

CHAPTER VIII

TEACHERS THEIR STATUS AND TRAINING

Introduction

The effectiveness of any education system depends above everything else on an adequate supply of good teachers. There is a dearth of good teachers in Fiji. Until the teaching profession is able to attract within its ranks more men and women of the right type, there is little hope that the suggestions put forward in this study to improve the condition of education in Fiji will make much headway. Not only must teachers be trained in sufficient numbers to man the schools established to afford education to all children, but they must be of sufficiently high quality to ensure the success and effectiveness of the education imparted in the schools and its adaptability to the needs of the community. To reorient the school curriculum and the teaching Fiji requires teachers with vision, artistry and skill. No important change can be expected until the quality of the teaching personnel is improved. The crux of the matter is how to bring within the teaching fold men and women of the right type and in sufficient numbers. The remedy, it seems, lies in making the teaching profession attractive by improving the service conditions of teachers in all types of schools, by raising their economic status, and by enhancing the social esteem of the profession. The improvement of the general status of the teachers will not in itself produce good teachers. Adequate attention must also be given to their educational qualifications and professional training. These problems are discussed in the ensuing pages.

Improving the General Conditions of Teachers

It is acknowledged on all hands that the teacher occupies a pivotal position in any system of education. It is therefore important that the service conditions and remuneration are satisfactory and comparable with those possessing similar qualifications in other walks of life in order to attract and retain the best material. What the Indian Secondary Education Commission has to say concerning the plight of teachers in India has bearing on conditions now obtaining in Fiji:

We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teacher working in it. Priority of consideration must, therefore, be given to the various problems connected with the improvement of their status. During our tour, we were painfully impressed by the fact that the social status, the salaries and the general service conditions of teachers, are far from satisfactory.¹

By way of comparison it may be pointed out that in the advanced countries the teaching profession is held in high esteem. as one of the highest forms of social service. In the United States of America, for instance, the role and status of the public school teacher is described as follows:

Typically, the teacher occupies an honoured and enviable position in American life. In the average community, the teacher is among the best educated, the most economically secure, and the most highly respected. With the exception of college and university professors, and possibly clergymen, he has more leisure time for travel, cultural pursuits, and professional self-improvement than other professional groups.

¹ Indian Secondary Education Commission Report. Op.cit. P.163.

While having a lower standard of living than physicians, lawyers, and some engaged in commercial occupations, he compares favourably with them in economic security, as well as in the general respect accorded to his work...

Teachers find it easier than most other occupational groups to change positions at will, even to seek more attractive places to work in distant parts of the country. They have long summer vacations - usually two or two-and-one-half months - which they are free, if they so desire, to devote to supplementary employment. At the same time, they enjoy the various advantages of public service, protected in old age and illness by publicly supported programmes of retirement and insurance benefits. Above all, teachers everywhere have in common the personal satisfactions of living in an atmosphere of social utility. For most of them, no material benefits compare with the satisfaction of serving youth.¹

To one who served as a teacher in Fiji and is familiar with the lot of teachers there, the above description of the public school teacher in American society strikes as being Utopian. As it was pointed out earlier,² the teaching profession in Fiji is beset with a number of problems. The financial prospects offered by the profession are far from being satisfactory and as a result candidates with ambition and intelligence are not attracted to it. For the highly-qualified possessors of scarce skills such as chemistry, physics and mathematics, the profession represents an exceptionally poor choice. The profession does not enjoy the measure of social esteem which it deserves as one of the highest forms of social service. The majority of teachers, with the exception of a small minority who are fortunate enough to be employed in the government schools, work under extremely difficult conditions and they are

¹ C.A. Richardson, Helene Brule, Harold E. Snyder. The Education of Teachers in England, France and U.S.A. Paris, Unesco, 1953. Pp. 298-299.

² Supra. P. 115.

disgracefully exploited by astute leaders of the community, and their fate often hangs on the whims and caprices of the members of the school committees or board of governors. There is yet a further reason which deters ambitious young men and women from becoming teachers and this is because of the present policy of the Department of Education to reserve the key posts in the profession for "white" teachers who are indentured from New Zealand under the Scheme of Co-operation with the New Zealand Education Department and from the United Kingdom of Great Britain and Ireland. These defects must be remedied and suitable inducements and facilities will have to be offered in order to bring into the ranks of the teaching profession more men and women with requisite personal qualities and aptitudes.

There is yet another reason why immediate steps must be taken to improve the lot of the teachers. Candidates to the training college are recruited from amongst the students in attendance at or are about to leave secondary schools. The discontented teachers can adversely influence recruitment. Miss S. Panandikar in her brochure entitled the Teacher in India Today, writes,

Teachers in service, being discontented and dispirited, somehow emphasise in their talk as well as in their life the dull, mechanical and monotonous aspects of teaching and young people, hearing these views expressed often in such a forthright manner and seeing the hard facts before them, try to keep themselves away from the drudgery that is teaching.¹

The teacher can, however, encourage school leavers, particularly the brighter ones, to consider the teaching profession as a possible life-long career and this he can do most effectively by

¹ S. Panandikar. The Teacher in India Today. Delhi, Manager of Publications, 1957. p.8.

presenting the profession attractively. "It could not, however," as the McNair Report says, "honestly be so presented unless it were in fact attractive; and it can only be attractively presented with sincerity by teachers who themselves find in it a satisfying career."¹

Appointment and Security of Tenure

In 1960, 2,188 primary teachers and 251 secondary teachers were employed in Fiji. These teachers served in government, aided private and unaided private schools as in the following table:

TABLE 22
Teachers in Government, Aided and Unaided Schools in 1960*

	<u>Primary Teachers</u>		<u>Secondary Teachers</u>	
	<u>No.</u>	<u>%age</u>	<u>No.</u>	<u>%age</u>
Government Schools	197	9	68	27
Aided Private Schools	1,933	88	81	32
Unaided Private Schools	58	3	102	41
Total	2,188	100	251	100

* Department of Education. Annual Report for the year 1960.
Op.cit. P. 31.

Thus 91 percent of the primary teachers and 73 percent of secondary teachers were in the employ of the various privately managed schol committees.

Primary Teachers. The appointment of teachers in government primary schools is vested in the Director of Education. The

¹ Board of Education, U.K. Teachers and Youth Leaders. (Also known as McNair Report.) London, HMSO, 1944. Para. 65.

appointment of teachers in aided primary schools is controlled jointly by the independent school managements and the Director of Education. The majority of these primary school teachers in the aided schools are civil servants and they are being seconded to these privately managed schools. But the Director of Education has no say whatsoever in the case of the appointment of teachers in the unaided privately managed primary schools.

In view of the fact that this study recommends, for various reasons, that the Government of Fiji should immediately take over complete control of all the primary schools¹ and that free and compulsory education for the age-group 6-14 be introduced at an early date, the anomalies that now exist as regards the appointment, dismissal and retirement of teachers, other than the civil servants, employed by the various independent school committees will vanish. All the primary school teachers shall then become civil servants and shall be subject to the rules and regulations of the Government of Fiji now obtaining in case of civil servants.

Secondary Teachers. The Director of Education is responsible for the appointment of teachers in the government secondary schools, but the appointment of principals and senior masters in these schools is vested in the Public Service Commission. The Director of Education is a member of this Commission. All teachers serving in the government secondary schools are civil servants. The appointment of teachers in the aided secondary schools is in the hands of the Board of Governors, "but every such appointment shall be subject to the approval of the Director."² Teachers in the aided

¹ Supra. Pp. 66-79, 139-146.

² Government of Fiji. Education Ordinance. No.24 of 1960. Suva, Government Printer, 1960. Para. 48.

secondary schools are not civil servants; there have been a few cases where civil servants were seconded to one or two aided secondary schools. Teachers in the unaided secondary schools are appointed by the governing bodies and the Director of Education has no say whatsoever.

In 1960, 73 per cent of the secondary school teachers served in the aided and unaided secondary school. The procedure followed in appointing teachers in these privately managed schools varies from school to school. Before submitting his application, the prospective teacher canvasses amongst the committee members and seeks to create the necessary climate of opinion. In order to secure their favour he even spends ^{money} and lavishly entertains the committee members. Often teachers are appointed for personal or communal reasons. Suffice it to say that a considerable amount of unhealthy elements are brought in when appointments are made.

As regards dismissals even worse conditions prevail. Putting the teacher "on the mat" on hearsay stories is quite a common feature with some private schools and this drama is enacted with considerable excitement. Sometime a teacher is terminated abruptly and the reason usually given is "in the interest of the school your services are dispensed with." Sometimes when a school committee is not able to meet its commitments in regard to the teacher's increment or promotion due to him, the services of the teacher in question are terminated. Teachers serving in these privately managed secondary schools are ruthlessly exploited and are subjected to the most humiliating conditions. There is no Arbitration Board to whom the victimised teacher could appeal and submit his grievances.

It is not an uncommon practice amongst some privately

managed secondary schools to appoint teachers on an yearly basis. In some the probationary period is extended from year to year. Teachers appointed in these privately managed secondary schools have no security of tenure and no superannuation scheme whatsoever. Their fate hangs on "you are liable to instant dismissal in the event of misconduct, insubordination and inefficiency."

Unless these privately managed secondary schools adopt a more appropriate method of appointing teachers and offer a reasonable security of employment, dignity of work and adequate superannuation, there is little hope that they will be able to retain the services of good teachers for long or be able to attract teachers with requisite qualifications and experience. Knowing very well that there is no future for them in these privately managed schools, the teachers are always on the look-out for a better job, preferably in the government secondary schools or other branches of the civil service. To them these privately managed schools serve as mere stepping-stone for something better. Little wonder that the standard of education in these privately managed secondary schools, particularly in the unaided ones, is lamentably low.¹

The ideal solution to such a perplexing problem lies in making all secondary teachers civil servants and thus freeing them from the clutches of these independent school committees and boards of governors. These privately managed schools could then be staffed by teachers on secondment as now obtains in the case of aided primary schools. In Egypt, for instance, "all teachers are civil servants. Private schools are staffed by teachers on secondment."²

¹ Department of Education. Annual Report for the year 1960.
Op.cit. Para. 109.

² Compulsory Education in the Arab States. Paris, Unesco, 1956.
P. 66.

This scheme has many advantages in that all secondary teachers would be brought on par as regards appointment, dismissal, salary-scales, and superannuation and it would, at the same time, enhance the prestige value of teachers serving in the aided and unaided schools. The government may not be able to implement this measure in the immediate future in view of the difficult financial position.

Earlier in this study it was suggested, for various reasons, that all the privately managed secondary school should become grant-aided and that the Director of Education or his nominee be represented on the boards of governors. The Director should be responsible for advertising and calling applications on behalf of these privately managed schools. This step is deemed necessary in order to stamp out the malpractices now obtaining in some cases where applications are suppressed. All vacancies must be advertised in the local newspapers and closing date for receiving applications announced. All applications must be scrutinised by the board, the principal as an ex officio member. The prospective candidates, if necessary, must be interviewed by the board. Once the selection is finalised, the teacher must be given in writing the terms and conditions of service. The newly appointed teacher should be required to serve a probationary period of one year, and at the end of this period, his appointment, if he is found competent, should be confirmed on a permanent basis. It is suggested that a binding contract enforceable in the court of law be entered into between the two parties, that is, the school board of governors and the teacher. This is the practice in one aided secondary school, Shri Vivekananda High School, Nadi, Fiji, and it has worked satisfactorily.

Moreover, it is suggested that the Department of Education

create an Arbitration Board in each of the four Education Districts to hear appeals from teachers who have been victimised by the private school management. It is not suggested that the erring teacher should not be punished. If the work of a teacher remains consistently unsatisfactory or if he becomes guilty of a serious offence, he should of course be dismissed, certainly from the school in which he serves and possibly also from further service in the Colony. But no such disciplinary action should be confirmed except by the decision of the Arbitration Board, who should exercise this power only after giving the teacher concerned the fullest opportunity to state his case. A teacher's services should not be lightly dispensed with, as the Clarke Report aptly observes:

Qualified teachers may be regarded as valuable interest-bearing capital and no reasonable precaution against the loss of it should be omitted. We feel very strongly that to dispense lightly with the services of a trained teacher is a major offence against the interests of pupils and parents alike.¹

It may, however, be mentioned in fairness to the Department of Education that provision exists under the Education Ordinance 1960 for appeal against the decision of the Director of Education for "refusing to issue or cancelling any certificate or licence" to teach, and this appeal shall be heard by "a Board or Boards each consisting of three or more persons to be appointed by the Governor... and any determination by a Board shall be final and conclusive."² If the teacher in the civil service has a right to appeal against the decision of the Director of Education, there is all the more reason why ^{the} teacher serving in privately

¹ Report of the Commission on Education in Basutoland. (Also known as Clarke Report). Pretoria, Government Printer, 1945. P.42.

