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Tuesday

10th August, 1948



PARLIAMENTARY DEBATES

(HANSARD)

HOUSE OF REPRESENTATIVES OFFICIAL REPORT

(Uncorrected)

PRINCIPAL CONTENTS

APPROPRIATION BILL, 1948-49

[Eleventh Allotted Day.]

CONSIDERED IN COMMITTEE

Heads 80 to 83 and 99 to 101

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NOTE

Corrections which Members suggest for the Final Print should be clearly marked in this Report, and *the copy containing the corrections must reach the Chief Reporter, House of Representatives,*

not later than
Thursday, 2nd September, 1948.

GOVERNMENT OF CEYLON

GOVERNOR-GENERAL

HIS EXCELLENCY SIR HENRY MONCK-MASON MOORE, G.C.M.G.

CABINET

Prime Minister and Minister of Defence and External Affairs—The Hon. Mr. D. S. SENANAYAKE, M.P.

Minister of Health and Local Government, and Leader of the House of Representatives—The Hon. Mr. S. W. R. D. BANDARANAIKE, M.P.

Minister without Portfolio—The Hon. Mr. A. E. GOONESINHA, M.P.

Minister of Labour and Social Services—The Hon. Mr. T. B. JAYAH, M.P.

Minister of Finance—The Hon. Mr. J. R. JAYEWARDENE, M.P.

Minister of Transport and Works—The Hon. Sir JOHN KOTELAWALA, K.B.E., M.P.

Minister of Education—The Hon. Mr. E. A. NUGAWELA, M.P.

Minister of Justice and Leader of the Senate—The Hon. Dr. L. A. RAJAPAKSE, K.C.

Minister of Food and Co-operative Undertakings—The Hon. Mr. A. RATNAYAKE, M.P.

Minister of Agriculture and Lands—The Hon. Mr. DUDLEY SENANAYAKE, M.P.

Minister of Posts and Telecommunication, and Industries, Industrial Research and Fisheries—The Hon. Mr. C. SITTAMPALAM, M.P.

Minister of Commerce and Trade—The Hon. Mr. C. SUNTHARALINGAM, M.P.

Minister of Home Affairs and Rural Development—The Hon. Mr. E. A. P. WIJAYERATNE.

PARLIAMENTARY SECRETARIES

Parliamentary Secretary to the Minister of Labour and Social Services—Mr. M. D. BANDA, M.P.

Parliamentary Secretary to the Minister of Agriculture and Lands—P. B. BULANKULAME DISSAWA, M.P.

Parliamentary Secretary to the Minister of Justice—Mr. G. R. DE SILVA, M.P.

Parliamentary Secretary to the Minister of Food and Co-operative Undertakings—Mr. H. S. ISMAIL, M.P.

Parliamentary Secretary to the Minister of Finance—Mr. H. E. JANSZ, C.M.G.

Parliamentary Secretary to the Minister of Posts and Telecommunication—Mr. A. P. JAYASOORIYA, M.P.

Parliamentary Secretary to the Minister of Home Affairs and Rural Development—Gate Mudaliyar M. S. KARIAPPER, M.P.

Parliamentary Secretary to the Minister of Health and Local Government—Mr. V. NALLIAH, M.P.

Parliamentary Secretary to the Minister of Industries, Industrial Research and Fisheries—Mr. H. DE Z. SRIWARDANA, M.P.

HOUSE OF REPRESENTATIVES

Tuesday, 10th August, 1948

The House met at 10 a.m., Mr. SPEAKER [THE HON. MR. A. F. MOLAMURE] in the Chair.

PAPERS PRESENTED

Further list of Proposed Alterations in Details in the Legend, &c., of Sub-heads in the Draft Estimates, 1948-49 (Second Print). [Hon. Mr. Jayewardene.]

Ordered to lie upon the Table.

ORAL ANSWERS TO QUESTIONS

Dissatisfaction among Villagers of Dikkapitiya, &c., Regarding Allocation of Land

1. **Mr. Sugathadasa:** Will the Hon. Minister of Agriculture and Lands state: (a) Is he aware that there is great dissatisfaction among the villagers of Dikkapitiya, Palugama and Gawarammana that all available Crown lands were allocated to the people who already own lands, at the Land Kachcheries held recently and that the poor landless peasants were turned away at such Kachcheries? (b) Will he cancel all such grants of land made by Land Kachcheries held in Udukinda, during the months of May, June and July, 1948, and order fresh Land Kachcheries to be held to enable the poor peasants to submit their claims for land?

The Hon. Mr. Dudley Senanayake (Minister of Agriculture and Lands): (a) I am not aware of any dissatisfaction among the villagers of Dikkapitiya, Palugama and Gawarammana regarding the allocation of available Crown land at the Land Kachcheries held recently. Eighty-six Land Kachcheries were held during the months of May, June and July, 1948, at which 1,593 allottees were selected. Of these 86 Land Kachcheries, 53 were held for the villages in Udukinda, and 1,173 persons were selected from those villages. The Government Agent and his Assistants exercised care in selecting the most deserving applicants. On account of the strong demand for land and the scarcity of land,

it has not been possible to satisfy all deserving applicants. A few isolated complaints have been received and are being investigated by the Government Agent.

(b) It is not proposed to cancel the allocations made at these Land Kachcheries without due inquiries. The Government Agent, Uva, will investigate immediately any specific instances where it is alleged that land has been given to undeserving applicants.

Mr. Sugathadasa: I wish to ask, as a supplementary Question, whether these complaints will be investigated.

The Hon. Mr. Dudley Senanayake: I have already stated in Answer to Question (b) that investigations are being made.

Mr. Sugathadasa: Have the petitions sent in been considered?

The Hon. Mr. Dudley Senanayake: To whom were the petitions sent?

Mr. Sugathadasa: To the Minister of Agriculture and Lands.

The Hon. Mr. Dudley Senanayake: The petitions would then have been forwarded to the Government Agent.

Mr. Sugathadasa: No reply has been received so far.

The Hon. Mr. Dudley Senanayake: I shall look into the matter.

Mr. Speaker: Question No. 2.

The Hon. Mr. D. S. Senanayake (Prime Minister): The Member is not here.

Granting of Land to Children of Peasants Working in Agricultural Farms

4 **Mr. Bauddhasara:** Will the Minister of Agriculture and Lands please state whether he would consider making a special grant of a certain percentage of land under Peasant Colonization Schemes to those whose parents are working in agricultural farms close to such colonization schemes.

The Hon. Mr. Dudley Senanayake:

The Answer to the hon. Member's Questions is as follows:

1. The present policy of Government is to reserve a certain quota of the allotments available for alienation each year to labourers who have been working continually for at least a period of 2 years, on the development of the land.

2. It would not be possible to reserve allotments for the children of these labourers, since some of them may be minors who cannot develop an allotment.

Mr. Dahanayake: As a supplementary Question, may I know whether the Minister will reserve a certain extent of land for children who are not minors?

The Hon. Mr. D. S. Senanayake: If they are not minors, they cannot be children.

The Hon. Mr. Dudley Senanayake: They can come in with the other labourers.

Functions of High Commissioner for Ceylon in London

5. **Dr. N. M. Perera:** Will the Prime Minister state: Would it be part of the functions of the High Commissioner for Ceylon in London to purchase supplies for the Ceylon Government from various engineering and other firms in place of the Crown Agents?

The Hon. Mr. D. S. Senanayake: Ceylon House has, at present taken over from the Crown Agents the following:—

- (1) Payments to the British Ministry of Food for food purchases on behalf of the Ceylon Government.
- (2) Payments made to Ceylonese scholars in the United Kingdom.

Other functions performed by the Crown Agents will be taken over gradually.

Dr. Perera: The specific question I asked was about supplies from various engineering and other firms

The Hon. Mr. D. S. Senanayake: Those activities will be taken over gradually.

Mr. D. B. R. Gunawardena: What happens to the commission which used to be earned by the Crown Agents?

The Hon. Mr. D. S. Senanayake: The commission comes to us.

Mr. Dahanayake: Does it come to the Ceylon Government or does it go to the credit of the High Commissioner?

The Hon. Mr. D. S. Senanayake: The High Commissioner is an officer of the Ceylon Government. There is, therefore, no question of a separate Bank Account. The commission comes to the Ceylon Government.

BUSINESS OF THE HOUSE

Dr. N. M. Perera: Before we go into Committee, Sir, I wish to ask a question about the Business for the following week.

The Speaker: You can ask it tomorrow. We may have to make a change tomorrow.

APPROPRIATION BILL, 1948-49

Considered in Committee. [Progress, 9th August.]

[MR. SPEAKER in the Chair.]

Head 80.—Food Commissioner (Control and Distribution)

(Emergency Department)

Vote No. 1.—Salaries and Expenses of the Department of Food Commissioner (Control and Distribution), Rs. 1,838,488.

Dr. N. M. Perera (Ruwanwella): Mr. Chairman, you will remember that, so far as I am concerned, I did not raise many questions when the Minister's Vote came up. I want to make a few observations now, and I think all of us should congratulate the Minister of Food on the successful removal of the Internal Purchase Scheme. I think the Hon. Minister must have found, as a result of consequent developments, that our prognostications about the removal of

the I. P. S. where correct. We would have wished if the Hon. Minister had gone a step further and given even a small subsidy to rice producers in order to encourage still more the production of rice.

It was the ambition of the Hon. Minister at one time, when he was a back-bencher, to reduce the price of rice to a very reasonable amount even if it did not come down to the pre-war price. I am hoping that the Hon. Minister, in the coming year at least, will make a serious effort, even if it means paying a higher price for imported rice, to see that the people of Ceylon get a cheaper plate of rice. The Minister stated that it was possible to get a plate of rice at 52 cents. I would ask the Hon. Minister to attempt to get a plate of rice at 52 cents.

The Hon. Mr. J. R. Jayewardene (Minister of Finance): Imported rice?

The Hon. Mr. D. S. Senanayake: It is 30 cents a plate.

Dr. Perera: You get a small quantity which will never satisfy you.

The Hon. Mr. A. Ratnayake (Minister of Food and Co-operative Undertakings): You get quite enough.

Dr. Perera: If you go to the boutiques you will find that labourers have to pay just as much as before, because there are various other items on which they are charged. For every additional saucer of rice they charge more, and in the end the labourers are not better off.

We hope the Hon. Minister will reconsider the position with regard to the price of bread. We are not satisfied that the Minister was justified in raising the price of bread.

