.

nor with the modern concept of education at large. This situation is well illustrated by a prominent educationist of West Pakistan, M.A. Makhdumi¹, when he said,

The practices prevalent in our schools give rise to anything but joyous enthusiasm, either on the part of the teacher or the taught. Regeneration, repression and suppression are the order of the day, regardless of their effects on the physical, mental, and emotional growth of those subjected to them.

Though the problem of untrained teachers, in its broader sense, is outside the range of the present study, a few suggestions regarding its solution will be given later in this chapter.

Teacher's Lack of Appreciation And Understanding of Audio-visual Aids

In a country which has almost half of its secondary school teachers unqualified and untrained, the problem of lack of appreciating and understanding of audio-visual aids is but natural. In fact, though lack of funds seem to be the major obstacle, a more closer study of the problem will show that lack of understanding and appreciation of audio-visual aids to instruction comes first. As previously mentioned, the teachers and administrators think of audio-visual aids in terms of motion pictures, television, tape recorders

¹Pirzada M.A. Makhdumi, "Inaugural Address", (Proceedings of Workshop, ABBOTT-ABAD, (West Pakistan), p. 16.

and the like. Many of them believe that such materials are only suitable for younger and dull children and that older and brighter children can do without them. The advantages of audio-visual instruction as a mass media can more effectively teach in less time is definitely not recognized, otherwise, overcrowded curricula, given by the teachers as an obstacle should have been a reason for using them.

Many school and government administrators of West Pakistan are willing to pay large amounts for buying highly expensive and complicated scientific equipment for school laboratories and are reluctant to purchase projectors and other visual aids. Frequently, the expensive laboratory equipment are stored in cupboard collecting dust, while projectors could have been used by many departments of the school. Such a lack of appreciation of audio-visual aids in this case does influence educators as how to unjustly spend their budgets.

Suggestions For Overcoming the Major Obstacles To Audio-Visual Aids

The main obstacles in the use of Audio-visual aids to the teaching of history in the secondary schools of West Pakistan have been discussed. This section intends to give some practical suggestions which may readily be put into use without incurring large expenses or causing inconvenience to the teachers and administrators

a) What Can The Teacher Do

It is a poor history teacher who gives lack of equipment and

materials as an excuse for passive and stereotyped teaching methods. With the help of her class, she can introduce many interesting and exciting innovations, thus breaking the monotonous usual classroom procedure. She can prepare models, exhibits, charts and a wealth of other simple hand-made teaching materials. The students can be induced to set up small history museum, act small history plays and visit places of historical importance. What the teacher and the students can inexpensively achieve, is the main objective of this study to which the whole of chapters III and IV will be devoted.

b) What Can The Administrators Do

The school administrators should be convinced that audio-visual aids are an indispensable item on their school budget. They can very wisely cut on certain unnecessary materials which are not of immediate use. Not unless the real significance of these aids is recognized, would the administrators or other authorities concerned be able to purchase them.

As is going to be mentioned in the next section, the refresher courses and summer institutes in audio-visual instruction for school administration may be of great help here.

c) What Can The State Department of Education and Higher Educational Institutions Do

The provincial education departments in various areas of West Pakistan can purchase the necessary equipment such as films, filmstrips, film projectors, screen and other related material to

be supplied to various schools when the need arises. Such an arrangement would enable schools to acquire the material free of charge, hence avoiding the unnecessary expenses.

It is also the job of such departments to provide and arrange orientation programs and teacher workshops for the benefit of untrained or in-service teachers. Summer vacation can best be utilized for this purpose. The highly experienced staff or foreign advisers can coach Pakistani untrained teachers in the modern methods and techniques of audio-visual aids.

The teacher-training institutes in the Pakistani universities can also prove highly beneficial in this respect. The student teachers should be thoroughly acquainted with the significance of audio-visual aids and their use in every subject. If possible, audio-visual instruction should be offered as a separate course so that the student teachers may realize their value and make them an essential part of their teaching.

d) What Can Foreign Agencies Do

Almost all the prominent towns of West Pakistan have British council, U.S.I.S libraries and similar institutions. These institutions provide the most recent publications and literature on every field of study as well as films, filmstrips, projectors and projectionists. They can be requested for literature on audio-visual field, and for the showing of motion pictures, films and filmstrips. Similarly the foreign embassies in the country can

be contacted for the supply of films, photographs, leaflets and charts etc. For instance the Indian and British Embassies in Pakistan can be of great help in supplying some pictures and documents about the past history of India and Pakistan.

The International Communication Foundation of the United States is doing some valuable work in the audio-visual field. It has prepared study kits on the less known nations of the world including Pakistan. These kits feature a sound-colour strip, discs, sixteen 11"x14" full colour study prints, supplementary literature and teacher's study guides. A number of films have also been prepared by this agency covering the history and geography of such areas. Although the above-mentioned kits and films are mainly prepared to get the foreign students acquainted with those countries, they will prove of great value to the students in Pakistani secondary schools.

So far the main obstacles to the use of audio-visual aids to the teaching of History in the secondary schools of Pakistan have been discussed. Some suggestions regarding what the teachers, administrators, educational institutes, and foreign agencies can do to overcome these obstacles have been tackled. In the light of these findings the following chapters will deal with the selection, preparation and utilization of direct, and indirect inexpensive audio-visual aids to history teaching which form the main problem of this research.

CHAPTER III

DIRECT, NON-PICTORIAL AUDIO-VISUAL AIDS

This chapter deals with direct, non-pictorial, and three-dimensional audio-visual aids to instruction such as field trips, dramatization, exhibits, objects, specimens and models. Each material is defined and its advantages and limitations are discussed. Where necessary, special points about its utilization are also brought out. These aids are going to be discussed in different sections in the order of their concreteness.

Field trips

A field trip or a school journey, as it is often called, is:

"a school exercise designed to provide sensory experiences relative to such phenomena as cannot be brought into the classroom. It involves the taking of pupils to places where the subject matter of instruction - scenes, objects, situations, and relationships, may be studied to greater advantage."¹

The field trip, then is a planned visit to a place outside the school building. It is not meant to be a picnic or an excursion. It may be made to a place within a walking distance of the school

¹Dent, loc. cit., p. 28.

such as a historical monument or a nearby museum. In this sense, the fieldtrip, with all its advantages can be a very inexpensive audio-visual aid, since it may cost nothing more than the time consumed. The teacher and her students may also take a two or three day trip to see a place of historical interest, in another city situated at a considerable distance from the school. Even in such a case, the cost of the trip can always be subsidized by the school, the government, the administration of the place visited or by the students taking the trip. Hence it can keep its characteristic as a useful and inexpensive aid to history teaching.

a) Advantages of the Fieldtrips

The fieldtrip is one of the most useful of all audio-visual aids as it links the classroom experiences of the students with the outside world. It provides them with an opportunity to come out of the four walls of their classroom and see the real, concrete, and three-dimensional objects, things and situations in their very natural setting. For example a real view of the Khyber Pass in the Northwest frontiers of Pakistan will leave a far more deeper impression on the minds of the students than just seeing a picture or a photograph of it. In addition to the factual knowledge the students get from their fieldtrip, it helps to develop in the history students favourable attitudes concerning their past heritage and also teaches them cooperation through working in groups. Finally, it creates in them a sense of civic responsibility and make them realize the valuable services of the community for their education.

b) Limitations of Fieldtrips

With all its advantages, the fieldtrips have certain unique limitations which, if not properly tackled, can defeat the very purpose of the trip. Some of these limitations are:-

- (1) The fieldtrip, probably more than any other aid, requires a good deal of careful organization and very thoughtful planning. Any neglect of these aspects by the history teacher may make the pupils lose sight of the educational values of the trip, and look at it simply as a form of entertainment. At times this neglect may lead to very unpleasant consequences such as indiscipline or physical injuries.
- (2) Much time may be wasted in getting to and from the destination of the trip. In addition, the weather conditions and transportation problems may defeat its purpose.
- (3) Another unique limitation of the fieldtrip is the problem of the guide. If the purpose of the trip is not made clear to the trip guides, they may indulge in explaining irrelevant historic information. Even if they clearly know the purpose of the trip, they cannot generally express themselves clearly to the students. Hence, the history teacher should do her best to take the role of the guide.

- (4) Sometimes a very large class becomes unmanageable for the teacher. To solve this problem it would be advisable to divide the whole class into groups and to take them around in turns. Probably a second teacher may be needed to help.

So, all these unique limitations of the fieldtrip can be easily overcome if the teacher puts a little more effort and thought in her planning.

A Model Fieldtrip

Introduction. As has been already discussed in chapter two, most of the secondary history teachers in West Pakistan do not realize the real significance of many effective and inexpensive audio-visual aids such as the fieldtrip. In fact, this invaluable, inexpensive aid is, either not used at all, or if used, is taken as an excursion trip where the teacher and students try to escape from the traditional classroom procedure. As a consequence, such trips are neither properly planned, organized nor utilized.