² Education Ordinance 1960. Op.cit. Para. 46.

managed school should have the right to appeal against the decision of the school board of governors.

Some of the measures suggested in the above two paragraphs were put forward by the Clarke Report to remove "dissatisfaction amongst the teachers" who served in the privately managed mission schools in Basutoland.¹ In India similar conditions obtained amongst the privately managed schools. The Indian Secondary Education Commission in 1953 suggested measures, not unlike the ones that this study suggests for Fiji, to improve conditions in private schools. The Commission says:

In privately managed schools there should be a small Selection Committee entrusted with the responsibility of recruiting the staff with the headmaster as an ex-officio member. It is also desirable that the nominee of the Department of Education should be on the managing Board.²

And as regards dismissals, and withholding of increments, the Commission says:

While we do not suggest that an erring teacher should not incur any punishment, we feel that whenever such punishments are meted out there should be provision for an appeal by the teacher to a higher authority... For this purpose, Arbitration Boards or Committees should be appointed which will have a right to look into these appeals and any grievances and to consider whether the punishment accorded, suspension, dismissal, stoppage of increments, or reduction to a lower status is justified. This Board should consist of the Director of Education or his nominee, a representative of the State Teachers' Association. The decision of the Board should be final.³

As regards security of tenure for teachers in privately managed schools in Fiji, there is yet another suggestion. In India

¹ Report of the Commission on Education in Basutoland. Op.cit. Pp. 42-44.

² Indian Secondary Education Commission Report. Op.cit. P.164.

³ Ibid. P. 160.

where similar conditions obtained as regards teachers in privately managed schools, Dean Mukerji suggested the following remedy (which could well be tried out in Fiji):

It is necessary that the interests of teachers are properly safe-guarded. State Department of Education in consultation with teachers' associations and other interested parties should draw up tenure systems that will give teachers in non-government schools security of tenure on a par with that of their colleagues in government service.¹

Economic Status of Teachers

Apart from those few fortunate ones who serve as principals and senior masters in government secondary schools, teachers in Fiji are grossly underpaid. If the teaching profession is to be made sufficiently attractive to secure qualified teachers salaries must be raised substantially and suitable annual increments must be provided automatically for teachers whose efficiency continues to be satisfactory. "One of the best means of encouraging teachers to remain in the profession," says Unesco Educational Mission to the Philippines, "is to establish satisfactory provisions for retirement."² Most countries with advanced educational systems have such schemes. Generally speaking, the economic status of the teaching profession compares very unfavourably with other professions like law and medicine. Before we suggest ways and means of improving the economic status of teachers in Fiji, let us glance at the salary-scale for teachers in government service, in the table below:

¹ S. N. Mukerji. Education in India Today and Tomorrow. Baroda, Acharya Book Depot, 1960. P. 333.

² Report of the Unesco Educational Mission to the Philippines. Paris, Unesco, 1960. P. 48.

TABLE 23

Scales for the Teaching Profession⁺

<u>Primary</u>	<u>Post-Primary</u>	<u>Scales</u>
Mistress Class 4		£156x12- 180x20- 340
Master Class 4		156x12- 180x20- 360
Mistress Class 3		360x20- 400x25- 500
Master Class 3		380x20- 400x25- 525
Mistress Class 2	Mistress Grade D	525x25- 600x30- 660
Master Class 2	Master Grade D	550x25- 600x30- 720
Mistress Class 1	Mistress Grade C	720x30- 840
Master Class 1	Master Grade C	750x30- 840x30- 920
Mistress Sp'l Grade*	Mistress Grade B*	880x40-1,000
Master Sp'l Grade*	Master Grade B*	960x40-1,000x50-1,100
	Mistress Gd. A*	1,000x50-1,100x50-1,200
	Senior Mistress*	1,250x50-1,400
	Senior Master*	1,250x50-1,400
	Principal*	1,550
	Principal, Nasimu	
	T.T.College*	1,600

* The scales for these posts now carry a post allowance ranging from £165 at £880 to £280 at £1,600.

⁺ Indian Community Memorandum - 1959. Op.cit. P.31.

The above table gives salary scales for teachers who are civil servants, that is, for teachers serving in the government schools and aided primary schools. "The stars," as the Memorandum puts it, "also indicate the fortunate teachers on the higher scales of salaries, and those without stars are ill-starred teachers."¹ Higher teaching posts in the government secondary schools are filled by imported "white" teachers from New Zealand, Australia and the United Kingdom and "comparatively few local teachers are in the higher salary grades".² Teachers serving in

¹ Indian Community Memorandum - 1959. Op.cit. Para. 126.

² Loc.cit.

the aided secondary schools are not civil servants and the above scales of salaries are not applicable to them. Each aided secondary school has its own salary scales for teachers but they compare very unfavourably with the government scales for civil servants. There are no fixed scales of salaries for teachers serving in the unaided primary and secondary schools. In fact the unaided secondary schools carefully refrain from laying down any fixed scale for teachers.

Civil Servants are eligible for pension on retirement but there is no such superannuation scheme for the teachers serving in the aided secondary schools and unaided primary and secondary schools. Teachers in the government secondary schools are provided with free quarters. A few aided secondary schools provide quarters but deduct 10 percent from the teachers' salaries. Unaided secondary schools do not make any provision for quarters whatsoever for their teachers. Quarters exist at a few government primary schools and they are given free. Teachers serving in aided primary schools, particularly in the villages, are usually provided with free quarters, though some of them are mere shacks. All civil servants are entitled to free medical benefits. Only those civil servants who are on higher salary-scales are entitled to overseas leave once in every three years of continuous service.

In 1954, the Colonial Secretary of Fiji had set up a Committee to review the salaries of teachers who were civil servants with the following terms of reference:

To review the adequacy of the salaries at present attached to the posts in the Teaching Division of the Department of Education, having regard to:

1. the qualifications for and the responsibilities of such posts,
2. the salaries paid to teachers in New Zealand and other countries from which they are recruited in the case of posts which/

are normally filled by recruitment from overseas,
3. proposals for salaries of related posts which are being made by Mr. Justice Carew, who is making a similar survey in respect of all other posts on the permanent establishment of the Civil Service,
and to make recommendations.¹

The Committee was made up of four members, three of them were civil servants and one private medical practitioner. The teaching profession was not represented on this Committee which sat on judgment on teachers' salaries! The Committee divided the teaching profession into three groups:

1. The Principals of the main institutions;
2. a considerable staff of New Zealand teachers both male and female, recruited under the Scheme of Co-operation with New Zealand and appointed to various schools in the Colony;
3. locally recruited and trained teachers who form the bulk of the teaching service, and are concerned almost entirely with primary education.²

The Committee recommended that the Principals' salaries be substantially increased and that they be given free quarters. This recommendation was based on the argument that "the history of the great schools of the English speaking world is the history of their headmasters. Schools rise and fall according to the character of the man at the top".³ In 1954 all the Principals in the government secondary schools were "white" teachers recruited from overseas.

The Committee recommended that the teachers recruited from New Zealand should also be provided with free quarters and that their salaries be raised substantially. In some cases their salary increments, recommended by the Committee, ranged between 10 to 20

¹ Report on Teachers' Salaries, 1954. Suva, Government Printer, 1954. Para. 1.

² Ibid. Para. 6.

³ Ibid. Para. 10.

percent.¹ This phenomenal increase given to teachers recruited from New Zealand was based on the Committee's extravagantly fanciful argument:

A Master from New Zealand often has to meet the expense of setting up a house in Fiji, buying a refrigerator, furnishing and other items, and at the same time he is separated from the considerable Social Security benefits obtainable in New Zealand.²

The irony of the fact is that most of the teachers who are recruited from New Zealand under the Scheme of Co-operation are newly trained teachers and wish to escape from "country service" required of teachers in New Zealand. New Zealand teachers who had served in Fiji for a term of three years are exempted from "country service", upon their return to New Zealand. The Committee was aware of this fact.

Few Masters or Mistresses renew their contract for a second term and in some cases their acceptance of a period of teaching in Fiji is only a device to avoid the New Zealand requirement of three years country teaching. Teaching in Fiji counts as country service and it is probably this rule which has ensured a supply of Masters to Fiji. While it certainly does not apply to all, there is little doubt that some have come to Fiji for no better reason than to escape a requirement which is disliked; neither a sense of vocation nor the merits of the service conditions have drawn them to the Colony. They await their return to town life in the Dominion. A satisfactory service with continuity cannot be obtained in this way.³

And yet the Committee saw fit to encourage teachers from New Zealand by giving their scales a substantial boost, and also free quarters!

This Committee dealt the cruellest blow to the locally trained and locally recruited teachers who form the bulk of the

¹ Ibid. Appendix 1, p.4.

² Ibid. Para. 13.

³ Ibid. Para. 12.

teaching profession. Despite the fact that the Committee realised that "they are the backbone of the teaching service and in their hands rests the future of the children of the Colony"¹ and yet goes on to say:

But they are teaching at home in their own environment and therefore, in the nature of things, do not present the same problems. They do not need to be acclimatised, they are not troubled by thought of a home and relatives overseas, they are amongst their own people.

It is necessary therefore only to ensure that conditions are such as to attract the right material. In this we are concerned to learn that the quality of pupils entering the Teachers' Training College is seriously below the desirable, let alone the optimum standard. A student leaving Natabua or Queen Victoria School with the New Zealand School Certificate we learned rarely considers going to the Teachers' Training College where the standard of entry is lower - the Qualifying Examination. It is important that the best candidates should be attracted to the teaching profession. Unfortunately here it would be unrealistic to consider the problem except in the context of cost. Their numbers are so great that an attempt to attract merely by increased salaries would add so much to the cost of education in the Colony that fewer Teachers could be supported and the objective of a general raising of the standard for all would be defeated... The remedy is to give incentive and opportunity, so that the well qualified pupil may see the chance of going through to senior positions carrying responsibility and commensurate rewards.²

This was an unkindest cut of all. The Committee saw fit to leave the local teachers with mere "incentive and opportunity". It is abundantly clear that the claims of the local teachers to a decent living was summarily disposed. Doesn't a local teacher need money to meet the expenses of setting up a house for himself? Doesn't he require a refrigerator, furnishing and other items?

No wonder the teaching profession in Fiji fails to attract the

¹ Ibid. Para. 18.

² Ibid. Para. 18-19.

best material. The official attitudes towards the local teachers must be changed. By paying the teachers so poorly society shows little respect for the teaching profession. It would be a sad day for education if the chief attraction of the teaching profession ever became the money to be earned in it. Salaries are, nevertheless an important aspect of the supply problem; pay and quality are closely connected; the social status of teachers depends, in part at least, on pay. A teacher is a human being; not a class apart. He looks forward to a life which will be compatible with personal interests, with family responsibilities and with the efficient discharge of professional duties. It is only natural that he should expect reasonable economic security. In this connection it is relevant to quote the wise words of the McNair Report:

We do not suggest that teachers, in contrast with most other people, should be wholly freed from anxiety about their financial position. But when we consider the nature of the work of teachers, the need for their enjoyment of a life of reasonably high cultural standards, and the fact that they have domestic and family responsibilities not differing from those of other men and women, we urge most strongly that current salaries for the great majority of teachers... are demonstrably inadequate.¹

To improve the economic status of teachers in India, the Secondary Education Commission recommended the following measures:

1. Implementation of such scales of pay that will meet in fair and just manner the varying cost of living.
2. The inauguration of the triple benefit scheme of Pension-cum-Provident Fund-cum-Insurance.
3. Teachers be given free medical attention and treatment in hospitals and dispensaries.
4. The children of teachers should be given free education throughout the school stage.

¹ Teachers and Youth Leaders. Op.cit. P. 34.