One word with regard to the milk scheme.

The Hon. Mr. A. Ratnayake: That comes under the next Vote.

Dr. Perera: I shall refer to it under that Vote; but with regard to the question of price control, I have occasionally read in the newspapers about one or two individuals being charged in Court, but I am not satisfied that a real drive is being made to maintain a check and

see that the Control Regulations are observed. I think the Hon. Minister must Jinger up his Department in order to maintain a greater check on the exorbitant prices demanded, especially in the outstations. It is true with regard to Colombo, too that if you go to the various streets in the Pettah, you will find that prices charged are much higher than the normal control prices. I have not yet seen a real effort being made by his Department to bring to book these recalcitrant individuals who are fattening on the poor man by charging exorbitant prices.

Mr. W. Dahanayake (Galle): There are two points I wish to refer to under the Head of Control and Distribution. I find that some of the food that is distributed is not fit for human consumption. It is well known that flour, for instance, deteriorates after a certain lapse of time, and steps should therefore be taken to reject all food that has been lying beyond a certain period of time as unfit for human consumption.

I have had complaints from people in my electorate, as well as complaints from people right along the coast line from Colombo to Matara, that the rice that is obtained through the ration is not so good as the rice that is obtainable elsewhere. The quality of the rice is the same, but somehow what is given through the ration contains so much of foreign matter that it is very difficult to use that rice in the normal way. There must be something wrong with the people who distribute it at the centre, if it happens that everything that is distributed through the co-operative is inferior to what is distributed outside the ration.

Now, it is not only in regard to rice that that complaint is made. I have before me a specimen of flour that had been sent to me from Galle. This flour was sent to me from Galle. It shows that the Assistant Food Controller at Galle is issuing flour that is thoroughly unfit for human consumption. I shall call this flour distributed through the Assistant Food Controller, Galle, 'B.1'. You will find that the flour has hardened into blocks and is full of vermin.

The Hon. Mr. A. Ratnayake: Where is the vermin?

Mr. Dahanayake: The Hon. Minister will not see the vermin in this flour because I opened the parcel yesterday while my hon. Friend on the right was speaking, and I allowed the vermin to get out among hon. Members. I also produce a loaf of bread. Let it be called 'B 2'.

The Chairman: I am afraid I will have to take action against the hon. Member for letting strangers into the Chamber.

The Hon. Mr. Jayewardene: I saw them there last week!

Mr. Dahanayake: Now, let me talk seriously—to the Hon. Minister. He must see that all stocks of food that are old are rejected and not distributed to the people. That is the point. I should like to know from the Hon. Minister whether he has, in the past, destroyed such stocks of food, and, if so, what quantities have been destroyed.

The Hon. Mr. A. Ratnayake: Oh yes, I have.

Mr. Dahanayake: There is some difficulty in obtaining new rice ration books. There are large numbers of people who have lost their ration books. Normally, they do not worry about it, but now they are up against the problem of getting themselves registered in the Employment exchanges, and they cannot do so without their ration books. A fair, number of people have told us that they have lost their ration books and find it very difficult to obtain new rice ration books. The present system requires a person who wants a new ration book to submit an affidavit. It is not generally known that a person can swear an affidavit without a stamp. But even with a stamp, when an affidavit is taken to the D.R.O., very many of them do not get their ration books quite enough. The procedure must be made easy for people to obtain rice ration books. I dare say that there should be supervision on this point, because it may be possible for people to obtain more than one ration book. But that difficulty may not arise now because nobody is keen on having a second ration book. In the past, some people obtained a second and a third

ration book when some of the traders collared their ration books. Today there is no such hardship, and those who apply for new books are genuine applicants who have lost their old books. Such people should be supplied with new ration books, particularly because there is such a big difference in the price of rationed rice and unrationed rice. I hope the Hon. Minister will look into that matter and give directions to the D.R.Os, through the village headmen, to supply those who have lost their ration books with new ones.

I understand that a certain amount of credit has been allowed by the Food Commissioner's Department to certain individuals. We would like to be furnished with the list of the names of those individuals with the credit that has been allowed to them and with the credit that is outstanding. I understand that some of that money cannot be recovered. That is my information. I hope the Hon. Minister will closely question the officers of the Department and find out whether this statement is correct.

Mr. D. B. R. Gunawardena (Kotte): I should like to ask the Hon. Minister a question regarding the large consignments of Maldivian fish and *karawadu* and things like that which we receive and which the Hon. Minister generally takes over from the dealers.

Sir, it has been brought to the notice of some of us that large importers of dry fish have, at times, handed over their entire stocks to the Food Control Department who had, more or less, requisitioned them. And, after having sorted out a certain amount of fish from those stocks, they had found that about half the stocks was rotten. But these dealers had been paid, earlier, for the full quantity of dry fish. Later on, the remaining half, which was rotten, had been bought back by those dealers at a very nominal rate for manure and things like that. I should like to know, on such purchases, how much money the Department had paid to these big dealers. Because, I hear, ship-loads of dry fish and other goods were bought amounting to 100 tons or more, and they were paid for fully.

The Chairman: The hon. Member is repeating the same thing.

Mr. Dahanayake: I should like to know how much money was unnecessarily spent in this way.

Mr. S. Thondaman (Nuwara Eliya): I wish to bring to the notice of the Hon. Minister that the present practice, when a person wants to leave Ceylon, is for him to surrender his ration book or token card at the Kachcheri. That causes great hardship in that people have to travel over 30 miles or more in certain cases. They have to travel two or three days before they get to the Kachcheri and are able to get their ration cards exchanged. With the present improved food situation, I would ask the Hon. Minister to consider whether it would not be possible not to insist on the surrender of the token card. If that is not possible, I would suggest to him that some facilities, such as are allowed to passengers travelling by air from Ceylon, be provided. In such an event, the token card is handed over to the officer who issues the ticket. I ask that some such facility be provided.

The Hon. Mr. A. Ratnayake: With regard to the question raised by the hon. Member for Galle and with regard to his productions, I should like to say that, whatever food is found to be unfit for human consumption, is immediately withdrawn from the traders. The purchasers make a complaint to the Deputy Controller of the area, and he inspects the food and obtains the advice of a Medical authority. And, if the food is found to be unfit for human consumption, it is withdrawn from the market.

I am unable, at the moment, to state what exactly are the quantities that were withdrawn, but I do know that large quantities were withdrawn from the market, particularly flour. With regard to the particular specimen which the hon. Member for Galle produced, I am sure he has not purchased it as a serious production, because, when I went to Galle, a complaint was made to me by a trader and he produced before me a similar specimen of the flour sold. It contained more vermin than flour. I was shocked that the trader was selling flour like that at Galle. It is strange that these things occur only in Galle or that Galle alone is given such

The Hon. Mr. D. S. Senanayake: There is a lot of vermin in Galle.

The Hon. Mr. A. Ratnayake: It may be that food deteriorates when it is in Galle. But, after I had received that information, I promptly went to the stores and ripped open a number of bags. On examination, I found that the flour there was quite good and fit for human consumption. The trader, I think, merely collected a large quantity of vermin from all over the place and showed them to me. So, I am wondering whether the hon. Member for Galle is a victim of a similar hoax. However, I challenge the hon. Member to send 30 cents here and now to any place in the City of Colombo and produce a loaf of bread to me like the one he has just shown us.

With regard to the ration books being lost, I know, personally, that a large number of people come to us regularly for the renewal of rice ration books or for the purpose of obtaining new ration books. There is no difficulty whatsoever in getting new ration books on the production of an affidavit, for which no stamp is required. A new ration book is always issued by the D.R.O. without any delay.

With regard to the question that was asked about dry fish, that is a matter which I shall inquire into. I do not know of any single incident. But we are not buying dry fish now. It is not under control and the entire trade is in the hands of private traders.

As for the question of the surrender of token cards, I am afraid the food situation is not quite so satisfactory as to warrant the abandoning of that practice, but I believe a particular place has been assigned for the issue and the return of these token cards. It is situated somewhere near the Lotus Pond Garage and serves the outstations.

Mr. Thondaman: People have to go to the Kachcheries.

The Hon. Mr. A. Ratnayake: With regard to the question raised by the hon. Member for Ruwanwella, namely, that I should make an effort to reduce the

[The Hon. Mr. A. Ratnayake.]
 price of food, certainly it is the ambition of this Government to reduce the price of food. We have succeeded up to a point in bringing down the price of food, particularly. We have succeeded, during this year, in issuing an extra ration of 25 per cent. of the rice issued in the past at the subsidized price. Outside the subsidized ration, we are issuing any quantity of rice a consumer requires.

Dr. Perera: What is the quantity of extra rice that you issue?

The Hon. Mr. A. Ratnayake: There is no limit to the amount of rice a person can have. I have made investigations as to the cost of a plate of rice and I find that, whilst it was 75 cents in January, it is now available for about 40 cents a plate. A plate of rice with plenty of rice and two or three vegetables and a fish curry is available for 40 cents. The 30 cents plate of rice is still available, but I am told that it is not popular. However, while passing through Kegalla, I noticed a large number of posters in front of hotels advertising the 30 cents plate of rice and curry.

10.30 A.M.

Dr. Perera: What is the use of the advertisement if you cannot get the rice?

The Hon. Mr. A. Ratnayake: They would not have put up the advertisement if rice was not available. The situation is far more satisfactory now than it was ever before.

The question of further reducing the price is somewhat remote, because we are entirely at the mercy of producer countries. You will be amazed to hear that the prices of most of these foodstuffs have gone up by 400 per cent during the last two years. There is no likelihood of a further reduction of price at the other end. When I tell you that the subsidy on rice alone costs the Government Rs. 9 million a month, that is Rs. 108 million a year, you will realize what an enormous subsidy you have to make. We are able to make that up by the profits we make on sugar.

Then with regard to bread, I was hoping that the International agreement would have been honoured by the producing countries. Some of the countries agreed to honour that agreement, but unfortunately the United States of America, which was expected to ratify that agreement on the first of this month, refused to ratify that agreement, and as a result our anticipations, our expectations, to obtain flour at a reduced price were not realized. As a result of this, it may be necessary for me to reconsider my forecast about the food losses. I am, however, certainly making further efforts with the Governments of Australia and Burma to obtain rice at a reduced price if possible. Those are most of the points raised by hon. Members.

Mr. Thondaman: I would like to know whether it is not possible for the surrender of token cards to be done at railway stations.

The Hon. Mr. A. Ratnayake: I shall consider that.