The present study intends to present a model fieldtrip which not only functionally proves that such an effective aid can be inexpensively used to concretize the secondary school history curriculum (9th and 10th grades) but also helps the history teacher to plan, organize and utilize the trip to the best advantage.

a) Purpose of the model fieldtrip

The main purpose of the history teacher is to concretize

the history lesson on Indus valley civilization. However, she has some additional purposes in mind which are as follows:-

- (1) To clarify some abstract historical and other concepts such as gods, goddesses, stupas, citadels etc.
- (2) To teach cooperation through group work.
- (3) To make history a more interesting subject and develop appreciation for the past.
- (4) To develop national pride.
- (5) To link history with other subjects such as art, civics and geography.

b) Previous work

The 9th grade is studying how the various civilizations evolved in the Indo-Pakistan subcontinent. They have already studied about the stone age civilization for which there is no concrete evidence in West Pakistan. Now they come to bronze age or the Indus valley civilization.

c) Background of the Indus valley civilization

This is considered to be a very important civilization because with the beginning of the metal age began man's civilization as we understand it today. It led to the rise of cities, governments, law, class distinctions and organized religions. The stone-age civilization failed to flower into a higher civilization because of the scarcity of water. It was only when the alluvial plains of Indus

valley were irrigated by the River Indus, that a higher civilization became possible. Moenjo Daro in West Pakistan has been known to be the centre of this civilization. It is one of the most ancient cities of the world dating back to 2500 B.C. The city was partially excavated in 1922. The visitors to Moenjo Daro find themselves in the midst of a district city with baked brick buildings so magnificently towering above the head that it is not difficult to imagine the busy scenes of 4,000 years ago. On one side rise the remains of the citadel, now crowned with the vestiges of a Budhist stupa of much later date; on the other are the wide streets and narrow side-lanes flanked by shops and courtyard dwellings where the craftsmen and traders lived.

The Indus valley people were peace-loving people. They were better traders than warriors. Their craftsmen worked in Gold and Ivory and made seal stones bearing vivid representations of oxen, buffaloes, elephants, tigers and other animals. They sculptured stones, cast a great variety of bronze tools and weapons, and produced vast quantities of red pottery, some of which is printed in naturalistic and other patterns. The farmers grew wheat, barley, field peas and cotton. This civilization was probably the first one to grow cotton in the area comprising West Pakistan. Their children played with clay dolls and model carts. A mother-goddess was worshipped. The Indus valley people are believed to be governed by a priest-king.

The civilization continued till 1500 B.C. when it was invaded probably by Aryens. The city was conquered and its inhabitants were brutally slain. The bones of the slain lay in the streets under a covering of wind-blown sand until they were laid bare by excavators in the twentieth century.

The ancient civilization of Indus-valley people influenced the inhabitants of India and Pakistan to a great extent. Most of all the indigenous script is said to have been derived from this civilization.

d) Planning:-

(1) Teachers' Preparation

- (a) The teacher gets the consent of the principal as well as the approval of the students' parents.
- (b) She, then, gets in touch with the incharge of the Moenjo Daro excavations, gets the date and time of departure fixed. The purpose of the trip is clearly explained and arrangements made for the services of a guide.
- (c) Funds for the trip are collected beforehand as the trip is going to be financed by the students themselves.
- (d) Estimate is made of the length of the roundtrip schedule.
- (e) A guide sheet is prepared for each student.

(2) Pupils' Preparation

- (a) Pupils are motivated for the trip and their interest and curiosity aroused through pictures of Moenjo Daro excavations, the places to be seen on the way, class discussion, photographs and bulletin board displays.
- (b) The purpose of the trip is made absolutely clear to students.
- (c) The students are guided and directed to study the relevant material from books, magazines etc.
- (d) The students are directed what specific things to look for on the trip. They are asked to carry their notebooks, cameras, and other necessary materials to be used on the trip.

Before the long journey begins, the bus-driver rechecks the map and milage with the teacher incharge. The teacher also makes certain that the transportation time is well utilized and is filled with learning experiences. She points out sites of historic importance and general interest along the way and the students take notes.

(3) In Moenjo Daro

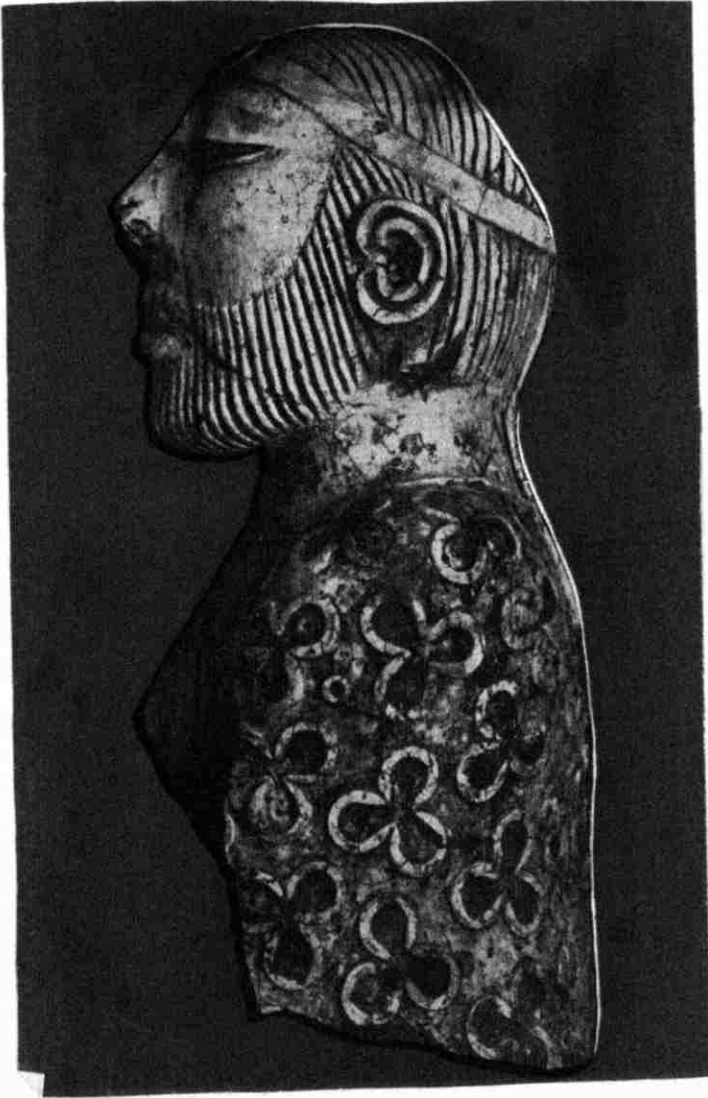
- (a) Pupils and teacher get introduced to the administrators of the place and the guide.

- (b) Students observe and hear explanation of the guide respectfully and attentively.
 - (c) From time to time the teacher excuses herself for interrupting the guide to re-explain some of the concepts the guide presented, and to draw the children's attention to the artistic aspects in the place.
 - (d) Students take notes, take photographs and make sketches of the various interesting places and things. They are encouraged to ask relevant questions which are answered by the teacher and the guide.
 - (e) The students take a break for food and rest.
 - (f) They see the rest of the place with the guide.
 - (g) At the end, the teacher and the students thank the administration and resume their return journey.
- (4) Follow up activities :-

Group discussions are conducted in the class room. Each student comes out with his experiences and observation. The class is divided into various groups. One group arranges a bulletin board display with the sketches, photographs and other relevant materials. The second group prepares a model of the Moenjo Daro excavations. This model is supplemented by the objects collected from the trip.



Figure of the Mother-Goddess



Bust of the Priest-King

Another similar group presents a written and very well documented report about the whole trip.

Finally the whole class arranges an overall exhibition to which they invite parents and other teachers and students of the school encouraging them to do the same in other subjects.

(5) Evaluation

The teacher makes sure that the trip served the purposes for which it was undertaken. That is, she makes sure that the students have developed favourable attitudes toward history, that they have built a wider conception of history by linking it with geography, art, and archaeology; that they have acquired

accurate concepts about the bronze civilization; and finally, that they have formed good habits of cooperation and democratic life. This evaluation can be done by oral or written tests, by individual or group reports or by working on other related projects.

Dramatization

This section deals with dramatization as one of the highly useful and inexpensive aids in the teaching of history. Its advantages, limitations and its application to the teaching of Indo-Pakistan history are discussed. It is hoped that Pakistani teachers will functionally be guided as how to select and utilize various types

of dramatic experiences.

The dramatization method is made use of on the parents' day or the anniversary of the school in most of the secondary schools in West Pakistan. Such dramas and plays are generally highly formal and require elaborate preparations. Secondary school history departments helped by the language department and dramatic societies can profitably make use of these opportunities for concretizing history of Indo-Pakistan. For example, the story "The chain of Justice" depicting an interesting incident in the reign of Emperor Jehangir can be a very useful theme for a history play.

On the informal aspect of dramatization, which is the main object of this section, the history teacher can utilize many dramatic procedures such as short plays, acting out stories, tableaux, pantomimes and role-playing which can easily be performed within the short time of a history class and which do not require prolonged preparations or a high cost. The students can make their costumes from paper mache or cheap cloth. They can even bring useful materials from their homes. A cleared space in the classroom can provide a stage and blackboard drawings can act as background. Such plays are usually written or adapted from actual historical incidents by the history teacher. The art and language teachers may also collaborate in writing such plays.

a) Why use dramatization in History

If wisely used, dramatization can be a very useful and

effective aid to the teaching of history in the secondary schools of West Pakistan. Dramatic representations used in history, enable the students, those who do the acting as well as the spectators, to identify themselves with the persons, places and situations. It also provides an opportunity for self expression and an outlet for creativity. At its best, dramatization enables the children to reconstruct and relive the experiences of others.

On the subject matter side, dramatization helps in adding realism to the abstract historical facts. In the words of Edgar Dale, "dramatization, when intelligently used, can help put flesh and blood on the bare bones of history."¹

Dramatization, not only provides valuable opportunities to those who participate in a dramatic representation, but also for those who watch it. When the members of a class are asked by the teacher to criticize, evaluate, and check the acting against any misinterpretation of facts or situations, they are bound to benefit.

b) Limitations

The chief criticism directed against the use of dramatization in history is that it takes much time and generally leads to stressing minor aspects of a period in history. It is the duty of history teacher to see that time is not wasted and she achieves the

¹Dale, loc. cit., p. 366.

expected outcomes. She must choose material which lend itself to dramatic use and which is important enough to be presented in a dramatic form. If through dramatization human experiences can be thoroughly understood, it is worthwhile spending time on them, even in preference to teaching a large number of facts that are unreal and vague to the pupils.

c) Types of Dramatization

Dramatization can be roughly divided into two categories vis formal and informal. Formal dramatization has already been discussed at the beginning of this section. Following are the types of informal dramatization:-

(1) Short classroom plays.

