

# LETTERS

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## Non-Govt. Secondary Schools

Sir,

A letter regarding the management of non-Government Secondary Schools published in your esteemed daily on 31.7.87, has attracted the attention of many. I cannot agree with the writer's views. I would like to point out some salient defects and loop-holes in the existing administration and management of these schools. The contention of Mr. Abdul Matin that the Headteacher (not-Headmaster) cum Secretary is sometimes subjected to rule and control of the Committee with unnecessary interference in the internal administration is not at all correct.

When a Headteacher has been made secretary of the managing Committee, he becomes a dictator with a brief-case and a roving administrator of Government aided secondary schools. Where there is unscrupulous or selfish Headteacher, there is hardly any election of members of the managing Committee. Teachers' and guardian's representatives are whimsically selected by the Secretary in whose hand all powers in respect of administration and management are vested.

The so-called Managing Committee is only a nominal body and its Vice-Chairman and other members merely show boys. It is the secretary who is enjoying almost unlimited executive and financial powers, which are mostly mis-used. There is no question of subjection or control over the secretary by anybody as Mr. Abdul Matin alleges.

There are many Headteachers who hardly attend school not to speak of taking classes or exercising supervision of teaching by other teachers. He does not call the meet-

ing of the Managing Committee. He tries to keep the members in the dark. He himself makes resolution according to his own sweet-will and gets them signed by his selected members in opportune time. There are proxy teachers in the staff of many schools, but all goes to the credit and interest of the Headteacher. It also happens that some Headteachers and Asstt. teachers are drawing Government benefits simultaneously from two schools. These are the points of investigation.

There are so many anomalies, so much chronic maladministration and corruption in the administration of the Secondary Schools which deserve mention, but cannot be described here for want of space. In this country of polluted atmosphere where chaos and caprices are now rampant, delegation of powers in one hand amounts to dictatorship and mis-use of powers and responsibilities.

The authorities concerned may kindly enquire into the matter in order to save education and culture of the future generation.

A Teacher, Dhaka-1209.