Mr. Dahanayake: Is the Hon. Minister aware that supplies of foodstuffs have been sold by Government on credit to certain private individuals, and that the Government is now finding it difficult to recover the monies?

The Hon. Mr. A. Ratnayake: I have the information that no credit was given under this Head, but credit was given under another Head to five persons some time ago and legal action is being taken to recover the amounts due.

Mr. Dahanayake: What is the amount involved?

The Hon. Mr. A. Ratnayake: I do not have the figure with me at the moment.

Mr. Dahanayake: The Hon. Minister has admitted that credit was given to five people and that the Government is unable to recover the amounts. We ask on what principle credit was given. If we had known that credit was being given, we ourselves would have applied. The Government gives credit to private individuals—

The Hon. Mr. A. Ratnayake: This happened during the emergency.

The Chairman: He does not know the figures now.

Mr. Dahanayake: Let him get the figures. There is a whole army of officials in the Public Officers' Box at his beck and call.

Dr. Perera: I would like to mention that, in spite of all the efforts of the Hon. Minister's Department, the cost-of-living index is going up and the Hon. Minister seems to be powerless to check it. That is one of the main functions of the Hon. Minister's Department. If this were not checked we shall have this continued rise in prices, and, what is more, blackmarketing has not been brought down by any appreciable extent.

The Hon. Mr. A. Ratnayake: The black market in rice, flour and particularly sugar has completely disappeared. Conditions were terrible about nine months ago.

The cost-of-living index has puzzled me, too, and I have asked the Hon. Minister of Labour and Social Services to look into the matter. We are well aware of the fact that, although the cost of textiles and food has gone down, still the cost-of-living is going up. That is something paradoxical.

Dr. Perera: Not paradoxical. All the other items are going up.

Mr. Dahanayake: I am not satisfied with the present position. We have discovered now for the first time—

The Hon. Mr. A. Ratnayake: Not now.

Mr. Dahanayake: It is a discovery. I ask how many hon. Members knew that a Government Department had sold goods on credit to private individuals and that it was finding it difficult to recover the monies. We want to know what sums are involved. We want to know whether the Treasury had sanctioned the sale of goods on credit by the Food Department to a private individual. We want to know on what

basis the transaction took place and what security was given. We want to know why a Government Department had acted in this manner.

The Hon. Mr. A. Ratnayake: During the course of buying and selling in an emergency, the Government found it necessary to extend credit to certain individuals and action is being taken to recover this money.

Question, "That the sum of Rs. 1,838,488 for Head 80, Vote No. 1, be inserted in the Schedule," put, and agreed to.

Head 80, Vote 1 ordered to stand part of the Schedule.

Head 81.—Food Commissioner (Supplies)

Vote No. 1.—Purchase and distribution, &c., of food and other essential commodities including subsidies on essential foodstuffs, Rs. 50,000,000.

Dr. Perera: What about Head 80, Vote 2?

The Chairman: There is no Vote 2 under Head 80.

Dr. Perera: I move, "That the Vote be reduced by Rs. 1,000."

Last year we had a token Vote for this purpose. This year I find that the Hon. Minister has, quite rightly, provided a certain sum of money for this purpose, namely Rs. 50,000,000. This certainly is a much better position, so far as budgeting is concerned, than dealing with it on a token Vote and the House and the country being unaware of what the actual situation is.

On the question of food, we are not prepared to stint any money. We are prepared even to grant more money. But we are not convinced that it is the correct policy to take off a portion of this food subsidy or let the Government reimburse itself by charging something extra on sugar. The correct policy, as we see it, is not to charge one cent from the poor man in order to meet the losses on the subsidy.

The Chairman: You are now on the question of sugar.

Dr. Perera: I am now dealing with the whole question of subsidy.

The Chairman: Sugar comes under Vote 2.

Dr. Perera: I am raising this as a part of the subsidy question. The first Vote deals with essential commodities, including subsidies on essential food-stuffs. I think this House will not be chary of passing even Rs. 100,000,000. But that should be obtained by normal taxation, by taxing the rich to see that the poor man gets his essential commodities. It is not correct to recover portions of that money by taxing the poor man on sugar. In regard to the high price of sugar, I would like to state that a very large number of villagers cannot afford to buy their sugar today. If the Hon. Minister will inquire from the co-operative societies, he will find that a large quantity of sugar is left over because the poor people are unable to buy at this exorbitant price. I think it is much more fair to face this question frankly and tell the people that we have to subsidise the food and that we have to tax. I am not prepared to accept the position that we must tax sugar for that purpose in order to reimburse the Government partly. I do not think that we should jib at that Rs. 100,000,000 in order to give the poor people the very essentials at a reasonable price. Why should we be chary about doing that? At the moment I must say that we are not afraid of even Rs. 100,000,000 being raised by way of additional taxation.

Mr. Dahanayake: This Vote deals with the purchase of local foodstuffs as well. The Hon. Minister was responsible for two good things. Firstly, the removal of the I.P.S. scheme, and secondly, the raising of the price of a bushel of paddy from Rs. 6 to Rs. 8. But, Sir, he has yet to set up the machinery to purchase the rice at Rs. 8 a bushel. Nearly a year has passed by, and one finds that the peasant is unable to dispose of his paddy at Rs. 8 a bushel because the Government Agents do not purchase any paddy now. There are no central purchasing stores run by the Government for the purchase of paddy.

I want to tell the Hon. Minister a certain thing that happened in the Galle District recently. A village headman went round purchasing paddy at about Rs. 7 a bushel, and he transported

the paddy to a privately-owned mill. The villagers thought that the headman was purchasing the paddy on behalf of the Government, because up to about a few months ago the headman was the only authority to purchase paddy in the village. When the Internal Purchase Scheme was dropped and when new machinery was set up, when the headman again went back to the village, the villagers thought that the headman was making purchases for the Government. The peasants stand to lose, the headman stands to gain. You have guaranteed Rs. 8 per bushel and that Rs. 8 does not reach the actual producer. So, there is an urgent need for setting up machinery for Government to purchase the paddy from the peasant. I hope the Minister will take immediate steps to establish such purchasing centres.

Mr. K. Kanagaratnam (Vaddukkodai): May I ask the Hon. Minister to state whether this Rs. 50,000,000 will be sufficient to meet the subsidies for the next financial year. I ask that question because of the Hon. Minister's statement that the subsidy for a month now amounts to about Rs. 9,000,000 which works out to Rs. 108,000,000 for a year. Am I to understand that the difference of Rs. 58 million will be met from profits which you anticipate on the sale of sugar?

The Hon. Mr. A. Ratnayake: I do not think, Sir. Last year we came for a supplementary provision of Rs. 103 million, the net subsidy for that year, and on that very basis I doubt whether this amount will be sufficient to cover up the entire subsidies for next year.

Mr. S. A. Silva (Agalawatta): I would like to ask the Hon. Minister his policy regarding rice coupons that are being cut off from the ration books belonging to peasants who produce paddy. I find that every headman in my area had been cutting off coupons indiscriminately, taking for granted that the villagers produced the same quantity of paddy as when they measured and surrendered the paddy to the Internal Purchase Scheme. Last season there was a failure of crops, and yet a large number of coupons had been taken off by the headman.

The Hon. Mr. A. Ratnayake: I must confess that the machinery created for the purchase of paddy at the guaranteed price is not satisfactory. The internal purchase organization had to be liquidated and thereby we effected a saving of Rs. 6 million. We expected the agricultural products and sales societies to step into its place and purchase all the paddy, but, unfortunately, we have only a few such societies scattered all over the Island, and complaints are received from all parts of the Island. I remember the Hon. Minister of Agriculture and Lands complaining to me that even in the Minneriya area there was no organization to buy paddy. Similar complaints came to me from several other Members, and we have been making every effort during the last month to provide the organization.

10.45 A.M.

Dr. Perera: What do you propose to do?

The Hon. Mr. A. Ratnayake: We have established 47 internal purchase societies covering a very large portion of the Island and, in addition to that, I believe the purchasing of all paddy is being effected through agents appointed by the Marketing Department. The new project will be for the Marketing Department to buy all the paddy through accredited agents.

Hon. Members have seen advertisement notices in the papers calling for agents who are prepared to buy on behalf of the Government, and in practically every important centre an agent has been appointed to buy paddy at this guaranteed price. I believe that all the agents have now been appointed covering practically the whole of the Island. In other parts, where agents are not appointed, there are these 47 internal purchase societies for buying paddy at that price.

With regard to the question asked by the hon. Member for Vaddukkoddai (Mr. Kanagaratnam), I have to state that, when I anticipated a loss of Rs. 50,000,000, I was hoping to reduce the price of bread as well as to make a small profit, because I expected that the International Wheat Agreement would be honoured by all the participating countries. Unfortunately, on the 1st of

this month, that is after all these things were printed, and so on, the United States of America failed to honour that agreement or, rather to accept the reduced price, with the result that it may be necessary for me to recast the whole arrangement at the end of this year, and I may have to come to this House for a larger sum of money.

With regard to the question asked by the hon. Member for Agalawatta (Mr. S. A. Silva), I will make inquiries into the complaint.

Dr. Perera: The hon. Member raised a serious matter, Sir, and we would like the Hon. Minister to take it seriously, because I find that even in my area the headmen have been indiscriminately clipping off coupons. I would like to know on what basis he is going to work. There seems to be no basis at present on which they act, and there seems to be no control over the situation.

Mr. S. A. Silva: I made representations to the Government Agent two months ago, and the Assistant Government Agent promised to hold an inquiry. I was told that last week the D. R. O. had fixed a meeting for last Saturday at which the people had to be present after coming all the way from Mahagama, a village two and a half miles away. The villagers assembled there in large numbers, but the D. R. O. failed to turn up and the matter is still pending, although it was two months ago that I raised the matter.

Mr. Dahanayake: The D. R. O. in my area instructed the village headmen to remove from rice ration books as many coupons as had been removed from them during the previous season. The result has been that, although the yield this season has been lower than in the previous season, the number of coupons cut off has been the same. I would ask the Hon. Minister to look into this matter very closely.

Question, "That the sum of Rs. 50,000,000 for Head 81, Vote No. 1, be inserted in the Schedule", put, and agreed to.

Head 81, Vote 1, ordered to stand part of the Schedule.

Vote No. 2.—Free distribution of milk to pre-school children and expectant and nursing mothers including salaries and expenses of the scheme, Rs. 3,749,545.

