


1962

Teaching programme for primary schools

Afghanistan, Royal Ministry of Education

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ROYAL AFGHAN MINISTRY OF EDUCATION

TEACHING PROGRAMME

FOR

PRIMARY SCHOOLS

Directorate of Primary Education

Dari-Pashto Edition: 1335/1956

Note: The present work is a revision of the official translation published in 1962. An attempt was made here to follow as closely as possible the meaning and form of the original Dari text, and to avoid the omission and interpolation of material. In cases where the Dari text was found lacking in clarity or precision, additions, corrections and comments have been included in brackets: []. Discrepancies in outlining and organization correspond to those in the original text, although certain minor changes have been made to maintain a minimum of consistency in form. Wherever feasible, the wording and general style of the official translation were retained. Errors in translation are the responsibility of the present translator.

FEB 1967

CURRICULUM - TEXTBOOK PROJECT

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In the Name of God the Merciful and Forgiving

INTRODUCTION

The programme of instruction in primary schools followed in primary schools of Afghanistan since the year 1319 has changed according to the needs of the times and change of circumstances. These alterations have covered not only the units of the programme but also the nature of the textbooks for primary schools. The teaching of Pashto and Persian was revised according to a decision of the Educational Committee and approved by the High Council of Education. In order to facilitate teaching, learning and the achievement of the primary objectives of education, namely, to impart literacy to primary school students, it was decided to teach only the mother language during the first primary cycle (grades I, II, and III). In other words, Persian is introduced from the fourth grade onwards in Pashto-speaking areas and vice versa in Persian-speaking regions.

Alterations have similarly been made in the units of the primary school teaching programme and the number of periods for the various subjects. A schedule showing number of hours set aside for each subject, according to the new programme, is given on page _____. Textbooks and instructional materials based on the units of the new programme have been made available to the students.

In order, therefore, to avoid confusion in subject matter, to bring together in one volume details of the educational programme, and to provide information and guidance to teachers in regard to subject-matter content, it was considered imperative to publish the programme of instruction for primary schools. We present now for publication and distribution the programme for primary education proposed and sanctioned by the educational authorities of the Ministry of Education, for use by primary school teachers in Afghanistan.

Subjects taught during the first cycle in primary schools located in Pashto-speaking areas are: the Holy Koran and Theology, Pashto, Handwriting, Arithmetic, Drawing and Handicrafts, and Physical Training. The subjects for the first cycle in Persian-speaking areas are: the Holy Koran and Theology, Persian, Arithmetic, Handwriting, Drawing and Handicrafts, and Physical Training. During the second cycle, in addition to both languages, other subjects such as History, Geography, Natural Science and Hygiene, and Geometry are also studied.

We now proceed to give details of the various units of each subject under the new programme.

I. THE HOLY KORAN AND THEOLOGY

Aim and Objective:

The Ministry of Education is bound to acquaint students of the first primary cycle with the basic principles of Islam and its rules and prescriptions, to consider the teaching of the Holy Koran and Theology as the most important part of the programme, and to promote religious instruction by means of specific programmes and the publication of suitable books and booklets easily comprehended by students and taught by competent and learned teachers, according to the tenets of the Islamic faith.

The Ministry of Education, therefore, devotes special attention to the teaching of religion in primary schools. The books and programmes for Theology in primary schools are written and planned by learned and competent religious authorities, so as to include all the basic religious rules and principles. Topics necessary for the six primary grades are assigned to the various grade levels and are to be taught to students at specified times, so that they may become acquainted with the tenets of Islam, both in theory and in practice.

In the programme of Holy Koran and Theology for primary schools, in addition to the correct recitation of a certain portion of the Holy Koran, matters relating to beliefs, prayers, religious affairs, codes of conduct and prohibitions are taught in specified grades according to the capacities of students.

Directions:

1. The teacher should keep in view the units of the programme while teaching the Holy Koran and Theology and should endeavour to teach them to students accordingly.
2. The teacher should always endeavour to explain the various points to the students in very simple language; the subject to be taught should not be above the ability of students to comprehend. In other words, he should explain such matters as prayers, beliefs, conduct and prohibitions, set forth in the units of the programme for each grade, in accordance with the level of comprehension and vocabulary of students. (This matter should be taken into consideration in the compilation of textbooks.)
3. Since it is hard to explain to small children the difficult and elevated subject of 'Fiqah' [practices], and the vocabulary and technical terms used therein, the teacher should try to explain these points in the simplest language possible and avoid the use of intricate and abstruse phrases and words. Particularly in such subjects as 'wuzu' [ablutions] and prayers, he should prefer actual practice to theory, i.e., he should have the students actually perform these tasks.
4. The teacher should, on the one hand, instruct students in the subject matter, and on the other hand take advantage of environmental conditions and occasions relating to such lessons. For instance, prayers should be discussed when prayers are due, fasting during the month of fasting, the 'Sadaq-e-Fitr' [alms after Ramazon] and 'Qurbani' [sacrifice] and other matters on the occasion of the two Eids, and the procedures followed during the 'Haj' [pilgrimage to Mecca] when the actual time for 'Hadj' approaches, thus reinforcing these learnings on the students.
5. The procedures and customs to be followed in 'wuzu', prayers, etc., should be practically demonstrated to the students in the school itself, and moral conduct should be taught them at suitable times.
6. Teachers are expected to be aware of the importance of their duty and at no time to neglect it. The innocent children given into their charge should be trained to become pious youth, virtuous, patriotic and loyal individuals, and useful and complete members of society.

Units of the Programme of Holy Koran and Theology

Grade I:

These units are taught orally by the teacher and there is no need for a printed textbook.

1. 'Kalima-e Tayyeba' and 'Kalima-e Shahadat'.
2. Memorization of 'Auzobillah' and 'Bismillah'.
3. Memorization of the 'Sura-e Fateha' (in the later months of the year).
4. Rules for salutations to father, mother, teacher and elders.
5. Etiquette of eating.
6. Cleanliness of clothing.
7. Cleanliness of hands, face and body.
8. Washing the teeth.
9. Evil of abusive words.
10. Evil of lying and virtue of truth.
11. Evil of stealing.

Grade II:

1. Repetition of the 'Sura-e Fateha' and memorization of the 'Sura-e Ikhlas' and 'Sura-e Kausar'.
2. Memorization of the 'Tashahud' [confession of faith].
3. Memorization of the 'Sana'.
4. The Five Pillars of Islam.
5. Knowing the times for prayers.
6. Knowing how to perform the ablutions.
7. Advantages of the toothbrush and 'maswak' [ritual tooth-stick].
8. Evil of swearing falsely.
9. Evil of excretion.
10. Evil of tale-bearing.
11. Evil of mimicking others.
12. Rights of parents.
13. Rights of teachers.
14. Rights of elder brothers and sisters and other elders.

Grade III:

1. The Holy Koran: Recitation of the last quarter of the last part of the Holy Koran ('Sura-e Fateha', 'Sura-e Qul-e Auzo Birab-ul Nas' to verse 25) and memorization of the first ten verses, from 'Qul-e Auz', 'Subhan-e Kalahum', 'Al Taiyyat', 'Durood', the prayer of 'Qunut'.
2. Religious practices: performance of ablutions and prayers.
3. Religious and moral stories.
4. Obedience to father and mother, elder brothers and sisters, and to elders of the family and tribe.
5. Affection for brothers and sisters and kindness to their children.
6. Compassion and kindness towards menials and servants, and abstention from maltreating them.
7. Kindness towards animals, especially weaker animals such as sparrows, cats, pigeons, etc., including domestic animals.

8. Etiquette of eating.
9. Efforts to keep body, clothing, school things and sports goods clean.
10. Abstention from damaging household articles.
11. Good behavior towards neighbours and abstention from causing them any harm.

Grade IV:

The Holy Koran: Reading from 'Sura-e Qadr' to the beginning of the chapter 'Am Yatasa Alun'.

Statutes of 'wuzu'.

Traditional ordinances of the ablutions.

Things which corrupt the ablutions.

'Tayammum' [ablutions with clean dust].

Categories of purification.

'Massah' [drawing the hand over] of leather socks and jackboots.

Bathing.

Statutes of prayers: conditions and components.

Things which corrupt prayers.

Necessary adjuncts of prayers.

The 'Witr' prayers and memorization of the 'Qunut' prayer.

The 'Sunnats' [traditions] and 'Mustahibat' [recommended practices] of prayers.

Grade V:

The Holy Koran: Reading of the first part of the Holy Koran.

Congregational prayers; the 'Masbooq' prayers; the 'Taraweh' prayers; the prayers of the two Eids; the traveller's prayers; prayers of the sick; funeral prayers; 'Sajda-e Sahw' [prostrating oneself in case of committing a mistake during prayers], 'roza' [fasting]; time and resolution to the fast; things which corrupt fasting; 'Sadaqa-e Fitr'; definition of the actions of persons bound to perform religious duties.

Grade VI:

The Holy Koran: Reading of the remaining part of 'Sura-e Baqr'.

'Zakat' [poor-tax] and its rules; 'zakat' paid in gold and silver; persons to whom 'zakat' should not be given; payment of 'zakat' in camels, cattle, sheep and goats; things on which 'zakat' is not levied.

Translation of the verse 'Amantu Billah' [I hereby believe in God, in His divine books and apostles, etc.] and the basic principles of faith.

The Hadj [pilgrimage] conditions for its performance; statutes, time and place for Hadj; Qurbani.

II. THE MOTHER LANGUAGE

The important aims of teaching the mother language are:

1. To enable pupils to understand and express correctly ideas and feelings presented to them orally or in writing.

2. To enable students to express well and correctly, orally and in writing, their own knowledge, thoughts and feelings.

3. To endear their native language to students and to instill in them a permanent interest in, and contact with, books, periodicals, [literary] collections, and other publications of a suitable level, so that they may seek these out and use them to advantage.

4. To teach the meaning of words of the mother language and how to write and read them correctly, by beginning with words which students are using and will use, thus increasing their vocabulary.

