

1956

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# PAKISTAN

A Series of Articles



By

Leonard S. Kenworthy



WORLD AFFAIRS MONTHLY  
Brooklyn College  
Brooklyn 10

1956 N. Y. LEGAL MATERIALS

P A K I S T A N

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Leonard S. Kenworthy

The following materials are quoted from articles on Pakistan as follows:

- "Ten Murals of Pakistan on the Move"    The Progressive    January, 1955  
"TVA on the Indus"    The New Leader    March 14, 1955  
"Pakistan Sends Out First Woman Envoy"    Christian Science Monitor  
August 20, 1954  
"Pakistan Attacking With Courage Its Colossal Educational Problems"  
Christian Science Monitor    December 11, 1954  
"Studying Pakistan"    Social Education    January, 1955

Bibliography prepared for the Association for Supervision and Curriculum  
Development.



## TEN MURALS OF PAKISTAN ON THE MOVE

For six weeks recently I crisscrossed East and West Pakistan, traveling by air, train, auto, jeep, truck, boat, launch, tonga cart, motorcycle, bicycle rickshaw, and foot. The resources of the Pakistan government were at my disposal when I wanted them, but there was no pressure when I wanted to be on my own.

I celebrated the Id festival in Peshawar in the Northwest Frontier Province, near the Afghanistan border, and Independence Day in Lahore, for centuries the educational and cultural center of this part of the world as well as the present capital of the Punjab. During the height of the floods I was in Dacca in East Pakistan and was able to accompany a government official in a launch on a tour of inspection of a district of a million persons, most of them driven from their homes by the water. I spent two and a half days at the Thal project where canals are irrigating one and a half million acres of former desert land and providing homes for thousands of refugees from India. I spent another day in the tents and shacks in the outskirts of Karachi, the capital, where thousands of refugees are huddled together in miserable quarters - and thousands more come each month.

As a result of these and other equally representative experiences, there are hundreds of snapshots in my mind. From them I have assembled ten montages or murals of present-day Pakistan. These are the 10 major impressions of the seventh largest nation of the world as it completes its seventh year of existence.

The first impression is one of dire poverty with its inevitable offspring: hunger, disease, ignorance, and illiteracy. One may be able to prepare himself intellectually for the poverty of Asia and the Middle East but it is well nigh impossible to ready oneself emotionally. The impact of the abject conditions of a large majority of these 80 million men, women, and children is overpowering. When one realizes that their average per capita income is about \$50 per year compared to \$1500 in the United States, one can begin to understand how wretchedly they live.

Nearly 90 per cent of the people of Pakistan reside in villages. In these areas there are fewer than one physician to every 50,000 persons. Well-trained nurses are almost nonexistent and sanitary engineers unheard of. Sanitation is almost unknown, with the village "tank" or the river often serving as laundry, bathroom, swimming pool, and drinking water supply. Many people exist on one meal a day, and it is estimated that one-third of the population eats as little as one "good" meal in two days.

Disease is a deadly killer whether it be cholera, malaria, tuberculosis, or dysentery. About half the population suffers from the last trouble, caused usually by bad water. Little wonder, then, that the average length of life is about 30 years, and that fear and superstition are commonplace rather than exceptional.

All these conditions have been intensified by the influx of from seven to eight million refugees from India and an annual increase of three-quarters of a million more mouths to feed.

This mural, however, is not entirely black. Maternity and child health centers are beginning to appear, hospitals are being built, medical schools and training centers established. Large scale attacks on malaria and cholera have been quite successful, and those diseases have almost disappeared in a few parts of Pakistan.

There has been much outside help from the countries in the Colombo Plan, from the Foreign Operations Administration of the United States, from the Ford Foundation, and from United Nations organizations such as the World Health Organization.

A second impression in Pakistan is the importance of water. In East Pakistan it is a problem of too much water, with floods this year affecting millions of people, inundating hundreds of villages, and destroying homes and crops. In West Pakistan the problem is one of too little water. To the inhabitants of that part of Pakistan the Indus is as vital as the Nile is to Egypt. Life and death depend upon getting water to the parched or sandy earth. This explains in large part the deep feeling over Kashmir where the major rivers of West Pakistan rise, and the intense emotionalism over the dispute with India over the waters of the Ravi, Sutlej, and Beas. Much of the desert land of West Pakistan is good for cultivation if enough water can be brought to it. Dams are now being built everywhere and irrigated areas are increasing.

This mural, then, is one of deserts and deltas and dams, painted in brown for West Pakistan and green and blue for East Pakistan.

The third impression is of progress in industrialization and agriculture. These are the two areas in which the Pakistan government and private enterprise have forged ahead fastest. One cannot visit a town of any size in either section of the country without seeing factories under construction or recently completed. One of the biggest of these is the Adamjee jute mill not far from Dacca in East Pakistan. Jute is the largest export item in this country, which supplies 75 per cent of the world's needs. Before partition there was not a single jute factory in the entire country; all of them were in what is now India.

Cotton mills, cement plants, match factories, rubber tire establishments, and scores of other small firms have been started. This is the area of Pakistan's greatest progress.

Agriculture has shown less spectacular growth but thousands of acres have been added and considerable progress made in increasing and improving the food supply. In East Pakistan the zamindar system of absentee or wealthy landlords has almost disappeared, but it still holds sway in the western parts of this nation just as it did in medieval Europe.

This third mural presents a more pleasant and promising picture than some of the others, and Pakistanis are justifiably proud of it.

In the fourth montage may be seen the pictures of Mohammed Ali Jinnah and Liaquat Ali Khan in the background. One of the impressions one gains in Pakistan today is the lack of adequate leadership at all levels. Jinnah died soon after partition and Liaquat Ali Khan was assassinated, leaving only lesser

figures to lead this new nation. Unfortunately for Pakistan, most of her public officials were British or Hindu, and when partition came, nearly all of these people left the country.