Dr. Perera: On Head 81, Vote No. 2, I wish to say, Sir, that this is perhaps the most unsatisfactory feature of the Hon. Minister's activities. I am sorry to say it, but that is what I have to say about the free distribution of milk to children up to the age of five years.

For one thing, the supervision is thoroughly inadequate, the milk that is provided is very unsatisfactory, and a good deal of swindling is taking place in sugar, which is being utilized by the Supervisors and the people in the distribution centres to feed the black market. Because of this the position is very unsatisfactory, and I think the present position is that the Hon. Minister is unable to find the necessary milk food for the purpose of increasing the number of milk feeding centres; that the number of milk feeding centres has more or less come to a fixed number, and he is unable to go beyond that.

I would like to ask the Hon. Minister to give us some idea of what he proposes to do. I think he means well, but I am afraid the idea still remains at the stage of an intention. We would like the Hon. Minister to tell us really how many children they are able to feed at the present moment.

The Hon. Mr. A. Ratnayake: Nearly 175,000.

Dr. Perera: Out of a possible 500,000! That number is very small; but even as it is, is the Hon. Minister satisfied that that feeding is being adequately done? I know that, in parts of my area where I have personally been able to go round, supervise and check up, a certain amount of improvement has been noticed, but that is not always the case.

I also know that there are certain portions of my electorate where the Supervisor has closed down milk feeding centres because it was difficult to visit those places by walking three or four miles. Therefore, to avoid that difficulty and trouble, he has abolished the centres; and nothing is done about the poor children in some parts of my area.

particularly where the so-called depressed people live. I think their conditions are pitiful.

What is wanted is greater drive in this matter. This is one of the items which will confer immense benefits on the people if properly carried out. Therefore, I would like the Hon. Minister to evolve some proper scheme which would be of real benefit—something much more specific.

Mr. Wilmot A. Perera (Matugama): We are spending very nearly Rs. 4,000,000 on this activity—

The Hon. Mr. A. Ratnayake: Rs. 3,500,000.

Mr. Wilmot A. Perera: I would emphasize that we definitely want some co-ordinated scheme.

We are spending almost Rs. 90,000 on the question of firewood and soap under this scheme. I do not think that is necessary, particularly in the rural areas, to make these payments on account of firewood.

Looking at the scheme as a whole, on the question of District Supervisions and Assistant District Supervisors, I fail to see the necessity of having any Assistant Supervisors. In my electorate, the whole of P. K. West and P. K. East—

The Hon. Mr. A. Ratnayake: What is P. K?

Dr. Perera: Pasdun Korale.

Mr. Wilmot A. Perera: In the whole of Pasdun Korale East and West, there was at one time a Supervisor and an Assistant; but recently the Assistant was taken away and appointed to Agalawatta. Incidentally, I want to mention something else in that connection. That Assistant Supervisor who was seconded for service to the Food Department was a school teacher drawing a salary of Rs. 75 a month. The Education Department tells us that they have no English teachers to be sent to Sinhalese schools; but here, the Education Department is not prepared to take that man back: instead, he was shifted from Matugama to Agalawatta as a District Supervisor.

The Director of Food Supplies advertised this vacancy very many months ago. Applications were called for, but there the matter rests. I do not know what exactly is the position. We can only draw inferences.

There is another thing that I want to mention in this connection. I think what a Supervisor requires is a store-keeper-clerk and, perhaps, a night watcher. But what do we find here? Provision has been made as in previous years. Each Supervisor has a clerk, a storekeeper, a peon and a night watcher.

I know of two constituencies in one of which—this is my constituency—the one-time Supervisor was retired Mudaliyar; his son-in-law was the clerk. In the adjoining constituency, the Supervisor's brother is the clerk and he has his relatives in all the other posts. We worked this out, and one man appears to collect about Rs. 600 a month as salary.

Another point that must be mentioned in this connection is that, when this scheme was originally mooted by the Civil Defence Commissioner, I think it was the Medical Officer of Health, Panadura, who was asked to draw up the scheme overnight. At that time we suggested that the schools be utilized for this purpose because the ready-made organization was there, and, naturally, they turned round and said, "This is meant for pre-school children".

But what is happening today? Is it the expectant and nursing mothers and pre-school children who are being fed at these centres? Certainly not. A number of these centres in my electorate are held in school premises, and it is the school children who are being provided with this milk. You have either to amalgamate the free mid-day meal to school children given by the Minister of Education and this, or take the feeding away from the schools.

I have brought a few of these instances to the notice of the Permanent Secretary, but unfortunately nothing very much seems to happen, whereas I know—I believe I am correct in stating it—that a directive was sent out a few weeks ago that the feeding centres should be removed from the schools.

In my electorate that rule appears to be honoured more in the breach than in the observance.

It would be a good idea if this scheme were handed over to the Health Department. There are Medical Officers of Health, sanitary assistants and, in a large number of cases, there are trained nurses in that Department who could supervise this work. The present supervision is extremely slack. Either you have to bring forward a co-ordinated scheme and see that this money is properly spent, or else you must hand it over to some other Department.

Mr. Dahanayake: I feel that this is an excellent scheme but it is very badly administered. If the truth must be told, I feel that not half the amount of money that we vote for this scheme is well spent. I do not blame anybody in particular, but I would suggest that the entire system should be reorganized.

In my electorate I find that a Supervisor has to supervise nearly fifty centres. Each centre—or practically all of them—work at the same time in the day, that is early in the morning; so that the Supervisor finds it impossible to visit a centre more than about once a month. In the meantime, he knows nothing of what is happening in the centre. Now, what is necessary is that there should be closer and more frequent supervision of the centres.

The hon. Member for Matugama has suggested that this work should be handed over to the Health Department. The Hon. Minister can also consider another suggestion. Why should not this be done through the various local bodies under the Department of the Commissioner of Local Government?

An Hon. Member: That would be worse.

Mr. Dahanayake: I do not know why any hon. Member should say "worse". A village committee is entrusted with very responsible duties; a village committee has certain paid officers; and a village committee is able to scrutinize matters closely in its own area.

11.00 A.M.

You say that village committees are corrupt. Then no rural work can be done at all. If you entrust a certain

[Mr. Dahanayake.] amount of unofficial supervision to these village committees, I feel that this money could be better used.

In any case, all that we ask for is better and more frequent supervision of the milk centres.

Mr. S. A. Silva: With regard to the appointment of Supervisors in my area, I endorse the remarks of the Hon. Member for Matugama. Applications were called for, and a number of men from my area applied for the post. Hitherto it has been the practice for a resident of the electorate to be appointed to this post. No others were appointed. In this case the Minister has taken away a teacher who was doing useful work in the Education Department and put him on to this work. In my electorate there are a number of schools asking for English teachers for the Sinhalese schools, but the Department of Education says none is available. Why did the Minister appoint this particular person from outside my area as Supervisor of the Milk Feeding Centre in Agalawatta? I protested to the Minister, but in spite of that the appointment has been made. The inference I draw is that several U.N.P. *pandamkarayas* has seen the Minister, and he has been prevailed upon to make this appointment.

The Chairman: You must withdraw that. You are imputing an improper motive to the Minister.

Mr. S. A. Silva: I withdraw it.

Mrs. Florence Senanayake (Kiriella): In the course of the last Budget Debate, I suggested to the Minister that he should consider the appointment of nurses to be in charge of these milk feeding centres. May I know whether he has taken any steps to appoint nurses?

In the villages, most of the mothers find it very difficult to attend at these milk feeding centres. Their houses are so far away and the roads are so difficult to traverse that most of the mothers do not come to the milk feeding centres. I suggest that, instead of asking these mothers to come to the centres, some

other scheme should be evolved under which, say, a tin of milk might be given to each of them weekly.

When I visited some of the milk feeding centres, I found they had to maintain quite a number of registers. The registers have several columns in which the Supervisor has to note down various particulars. In one column has to be entered the weight of children when they are first brought to the centre, but no weighing machine has been provided. If the weights of the children are recorded, it will be possible to know what improvement these children are making as a result of being fed on this milk.

I suggest that if this scheme is really to benefit the poor people, it should be carried out in a proper manner.

Mr. J. C. T. Kotalawela (Second Badulla): May I make a suggestion, Sir, with regard to the scheme of distribution and the method followed in opening these centres? The present policy is to have centres opened in the town areas and in places nearby which are served by roads. I would suggest that these milk feeding centres be opened in districts and areas where the children are most neglected and the parents poor. As it is, most of these Supervisors do not go into these areas as they are inaccessible, and difficult to approach. The Department itself must instruct the Supervisors to visit these areas and consider the needs of those people who have been neglected hitherto.

Mr. V. T. Nanayakkara (Matale): I want to know from the Minister whether he has a plan to start dairies in these different areas so that children could be fed on fresh milk. That may prove a little more costly, but we will be keeping the money in the country. In remote areas it would be preferable perhaps to have dairies.

Mr. Albert F. Peris (Nattandiya): In my area the Supervisor has adopted an excellent method. He allows the establishment of these milk feeding centres only in areas where there is a demand for them from a Grama Sanwardhana Samitiya because then there would be a committee to look after the centre. Nobody would rob the milk. This

scheme has worked very well in my electorate, and I would suggest its adoption in other parts of the island.

Mr. J. A. Rambukpota (Haputale): The work of these milk feeding centres will have to be closely looked into. All the imported milk we get is skimmed milk, which has no food value, because the fat has been removed. I would like the Minister to introduce gradually cows' milk into these centres. Cows can be kept in every village and a suitable brand of cattle can be obtained to provide the villagers with a purer supply of milk. I know that, when they run short of imported milk powder at these centres, they give the children condensed milk. If a child under five years is given condensed milk right through for one year, not all the *vedaralas* and doctors in the whole island can save that child's life.

These matters require very careful consideration. The four million rupees that we now spend on imported milk can be retained in the country if we give the children cows' milk. I put that point forward for the consideration of the Minister.

Mr. H. D. Abeygoonewardane (Matara): I would like to know whether the cost of supervision, transport, preparation of milk and all the other items of expenditure involved in running these milk centres, does not exceed more than 50 per cent. of the total vote. What is the total amount spent for the milk alone? The Minister might consider a reduction in the overhead expenses, which are now very heavy, so that more milk can be given to the children.

Mr. I. M. R. A. Iriyagolla (Dandagamuwa): For the Dandagamuwa electorate and another electorate adjoining it, we have only one Supervisor. He is doing his utmost, but it will be impossible for him to supervise this vast area. He has made representations that there should be at least two Supervisors for this area. I hope the Minister will look into the matter.