Unity of Lessons in the Mother Language

Activities such as reading, writing and composition, which come together under the heading of 'Mother Language', should not be considered separate subjects or lessons in primary schools. Rather, each of these is a part of language study and should be considered complementary to the others. These subjects, i.e., spelling, composition and reading, are mediums which accustom students to express facts and ideas orally and in writing and to understand spoken and written language. For this reason, at appropriate times during the reading period other activities are also given a place. During lessons in writing, the rules for spelling are enforced, but each of these subjects has a special importance of its own.

Furthermore, the purpose of language should not be neglected in the rest of the subjects. When children are being taught another subject, the teachers of that subject should keep in mind the rules of language. The teacher should try to correct mistakes in the oral and written language of students.

1. Commencement of Reading and Writing in Grade I:

1. The [development of the] ability to read and write is included in all teaching activities in the first primary grade. School life and, especially, matters of common interest to students provide favourable opportunities for reading and writing. Efforts should be made to take the greatest advantage possible of these opportunities in reading and writing activities.

2. The work of reading and writing should conform to the needs and psychology of children. Reading and writing should commence with simple sentences and words, should advance with the simultaneous use of synthesis and analysis, and should develop the ability to use reading and writing.

3. In order to ensure uniformity in the progress of reading and writing, efforts should be made for students to learn to write the words which they have learnt to read.

4. When teaching the 'Alifba' [first reader], the following points should be kept in mind, even in the very first lessons:

a) Letters should not be taught separately to children; rather, they should start out by reading words or sentences.

b) When students read a certain word they should be made to establish in their minds a firm relationship between the word, its form and its meaning, so that if [when] they see the word they should immediately know its meaning without resorting to reciting the sentences aloud.

c) Sentences and words to be read by students should be within their ability to comprehend. Since the object of reading is to comprehend the meaning of the written word, a reading selection should be written according to the level of comprehension of students, so that they may grasp the meaning of what is read; otherwise they will simply pronounce words without knowing their meaning. This will gradually develop in the student the bad habit of not paying attention to the meaning of a selection.

d) When different words are shown to students and read by them, these words should, after some time, be split up and the students' attention should be directed to the syllables and letters of which the words are composed. For instance, after teaching the words 'Baba' and 'Lala' the syllables 'ba' and 'la' and the letters 'b' and 'a' and 'l' and 'a', should be explained to them. In this way students will be able to recognize the syllables and letters forming any word which they read or encounter. Students should see words repeatedly and be trained to identify them. It is not desirable, in reading words encountered, always to use word analysis and to develop the habit of reading by this method.

A student accustomed to reading by analysis will find it difficult in the future to read anything correctly, because instead of concentrating on the meaning of a passage he becomes engaged in analyzing the word which he encounters and thus loses the ability to read quickly and correctly.

e) In order for a student to read a word immediately, he should recognize it easily. For a student to recognize a word, it is not sufficient for him to recognize its letters; rather, he should repeatedly see its form. It is therefore necessary that words shown to students be repeated in various interesting sentences. The more often a word is seen and read by students in interesting sentences, the more easily it is identified by them, and when they encounter it they can read it readily.

f) In order to learn and recognize words, it is necessary that they be seen and noticed repeatedly. It must be realized that dry and uninteresting repetition is useless, wastes time and builds up aversion. Repetition should be carried out with care, so that it will be effective. The teacher should also write the forms of words on various small 'tickets' [slips of paper] and then bring them to the attention of students. When students read words from such slips, they can understand and learn the form of a word easily. [The last two sentences were incorrectly juxtaposed in the original.]

g) If reading and writing is based on everyday life, the teacher does not have to be limited to the text of the reader alone. Rather, he will use the reader as an instrument or medium for practice, to be referred to occasionally.

Important materials other than readers to be used when beginning reading and writing are:

- a) Large charts having the words and sentences to be learned written on them; these charts should be hung on blackboards and walls as needed.
- b) Small 'tickets' on which the desired words and sentences are written. These 'tickets' are given to students when they learn a new word or sentence. In order for students to use them when needed, they are stored in boxes. If possible the teacher should duplicate the tickets by Gestetner or rubber stamp.
- c) The blackboard is also very important for reading and writing. On the one hand the teacher finds it useful, and on the other hand a large number of students benefit from it as a unit. Therefore, a number of blackboards should be put up in the primary classes. Coloured chalk may be used as needed. Sand tables and clay should also be used in teaching reading and writing.

2. Reading

Main Objectives of Reading Instruction:

- a) To enable students to grasp the meaning of what is read by them speedily and correctly.
- b) To instill in students good reading habits, which will be useful to them in their future lives.
- c) To promote in students a love for their mother language, to infuse in them an interest in reading, and to develop in them a special enthusiasm and ardour always to seek out and read books and written matter according to their level of ability.
- d) To create in students interest and pleasure in outstanding literary works.
- e) To increase the vocabulary of students.

Directions and Suggestions:

1. The object of reading is to understand the meaning of written matter; therefore, the child should, from the very first lesson, in addition to recognising words contained in phrases, know the meaning of these phrases and grasp the meaning of a word as soon as he sees it. Attention to the meaning of written matter should also become a habit with students as they progress from grade to grade.

2. In each lesson, the teacher should be careful to see that students understand fully the general meaning of the reading selection on hand and the ideas and meaning of its paragraphs and various sentences. He should personally explain these points to his students.

3. The teacher should explain, as clearly as possible, words and expressions as they appear in a reading selection. He should repeat words and expressions in several sentences and try to have students grasp all the meanings of the words and expressions. In addition, he should have each student use the words and expressions in a sentence.

4. The teacher should see that students correctly pronounce words included in a reading selection; he should take special care to see that the selection is read correctly and with meaning.

5. When reciting a reading selection to students, the teacher should be careful to read correctly.

6. The more opportunities a student is given to read, the more proficient he will become in reading. The teacher should, therefore, encourage his students to read books, literary works, periodicals and newspapers, as time and their ability permit.

7. Repetition of a reading selection in the same lesson by different students when its meaning has been fully grasped by them and no more questions are forthcoming is wrong. When a teacher reads a selection and then asks his students its meaning or the meaning underlying one of the paragraphs, and the student explains the main purpose of the selection or paragraph, the teacher can, for substantiating the explanation given by the student or for pointing out his mistake, get that same student to recite the selection or paragraph concerned. Afterwards, to verify the comprehension of a child about certain points in the selection which he has read, the selection can be read again, and in this way the repetition will not be dry and meaningless.

8. In our daily lives we read some things aloud and others in silence. Silent reading is used more than oral reading in our lives. The teacher should therefore accustom his students to read silently as well as orally. Through suitable practice, the teacher should train students to read silently from the very first grade.

9. The teacher should make available to his students books of stories, history, travel, poetry, and art, written according to their abilities, and encourage them to read during their leisure time. He should help them to tell about what they have read and to express their ideas and feelings about these books and their contents to their friends.

10. The teacher should teach students, by means of numerous examples, to locate subjects [information] by using the index at the end of a book and to [locate] such subjects in a book. He should also show them how to find needed words in a dictionary.

11. Students of primary schools should also be trained to read newspapers. The teacher should teach them how to use newspapers.

12. The teacher should show students how to locate books desired from the list

of books [card catalogue?] belonging to the school library. He should also, taking into consideration their ability, inform them about suitable books available in the library and encourage them to read and study books.

13. He should draw the attention of his students to the efforts made by authors and engender respect for books in the hearts of the students. He should teach students how to use books, to cut pages, etc.

14. The teacher should demonstrate to students the correct posture a person can assume during reading and should establish in them this correct habit.

15. Important points to be kept in view in activities relating to composition [recitation from memory] are as follows:

a) Verses and prose within the ability of students and possessing national or literary worth should be memorized by students.

b) The number of such memorizations in one year should be limited.

c) Material for memorization should be selected from texts whose meaning the students can understand, whose good features they appreciate, and which they enjoy and love to recite.

d) Before memorization, the selected piece should first be recited by students; its meaning and purpose should then be explained, and no point should be left unexplained.

e) Memorization should not be done line by line or verse by verse; rather, efforts should be made to have the selection memorized as a whole. If the selection is lengthy, it should be divided into two parts, students memorizing one part at a time.

f) When students are delivering a memorized selection, care should be taken that they do it in a correct and natural way, with expression suitable to the content of the selection. Students should be prevented from using unnatural intonations, expressions and gestures during recitation.

g) The teacher should refrain from altering the natural gestures spontaneously made by students during recitation. Rather, the teacher's own style of delivery should be such as to compel students to imitate him.

h) The teacher should teach his students how to utilize hours of solitude for memorizing selected pieces. From time to time he should have students repeat memorized selections and thus prevent them from being forgotten.

i) Attention should be paid, in composition, to writing which has a purpose of its own; for example, preparing short notes and letters, requests, messages, diary entries, filling out forms, etc. [This passage has been rightfully excluded in the translation, since it refers to composition, rather than to recitation from memory; these words differ in only the last letter in Dari; 'inshah' and 'inshad'].

3. Training Students in Expression

Important Objectives of This Subject:

To enable students to express to others, verbally and in writing, their thoughts and intentions correctly and effectively. To impart such ability to the students is the real duty of the teacher.

A. [Oral] Expression

The following points should be considered in regard to school activities relating to oral expression:

1. The teacher should keep in mind the child's need for speech in and out of school and should utilize various opportunities which can satisfy this need.
2. A child can achieve skill in the art of expression when he finds himself in a situation in school where he feels a natural desire to speak out his mind. The teacher should train his students to consider themselves members of a common group or community with common gains and losses. A teacher can most successfully train his students in speaking and natural expression if he selects topics from the daily lives of . . . students and their school life. For example, when a student is compelled to defend before his classmates an idea which he himself favors, he realizes the importance of speaking clearly and expressing his thoughts accurately so that he may influence his listeners favorably, and comes to appreciate the value of pronunciation that is correct, clear and acceptable.
3. The correct expression of a topic depends first on a correct understanding of it. To understand a topic, correct information must first be acquired and suitable study and thought given to the matter.
4. In addition to expressing those things which children have themselves experienced, they should be encouraged to discuss subjects which they have imagined or thought about.
5. Efforts should be made to get children to use appropriate words and phrases in expressing their ideas and thoughts.
6. When a subject is being observed by children and they are asked to copy [give a description of?] it, words and phrases relating to it should also be found and used by them.
7. When the teacher has a student express his ideas, he should see that the student does so in a correct and natural manner and that he fully expresses his thoughts, so that his words will achieve the proper effect on his listeners.
8. When students speak about a topic, they should be allowed to discuss it in an orderly manner and without breaks. Frequent interruption of a student should be avoided.