5. Through a system of co-operative house building societies, teachers should be provided with free quarters so as to enable them to live near the school and devote more time to the many-sided activities of the school.
6. The age of retirement in the case of physically fit and competent teachers may be extended to 60 with the approval of the Director of Education.¹

One could unhesitatingly recommend the adoption of the above measures for improving the lot of teachers in Fiji. The disparity that now obtains as regards salary scales, quarters, superannuation, medical benefits, etc., amongst teachers working in government, aided and unaided schools should be removed immediately. Teachers possessing similar qualifications and performing same type of work should be treated on a par on all matters irrespective of the type of institution in which they happen to work.

Pay. There is considerable dissatisfaction about the scales of pay for teachers in different grades of schools. The commencing salary of primary school teachers is very low, in fact no better than the lowest ranking civil servants - the clerks. The scale for the clerical grades in the civil service is as in the table below:

TABLE 24

Salary Scales for Clerks*

Class III Clerk (Male) ...	£132x12 - 180x20 - 400x25 - 500
Class III Clerk (Female) ...	132x12 - 180x20 - 400x25 - 450
Class II Clerk (Male) ...	525x25 - 600x30 - 720
Class II Clerk (Female) ...	475x25 - 600
Class I Clerk (Male) ...	750x30 - 840x40 - 920
Class I Clerk (Female) ...	750x30 - 840x40 - 920

* Salary Revision 1954. Suva, Government Printer, 1954. P.3.

Let us compare teachers' salary scales given in Table 23 at page 320 and scales for government clerks in the table above. Let us

¹ Indian Secondary Education Commission Report. Op.cit.Pp.166-171.

for argument take two young men X and Y both aged 18 years and possessing similar qualification, say Cambridge Oversea School Certificate. X joins the Teachers' Training College, Nasinu, and Y takes up a clerical position in the Civil Service with a monthly salary of £11. After two years of professional training, X becomes a civil servant and takes up his first teaching appointment with a monthly salary of £13. Y also served for two years and is now drawing £13 per month. At the age of 20 both X and Y are on the same scale of £13 per month. With two years of professional training X is no better off than his friend Y, in fact X is the poorer for Y has earned £276 in two years. Before X can reach his maximum salary of £920, he must go through three promotion "bars". Y's maximum is also £920 but he has only two promotion "bars". If everything goes well X will reach his maximum scale of £920 per year at the age of 53 years (2 years at the training college and 33 years of service), whereas Y will have reached his maximum scale of £920, a year earlier at the age of 52 years (34 years of service).

The commencing salary for both primary and secondary teachers and the maximum salary for the primary teachers must be substantially raised. The scales for higher grade secondary teachers are adequate and compare very favourably with the scales for the executive officers of other branches of the civil service. If the teaching profession can give no higher commencing salary than what a clerk gets, the best material will naturally take up clerical positions; for this consideration of immediate earnings greatly influences young people and their parents, more so if the sacrifice of immediate earnings does not result ultimately in a higher salary.

It is not the intention of this study to frame new scales of salaries for teachers in the different grades of school. Disparity

of salary scales should be removed immediately and all teachers should be placed on a uniform scale providing additional remuneration for improved qualifications, satisfactory service and greater responsibility. Increments should be given automatically to teachers whose efficiency continues to be satisfactory. For guidance however, it is suggested that the salary scales should satisfy the following four conditions laid down by the McNair Committee:

1. A test of personal needs: they should make possible the kind of life which teachers of the quality required ought to be enabled to live;
2. A market test: they should bear a relationship to the earnings of other professions and occupations so that the necessary supply of teachers of the right quality will be forthcoming;
3. A professional test: they should not give rise to anomalies or injustices within the teaching profession; and
4. An educational test: they should not have consequences which damage the efficiency of the education provided in any particular type of school or area.¹

The Governor of Fiji should cause a Committee to be set up to review the salaries of teachers. It is suggested that the composition of this Committee should be as follows: the Director of Education, the Chief Inspector of Schools, the Commissioner of Labour, 2 representatives from each of the three teachers' associations: Fiji Secondary Teachers' Association, the Fiji Teachers' Union, the Fijian Teachers' Association, one representative from each of the following bodies: Shri Ramakrishna Mission, the Arya Samaj, Fiji Muslim League, the Fijian Association, the Fiji Indian Association, and the Chief Justice of Fiji, who shall be the chairman. Suitable terms of reference should be given to this Committee "to review the scales of pay of teachers of all grades and to recommend such scales of pay that will meet in a

¹ Teachers and Youth Leaders. Op.cit. P. 32.

fair and just manner the varying cost of living".¹ The pay scales recommended by this Committee should be applicable to all types of institutions in Fiji: government, aided and unaided. The government should make it a condition for privately managed schools that recognition shall be dependent, inter alia, upon their implementing government scales of pay for teachers employed by them. In Queensland, Australia, for instance, teachers' salaries in certain private schools are fixed by the "Industrial Court".²

Pay undoubtedly is decisive factor in raising the economic status of teachers. There are other associated factors which would help in improving teachers' economic security and deserve serious consideration. These are superannuation, quarters, medical relief, free education for teachers' children up to secondary stage, and leave allowance. Besides these there are other allowances and privileges such as, residential allowance, family allowance, cost-of-living allowance, etc., which teachers in educationally advanced countries enjoy,³ but these allowances will accrue to teachers in Fiji in the fullness of time, that is, when Fiji's economic position is sufficiently improved.

Superannuation. Teachers who are civil servants are entitled to pension on retirement. 73 percent of secondary teachers and more than 9 percent of primary teachers in 1960 were not covered by any superannuation scheme. It is suggested that the management of the private school should be required to operate a scheme of Provident Fund as now obtains in some States in India. The

¹ Terms of reference suggested by the Indian Secondary Education Commission Report. Op.cit. P. 184.

² Secondary Teachers' Salaries. Publication No. 157. Paris, Unesco; Geneva, IBE, 1954. P. 71.

³ Ibid. Pp. 41-66.

findings of the Indian Secondary Education Commission reveal:

Generally, the teacher subscribes an amount not exceeding $6\frac{1}{2}$ percent of his salary and an equal amount is contributed by the management and the State or by the Local Board concerned, the whole amount being invested in some kind of securities and paid to him at the end of his service. Teachers who are transferred from one educational institution to another have the right to have their Provident Fund also transferred.¹

Some such scheme must be worked out for teachers other than the civil servants in Fiji, if teachers serving in the privately managed schools are to be relieved of worries about the future of their family.

The Study on Secondary Teachers' Salaries conducted jointly by UNESCO and IBE shows that in the following countries: Columbia, Honduras, Netherlands, Sweden and the United Kingdom (optional), provision is made for retirement scheme for teachers serving in privately managed schools.²

Quarters. Teachers serving in government secondary schools and aided primary schools are provided with free quarters. A few aided secondary schools provide quarters but deduct 10 percent from the salaries of teachers concerned. If teachers, in addition to their professional duties, are to organise and supervise the extra-curricular and the many sided activities calculated to make the school a community centre it is desirable that they should be provided with free quarters near the school. And in towns where this may not be practicable on account of lack of space, it is suggested that the teachers be given gratuity not exceeding 10 percent of their salaries; this would help defray rentals. At one

¹ Indian Secondary Education Commission Report. Op.cit. P.167.

² Secondary Teachers' Salaries. Op.cit. Pp. 64-66.

time privately managed schools used to pay 10 percent of the salaries to teachers who were not provided with quarters and this allowance was then styled COLA (cost-of-loving-allowance).

Medical Relief. Teachers who are civil servants are entitled to free medical benefits. There is no reason why this elementary privilege should not be extended to all teachers serving in the privately managed schools. In countries where social security benefits exist, such as New Zealand, all are given free medical treatment.

Free Education of Teachers' Children. This will be a new measure for Fiji and it will go a long way in relieving the teachers, particularly those in the lower income brackets, of the anxiety of meeting school fees. This measure could be introduced in two stages: first free primary education and when primary education becomes free and compulsory, then secondary education. This practice obtains in one State in India:

We were glad to note that in one State the children of all the teachers are given free education up to the middle stage, and half-fee concession at the high school stage, the State compensating the management concerned for the loss of the fee on this account.¹

Leave Allowance. At present only civil servants are entitled to sick leave, casual leave and, in the case of women teachers, maternity leave. This privilege should be accorded to all teachers in privately managed schools. There should be uniform leave rules applicable to all types of institutions.

Civil servants who are on higher salary scales are given overseas leave for three months during summer vacations once in every

¹ Indian Secondary Education Commission Report. Op.cit. P.169.

three years of continuous service. They are on full pay while on leave and each teacher is entitled to three first class adult fares (husband, wife and two children) both ways. This privilege should be accorded to teachers on equivalent scales in privately managed schools.

Overseas study leave should also be given to teachers holding responsible positions. At present overseas study leave is granted to administrative officers to study administration in advanced countries like England. There is all the more reason why teachers in key positions should be given study leave on full pay to go overseas for a period ranging from 6 to 12 months to study educational work, and perhaps gain more experience, in educationally advanced countries such as the United States of America, England, Australia and New Zealand. Such study leave should be granted by the Department of Education to teachers from either government or privately managed schools, the chief criterion for selection being the extent to which the teacher will gain by his study and experience for use on his return.

Teachers from Overseas

The Department of Education recruits teachers from New Zealand under the Scheme of Co-operation with the New Zealand Education Department, from the United Kingdom and Australia. These teachers are employed by the Education Department and they are usually given key positions in government secondary schools and educational administration. Private school managements also get teachers from overseas; Indian committees recruit teachers from India and the missions from New Zealand, Australia, the United Kingdom or the United States of America.

It is only in the fitness of things that this study should

record with gratitude the very valuable and vital service that these overseas teachers have rendered and still continue to render to the cause of education in Fiji. Not very long ago all government and mission secondary schools in Fiji were entirely staffed by overseas teachers.

The present Director of Education has high regards for local teachers. In fact he has not been slow in rewarding deserving teachers with commensurate positions of responsibility. One of the two government secondary schools for Indians is entirely staffed by the Indian teachers who have had overseas training, and the other one has only four teachers (Principal, 2 Science Masters, 1 Mistress Grade A) who are overseas recruits. Even on the administrative side local teachers have been given responsible positions. One Fijian has been appointed, only recently, Assistant Director of Education, and several Indian teachers are Education Officers. These are very encouraging signs and one can confidently expect that when Fiji-born teachers with adequate educational and professional training and experience are available, all government secondary schools and key positions in educational administration will be manned by the locals. It is hoped that the private school managements will also adopt a likewise policy.

As a precautionary measure, it is suggested that the Department of Education keep a close check on the importation of overseas teachers by private school managements. The Director of Education should refuse to recommend to the Immigration Officer the issue of a permit to an overseas teacher if a suitably qualified and experienced local teacher is available. And, if warrants, an overseas teacher may be recommended a

two-year renewable permit. This step will ensure that the Fiji-born teachers as and when they come home with university qualifications and training are not without jobs. This practice obtains in Ceylon.¹

Social Status of Teachers

The teaching profession in Fiji does not enjoy the measure of social esteem which it rightly deserves as one of the highest forms of social service. For this deplorable state of affairs the government, the general public and the teachers must all share the blame.

Generally, the teacher is the lowest paid civil servant amongst the various branches of the civil service; his pay scales compare very unfavourably even with the clerk's. By paying poor salaries to the teachers the government shows little respect for the profession. The teacher is doing work of vital importance but this is not appreciated let alone being given recognition. The teaching profession is not given any measure of professional self-government; teachers do not serve on the Teachers' Salary Committee, District Education Boards, or School Committees. No teacher was ever mentioned in the Despatches or listed for meritorious service to be announced on such important occasions as Queen's Birthday Honours and New Year's Honours - let alone being honoured. Teachers are rarely invited to 'civic receptions' or Governor's Parties.

The general public too failed to realise and appreciate the importance of the teachers' work. Private school managements

¹ Secondary Teachers' Salaries. Op.cit. P. 94.

unscrupulously exploit teachers and on occasions subject them to most humiliating conditions. Teachers are required to toe the line of the local leaders and canvass votes for them during elections.

At public and private functions doctors and lawyers and even lawyers' clerks are provided with chairs and given prominence whereas the teachers must take their place amongst the back-benchers. Even in associations, clubs and sporting bodies teachers are rarely honoured as office-bearers. Suffice it to say that the general public regard teachers as "skilled workers" engaged in the great struggle for bread and butter and, therefore, they must be "tolerated".