Mr. V. G. W. Ratnayaka (Deniyaya): Over a dozen requests have been sent for the establishment of milk feeding centres in my area, but they have been turned down by the Supervisor. He says that he has received instructions

not to establish any more milk feeding centres, for want of Supervisors. The Supervisor in my area has to cover three electorates and he is given a commuted travelling allowance only for about 350 miles a month. To visit all the centres in his area, at the rate of one visit a month to each centre, he has to travel six to seven hundred miles. I would suggest that the commuted travelling allowance be increased according to the actual mileage he has to cover.

I would like to know from the Minister whether these District Supervisors are on a temporary basis, or whether steps are being taken to make all these employees permanent members of the service.

Mr. V. Kumaraswamy (Chavakachcheri): On the last occasion I criticised the working of these milk feeding centres. I brought some of their defects to the notice of the Minister, and I am glad to inform the House that suitable steps have been taken to improve the centres in my constituency, particularly in Karachchi and Pooneryn. But there is still considerable room for improvement. I hope the Minister will instruct the officers concerned that no part of my electorates which has a sufficient number of children to warrant the establishment of a centre, will be neglected.

I wish to draw attention to an anomaly in regard to the appointment of Supervisors of milk feeding centres. There appears to be no uniformity in the method of selection. People are being appointed indiscriminately. Unfortunately, the Minister has taken over the legacy of the past when there was political patronage in the matter of appointments. The person recommended by the Member for the area was appointed Supervisor, and that procedure has brought ruinous results to the electorate concerned. In some cases men over 50 years of age have been appointed. These men have not the energy to go from place to place and exercise adequate supervision. In some places you find the Supervisor seated in his home writing monthly reports. He does not visit the centres. He is merely a nominal figure-head. He cannot read or understand the rules

[Mr. Kumaraswamy.] of his Department sufficiently to maintain even the registers. He employs a clerk, with the result that the clerk becomes the virtual supervisor. I suggest that educated men be employed as Supervisors. We can obtain even graduates for these posts, as the salary provided, Rs. 250 a month, is high enough. There is no need at all to engage old men, who have no educational qualifications whatsoever, to supervise work of vital importance to the economic well-being of the country, particularly work in which the welfare of children is involved.

In the Estimates, I find provision for 70 District Supervisors. 37 are on a salary of Rs. 200 a month. There is one at Rs. 100 a month. A little lower down you find provision for 23 Assistant District Supervisors, and in some instances the Assistant District Supervisors are paid more than the District Supervisors. There appears to be no co-ordinated scheme of salaries for these officers.

I suggest to the Minister that those Supervisors who are over 40 or 45 years of age be respectfully asked to retire, and that men with high educational qualifications, with a record of social service, be drafted to this very important task of supervising milk feeding centres.

Mr. Wilmot A. Perera: May I ask the Minister what the salary scales of these District Supervisors are? There is one gentleman who is paid Rs. 4,101 a year, while 37 are paid Rs. 2,400 a year each; 5 are paid Rs. 2,100 a year each. Who is this gentleman who has been appointed at 4,101 a year?

Mr. H. W. Amarasuriya (Baddegama): The House will observe that the total expenditure under this Head is 3.7 million rupees, and the Minister told us just now that about 175,000 children were being fed at these centres. That works out at Rs. 20 per year. Let us now compare that with the cost of supplying midday meals to school children, which amounts to Rs. 8,000,000 a year. For this sum at least 750,000 children are provided with

midday meals. That works out at approximately Rs. 10 per head, while the cost of feeding per school children under this Head is Rs. 20 per head per year.

There would appear therefore to be something wrong about the cost of feeding these pre-school children, and I want the Treasury and the authorities concerned to look into the matter.

I am not blaming anybody. This is a legacy of the past administration. I do not think the country is getting full value for this money. On sugar and milk we are spending Rs. 2,500,000, but the establishment charges amount to only about Rs. 1,200,000. I am not blaming the Minister for this, but I would like him to consider that aspect of the question.

Mr. Kanagaratnam: It will be noticed that, as a result of my suggestion, provision for these milk feeding centres has, for the first time, been made in the Budget, and all the details are given in the Estimates.

As the Member for Baddegama pointed out, we have a very costly establishment to run these milk feeding centres. Last year I strongly advocated that these milk feeding centres should be maintained at any cost. Numbers of children, particularly in the rural areas, do not get the necessary supply of milk at an age when they should receive sufficient nourishment.

By having some of these milk feeding centres and the organizations in some of the rural areas in regard to the supply of midday meals, I feel that there would be a well organized plan introduced to supervise both these organizations. In my own constituency, I find that in some cases a committee runs these milk feeding centres; in other cases, I do not know who is responsible; perhaps it is entrusted to individuals. When there is a committee, there is a certain amount of control over the supply of milk and sugar for the feeding of these children. In other cases, it is only when the Inspectors visit these places that they find irregularities. We find that, mostly in cases where individuals are entrusted with this work, there are shortages in both milk and sugar, and even fictitious entries in the books.

I would suggest that it would be worth the while of the Hon. Minister to revise the scheme under which these milk feeding centres are now run, to instruct the District Supervisors to send him a full report with regard to each centre, as to how it is run. I suggest that where health centres or schools are available in the villages, or even social welfare leagues, we should request those bodies to undertake this task. If that is not possible, I would endorse the suggestion made by the hon. Member for Galle, that this work be handed over to village committees. After all, village committees cover the entire country, and each committee consists of members representing the various wards or divisions; and with good supervision from the Head Office through District Supervisors, whose number could be considerably reduced, a better system could be evolved to see that all this money that we vote is well used.

Mr. D. S. Goonesekera (Udugama): These milk feeding centres were originally started by the village committees. In 1944, the Galle Municipal Council distributed the milk, and it cost the Council only Rs. 75 a month to keep accounts. The village committees were distributing this milk as honorary work. Things went on like that for two or three years, and I do not know how this new Department came to be formed. We find that out of Rs. 4,000,000, fifty per cent. or half the amount is spent on the officers, on the administration of this Department. When the village committees are prepared to do this work in an honorary capacity, I feel that there is no justification for the Government to spend so much money in the payment of these officers. Not only does the Government spend so much money in salaries and travelling of these officers, but the opportunity is also provided for people to rob the Government. I feel, however, that we must thank the Minister for seeing that now there is no room for robbery to the same extent as before, but still there is room for improvement. I also feel that, if this work is handed over to the local bodies, such as village committees, Government would not have to spend 50 per cent. of this Rs. 4,000,000 as administrative charges.

According to the figures, the number of children fed comes to about 60 children per centre per day. In most of these villages children do not come to these centres. So, when Sir Oliver Goonetilleke was in charge of this Department, I suggested that this milk should be delivered at the homes of these children. But he thought I was a fool for making such a suggestion, because it was, from his point of view, an impossible task; so he devised the present system, as a result of which lakhs and lakhs of rupees go in salaries and other payments to these officers.

Even now, I say, it is not too late to start a better scheme of distribution. If this work is handed over to the village committees, with a little help from the Government, they would be able to deliver this milk to the homes of the children.

The Hon. Mr. A. Ratnayake: This is a war-time measure that we introduced in order to save the children from malnutrition. The then Civil Defence Commissioner set up this organization and all manner of persons were requisitioned by him to take charge of this distribution and an organization was set up in no time, and most of it is still going on. For instance, a retired Assistant Conservator of Forests was appointed as District Supervisor, and he is, I believe, retiring very soon. Posts were created and divisions were created according to the convenience of administration. Some rural areas were larger than others, and, according to the size of the area, the salaries of the officers were fixed, and it was the size of the area that determined also the number of centres in each area. That is why there is no fixed scale of salaries for District Supervisors and Assistant Supervisors. However, we shall go into all these things. Hon. Members have made various suggestions which we are prepared to consider. I am wondering whether it might not be handed over to the Health Department, which I think is the best Department to handle the distribution of milk, since there are the nurses and others who could do this work better than others. Unfortunately, the Health Department was not prepared to take it over, with the result that we are left with the present organization.

Mr. Dahanayake: Why not do it through the Commissioner of Local Government?

The Hon. Mr. A. Ratnayake: At the moment we have to depend on imported milk. There is only a limited amount of milk available, and that has to be distributed among the various centres. I am certainly anxious to start as many centres as we can, but we are restricted by the non-availability of milk.

The hon. Member for Haputale (Mr. Rambukpota) suggested that we give these children cow's milk. I think it is rather a risky thing. On account of the limited amount of milk available and the quantity that has to be distributed, I have a fear that the milk would be adulterated. Anyhow, I am making an experiment in certain areas, and certain co-operative dairy societies have been set up, and they have undertaken the distribution of fresh milk in certain areas. If I do not encounter any difficulty, I propose to extend that scheme.

I am not very keen to run this organization myself; if I feel that there is a more satisfactory department that can handle this business, I am ready to hand it over. Various suggestions have been made by hon. Members, and I have to consider those suggestions. I intend to set up about a hundred more centres during this year, and I am sorry that all the needs of the constituencies cannot be satisfied by doing it, because everything depends on the availability of milk. If hon. Members can think of areas where fresh milk is locally available, then I am prepared to consider the question.

Dr. Perera: Is there a shortage of milk?

The Hon. Mr. A. Ratnayake: There is a shortage of skimmed milk.

The hon. Member for Haputale said that this milk was not of any value, but medical opinion is to the contrary. It has a very high nutritional value, though it has no fat, and the absence of that is remedied by the generous use of coconut in this country. In Ceylon that deficiency can be met by the consumption of coconut.

Then, the hon. Member referred to certain appointments. Hon. Members

do know that I have nothing to do with appointments. The hon. Member for Agalawatta, Horana and Matugama stated that I interfered with appointments—

Mr. Wilmot A. Perera: I did not say "interfered".

The Hon. Mr. A. Ratnayake: The hon. Member said that a person who was working in some other area was transferred to his area. That is not quite correct. This particular Milk Supervisor was a member of the Education Department. He was seconded for service, and he was functioning as such in that particular area.

Mr. Wilmot A. Perera: He was an Assistant Supervisor.

The Hon. Mr. A. Ratnayake: He is a good man, and the Director of Food Supplies considers him to be a good officer, and I do not see any reason why he should be discontinued, if he is a good officer.

Mr. Wilmot A. Perera: Why did you call for applications for his post?