9. The teacher should develop in students the ability to speak correctly, using good style.

10. The development of oral expression depends on speech; speech has its own rules which should be applied in the classroom; for example:

- a) You should not speak for a long period of time. In discussing a topic, lengthiness should be avoided.
- b) Do not speak too loudly.
- c) Care should be taken to allow every student an opportunity to speak.
- d) Listen to what is said.
- e) Be modest in speaking.
- f) Conversation or argument takes place through question and information and opinions expressed by the speakers.

It should be pointed out here that teachers usually speak too much and students do not have an opportunity to speak. Consequently, teachers get more practice in oral expression and students remain without practice. For this reason the advice given above must be kept in mind and more opportunities to speak should be given to students.

Valuable Activities Which Move Students to Converse in School:

1. Conversation: The teacher gives his students opportunity to carry on friendly conversations during recess periods in the classroom and on walks, and provides opportunity for them, during these discussions, to discuss their observations and information with their friends.

2. Discussion and Argument: The teacher provides facilities for students to discuss and exchange views about subjects related to their lessons, school life and matters which lie within their field of interest, following all the rules for debate.

3. Narration:

- a) To narrate what they have observed or discovered to their friends.
- b) To make reports about field trips and to tell about observations made during their walks.
- c) To make a summary of a talk heard or to retell an important part of it.

4. Dramatization: Dramatizations for History, Geography, the Mother Language and other subjects, particularly of events which students have experienced, are very effective; i.e., students imagine themselves to be persons whose names appear in their studies and re-enact the event.

5. In all types of speech, the quality of invention and innovation should be reinforced in students.

a) When students describe things and creatures they have seen, they should be trained to identify their characteristics and convey these to listeners.

b) Students should imagine themselves to be somebody else and then try to express the characteristics of this person.

c) During narration of an event that has been observed, the important points should be emphasized and the unimportant ones omitted. The most direct approach possible should be employed. The relationship between past experiences and the present topic should be shown.

B. Written Expression

1. To train children in expressing themselves in writing, the points mentioned under the subject of Oral Expression may also be used to advantage.

2. Joint efforts in written expression give suitable opportunities to students and guide them properly. The teacher should take advantage of daily school events and encourage his students to write notes and other matters [reports?] of a simple nature, according to their own intelligence and understanding.

3. Subjects which the teacher has assigned to pupils for oral expression may also be assigned for written expression.

4. Topics and types of writing prepared for expression by the students should be consistent with their level of development and not above their ability to express.

5. Writing assignments of students should be in accord with their stage of development and growth. They should not be compelled to write long assignments with many details.

6. When writing about the results of their observations on a subject, students should be encouraged to indicate their own (original) conclusions and personal impressions.

7. Subjects to be written about by students should be selected from the daily lives of children. The teacher should provide means of stimulating the minds of children and of gradually improving their powers of thinking.

8. When a teacher assigns a subject to be treated by students orally or in writing, he should give them sufficient time, so that they may have ample opportunity to prepare it and put it into writing, and he should take into consideration the interest and effort of students.

9. Students should feel that they are writing not only for the teacher, but also to win approval and appreciation of their friends.

Directions:

1. Words dictated to students should generally be selected from their readers. Otherwise students are engaged in writing words and sentences whose forms they have never seen. Thus students' time is taken up in putting words together.

2. Students should be asked to write only those words whose correct forms they have been taught. After sufficient practice in writing such words has taken place, dictation is used in order to check on the correctness of the written form.

3. New words taught to students should be words whose meaning they can understand. Words selected should first be slowly and clearly pronounced several times by the teacher and then repeated with the same clarity of pronunciation by students. Students mispronouncing words should be made to repeat them separately. The words should then be written for all to see on the blackboard and afterwards copied repeatedly in their exercise books.

4. Every new word should be written by the students at least three times. Words written incorrectly should be pointed out to them by the teacher, so that they may be erased and rewritten correctly.

During the Secondary Primary Cycle:

During the second cycle the learning of words encountered in other lessons and the correct writing of words used incorrectly in speech is not sufficient. In this cycle the general rules upon which spelling is based should be taught to students. Care, however, should be taken to see that students are aware of the characteristics shared by words which have common forms, and then only should the above principles be taken up for discussion.

III. HANDWRITING

Objectives:

- a) Students should acquire the ability to write legibly, easily and quickly. Their writing should be mature and attractive.
- b) Calligraphy should be commenced and beautiful specimens of handwriting should be shown students, thereby stimulating their sense of innovation [beauty?]. Since handwriting is important for all other subjects, importance and attention should be given to it in all activities.

Instructions:

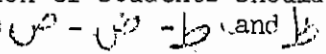
1. In order for students to achieve a legible and attractive handwriting and to execute it with speed and ease, the models for handwriting required of them should

also conform with these objectives and should be attractive and clear. Students should be shown simple forms of handwriting that will enable them to achieve the desired proficiency within a short time. A specimen of handwriting is included in this Programme, from which the principles of handwriting can be easily grasped; this should be used to demonstrate the basic principles of good handwriting to students. [Specimen mentioned was omitted from Programme.]

2. After students have fully grasped the above-mentioned style of handwriting, compounded forms by which words or parts of words are written with a single stroke of the pen, i.e., the method of joining one letter to another, and of writing rapidly, should be taught.

3. The handwriting which students learn consists of a system of combining letters, the basic lines [forms?] of which have been separately shown to them. Extensive practice is necessary for this purpose.

4. In addition to the basic rules of handwriting which students have been taught, a special style, based on the nature and characteristics of children, will also appear. Such a development is natural in children, but they should not be given too much freedom in this respect. They should not be permitted to write illegibly and to digress from the set principles of writing, for such freedom will eventually generate a sense of carelessness and disrespect towards handwriting in students and will lessen their interest.

5. The relationships between the various letters demonstrated by the specimen of handwriting given on page ___ of this Programme should be shown to students, and when letters are written by means of horizontal and vertical lines, according to the rules of handwriting, the attention of students should be drawn to the special lines [forms] of letters such as  .

6. Special diversions by students, resulting in mutilation of the basic shapes and forms of letters depicted in the specimen, should be prevented. Students' handwriting should be legible and neat.

7. Spaces between letters, words and lines, and the amount of writing on a page, should be in proportion to the size of the paper, attractive to the eye, and able to be taken in at one glance. Also, in writing titles, the beginnings of lines, the body and salutation of a letter, [addresses on] envelopes, etc., the above principles should be kept in view.

8. In writing, two forms, draft and fair copy, should not be permitted; such a practice has no advantage except to waste the time of the students. Lengthy and patience-demanding tasks which produce carelessness and boredom in children, such as copying extensively from the reader, should not be given.

9. The teacher should see that children do not hunch their shoulders or bend over during writing, that they do not form the habit of writing [on material placed] on the knee, and that they do not have their eyes too far from nor too close to their paper, for this position is detrimental to the eyes and spinal cord of students. The teacher must keep this advice in mind. From the point of view

of eye hygiene, there should be a distance of thirty centimeters between the eye of the writer and the sheet of paper.

10. The starting point for writing the various letters and numbers, direction of writing and stopping place should be shown to students and they should be trained to follow these rules. Specimen charts should be made and examples of direction of writing should also be shown.

11. Pupils should be prevented from placing a thin piece of paper on other written material and then tracing over it.

12. Thrift in the use of school supplies should be inculcated in students at this early stage. They should be prevented from wasting paper, copy books, etc.

13. The paper and exercise book should be in front of the student and in a natural position. The pen should be held between the fingers in such a way as to allow free movement during writing. An unnatural position of the fingers should be prevented, so as not to cause discomfort to the writer.

Instructional Materials:

1. Clean, smooth paper which can be used on both sides and does not cause blurring or absorption of ink should be used.

2. Nibs: Second to reed pens, brass nibs are effective for handwriting and help produce good writing in students. Reed pens are used in calligraphy [mashq] exercises. Use of nibs with very fine points should be avoided.

3. Writing ink should be of a quick-drying nature. The old-type locally-made ink may also be used.

4. Sturdy inkpots with a curved mouth should be used if possible.

Grade I:

Children newly enrolled in school should be shown the basic lines of the letters, but before writing the letters on paper they should, for a time, be trained to draw these lines in the air, in sand and on the blackboard with large movements of the hand and fingers, and then write them on paper. The subjects of Drawing and Calligraphy are closely related to one another. This interrelationship should be established as instruction proceeds. As far as possible, the letters, in the beginning, should not be 'written' but rather 'drawn' by pupils. Repeated writing of letters to decorate the corners of pages not only provides practice needed by the child but also increases skill in design.

The work of handwriting should commence with the writing of the large letters from which the basic forms of handwriting can clearly be perceived. When these letters have been well learned by children and they are able to write them fluently, they should be taught by [referring to the] similarities among letters, to write

10. When correcting students' mistakes, the teacher should pay attention to the proper use of sentences and words, correct continuity of thought, clarity of expression, conformity of thoughts to the topic, and spelling of words. Mistakes should be discovered by students themselves and, as far as possible, be corrected by them. Mistakes common to all should be discovered by students themselves and corrected by them.

11. Since talking is faster than writing, students forget or repeat some words in writing. In order for writing and speech to proceed at the same rate, therefore, it is useful to pronounce quietly some things as they are being written. This is essential in the lower classes.

12. When students are writing, the teacher should instruct them about all the elementary principles of writing, such as beginnings, endings, leaving margins, etc.

13. During the first cycle, the teacher should use the following principles for students' written expression:

- a) Writing briefly about those subjects which students have observed carefully.
- b) Writing stories, paragraphs and jokes which they have read or have been told.
- c) Writing a letter to a friend who is sick or to relatives and friends who have gone to another town, etc.
- d) Finding a suitable title for a selection that has been read.