Teachers themselves are partly to be blamed for the loss of their social status. Majority of teachers are teachers not by choice but by force of circumstances - love for white collar jobs. In order to make ends meet some teachers engage in business activities or other kinds of work to earn supplementary incomes - some teachers are retail shopkeepers, farmers, private tutors, etc. Some have no sense of vocation, teaching being equated to dishing out notes and instruction from nine to three. Teachers go into the classroom unprepared and at times they are in the grips of morpheus - the nights being spent in merry-making and drinking. Such teachers naturally fall in the eyes of the public. Even the pupils soon get to know where the teacher was "last night"! Some teachers behave shabbily and a number of them have been convicted for various offences such as "drunk and disorderly", "driving under the influence of liquor", "fraudulent conversion of school money", and so on. It must, however, be mentioned in fairness to a number of good teachers who are imbued with a strong sense of duty and are dedicated to the cause of education.

A few headmasters have distinguished themselves with their exemplary conduct in their daily lives and are exercising salutary influence on the people - guide, philosopher and friend of the people living in the villages.

Is there any hope for the profession? Where lies the redress for this situation? It may be stated at the outset that the social status of the teaching profession cannot be improved with the stroke of the Director's pen. Like culture of a country, it must grow slowly; all that can be done is to nurture it.

What is required is a change of heart by the government officials, by the people, by the teachers themselves. No good can come out by blaming the other party. Everyone must realise that, whatever the age of children taught, and whatever the school, the teacher is doing work of vital importance. A lot depends on the teachers themselves. To begin with they must have faith in their profession - it is a "noble" profession. It should be the endeavour of all teachers to set the highest example of good conduct in their daily living. In fact every teacher should be a paragon of virtues. The teacher must set up high example of professional integrity in order to enlist the co-operation and support of all connected with the education of children in Fiji.

The government officials can help in raising the social status of teachers. As the Indian Secondary Education Commission says:

There is a growing feeling that the lead in this matter should be taken by persons in high public positions who should show special recognition of the status and dignity of teachers and treat them not on the basis of their salary and economic status but on the importance of the nation-building work that is entrusted to them. If they do so, society would follow their example in due course. At important public and

ceremonial functions, the head of the State or the Minister or the District Officer concerned should invite representatives of the teaching profession and gives them a position of honour... They must also be consulted in all matters pertaining to education so as to strengthen their sense of professional responsibility.¹

Professional Self-government. The teachers are represented on the Education Advisory Council and this is the only educational body in which they are given any say. They are hardly ever represented on the district educational committees or school governing bodies. The headmaster is the only professional person usually present at the school governing body - he is required to attend but has no vote. Teachers are mainly appointed by the lay people; their conditions of service are determined in negotiation with employing authorities of lay people; their professional lives are to some extent controlled by lay people. As has been said, some of the weaknesses of the teachers as a professional body springs from the lack of respect in which their profession has been held by the government and the general public.

Self-government is an index of professional status. One of the major ways of improving the status of the teachers is to give them more professional self-government. As the University Grants Committee wrote in 1921 about university lecturers: "It appears to us imperative that the lecturers should be given an effective voice in internal administration."² There is good reason why teachers should be given more professional self-government, as John Vaizey says:

¹ Indian Secondary Education Commission Report. Op.cit. P.163.

² As quoted in John Vaizey. Education for Tomorrow. London, Penguin Books Ltd., 1962. P. 94.

One advantage of professional representation is that it involves a profession in a discussion of public interest as well as its own. Once a profession is given the task of administration, the cold war between bureaucrats and workers in the field tends to become an internecine struggle. This is a social gain because it means that administration becomes less rigid, less bureaucratic, if only because it is more acceptable. Administration is also more effective.¹

Giving teachers some control over their daily lives diffuses power, which is a good thing. A profession gives status to a group of people and in return the public are entitled to expect certain standard of behaviour. In return for control, responsibility must be accepted. This is not, of course, to say that the teachers should be given so much power that they could give themselves jobs, hide their own misdemeanours, spend public money, or behave irresponsibly.

To the teachers we give enormous possibilities of influence while denying them the actual exercise of administrative power. For no weapon is more devastating than the forming of a child's mind, and the teachers are given virtually absolute discretion in that respect of their work. It seems, therefore, the height of absurdity to give a teacher the power to teach many children the difference between right and wrong, truth and untruth, seemly and unseemly behaviour, while at the same time we deny him the authority to help choose his colleagues or plan the provision for education in his area.

Teachers' Organisations. The teachers' organisations are loose bodies and almost all follow trade-union path, that is, demand for more pay. Teachers must organise themselves into

¹ Ibid. Pp. 94-95.

effective associations or bodies and present a unified front. Union is strength. They should give up the trade-union path of a demand for pay; they should demand for more professional self-government. They should seek power first, pay would follow afterwards. Regarding teachers' associations in England C.A. Richardson writes:

The teachers' professional organizations are large and powerful and are always available in the interests of the individual. They exercise their power wisely and in fruitful collaboration with those upon whom the welfare of their members depends. They hold no brief for inefficiency or for conduct unbecoming to the profession. On the contrary they act always in the interests of academic standing and professional competence in the widest sense.¹

And as regards teachers' associations in the U.S.A. Harold E. Snyder writes:

Those teachers' associations in which membership is voluntary, strive to improve the working conditions, salaries, and prestige of their own profession, the teachers, administrators and supervisors of the elementary and secondary schools...

Most professional organizations concerned with public education are more than agencies for the protection of the 'rights' of the profession, although such protection usually remains an important part of their total responsibility. These associations take particular pride in their efforts to raise the standards of American public education, one of their most important functions being to encourage and assist their members to develop in individual professional competence. This includes active programmes designed to enlarge the educational horizons of their members.²

Training of Teachers

All our efforts in education depend on teachers. Teacher education is the key to adequate provision of both primary and

¹ C.A. Richardson, Et al. Op.cit. P. 107.

² Ibid. Pp. 336-337.

secondary education. The whole success of compulsory education will depend on the supply of teachers. Fiji wants more teachers, good teachers and better types of teachers. The Jeffrey Report (African Education) stressed the disastrous results of expanding educational facilities beyond the supply of trained teachers. The Report says:

Since teachers are the products of the schools... you cannot have good teachers until you have good schools or good schools until you have good teachers. In one way or another, the pump must be primed... An increase in the number of really good teachers should be the spearhead of educational progress... and there is no single aim on which effort could be concentrated to greater advantage.¹

Present Position. There are two teacher training colleges in Fiji - the government Nasinu Teacher Training College and the Roman Catholic Church controlled Corpus Christi Teacher Training College - and in 1960 they turned out 117 teachers (Nasinu 109, Corpus Christi 8). Primary school roll is growing faster than the number of trained teachers are available to teach them, and, consequently, the employment of untrained teachers is on the increase - untrained teachers numbered 396 in 1960 compared with 316 in 1957.²

In 1960, 2,188 teachers were employed in the 534 primary schools in the Colony, and their qualifications were as in the following table:

¹ As quoted in Education in the United Kingdom Dependencies. Op.cit. P. 18.

² Department of Education. Annual Report for the year 1960. Op.cit. Para. 51, 143-145.

TABLE 25

Primary Teachers Classified by Qualifications*

					<u>Male</u>	<u>Female</u>
<u>Approved Graduates:</u>						
Trained	...	...	...	...	1	3
Untrained	...	...	...	...	-	-
<u>Completed Secondary School Course:</u>						
Trained	...	...	...	...	43	45
Untrained	...	...	...	...	8	2
<u>Not Completed Secondary School Course:</u>						
Trained	...	...	...	...	1,070	635
Untrained	...	...	...	...	182	199
TOTAL					1,304	884

* Department of Education. Annual Report for the year 1960.
Op.cit. P. 29

The position with respect to secondary school teachers is even worse. 251 teachers were employed in 45 secondary schools in 1960 and their qualifications were as in the table below:

TABLE 26

Secondary Teachers Classified by Qualifications*

					<u>Male</u>	<u>Female</u>
<u>Approved Graduates:</u>						
Trained	...	...	...	...	61	26
Untrained	...	...	...	...	30	6
<u>Completed Secondary School Course:</u>						
Trained	...	...	...	...	28	24
Untrained	...	...	...	...	30	13
<u>Not Completed Secondary School Course:</u>						
Trained	...	...	...	...	19	6
Untrained	...	...	...	...	6	2
TOTAL					174	77

* Department of Education. Annual Report for the year 1960.
Op.cit. P. 30.

Out of 251, 123 were graduates, 95 had completed secondary education and 33 had not even completed secondary education; 87 were untrained teachers. In 1960, therefore, there was a shortage of 128 secondary teachers if we discard those as unfit who have had no university education, and if we take only trained graduates, then out of 251 teachers only 87 possessed the necessary qualifications to teach in secondary schools.

The problem of teacher education in Fiji must, therefore, be attacked on two fronts: to train more teachers for primary and secondary schools and at the same time to improve the educational and professional qualifications of those already in service.

Expanding Teacher Training Facilities. Since the school roll is rising faster than the number of trained teachers are available to teach them, the only solution is to increase the output of trained teachers. In 1960, Nasinu Training College admitted 117 candidates and the Corpus Christi only 2.¹ It is clear that the government cannot depend on this private source for the supply of more teachers. The government must seriously consider expanding Nasinu Training College to increase the enrolment or open up a new training college on the north-western side of Viti Levu. The number of trained teachers turned out each year must be doubled its present number. Otherwise more and more untrained men and women will be employed as teachers and there will be disastrous results.

As regards training teachers for secondary schools, this study whole-heartedly supports the recommendation of the Director of Education contained in his 1955 Report on Education in Fiji and suggests that this be implemented without delay. The Report says:

¹ Supra. Pp. 112-113.

The expansion and co-ordination of post-primary schools will mean that the need for post-primary teachers will be even greater than it is at present. It is recommended, therefore, that in order to meet this need and to encourage local candidates, a two year course be arranged for trainees who have completed the higher education course and who have passed the (N.Z.) University Entrance Examination. The course will be mainly a training course in the teaching of secondary school subjects but in addition the trainees will be encouraged to start external study for university degrees. When a teacher has secured a number of units towards his degree he or she will be eligible for a bursary to complete study for a degree at a University.¹

Many countries offer scholarships to students in Fiji for university education in their countries. In 1960, 71 scholarship and bursary holders were studying in various overseas universities and colleges. It is suggested that the Director of Education bear in mind when recommending candidates to sponsoring countries, the need for trained graduates teachers in science and technical subjects. There is a dearth of such teachers in Fiji.

Recruitment to Training College. Never has there been a shortage of applications for admission to the Nasinu Training College, although the lack of suitable candidates is always felt. This could be attributed in part to the unattractiveness of the teaching profession and partly to the poor economic background of the students leaving secondary schools. Poor parents who have been spending for four years on their sons and daughters secondary education can ill afford to wait for further two years before they can expect their sons and daughters to become earning members. This consideration of immediate earnings naturally influences secondary school leavers and their parents particularly/

¹ Report on Education in Fiji - 1955. Op.cit. Para. 132.

so in view of the fact that the sacrifice of immediate earnings does not result eventually in a higher salary.

In fairness to the Director of Education it must be mentioned that an attempt was made in 1958 to lure students with good academic standard to join Nasinu Training College. In his Annual Report for the year 1960, the Director writes:

In order to encourage applications from candidates of a good academic standard, approval was obtained for newly-trained teachers to enter the salary scales in 1958 at points commensurate with their academic attainments at the commencement of their training and their progress and behaviour while under training.¹

This was an encouraging step in the right direction and it is hoped other measures will be taken in due course. Promising students who have passed their Fiji Junior Certificate Examination and are anxious to become teachers on completion of their secondary education should be given bursaries or scholarships to complete their secondary education or they should be given interest-free loans. The latter practice obtains in the Netherlands. George A. Male writes in his book,

The shortage of secondary school teachers was announced by 1955 and the Dutch Government announced in the summer of 1956 that among the steps taken was one whereby loans would be given, interest-free, to students entering the universities or similar training to become secondary school teachers. For those who subsequently become teachers, one-fifth of the loan would be cancelled for every year they taught.²

Another measure is that the candidates be paid salaries while undergoing training. Syria, for instance, offers emoluments to

¹ Department of Education. Annual Report for the year 1960.
Op.cit. Para. 53.