The Hon. Mr. A. Ratnayake: The suggestion was made that nurses should be appointed, but there is a serious shortage of nurses even to look after the patients in the hospitals, so I do not know whether nurses will be available for this purpose.

Mr. Wilmot A. Perera: What about running these centres in schools?

The Hon. Mr. A. Ratnayake: I will consider it.

Question, "That the sum of Rs. 3,749,545, for Head 81, Vote No. 2, be inserted in the Schedule", put, and agreed to.

Head 81, Vote 2, ordered to stand part of the Schedule.

Head 82.—Registrar of Co-operative Societies.

Vote No. 1.—Salaries and expenses of the Department of the Registrar of Co-operative Societies, etc., Rs. 3,418,383.

11.30 A.M.

The Chairman: We discussed the question of policy yesterday.

Dr. Perera: I did not say a word about it.

The Chairman: The House did.

Dr. Perera: I think the Hon. Minister is fairly familiar with the whole position of co-operative societies and particularly with the position in England. If I remember right, the mere establishment of co-operative societies is not enough. One has to recognize that a co-operative societies, at a certain stage will come into conflict with private vested interests and that they will have to face very keen competition from private traders. Unless co-operative societies—I am particularly referring to distributor societies—raise their standards and see that quality goods are available to their members without merely trying to ram down on them any kind of goods they could get hold of, they will not progress.

The Chairman: I think that point might be raised under "Co-operative Development."

Dr. Perera: Let us discuss the whole question now.

The Chairman: It was discussed yesterday also.

Dr. Perera: I started by saying that I did not speak yesterday on it.

The Chairman: Only the hon. Member did not; but others did.

Mr. Dahanayake: Let us take Heads 82, 83 and 84 together.

The Chairman: Yes, but do not cover the same ground again, because the question of policy of the Co-operative undertakings was discussed, and a full reply was given by the Minister.

Dr. Perera: What I am trying to urge is this. My own experience is that, when you can get two honest men in the locality to work a co-operative society, it works satisfactorily; otherwise there is constant bickering, trouble and friction. Apart from that, I see no possibility of progress unless co-operative societies attempt to get the

best goods that are available. One difficulty is that the Co-operative Wholesale Establishment, which provides the necessary goods, does not see to it that they are in a position to supply the best available articles. The Hon. Minister will have to tackle the question at the source in a sense. He should not think that the Co-operative Society Movement is a movement of the people. He should not stand aside and watch. It is necessary to carry out propaganda. It may be necessary for the Minister to take a little more interest in the matter in the sense that co-operative societies are new to this country, unlike in other countries which have a century of experience behind them. For instance, in England, co-operative societies have a century of experience and accumulated tradition by having worked in conjunction with the people, and are therefore a powerful source. The Minister will have to take a personal interest in these societies if they are to be properly gingered up and brought to a decent level. My fear is this, that co-operative societies seem to have an idea that they have a membership, and, therefore, will-nilly, these members must come and buy what is available. That mentality must be broken, and I would urge on the Minister the necessity to consider that aspect of the matter.

One complaint obtaining in minor societies, for instance the Yatiyantota society, is that they are not getting all they want, while the next door private trader gets all the stuff he wants, and our poor people have to buy for the most part the wretched articles of inferior quality that are available at the co-operative societies' stores. That is due to lack of enterprise. I have been trying my utmost to persuade the Minister of Industries, who has a leather factory to produce good sandals or chappals. He produces very good sandals at Rs. 4.50 a pair. You can perhaps buy sandals produced locally outside the factory much cheaper, but they will not last three months, while you can use the ones produced at this factory for about a year. However, the Co-operative Wholesale Establishment refuses to touch them and the Minister is unable to do anything. That shows lack of enterprise. In our village areas,

[Dr. Perera.] young men and young women use sandals. There is not a single teacher who does not wear sandals, but the Co-operative Wholesale Establishment is not enterprising enough to put these good sandals on the market. I want the Minister to try and ginger them up if he can. I think it must be clearly understood that we are fighting the private trader whether we like it or not. We must either succumb to the private trader or improve the co-operative system. There is no half-way house. It has to be a definite fight against the private trader.

I brought to the notice of the Hon. Minister some time ago that a stage would come when the Government would have to step in and see that the import of essential articles is controlled; otherwise the wholesale dealers will completely kill us some time, because you cannot afford to run co-operative societies by only selling rice, sugar, flour, chillies and a few odd things. You must cater for the full needs of villagers. You must not allow the private trader to be in a position to sell articles which the poor man cannot obtain from the co-operative society. The co-operative society must have all articles from the smallest, even a nail, to the biggest item.

The Hon. Mr. A. Ratnayake: Even an elephant.

Dr. Perera: Yes. He should be in a position to buy even an elephant from the co-operative stores.

The Hon. Minister must make up his mind what system should prevail and see that it is carried out.

Mr. A. Reginald Perera (Dehiowita): At this stage I wish to refer to the question of Inspectors.

The Chairman: A full reply to that question was given yesterday.

Mr. A. Reginald Perera: Yesterday we dealt with only the outline.

The Chairman: You made that point, and a full reply was given.

Mr. A. Reginald Perera: No. These people have come in deputation and placed facts before us.

The Hon. Mr. A. Ratnayake: Why do they not come in deputation to me?

Mr. A. Reginald Perera: They have gone to the Minister.

The Hon. Mr. A. Ratnayake: Certainly not.

The Chairman: If I allow the hon. Member to go back on the same ground, I cannot refuse anybody else. That is the point.

Mr. A. Reginald Perera: I wish to refer to their conditions of work and travelling allowances, and so on.

The Chairman: All that was referred to yesterday and the Minister replied. I do not think the hon. Member was in his seat at the time.

Mr. A. Reginald Perera: I was in my seat.

The Chairman: If the hon. Member says anything fresh, I will allow him.

Mr. D. B. R. Gunawardena: I wish to refer to the question of cashiers and clerks employed by co-operative societies who have been suddenly thrown out without notice and without their security being refunded.

The Chairman: The question of Personal Emoluments was dealt with.

Mr. D. B. R. Gunawardena: That particular point was not touched upon.

The Chairman: The Minister will consider it.

Mr. Nanayakkara: I wish to raise a fresh point, and that is with regard to the position of the ration book holder who wants to detach himself from the co-operative society. Most of the reasons were given by the Member for Ruwanwella as to why, at present, ration book holders want to detach themselves from co-operative societies and be attached to private traders. Another reason is that people get credit

from private traders. Our system has not developed much here. I know of one co-operative society from where a hundred cards were sent to me, saying that the holders of those cards wanted to be transferred for purchase of goods from private traders, and I wish to know why, until we improve our system, we should not allow people to buy goods from private traders.

Mr. T. B. Subasinghe (Bingiriya): I wish to bring one point to the notice of the Minister. It might have been necessary, during the time of war, when the Co-operative Movement advanced rapidly, for the establishment of two departments—one, the Department of the Commissioner of Co-operative Development, and the other, the Department of the Registrar. It might have been necessary for the Commissioner of Co-operative Development to function as a sort of pilot to guide this movement, and the Registrar might have been necessary to manage day to day affairs of the movement. Now, as the Minister says, the Movement has consolidated itself. Is it, therefore, necessary for two departments to function?

What is happening in the villages today is that the income level of the masses, who are the chief consumers, is rapidly falling. After the war, most people found it difficult to get weekly rations and so on on credit. But the Co-operative Movement has not still given any consideration to that factor. I find that in most villages very many of the consumers are leaving these societies and going to private traders to get their provisions, because they find they can obtain what they want on credit. I am not suggesting that we should encourage credit, but this is a serious problem. I think we have, in conjunction with other department, to raise the income level of these people. That is certainly a big problem and one which I do not think this Government is capable of tackling, or of finding some of temporary palliative to. I want to know what the Department has done in this direction.

There is one other point, and that is with regard to propaganda. It is true the Hon. Minister spoke a few words yesterday on propaganda. Propaganda is absolutely essential for the maintenance of this movement.

The Chairman: That question was fully discussed yesterday and the Minister replied.

Mr. Subasinghe: I want to make another suggestion. I believe it is absolutely essential that we should draw the women-folk—the house-wives—into the movement to take a greater interest in the movement, and I believe it is also necessary for the Department to have a sub-section in charge of propaganda and see that intensive propaganda on behalf of the Movement is carried on.

Mr. D. F. Hettiarachchi (Niwitigala): I wish to ask the Minister why no overtime is paid to watchers. I hope he will go into the question and give us an assurance that watchers will be paid overtime.

Mr. K. V. D. Sugathadasa (Weli-mada): The grave problem we are faced with is that of finding accommodation in Colombo. For instance, the Pallegama Sales Society cannot find marketing facilities in Colombo. Representations have been made from time to time asking for buildings, but it has not been possible to obtain buildings. Produce has to be brought and taken from door to door, resulting in quality deteriorating. I hope the Minister will go into the matter; and I wish that suitable accommodation is provided.

Mr. Wilmot A. Perera: I wish to ask one question under sub-head 7. What is the percentage contribution?

The Hon. Mr. A. Ratnayake: Ten per cent. of the produce or one per cent. of the turnover.

Mr. Wilmot A. Perera: What is the amount you collected from the societies towards this? What percentage of this sum of Rs. 1,983,866 did you collect?

Mr. Dahanayake: Are we not dealing with Head 83 as well?

The Chairman: Yes.

Mr. Dahanayake: I want to ask the Hon. Minister to do a probe into the Co-operative Wholesale Working Establishment. The scheme of distribution, for instance, shows the manner in which

[Mr. Dahanayake.]

the Co-operative Wholesale Establishment is run. We want the Hon. Minister to assure the House that, in future, the Co-operative Wholesale Establishment will import whatever it stocks. Today, the position is that the Co-operative Wholesale Establishment has got to step into the Pettah in order to obtain most of the things it stocks. I shall leave the Hon. Minister to imagine the state of affairs that is possible under such a system.

It was only the other day that we were told that Sunlight soap was being sold by the Co-operative Wholesale Establishment at a higher rate than by outside dealers. I can multiply instances of that type which show that the work of the Co-operative Wholesale Establishment is not conducive to the survival of the institution. It is not only not conducive to the survival of the institution, but it is also not conducive to the co-operative distribution of stores. Therefore, it is necessary to re-organize, strengthen and give a new orientation to the Co-operative Wholesale Establishment.