14. During the Second Cycle:

- a) Using extensively the subjects in the first cycle.
- b) Writing different compositions related to the various school subjects.
- c) Preparing simple stories.
- d) Composing short plays and dialogues.
- e) Writing short letters about ordinary matters.
- f) Writing documents, receipts, petitions and statements of witness, and filling out declaration forms, etc. Instruction in these matters is essential during the higher grades.

4. Spelling

The main objective of spelling in primary schools is to learn to write correctly words that students have read in their reading lessons.

the small letters. Bold handwriting is most suitable for this grade. Extensive practice in writing should be carried out.

Grade II:

In this grade letters learnt by students in the previous grade should be written clearly by means of extensive and continual practice. Words should be written legibly and their proper position on the line should be evident. When letters have been fundamentally impressed upon the minds of children, and the relationships among them demonstrated, efforts should be made to encourage them to express their thoughts and feelings in writing and to accustom them to reading others' writing and criticising it.

Grade III:

The basic principles of compounded writing that were taught in the previous grade should be extensively practiced in this grade, and increased attention and efforts should be devoted to the maturity of writing and the correct formation of words. The speed of writing should be increased, provided it does not affect the clarity and legibility of the work. Students of this grade should be able to write between 12 and 13 syllables [words?] per minute. Although students of this grade are taught compounded writing to enable them to write rapidly, suitable opportunities should be utilised to write the basic letters and their small forms.

Grades IV, V and VI:

In the fourth, fifth and sixth grades, which make up the second primary cycle, attention should be paid to the clarity and legibility of students' handwriting and to the speed and confidence evidenced. At the same time that students are engaged in compounded writing, the writing of the basic forms should not be neglected. In this way the basic principles of book-writing and of decorative writing [styles], such as 'taleeq' and 'suls', should also be introduced and the differences among the various styles taught to students. Students should be shown how to write with square-cut, right-slanting and left-slanting points and, as the opportunity presents, to use the reed pen.

Students should be taught to take into consideration the relationship of the size and shape of paper to the beginning and ending lines of writing and to the order and use of letters [sic]. They should be shown the works of writing masters and of famous calligraphers. Students should become fluent in calligraphy, and the teacher should endeavour to develop in them an enthusiasm and interest in calligraphy. They should be gradually introduced to decorative handwriting, and activities such as cutting out letters from paper should be carried out. Care should be taken not to have students become involved in tiresome, fatiguing and time-consuming decorative work.

During the final grade students should, as far as possible, be also taught the various forms [letters] of European writing. They should be able to recognise these letters and even write and use them decoratively. Learning the European letters will at the same time provide a good basis for the foreign language to be learned in the future. See writing specimens (99). [These specimens are omitted from the Programme.]

IV. ARITHMETIC

Main Objectives of Arithmetic:

- a) To enable students to understand the meaning of numbers and thereby help them to acquire a certain amount of vital knowledge.
- b) To teach students to solve various everyday problems of life, especially of an economic nature, through numbers and arithmetic calculations, and to make these processes habitual.

Instructions and Suggestions:

1. In order to impress the meaning of numbers on their minds, students' attention should be drawn towards the mathematical processes which they will need at every stage of their lives. The teacher should derive the meaning of numbers from beings and objects with which the child is fully acquainted.

2. In the beginning, mental and written arithmetic proceed together, but as the grades advance, the difficulty of arithmetic problems also increases, and opportunities for written arithmetic problems employing numerals likewise increase. The teacher should keep the following points in view:

- a) Problems should, as far as possible, be related to the surroundings and lives of children themselves.
- b) A variety of questions based on different aspects of life should be asked.
- c) Questions should be appealing and based on life, so that they capture the interest of students and cause them to approach the solution with eagerness and enthusiasm. In order to follow professional methods of teaching arithmetic, lessons must be prepared with variety; for example, 50 or 100 problems of a given arithmetic process should be prepared in such a way as to start with the easiest problems and end with the hardest. Arithmetic problems and lessons should progress as described above, and examples and new topics should also be introduced in this way.
- d) Students should fully understand a problem and know what they have to solve.
- e) Students should be able to identify in a given problem the information that is known and the information that is unknown and to be discovered by them.
- f) The teacher should have students discover the method of solving a given problem; he should engage himself with one or two students and encourage the rest of them to think [out the correct answer].
- g) Some of the difficulties students have in solving questions are due to the fact that they have not fully grasped and learned the various arithmetic terms. The teacher should keep this in mind and see that students fully understand the arithmetical terms.

h) When giving assignments [to be done] in or out of class, the teacher should keep in mind the mental and developmental level of students.

i) Homework should not be excessive nor beyond the ability of students.

3. After students have learned a certain rule, they should practice it in various ways. Practice is one of the important tasks in arithmetic. When the teacher comes to know of a certain weakness in his students, he should endeavour to remove this deficiency.

4. The teacher should ensure that students write numerals correctly and legibly and place them in the correct unit places when writing numbers one under another.

5. The teacher should not devote his attention to the more advanced students, and ignore the others. Rather, he should try to find out the reasons for pupils' backwardness and endeavour to help them to catch up with the others.

6. During lessons, students should be taught, through practical demonstration, the common units of length, measurement [sic] and weight, so that they may acquire knowledge about measuring articles.

7. During the second cycle, students should, through simple practical demonstrations, be taught how to keep household accounts of income and expenditures, and shop accounts, using special note books. In these note books there are special columns for income, expenditures, balance and remarks, for entering income and expenditures, and their use should be explained to students.

Units of the Programme in Arithmetic

Grade I:

Summary:

1. To count up to 100.
2. To impress the meaning of the numbers 1 to 20.
3. To write the numerals 1 to 20.
4. To add and subtract articles from 1 to 20.
5. To add and subtract numbers from 1 to 20 and to solve problems.
6. To solve thought problems in addition and subtraction with numbers from 1 to 20.
7. To explain [the meaning of] 25 pils, one-half afgh ni, one afghani, the meter as a unit, the day, week and month.
8. To learn simple arithmetical terms and signs.

Grade II:

Summary:

1. To reinforce the meaning of the numbers 1 to 20; to impress the meaning

of the numbers from 1 to 100.

2. To count from 1 to 1,000.
3. To write the numbers up to 100.
4. To perform in a practical way the four basic operations with numbers from 1 to 100, by means of objects.
5. To practice the addition and subtraction of one- and two-digit numbers.
6. To multiply one- and two-digit numbers by one-digit numbers; practice in this regard.
7. To divide one- and two-digit numbers by one-digit numbers; practice of the same.
8. To solve simple problems of addition, subtraction, multiplication and division.
9. To practice thought problems in addition, subtraction, multiplication and division.
10. To explain the concept of fractions and the meaning of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{2}{4}$.
11. To reinforce students' knowledge of units of money, length, weight and time previously acquired by them.
12. To learn the meaning of such simple arithmetical drills [terms?] as addition, multiplication, division, total, etc.
13. To continue to learn simple arithmetical signs.

Grade III.

Summary:

1. To count and write numbers 1 to 100,000.
2. To learn to add and subtract one-, two-, three- and four-digit numbers; fluency and practice in same.
3. To multiply one- and two-digit numbers by one- and two-digit numbers; to learn to divide one-, two- and three-digit numbers by one-digit numbers; to reinforce students' skill in these operations by means of practice; to prove answers.
4. To strengthen the knowledge of students about the fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ and how to write them.
5. To strengthen the knowledge of students about units of measure previously learnt, and to teach them certain new ones. The meaning of metre and kilogramme. Simple and practical explanations of local weights and measures and their parts. The hour, minute and second. (All these topics should be taught gradually during the year.)
6. Continued practice of simple thought problems in the four basic operations.

Grade IV:

Summary:

1. To read and write the numbers up to one million.
2. To add and subtract whole numbers. To multiply three- and four-digit numbers by three- and four-digit numbers. To divide numbers up to six digits by one- and two-digit numbers.
3. To read and write vulgar fractions and decimal fractions; to add and subtract same.
4. To impart further information about units of measure learnt in Grade III.

5. To continue practice of simple thought problems in the four basic operations. Also, thought problems of simple fractions and of measures.
6. To keep household accounts.

Explanation:

1. In this grade students become fluent in reading and writing correctly numbers up to 1,000,000, and the value of the various base positions should be carefully impressed upon them.

2. Starting with 0 and 1, students should count upwards by ones, twos, threes, fours, fives, sixes, sevens, eights and nines.

3. Skill in addition and subtraction should be promoted.

a) Addition of numbers written under one another in the form of a column should be continued, provided the figures forming the column do not exceed four digits and seven to eight rows. For example, when students are adding figures forming this column:

7	adding, such as $7+8=15$, $15+9=24$, $24+6=30$. They should scan
8	the numbers to be added, say the answers 15, 24 and 30, and
9	record <u>the sum</u> quickly and silently.
6	
30	

b) Practice in the processes of addition and subtraction which present special difficulties for students should be carried out.

4. In this grade multiplication of three- and four- digit numbers should be repeated and the oral multiplication tables strengthened. Practice in multiplying one-digit numbers by 10, 100 and 1,000 should be carried out.

a) The division of six-digit numbers by one- and two-digit numbers should be shown. Skill in division should be increased. The method of finding out how many times a certain number is contained in another number should be thoroughly taught. Processes of division which students find difficult should be practiced.

b) Division of a number by 10 and 100 should be explained to pupils and thoroughly practiced.

5. Reading and writing of ordinary fractions should be taught to students.

6. Reading of decimal fractions and how to add and subtract them should be taught. Such decimal fractions should not be less than one-thousandth [.001].

7. Students' knowledge of units of money, weight and length should be increased. The gramme, 10 grammes, 100 grammes and 1,000 grammes should be taught. Students should be told that 1,000 grammes are called a kilogramme and that 1,000 kilogrammes are called a ton. The metre, 10 metres, 100 meters and 1,000 metres should be explained. They should be told that 1,000 metres are called a kilometre.

8. In this grade simple problems in the four basic operations, in the addition and subtraction of decimal fractions, and in units of measure, should be carried out.