Fortunately, many Moslems migrated here from India in 1947 or soon thereafter. The bulk of federal government officials are these refugees from India, even though the two top rungs of officials in the national government are largely occupied by people born in what is now Pakistan.

Everyone hears of graft and corruption and black marketing and the need for adequately trained and publicly motivated leaders. Perhaps the plight of Pakistan can be better understood if one thinks of India without the strong hand of Nehru, who is a symbol of unity as well as an able leader.

## II

Closely related to this last montage is a fifth picture, depicting the various groups engaged in a tug-of-war for the control of the country. In one corner one can see those who favor a secular state with a strong emphasis upon Islamic beliefs battling against those who want a theocratic government. In another corner is a tug-of-war between the advocates of a strong central government and the champions of strong provincial and state governments.

In the foreground is a third group, with East Pakistani on one side and West Pakistani on the other, pulling and tugging against each other. The East Pakistani or Bengali are the most homogeneous group, comprising 56 per cent of the population, but many of them feel that the country is being run by the west. They charge that most of the men in the army are from the west and that most of the top officials are from the Punjab, Sind, and other sections of West Pakistan.

The language problem is the red flag that arouses bitter reactions in East Pakistan. True, Bengali is now recognized as one of the two official languages, but it was done reluctantly and late - and the Bengalis cannot seem to forgive their western countrymen on this point.

Some progress is being made in welding the two parts of the nation together, and a feeling of national unity is growing. It is being helped by such symbols as Jinnah, the national flag, and common celebrations such as Independence Day. It is being fostered by the exchange of government officials and an unwritten agreement that the prime minister and other high officials shall be alternated between East and West. Radio Pakistan is proving an important medium of exchange as are some of the magazines. The greatest factors are of course the common traditions of Islam and the common enemy - India.

So, in this fifth mural there are men and women pulling against each other but also men and women working together in the common cause of creating the Islamic Republic of Pakistan.

The sixth mural might well be a map of the world with different colors for Pakistan's friends and enemies. In the latter category could be listed the U.S.S.R., India, and, to some extent, Afghanistan.

Pakistani are certainly anti-Communist except for a small group of students and a few of the poor who see in Communism a quick solution to their problems. As in other parts of Asia and the Middle East, it is easier for some people to visualize improving their lot by following the Russian pattern than to see themselves aping the United States, which seems so different from their country.

Between India and Pakistan there are many bonds, but a great many people cannot forget the horrible events connected with partition, especially when they or their relatives and friends were involved in the violent outbreaks between Hindus and Moslems or Sikhs and Moslems. This bitterness is magnified by the long dispute over Kashmir and the controversies over the control of the river water of the Indus basin.

At the moment there is little outward enmity towards Afghanistan, but there is always the fear that India or Russia are using her against Pakistan and the fear of a demand for annexation of the area inhabited by Pushto-speaking Pakistani.

Ask informed Pakistani who their friends are at the moment, and they will almost certainly mention the United States because of the defense pact, the recent flood relief aid, and the work of technicians in Pakistan. Turkey is likely to be mentioned second and Iran third. Much of the feeling of cordiality towards Iran is based on cultural relations and past history.

There has been considerable rivalry between Pakistan and Egypt over leadership in the Moslem world, but the feeling was often expressed to me that Egypt and Iran and possibly other countries would soon be brought into a Middle East pact of some kind. Occasionally I have heard Canada, Australia, and New Zealand mentioned as friends of Pakistan because of their help through the Colombo Plan.

The seventh mural might well be a mass of tired and discouraged faces. One visitor from the west commented that the first few years of Pakistan's history were years of hard work, then a brief period characterized by enthusiasm, and now mostly day-dreaming. This is too harsh a judgment, but there is an element of truth in the comment. The initial period of elation over independence is over, and Pakistan must now settle down to the long hard pull to develop unity and raise standards of living for everyone. The false promises of quick economic gain which the Korean war boom brought need to be replaced with a realistic understanding of the difficulties in creating a new nation.

At the same time that one says the people expected too much too soon, one must add that the people have gotten too little too late. The victory of the United Front in East Pakistan was a warning of dissatisfaction on the part of the people. It should serve as a warning to those in authority that promises must be replaced with performances.

The eighth mural of Pakistan might be a picture of children and adults, of the wooden or slate taktis of elementary school children, and the labs of young people and adults. Starting with 85 per cent or more illiteracy, Pakistan has made some progress in bringing elementary education of a larger

mass of people. Hundreds of schools have been built and many teachers trained. New universities have been established in Karachi, Peshawar, and Rajshahi and several technical schools have been started.

But the pay of teachers is pitifully little and the social prestige accorded them quite low. Education has been a step-sister of economic and political development and no group of educators has really thought through the type of schools Pakistan needs. The British type of education which trained a few civil servants, largely for lower levels, persists, and the Moslem tradition of a literary and philosophical education is another handicap for a nation trying to produce leaders, technicians, and an educated electorate for a democratic way of life.

The ninth mural in this series should be a colorful and attractive one picturing the creative abilities of the Pakistani. In it would be the colorful hats worn in the various provinces of West Pakistan; the saris and shalwars of the women, with all their grace and beauty and color; the mirror work embroidery of the Sind, pieces of ivory inlay work in wood; painted jugs and jars from many parts of the nation.

Somewhere in this mural there would be portraits of Chughtai and Zainul Abedin working at their easels and some of the Chittagong Hill tract people performing their colorful folk dances. In another corner might be musicians playing the harmonium, table drums, sitars, and other instruments while their friends were singing native folk songs. These are some of the ways in which the creative talents of the Pakistani find expression.