Short plays can excellently be performed in the history classroom. These plays are written and directed by the history teacher in collaboration with the students.

Interesting themes for such short plays can be the dialogue between Alexander the Great, and Porus¹, the ruler of the Punjab, who refused to surrender to his enemy without a fight. The scenes depicting

¹Abu Imam, Mohammad Ishaq, M. Raza Khan and Din Mohammad Malik, History of Indo-Pakistan (Lahore: National Textbook Corporation Ltd. 1961) pp. 38-39.

Mahmud of Ghazni in the temple of Somnath¹ can be another exciting theme for a short playlet.

Another interesting theme can be the incidents illustrating Emperors' Jahangirs'² love for justice.

Girl students can perform the court scene of Sultana Razia, the first Muslim lady who ever ruled India.

Such plays do not need elaborate preparations. The parts of the plays are assigned by the teacher. Such parts can either be read from the books or memorized in the form of short dialogues. The teacher sits at the back to help the students if they forget.

(2) Tableau

A tableau is a still representation of a picture or scene. Since it is an acted play without words, more attention is paid to clothes and scenery. Costumes can either be borrowed from the homes of the pupils or prepared from paper mache. Preparations that are too elaborate will defeat its aim by destroying the simplicity of the school activities. When all is ready for presentation to the class, a pupil introduces the scenes by reading or telling their

¹Ibid., p. 109.

²Ibid., pp. 128-130.

story. Usually it is left to the audience to guess what the tableau is about. Hence it is occasionally prepared outside the classroom. Tableaux, well prepared and presented occasionally, can be of much value as aids to teaching history.

The life of Budha¹, from the Indo-Pakistan ancient history can be a very attractive theme for a tableau. It can be divided into five scenes:-

Scene I. A court scene depicting Budha sitting on a throne near his father and surrounded by luxury.

Scene II. Budha sees a coffin being carried to be burnt.

Scene III. Budha sees a sick and dying old man in the street.

Scene IV. Budha leaves his palace.

Scene V. Budha contemplating in a jungle under a Bunyan tree.

Students can also present a Moghul court scene in the form of a tableau.

¹Ibid., p. 373.

(3) The Pantomime

A pantomime is a simple form of dramatization which does not need any rehearsals. The meaning is conveyed through gestures, mimicry and changing facial expressions. It can be performed either by one student or a small group of students depending on the event being pantomised.

An interesting pantomime can be the scene depicting emperor Babir praying for the health and life of his sick child Humayun.¹

(4) Role-Playing

Role-playing is unprepared and unrehearsed dramatization. The students identify themselves with characters or situations. In history, incidents for role-playing may well be chosen from the field of biography. Students of secondary school age usually have an interest in heroes. Their acquaintance with notable and noble characters of the past and present will create a desire to be like them. Moreover, phases in the life of one man can present much of the history of the period to which he belonged. For example, various phases in the life of

¹Ibid., p. 184.

Mr Jinnah, the founder of Pakistan can be used to depict much of the political history of India and Pakistan. The students can as well play the roles of Mohammad Bin Qasim, Mahmud of Ghazni, the Moghul emperors, and such similar prominent personalities in their history.

d) Steps to proper utilization :

(1) Selection of the play:

The play should be simple, to the point and in accordance to the age-levels of the class. The words should be simple enough to be easily spoken and grasped. As far as possible difficult words should be avoided.

(2) Selection of characters

Characters should be chosen in the light of the teachers' understanding of the students, of their individual needs, and of the needs of the group. If possible every student should be given an opportunity to participate.

(3) Preparing the players and the audience

The teacher should point out what particular action to watch for. What question to be kept in mind while watching the play, and to comment and criticize afterwards.

(4) The play begins

The teacher takes a back seat when the actors enter the stage. She should offer guidance or prompt the students if they forget their parts. She should not interrupt as long as the play goes on.

(5) Follow up activities

The play should be discussed in class. The audience or the observers would express their ideas on the subject. Every observer should be asked to say something about his reaction towards the play. The teachers' and observers' appreciation would encourage the participants and will induce others to take part in such dramatizations. The participants should also report how they felt as they acted through the dramatization.

Exhibits And Displays

This section deals with exhibits and displays as a direct and inexpensive aid to the teaching of history in the secondary schools of West Pakistan. Their advantages along with the methods of their proper utilization are discussed.

Exhibits and displays are an arrangement of materials to communicate a certain idea or information of educational significance. The materials used in exhibits and displays are generally three-dimensional objects and models like dioramas, but other visual

materials such as pictures, drawings, blackboard illustrations, graphs and even slides, films and filmstrips can be used to enrich the ideas communicated by these three-dimensional materials. While some of the exhibits such as in the museums and commercial concerns are very costly, the students and teachers can prepare their own at a very insignificant cost. Students-and-teacher-made exhibits and displays may either be placed in the classroom or in the school hall where they can easily be seen and studied by viewers.

a) Advantages of Exhibits and Displays

Exhibits and displays are of great value in the teaching of History. The following are among their most important advantages and uses:-

- (1) They are very effective in the formation of broad concepts and generalizations studied in a history topic. By showing various seemingly unrelated materials together, students are greatly helped in the process of conceptualization and review.
- (2) The use of exhibits and models would help to motivate the students and arouse their interest in a particular era of their history course.
- (3) They promote the desire to share the experiences of others and a spirit of combined effort and cooperation.
- (4) They help to develop skills in observation.
- (5) They give the students a sense of satisfaction, confidence, and accomplishment.

b) Preparing an exhibit and display

The first and foremost step in preparing an exhibit is to determine its specific objective. The teacher should take enough time to decide these aims and to plan the exhibit in terms of the needs, interests and abilities of her students. Once the objectives are clearly determined, the following suggestions may be of great help in making the exhibit a success.

- (1) Exhibits are seen not read. They should be placed in such a way that they are clearly seen.
- (2) An exhibit or display should communicate one idea at a time.
- (3) Exhibits should be arranged according to a very well planned design.
- (4) Every section should be neatly and boldly labelled.
- (5) A variety of colours should be used to attract attention.
- (6) Students should be appointed in various sections to explain to and guide the viewers.
- (7) Exhibits and displays should be changed regularly. They should not be left for viewing long after the teaching purposes are achieved.

c) Follow up

The students should hold classroom discussions to evaluate the effectiveness of the display or appraise the extent to which it

has achieved its original purpose. It might lead to new developments in planning for still better exhibits and displays in future.

Dioramas

Since dioramas are one of the most essential and frequently used material in display, it is necessary to describe it in detail.

A diorama consists of a scene in perspective in which three-dimensional models depict the activity or real life impressions. Pictures and models are arranged in the foreground, while the rear of the exhibit, which is usually curved, is painted with a background scene. Dioramas may be constructed by the students to place in their exhibits and displays. For example, a diorama showing a typical Moghul court, a scene from the first battle of Panipat and the peace treaty that followed it, or a pre-historic scene of an Indian stone age family can all be well displayed in an exhibit about the past history of India and Pakistan.

Diorama can be of different shapes and sizes and can be made from different materials. Shoe boxes, for example, can be a very inexpensively available material which if painted and covered with paper can provide a frame in which to design a small diorama scene. Corrugated cardboard, match boxes, toys, stuffed animals and birds, wooden boxes and other such materials may also be used. Models made of clay, soap, plastic, plaster of Paris, wax and similar materials can also be utilized to give a sense of realism and make the diorama a living teaching aid.

In constructing such exhibits and displays, the history teacher can profitably use the talents of the art, geography and other school societies and members of the staff.

Model Exhibit and Display

The 10th grade has finished their lesson on the Moghul period in Indo-Pakistan history. In order to review and concretize this historic era, the history teacher and her students decide to plan an exhibit. The exhibit would be divided into the following sections:-

a) Biography

Photographs of the six Moghul kings with brief captions covering birth, reign, achievements and death.

c) Moghul dress

Shown by dolls and models which can either be borrowed from museums or locally made by students.

d) Favourite pastimes and games

Shown by a diorama.

e) Coins and weapons

Borrowed from museums and private collection of resource persons.

f) Extent of the Empire under each Moghul ruler

Shown with the help of timelines, maps, graphs, and charts.

Such an exhibition will not only enable the 10th grade students to acquaint themselves thoroughly with the glorious era of their history

but would interest the whole school. Parents and visitors may also be invited to watch the work of their children. It would give the students sense of joy and achievement and they may be encouraged to hold such other exhibitions in future.

CHAPTER IV

PICTORIAL AUDIO-VISUAL AIDS

This chapter describes non-projected and projected pictorial visual aids to the teaching of history in the secondary schools of West Pakistan. The advantages and limitations of these aids are discussed. Some suggestions are given to help and guide the history teachers in the proper utilization, selection and preservation of such aids.

Non-Projected Pictorial Aids

Non-projected pictorial aids include still pictures such as photographs, prints, drawings and paintings. These pictures are generally more effective in teaching those aspects that do not primarily depend on motion. Non-projected still pictures, though most effective in concretizing history, are very inexpensive because they can be used without any projection equipment.

For a more detailed study of some of these ideas in this section refer to:

1. E.W. Dent. loc. cit., pp. 52-116.
2. James S. Kinder Audio-Visual Materials and Techniques (New York: The American Book Company, 1959), pp. 99-213.