9. Suitable practice in mental arithmetic should be carried out.

Grade V:

Summary:

1. To count and write up to one billion.
2. To strengthen students' skill in the four basic operations.
3. To investigate vulgar fractions and fractions having whole numbers [mixed numbers]; to add, subtract and multiply vulgar fractions. To change vulgar fractions into decimal fractions and vice versa. To teach the four basic operations with vulgar and decimal fractions.
4. To reduce [fractions]; the multiples of 2, 3, 5 and 10.
5. To learn the principles of percentage, practically and very simply.
6. To strengthen students' knowledge of measures and teach them new measures.
7. To keep home accounts.

Grade VI:

Summary:

1. To engage in a suitable review of lessons in arithmetic learnt by students during the past five years.
2. To do numerous easy exercises and problems in the four basic operations.
3. Extensive questions and practice in the four basic operations with vulgar and decimal fractions.
4. Unity, ratio and proportion; reduction.
5. To do questions and exercises in measurement related to problems of everyday living.
6. To do questions and exercises in percentage, related to everyday living.
7. To continue practice in keeping household accounts.

V. GEOMETRY

Objectives:

To study and investigate the solids, figures and volumes with which pupils come into contact, and to impart the knowledge and skills in Geometry necessary to life.

Instructions:

1. No separate program for teaching Geometry in the primary classes exists until the fifth grade. However, certain incidental instruction of an introductory character should be given in this subject. The following instructions should be followed:

- a) In the beginning the child takes up an article, turns it this way and that way, scrutinises its shape, gives it a shape and then makes something out of it [sic], and thus uses his mental energies. Afterwards, in addition to the above activities, he is trained in the measurement of articles, estimation of distances, etc., using units in common usage.
- b) In grade IV practice in previously-learned skills is continued, and care should be taken that estimates are close to the actual fact. Objects shown students should be scrutinised from a geometrical point of view. Students should acquire information incidentally about different geometrical forms, such as angular, spherical, cubical and prismatic. Formal definitions and explanations about Geometry are unnecessary.

2. Geometry is closely related to arithmetic and drawing. Solids and measurements dealt with in Geometry and related to each other are compared and expressed in numerical terms. In the fifth and sixth grades, periods set aside for Arithmetic and Geometry are utilised by the teacher according to his needs; i.e., work in both Arithmetic and Geometry may be carried on during the same period.

3. Arithmetic, Drawing, Handicrafts and school activities (such as gardening) may be utilised in the study of Geometry. Objects and bodies to be examined should be selected from articles of everyday use in the school, and their shapes should be drawn. (In such cases, use should be made of paste and coloured-paper construction.)

4. As is true of other subjects, students learn about Geometry through personal experiences, observations and activities. Geometrical concepts such as surface, line, point and triangle should be instilled in pupils through such observations.

5. Rules for reckoning areas should be discovered by pupils themselves by means of various experiences and on the basis of knowledge previously acquired by them. The actual measurement of the surface of floors and the school garden and

the determination of the volumes of solids such as oil cans and boxes should be taught to pupils.

6. Natural objects and subjects selected for observation and investigation by students should be common to the environment, and their shapes should be closely related to the geometrical forms being taught.

7. During lessons in Geometry, the estimation of distances should also be briefly made by students.

The Second Primary Cycle:

The school garden and excursions should be used for teaching the estimation of distances. Factors causing a body to appear close or far should be investigated by students (e.g., mist, night, [natural] phenomena, bright and dull colours). Adequate practice in estimating weights, heights and depths of objects should also be carried out in each class.

Units of the Programme in Geometry for Girls' and Boys' Primary Schools

Grade V:

1. The cube: to observe and recognise cubical articles of everyday use, such as boxes, cardboard [SVC] and paper and wooden models; to teach the concept of a cube; to prepare cubes out of ordinary and special clays.

2. The triangular and the square prism: to apply these forms to oil cans, matchboxes, chests, bricks and different-sized boxes; to form a correct idea of square and triangular prisms; to prepare these figures from clay.

3. When students have mastered cubes and prisms, they should be given an idea of surfaces, sides and angles. They should then draw prismatic and cubical shapes and fill these in with colour. They should be directed to find similar shapes in articles in everyday use.

4. The cylinder: to have students study stove- and water-pipes, round drain-pipes, round pencils, clay conduits, tumblers and other such solids; to teach the concept of a cylinder; to make cylinders from clay.

5. The pyramid: to have students study the rooftops of certain houses and paper models; to teach the concept of a pyramid; to make pyramids from clay.

6. Triangular surfaces: to have students study the surfaces of a pyramid and other triangular solids; to teach the concept of a triangle; to have students count the sides and angles of a triangle; to compare square and rectangular surfaces with triangular surfaces; to draw and colour various forms.

7. Rings of wood and iron, keyrings, round platters and dinner plates; to have students study the base of cylindrical objects and to teach the concept of a circle; to draw circles using a thread or compass.

8. The cone: to have students study conical shapes such as the top of a minaret, the cover of a loaf of sugar, funnels and tops, and to teach in this manner the concept of a cone; to make cones out of clay; to have pupils study the circle which forms the base of a cone.

9. The sphere: to have pupils study marbles, balls, balloons, etc., and by means of these to teach the concept of a sphere; to make spheres from clay.

10. The line and the point: to demonstrate straight, curved and zigzag lines for [on?] articles, to have these lines drawn by students in their books, and to establish a point [stc].

11. The angle and varieties of angles.

12. To demonstrate pentagonal and hexagonal surfaces, and to have students draw them; to use triangles, pentagons and hexagons in the creation of simple decorative designs.

13. To estimate distances, weights, heights, volumes and depths (throughout the year).

Grade VI:

1. Line and point; straight and zigzag lines.

2. To draw straight lines; to ascertain the accuracy of a footrule; to estimate the length of straight lines; to measure these lines with a footrule, metre stick and measuring tape.

3. Angles; varieties of angles; the watch dial; the protractor; measurement of angles; to draw required angles by means of a protractor.

4. The position of horizontal lines; plumb lines; inclined lines; perpendiculars; parallel lines; the plumb; the level (instrument to determine horizontality).

5. Solids, surfaces, plane and curved surfaces.

6. Triangular surfaces; kinds of triangles from the point of view of sides and angles.

7. Square, rhomboid and rectangular surfaces; parallelograms; to compare these surfaces [figures].

8. The circle: to draw a circle; concentric circles; to draw ellipses by means of a nail or wooden peg and a rope.

9. Regular polygons; pentagonal and hexagonal surfaces.
10. To draw perpendicular and parallel lines (by means of a $[30^{\circ}-60^{\circ}]$ triangle and footrule alone).
11. To measure rectangular and square surfaces.
12. To measure triangular surfaces; to divide other surfaces into triangles and to measure them.
13. To measure the circumference of a circle; to determine its diameter and to measure its surface.
14. To develop surfaces: the cube, prism and cylinder.
15. To measure the mass of a cube.
16. To recognise the pyramid, cone, sphere, cylinder and prism.
17. To estimate distances, weights, heights and depths (throughout the year); the use of figures in making geometrical designs of a simple character should be continued.

NOTE: In this grade efforts are made for students to learn thoroughly the elementary facts about Geometry, to impress these fully upon their minds and to thus form a sound basis for the actual study of Geometry in middle schools.

VI. NATURAL SCIENCE

1. Objectives:

- a) To acquaint children, through observation and study, with animals, plants, minerals and natural objects that exist around them and are related to human life.
- b) To give students brief information about the parts of the human body and the functions of, and interrelationships among, the various parts. In this connection especially, to give students, within their ability to understand, information about diseases and ways of preventing them.
- c) To draw students' attention to the mutual influence exerted by man and nature over one another; to give examples of those influences that students can understand.
- d) To arouse the interest of students in natural objects and resources; to train students in the conservation of trees, flowers and useful animals which contribute to the wealth and beauty of the country.
- e) To study the objects and materials which form the real basis of the national wealth, from the point of view of the economy of the nation and of the home.

2. Natural Science should, as far as possible, be taught through personal observations and experiments.

3. Observations and experiments are made in two ways: (a) Permanent, and (b) Temporary or incidental.

The study of stages of growth of a plant from the seed to the time it bears fruit, or the propagation and bearing of young of an animal and all the stages of its growth and development, come under the category of permanent observations.

Observations made during lessons or tours may be considered temporary or incidental observations.

4. Tours, the experimental garden of the school, and other school subjects [activities?] should be used to advantage for observation and experimentation.

5. Articles used by students for experiments should be simple, inexpensive and easily procured by the students themselves.

6. Subjects discussed in Natural Science should also be considered in terms of the national economy, and should be explained with figures [statistics?] and groups [graphs?]. Animals, plants, institutions and factories related to the subject under discussion should be explained separately. Agricultural products related to environmental activities, such as cotton, beetroot, rice, tobacco, grapes, wheat and walnuts, should be mentioned.

7. Means of Instruction:

a) Tours and field trips (time and environmental conditions permitting).

b) Permanent and temporary observations.

c) The school experimental garden: In schools which have suitable space, there should be an experimental garden where plants studied in Natural Science are cultivated. Students should follow the various stages of plant growth from the seed on, and study the rate of growth of plants in shade and sunshine and [in?] various kinds of soil. Information about animals that are beneficial or harmful to plant life should also be given to students.

d) The microscope should be used, if possible, to show bacteria during lessons in disease, to show the various components of blood during lessons in circulation of blood, and to observe matter and particles present in good and bad water.

e) The Handicrafts Room: The Handicrafts Room should be utilised to make equipment for experiments and 'collections' [of things] studied in this subject.

Units of the Programme in Natural Science and Hygiene
for Boys' and Girls' Schools:

Grade IV:

1. Foods

a) How we obtain bread; flour; bran; starch; things made from flour; flour extracted from other meals [grains]; corn, etc.; making dough; leavening; the 'tandoor' [pit oven] and the 'towa' [metal baking plate].

b) Foods obtained from animals: meat (mutton, beef, veal, goat- and camel-meat; chicken and fish); milk; boiled cream; yogurt; butter; ghee; cheese; 'quroot' [dried buttermilk] and hens' eggs.

c) Plant foods:

(1) Vegetables: the form in which vegetables are eaten (raw; cooked; fresh and dried vegetables).