Finally, there would be a mural showing the Koran, some of the alabaster domes of mosques, and various types of Pakistani on their prayer mats facing towards Mecca. One cannot understand Pakistan without at least an elementary knowledge of Islam. When one gets back to the original sources and dismisses the corrupting practices which have appeared in this faith as in other world religions, one sees the basic similarities with Christianity.

One can spend six weeks such as I have spent in Pakistan without realizing that it started from scratch, that she has innumerable problems, but that she has made progress in these seven years of independence. Her 80 million men, women, and children are our world neighbors, and their country is a potentially important force in the world community of nations.

## TVA ON THE INDUS

In a country like Pakistan where most development projects are still either on paper or "under construction," it is encouraging to find one that is really under way. The Thal Development Authority, an area of 5 million acres, is gradually being transformed from a desert into a fertile expanse suitable for refugees from India and pioneering Pakistanis.

Five years ago, the Thal was a sparsely settled section of the Punjab, flanked on the east by the Jhelum River and on the west by the Indus. Its few inhabitants were isolated from the world, living in mudbrick huts and thatched hovels, and fighting for a marginal existence against the desert sand. A few bushes and clumps of grass and reeds recalled a dim past when the Indus River flowed through the center of this area and made it productive. Even the name "Thal" means "wasteland" in the ancient Sanskrit tongue.

Today, conditions are different. A partial victory over the desert has been won. Nearly 300 miles of irrigation canals have been completed, spreading out over an area of a million and a half acres. Two hundred fifty thousand refugees have been resettled in 640 new villages, and an additional 25,000 refugees and other Pakistanis have moved into five Mandi towns or modern market cities.

Cotton, sugar cane, wheat, gram and other crops have been planted in the 327,000 acres brought under cultivation by canal water. Two textile mills are already in operation, two sugar mills have been started, and other smaller plants have been erected. Twenty-nine large plots have been developed in different parts of the Thal to furnish seeds, trees and plants and to serve as experimental agricultural stations. Schools have been started. "Lady health visitors" have been making the rounds of the villages. A large modern Commonwealth Livestock Farm has been set up and is already helping to improve the water-buffalo, sheep and poultry supply of the Thal.

Of course, there has been opposition. Many have ridiculed the project as sinking money in sand, but now these critics are becoming fewer and less vocal. More and more people are seeking admission to the villages and towns, and the price of land in the Thal has already risen.

All this progress has been made since 1949, most of it in the last three years. There had been numerous surveys of the area before 1949, and work has actually begun in 1942, but the war forced a halt. Then came the flood of 7 to 8 million refugees from India in 1947. Some were resettled on land vacated by the Sikhs and Hindus when they left for India, but there was not nearly enough land to accommodate them.

Then the Thal project came to life and was placed in the hands of Zafur Ul-Ahsan, an able administrator trained in the Indian Civil Service and himself a refugee. He had had experience as Deputy Commissioner of Lahore and Chairman of the Lahore Improvement Trust. Under his guidance, seemingly insurmountable obstacles have been hurdled.

To be eligible for resettlement in the Thal, a refugee has to have owned land in India for which he has not received compensation. He receives 15 acres of land and a house, water for his fields, and loans from the Government for his implements. During the first years, he does not have to make



any payments, and he is given 40 years in which to pay for the land and house.

Each of the Thal villages contains about 50 families, in most cases persons who lived together in India, so that they carry on as a unit. Each Chak or village is arranged either in a semi-circle or on three sides of a rectangle. Plans call for the school, mosque, hospital and other general buildings to be erected along the radius of the semi-circle or on the fourth side of the rectangle. Around the village is a plot reserved for the common grazing grounds. In many of these villages, some cottage industry is already functioning. This may be cloth-weaving, furniture making, the knitting of sweaters and colorful shawls, or the carving of lamps from rock salt or gypsum. In addition to recreation provided by the inhabitants, such as dances and festivals, there are occasional film showings by the Government. News is sometimes obtained over the village radio, set up in a central spot for everyone's convenience.

Five central market towns, have already been constructed, and a sixth is in the planning stage. In each of these modern towns, there is to be a major industry, using the products of the surrounding territory. Thus, Liaquatabad and Bhakkar have textile mills which are already at work. Jauharabad will have a sugar plant by the end of this year, and Leiah is to have a woolen mill in the near future.

The people in the new towns are mostly non-refugees. Their homes are built of red brick and contain three rooms plus kitchen and bath. Electricity is also available- something unheard-of for most of these people. Anyone in Pakistan is eligible for such a home, provided he makes a down payment of 15 per cent of the cost and promises to pay the entire sum within ten years. Jauharabad is already a booming city of 5,000, and Liaquatabad has nearly twice that number. Eventually, it is expected that each of the six cities will contain about 25,000 inhabitants.

Nothing is more needed in the entire Thal project than trees and plants. They are needed to hold the soil and prevent further erosion, to hold water for the crops, to provide shade against the penetrating rays of the sun, and to provide fuel, so that the cow and camel dung can be used for fertilizer instead of fires. With this in mind, 29 "gardens" have already been set up. These are scattered all over the project and are used to provide seeds, trees, plants and flowers for the villagers and city people. They also serve as experimental grounds for everything from rubber plants and strawberries to mulberries and mangoes.

But this is not all that has been done in the Thal. One of the most impressive developments has been the Commonwealth Livestock Farm, where 1,500 of an eventual 15,000 acres are already under cultivation. Three hundred fifty of the best water buffalo available are already installed in large, model barns and are being used for experimental breeding purposes. A hundred cows, 700 sheep and 500 chickens comprise the Farm's initial livestock and poultry. Much of the livestock and equipment were furnished by Australia, Canada, Great Britain and New Zealand. The staff includes a Canadian and an Australian, though the director and deputy director are Pakistanis.