Pictures are the most universally used visual aids in education. They are attractive and concrete representations of reality. Colourful and brilliant still pictures not only motivate the students to a topic but encourage them to further activity such as dramatization, story writing, sketching and painting. It is a world wide fact that children of all ages are thrilled by pictures. The research done in this field by Florence Williams¹ prove that:-

1. There is tendency for the majority of children to like pictures;
2. Children like pictures of peoples, places or incidents with which they are familiar;
3. Pictures of things unfamiliar to the children but about which they have read and heard are popular;
4. Pictures which tell a story appeal to children to some extent;
5. Children like pictures in which there are a few large, easily distinguished objects in the foreground.

There are a number of daily and monthly pictorial magazines and journals such as: The Monthly Mirror, The Illustrated Weekly of Pakistan, The Contemporary Art of Pakistan, The Pakistan Review, The Pakistan Quarterly, and a number of other illustrative books, newspapers, and numerous leaflets issued by the Tourist Bureau of Pakistan, all of which can provide a wealth of useful and inexpensive

¹Florence Williams, "An Investigation of children's preferences for pictures", Elementary School Journal, XXV (October, 1924), pp. 119-26.

pictures to history students of the secondary schools in West Pakistan. The pictures of past historical personalities, ancient costumes, architecture and monuments can transcend the time and space factors to enable the students to see things that no longer exist or which are at a considerable distance from them.

There are various kinds of still pictures such as photographs, drawings, paintings, prints and illustrations. Each one is going to be described in some detail:-

a) Photographs

Photographs are one of the highly valuable visual materials. They can be either real photographic prints or reproductions of photographic prints taken from a magazine, a newspaper, or a book. They may appear in black and white or in colour. Photographs taken by the students themselves may be of greater importance to them. They should, therefore, be encouraged to take photographs while on a field-trip or a private visit to a historical site. Such photographs may prove highly useful especially when the trip is being reviewed in class. The students may also be encouraged to arrange their photographs in the form of an exhibition or a display on the bulletin board.

b) Drawings and Paintings

Illustrations such as drawings and paintings are also widely used in the teaching of history. In many cases, though frequently less expensive, illustrations may prove more useful than

photographs as they are clearer and can portray any one aspect in detail. The secondary school history teacher can inexpensively prepare such paintings and illustrations with the help of the art teacher. The history students can also draw and sketch historical figures or places in their art class.

c) Suggestions regarding the proper selection, utilization and storage of non-projected still pictures

Non-projected still pictures, like any other teaching material, should be selected and used with a specific purpose in mind. They may be utilized to concretize an abstract historical concept or an idea. The use of too many pictures creates confusion. Only those pictures should be displayed which are related to the subject under study and which are clear and detailed. Moreover, pictures do not teach alone. They have to be accompanied with relevant explanations of effective introduction, sufficiently detailed discussions, and proper follow up.

In order to be able to use the pictures again, they should be kept in good condition. They should be protected from dust or finger marks by mounting them and covering their surfaces with any transparent material. An inexpensive cardboard and a strong adhesive will suffice to make a good mounting. The mountings should be of grey or any other lighter colour. Brief and clear captions, if needed, would add to the effectiveness of the pictures. These captions should be written or typed in front of and not at the back-side to avoid the turning of the picture.

d) Filing and Classifying Pictures

Regardless of the number or kinds of pictures a teacher has, they are of little value unless they can be located and used at the time they are needed. Filing and classification insure their easy identification. The method of storing pictures will greatly depend on the size and type of filing devices available. Efforts should be made to standardize the size of the pictures for easy storing. Ordinary files or large envelopes are inexpensive materials for keeping together a series of pictures dealing with the same subject. If a filing cabinet is not available, an inexpensive substitute like wooden boxes and orange crates can be used for filing these folders.

Any system of classification may be used for locating pictures easily and quickly. An effective method is to develop a system of subject Reading .

Projected Pictorial Aids

The values of the non-projected pictorial aids have been discussed in the foregoing section. Such values are enhanced further

The ideas in this section are adapted from:

¹ Mckown and Roberts loc. cit., pp. 124-146.

² Kenneth B. Haas and H.Q. Parker Preparation and Use of Audio-Visual Aids (New York: Prentice-Hall, Inc., 1955), pp. 27-102.

³ Walter A. Wittich and Charles F. Schulter Audio-Visual Materials, their Nature and Use (New York: Harper and Brothers, Publishers, 1958), pp. 312-349.

when the pictures are projected on the screen. Through projection the image is enlarged and can be studied in detail by each student in the group. Moreover, the projected pictures compel the attention of the students by focussing it on one lighted object in a darkened room.

Projected still pictures include filmstrips and slides of various kinds. Filmstrips cover a variety of history topics. They are available in colour or black and white, sound or silent, and single or double frame. They can also be made from animated drawings, photographs, or a combination of both.

A 2"x2" slide is simply a single or double frame filmstrip cut into individual frames. These transparencies are placed between two standard plane glasses with the dimensions of 2"x2". Cutting the filmstrip into individual slides has the advantage of protecting the film from possible damage, and give the history teacher a chance to choose the frames that best illustrate his subject.

a) Advantages of slides and filmstrips

Like all the other highly useful audio-visual aids, filmstrips and slides have their unique advantages.

- (1) Filmstrips and slides are relatively inexpensive visual materials.
- (2) Filmstrips and slides can be easily made from any pictorial, animated or typed material.

- (3) The pictures can be projected on the screen as long as required hence allowing for individual differences.
- (4) Both filmstrips and slides are easy to store.

b) Limitations of Filmstrips and Slides

- (1) As compared to slides, filmstrips are liable to be easily damaged and scratched through constant use. Furthermore, the rigid order in a filmstrip makes it difficult for the history teacher to choose the transparencies he wants. These disadvantages can be overcome by cutting the filmstrip into individual slides, but this will make it comparatively more difficult to store.

c) How to make a filmstrip

Any teacher familiar with 35 mm camera can make a filmstrip from any series of drawings, sketches, photographs or prints. If the teacher does not own a camera, she can always borrow or hire it from local photographers. The following general steps may be of help in guiding the teacher as how to make a filmstrip or a 2"x2" slides set.

- (1) Decide the main purpose of the filmstrip or slides.
- (2) Select the topic in terms of the needs, interests, and abilities of the students.
- (3) Make a detailed outline of the topic.

- (4) Translate words into picture ideas. This can be done by the help of sketches made on 6"x4" cards. Each card would represent a frame in the filmstrip.
- (5) Prepare illustrations, picture materials or objects to be photographed.
- (6) Load the 35 mm. camera with the appropriate film and, using a copying stand, shoot pictures in the sequence planned.
- (7) Process film, and make positive filmstrip if necessary.
- (8) Cut into individual frames and bind if a 2"x2" slide set is required.

d) A Model Filmstrip

Following the above-mentioned steps, a specimen filmstrip can be prepared as follows:-

Purpose: After studying a unit about Indus valley civilization, the history teacher plans to concretize it with the help of a coloured filmstrip. The teacher and her students set up on the project as follows:-

- (1) A detailed outline is prepared covering the background of the Indus valley civilization, the civilization as it was and its downfall.
- (2) The words will be translated into pictures. Five frames of the filmstrip will be devoted to the background of Indus valley civilization (the stone

age). The students will show the stone age man and the different aspects of his life through drawings, sketches, paintings and photographs from the archeology department.

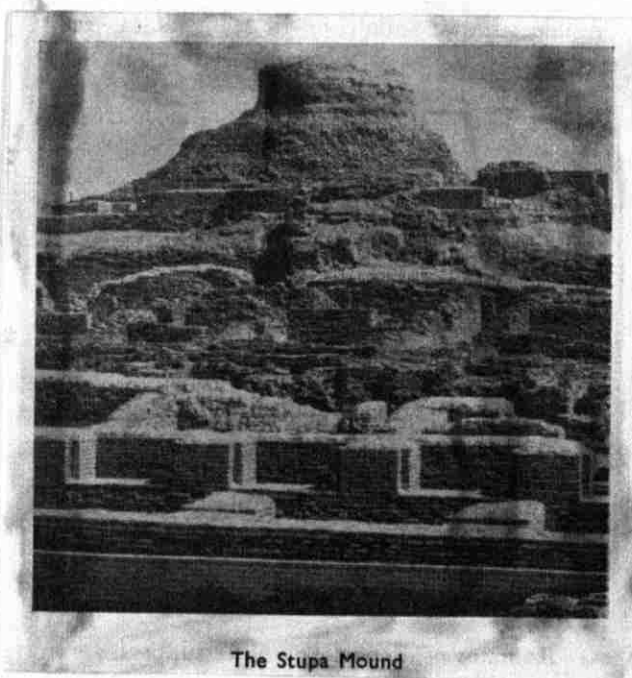
- (3) Fifteen frames of the filmstrip would depict the life of the civilization itself. Teacher and the students take a trip to Moenjo Daro, the typical city representing the Indus valley civilization. They will draw sketches, paint and take photographs of the following items:-

- (i) The structure of the city of Moenjo Daro.
- (ii) The baked brick buildings.
- (iii) Elaborate drainage system.
- (iv) Sock pit for the disposal of sewage.
- (v) A large state granary.
- (vi) Public bath.
- (vii) The college hall of priests.
- (viii) Bust of the priest king.
- (ix) Bust of the goddess.
- (x) Figures of animals like rhinoceros, tigers, and elephants.
- (xi) A seatite figure of a nobleman dressed in embroidered robe.
- (xii) Jewellery and ornaments.