(2) The form in which fruits are eaten (fresh and dried).

(3) Vegetable oils, briefly.

d) Mineral foods: salt; water; kinds of water; filtering of water; method of cooling water.

2. Clothing: Why we wear clothing; what our clothes are made of; the hygiene of clothing; cleanliness of clothing.

Grade V:

Definition of a healthful home; the home garden; how we warm our homes; the greatest source of heat is the sun.

Heating equipment; the 'sandali'; built-in stoves and fireplaces; braziers; heating stoves and varieties found locally; the 'towa-khana' [subterranean heating]; fuels; wood; charcoal; coal.

Hygienic and economical conditions for heating.

How we illuminate our homes; the greatest source of light is the sun; influences and benefits of sunlight on human life; means of illumination: candles, oil-lamps using vegetable oils, kerosene- and petrol-lamps, electricity; their hygienic use.

Grade VI:

How we move: muscles, joints and the spinal column. Benefits and importance of movement and exercise; good and bad [postures for] sitting; first aid for broken, cut and bruised limbs. The brain and the nerves.

The five senses: sight, hearing, touch, taste and smell; hygiene of the five senses; evils of using intoxicating beverages and tobacco; sleep and its importance for the body.

How we breathe: the windpipe, the lungs, the diaphragm, air, influence of air on life, pure and clean air and the danger of air present in close and unsanitary abodes.

Desirable food for strong and weak persons; how you digest your food; the mouth; the teeth; the throat; dental care; use of the 'maswak' and toothbrush; the esophagus; the stomach; the intestines and glands which aid digestion.

How foods enter the blood; body heat and taking the temperature; the medical thermometer; microbes; microbes which enter the blood through the digestive system and alimentary canal. First aid necessary in cases of poisoning by food and from the use of copper utensils.

The circulation of blood in the body; the heart and its movements; the pulse; the minor and major circulatory systems; the vessels that carry blood from the heart to the body (arteries); the vessels that collect blood from the body and return it to the heart (veins); pure and impure blood; importance of blood for body defences; microbes and their harmful effects; infectious diseases; injurious insects and defences against them; first aid for cuts on the body or of blood vessels and for burns; snakebites and scorpion stings.

Organs which expel impurities of blood from the body.

The kidneys and their function; the skin and its function; perspiration and cleanliness of the skin; cleanliness of the nails and the hair; evils of using a common comb or toothbrush.

VII. GEOGRAPHY

Objectives:

- a) To acquaint students with their homeland and their compatriots, and to arouse sentiments of love for them.
- b) The influence exerted over one another by man and his geographical environment, as well as the influences exerted by men over one another; difficulties of living, ways of getting along, and ways of making a living in human society should

be explained to students, and they should be trained in such a way as to apply their knowledge effectively to the economic life of the country.

c) To give pupils information about the earth and its place in the solar system, its movements and the result of these movements, and geographical phenomena occurring in the world; to acquaint students with the various countries of the world, especially those which are nearer to Afghanistan.

d) To teach pupils how to use a map.

Instructions and Suggestions:

1. Since the main objective in teaching Geography is to arouse the interest of students in their homeland, to increase their love for it, and to enhance their knowledge about it, in teaching this subject greater emphasis should be placed on the geography of the country. Geographical phenomena should, as far as possible, be illustrated by examples existing within the country, and information about other countries should be compared with the homeland; also, during discussions about the famous cities and rivers of a country, these should be compared with the cities and rivers of Afghanistan.

2. In lessons in Geography, the attention of students should be drawn towards their own environment. Lessons should always go from the near to the far; i.e., they should begin with things which students can personally observe and end with those things which are difficult for them to observe; [thus] the mental power of students will gradually increase.

3. In teaching the geography of Afghanistan, lessons should begin with the locality in which the school is situated. First the important parts of the province in which the locality and school are situated should be considered. This should be followed by the region in which the province is situated, and then the whole of Afghanistan should be dealt with according to the units of the Programme.

4. In Geography, use should not be made solely of students' memory. They should rather be trained to observe correctly and to think about what they have observed; their zeal for inquiry should be aroused.

5. In order to impress his lesson on students in a practical way, the teacher should take advantage of the school garden, trips to nearby farms and other means available in the school.

6. The teacher should ensure uniform progress of lessons in Geography, History, and Natural Science and other subjects, so that lessons in all subjects move forward in a co-ordinated manner.

7. If, when dealing with a certain country or region, there are students in the class who have visited these places, they should be questioned about their information and impressions of these places, thereby making the lesson vital and interesting.

8. To become proficient in maps and their use, ... students should be taught to draw maps and plans, according to their capacity. Lessons should commence with the classroom and then gradually small models should be made in sand of habitations and roads situated near the school, and of the ways leading from home to school, to be made in sand [etc.]; at the same time a plan of the things created from sand should be made, and thus the aptitudes of students may be developed.

During practice and work on such plans, the proportions between the actual distances and those in the drawing, should be brought to the attention of pupils.

Media of Instruction:

1. General map of the country: This is most important for lessons during the initial stages of Geography instruction. In addition, maps necessary to the study of other topics in Geography should be available in the school.

2. Atlases: It is desirable for an elementary atlas to be provided for each student. If this is not possible, however, advantage should be taken of maps in geography books and in the classroom, and the country or region which has been taught [should be pointed out to them] and the lesson should proceed.

3. The globe: When teaching the shape and movements of the earth, the lines of latitude and longitude, etc., or determining the location of a given place, the teacher should use a globe and have students engage in suitable practice with it.

4. Graphs: When having students make comparisons, the teacher should take advantage of graphs. Statistics on population, area, domestic and foreign trade, forests, agricultural products, mines and minerals, etc., of a country should be illustrated with geometrical or curved figures, taking the size of the paper into consideration and using a standard scale.

Units of the Programme in Geography for Primary Schools:

Grade IV:

1. Geographical terms: the earth, ocean, sea, bay, lake, strait, river, island, peninsula, archipelago, cape, isthmus, mountain, hill, desert, [treeless] plain, mountain range, volcano, [wide] valley, oasis, canal; division of the surface of the earth into land and water (continents and oceans).

2. Geography of Afghanistan: bordering regions, large mountains [mountain ranges?], large rivers, weather, important imports and exports, grains and fruits, civil administration divisions, the city of Kabul and particulars about it.

3. Geography of Asia; limits and political divisions:

a) Pakistan, Pashtunistan, Iran, Russian Turkestan--the Caucasus should also be mentioned, India; the climate, mountains, rivers, capitals and famous cities, and important imports and exports of these countries.

b) The Arabian Peninsula and its divisions; Turkey, China, Japan, Indonesia, Siberia, the peninsula of Indo-China; the capitals of these countries and their relations with Afghanistan should be discussed.

Grade V:

1. A short geography of Europe: its limits, political divisions-- from map. Geography of the important countries of Europe (Britain, Russia, France, Germany and Italy). The bordering regions, climate, famous mountains and rivers, important products, important imports and exports, population, capitals and most important cities and ports of these five countries.

2. Spain, Portugal, Belgium, Holland, Denmark, Norway, Sweden, Finland, Poland, Rumania, Bulgaria, Austria, Hungary, Switzerland, Czechoslovakia, Yugoslavia, Spain (Spain), Greece and European Turkey.

Comment: Mention of merely the name, capital and important products that affect the European economy in reference to the above countries is sufficient.

3. A short geography of Africa: its position on the map; the Islamic state of Egypt and its climate; mention of the River Nile and its importance in Egyptian life; important products of the North African Islamic states and the Dominion of South Africa, and their important products.

Grade VI:

1. The earth and its movements; effects of the movements of the earth; definition of axis, equator, Tropic of Cancer, Tropic of Capricorn, polar circles, lines of longitude and latitude; the moon; the sun; solar and lunar eclipses (briefly).

2. A short geography of America: the United States of America: bordering regions, climate, type of government, population, capital and important sea-ports, products and exports; its relations with Afghanistan.

Other important countries of North and South America should be mentioned, giving name of country, capital and important products that affect the world economy.

3. Afghanistan: its economic and social life.

4. Important economic products of the world: wool, wheat, cotton, petroleum, coal, sugar, tea, tobacco, silk, linen, rubber, technical industries, precious stones and gold and silver mines.

5. Australia: its important centres and products.

When writing geography books, general maps of the world and of the five continents, and drawings useful for illustrating various matters, will be employed.

Note: The word 'climate' as used in this Programme in reference to various countries, refers to whether a country has warm, cool or temperate weather, and whether it generally rains or snows there.

VIII. HISTORY

Objectives:

- a) To explain the meaning of Independence and Emancipation, which are celebrated on special days, and to impress upon students their historical importance.
- b) To explain and bring to the attention of students the steps which mankind and the Afghans have taken in history, and the advances which have been made towards progress and civilization.
- c) To present to students examples of good deeds through the mention of historical personages; to point out to students the services which great men in history have rendered, with special emphasis on the glorious deeds of the late King Mohammad Nadir Shah in the emancipation of the country.
- d) To probe into the past, understand the present and develop favourable attitudes towards the future in the minds of students, and to draw their attention to the future role of the nation.
- e) To explain the relationships which man has to his environment and the influence exerted by him over his environment.

Instructions and Suggestions:

1. The basis of lessons in History in primary schools should be the history of Afghanistan. The history of other nations should be taught to the extent that it is related to Afghan history.

2. What is most important in history is to impress upon students the difference between the life of men and society today and in ancient times, and the differences which gradually take place in them. [The teacher] should, in the comparison of changes and morals, refer to the past and explain to students the differences in the life of each period. The teacher should impress upon students the fact that the modern conveniences of life did not exist in the past, and that man gradually achieved his present state through toil and perseverance. For instance, modern means of transportation, such as the airplane, the railway train and the automobile, did not exist in the past, and the introduction of some of these into our country is an innovation.

3. The teacher should not only point out changes in implements and facilities, but should also impress upon students' minds the influence of such changes upon the life of man. In this way the gradual changes in the life of man and the differences between many aspects of present-day life and life in the past should be shown to them.

