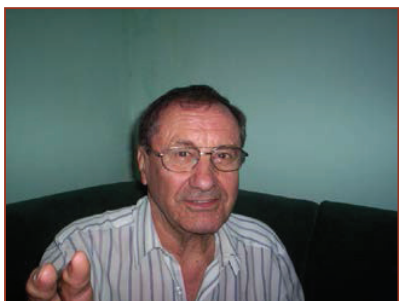


PROFESSOR MIRON IONESCU'S ACTIVITY AT THE SPECIAL SCHOOL FROM ȘIRIA IN THE SCHOOL YEAR 1956-1957

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Abstract: *Teaching is a profession that comes from the heart, a voyage in the adventurous childhood of some many generations. The teacher has been and is light, warmth, purity, goodness, a path breaker and a unexhausted seeker for the treasures of the human soul.*

Key words: *vocational professor, school dedication, a model*



These words define Professor Miron Ionescu. He was born in Izvorul Rece, Vaideeni village, Vâlcea County. After the graduation of primary school in Izvorul Rece, he moved to Ardeal where he continued his studies. He attended secondary and high school at the Pedagogical High school "Andrei Șaguna" from Sibiu, between 1945 – 1952, and then completed his university education in Cluj, at the Faculty of Pedagogy – Psychology of "Victor Babeș" University, between 1952 – 1956. He graduated as a valedictorian, being awarded a Bachelor's degree in Pedagogy – Psychology. He worked for a few years as a teacher in Arad County. He taught pedagogy and Romanian language and literature at the Special School in Șiria (1956 – 1957), and, later on at the Secondary School in Șiria, where he held the position of school principle (1957 – 1960).

The school of Siria is for Professor Miron Ionescu the place of the most beautiful memories, the place where he always comes back gladly.

He always wanted to develop a functional school, an objective that was fulfilled due the respectful attitude, cherish and love for each child.

Research was done in the Archives of Special School in Șiria because Professor Ionescu started his career there. Information related to his activity in the school year 1956 – 1957 were found, as well as information on the organizational system of this institution highly impacted by the professors contribution.

The General Plan of Work for the school year 1956 – 1957 was found in the school archive. The decisions and regulation established in the district discussions, settled the following tasks:

1. General education
 - a) The accomplishment of the school plan;
 - b) Monitoring and maintaining attendance at 100% throughout the year;
 - c) Assuring school supplies for pupils;
 - d) The preparation of the first school day.
2. Management and control
 - a) Planning the teaching staff's work;
 - b) Control over the teachers' preparation for lessons;
 - c) Quality assessment of pupils' knowledge;

- d) The development of conscious and consented discipline at pupils;
 - e) Control and guidance of work with pioneers;
 - f) Monitoring and accomplishment of administrative and household tasks;
 - g) Active extracurricular control;
 - h) Control and guidance of work in the methodological area.
3. Pedagogic counsel
- a) Organizing work in the pedagogical counsel;
 - b) Support for changes in the agriculture;
 - c) Affinity with the pupils' parents,
 - d) The establishment of work groups within the school;
 - e) Discusses and executes Party and Government orders related to school;
 - f) Examines the plans and the reports on school activity;
 - g) Discusses the reports in detail and draws fair conclusions on the teachers' demonstrative lessons;
 - h) Determines the most remarkable teachers;
 - i) Discusses the pupils' behaviour grades and in serious cases decides upon their disposal;
 - j) Discusses and tries to increase the teachers' ideological, professional and political level;
 - k) takes measures for the opening and closing of the school year;
 - l) Follows closely the school's equipment with didactic material;
 - m) Establishes the teachers' annual leave.
4. Organization of instructive-educational work
- a) Fulfilment of syllabi stipulations, according to subjects and classes;
 - b) Pupils' control and grading;
 - c) Teaching thorough knowledge;
 - d) Fight against learning drawbacks.
5. Methodical activity and improvement of teachers' qualification
- a) Ideological and political work with teachers and preschool teachers;
 - b) Organization of work in the pedagogic corner;
 - c) Acquiring and using the experience of soviet school and of our highly ranked schools;
 - d) Organizing help for young teachers;
 - e) Preparing teachers for teachers' counsels held in January and August 1957.
6. Teachers work in the classroom
- a) Keeping trace of attendance and grades;
 - b) Helping students with learning difficulties by organizing tutoring classes;
 - c) Organizing spare time, control over schedule overload;
 - d) Organizing trips and visits with other teachers;
 - e) Support workshops organized by the pioneer organization;
 - f) Close link to the students' parents;
 - g) Close connection with the schools' principle;
 - h) Helps experience exchange between teachers;
 - i) Follows the development of a conscious and responsible attitude towards work that brings about the development of socialist patriotism and proletarian internationalism.
7. Work outside the classroom
- a) Organizing pupils' activities at workshops;
 - b) Students' involvement in patriotic activities;
 - c) Organizing work at school library;

d) Encouraging pupils to support different activities organized by the local council and the socialist sectors from the villages.

