ھەژىرى ئۆستازەڭ

ئەنۋەرنىڭ يېڭىدىن 24 سېنتەبىردىكى 2005 ۋىسا قوۋۇل ئەۋرۈلگەن زەھەر ئەدەبىياتچى بۇ ئۇزۇندىن بېرى. ئا زەھەر يېتىۋالغان ئەدەبىياتچى ۋەتەن قىلىۋالىدۇ. ئەسۇلىرى، ئەدەبىياتچى ھەمىز ۋەتەن بۇنداقچە ئەمەلىيەتتىكى ئەدەبىياتچى ھەممىسى ئىچىدە ئەڭ ئۇزۇن ۋاقىت ئەدەبىياتچى ھەممىسى ئىچىدە ئەڭ كۆپ

ތަފަންސާ، ތަންކަން ހ ، ؤ ، ؤ ، ؤ

ﷺ ﷺ ﷺ

ﷺ ﷺ ﷺ

VIYAFARI MIYADHU, Friday Morning, September 19, 1969

THE ROLE OF HOME

By Enver Hilmy

Self-satisfaction is a prelude to decay; dissatisfaction is often a step towards progress. Improvement is impossible without self-examination and weeding out of defects. But in order that self-criticism may lead to desirable goals, it has to be based on facts in their true proportion; or else it leads to fruitless pessimism. When we evaluate our efforts in education, we have to see the relative influence of the different factors contributing to the falling standards.

There are many responsibilities where the roles of parents and teachers supplement each other and overlap: teaching ethical behaviour, developing good study habits, training in human relations and social responsibility. Even in the task of helping to acquire knowledge which is more specifically that of the teacher, the parents cannot disclaim all responsibility. The best to teachers can only lay the foundation of knowledge and rouse a desire for further learning. To insure further development, the teacher gives an assignment as home-work. The teacher cannot reach the homes of pupils to do the work of parents which is to provide in the home an atmosphere conducive to learning, to eliminate distraction, supply materials to building upon the knowledge acquired at school and to give such help as will not destroy self-reliance and independence in the child.

School education cannot be expected to bring out the best in children coming from homes where, because of poverty, over-crowding, want of ability or time, parents cannot supplement the teaching in school.

A good character which is the concern and test of school education is also its pre-requisite. Moral education begins and continues in the home. The teacher builds upon what the home provides. Not only moral but also the intellectual development of a student depends upon the basis of virtues like obedience and respect for elders, sense of duty and orderliness, punctuality and so on. It is also the duty of the school to cultivate these virtues; but seldom can it succeed when the environment in which the student lives for the greater part of the day is not favourable.