4. The teacher should explain the role played by the Afghan race [people] throughout history and the various civilizations produced by them. He should detail their achievements in agriculture, animal husbandry, mining, construction and other fields, as well as their advances onto Iranian and Indian soil. Services rendered by the Afghans in learning and ethics should be pointed out and taught to students.

5. The basis of the word 'Afghan', sometimes called 'Pathan'; 'Pakhtuns' ('Pakts') should be explained to students and the regions where Afghans called by such names live today should be pointed out.

6. In order to verify the lofty ideals upheld by the Afghans in history, the teacher should teach his students the necessity of service towards self and service towards society. He should impress upon them that social dignity can be achieved through patriotism and civic and noble actions.

7. Past events should be recalled and compared, in order to focus students' thoughts on conditions and events in the past. These comparisons should be carried out by giving examples which students can understand. True feelings of love, respect and loyalty for great men and for His Majesty the King, who have never failed to give generously of their zeal and sacrifice in the advancement and progress of the Afghan nation, should be aroused in the hearts of students.

8. Instruction about historical events is aimed at enlightening students' minds about the present. History should not be considered a mere list of past events or of the names of rulers or other persons. To enable the student to comprehend clearly modern life and [..?] life, he should compare modern life with life in the past. Since History focuses on the present, points out the best lines of action to be taken, and provides necessary guidance for the future, it is a most valuable means of training children and should be utilised effectively as such by the teacher.

9. The teacher should not limit himself to dry and colourless explanations of such historical terms as attack, war, siege, defence, domination, victory and defeat. In order to impress these concepts on pupils' minds, the teacher should find examples which children can understand and explain them.

10. The period and events discussed should be explained to students, and these examples should be taken from their own lives. The length of a day, month and year, as well as periods of two years, five years and ten years, should be well explained to students, so that they may become proficient in judging how long one hundred years is, and how many ages ago [sic] and how many years ago a certain event occurred.

11. When explaining the time of occurrence of events, the teacher should also impress upon students the place where such events occurred, by reference to a map. He should ascertain that students can readily locate on maps the areas conquered by Afghan rulers in ancient and modern times, their lines of attack and the distances travelled by them.

12. In addition to the many values of History for students, it should, at the same time, be enjoyable, living and [approached] with a joyous attitude. The teacher should always try, therefore, to make his lessons concrete.

13. When explaining historical events, if such events occurred in the locality of the school, the teacher should take students to the spot and there give details of the event. Existing historical remains related to this event should be shown to pupils.

14. When teaching the names of historical persons and events, the teacher should write such names on the blackboard and also have students write them. He should endeavour to have students write and pronounce these names correctly. They should occasionally be asked about names which they have already learnt in History, and short explanations of each should be elicited; in this way efforts should be made to impress these names more deeply on the memory of students.

15. In order to impress past events more deeply on pupils' minds, the teacher should show them historical remains and buildings existing near by. He should also show them ancient weapons, containers and other antiquities which may be available for inspection, ^{and} explain these to students, within the limit of their ability to understand. In the absence of such resources near the school, the teacher should, as far as possible, take advantage of pictures and drawings appearing in magazines and newspapers.

16. Certain historical events should be reproduced by students in the form of short plays. The modern method of teaching History, called the 'dramatic method', will be employed in this way. This method of teaching is very effective; it is extremely interesting and is a very sound and forceful way of impressing events and reminiscences upon the mind.

UNITS OF THE PROGRAMME IN HISTORY

FOR BOYS' AND GIRLS' PRIMARY SCHOOLS: *

Grade IV:

The Sadozais: Ahmad Shah Baba; Taimur Shah; short history of the reigns of Taimur Shah's progeny (Shah Zaman, Shah Mahmoud and Shah Shuja). Transfer of power from the Sadozai to the Mohammadzai dynasty.

Amir Dost Mohammad Khan; the First Anglo-Afghan War; Amir Sher Ali Khan's

*See Appendix, page 44, for changes to conform with revised history textbooks.

first reign; Amir Mohammad Afzal Khan and Amir Mohammad Azam Khan; Amir Sher Ali Khan, second reign, and his internal reforms; the Second Anglo-Afghan War; Amir Mohammad Yakoub Khan; the Battle of Maiwand; Amir Abdul Rahman Khan; the Durand Pact; Amir Habibullah Khan; Amir Amanullah Khan; the War of Independence; internal insurrections; His Majesty Mohammad Nadir Shah and the emancipation of the country; His Majesty King Mohammad Zahir Shah, our beloved King.

Comment: The book to be written to include the above topics should not be less than 20 nor more than 25 regulation pages. The language used should be simple and facile.

Grade V:

Afghanistan before the advent of Islam, briefly; the advent of Islam; the [four] 'Rightly Guided' Caliphs; the Omayyid and the Abbasid, briefly; diffusion of the Islamic faith in Afghanistan and formation of national governments; the Tahiris; the Samanis; the Saffarides; the Ghaznavides; the Sejouks; the Ghuris; the Khwarazm-Shahis; the Chahgezis; the Timurides; Afghan government in India (the Lodis and Suris); the Moghuls; the Hotakis (Mir Wais Khan, Shah Mahmoud, Shah Ashraf, Shah Hussain and the downfall of the Hotakis).

Comment: The textbook to be written should not exceed 30 regulation pages.

Grade VI:

The British in Asia; Russia in Asia; the situation in China, Iran, Turkey and Japan, in the present age, in the 19th and 20th centuries [sic], briefly; Afghanistan in the 19th and 20th centuries.

Comment: The textbook to be written should not be less than 30 nor more than 35 pages.

IX. DRAWING AND HANDICRAFTS

Objectives:

1. To train students to express their ideas and conceptions of what they have read or observed outside the [classroom] with their hands through simple tools, and thus to strengthen their powers of expression and reproduction.
2. To lead students to observe and appreciate the beauties of nature and [human] creativity and to develop their sense of the artistic.

Instructions:

1. Like the subject of Mother Language, Drawing and Handicrafts also involve expression. Any work assigned to students in this lesson [subject] is closely

related to their private life and times. Subjects assigned to be drawn should be taken from those with which the child is acquainted in life.

2. Subjects for Drawing and Handicrafts during the first cycle should be selected from daily life, and during the second cycle from subjects encountered in all lessons. This contact [correlation] of lessons [subject matter] in the second cycle with Drawing and Handicrafts should not be effected through unnatural means or coercion. Drawing and Handicrafts [are effective] for familiarizing students with certain of the necessities of life, [such as] making a flower garden in the school, book covers and trivial articles used in class. They should also be given occasional freedom in their work.

3. Students should not be left so free that they are allowed to draw whatever they like. Such a course of action is adopted experimentally only in the first days in school, in order to become acquainted with students. Subjects for Drawing and Handicrafts are perceived by different students in different ways. Every child should therefore be free to extend his conception of a subject in accordance with his life, experience and interest, or to take up a single phase of it which interests him. This is the meaning of 'Free Drawing' in primary schools.

4. The object of Drawing and Handicraft activities is not that students acquire mechanical skill in the use of their eyes and hands alone; it is, rather, more a matter of the senses and intellect. Students can draw an object only to the extent of their knowledge about it. Assistance to pupils in the gradual development of skill in Drawing and Handicrafts should only be given in this way.

5. In view of the difference between small children and adults, it is not necessary that tasks delegated to children move from the simple to the complex, as for adults, nor that articles and supplies used be prepared by them and a special time assigned. Subjects [tasks] assigned to a child should be based on his own interests. Subjects and tasks with which the child is acquainted and in which he is interested are not difficult for him. Tasks which a child does not understand but has to perform at someone else's bidding bore him and undermine his confidence.

6. Children enter school with differing abilities. The teacher should recognise these aptitudes of children and develop them. Children just entering school can be divided into two categories in respect to their self-confidence and ability. They are:

a) Timid children or those who have done little or no drawing.

b) Bold children. Children who on entering school show forwardness will be either those who possess a natural aptitude for drawing or those who have had opportunities for drawing during their childhood. Their parents or brothers have worked with them a great deal and have provided them with the necessary materials and supplies.

The first drawings of children will serve as standards for the teacher in his instruction. He will adopt a special teaching plan and method according to the

qualities manifested by his students.

7. Drawing and Handicraft techniques are divided into three main categories:

- a) Drawing and expression through lines.
- b) Colouring, cutting and tearing (expression through surfaces).
- c) Working with ordinary and special clays, etc. (expression through materials).

According to this classification, children who express themselves well with colour and line and do cutting of paper will become artists. Those who express themselves through materials and work with clay and plaster, and represent things with wood, wire, cardboard, etc., will become sculptors and architects. Opportunities should therefore be given to students in every grade to engage in various types of activities.

The teacher must recognise the stages of development passed through by each student and know the qualities which [all pupils] have in common.

After a certain amount of practice, children should be able to express the appearance of objects as they are actually seen from close quarters and at a distance. This stage of development is so difficult that children can hardly achieve it in the fifth and even in the sixth grade.

8. Assistance given students in the period for Drawing and Handicrafts will not consist of corrections, as in the past. Since most children draw things based on their knowledge [experience], drawing by the teacher on the blackboard or on a piece of paper, or correction of drawings done by students, ^{are} not beneficial. The teacher should help the child to know and see a given subject.

9. The most important assistance the teacher of Drawing and Handicrafts can give students is to provide certain preliminary information about the subjects selected by him. In other words, he should explain most parts of the drawing verbally. For instance, when students are required to draw the picture of the postman who delivers mail to the school, the teacher asks such questions as: 'Is the postman thin or plump?', 'Is he tall or short?', 'What sort of a face has he?', 'Has he a moustache?', etc., etc., and discusses these things.

10. Drawings are divided into three categories:

a) Drawing from memory and drawing from imagination: The child draws things that he has seen, events which he has experienced, and things he has heard about, calling them up from his memory, imagining them and then drawing them.

b) Drawing from nature: The child is not completely free in this case. To some extent he must conform to that part of nature which he wishes to represent; i.e., he is compelled to imitate that which he wishes to draw. It should be seen here whether the child has used his creative ability and introduced something of his own into the drawing.

c) Observing and copying another drawing: In this case the child does not demonstrate any qualities of his own. He copies the drawing set before him as faithfully as possible.