² George A. Male. Teacher Education in The Netherlands,
Belgium, Luxembourg. Washington, U.S. Department of Health,
Education, and Welfare. Bulletin 1960. No.4. P. 65.

trainees in an attempt to make teaching profession more attractive.¹

Length of Course and Curricula. The Nasinu Training College offers two-year course and the Corpus Christi College three-year course. Besides attending lectures, students' time is devoted to practice teaching, attendance at demonstration lesson and observation of normal classroom teaching. On completion of their training course, teachers are required to serve on probation for one year. The subjects taken in the professional course are principles and methods of teaching, special method and educational psychology and, in content course, English, speech training, vernacular, physical education, hygiene, history, geography, art, handicraft, nature study, arithmetic.

Need for Longer Course. It is now generally agreed that the two year course in the training college is overcrowded. The studies and activities required of the student in college and the claims of school practice leave too little time for necessary reflection and general and social interests and activities. All too often, the hurry and pressure under which students now work can impoverish their own learning and induce passive and unquestioning habits of mind.² In 1944, the McNair Report attractively summed up the situation thus: "under present conditions students do not mature by living: they survive by hurrying."³ And the McNair Report recommended that the two year training college course be extended to a three year course.⁴ Accordingly in 1960

¹ Compulsory Education in the Arab States. Op.cit. P. 60.

² Ministry of Education, U.K. Scope and Content of the Three Year Course of Teacher Training. London, HMSO, 1957. Para. 1.

³ Teachers and Youth Leaders. Op.cit. Para. 203.

⁴ Ibid. Para. 199-207.

the length of the teacher training course in England and Wales was increased from two to three years.¹

This study suggests revolutionary changes in the present educational system and in particular it should provide an education suited to the individual needs of each child and pursuing far wider than purely utilitarian objectives. They make new demands on teachers. If the teachers are fully to meet this challenge, the greatest need is that they should be better educated men and women. Such men and women will be, by that very fact, better teachers. The case for a three year training college course is as follows:

The argument for the three year course of training turn on the need for teachers who, at the time of entry into the profession, shall be better educated, more mature and better prepared to begin their work in the schools than is possible at present. In recent years, the demands made on the colleges have become increasingly heavy in view of the students' need to know more about the subjects they teach, in view of the changed relationships which now exist between children and adults and in view of the revolutionary changes in school discipline and methods of teaching which have taken place in our ^{own} lifetime. In addition to the immediate advantages which the phrases "better educated" and "more mature" imply, there are more distant benefits to be looked for. The teacher's riper knowledge and wisdom can come only from continued study, experience and reflection. Most students enter college with the attitudes, the responsibilities and the intellectual standing of adolescents. The course has so to change them that they become adult students, and this is unlikely to be accomplished unless they are obliged progressively to accept adult responsibilities for mapping out much of their own work, for studying independently for considerable periods of time and for discussing intellectual and other kinds of problems with their tutors on as level terms as may be.²

¹ Teacher Training in Britain. London, Central Office of Information, 1962. P. 4.

² Ministry of Education, U.K. The Training of Teachers. London, HMSO, 1957. Pp. 1-2.

In order to enhance the educational and professional qualifications of trainees in England, the contents of the three year training college courses are organised in three areas: main subject courses, curriculum courses, and educational courses.

Main Subject Courses: The chief purpose of the main subject(s) is to carry further the personal education of the student; and, if the new course is to meet the requirements of the teaching profession and to prepare students effectively for work in the schools, they must have an opportunity to continue their personal education by taking one or more main subjects with the most mature approach and to the highest level of which they are capable.

Curriculum Courses: The main aim here is to provide the students with directly usable teaching matter and method - to give students general grounding in a range of subjects which they are likely to have to teach. English and mathematics are two subjects of special importance in the content of curriculum courses.

Educational Courses: A study of education, in a wide sense, is the core of the training of any teacher. The following areas are covered under educational courses:

1. A study of some of the main lines of educational thought and practice.
2. General educational psychology.
3. The history of education.
4. The educational system and its administrative pattern.
5. The method of teaching particular subjects.
6. Health education.
7. Child study - or the theories of how children grow and learn - usually accompanied by direct observation.
8. Teaching practice and other work with children in schools.¹

In Fiji it may not be possible in the immediate future to extend the training college course from two to three years in view of financial implications and shortage of teachers. But

¹ Scope and Content of the Three Year Course of Teacher Training. Op.cit. Para. 10-24.

certainly it must be borne in mind as a long term programme. Three year training college course would surely help in raising the educational and professional qualifications of teachers joining the profession.

Pre-Primary Teachers

As regards the training of pre-primary teachers, the work of the International Bureau of Education entitled "Organization of Pre-Primary Education" which is based on a comparative study of the replies received from the Ministries of Education of 65 countries, reveals the following facts:

In 53 (84%) of the 63 countries which replied to the question there were special courses, or at least special branches of courses, to train staff (all women except in a few cases) for work in pre-primary establishments. This training provided in the different countries may be of three kinds: (a) courses at special training schools or colleges for future kindergarten or nursery school teacher; (b) courses or branches of courses at ordinary training colleges, the special training being received either at the same time as the ordinary training or after the primary teaching diploma has been obtained; (c) specially organized holiday or evening courses, provided in many cases only by private institutions.

The first system seems to be the most usual as it is mentioned by 27 countries (slightly more than half). The training establishments function independently, have their own admission requirements and grant their own diplomas. Some of the establishments are regarded as secondary level schools, others as higher level institutions.

The second system, under which the course is taken at ordinary training colleges, is reported by 23 countries. In 17 of these the special training is received along with the ordinary training given to primary teachers, while in 6 of them it consists of an additional year's training.

In 4 countries (Lebanon, Liberia, Paraguay, Philippines) the special training is given by means of specially organized courses.

In order to receive special training it is usually necessary to have completed the secondary school course

(lower stage or the whole course, with diploma, depending on the country and the establishment), that is to have had from 9 to 12 years of schooling. In the German Federal Republic it is also necessary to have received training in home economics, while in Sweden the prerequisites are a diploma in child care and practice teaching for six months.

In a few countries (Gautemala, Peru, United Arab Republic) only primary school mistresses who are in service are able to receive the special training.

The length of the courses is usually 2 to 3 years and the commencing age varies from 17 to 19 years. In some cases the course length is longer, as a general rule where training colleges admit younger girls who have completed¹ only a few years of the middle or secondary school course or even only the primary school course.

In view of the fact that this study suggests that pre-primary schools be established throughout the Colony and that the existing primary teacher training colleges are already overcrowded, the best course for Fiji would be to adopt the first of the three alternatives mentioned in the above extract, that is, that the pre-primary teachers be trained in an independent training institution. It is suggested that a pre-primary teacher training college be established at Suva and that it be adequately staffed and suitably equipped.

Admission. The minimum qualification for admission to the pre-primary teacher training college be a pass in the Fiji Junior Certificate Examination, that is, the entrant must have completed 10 years of schooling (8 years primary and 2 years post-primary). It is, however, desirable that the admission qualification be raised to a pass in the Cambridge Oversea School Certificate when a sufficient number of applicants with this qualification are forthcoming to be trained as pre-primary teachers.

¹ Organization of Pre-Primary Education. Op.cit. P. 55.

Length of the Course. Since pre-primary teachers are urgently required, it is suggested that the length of the course be for one year and later on when the demand for pre-primary teachers is not so great the course may be extended to cover a period of two years.

Curriculum. At the M. S. University of Baroda, Baroda, India, where a one-year course for the training of pre-primary teachers is offered, the course consists of:

Part A - Theory (Four Papers) - 400 marks

- Paper I - Understanding the Pre-school Child
- Paper II - Nursery School Education and Management
- Paper III - Parent and Community Education
- Paper IV - School Health and Nutrition.

Paper B - Practical and Field Work - 400 marks

Practical and Field Work will consist of

- (1) Full time participation in the Nursery School,
- (2) Laboratory work in "Creative Nursery School Programme" and
- (3) Individual study of one child.¹

In the Netherlands a pre-primary teacher undergoes a two-year course of training and the curriculum of the training school for pre-primary teacher consists of: education and psychology; general methods, storytelling, games and direction of games; reading; speech; Dutch; sociology; history; biology, hygiene and child care; music; drawing; handcraft; needlework; physical education; and practical work.²

For Fiji it is suggested that the curriculum of the pre-primary teacher training college consist of the following: the

¹ Faculty of Education & Psychology. Prospectus 1962-63 and onwards. Baroda, M.S.University of Baroda Press, N.D. P. 36.

² George A. Male. Op.cit. P. 27.

growth characteristics of young children and their implication for school activities; the purposes of pre-primary education; the school environment; materials and equipment; experiences to be given to children; parent-teacher cooperation; hygiene, child care and nutrition; individual study of one child; and full participation in the pre-primary school. The training college programmes should often include examples of a day's session in a pre-primary school showing a balance of activities such as: painting; dramatic play; language activities involving discussions; stories and poetry; building with blocks and other materials; working with clay and at the work bench; experimenting with science materials; music, songs and rhythmic education; and organised games and physical education.

Primary Teachers

Additional facilities for the training of primary school teachers must be provided. It is suggested that consideration be given to the establishment of an additional primary teacher training college at Lautoka. This is urgent in view of the fact that there is an acute shortage of trained teachers and that this study advocates an early introduction of compulsory education.

The present curriculum of the teacher training colleges must be revised and brought in line with modern practice. It is suggested that the training college curriculum be so revised that the teachers may be better prepared, both in content and in method, for the modern school; and that greater emphasis, both on quality and length of time, may be placed on the practice teaching.

In this connection it may be mentioned that the Unesco Educational Mission to the Philippines, recommended to the Philippines Government that the curriculum of the normal schools should be so revised that it makes adequate provision for the following in the prospective teacher's preparation:

Broad general education; intimate knowledge of children and of the best methods of helping them to develop and learn; competence and resourcefulness in the preparation of curriculum materials and in the use of local community resources for vitalizing and enriching the education of children; knowledge of the needs, materials and methods of fundamental and adult education; knowledge of and skill in the techniques of group thinking and action; and practice teaching in a typical public school.¹

In the light of the above suggestion for improving the curriculum of the normal schools in the Philippines and in the light of the recommendations of the National Advisory Council on the Training and Supply of Teachers in England, which were discussed earlier in this chapter and in order to successfully implement the many suggestions which are outlined in this study for improving primary education in Fiji, the following suggestions are put forward for effecting improvement in the training and preparation of teachers for primary schools in Fiji.

The "Special" Subject. The training college courses should be so framed as to stress personal education in the first year. By giving greater emphasis to personal education in the early stages, greater coherence is given to the latter part of the course. It would be foolish to draw a hard and fast line

¹ Report of the Unesco Educational Mission to the Philippines.
Op.cit. Pp. 43-44.

between personal education and professional training. The present curriculum of the training college involves throughout the two years of the course the personal study of too great a variety of subjects, and, as a result, students are not able to devote special attention to a particular subject. The education of teachers, as of other people, must be so framed as to encourage their talents and foster their tastes. The pursuit of a study or craft, even if it is destined to be no more than a hobby, is certain to broaden their outlook and add to their pleasure.

The choice of the special subject for advanced personal study should be left as wide as possible; no attempt should be made to restrict a student to a subject which will be directly useful in a primary school. Many will no doubt select such subject as art, music, nature study, English Literature or Hindustani/Fijian, but the choice of others may well fall on history, geography or mathematics. Some limitation of choice may be unavoidable owing to limitations in the staffing or facilities of the college, but the possibility of arranging for a student to study at the University College of Fiji should not be overlooked. The main purpose of this development in the training college course should be to ensure that every student will be fully "stretched" in at least one subject, and that a subject of his or her own choice.

The Study of English. As the English language will be the basis of all teaching it is clear that the study of English is of vital importance in the training college. It has been pointed out that every teacher is a teacher of English. The training college should, therefore, endeavour to give all its students a

thorough mastery of English language. In the schools provincialisms and faulty modes of expression are hard to cure. The example of the teacher in these matters is all important. The purpose here should be to develop in the teachers clear and honest self expression.

Other Subjects of Personal Study. Though English will form the core of the whole course as far as the student's personal education is concerned it is clear that other subjects must be studied, especially in the first year. These will include, as is the practice in all educationally advanced countries, history and geography and elementary mathematics as well as art, music and nature study. The modern conception that primary school work must be thought of "in terms of activity and experience rather than of knowledge to be acquired and facts to be stored" lends a new importance to the "practical" subjects - art, handwork, nature study, music and physical education. The acquisition of skill in such subjects is most important for the primary school teacher and much may be done to improve the work of those children who at first appear to have little native ability. In the practical subjects the distinction between personal study and the methodology of teaching is by no means so marked, and the personal study of at least one practical subject should be continued throughout the course.