Education has not been neglected in the Thal. Sixty-three schools are already functioning, including a technical high school in Jauharabad. Last fall, a normal school for girls was started in the same city. One unique development has been the allotment of ten acres to each village school for gardens and demonstration farming. Another is the plan to build two small houses in each village for teachers in order to augment their pitiful salaries and attract teachers to the region.

Eventually, each of the six chief areas of the Thal will have a social-service officer and there will be 60 "lady health visitors." A modern hospital is functioning now at Jauharabad, and another is under construction at Quiadabad as part of a plan to have one in each of the major towns.

The problems connected with the Thal project are, of course, enormous. Some engineers feel that it would be better to attempt more thorough salvaging of a smaller area instead of spreading over such a vast space. There are charges of favoritism in selecting settlers and of shady financial dealings. Some of the refugees have found it difficult to adjust to life in this arid land.

Nevertheless, this is one of the most promising projects in all of Pakistan today. It is Pakistan's TVA on the Indus.

## STUDYING PAKISTAN

Pakistan merits far more attention from social studies teachers than they are at present according that important segment of the world. It is the seventh largest nation in population, with nearly 80 million of our world neighbors within its borders. It is the second largest and, in many ways, the most important of the Moslem countries. It is a new and strategic ally of the United States in its policy of containment of communism. It is involved in one of the crucial tests of the United Nations both in Kashmir and in the disputes with India over the waters of the Indus basin. It is the largest exporter of jute in the world as well as a producer of cotton, tea, rice, wool, hides and skins, and other products. It has contributed in the past to the cultural achievements of the world community and will undoubtedly have even more to give in the years ahead.

These and other factors warrant a study of Pakistan by teachers and by students, especially at the secondary school and college levels. These facts also mean that more attention needs to be given by textbook writers and producers of other school materials to this new but important and interesting nation.

As one attempts to understand this country there are a few key concepts which seem important to this writer. Stated quite simply and briefly they are as follows.

### LOCATION

No nation in world history has been faced with as difficult a problem of a divided land as Pakistan. Approximately six-sevenths of the total land area lies in the western part of Pakistan, but approximately 55 per cent of the population lives in the eastern sector. Not only is there 1000 miles between these two parts; the intervening territory is occupied by India, with whom Pakistan split in 1947 and with whom there are not the friendliest of relations.

Nor are her relations with Afghanistan, her northern neighbor, too friendly. Pakistan is disturbed by overtures of friendship towards Afghanistan by the U.S. S.R., by India's support of Afghanistan on certain issues, and by the perennial problem of people calling for a land of Pukhtunistan, composed of all the Pathans, many of whom live in Pakistan.

On the northeast lies Kashmir, with the headwaters of all the rivers which flow into west Pakistan and bring life to an otherwise desert land. The continued wrangle over this strategic and beautiful area is a cause of continued concern to Pakistan.

Nor can she forget that the U.S.S.R. is not far away or that China, Tibet, and Nepal are also within close range.

Only with Iran is Pakistan really friendly. All this explains many of Pakistan really friendly. All this explains many of Pakistan's moves on the international airports and a center of air travel and transportation.

### LAND AND RESOURCES

Any newcomer to Pakistan will certainly be struck immediately by the desert-like terrain of the west and by the lush, water-soaked territory of the east.

Maps of Pakistan might even be colored in brown for the west and in green for the east to indicate the differences between these two parts of the country.

For many years boys and girls have studied Egypt as a nation dependent upon the Nile for its existence. In a similar way they might well study Pakistan, for the west owes its existence to the Indus and the five rivers which feed it, and the east is just as dependent upon the Ganges and the Bramaputra and their tributaries.

The dispute over Kashmir has many causes but the chief one is the fear of Pakistani that they will lose control over the source of supply for water and thereby lose one of their means of existence.

Concentration upon the desert-like nature of West Pakistan should not mean the neglect of the mountainous areas of West Pakistan, including the Himalayan foot-hills in the northeast and the Hindukush mountains in the north. Few people realize that the second highest mountain in the world is in Pakistan, reaching up 28,500 feet to its peak, known generally as K-2.

Despite the fact that much of West Pakistan is desert-like in appearance, much of the soil is now rich and much more of it can be reclaimed and become fertile. Such land is suitable for cotton, wheat, millet, rice, and other crops. Grazing and the raising of stock are also important and the export of hides and skins is an essential part of the economy. Fruit is grown in some sections, although transportation facilities and costs make it prohibitive to most of the population except at the height of the fruit season.

In the eastern region jute and rice predominate, with East Pakistan producing 75 per cent of the world's jute supply. Some tea is also produced in this part of Pakistan.

So far Pakistan has had to rely on water as her chief source of power, but the discovery of gas this past year in Baluchistan has been a source of elation and the search for larger and better coal and oil deposits has been accelerated. There is great optimism about the eventual discovery of oil and possibly coal.

Climatically there are great ranges in temperature in West Pakistan. For the most part it is hot and dry, with little rainfall. But there are some sections, such as the state of Swat in the north, which are much more temperate and which draw many visitors in the summer season if they can afford vacationing there. So welcome is the rain when the monsoon season opens, that people in the villages are known to lay aside their clothes and go out in the rain to enjoy it and revel in its infrequent appearance. A holiday may be declared in the schools and families may go on picnics and outings to celebrate the arrival of the much needed rain.

#### PROGRESS IN INDUSTRIALIZATION AND POWER

The major field in which Pakistan has made progress in the seven years of its existence is in the field of industrialization. Progress in this field seemed essential to economists since almost all the factories in the sub-continent were located in what is now India, or Bharat as the Pakistani call it.

One cannot venture into any city or town of Pakistan today without seeing some new industrial plant. The most important factories are for jute and cotton,



but cement plants have been built, paper mills established, match factories erected, rubber tire plants built, and a score of other industries started. In this way Pakistan hopes to save her foreign exchange for more important purposes, cut the costs of cloth and other essentials for her people, and drain off surplus population from the land to work in industry.