8. Pioneers organization

- a) Elaboration of the general work plan of the school's pioneers organization;
- b) Strengthening the pioneers organization;
- c) Support for the educational process;
- d) Development of collective and patriotic spirit;
- e) Organizing thematic meetings.

9. Sanitarian and physical education measures

- a) Permanent connection with the school's doctor and nurse;
- b) Organizing sport events and competitions between classes;
- c) Organizing Red Cross work in school.

10. Administrative and household work

- a) Adjusting school inventory;
- b) Completion of didactic-instructive equipment;
- c) Finishing interior repairs;
- d) Acquisition of printed books and school supplies;
- e) Termination of pupils' enrolment;
- f) Keeping registers in order;
- g) Keeping the pupils' enrolment registers in order;
- h) Cleanness of school, schoolyard and outbuildings;
- i) Material preparation of the new school year;
- j) Food supplies
- k) Equipment and bedding for children;
- l) Building a household annexes for the improvement of pupils' food services.

School organization

A.	Classes and pupils		
	Preparatory classes	5	(?) pupils
	1 st Grade	2	19 pupils
	2 nd Grade	2	19 pupils
	3 rd Grade	2	16 pupils
	Total no of classes	11	

B. School manning

Preparatory classes

Rona Gheorghe	
Pavlov Valentina	
Vuia Gheorghina	
Faur Stela	
Popii Gheorghe	
1 st Grades	Vintilescu Doina
2 nd Grades	Popovici Dumitru
	Ionescu Miron
3 rd Grades	Drăgoi Teofil
	Huzău Maria

Preschool teachers

1 st Group	Căpitan Zenobia
2 nd Group	Groza Felicia
3 rd Group	Apostolescu Ileana
4 th Group	Vacancy
5 th Group	Vacancy

School workers

I. Team of good workers

Cîlbu Nicolae responsible
Groza Felicia
Drăgoi Teofil
Kenil Mihai

Tasks:

- a) Care and maintenance of water supplies in good conditions;
- b) Sanitary maintenance and use of toilette;
- c) Cleanness of schoolyard and school paths;
- d) rational use of fuel;
- e) Daily cleaning and dusting of classrooms, bedrooms and school's outbuildings.

II. Small repairs necessary throughout the school year

- a) Immediate repair of involuntary damages caused by pupils;
- b) Repair, cleaning and fencing of the two wells in the schoolyard;
- c) Thorough cleaning in the summer holidays;
- d) Disinfection and wall repairs.

III. Material preparation of school for the new school year

- a) Repairing interior and exterior walls, doors, windows and furniture;
- b) Inside and outside whitewashing.

IV. Arrangement collective

Tasks:

- a) Caring for the arrangement of classrooms. The responsible will be supported by the tutoring teacher;
- b) Exterior arrangement of school for different events like anniversaries and celebrations. This work will be done by a team consisting of teachers and preschool teachers.

V. Internal order in school

For pupils:

- creating a conscious and consented discipline;
- development of good skills through daily drilling practice;
- understanding the duty to parents, teachers, school and local council;
- obedience to schools and classroom's decisions;
- Knowledge and enforcement of behaviour rules.

For teachers

- Thoroughness in lesson preparation;
- hard work with left behind pupils;
- Punctuality in the classroom and arrival to school 10 minutes before the lesson begins;
- Fulfilment of tasks from the general plan of the school;
- Compliance with the schedule and pupils' breaks;
- Keeping the didactic material in good conditions.

VI. Library:

Responsible: Comerzan Eugenia

Tasks: Keeping the library's inventory and catalogue; readers' registration; book distribution in the classrooms, according to pupils' level of understanding; keeping record of books required as private reading at different school subjects.

Teachers' working and living conditions

School has taken all measures to assure proper work and living conditions for teachers according to Central Committee's, PMR and CM's decision of 16 August 1954. All teachers are

provided adequate housing, fuel and the right to be supplied with manufactured goods and food from the socialist sector. They also received salaries at the due date and new teachers received also a settlement allowance. No delays were signalled. Teachers could serve the meal in the canteen built near the boarding school, thus saving some money and improving their financial wellbeing. All teachers were enrolled in the course The History of Romanian Working Party, which they regularly attended and obtained good results. Teachers enrolled in distance learning courses received support from the school, being excused from other extracurricular activities.

No exchanges were made between schools in the school year 1956 – 1957, due to restrictions related to travelling expenses.

Teachers obtained satisfactory results at the end of the school year due to their involvement in the educational act, to the improvement of their teaching methods and to advice given by experienced teachers. Professor Miron Ionescu had a remarkable activity, obtaining very good results in the didactic activity. Consequently, he was appointed principle of Secondary School of in 1957 having the position until 1960. He remained in the teachers' and pupils' memory as a good colleague and exquisite pedagogue.

Each time Professor Miron Ionescu had the opportunity, he visited Șiria and the two schools where he started his activity as a teacher. It is impossible not to see the bond between Professor Miron Ionescu and Șiria with the people he supported so much. Therefore, we pay him great respect.