During the first cycle efforts should be made to develop [the power of] observation in students, so that they can compare their usual drawings with examples from nature. Drawings from imagination and from memory should not be prevented. In the second cycle drawing from nature is also introduced. This can often be commenced in the last half of the fourth grade also. Nevertheless, drawing from memory and imagination are also essential for the second cycle.

11. From the fourth grade on, drawings of artificial objects should also be taught students. Such drawings should be limited to very simple sketches. Drawing the main outline of articles made during lessons in Handicrafts, and sketching articles of everyday use and instruments and machines about which information has been acquired in other subjects, are valuable mediums for engaging students' efforts. By means of such sketches, children also become acquainted with ways of working with standard proportions and with the use of the ruler, compass, etc.

12. In the first cycle simple things such as sand, clay, paper and discarded articles such as cigarette cartons should be utilised; these things should be properly stored in a special cupboard in each class. In the second cycle practice in Handicrafts should be carried out by having students make such articles as book covers, boxes, etc.

13. Tasks differ from one another according to the materials used and are divided into various categories:

a) Work with clay and sand: These materials are also needed in Handicrafts for such things as drawing articles and shapes in sand and for making needed objects of clay. Clay work should, as far as possible, be done on a piece of cardboard or wooden planking, and attention should be paid to cleanliness.

b) Paper work (cutting, sewing, pasting and weaving of paper): In paper work, the most important consideration is to make small things according to the special needs of the children and of the school, such as repairing exercise books and books, making book covers, etc.

c) Printing: To carve flowers and other designs on potatoes, cork or rubber and to produce decorative paper by means of these.

d) Weaving: Students should be taught ^{to weave} with thread, wire, leather, willow shoots, cornstalks and reeds, to make chains, ribbons, baskets, etc., from these.

e) Gardening: Preparation of small plots of grass and flowers; cultivation of potted plants; planting and caring for trees; raising domestic fowls and other animals.

14. In the subject of Drawing and Handicrafts, local conditions and crafts

commonly practiced by the inhabitants must be kept in view and use should be made of indigenous materials. In localities where wool is available, work with wool should be done by hand and with native looms and shown to students.

15. To derive benefit from Drawing and Handicrafts, the following points should be stressed:

- a) Before commencing work, an understanding should be reached with students, and a sketch of the thing to be made, drawn. After this, the materials and implements needed to make the article in question should be selected. Discussion and suitable experimentation should take place to acquaint students with all new materials and equipment.
- b) Materials and equipment needed for a task should be ready and in a proper place before the work begins. Shortages and unpreparedness of materials needed in the course of work causes delays.
- c) After commencing work the plan decided upon should not be changed, except under extraordinary circumstances. Work should proceed to the end as it was commenced.
- d) To keep students occupied, they should be divided into groups. In large projects every group should be given special tasks to perform.

16. Articles made by students should usually be criticised by a majority of students, and sometimes by the teacher himself. Mistakes common to all should be identified by the teacher; they should be listed and students' attention drawn to them, in order to prevent their reoccurrence in the future.

17. At the beginning of the school year, the teacher should prepare a plan of lessons for Drawing and Handicrafts for the whole year, keeping in view the units of the teaching programme in other subjects and the needs of the environment. This plan should specify the work to be done by students during the year, the assignments to be made, the relationship between such tasks and other subjects [in the programme], and should be arranged according to the time of year [at which the tasks are to be performed].

X. PHYSICAL TRAINING

Objectives:

1. To prevent children from developing physical defects that occur in childhood.
2. To ensure the normal (natural and balanced) development of children's bodies.
3. To add to children's pleasure and enjoyment.

4. Children should be trained to resist fatigue and dangers to health.

5. The spiritual [moral?] aspects of sports should be emphasised. Children should be trained in regard to morals; for example, respect for the opinions and feelings of others, humility in victory and lack of despair in defeat, qualities of leadership and patience should be inculcated in children.

The First Cycle:

Small children in this cycle show little inclination to perform disciplined movements. On the other hand, they need movement for normal growth and development at all times. This movement of children should be placed directly under permanent surveillance and supervision; this is the main concern of Physical Training. Lessons in Physical Training should begin early in the year in such a way as not to hinder children's enthusiasm, enjoyment and free movements, nor to produce feelings of fear in them. These lessons, instead of being formal, should take the form of games and should be taught as pleasant pastimes. Since in this cycle play is an effective and rewarding medium, introducing in the form of games all the basic movements needed to achieve the desired goal is essential from the educational standpoint. Movements in games are imitative of various movements in everyday life in which the head, arms, legs and trunk move separately or together. In these games, the actions and movements made by various animals, or in the performance of such tasks and efforts as digging, splitting wood, planing boards and other human activities, are imitated. There is a great deal of difference between such movements and those used in the various regimented drills. Advantages of movements performed in the form of games are as follows:

- a) They promote the growth of children and their mental development.
- b) They produce a desire for movement in the child.
- c) They put the body freely to work.
- d) They create enthusiasm and happiness in children.

In view of these observations, in place of highly-organised regimented drills for small children, movements introduced in the form of games should be preferred.

When students have reached a certain stage of growth and development, they should gradually be introduced to organised and disciplined movements in place of games, and the basic programme for Physical Training should be thus commenced.

In these organised movements they should not, like adults, be harshly ordered to fall in line and to observe strict discipline during exercises. The following points should be emphasised in planning Physical Training lessons:

- a) Coordination among the various movements should be created by means of a sort of enthusiasm and joy [sic].
- b) Different movements that prevent mental strain and fatigue should be performed.

c) These movements should consist of imitations that produce pleasurable movements [feelings?]. Actions in which the muscles are properly engaged in light movements and in which simple apparatus can be used, such as hanging from something or jumping, etc., [should be performed].

d) A number of brief games should also be included in these movements.

Organised Movements for the First Cycle:

These movements will consist of movements which develop the child's body and correct any defects therein. They do not consist only of disciplined exercises; rather, they should include various games involving running, instead of marching drills and running [stc]. The plan of lessons for children should not include movements requiring the use of a single part of the body, excessive exertion, or bending and straightening movements which overwork the muscles, because these movements are more harmful than beneficial.

In this manner the basis for lessons in Physical Training should be games, free movements and action and observation combined with play. In planning Physical Training lessons for small children, monotonous and repetitive exercises should be avoided and variety should be preferred. Children's minds should not be fatigued and their enthusiasm dampened. In selecting movements for children to perform, the following points should be observed:

1. Movements that are comparatively easy to perform and understand should be given first, and suitable positions for the movement of the head, arms and trunk should be chosen.
2. Movements which dampen the natural enthusiasm of a child and deprive him of enjoyment should not be permitted in Physical Training.
3. On the other hand, movements which develop his natural enthusiasm should be preferred.
4. Simple, small games such as running, playing with a ball and competitive games should be considered of paramount importance.
5. Jumping should not be limited to one type, but should be diversified; for example, jumping from a higher to a lower level, high-jumping and broad-jumping.

The Second Cycle:

In this cycle children are better developed mentally and physically. In their physical activities, more skill may be observed; therefore, there is a great difference between them and students of the first cycle. In respect to their movements and body control, also, they have more ability than students of the first cycle. Students of this cycle can understand the requirements and regulations of the school and conform to its rules and discipline. They are inured to hard work and exertion. In the final part of this cycle, they acquire the

aptitude [ability] to perform extended tasks. Points to be observed in Physical Training lessons in this cycle are as follows:

1. Movements that are performed in a specific way and that correct physical defects should be more frequently used than games and movements [sic].

2. In order to accustom students to respect [keep?] time, regimented drills should be chosen.

3. One or two short games should be interposed with movements [drills]. Movements performed during the second cycle should be more serious than the movements particular to the first cycle. The following points should be kept in mind:

- a) The most difficult corrective movements should be left until the end.
- b) In suspension of the body, movements in which the feet can assist the hands [stet] should be preferred.
- c) Varied and difficult jumps should not be performed.
- d) In selecting games for children, their natural requirements should be taken into consideration.

In general, lessons and activities in Physical Training for both cycles should be given in a free, unfettered and enjoyable manner[?].

Appendix

Changes to be made in UNITS OF THE PROGRAMME IN HISTORY, pp. 35-36
to conform with content of the revised history textbooks
for Grades V and VI (1342/1963 editions)*

Grade V:***

The Hotakis: Mir Wais Khan, Shah Mahmoud, Shah Ashraf, Shah Hussain, Ahmad Shah Baba, Taimur Shah, Shah Zaman, Shah Mahmoud (1st reign), Shah Shuja, Shah Mahmoud (2nd reign).

Europeans in Asia: the British in Asia; the British in India; Russia in Asia; Iran in the 19th and 20th centuries; the Babi insurrections in Iran; provisional government of Iran; China; the Opium War; Ottoman Turkey in the 16th to 20th centuries; Japan; Sino-Japanese War; Russo-Japanese War; characteristics of the modern age; Afghanistan in the 19th and 20th centuries.

Grade VI:***

Afghanistan before the advent of Islam; advent of Islam; the [Four] 'Rightly Guided' Caliphs; Hazrat Hassan; the Amawis; the Amawis in Afghanistan; the Abbasis; the Afghan awakening and national governments; the Tahiris; the Saffarides; the Samanis; the Ghaznawides; the Seljouks; the Ghuris; the Khwarazm-Shahis; the Changezis and the Moghul attacks; the Timurides; Afghan governments in India; the Lodis and the Suris; Indian Moghuls in Afghanistan.

*Textbook for Grade IV (1338/1959) has not been revised.

**Pages 6-18 of new Grade V textbook (from Ahmad Shah Baba to end of Shah Mahmoud, 2nd reign) have virtually the same content and illustrations as in Grade IV text. Remaining material is virtually the same as in 1338/1959 Grade VI textbook.

***Virtually the same content and illustrations as in 1338/1959 Grade V textbook, excluding the Hotakis, ff.