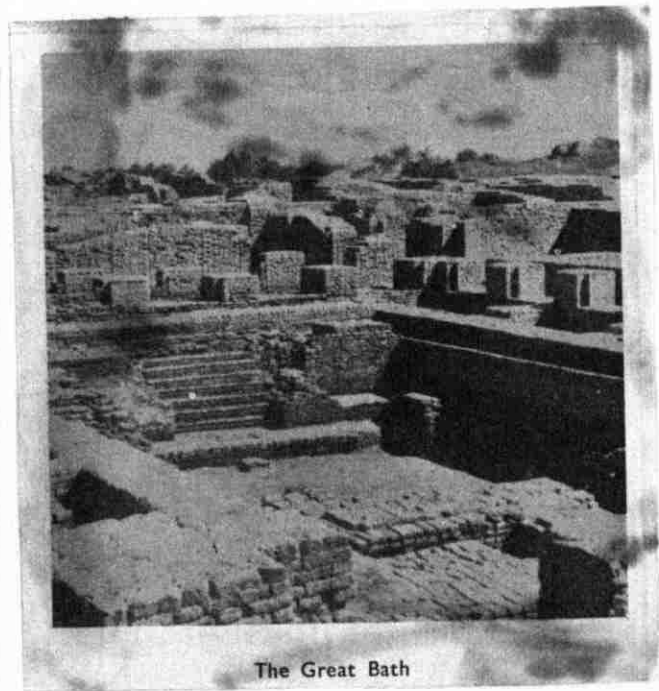


An Excavated Well

MOENJODARO



The Stupa Mound



The Great Bath

streets are the remains of a very interesting building with massive thick walls, two large apartments with T shaped piers and 3 rooms to the west with brick benches against the walls. This building is believed to have been the office of the Administrative Authority of the town.

The Palace

The remains of a spacious building, believed to have been a palace of the monarch or the ruler of a province, lie in the southern part of this area. This is a massive structure with a thick outer wall, a nicely built guard room at the entrance to the northern side of the court and a series of guard rooms in the northern wing of the palace, a well built cesspit, a long thick walled passage 5 feet wide around the whole block from north to south, stalls for animals and spacious rooms.

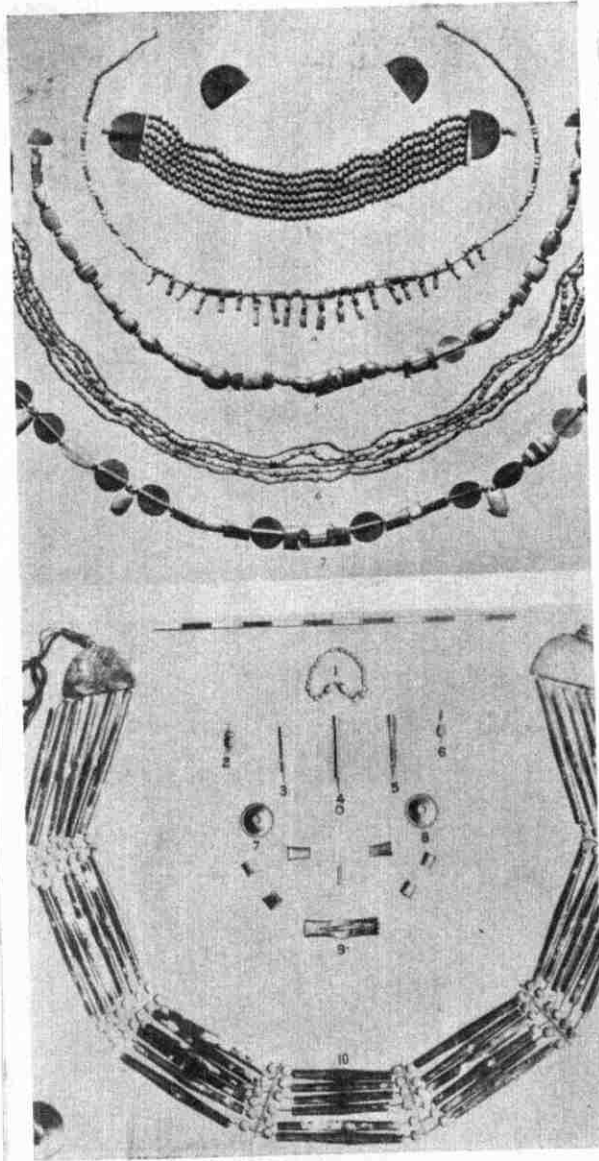
Houses number 5, 6 and 7 nearby were possibly a single large unit which served as the residence of some high official.

The Museum

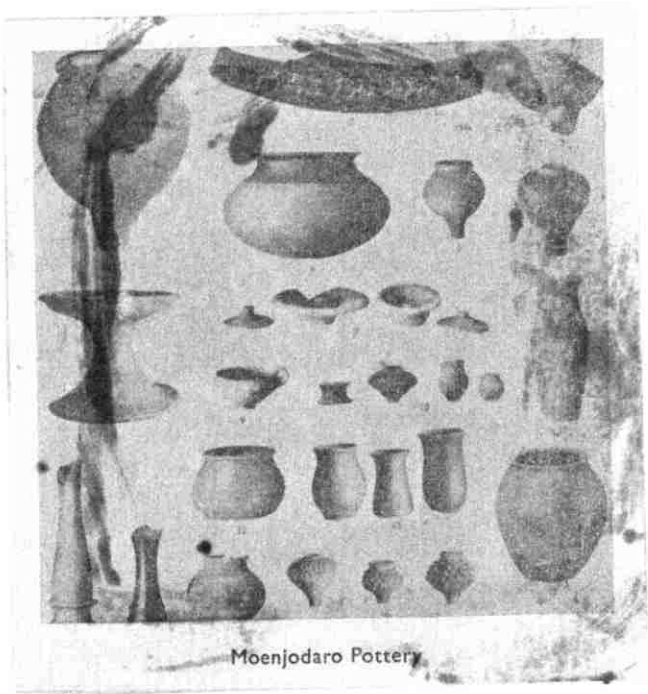
The Museum is located close to the site of the city and houses interesting antiquities excavated from Moenjodaro which include engraved seals, jewellery, personal ornaments, implements, weapons, domestic utensils, sculpture, terra-cotta figures, toys, painted and plain pottery etc.

Fees

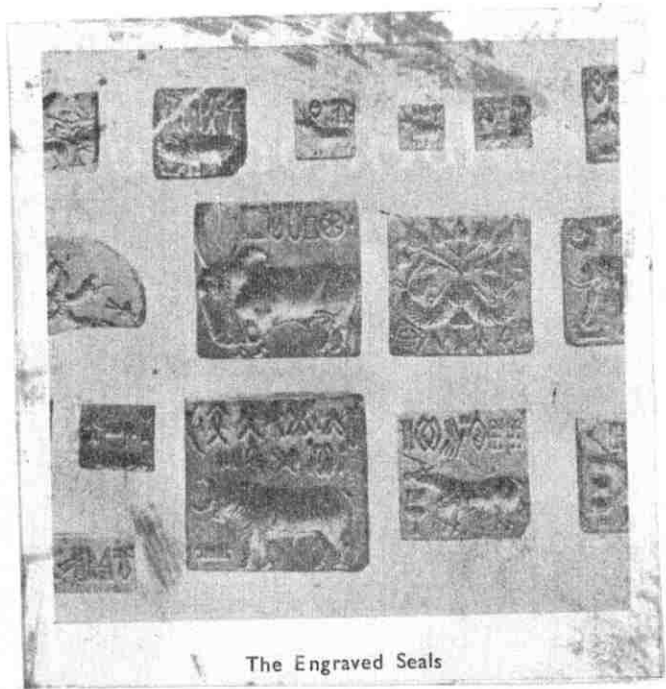
Admission fee to the sites and Museum is 10 paise for an adult and 6 paise for a child



Gold Silver and Bead Ornaments



Moenjodaro Pottery



The Engraved Seals

- (xiii) Clay toys of the children.
- (xiv) Seals bearing the mysterious inscriptions.
- (xv) Pottery consisting of a variety of jars,
painted ring bases, and receptacles for holding
toilet articles.

- (4) The last eight frames will cover the downfall of the Indus valley civilization. This will be shown through paintings, maps, drawings, timelines and photographs.
- (5) The teacher and students would than collect all the photographs, illustrations, timelines and maps, and arrange them in a proper sequence. She would then take the final shots and the film can be processed to be used as a filmstrip or, if required, cut into 2"x2" slides.

e) Lantern Slides

Lantern slides, the first projected material to be used for educational purposes, have been regaining much popularity during the last few years. Lantern slides are probably the least expensive projected slides. They are very versatile and can easily be adapted to the existing needs of the students. They can be very effective aids to the teaching of Indo-Pakistan history.

An inexpensive lantern slide can be made from ordinary glass cut to the standard size of $3\frac{1}{4}$ "x4". To be able to draw or write on

the glass, it is generally etched or covered with gelatine or glue. Ready made etched glass is inexpensive to purchase. However, it is cheaper for the teacher to do her own etching. This can be done by acid, fine emery, or carborundum powder, which is used in grinding automobile valves. Once the slide is etched or gelatine coated, it can take India ink, slide inks, pencil marks and slide crayons. For written material, a piece of cellophane cut to the standard size of a $3\frac{1}{4}'' \times 4''$ slide and placed between a folded carbon paper, double the size of the cellophane, will be ready for typing or writing. A cellophane slide thus prepared should be put between two cover glasses and bound with tape.