The construction of hydro-electric plants has had to be tackled in order to provide cheap power. This, too, has been a major area of success in this new nation. Among the most important projects completed or under construction are the Warsak Dam in the Northwest Frontier Province, the Mianwali Dam in the Punjab, and the Karnafulli Dam in East Bengal.

Most of the progress industry has been made through the Pakistan Industrial Development Corporation, a government body established in 1952. In several instances it has started an industrial plant and then turned it over to private enterprise. But it should be borne in mind that Pakistan believes in government planning and practices its belief.

#### AGRICULTURE AND VILLAGE LIFE

Most of the people of Pakistan, like most of the people of the world, live in villages and engage in farming. About 80 per cent of the Pakistani are farmers and live in villages ranging in size from 100 people to several hundred men, women, and children.

In East Pakistan most of the large land owners or "Zamindars" were Hindus. Since partition, the zamindar system has been largely eradicated. In West Pakistan it is still an important institution, with absentee ownership and large estates reminiscent of feudal days.

Great effort is being made to increase the number of acres under cultivation and to improve agricultural methods. Especially noteworthy are such irrigation schemes as the Thal Project in the Punjab, which is to open up a million and a half acres of new land, and the Lower Sind Barrage, which is bringing two million acres under cultivation. Other similar projects are planned, including the Teesta Barrage for East Pakistan. Many less ambitious schemes have already been completed and hundreds of tube-wells have been sunk, thus bringing water to the arid areas of West Pakistan.

Changing the habits of farmers is a slow process, but attempts are being made to introduce the Japanese method of rice production, which will increase the yield two and three times; to encourage farmers to use fertilizers; and to improve the kind of stock and plants used. Several research institutes have been started to help in this immense and essential task.

#### POVERTY AND ITS ATTENDANT PROBLEMS

No westerner can travel in the Middle East and Asia without being shocked by the poverty of those parts of the world. Certainly this is true of Pakistan. When one contrasts their annual per capita income of about \$50 per year with our \$1600, one can begin to get a picture of how people live.

Outside the cities people live in mud huts in West Pakistan and in bamboo shacks in large parts of East Pakistan, with the most meager equipment.

Poverty's fellow-travelers are malnutrition, disease, ignorance, and illiteracy.

As a recent report on health conditions made by an outstanding American public health authority points out, "In rural areas there are fewer than one physician for fifty thousand people.... Professional nurses as we know them are practically non-existent.... There are no true sanitary engineers in the country. ... Hospital beds are sufficient for only a fraction of the urgent needs.... Tuberculosis is increasing rapidly. Malaria is still rampant. As many as a thousand cholera deaths occur in a single week in East Bengal. Probably between one and two-thirds of the population are carriers of dysentery."

But something is being done about this sad state of affairs. Health and maternity clinics are being set up, nurses trained, medical school facilities increased, and widespread campaigns against malaria, cholera and TB launched. Help has been forthcoming from the World Health Organization, the United Nation's Children's Fund, and the United States government, as well as from local sources and private organizations.

Perhaps this appalling fact of poverty is where most studies of the Middle East and Asia should begin. Certainly it is basic to any understanding of why many Pakistani feel as they do about colonialism and why countries like this cannot be expected to leap forward into the twentieth century until they can build an economy with "better standards of living in larger freedom," to borrow a phrase from the Charter of the United Nations.

#### EDUCATION, LANGUAGE, AND RELIGION

No one knows exactly what the literacy rate for Pakistan is because the term itself is difficult to define and statistics are hard to collect. But it is around 15 per cent. The problem, however, is even greater than these figures indicate, for a large proportion of the teachers in pre-partition days were Hindus and they must be replaced even before new schools are built. The task is made extraordinarily difficult by the low pay and low social prestige of teaching with beginning elementary teachers making \$17 a month!

Added to this situation is an archaic education system left by the British, completely unsuited to the needs of the country today. And on top of this is a long Moslem tradition of a literary and philosophical education with little attention to science.

Again, progress is being made. Teachers are being recruited, schools are opening, a few technical high schools have been formed, new universities have been established and old ones enlarged. Radio Pakistan is playing an important role in the nation and the Village Aid Program (standing for Agriculture and Industrial Development) is gaining momentum. Pakistan, however, has not developed a widespread mass education movement and the government has deliberately put its largest funds into industrial and agricultural development.

In schools and outside of schools the language problem continues to raise its ugly head. English has been chosen as the official language of government for the next 20 years and Urdu and Bengali finally put on an equal basis as major languages. But the slowness with which Bengali was recognized still irks the East Pakistani. And the ramifications of the language problem would fill a

volume, including the difficulty of teaching in Urdu in West Pakistan when children speak Sindhi, Punjabi, Pushto, or some other language at home.

Central in any discussion of Pakistan is the fact that 80 percent or more of its inhabitants are Moslems. This was one of the thin threads which bound the peoples of East and West Pakistan together in their fight against India. It is one of the chief facts in explaining the fight over whether Pakistan shall be a theocratic or secular state. Although not an essential part of the Moslem faith, the custom of "purdah" (the seclusion and veiling of women) to which many women cling, has long been associated with Islam nations. And it is above all the faith by which the Pakistani live.

Teachers and others would do well to read some account of Islam and to note its similarities to Judaism and Christianity as an antidote to centuries of propaganda against Moslems in the western world. Stripped of the malpractices which mar every major religion, the similarities of these three religions are more striking than the differences.

#### CREATIVE ACTIVITIES

Every group of people in the world has creative talent, even though they find expression in an infinite variety of ways. No study of Pakistan should be made without reference to the many ways in which they have created and continue to create. Only with pictures, preferably in color, and in objects can this phase of life be appreciated. Pictures of the Badshahi Mosque and the Shalimar Gardens of Lahore; films of the Kattak Dances of the Northwest Frontier Province or the folk songs and dances of East Bengal; colorful turbans from all the West Pakistan provinces and the mirror-work embroidery of the Sind - these are some of the ways in which the Pakistani have expressed themselves creatively.