Health Education and School Hygiene. It is questionable whether sufficient attention is given to the study of Health Education and School Hygiene. This subject should occupy a definite place in the curriculum of the training college and should be in the hands of a well-qualified lecturer.

Sociological Work. Opportunities should be provided in the second year for practical sociological work. A teacher must have a sense of social responsibility and understand his or her pupils and their environment. Visits to such organizations as Youth Clubs, Rotary Clubs, Play Centres, Adult Education Centres and Community Development Centres should be planned, and the students should be encouraged to take part in some social work. It is surely axiomatic that to know children in school hours one must know them out of school hours.

Principles of Education. Principles of Education is a time-honoured subject of the training college curriculum. It has grown in extent with the passage of time and has now developed into a very wide and detailed study. Present day writers on educational principles illustrate their theme by references to many fields of science—Psychology, Physiology, Biology and Sociology. There is now an extensive literature in Educational Psychology alone.

In view of the range and difficulty of the subject, an approach will best be made, in an informal way, through the examination of problems which suggest themselves to students during their periods of observation in schools. Such problems should be discussed in small study-groups under the guidance of a member of the training college staff. Students may note down the conclusions arrived at and thus build up for themselves a body of educational ideas. The work of the discussion-group will suggest further problems for investigation in subsequent visits to schools.

Later on in the training college course students may be introduced to a more systematic study of educational theory,

provided that the subject is kept in close relationship with school observation and teaching practice. For the student who is proposing to become a teacher of young children, the two major themes for study will be (a) the mental and physical development of children from birth to the onset of adolescence, and (b) the educational processes and activities which best contribute to this development. No two children are, however, alike. They differ from one another physically, intellectually and temperamentally. The study of the general development of children should constantly be checked, therefore, by observation of the characteristics and behaviour of individual children in and out of school. Differences in ability among children are now frequently assessed by means of objective intelligence tests. It is suggested that all students in training college should familiarize themselves with the nature of these and other psychological tests and their method of application.

The course in Principles of Education might well include some reference to the growth of educational system in Fiji and to the part which it now plays in the life of the community. Students will profit, too, from a study of a few educational classics and the life and work of prominent educational pioneers. The ideas and examples of great teachers of the past will prove a fruitful source of inspiration.

Need for Specialization. One of the weakest points in the present training course is the absence of opportunities for specialization. All students are required to pass through much the same general course. It is true that there are in Fiji a number of one-teacher schools where the teacher is called upon to deal with children of very different ages and to give

instruction in a wide variety of subjects. But it seems unfortunate that the whole pattern of training should be dictated by this circumstance, since the children who are attending schools where the size of the staff would admit of some specialization vastly outnumber those attending one-teacher school. Further, it would be a fallacy to assume that the best training for the teacher in the one-teacher school is to give him or her a superficial acquaintance with a host of subjects. A student who has been given thorough instruction in the methodology of a few representative subjects should be able to apply what he has learnt to the teaching of others.

It seems clear that the lack of specialized training is liable particularly to militate against successful teaching in infant classes. Class management for the infant teacher presents a most difficult problem. The teacher who has not made a speciality of infant training will be too often driven to have recourse to a type of discipline and teaching which is wholly unsuited to very young children and which she may instinctively feel to be wrong; whereas a teacher well versed in the psychology of very young children will be alive to her special responsibility. Throughout the latter part of her training the prospective infant teacher should receive suitable teaching practice and orient her study of such subjects as psychology, hygiene and physical education towards the problems presented by the very young. Too little provision for such orientation can be made in the present training courses.

Kindliness, patience and a fondness for very young children are requisites, but not qualifications, ^{for an} infant teacher in a primary school. Indeed, kindliness unsupported by a real knowledge

of the physical, intellectual and emotional needs of very young children may be dangerous. In this area of teaching (infant classes in a primary school), sociological and neighbourhood study assume an added importance. The teacher should know how to deal not only with the little children but also with their parents, since tact and the ability to gain their friendship and confidence may extend the influence of her teaching into the home. There should be as little uniformity in the approach to parents of different types as in approach to children of different types. The student from the country can have no instinctive appreciation to the conditions in a crowded tenement. The city-bred student will be equally at a loss in dealing with a farm labourer's children. A well planned course of training should provide frequent opportunities for varied sociological study and observation.

In the second year of the course there should be a measure of specialization towards the teaching of the "under nines" (infant group) or towards the teaching of the "under fourteens" (upper primary/intermediate group). The children "eight to eleven" should be a common element in both these courses.

In the second year, in addition to the study of English and the special subjects, the student should study the specialized methodology of a number of subjects related to the age-group which they propose to teach. Clearly, there will be no necessity for the infant teacher to concern herself with the methodology of teaching history, for example, and clearly, too, she will require to study physical education from a new angle. All the student will, in their first year, have learnt something about the general technique of teaching handwork, but in their second year they will concentrate on the methods most appropriate to the children.

with whom they will primarily have to deal. The plan of preceding a specialist treatment by a general treatment will help not only to ensure that each subject is viewed in proper perspective, but to facilitate mobility in the teaching profession. It is obvious that from the point of view of teaching technique some subjects require vastly more attention than others. Several present kindred problems might be disposed of in a term or less. The technique of teaching English, including such varied elements as reading, writing, spelling, composition, speech training and appreciation, is, on the other hand, a study to which as much time as possible should be devoted.

Overlapping of Training for Different Age-Groups. It is obvious that some teachers are better suited to teach young children, and others to teach older children. At the same time it is possible to lay too much stress on differences of aptitude. Moreover, many teachers during the course of their careers, may welcome a change. There are, further, certain branches of the profession - such as pre-primary school teaching and physical training - which make such heavy nervous or physical demands that, to the majority, they may not offer a full teaching career extending until retiring age.

To the schools, variety of experience and the introduction of new points of view would also prove most valuable. It is visualised, for instance, teachers moving from the pre-primary to primary schools and vice-versa. The best method to secure this mobility in the teaching profession is to plan schemes of training with a certain degree of overlapping. The intending pre-primary teacher, for example, should not prepare solely for the teaching of the "under fives". Her training should be planned to include the age-group immediately following. In other words, as well as becoming a

pre-primary school teacher, she should become a potential teacher of infant classes in a primary school.

The training of teachers should be sufficiently wide in scope to ensure that a teacher need not be tied for his whole career to teaching particular subjects to particular age-groups in a particular type of school. The attainment of "mobility" is an important method of lending variety to a profession which has been constantly criticised on the score of monotony and narrowness.

Practice of Teaching. The most valuable part of the training college course is teaching practice, under wise guidance, in the schools, and the less sporadic and occasional that practice is, the greater its value. The existing course is too short to allow of more than comparatively brief periods of teaching practice. During the second year course continuous teaching practice should occupy a whole school term of three months.

Arrangements should be made, if possible, for students who wish to obtain their first teaching appointments in country schools to spend this continuous period of teaching practice in a suitable country school. Hitherto students have had little opportunity of obtaining experience in the very difficult task presented by country schools of teaching several classes at the same time. This has been a major weakness of the system in the past. In addition to the continuous period during the second year, other opportunities of visiting country schools should be arranged for as many students as possible.

The teaching practice undertaken when a student lacks confidence and has had little opportunity of learning both from the example and the faults of others may lead to frustration and

disappointment. For this reason it is considered that there should be little, if any, actual teaching practice during the first year of the course but that contact with the schools should be maintained by periodic visits to schools for periods of observation of teaching, which would be followed by guided group discussion of what had been observed.

Non-Graduate Post-Primary Teachers

Arrangements should be made at the Nasinu Training College to train teachers for post-primary schools. Here facilities should be provided for training non-graduates. The minimum qualification for admission should be a pass in the New Zealand University Entrance Examination. The course should last for two years.

In the secondary schools with their emphasis on the academic subjects, the number of non-graduate teachers, apart from a few specialists in practical subjects, will be negligible when graduate teachers are available. While some increase in the proportion of non-graduate teachers on the staffs of technical schools may occur in the future, the necessity of utilising fully the services of the graduate staff will limit the extent of the increase. In the multipurpose schools of the future, however, where the emphasis will not be on academic subjects, much of the general form of teaching may be in the hands of non-graduates. The Nasinu Training College, when adequately staffed will be able to provide a satisfactory course of combined study and professional training for students intending to teach general subjects in these schools. But it seems desirable that as many of these non-graduates as possible should be semi-specialists in some "practical" subjects such as domestic science, music, art, handicraft, horticulture, or physical education.

The Basic Two-Year Course. Some of the basic principles underlying the primary school course as discussed above are equally applicable to that for post-primary teachers. It is considered that English, for example, should be a compulsory subject throughout the course and that adequate provision should also be made for physical education. In the earlier part of the course greater stress should be laid on personal education and, in the latter part, on professional training. Contact with the schools should be established in the first year mainly through observation of teaching and there should be a continuous period of teaching practice extending over one term in the second year.

It will not be necessary for the intending post-primary school teacher to cover a wide range of subjects required of the primary school teacher. With a narrower course greater depth of study would be expected so as to prepare the student for dealing adequately with the work of post-primary school. The purpose of this two-year course should be to equip the students to teach two or three general subjects, including English, in the post-primary schools. As wide an option of subjects as possible should be allowed but care should be taken not to overload the time-table.

Graduate Post-Primary Teachers

The above arrangements to train non-graduate post-primary teachers at the Nasinu Training College will be a temporary measure only. When the University College of Fiji is established, its Faculty of Education and Psychology should be entrusted with the responsibility of training all types of post-primary teachers. It would not be economical, at the moment, to establish a separate and independent post-primary training college for a few graduates.

In the meantime, however, it is suggested that the graduate teachers for special subjects, such as, science, technical subjects, agriculture and home science be given bursaries to undergo one-year professional training courses in the overseas training colleges in Australia and New Zealand.

As suggested in the preceding paragraph, the University College of Fiji through its Faculty of Education and Psychology, should train all types of post-primary teachers, both graduates and non-graduates. This suggestion is in keeping with practice obtained in a number of educationally advanced countries and is also in harmony with the recommendation of the Asquith Commission - Report of the Commission on Higher Education in the Colonies.¹

Concurrent and Consecutive Courses. What type of professional training should the University College of Fiji offer? Should it be a "concurrent course" where the professional training is concurrent with a student's university course or should it be a "consecutive course" where the professional training does not begin until the student's degree course has been completed? Educationists are divided in their opinions as to which type of training is the best preparation for the prospective post-primary teachers. In some countries both types of professional training are provided.

Concurrent Course. Those who support the concurrent course consider that the eyes of the intending teacher should, from the beginning of his career as a student, be directed towards

¹ Report of the Commission on Higher Education in the Colonies.
Op.cit. Pp. 85-88.

his ultimate^{work}/as a teacher. They maintain that professional training concurrent with a university course need in no way hamper the student in his university studies, but may, indeed, give a broader purpose and an added significance to those studies. Moreover, the intending teacher must guard against any tendency to become too academic in his outlook; contact with a course of training which looks beyond learning for learning's sake to the individual child and his needs must, they hold, be of advantage to one whose life's work is to be teaching. Professional training should not be regarded as a top dressing to be applied for a brief period in the last stages of development. It is a fertiliser which should be applied continuously throughout the intending teacher's life as a student.

The characteristic feature of the concurrent course, one would readily concede, would be the integration of personal education taken chiefly at the university and professional training at the training college. The holders of the concurrent course, however, realise that for those who do not select teaching as a career until after graduation, or at least until their university studies are well advanced, the consecutive method is unavoidable.

Consecutive Course. Those who are opposed to the concurrent course believe that nothing should be allowed to stand in the way of the undergraduate as a member of the university. He should seek to derive the maximum personal benefit from his university studies as a student, developing his own gifts to the full. During his university career he should not be primarily an apprentice teacher looking upon each university course as a source of raw material subsequently to be moulded into so many

school lessons. Those who hold this view also point out that the undergraduat's life should not consist of study alone; he should have every opportunity of mixing on an equal footing with undergraduates preparing for other occupations and thus of taking a full share in the social side of university life. It is wrong, in their view, that the intending teacher should be segregated from his fellow students and be obliged to spend what little leisure he may have, after satisfying the additional requirements of the training college, in the company of only other students already earmarked for the teaching profession.