Lantern slides are a specially useful aid in the production of charts, maps, and diagrams. With very little tutoring, even students can produce a nicely labelled coloured illustration in a short time. The etched or plane glass used can be washed for further use. Due to their large size, they can produce detailed maps or outlines, and the image they make is generally well-focussed. Some of their limitations are that the glass can be easily broken. Moreover, due to their large size, they are difficult to store.

f) The opaque projection

The opaque projector is used to project still pictures that are not transparent. Such pictures include drawings, sketches, prints, photographs, hand-written material, and graphic material like

diagrams, timelines, and maps. The opaque projector can also be used to project objects of historical significance such as coins, stamps and seals. The pictures are projected onto the screen by means of very strong light. Since the light is reflected rather than being transmitted directly, a more powerful bulb and a completely darker room are needed to secure good visibility.

g) The advantages of opaque projection

Among the unique advantages of opaque projection are:-

- (1) A variety of material can be projected on the screen.
- (2) One of the main advantages of opaque projection is the convenience for enlarging and transferring pictorial material to a chalkboard or chart. A small history map, for example, can be enlarged into any desired size.
- (3) The opaque projection enables the whole class to see pictures that might have to be passed around for individual study. The attention can be focussed on things which the whole group can see at the same time.
- (4) Opaque projection helps to concentrate the students' attention on one enlarged picture in a darkened room.

h) Limitation of opaque projection:-

- (1) The main limitation of opaque projection is that it requires a completely darkened room for projection.

This deprive the students of an opportunity to take notes.

(2) The pictures to be shown in an opaque projector need to be mounted in order to avoid fluttering of the leaves. Otherwise a loss of focus may result while the picture is being projected.

(3) The opaque projector is comparatively bulky and heavy which it makes it inconvenient to move from place to place.

i) How to make lantern slide and opaque projectors:-

Though lantern slides and opaque material are among the most inexpensive projected illustrations, lantern slide and opaque projectors are too expensive to purchase. This problem can be overcome if the Pakistani history teachers seek the help of the science teacher in inexpensively making her own over-head, or horizontal lantern slide or opaque projector, An example of such a teacher-made lantern slide projector is given by Richardson and Cahoon.¹ This overhead projector can be constructed from inexpensive sheet iron, two large condensing lenses, two plain mirrors, a 500 watt projection bulb, a concave mirror and a small

¹ Richardson and Cahoon, Methods and Materials for Teaching Physical Sciences (New York: McGraw-Hill Book Company, Inc., 1951), pp. 102-105.

projection lense. In his unpublished Masters' Thesis, Badri¹ has suggested a still less expensive water-cooled projector which can be made from sheet iron, a 500 watt spotlight bulb and only one lense. As for the opaque projector, Richardson and Cahoon² suggest an inexpensive method of building one from two bulbs, a lense, a plain mirror and a box. Thus history teachers should not give lack of projectors as an excuse for depriving young students from the use of the projected still pictures.

j) Motion Pictures

Educational motion pictures are one of the most important media of communication in modern education. Probably more research work has been done on instructional films than any other tool. All these research studies have proved the great effectiveness of this spectacular medium in building concepts, in imparting factual information and in retention.³

Advantages. Following are the special advantages of the instructional motion pictures in the teaching of history:-

- (1) Motion pictures are an excellent medium for providing a common experiential background for a whole class of history.

¹Malik Badri, loc. cit., p. 165.

²Richardson and Cahoon, op. cit., pp. 102-105.

³See for example researches done by Rulon, Consitt, and Tilton in The Fortyeighth Year Book of The National Society for Education (Chicago: The University of Chicago Press: 1949), pp. 261-270.

- (2) They hold attention of the students as they are associated with entertainment and fun.
- (3) Motion pictures provide better instruction for classes which vary in intellectual abilities.
- (4) Films recreate the past. Ancient, recent and contemporary history are made exciting and believable.
- (5) Films involve the viewers and cause them to project themselves into the action portrayed, and often provide highly emotionalized responses.
- (6) Motion pictures provide continuity of action as exactly as in real life.
- (7) Films bring before the eye things in far away places. Time and space can be controlled by slow-motion and time-lapse photography to show more clearly activities that need to be seen at varying rates of speed.
- (8) Motion pictures help to develop and influence the attitudes of the students.

Motion Pictures In the Secondary Schools of Pakistan. Motion pictures, though such a spectacular and effective medium of communication, is too expensive for Pakistani secondary schools to produce or purchase. However, they can be utilized by the schools even if they do not afford to have their own films, projectors or projectionists. Every prominent town in West Pakistan has government information centers, tourist bureaus and agencies for large

commercial companies. These institutions possess the most recently released films and publications on Pakistan. If contacted, they will provide their own films, film projectors, screen and the projectionists. Other institutions and foreign information centers, particularly, the Embassies of India and Britain and the information centers of the U.S. and the British Council may also be profitably approached for the supply of films related to Pakistan's History. To give a specific example, the Indian Embassy in Pakistan can be approached to supply the following films produced in India.

- (1) Indias' History Series I: featuring the early days of the original inhabitants, earlier invasions, the rise of the great leaders like Buddha, Chandergupta, Asoke. Cultural contributions of Buddhism and Hinduism on the Sub-continent of India and Pakistan.
- (2) Indian History, Series II: featuring the Moghul Empire and European civilization. It begins with the sultans of Delhi in the thirteenth century and continues till the rule of the Moghuls and their decline; the conflict between the British and the French for the control of Indian trade and trade routes, culminating in the battle of Plassey.
- (3) Indian History III: concretizing the period starting with the British colonization of Indian-sub-continent until its independence. It also shows how

India strove for independence and how Pakistan came into being.

The above-mentioned films are of immense importance in the teaching of history. These films have been produced with the help of the coronet films company chicago.¹ The same firm has produced similar series of films on Pakistan covering its historical and geographical aspects. Among these films are:-

- (1) Geographic view of young Republic of Pakistan, a country of 93,000,000 Muslims.
- (2) This is Pakistan, featuring East and West Pakistan, industries, the Khyber Pass, and the important towns.

Furthermore, the department of Films and Publications of Pakistan² release films on the past, recent and contemporary history of Pakistan. Some of these films are;

The Antiquities of Pakistan; East of Khyber; First year of Pakistan; Passing away of Quide-Azam; Passing away of Quide-Millat; The Planned Progress of Pakistan, See Pakistan and Towards Tomorrow.

These films if used alone or in combination with other materials can help to give the history students a concrete idea of

¹Coronet Films, Coronet Building, Chicago I, Illinois.

²Film Catalogue (Department of Films and Publications Government of Pakistan) Karachi. 1960.

their contemporary history in terms of the past. History teachers may also be reminded that films cannot yield the advantages claimed unless they are properly utilized. Students must be well-prepared for the film show. They must clearly know what to look for and the film presentation should be effectively followed up and evaluated. Since the cinema is very interesting to watch. The teacher should, therefore, do her best to make it an educational material rather than a source for entertainment.

CHAPTER V

GRAPHIC MATERIALS

This chapter deals with graphic or diagrammatic materials. These materials provide experience through sight only and are generally highly abstract. Their chief advantage is that they can be inexpensively produced by the history teacher and her students from cheap materials. Graphic materials, if properly used, help to reduce verbalism. Since they are visual symbols of reality, it is frequently necessary for the history teacher to couple them with other more concrete audio-visual aids to concretize their visual abstractions.

What are Graphic Materials?

Graphic or diagrammatic aids are materials like charts, graphs, posters, cartoons, maps and diagrams. Each one of these materials is going to be discussed separately.

Charts

Kinder describes charts as "graphic and pictorial representations to tabulate a large mass of information or to show the progression, through time or space, of a person, family, idea, object, or an institution."¹ In short the purpose of a chart is to visualize some idea or

¹Kinder loc. cit., p. 384.

concept through the use of pictures, diagrams and similar other materials thus reducing verbalism.

a) Types of charts

Modern schools use many types of charts in the teaching of history. The most common types of charts used today are:

- (1) Flow chart. Flow or organizational charts are used to show the organization of a school, city, state or government. In history teaching, it can be used to show the organization of various governments in different historical eras. For example, a history teacher presenting a lesson about the Moghuls can profitably concretize the topic by a flow chart showing the administration of different Moghul Emperors.
- (2) Tree chart. Tree or geneology charts are probably the best medium for exhibiting the history of families. They are extensively used in history textbooks to show dynasties. The Pakistani history teacher and her students can produce excellent tree charts showing various important dynasties in the Indo-Pakistan history.
- (3) Sequence charts. Sequence charts help to present data in its proper sequence. There are two types of sequence charts namely the flip chart and the strip chart. The former is useful in presenting graphic information

which has sequence but which cannot be shown on one sheet. Drawings and illustrations are made on several sheets of paper or cardboard and then bound together with metal or wooden strips. When teaching with these charts, sheets are turned over when needed.

The strip chart is constructed as a single large chart with various sequential parts covered with strips of paper. Important parts are exposed gradually at the right time.

Graphs

A graph is a diagrammatic treatment of numerical data. Formerly graphs were used to refer to line graphs. Current usage of the term includes many variations of this method. The most important type of graph used in history teaching is the time line which is going to be described in detail.

a) Time line

A time line is a graphic device which attempts to concretize the abstraction of time. History will not have any value for students unless they gain some insight into the relationships between past and present. This relationship may be impressed through time lines. A line divided into time units of years, centuries or decades is drawn on a long strip of paper. Pictures are very often drawn or mounted just above the line to represent episodes associated with the respective dates. Time lines are precision instruments. They are as important in teaching about the past as maps are in the teaching of regions or physical features of countries. Therefore the history teacher should

be prepared to help her pupils in constructing and using them. Because it is so obvious one does not need to say much about the use of time lines in the history of India and Pakistan.

b) How to construct a time line

- (1) A single theme should be developed for each time line.
It is wise to depict the chronology of one period or decade at a time.
- (2) The scale adopted should be appropriate to the purpose of the outline and the time line should be scaled accurately.
- (3) The time line should be simple, the amount of writing or typing should be kept to a minimum. A good time line should not be overcrowded with information.
- (4) The time line should be easy enough to be interpreted by students in a short time.
- (5) The time line should be attractive. The use of colour, pictures, and even three-dimensional objects should be encouraged.