At the moment Pakistan is in the throes of writing her Constitution, so that comments on her government must await the completion of that enormous task. But it is essential to remember that she is an Islamic Republic, a democracy, a member of the British Commonwealth, with a federal government plus provincial governments, princely states, and local units. Her great national hero is Mohammed Ali Jinnah.

Pakistan is only seven years old as a nation. It started almost from scratch in every respect. It won its freedom at a high cost of human beings in riots between Moslems, Hindus, and Sikhs. It lost its great hero, Jinnah, by death, and its outstanding Prime Minister, Liaquat Ali Khan, by assassination. Its problems are manifold. Yet it has made great strides in seven years and promise to become one of the leading nations in the world community which is struggling to emerge in this latter half of the twentieth century. It is worthy of the attention and understanding of social studies teachers and pupils as well as of others in the United States of America.



## PAKISTAN SENDS OUT FIRST WOMAN ENVOY

The appointment of women as ambassadors has now become accepted practice in the United States. But not so in the Moslem world. Therefore the appointment of Begum Liaquat Ali Khan as ambassador to the Netherlands from Pakistan marks a milestone in the entire Moslem world, stretching from North Africa to Indonesia and encompassing some 4000,000,000 persons.

Curious as to what peculiar talents brought about this remarkable appointment, I arranged for an interview with the Begum just before she left Karachi for her new assignment in Amsterdam and The Hague.

Our meeting took place in her home in Clifton Beach, a suburb of Karachi, where most of the embassies are located and where many of the Pakistani working in the federal government reside. The house is one of the many modern buildings which have sprung up in the capital, similar in style to the Spanish homes in our Southwest, built of concrete, and salmon in color.

The room in which we met was small but fascinating. Around the walls were photographs of government officials and several pictures of Mohammed Ali Jinnah, the founder of Pakistan. The central photograph, however, was a large illuminated picture of Liaquat Ali Khan, her husband, and the first Prime Minister of Pakistan until his assassination in 1951. Noticeable, too, was an attractive embroidered print of a scene from the Mogul days of this part of the world, standing in a prominent place in the room. On the table was a bowl of red zinnias which matched perfectly the upholstery of the chairs and divan.

As the Begum entered the room I caught immediately the sense of her charm and presence about which others had spoken so enthusiastically. Short and round-faced, her jet black hair and brown skin were set off sharply by the white silk shalwar or vull trouserlike costume, the colorful kamiz or frock, in green, yellow, and blue, and the airy-white duppata or headdress framing her face.

She was poised and confident as I asked her if she would be willing to tell me something about the persons who had influenced her most in her life. "First of all there were my parents, of course. Parents usually are the most influential on all of us, aren't they? she queried, with a twinkle in her eye and a soft smile spreading over her face.

### EDUCATION FOR SERVICE

Pressed a little on this point she said that they had encouraged her to get a good education and had implanted the idea of service in her.

"Then, in the prepartition days we were all of us inspired by Jinnah and Nehru and Ghandi," She paused a moment and a slight frown came over her expressive face and she added, "That was in the days when we were fighting for our independence from England and before the time of our great confusion." I did not stop to ask her what she meant by "our great confusion" as I was certain that she meant not only the struggle for independence, but the conflict which broke out between the Hindus and the Moslems, with its tragic results, and the migration of eight million Moslems to Pakistan and nearly as many Hindus to India.



Then her mind seemed to return to the question about influences and she said, "And then there was Mrs. Naidu, who used to come to conferences of students and certainly inspired many of us, particularly the young girls and women," So, among the women it was the poet and political leader of prepartition India who helped her to see what part women could play in the formation of modern nations.

#### STRONG INFLUENCES.

Again she paused, and I began to see that she did not speak glibly but carefully, respecting my question by giving it her full thought. "Most of all, it was Jinnah and my future husband, Liaquat Ali Khan, who influenced me. Jinnah was so proper and well-dressed, and so distinguished-looking. And you know how girls 'go' for that kind of man."

"And your late husband?" I asked a bit timidly for fear she would not want to recall his assassination.

"Oh, I was still a college girl then and used to hear him from the gallery, and we would applaud and applaud and applaud. He was such a wonderful thinker and such a powerful speaker." She spoke of one speech in particular, in which he opposed the Simon Report and in which he was able to help bring about a defeat of the report by one precious vote in the United Provinces Assembly.

I did not probe further. Her friends had told me of the great comradeship between these two, of the trips they had taken to England and the continent together, of his urging her to go into public life at the time of the massacres and mass migrations attending partition.

Instead, I asked her how she happened to go into educational and social service work when there were so many fields in which she could have contributed so well.

There was no hesitation this time. Promptly and emphatically she replied, "It was those awful days of partition and the sights before our eyes all the time. They were all around us. Something had to be done. No government could cope with it."

Then she told me about the work in feeding refugees in Karachi and Lahore, where upward of two million persons awarmed from across the Indian border, of trying to find accommodations for them, of getting cottage industries started, and schools for the children.

Asked how so many women could plunge into this work when they were in purdah, wearing the veils with tiny slits for their eyes, she answered, "Oh, that didn't matter. The women here wanted to help and they knew the men were busy at other things. They came and worked in their veils. One woman, for example, wanted to work in a hospital. Her husband didn't want her to give up purdah. So she made a compromise by keeping her veil and working in the hospital. But many came of of purdah to do this important work."

#### MANY WORK IN FIELDS.

In order to set me straight as a foreigner and westerner and Christian she added, "Of course, many women never were in purdah. There is nothing in the Koran that requires it. And many women, especially in the villages, have always worked

alongside their husbands, in the fields."