For Fiji, however, it is suggested that the University College of Fiji offer a one-year post-graduate professional training course leading to the B.Ed. degree. This practice obtains in a number of countries. The B.Ed. course at the M.S. University of Baroda, India, is quite popular. Moreover, the Asquith Commission also recommended that the university colleges in the colonies offer a post-graduate professional course to intending post-primary teachers. The Commission says, "for both graduates and non-graduates the training course should come after completion of their general education."¹

Curriculum for the B.Ed. Course. Before we go on to formulate the curriculum for a one-year B.Ed. course of professional training for post-primary teachers in Fiji, let us see how this one-year professional courses are organised in other countries.

Australia. Candidates for secondary teaching must complete a year of professional training after the conclusion of their university degree. This training may be taken at either a university or a teachers' college, and may lead to either a

¹ Ibid. P. 87.

"Diploma in Education" or a "Trained Teacher's Certificate"...

The subjects of study in this year of professional training vary somewhat from state to state, but in general include history and theory of education, and teaching methods

The psychological part of the year's training covers general, educational and experimental psychology, and is generally limited to courses and lectures and does not include practical work or personal experimental research.

Candidates' practical training takes the form of giving lessons under the supervision of experienced teachers, and there is a test in practical teaching on completion of the year.

The subsidiary subjects vary in number and emphasis from state to state, but generally include speech training, hygiene and physical education.

Canada. While there is no uniform course of studies from province to province, the requirements of secondary teachers' professional training generally include courses in history of education, philosophy of education, general and special teaching methods, school administration and legislation, and psychology. Other courses which may be offered include principles of education, tests and measurements, educational statistics, and educational sociology.

Psychological study is an essential part of the professional training of secondary teachers. It includes, either in one course or in several courses, the main divisions of general psychology, educational psychology, and child and adolescent psychology. While reliance is placed chiefly on courses and lectures, an attempt is being made in most universities to include some practical work and personal experimental research.

Secondary teachers' professional training also includes extensive practical work. It is generally considered that nearly half the period of professional training be spent on practice teaching under the supervision of an experienced teacher. The way in which time is spent on practice teaching is allocated varies, but it is most commonly continuous for a week or more at a time.

Denmark. The theoretical part of the professional training which secondary teachers are required to undergo comprises history of education, general, child and applied psychology,

¹ Secondary Teacher Training. Paris, Unesco; Geneva, IBE, 1954. P. 48.

² Ibid. P. 63.

and school hygiene. A certificate is issued to trainees on passing the test in these subjects.

The practical part of secondary teachers' professional training is regarded as being specially important. It is given in the secondary schools, under the supervision and guidance of the director of secondary education and his staff. It is compulsory for teachers at all secondary schools, whether state, municipal or private. The Director of Secondary Education assigns trainees to schools, giving reasonable consideration to where they are living.

As a rule not more than two trainees are sent for one term to the experienced teacher in whose charge they are placed. The trainees attend the lessons given by the teacher, and give lessons themselves. They are required to devote twelve hours a week throughout the term to this part of their training (seven hours for their main subject, and five hours for their subsidiary subject).¹

Egypt. Secondary teacher trainees who have taken a degree course are required to spend an additional year on their professional training....

In all cases the professional training course covers the following: (a) Education: philosophy of education, sociology of education, history of education, education in Egypt, methods, curricula, hygiene, teaching aids; (b) psychology: child and adolescent psychology, experimental psychology (including measurement), general psychology (including motivation and social psychology), social and mental hygiene; (c) practice teaching: lessons given under supervision in a secondary school.²

Netherlands. In the case of secondary teacher trainees taking a university course, professional training forms part of that course and extends over a period of one year. The theoretical part of such professional training covers pedagogy, teaching methods, and adolescent psychology, while the practical part is done in a secondary school in the form of attending lessons on the subjects the student will teach.³

United Kingdom (England and Wales). The university departments of education offer a one-year course which is normally

¹ Ibid. Pp. 70-71.

² Ibid. Pp. 77-78.

³ Ibid. P. 120.

open to university graduates... The course is concerned with the general principles of education, the history of education, the technique of teaching the trainee's special subjects, and a study of the kind of school in which he proposes to teach, e.g., a secondary grammar or secondary modern school...

All students, whether in university departments of education or in training colleges, do practice teaching. They are required to teach in a school for approximately twelve weeks during their training course, during which period they are under the supervision of the head and their own tutors.¹

It would appear that the professional training of a prospective graduate secondary teacher quite naturally falls into three areas: education courses, psychology courses, and practice teaching. The education courses comprise: theory of education, philosophy of education, history of education, sociology of education, etc., and general and special teaching methods, school organisation, school hygiene. Psychology courses include child psychology, adolescent psychology and educational psychology; experimental psychology and case studies. Great importance is attached to practice teaching, the third aspect of the professional training of secondary teachers. In some countries schools for demonstration and practice teaching are attached to the training establishments.

For Fiji, however, it is suggested that the professional training of secondary teachers consist of:

Education course: Theory and philosophy of education, with emphasis upon the emerging patterns of educational theories as related to historic and contemporary determinants; history of education (a study of some of the main lines of educational thought and practice); the organisation and

¹ Ibid. P. 170.

administration of education in Fiji, New Zealand, England, U.S.A. and Russia; sociology of education with particular reference to the contributions of cultural anthropology; the sociology of Fiji education; principles of teaching, including a survey of modern developments in educational practice with particular reference to the curriculum and to methods of teaching; the methods of teaching particular subjects.

Psychology Course: Child psychology; the psychology of adolescence; the psychology of learning process with particular emphasis on field theories of learning; the psychology of aesthetic expression; the psychology of maladjusted children and school disabilities; mental measurement including in the use and interpretation of psychological tests of intelligence and scholastic aptitude and diagnostic tests; and psychological aspects of educational and vocational guidance.

Practice Teaching. Teaching of not less than 30 lessons; observation of teaching; attendance at model and criticism lessons; periods of practical work in a school (follow-up assignments given to children and correction of their homework); preparation and use of audio-visual aids.

Secondary Teachers' Certificate.

In 1960, eighty-seven teachers, that is, 34.7 per cent of the teachers employed in post-primary schools, were untrained,¹

¹ Supra. P.341.

and this number is likely to increase in view of great demand for secondary education and acute shortage of trained teachers. Some of these untrained teachers possess the necessary academic qualifications to teach in post-primary schools. Now if it could be arranged to give them an opportunity to improve their professional qualifications and thus become qualified teachers, it would not only improve the professional competence of these teachers and put them on permanent service as registered teachers, but there is every reason to believe that the teaching profession would attract to its rank better qualified persons from other walks of life, who for one reason or another are unable to attend the regular teacher training college courses.

Such an arrangement could be made. In the State of Bombay (now the States of Gujarat and Maharashtra) in India, for instance, the Department of Education, in order to encourage untrained teachers in secondary schools to improve their professional qualifications, holds once a year an examination for the award of the Secondary Teachers' Certificate. Let us see how this Secondary Teachers' Certificate Examination is organised and conducted.

The Secondary Teachers' Certificate Examination is conducted by a Departmental Committee appointed by the Director of Education. The examination is open to candidates who have passed the Secondary School Certificate Examination or possess higher qualifications, provided that they have completed their 17th birthday and that they have taught for a total period of 9 months excluding vacations or for 18 months as part-time teachers or that they have undergone a regular course of instruction at a training institution or class recognised by the Department for

the purposes and attended at least 2/3rds of the total attendance".¹
And in order to qualify for the award of the Secondary Teachers'

Certificate a candidate must fulfil the following two conditions:

- (a) that the candidate must observe a certain number of lessons, read the prescribed books, submit six written essays and give 30 lessons under the guidance and supervision of the headmaster or of some qualified teacher approved by the Director of Education;
- (b) that the candidate must pass the Secondary Teachers' Certificate Examination which consist of two parts, viz., Part I - Theoretical and Part II - Practical.² As regards these two conditions and their requirements the official booklet entitled "Rules for the Secondary Teachers' Certificate Examination" states thus:

Practical Training. The training shall consist of lectures and practical lessons and observation work. Except in the case of candidates allowed to work under individual teacher, a candidate must attend 2/3rds of the lectures arranged by the Training Institute or class. In the case of those allowed to work under individual teachers, they must obtain a certificate from the recognised teacher to the effect that the candidate has carefully studied the prescribed books and has written six essays under his guidance and supervision.

Every candidate must give at least 30 lessons (about 15 in each of the special method subjects) under the guidance and supervision of the recognised teacher. The note on these lessons together with the remarks of the teacher concerned shall have to be properly preserved and presented at the time of examination. Each candidate shall have to observe at least 50 lessons given by trained teacher during the course of the year and should maintain a regular observation note book to be initialled by the teacher giving the lesson and/or the guiding teacher or Principal of the institute.

¹ Rules for the Secondary Teachers' Certificate Examination. (Bombay State). Letter No. S-62 - 135H (Exam), dated 31.3.58. from the D. of E., B.S. Poona P. 1.

² Loc.cit.

³ Ibid. P. 4.

The Secondary Teachers' Certificate Examination. The examination shall consist of two parts -

(A) Part 1 - theoretical (written) which shall consist of the following four papers each carrying 100 marks:-

- (i) Elementary principles of education and Educational psychology;
- (ii) (a) Educational administration and educational movements,
(b) School organisation and hygiene;
- (iii) General methods;
- (iv) Special methods (candidates to select any two subjects from among the following) -
Regional Languages - Marathi and Gujarati,
Hindi,
Urdu,
English,
Kannad.

A classical language or a modern European language such as Sanskrit, Persian, French, etc.

History,
Geography,
Mathematics,
Science (including nature study).
Craft.

(B) For Part II, each candidate should prepare lesson notes for two lessons to be submitted to the Examiners. The Examiners should see the second lesson only if the first lesson is not considered to be adequate for a proper assessment of the candidate's ability to teach. The candidate shall be free to choose any suitable topic and standards in consultation with the Head Master of the school concerned, which shall generally be the school in which the candidate is actually teaching or a practising school of a Training College. The two lessons shall be watched by the Educational Inspector or by one of his Assistant Inspecting Officers and the Head Master or teacher of the school or the Training Institute where he has completed the course during the year. Alternatively the practical lesson may be given in the Practising School of a Training College and watched by the Principal of the Government Training College and one of his assistants. The marks for Part II shall be distributed as under -

- (a) 200 marks for a lesson or lessons at the Examination and for the two lesson notes prepared;
- (b) 100 marks for the year's work, i.e., lessons, observations and essays to be assessed by the Head

of the Institution or the teacher recognised for the purpose.

The Examiners should assess the lesson and the lesson notes with reference to (i) accuracy, adequacy, quality and suitability of the subject-matter, with special reference to the age of the pupils; (ii) organisation of the subject-matter and power and skill of exposition with special reference to the art of questioning, narrating, illustrating etc., (iii) ability to control the class and to attract and maintain attention of the pupils to the class work.

The Examiners in Part 11 shall also inspect year's work such as the Observation Note Book and the notes of the practical lessons given by the candidate and finalise the marks for the year's work.¹

It is suggested that the Fiji Education Department institute the Secondary Teachers' Certificate Examination on the model as obtained in the State of Bombay, India. A Secondary Teachers' Certificate Examination Committee should be set up by the Director of Education, and this Committee shall be responsible for organising and conducting this Examination. This study suggests the following scheme for the Secondary Teachers' Certificate Examination.

Eligibility. The examination will be open to all candidates who are teachers of registered or recognised post-primary schools in Fiji. No candidate will be admitted to the examination unless he or she has passed the Cambridge Oversea School Certificate Examination or any other examination accepted by the Department of Education as equivalent to the Cambridge Oversea School Certificate Examination or higher qualifications.

Practical Training. Each candidate must give 30 lessons under the guidance of the headmaster or a qualified teacher

¹ Ibid. Pp. 1-3.

approved for this purposes by the Director of Education. These lessons must be reasonably distributed over ordinary school subjects and must be given during the year immediately preceding his/her first appearance at Part I of the Examination; not more than two lessons should be given in any one week and not more than 15 lessons in any one term. In addition to this every candidate must be required to observe a certain number of lessons, say forty, read the prescribed books and write six essays under the guidance of the headmaster or the guiding teacher as the case may be.

A certificate from the headmaster or the guiding teacher showing that these conditions have been fulfilled must be sent along with the application for admission to the Examination.

