

STAFF WANTED FOR A MODEL SCHOOL.

*From the book of P. Ribes, s.j. "Foundry Workers or Gardeners"
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Intent of the Fable.

Teaching endowments V/S teaching degrees. What comes first?

Overstress on teaching degrees is not healthy.

Does a teaching degree automatically make anyone a good teacher?

To encourage young persons with teaching potential to secure good training.

Target audience:

Teachers and managements of educational institutions

Uses of the fable.

Pep talks to teachers and teachers to be

THE FABLE

In ages gone by, the animals in the forest planned to open a school for their little ones. The management of the school-to-be put an 'ad' in the papers that read thus:

***'TEACHERS WANTED FOR A MODEL SCHOOL. THOSE QUALIFYING
APPLY. INTERVIEWS ON MONDAY MORNING'.***

The interviews were most amusing.

First **a Sparrow**, timidly, approached the selection committee and submitted his application. It read thus: 'I apply for the post of a **singing teacher**'. The Committee questioned him: "Can you sing well? Do you have any experience in singing?" "Oh, yes," the sparrow replied. 'I can sing beautifully well from the day I was born,' and with that, the sparrow began singing the most beautiful and delicate tunes.

Abruptly, the board of examiners stopped his singing and curtly remarked: "We are not interested to know how well you sing. What we want to know is: "Have you been trained in a good reputable singing school? Please produce your singing certificates and diplomas in case you wish to be employed as a singing teacher in our school"

Taken aback, the sparrow replied: "Singing I can, as you heard me, but diplomas I have none". Impolitely and unceremoniously, the selection committee cut in and said: "We are sorry. In that case, we have no use of you here. We cannot employ you. ."

Soon afterwards **a Dolphin** turned up and requested: “I would like to be employed in your school as a **swimming coach**”. The committee inquired: “Where have you learned swimming? Do you possess any degrees or certificates from any certified swimming institute?” After ascertaining that the Dolphin had no degrees and certificates, the committee, without more ado, told him that he could leave the premises.

Then, **The Bees** came in and said: “You know how skilful we are in doing perfect geometrical figures. Our hives are marvels of skilled craft; we apply for the post of **craft teachers**”. Again, on hearing that they had no certificates, the committee peremptorily dismissed them.

A Deer turned up to teach the little ones **jogging**, **A Tiger** for **high and long jump**. **A Spider** for **spinning**, yet one and all were dismissed as unfit teachers.

All of them lacked qualifications, degrees and training credentials. Needless to say, the proposed animal school could not start.

Cause: there was a great dearth of qualified and trained Staff!

POINTS FOR REFLECTION AND DISCUSSION:

1. Are degrees and certificates important? Yes? No? Why? How much?
2. Will academic degrees, certificates and diplomas **by themselves** make a person an excellent and successful teacher? Why?
3. Mention in order of importance the essential endowments that will make a person an excellent teacher?
4. Will academic degrees, diplomas and certificates enhance the teaching quality of a person already endowed with teaching qualities? In what way? How much?
5. How to size up the quality of teachers?
6. Should jobs and employment – specially teaching jobs - **be necessarily** linked only to degrees, diplomas and high marks in the exams? Why?
7. What harm does the “degree mania” or rather the “pedigree mania” cause to society at all levels of activity?
8. Are the most qualified persons **necessarily the most suited candidates** for the jobs they seek? Why?
9. In actual practice, what happens with teaching jobs in our educational institutions? Who apply for them? Who secures them?
10. Actually speaking, what sort of teaching, many of our training colleges impart?
11. Are most of our teachers relevant, creative and interesting in their teaching? Why?
12. What are the main problems good teachers are facing today?
13. What are we giving most to our students, information or formation? Why?
14. Do our teaching gurus realize that instilling values to our students is more important than just stuffing knowledge into their heads? Can you justify this statement?
15. What methods and schemes would you propose to produce ‘ideal’ teachers and educators? Give suggestions.
16. Are our average Parents able to educate their children? What sort of training could they be given? Any suggestions.

17. How to win over the cooperation our Parents in the schooling of their children? Any suggestions?

SENTENCES FOR DISCUSSION.

- ✓ An old Spanish dictum reads: “What nature does not give, a university will not supply”
- ✓ Another old saying runs: “A donkey goes to Oxford and a donkey comes from Oxford”
- ✓ Out of a heap of mud you can’t carve a marble statue
- ✓ It’s possible to find “Highly unfit yet, highly qualified teachers”
- ✓ It is also possible to find “Highly successful yet, unqualified teachers”
- ✓ Teaching abilities plus good training qualifications make excellent teachers.
- ✓ We are affected today by “the degree” or rather the “pedigree mania”
- ✓ The ideal teacher is a combination of a good mind, an excellent training and a loving heart.
- ✓ **For effective teaching:**
 - **Factual knowledge and information are the means,**
 - **Formation of the students is the goal,**
 - **Love and kindness for the pupils is the ambience.**