What she did not say was that her example, as the wife of the Prime Minister and as a personality with wide human appeal, had done much to bring many prominent women into this work with refugees.

"And after they had started working with refugees...." I remarked, and she picked up the clue quickly, speaking with animation. "This has led on to so many things. There is the All Pakistan Women's Association which we have organized, and the Pakistan Cottage Industries, the Model Colony for Craftsmen and our Nusrat Industrial Home here in Karachi," She had talked about the work "we" had done, but I knew that she had been founder of all these groups and also president of each of them.

She might have mentioned others, for she has also been founder and comptroller of the Pakistan Women's National Guard and Women's National Guard and Women's Naval Reserve, president of the Liaquat National Hospital Committee, and founder of the University Women's Association and the International Club of Karachi, as well as a member of many other organizations.

#### CHAMPIONED UNICEF

Our conversation then turned to the United Nations and her work as a delegate to the seventh General Assembly in 1952. It was at that meeting that she made one of her most brilliant speeches, an impassioned plea for the continuance of UNICEF, the Children's Fund.

Finally, I expressed my congratulations for her appointment as ambassador to the Netherlands, and a little regret that she would have to leave all her important work in Pakistan at this critical juncture.

A tone of regret entered her voice as she said "Yes, it was not an easy decision - and I go with some reluctance because there is so much to do at home. But I felt this was a recognition of the worth of women and could not refuse. Perhaps I can help a little in this way to bring the women of the world closer together."

So Begum Liaquat Ali Khan has set out for the Netherlands, a woman of Pakistan, accredited by Queen Elizabeth of England to the Court of Queen Juliana of the Netherlands. She enters this new field with all her charm, her training in politics, a remarkable command of English, a will to help people and her country of Pakistan as the Moslem world's first woman ambassador.

#### PAKISTAN ATTACKING WITH COURAGE ITS COLOSSAL EDUCATIONAL PROBLEMS

What a colossal task confronts Pakistan in education!" That is my general reaction after six weeks of intensive and extensive travel and study from Karachi north to the Khyber Pass and east to Dacca and Chittagong, visiting schools and colleges, talking with teachers and professors, directors of public instruction in the provinces, and the Minister of Education, Dr. I. H. Quereshi and his colleagues in the federal office.

Seven years ago when Pakistan was established, there were few schools in the country and a large proportion of the teachers, professors, and pupils were Hindus.

Literacy at that time was somewhere between 15 and 20 per cent of the population, with more Hindus than Moslems literate, so that the figure would be much lower immediately after partition.

#### EMERGING FROM COLONIALISM

Furthermore, Pakistan was saddled with a system of education which was intended to turn out a few good civil servants and clerks for the British colonial administration rather than to produce leaders of a new nation, technically skilled experts, and a mass of educated men and women for a democratic way of life.

Just as crippling was the credo of education to which so many Moslem educators clung, with its emphasis upon literary appreciation, philosophical interpretation, and historical background, stressing the Koran and other religious writings.

Teachers have been hard to find, since the prestige of the profession is not too high and the pay pitiful. A beginning teacher in a village elementary school earns 35 to 50 rupees a month about \$10 to \$15. True, they have little more than an elementary school education, but that is a mighty low sum in any part of the world. Secondary school teachers have more training, but they start at about 100 rupees a month or \$30 to \$35.

#### FINANCES

If all this were not enough, one still has to add the financial condition of the country as it affects improvements in education. This means that large sums of money could not be made available to education—at least in the first few years. They had to be invested in factories and capital equipment, dams and barrages, and irrigation canals, so that Pakistan would not be completely dependent upon the rest of the world.

Even the great awakening of many people to the need for education has been a handicap as well as a help to officials interested in schools and colleges, technical institutions, and mass education. As Dr. Quereski pointed out to this writer, the demands of the people and their expectations were far beyond the realm of realization. They wanted education but did not see the obstacles to obtaining it.

Among many of those who have demanded education for themselves or their children, the motivation has been largely materialistic. Education is seen as an escape from manual labor, as in many other parts of the world. The rush has been to get an education in order to qualify for a white-collar job or a technical position.

Still another hurdle has been the language problem. Classes in West Pakistan are conducted in Urdu from the first grade, even though children usually speak Pushto, Punjabi, Sindhi or some other tongue at home. To understand this situation, one might think in terms of conducting classes in the United States in German or French.

Unfortunately there has been no great demand for adult education. Just why is difficult to determine. Such a movement came in Turkey largely because of the dynamic leadership of Kemal Ataturk. There seems to be no equivalent leadership

in Pakistan. In Mexico it came with a social and economic revolution and because the common people knew that life could be better. There has been no such social and economic revolution accompanying the political revolution in Pakistan, and no nearby country to demonstrate that life can be better.

These are some of the reasons why I returned to the States impressed with the colossal tasks which confront educators in Pakistan today.

#### PROGRESS PROMISING.

Despite the difficulties confronting educators in Pakistan, considerable progress has been made in the last seven years. To meet the demand for education and to chart the needs of this new nation, a Six Year National Plan of Educational Development has been drafted. It calls for the establishment of 19 new colleges, 66 training institutions, 31 technical institutions, 13 commercial schools, 721 secondary schools, and 24,027 primary and 30 pre-primary schools.

These and other provisions make it an ambitious plan, but progress has already been made on it. For example, a new university has been opened at Rajshahi in East Pakistan and the Oriental College in Peshawar has been expanded and several new buildings built to accommodate this new school. The same can be said of the University of Karachi, in the nation's capital.