Secondary Teachers' Certificate Examination. The examination will be divided into two parts, viz., Part I - Theoretical (written) and Part II - Practical. Part I of the examination will be held during the second week of the first term school holidays, in May each year, and Part II during such times of the year as are convenient to the candidates and the Secondary Teachers' Certificate Examination Committee.

The examination in Part I will consist of four papers on the following subjects:

- Paper I : Principles of Education and Educational Psychology.
- Paper II : Educational system and its administrative pattern; School organisation and health education.
- Paper III : General methods.
- Paper IV : Methods of teaching particular subjects (candidates to select any two subjects from among the following) -
English,
Hindi,

Fijian,
A modern European language (French, German, etc.),
A classical language (Latin, Greek, etc.),
History,
Geography,
Health Science,
Mathematics;
Physics,
Chemistry,
Biology,
General Science,
Craft.

For Part 11 of the examination, every candidate will be required to prepare two lesson notes for the two lessons to be submitted to the Examiners. The candidate shall be free to choose any topic and standard in consultation with the headmaster of the school concerned, which shall generally be the school in which the candidate is actually teaching. The two practical lessons shall be watched by the Supervisor of Post-Primary Education, or the Principal of the Nasinu Teacher Training College, or an inspector of post-primary schools and the headmaster or the guiding teacher of the school where he has completed the course during the year.

The examination in Part 11 will be conducted with special reference to:

1. Accuracy and quality of subject-matter with reference to the class taught;
2. Power of clear exposition and skill in questioning;
3. Language, including articulation, pronunciation and suitability to class;
4. Ability to control the class and to attract and maintain attention of the students to the class work;
5. Proportion of matter taught to time given; and
6. Use of blackboard and suitable illustrative material.

Emergency Training Courses

In countries where there is an acute shortage of teachers, emergency training courses are organised. Even in Fiji four-month "emergency-training scheme" was launched in 1956 and by 1960, 88 teachers had been trained under this scheme. After four years of satisfactory service, these emergency trained teachers become eligible for consideration for admission to Class 4 scale.¹ Although this type of training is clearly inadequate, it is justifiable as an emergency measure and is certainly better than providing no training at all. It is, however, suggested that these emergency trained teachers be employed on a temporary basis and before they are enlisted as permanent members of the teaching profession, they should be obliged at some later date to take further training and examinations. This suggestion is in keeping with practice obtained in India, Australia and Poland.²

In-Service Training

Opportunities for teachers to obtain training while in service are deemed as being of the highest importance. Ravindranath Tagore immortalised the value and importance of further education for teachers in these choice words:

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his own lesson to his students can only load their minds. He cannot quicken them. Truth not only must inform, but also inspire. If the inspiration dies

¹ Department of Education. Annual Report for the year 1960.
Op.cit. Para. 145-147.

² Primary Teacher Training. Op.cit. P. 24.

out, and the information only accumulates then truth loses its infinity.¹

As regards in-service training the Indian Secondary Education Commission has this to say:

However excellent the programme of teacher-training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum of experience. Increased efficiency will come through experience critically analysed and through individual and group efforts at improvement.²

As a result of this important recommendation of the Indian Secondary Education Commission, a number of selected training institutions in India have started what is called "Extension Services". These extension services are financed entirely by the Central Ministry of Education, and they are designed to help schools to help themselves to be better schools. Let us see how this Department of Extension Services attached to the Faculty of Education and Psychology of the Maharaja Sayajirao University of Baroda, India, functions. Extension Bulletin No. 1 of 1955 says:

Extension Service is a partnership between the schools and the Faculty. In all programmes of the improvement of schools, the schools and the Faculty would work shoulder to shoulder.

Extension workers would directly contact headmasters, teachers, and teachers' associations to know their academic needs and would share discussions with them to thrash out solution to their problems.

Extension Service would serve as a clearing house of useful information. It would collect new ideas from progressive schools and pass them on to other schools. Through newsletters, bulletins, monographs, etc., it would keep the

¹ As quoted in The Journal of University Education. Delhi, The Federation of Central Universities Teachers' Association, September, 1962. Vol.1, No.1. P. i.

² Indian Secondary Education Commission Report. Op.cit. P.169.

teachers in touch with the latest developments in secondary education in this country and abroad.¹

The Department of Extension Services of the Faculty of Education and Psychology organises and conducts a number of activities all of them designed to help improve the efficiency of secondary teachers within its area of influence. Among the many activities of the Department, the following may be listed as being its regular ones: workshops and seminars, short-term courses, refresher courses, publications, audio-visual aids, career conference, advisory bureau, educational consultation, library facilities and exhibitions.²

The following extracts from the Annual Report 1960-61 of the Department of Extension Services give an idea as to how the Department organises and conducts its activities:

Summer School of Education:- Summer School of Education was organised in Baroda, from 30th May 1960 to 11th June 1960. Dr. J.M. Metha the Vice-Chancellor inaugurated the School and Shri M.D. Rajpal, Director of Education, Gujarat State, delivered the valedictory address. 97 teachers from South Gujarat participated in the discussions on (1) Assignment (2) Cumulative Record Cards (3) Diagnostic and Remedial Teaching (4) Guidance in schools (5) Project way of teaching (6) Study-habits of children. Talks by experts were also arranged in this connection.

¹ Department of Extension Services, Faculty of Education and Psychology, Maharaja Sayajirao University of Baroda, India. Your Extension Services (Faculty at Your Door). Baroda, The M.S. University of Baroda Press, 1955. Extension Bulletin No. 1, Publication No. 1. P. 3.

² Department of Extension Services, Faculty of Education and Psychology, M. S. University of Baroda, India, The Faculty Goes To Schools. Extension Bulletin No. 1. April-June 1962. Front page of the front cover.

English Teachers' Seminar:- In the month of August, we organised an English Teachers' Seminar-cum-Workshop to discuss 'Problems of Teaching and Evaluation'. 40 teachers participated therein. This 'Seminar-cum-Workshop' was conducted by Dr. W.R. Lee of the University of London, Institute of Education, and Dr. M.S. Patel and Dr. D.M. Desai of the Faculty. The local 'English Teachers Club' activity co-operated in the conduct of the programme and in organizing a symposium on 'Intensive teaching of English'.

Workshop on School Libraries:- The English Workshop was closely followed by a three-day workshop on "Organization of School Libraries". It was conducted by Miss Dorothy L. Clarke of United States Information Services, Bombay. 25 teachers participated in the workshop.

Lunawada and Amod Workshops:- In the month of October, we organized two important Extension Programmes outside the headquarters; one at Lunawada from 1st October to 3rd October and the other at Amod from 9th October to 11th October. The first programme was organised in co-operation with Panchamahals District Secondary Schools' Association. 80 teachers from the district participated in the discussions. The following problems were discussed therein: (1) Class-room problems in the teaching of English, (2) Learning experiences in General Science, (3) Teaching of Social Studies, (4) Internal Marking in Secondary Schools.

The Amod Workshop was organised in co-operation with Broach District Head-Masters' Association. It was inaugurated by Shri D.L. Sharma, Joint Director of Education, Gujarat State. Dr. M.A. Quraishi of our Faculty conducted the workshop. The following aspect of teaching of English were discussed:-

- (1) The structural approach to the teaching of English
- (2) Teaching of English Grammar
- (3) Essay-writing
- (4) Audio-visual Aids for teaching English
- (5) The training of teachers of English

As many as 40 members participated in the discussions.

Seminar on Science Teaching and Mathematics Teaching:- In the month of January 1961, on 12th and 13th, we organized a two-day seminar at Bajwa for discussing 'Problems in Science Teaching' and 'Problems in Mathematics Teaching'. As many as 40 teacher participated in the seminar.

Shri M.M. Shah and Shri J.J. Patel of our Faculty directed the seminar and the valedictory address was given by Dr. S.N. Mukerji, Dean & Director.¹

Experience in every country has shown that the training given in an institution before a teaching career begins cannot be regarded as sufficient for life. Even good teachers are apt to get into a groove. New and better methods of teaching are worked out, attitudes towards traditional subjects change and with the developing needs of a people, new material has to be introduced into the curriculum. Of all this the teacher may continue to remain in ignorance, unless resolute measures are taken to carry on his training while he is in service.

There is^a particular need for such measures in Fiji where the teacher so often works in isolation from contact with helpful stimuli. Furthermore, this study suggests that our education system must be geared to the world we live in, prepare pupils for life and in particular that it should provide an education fitted to the individual needs of each child. If the teachers are fully to meet this demand, resolute measures must be taken to improve their professional qualifications and teaching efficiency while they are in service.

Opportunities for in-service/^{training} could take the following forms: refresher courses, short intensive courses in special subjects, workshops, seminars, professional conferences, "education week". In-service training would also provide a means of disseminating knowledge of educational advances made abroad and thus keep the teachers well informed.

Who should be responsible for organising in-service courses?

¹ Department of Extension Services, Faculty of Education and Psychology, M.S. University of Baroda, India. Annual Report 1960-61. Pp. 1-2.

In England and Wales in-service training courses are organised and conducted by training colleges, university training departments, local education authorities and H.M. Inspectors.¹ The Secondary Education Commission of India recommended that the training colleges, as a normal part of their work, should arrange for in-service training.²

In Fiji the lead must come from the Nasinu Training College, as this is the seat of teacher education, and it is here where new knowledge of educational advances made abroad are first tried, adapted and then put into practice. The training college staff in collaboration with school inspectors, education officers, visiting teachers should conduct short intensive courses lasting for two to three weeks during school holidays. The programme should include courses in general subjects, special subjects, workshop training and refresher courses.

Teachers' Associations should also take the field and conduct such courses and activities as would help enlarge the educational horizons of their members. They should organise educational weeks, professional conferences and short courses. Moreover, all teachers' associations should collaborate and bring out a monthly publication, Teachers' Journal, which would provide a healthy forum where teachers could, besides ventilating their grievances, raise and discuss educational problems. In America, for instance, teachers' associations work in this manner. As Harold E. Snyder says:

¹ Teacher Training in Britain. Op.cit. P. 169.

² Indian Secondary Education Commission Report. Op.cit.
Loc.cit.

Professional organizations, as well as higher institutions, engage in a wide variety of programmes for in-service teacher education. These may include professional conferences, seminars, workshops, and special summer courses. They often include special commissions and committees to make professional studies and submit report. The journals of these organizations, usually issued monthly, are largely devoted to professional self-improvement. They may also issue yearbooks, pamphlets and other publications devoted to particularly important educational problems.¹

Conclusion

This chapter discussed the improvement of the teaching personnel. The problem of the supply of teachers is related to the teaching service and in order to attract men and women of sufficiently good character and in adequate numbers, better conditions of service will have to be offered. Teachers, whether civil servants or otherwise, must be able to enjoy an attractive profession if Fiji expects to secure the services of persons who would perform their duties conscientiously. This could be done by ensuring that the starting salaries of teachers were not below those of other civil servants with similar qualifications, that they enjoy security of tenure as well as dignity of work, that certain privileges and immunities were accorded them and that ample retirement benefits were guaranteed. In addition they should be given some measure of professional self-government.

Hard pressed by the influx of pupils into the schools the Department of Education as well as private school managements resort to makeshift arrangement and employ a large number of

¹ C.A.Richardson, Et al. Op.cit. Pp. 337-338.

unqualified teachers. This situation is largely due to lack of foresight and planning and plan for the introduction of free compulsory education as well as the expansion of post-primary education must be accompanied by parallel plans for teacher education. In this connection it may be necessary to have recourse to shortened training courses and emergency training schemes. Recognised teachers, that is, teachers who do not possess professional qualifications, should be obliged to undergo training at some later date.

In view of the fact that this study argues for the need to organise all programmes of educational activities of the school to meet the individual needs of each pupil, that primary and post-primary curriculum be oriented towards practical life and local culture and towards the improvement of living, a new type of teacher will be needed especially if he or she is to play the role in "fundamental education" and in community school movement.

A teacher must be a better educated and more mature person when he joins the teaching profession, and this can be achieved by lengthening the teacher education course, thus affording more opportunities for personal education of the trainees for discussion, for reflection and for extra-curricular cultural interests. Whilst it may not be feasible to extend the teacher education course from two to three years in the immediate future, nevertheless, attempts must be made to broaden their education background and enhance their professional competency through organised inservice training conducted jointly or severally by the teacher training college staff, the inspectorate and the teachers' association.