Two model time lines are attached as Appendix A and B to this study.

Posters

A poster is a graphic material of dynamic nature. Its function is purely motivational. It is intended to hold the attention of the passers-by and quickly impress on them the idea, the fact, or the story it is designed to convey. Thus the poster must have as its message the

advertising of a simple idea, which, by the use of colour and design, must be boldly and directly put across. Travel pictures, and advertising bill boards are good examples of the poster. In history teaching, the teacher and the students can use the poster in advertising the various activities of the history society such as historical plays, school museums, exhibitions, and fieldtrips. Many tourist beareaus in the country, government departments and similar other institutions distribute free posters about places and incidents of historical significance which can be of tremendous use to history students.

Cartoons

A cartoon is a pictorial representation which uses satire, caricature, or humour to tell a story or an incident. Because of its uniqueness, it can be very effectively used in history teaching. Simplified comic drawings, usually known as caricature can easily be drawn by the history students, provided they know the simple technique of drawing them. The most important fact to be remembered while teaching with cartoon or comic drawings is to make sure that the students understand the message being conveyed by them.

Flat Maps

Maps, are flat symbolicand visual representations of the earth's surface. They tell their story by means of symbols, such as colours, shading, lines, circles, stars, and squares. Accordingly, reading a map is like reading a printed page, since it is a process of associating ideas with symbols. Maps, along with other graphic materials such as

charts, graphs, and diagrams, are extensively used in modern education. They are particularly useful in the teaching of history and geography as they make abstract facts more meaningful and understandable. Following are some of the advantages of the use of maps in the teaching of history.

1. Maps help the students to determine distances between various places; comparing early travel routes with the routes of today. For example a relief map of India may be used to show from where the Arabs found their way into India.
2. Maps enable the History students to locate sites of historical importance.
3. Pictorial maps help the students to find out about food, clothing, resources, populations, famous personalities and historical incidents.
4. Maps enable the students to identify and determine relative position location of countries, continents, oceans rivers, cities, mountain ranges and other significant features.
5. Maps are also helpful in providing a means for regional study.

How to Make Maps for Teaching Purposes

The history teacher and her students can make a variety of maps easily and inexpensively. The preparation of simple maps do not require much artistic ability on the part of the teacher. Following are few suggestions which might help her to draw, make or trace maps effectively:

1. First of all, the history teacher should decide as to which size of map will best suit her purpose. A small sketch can easily be enlarged by proportional squares drawn on the surface of the map. This technique has been already been mentioned in connection with chalkboard utilization. She can also get the map enlarged through opaque projection. The features of the map should then be transferred to a large sheet of paper. The distance between the projector and the chalkboard should be adjusted until the image is of the exact size needed. The teacher should then draw the important features to mark the distances. It may be useful to use an arrow to indicate the exact location of the places emphasized.
2. Such data as the names of the places, physical features, product, population, scale, and other map symbols are included in the legend. A clear border around the legend adds to its effectiveness. This legend should be thoroughly explained to the students so that they may be able to understand every symbol.
3. All lettering on the map should be done clearly and neatly. Attention should be given to proper spacing, spelling, and abbreviations. The use of pictures and other three-dimensional objects may be encouraged to highlight ideas portrayed on maps. For example, miniature models of ships and soldiers can be used to concretely illustrate places of famous battles in the history of India and Pakistan.

Recipes for Modelling Maps

Some history teachers would like to make relief maps as to give them a three-dimensional effect. They, however, find it difficult to

select suitable material for modelling. Some recommended modelling materials include the following:

a) Papier Mache

This is one of the most popular modelling materials. Twenty to twenty five sheets of used newspapers are cut into squares of one or two inches, soaked in water overnight, and for best results, boiled for several hours. The water is then poured off. A cup of water and flour is added and worked well mixed with paper paste. If the mixture is dry and does not stick together, more flour and water mixture is added; if it is too thin, more paper is added.

b) Molding Sand

Molding sand mixed with water and some glue hardens in about twelve hours and can be used repeatedly by breaking it up. This is also a most inexpensive method of modelling. It is best to avoid clay because it cracks easily. Salt and flour mixture should also be avoided since they collect moisture and attract flies.

In applying modelling mixtures to the board, it is advisable to build the relief one layer at a time. The history teacher should carefully watch the map from the atlas or the textbook for proper guidance. It is important to show the river flowing downwards until they reach the sea level. cracks and holes usually appear in the papier mache upon drying, and these can be filled by painting a thick mixture of glue over the entire portion of the map. The map is finally heavily varnished. A fine paintbrush may be used with blue

oil paint to show the rivers and lakes. The history students can model the map of West Pakistan, showing the places of significant historical importance, routes, abodes of the ancient civilizations, and mark the routes of the invaders. Modelling, if properly conducted, give the students a sense of creativity and satisfaction. Such models can be placed in class exhibitions.

How are Graphic Materials Presented

a) Chalkboards

One of the most versatile media for displaying graphic is the blackboard, nowadays known as chalkboard has become a common place in any classroom. From this angle it can be considered as one of the least expensive available visual aid in the teaching of history. A chalkboard is generally used in history to visualize abstract concepts, to organize students' thinking, for sketching illustrations, for summarizing history lessons, and finally, to develop better group relationships among the students. Although the chalkboard serves many purposes in teaching, the Pakistani Secondary School history teachers underestimate it and often misuse it. Even the school administrative authorities do not pay due attention to their maintenance. Very often the chalkboards are roughly painted and it becomes quite difficult to write on them. In many cases, even if the chalkboards are nicely painted and very well kept, the history teachers do not pay much attention to their proper utilization. Following are a very suggestion which should be kept in mind in the utilization of chalkboards in the

teaching of history:

- (1) The chalkboard writing should be neat and legible.
- (2) The chalkboard should not be crowded. Brief and concise statements are more effective than lengthy ones.
- (3) The room lighting should be adjusted in order to avoid glare and eyestrain.
- (4) All the material needed for use on the chalkboard should be collected before the class starts.
- (5) Coloured chalk should be used for emphasis as well as to attract the attention of the students.
- (6) All the captions and drawings should be visible to each student in the classroom. To be sure that his diagrammatic and written materials are large enough, the history teacher should check them from the back of the room.
- (7) All the unrelated material should be instantly erased as it distracts attention.
- (8) Complicated illustration should be prepared beforehand in order not to waste the time of the class.

b) Techniques of using chalkboards

Following are the ~~six~~ basic methods of improving the chalkboard utilization:

- (1) Stick figures technique. Stick figures are very easy to make and are always enjoyed by the children. A

circle for the head, and a few lines for the trunk, arms, and legs will comically and conveniently stand for a human figure, with practice and observation, any history teacher can master the art of making stick figures.

(2) Pattern Method

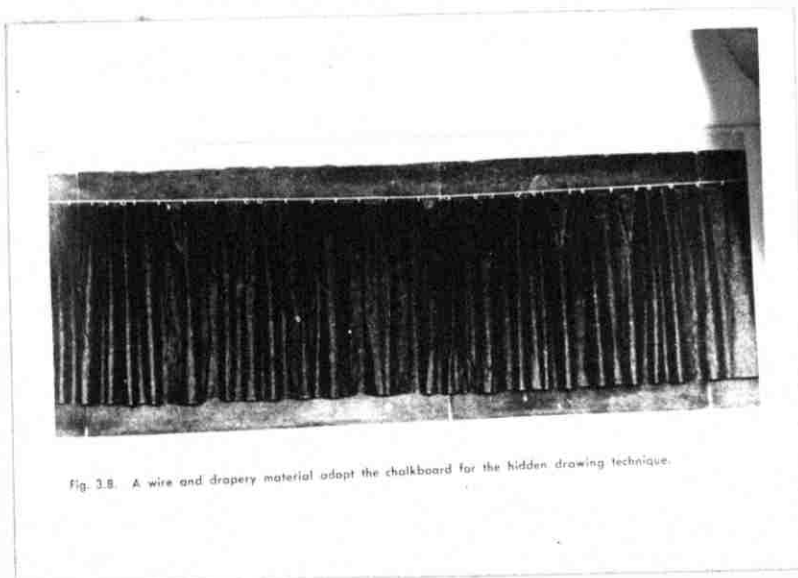
In this method, the outline of a graphic material is produced on a large sheet of paper or fabric. Holes are punched through this outline at the intervals of one inch. The pattern is then held or attached to the chalkboard and a dusty eraser is patted over the holes. After the pattern is taken off, it is easy to join the chalkdots and hence quickly represent the graphic material on the board.

- (3) The Template Method. Symbols, designs, and similar patterns can be put on the chalkboard quickly by using templates. A template is cut out from plywood, cardboard or sheet metal and formed into any shape. A required chalkboard illustration can be quickly produced by drawing its outline. This method is generally used in mathematics, science and geography but it can be of great help in the teaching of history, especially in the production of maps and similar other illustrations.