Some progress has also been made in starting technical and commercial high schools and colleges, which are so sorely needed as Pakistan undertakes partial industrialization. In 1951, the first technical high school was started in Karachi. Others are under way, the foundation stone for one at Lyallpur having been laid just a few weeks ago. With help from the Ford Foundation, a polytechnic college is being established in Karachi and home economics institutions are under way in Karachi and Lahore.

#### ELEMENTARY SCHOOLS OPENED.

The biggest job has been done in opening elementary schools throughout the nation. The Minister of Education recently announced that about 60 per cent of the boys in urban areas were now in school and that there were seven times the number of schools in the nation now as there were after partition. That is truly remarkable growth. The question arises as to whether it is better to continue building schools or to improve the education in those already existing.

A unique experiment is being conducted in Baluchistan in mobile schools. These are intended for communities with a few families, isolated from other parts of the country and unable to support a full-time teacher. A truck is equipped with books and supplies and the teacher becomes a circuit rider, moving from community to community, coming back every two or three weeks.

The Village Aid program and Radio Pakistan are two other promising practices in Pakistan. In addition, the departments of public information in some provinces are sending out sound trucks or boats into villages for evening programs, usually of documentary films. These often draw thousands of people.

#### TRAINING LEADERS.

Last year 10 Pakistani were sent to the UNESCO training center in fundamental education in Mexico and this year a similar group is studying there.



These trained persons will be used as leaders in mass education and Village Aid programs upon their return.

In the Thal project in the Punjab, 10 acres of land are being set aside for use by the schools for demonstration farming and gardens for the pupils. Eventually it is planned to build two small houses in each village in this area for teachers, to augment their meager salaries.

According to the Minister of Education, one of the greatest needs of Pakistan is a Central Institute of Education which would serve as a graduate school and research center. Its purpose would be to find ways and means of adapting new ideas in education to the peculiar needs of Pakistan. Plans are now being worked out for such an institute.

### RADIO PAKISTAN REACHES SCHOOLS.

One of the most promising instruments for education in Pakistan is Radio Pakistan, a federally owned and operated station in Karachi, with affiliated stations in Dacca in East Pakistan, Lahore and Rawalpindi in the Punjab, and Peshawar in the Northwest Frontier Province.

Every day but Sunday this station provides the people of Pakistan with eight hours of news, music, talks, and other forms of education and entertainment. On Sundays, the free day in most parts of Pakistan, it is on the air 12 hours. Paid for by the government, it has complete control of its programs and they are of a generally high quality.

Although it has not been used extensively as yet for education in the schools, a start has been made. In the federal district of Karachi there are now 80 secondary schools equipped with radios, using the programs in history, geography, civics, and health and hygiene which Radio Pakistan puts on in cooperation with teachers and pupils. A similar but less extensive program is conducted in schools around Lahore, capital of the Punjab.

The government of East Bengal has just bought 3,000 sets to install in villages and schools of that province. This will be the most extensive use of radio thus far for schools and the adult population.

Further use of this new instrument for education awaits the introduction of electricity outside the major cities.

# WORLD AFFAIRS MATERIALS

Brooklyn College

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(Please make checks payable to World Affairs Materials)

<b>Free and Inexpensive Materials on World Affairs</b>	1959	\$1.25
(A list of 1400 items available from different organizations)	if cash	\$1.00
<b>For Elementary Schools</b> (See also Materials on Africa)		
Studying Asia in Elementary Schools	1957	25c
Studying the Middle East in Elementary Schools	1959	35c
<b>For Secondary Schools</b> (See also Materials on Africa)		
Resource Unit on China	1959	50c
Resource Unit on India	1959	50c
Resource Unit on Japan	1957	50c
Resource Unit on the Middle East	1959	50c
Resource Unit on Southeast Asia	1959	50c
<b>Materials on Africa</b> (See filmstrip below)		
Scott <b>Africa: World's Last Frontier</b>	1959	.35
Ghana: Progress and Problems	1959	.25
Nigeria: Background Paper	1959	.50
Nigeria reprint from The Instructor	1960	.20
Studying Africa in Elem. and Sec. Schools	1959	.50
Map (In color, 48" by 72")	1958	1.25
Lindgren <b>Sia Lives on Kilimanjaro</b> Macmillan	1959	2.00
Paton <b>Land and People of South Africa</b> Lippincott	1955	3.00
Free and Inexpensive Materials on Africa	1959	.25
Aggrey Speaks, Nkrumah Speaks, and van der Post Speaks	1959	.25
Exploring the New Africa	1959	1.00
The New Map of Africa in My Mind	1960	.20
<b>Background Papers and Reprints</b>		
Pakistan	1956	40c
Challenges in International Education	1959	20c
Studying Other Countries	1959	15c
Education for the Community of 1985	1960	20c
<b>Speaks Series of Biographical Booklets</b>		
On Nehru, Ben-Gurion, U Nu, Gandhi, Einstein, Tagore and others	10c each; 18 assorted titles for	\$1.00
<b>Books</b> (See also two books above on Africa)		
Epstein <b>First Book of the United Nations</b> Watts 1960		\$1.00
Evans <b>People Are Important</b> Capitol		\$2.50
Everett and Arndt <b>Teaching World Affairs</b> <b>In American Schools</b> Harper 1956		\$4.00
Kenworthy (Editor) <b>International Understanding Through the</b> <b>Secondary Schools</b> , December, 1956 Bulletin of the National Association of Secondary School Principals		\$1.00
Kenworthy <b>Introducing Children to the World: In Elementary</b> <b>and Junior High Schools</b> Harper 1956		\$3.75
Liang <b>Tommy and Dee-Dee</b> Oxford Univ. Press 1953		\$2.00
<b>Filmstrips</b>		
Profile of Nigeria	In Color	\$6.00
Profile of Pakistan	In Color	\$6.00
Profile of Puerto Rico	In Color	\$6.00
Schools Around the World	Black and white	\$5.00
Beauty Around the World	Black and white	\$5.00