Mr. Kumaraswamy: On this question I will co-operate with you on the point. There is a co-operative mill in my constituency.

The Hon. Mr. A. Ratnayake: Is it a D. C. Mill?

Mr. Kumaraswamy: In my constituency there is a mill which is managed by the Co-operative Department. That mill is doing fairly good work. Unfortunately, the mill has been taken on a lease by the Department from a private owner. I want the Hon. Minister to establish a co-operative mill under the Co-operative Department without utilizing the service of outsiders, because then the profits will be entirely utilized for the benefit of members of the co-operative society. I am referring particularly to Chavakachcheri. I want the Hon. Minister to have in mind that the terms of the lease will soon expire. Therefore, let him not make the mistake of extending the lease of the mill. Let him start a new mill under his Department. With regard to the agricultural produce and wholesale establishment.

The Chairman: That was mentioned.

Mr. Kumaraswamy: But it was not discussed.

The Chairman: The Hon. Minister replied to that question.

Mr. Kumaraswamy: I want a matter cleared.

The Chairman: I cannot allow it.

The Hon. Mr. A. Ratnayake: The point was raised by the hon. Member for Matale with regard to the transfer of ration books. There is no prohibition whatsoever with regard to the transfer of ration books. There is no rule that a ration book, once assigned to a co-operative store, cannot be re-assigned to a store other than a co-operative store. I have a note here with me from the Department which says that transfers are made under certain conditions. That is, if for instance a person shifts to an outstation place far from a co-operative store, then he is entitled to have his ration book transferred to a private dealer. There are a number of instances provided for under those conditions. A ration book can be transferred from a co-operative store to a private dealer. But, if, of course, there is a co-operative store close by, then we insist that the ration book should be transferred to the other co-operative store.

With regard to the question why credit should not be given to ration book holders, that is a matter entirely for the co-operative society. We discourage, as much as we can, the granting of credit to consumers, but they can form credit societies. I believe, in certain areas, people are assisted in that way by credit societies from which consumers can obtain loans.

The hon. Member for Welimada asked a question about a market being opened. I consider it very important that a market should be provided for the vegetables which come from the Welimada area. I am making every effort in trying to induce the Municipal Authorities in Colombo to obtain the lease of a bit of land that is invested in the Municipal Council. But I have not yet succeeded.

Then, with regard to the amalgamation of the two departments, that is certainly a matter that will be taken up as soon as a federation is formed. Then we shall have only one department. I admit that the future of the Stores Department depends entirely upon the close co-operation of the Wholesale Establishment. I also admit that co-operative stores must come into conflict with private traders. After all, the co-operative stores can provide a quality article at a competitive price because their intention is not to make a profit. It is with that object in view that I want to train managers of co-operative societies. I want to see that they are given a very good training in the management of co-operative stores. After all, they have all the assistance they require from the Government, and I also realize that we are in a difficult period where the private trader will compete with the co-operative societies and offer all kinds of opposition. For instance, I know a Co-operative Wholesale Union in Kandy which is selling sugar, at a price slightly higher than the price at which the wholesale dealers are selling it. When I made inquiries, I was told that they could sell it at a price lower than what the wholesale dealer is selling it for. The Union must meet and make a decision. Probably they will meet and arrive at a decision in the matter and sell that particular article, namely sugar, at a lower price. They have a good margin which would enable them to compete with the private trader and sell at a lower price. All these things require strategy. The Union must meet and discuss: The wholesale federation must discuss strategy at levels at which it could fight the private trader. Take the case of Russia: They simply destroyed private trade. People were unable to promote private trade there.

The Co-operative Stores Movement is getting all the assistance that it ought to get from the Government, but a co-operative society is a private enterprise. We cannot issue orders to them. We cannot ask them to sack their managers, nor can we ask them to get other managers. It is a purely democratic self-governing institution, and all that we can do is by propaganda and by training classes to inculcate into them the opportunities of co-operative working.

Dr. Perera: There are a few items I should like to get information on.

The Chairman: There are only five minutes more.

Dr. Perera: On page 247 there are the details of sub head 9, "Rural Stores—Supervision and Subsidies". I am referring to the item "Personal emoluments, Rs. 38,392", and "Travelling, Rs. 500,000."

Mr. Dahanayake: That is for Inspectors.

Dr. Perera: That is an enormous amount. Again, under Vote No. 2, "Financing of Co-operative Marketing Projects" there is a token vote of Rs. 100. What is that for?

The Hon. Mr. A. Ratnayake: That Vote is for financing certain enterprises which the banks are not prepared to finance. My hon. Friend the Member for Galle made a suggestion about Bibile oranges.

Dr. Perera: What progress have you made?

The Hon. Mr. A. Ratnayake: I am doing well.

Dr. Perera: That is the only project I can think of that was financed. But we can think of a number of projects which the banks are not prepared to finance because there is an element of risk in them.

Mr. J. C. T. Kotalawela (Second Badulla): Permit me, now that the Hon. Minister has mentioned about the Bibile oranges, to suggest that an attempt be made to purchase those oranges from the producers and not from the middlemen.

Question, "That the sum of Rs. 3,418,483 for Head 82, Vote No. 1, be inserted in the Schedule", put, and agreed to.

Head 82, Vote 1, ordered to stand part of the Schedule.

Question "That the sum of Rs. 100 for Head 82, Vote No. 2, be inserted in the Schedule", put, and agreed to.

Head 82, Vote 2, ordered to stand part of the Schedule.

Question, "That the sum of Rs. 126,650 for Head 83, Vote No. 1, be inserted in the Schedule", put, and agreed to.

Head 83, Vote 1, ordered to stand part of the Schedule.

Question, "That the sum of Rs. 1,000 for Head 83, Vote No. 2, be inserted in the Schedule", put and agreed to.

Head 83, Vote 2, ordered to stand part of the Schedule.

The Chairman: The Sitting is suspended till 2 P.M.

Sitting accordingly suspended until 2 p.m., and then resumed.

Head 99.—Minister of Education

Vote No. 1.—Salaries and expenses of the office of the Minister of Education, Rs. 198,795.

Sub-head 1, Personal Emoluments, Rs. 148,995.

Dr. Perera: I move, "That the Vote be reduced by Rs. 100 in respect of sub-head 1."

There is only one small point that I would like to make.

The Hon. Mr. Goonesinha: I would like to rise to a point of Order. When we dealt with the Votes of the last three or four Ministries, you would have observed that some hon. Members were repeating the observations made by other Members. I would draw your attention to this matter and kindly ask your indulgence in seeing that the work is expedited by drawing the attention of hon. Members when observations are repeated. It is very necessary that you should kindly see that we keep to the particular Vote under discussion and that observations are not repeated. The Parliamentary Group of Members here desire that this matter should be brought to your notice.

The Chairman: The Hon. Minister without Portfolio has raised a point of Order and I must give a Ruling on that. Nobody else is entitled to speak until I give my Ruling.

Mr. Dahanayake: What is the point of Order?

The Chairman: It is really not a point of Order. The Hon. Minister wishes business expedited. I think the Hon. Minister can safely leave that in my hands, and I shall do my best. I do not think I have given extra indulgence. I have only given that amount of indulgence that should be given. I can safely say that hon. Members are responding to my request. They are responding and they will, I am sure, respond in future.

2.00 P.M.

Dr. Perera: I would like to raise a minor point. We hope to discuss the policy under the subsequent Heads. I see that provision is being made in the Estimates for a Private Secretary to the Minister of Education. The maximum salary fixed for this post is Rs. 4,800, but actually there is provision for 1948-49 in a sum of Rs. 6,000. At the bottom there is a foot-note which says that a Civil Servant in Class II. is to be appointed. I was under the impression that already a person has been appointed.

The Hon. Mr. E. A. Nugawela (Minister of Education): A Civil Servant was functioning in that office at the time the Estimates were prepared. He has now gone away and now the ordinary scale paid to a Private Secretary is inserted.

Dr. Perera: Is the Hon. Minister moving any Amendment to that effect?

The Hon. Mr. D. S. Senanayake: That is not necessary because it makes it possible for the Hon. Minister to have a Civil Servant as Private Secretary if he wants one in the future.

The Hon. Mr. Nugawela: If a Civil Servant is appointed as Private Secretary, then the salary will be Rs. 6,000.

The Chairman: So long as a Civil Servant in Class II. is not holding that post, the salary of the post of Private Secretary will be Rs. 4,800.

Mr. Pakeman: I move, "That the Vote be reduced by Rs. 100 in respect of sub-head 1."

I wish at this stage to refer to two points that I would like to bring to the attention of the Hon. Minister of Education. It has been often stated on the Floor of this House that the economy of Ceylon is primarily an agricultural economy.

As we all know, public education is meant first of all to produce men and women of good character and good morals and to train their minds and bodies.

The third point concerning my first remark is that it is highly desirable to turn as many as possible of our students into good agriculturists, estate managers, farmers, peasant proprietors and farm workers.

What I want to know from the Hon. Minister, in regard to the recommendations made by the Special Committee on Education, of which I was for a time a member, is how far the business of getting on with practical schools has gone. It seems to me that there must be a very strong desire in the country for practical schools. What I want to know is whether a good satisfactory curriculum has been worked out for those practical schools with a special bias in favour of agriculture. I want to see the practical schools working. I want to see agricultural training colleges, and I want finally to see the faculty of agriculture at the University as the largest and best equipped of all faculties. I would not mind seeing the next Vice Chancellor a first class practical and theoretical agriculturist. I hope the Hon. Minister would give the House some account of how they were situated with regard to agricultural schools. There is, I believe, an Educational Research Council to work out that type of syllabus.

There is one other point in regard to another Head which I can, I think, properly bring under this Head. That is a matter I referred to last year, in regard to the location of the Government Archives. The reason why I have brought this up again is because I understand that there are certain proposals—I do not know whether they are true—to have the Government Archives shifted from their present temporary location—

The Chairman: Will you bring that matter up when the Archives are dealt with?

Mr. Thondaman: I move, "That the Vote be reduced by Rs. 10 in respect of sub-head 1, item 'Minister'."

Sir, I charged the Hon. Minister of Education, in the course of my speech on the Second Reading of the Appropriation Bill, with deliberate neglect of estate areas, but since that date I have come to know the views of the Hon. Minister which are embodied in a circular sent to estates, dated 3rd August, wherein it is stated that the Hon. Minister is most anxious that owners of estates—

The Chairman: Are they Assisted schools?

Mr. Thondaman: Estate schools.