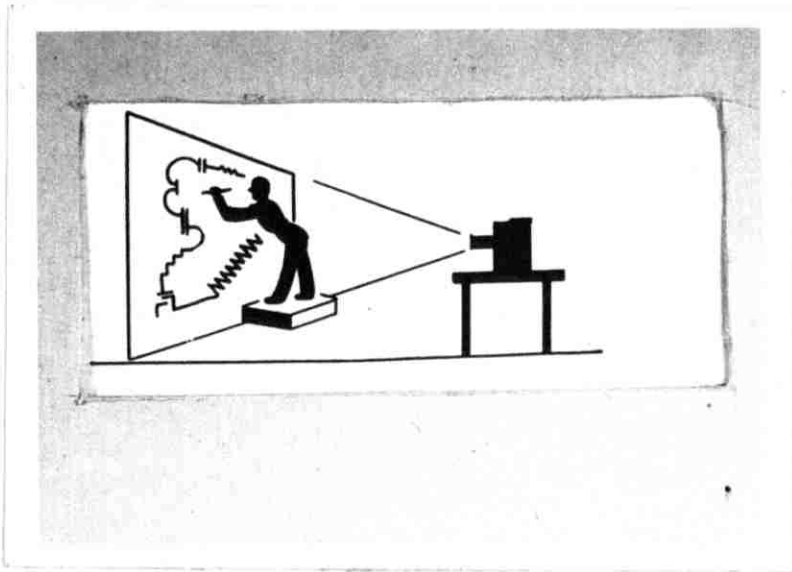
- (4) The Grid Method. The grid method is another very useful chalkboard technique for enlarging small pictures or illustrations. Any small picture or diagram is blocked off into squares of about an inch or more. Similar large squares are drawn on the chalkboard, and the small illustration is copied square by square. Pakistani history teachers can use this inexpensive technique to produce charts, maps, timelines and similar graphic materials on chalkboard or paper.
- (5) The Projection Method. Another very simple method of enlarging drawings, illustrations, or outlines on chalkboards and paper is to project them with the help of an opaque projector and then trace the outline with chalk or pencil. This method is particularly useful in drawing maps or building outlines.
- (6) Hidden-drawing Method. This method is especially useful for preparing illustrations before the class begins. The teacher completes her illustrations and hides it behind a curtain. During the lecture she can expose the illustrations one by one, at the appropriate time. Stretching a wire along the top of the chalkboard and draping an inexpensive cloth from this will make an inexpensive curtain for this purpose. A less expensive, though not attractive method, is to cover the illustrations with paper stuck on the board by scotch tape.



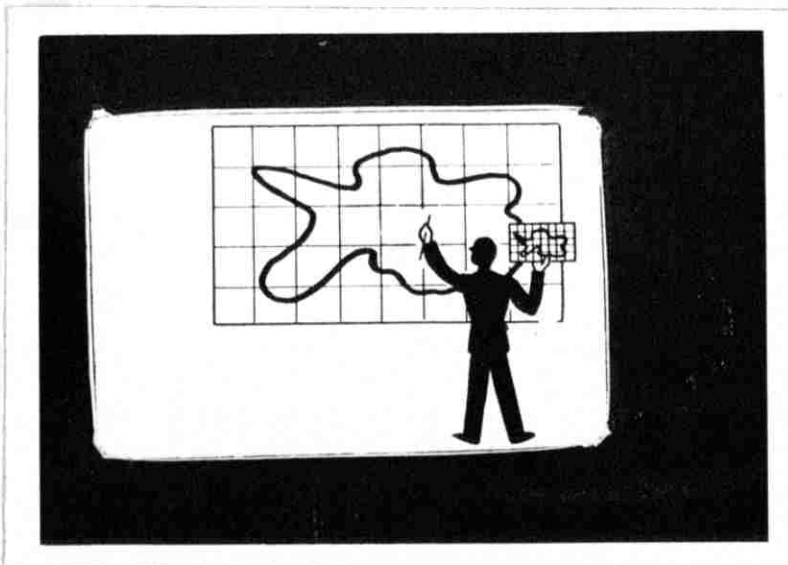
Stick Figures Technique.



Hidden Drawing Technique.



Projection Method.



Grid Method.

The Flannel Boards

Flannel boards are one of the most infrequently used material in the teaching of history in the secondary schools of West Pakistan. In fact, most of the history teachers are not even familiar with this name. Properly used, a flannel board is one of the most inexpensive and very useful medium of display in a classroom.

A flannel board consists of a napped piece of material, such as flannel, felt, velvet, or even an ordinary blanket stretched smoothly across the wall or over a piece of wood or cardboard. The materials to be used or displayed on the flannel boards are in the form of cutouts which has the same napped material stuck to their backs. When these cutouts are pressed against the board, the napped surfaces stick together, and the cutouts stay there until they are picked off. The teacher can as well use ordinary glue sprayed with sand on the backs of the cutouts in case she does not have the pieces of felt. Sand sprayed glue is as effective as the napped surface of flannel, felt or velvet.

a) How to use the flannel boards as an aid to History teaching in Pakistan

The flannel board is generally used to present concepts, to explain processes, to emphasize main points, or to dramatize events. The particular history topic under study, however, will determine how it is to be used. The history teacher and students can use the felt board in their exhibition mentioned on page 47. In the absence of an

expensive flannel board, the students can stretch a blanket against the wall. They can, then, prepare the cutouts by using sand sprayed glue on their back and thus produce an inexpensive flannel board. The teacher can also use the flannel board for the evaluation of the class. She can prepare cutouts of important events and their dates. She will put the name of the event on the flannel board and ask the students, either individually or in a group, to find out the date of the particular event. This will prove to be a very speedy procedure of evaluation.

Bulletin Boards

Bulletin boards are commonly used in the secondary schools of Pakistan. They are usually hung outside the classrooms and are used for putting up important administrative notices or announcements of some kind. They are not properly utilized or maintained, wisely used, bulletin boards can help in stimulating interest, in introducing a new topic by a display of maps, charts or in posting children's work. In introducing a new topic, it is advisable to display the materials that will evoke interest and stimulate questions related to the lesson.

Bulletin boards, commonly used in the modern classrooms include such types as (i) wall or stationary, (ii) swinging or movable consisting of several sections on a pedestal, and (iii) wire strung above the blackboard for hanging pictures, booklets, leaflets, and similar materials. The most effective type for use in a history class room is the wall or stationary bulletin board. It can be seen by all

the students at the same time and is the most economical one for teaching purposes. Careful thought should be given to selection of materials, arrangements, and timing of displays. The following guidelines may be helpful in securing more effective utilization.

1. Materials for display should be interesting and understandable.
2. Material should be related to the topic under study.
3. Materials should be changed as soon as the topic is finished.
4. Balanced and artistic arrangements should be made with appropriate headings, titles, explanatory information, mountings, colours, and similar artistic elements.
5. Students may be given opportunities to help in the arrangement and rearrangement of materials that they have made themselves or brought from home.
6. Students should have enough time to explore and discuss the material.

a) Parts of a Bulletin Board

A bulletin board consists of the following parts:

- (1) The lead-line. The lead-line is short, catchy, and attracts the spectators' attention causing them to continue reading on through the bulletin board. It should be located in a focal position on the bulletin board. The letters should be large enough and placed in a way to enable easy reading at a glance.

(2) The Illustrative material. The illustrative material such as drawings and photographs help to clarify the main idea and give life to the display. Suggested material for display may consist of:

- (a) Students' work as drawings, sketches and printings,
- (b) Home produced articles such as mounted photographs, newspaper cutouts etc.
- (c) Free material like posters, maps, pamphlets from government agencies and tourist bureaus.

(3) The layout or pattern. The layout shows where and how the headline, illustrations and captions should be arranged to achieve maximum attraction. Balance in a layout will either be:

- (a) Formal or Symmetrical: where the layout is evenly balanced with left and right sides laid in the same way.
- (b) Informal : where the layout is unevenly balanced but with an attractive pattern.

Bulletin boards can be very inexpensively constructed from locally available and inexpensive materials like bamboo strips either artificially or naturally colored, mats or buri which can be stiffened with shellac or varnish, or panels made of ordinary ply-wood. Such

pieces of wood can be cut into the size of a bulletin board and covered with coloured paper for attractiveness. Bulletin boards, if properly utilized, can prove to be a very effective and inexpensive teaching aid.

Conclusion

The present study has attempted to functionally prove that there exists a wealth of inexpensive audio-visual aids which can be highly useful in the teaching of history in the secondary schools of West Pakistan. It has been indicated that these aids can either be produced from locally available materials or procured from foreign or local agencies. It has been shown how direct audio-visual aids such as fieldtrips, dramatization and exhibits can provide first-hand experiences for the history students and how projected and non-projected pictorial aids and graphics can all combine to concretize the abstract past and develop accurate time concepts. Hence the obstacles of lack of funds which is usually presented by Pakistani secondary school history teachers as an excuse for not using audio-visual aids can be conveniently overcome with the proper utilization of such inexpensive aids.

APPENDIX A

1850

TIME LINE A.

 Second Burmese War.

 First Railway opened (Bombay-Thana).

 Post Office and Telegraph services started.

 The Revolt.

 Queen Victorias' Proclamation. The end of the East
 India Company.

1860

1870

 Queen Victoria proclaimed Empress of India.

1880

 Local Self-Government began.

 First Session of the Indian National Congress.

1890

 Indian Councils' Act - First step towards self-government.

1900

 TIME LINE - BRITISH RULE IN INDIA

APPENDIX B

TIME LINE - B

1900	
-	
-	
-	Partition of Bengal.
-	
-	Morley-Mint Reforms.
1910	
-	Partition of Bengal annulled. Capital transferred to Delhi.
-	
-	First World War.
-	
-	Armistice declared.
-	Montagu-Chemisford Reforms.
1920	Non-Cooperation Movement.
-	
-	
-	
-	
-	Simmon Commission
-	
1930	
-	Civil Disobedience movement.
-	Second Round Table Conference.
-	Third Round Table Conference.
-	
-	The Government of India Act.
-	Provincial Autonomy Inaugurated.
-	
1940	
-	Second World War. Defence India ordinance. Congress Ministries resign.
-	
-	The Cripps Mission. Quiet India Movement.
-	Bengal famine.
-	
-	End of Second World War.
-	The Cabinet Mission. Interim League-Congress Government formed.
-	Creation of Pakistan.
-	Gandhi assassinated. Mr Jinnah dies.
1950	

TIME LINE - BRITISH PERIOD IN INDIA AND PAKISTAN.

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