The Chairman: You will take them under Head 101, Vote 3. We will confine ourselves to the various Heads.

Mr. Dahanayake: I move, "That the Vote be reduced by Rs. 10 in respect of sub-head 1, item 'Minister'."

I want to take up the theme from where the hon. Appointed Member left. I thought I would comment just at the moment on such provisions for education as are not contained in the Estimates at all. The Hon. Minister is aware that, in June, 1945, no less than 25 Resolutions were accepted by the State Council on a reform of the system of education. Now we have watched keenly for three years to see how far the scheme would be implemented. I want to comment on just one or two provisions over which it does not seem to us as if there are any proposals for implementation.

2.15 P.M.

Take the question of the type of education that should be imparted to the children. The State Council accepted the scheme that there should be various type of schools to impart various types of education. During the last three years attention has been concentrated on central schools which are a replica of the secondary schools which existed, and which exist today. We have yet to see a beginning of the scheme of practical education, a scheme through which the children at a certain stage would be divided into categories according to their aptitudes, a scheme through

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which, at the end of a school career, the students would automatically fit themselves into vocations.

It is a matter for great regret that, while we have wrangled over certain points, we have overlooked this main point: that education should fit a person for life; and that aim can be achieved only if that practical bias, which I spoke of, is given to education, and only if the Minister inaugurates a scheme of starting various types of schools in various parts of the country, according to local needs, and according to national needs. If the Minister will turn his attention to that point, I think he would be setting right what I may call the crux of the problem.

There are so many other matters that have to be looked into, Sir. Free Education has been a slogan in the past. We want free education to pass from the stage of the slogan to the stage of reality. It is not free education proper merely to exempt a number of children from the payment of fees. We want, as the State Council decided, children to be given all the necessary opportunities for imbibing a correct system of education that should be set up for them.

Children today are in no position to do that, Mr. Chairman, because some are in want of food, others in want of clothing, others in want of books; others live in dirty hovels, the surroundings of which are not conducive to any good upbringing. The State Council considered all these matters and solemnly passed Resolutions to the effect that free books, free meals, free clothes, and some arrangements for even spending their holidays in a correct atmosphere should be afforded to the children.

I know, Sir, that the Hon. Minister has not got a wonderful lamp with him. He is not Aladdin with a wonderful lamp to give us a magic palace overnight. But we do insist on some sort of start being made in this scheme of free education. Let us get ahead with the scheme. Let us make a start, and let us know in what stages the scheme will be put into operation. I say that, Sir, because we, on this side of the House, have an impression that the present Cabinet is not keen at all on implementing the Free Education

Scheme that was passed by the State Council in June 1945.

If you want further proof, Sir, may I mention the case of the example of the medium of instruction? The State Council decided that the medium of instruction up to the Fifth Standard would be the *Swabasha*, and after the Standard Five the medium of instruction would be either English or Bilingual—I am sorry what was decided by the State Council was after Standard Five, the medium of instruction would be either the *Swabasha* or Bilingual. By that the State Council meant that after the Fifth Standard the medium of instruction would be the *Swabasha* in certain subjects and English in certain others, according to the manner in which the text-books and teachers were available.

What is the position today? In the central schools, Sir, the medium of instruction of all the subjects is English. In the primary schools the medium of instruction is either Sinhalese or Tamil. Can anything be more absurd, Mr. Chairman, than to teach the child up to the Standard Five in Sinhalese, and after Standard Five to switch over to English as a medium of instruction? This is what has happened because no serious effort has been made to implement the scheme as it was passed in the State Council. Let there be no quibbling over this matter. Let us have it from the Minister that he is seriously bent on implementing the scheme of free education as it was approved by the State Council. Let us know from him in what stages the scheme will be implemented. Let us also, Mr. Chairman, have some inkling or other as to how long it will take for all these schemes to fructify and for free education to blossom out in its true colours.

Mr. Wilmot A. Perera: I would like to raise just one point on the question of practical schools and the policy of diversification of education, to use a phrase which the Hon. Minister used. I should like to ask him what the position is as regards those practical schools.

I think the Hon. Minister himself, about ten or twelve years ago, was the Chairman of a Joint Committee of the

Executive Committees of Education and Labour, Industry and Commerce, which discussed the question of the industrial schools of the Education Department; and on that occasion it was decided that, apart from the training of industrial teachers, all the industrial schools should be handed over to the Department of Industries, and they were handed over.

Now we find the Hon. Minister of Education starting a parallel system, and we would like to hear a clarification of his policy. Are the craft schools attached to the central schools to be merely used as a method of getting the students, shall I say, manual minded? Or is it something more than that?

I feel that if the craft sections of the central schools are to be developed, the policy at present envisaged should be changed.

The other day we happened to walk into the craft section of the Matugama Central School, which really should be the "star" Central School of Ceylon, as things went. But what did we find? We found three craft sections, housed in a little building with four instructors, doing "sweet-all".

Now I say this to the Minister, that if you want to develop the craft sections of those Schools, sending a student in for a 90-minute period a week, will not help. Under the syllabus laid down by the Department of Industries, all industrial schools, even part-time schools, I think, would be able to do productive work; and if we went on those lines I think that the carpentry schools should be in a position to turn out all the furniture required for those schools. I should like to ask him that, particularly since he is not taking in, to the Education Department, teachers who are qualified in craft at a high level of salary than is allowed to those teachers with the same qualifications in the Industries Department.

Mr. D. B. R. Gunawardena: May I ask the Hon. Minister certain points regarding the training of teachers?

The Chairman: You might do so when the next Vote is taken up.

Mr. D. B. R. Gunawardena: Just a few words in regard to the general policy adopted by the Ministry regarding

certain students who find it difficult to enter schools. In fact, last year this was brought to the notice of the Hon. Minister, but so far he has not made any provision for these industrial schools.

We find quite a large number of students, after passing out from their Fifth or Sixth Standard, if their ages are 16 or 17, are sent out of schools. No provision has yet been made by the Department to get these children to continue their education. Wherever they try to get in, the Principal or the headmaster says that there is no accommodation. In fact, even yesterday I met several students who were making this complaint.

In many cases, when workers are being transferred from one area to another, their children have to leave the schools where they are attending; but they find it difficult to get admittance into a school in the area to which they are transferred. Supposing some of the workers are transferred from Trincomalee or Kandy to another place. They go with their families. When they go they find that the Department has not made any provision for their children to enter the schools there. Thereby most of the workers in Government Departments who are being transferred find no way of getting a good education for their children.

Further, Sir, regarding the general accommodation in schools, we have found the Department utterly neglecting the putting up of school buildings, particularly in the rural areas. We have found schools under this Department neglected for ten, fifteen or twenty years.

The Chairman: You might take this up later. There is a special Head—page 101.

Mr. D. B. R. Gunawardena: Further, Sir, about the general administration of the Department, we have much to say. We find teachers being suddenly transferred from one school to another. We have different societies controlling the education system of this country. We find the B.T.S. and other Missionary schools. In these schools the teachers are harassed just because they hold a different political view as opposed to that of the Manager or of that Society.

[Mr. D. B. R. Gunawardena.]

We find teachers being suddenly transferred within a few days' notice. And some of these teachers are being taken from Assisted schools and posted to Government schools, with promise to them of the head teacher's salary. But when they are once transferred to these schools, in a few months their salaries are reduced; and when they question, or complain to the Ministry, they are told " You had better leave if you are not satisfied ". That is the attitude that the Minister has adopted so far.

Mr. S. Chandrasiri (Moratuwa): The Minister makes tremendous promises, but he never keeps any of those promises.

The Chairman: That is a very vague statement. I do not think the hon. Member is entitled to make that statement.

Mr. Chandrasiri: There is not a single school in Piliyandala. When I took the matter up with him, he told me that he was prepared to give even fifty schools. I said I was prepared to accept even five. But he has done nothing. He only makes promises which he never implements. I earnestly ask the Minister—I have the greatest respect for him—not to make promises which he cannot fulfil.

Mr. P. L. Bauddhasara (Polonnaruwa): May I know from the Hon. Minister his policy in regard to religious instruction during school hours. Somewhere in November, I raised this question. I shall now refer to Ordinance No. 26 of 1947. Permit me to say, Sir,—I am speaking about my Province; I do not know what the position is in the other Provinces—that there were 15,858 children who were going to school in the year 1946. Out of this number, 13,942 children were Buddhists; and all of them were being brought up without a religious background.

Ceylon is predominantly a Buddhist country, and now that we have obtained our independence, I think it is our duty to see that this Government should give instruction to those children who wish to study Buddhism. With special reference to my [Dilectorate](#), [noolaham.org](#) [aavanaham.org](#)

Polonnaruwa, in the North-Central Province, I have to state that, out of 982 children who attend school, there are over 600 children who are studying without a religious background. These children grow up like beasts.

Dr. Perera: Like what?

Mr. Bauddhasara: Like beasts.

I know that eighty per cent. of this House consists of Buddhists, and it is the duty of this House to ask the Minister to teach Buddhism in the schools of this Island. Therefore, I appeal to the Hon. Minister that this policy of not teaching Buddhism during school hours should be done away with, and that at least 45 minutes a day should be devoted to the teaching of Buddhism in schools where there are Buddhist children.

Mr. K. Herat (Nikaweratiya): I would like to ask the Hon. Minister whether it is his policy to retain teachers in the same place for periods of over seven or eight years, with the sole idea of making them landed proprietors in those villages. The result of such a policy is that they become petty kings in those particular areas. The school master today is a law unto himself in certain villages.

I ask the Hon. Minister whether it is the policy of his Ministry to allow that type of thing to happen. I ask this because I have brought several instances of this nature to the notice of the Hon. Minister during the last six months, but I have unfortunately received no reply. When I brought up this matter some time ago as a Question in this House, I was given the answer that no such delay has occurred; but I am prepared to prove that the delay did occur.

I hope the Hon. Minister will follow a policy of making teachers spend their time in teaching the children, and not permit them to use their time in the pursuit of other interests.

Mr. P. G. B. Keuneman (Third Colombo Central): There are two general questions which I would like to bring to the attention of the Hon. Minister.

The first is, I would like to know whether the Hon. Minister is in a position even now to make a statement on the question of the provision of facilities for higher education, by which I mean education of the University standard.

It is well known that in the University itself restriction is placed on the entrance of students to that institution. The agitation against this practice has gone on ever since it became more and more difficult for students to take up the Examinations of the London University; and now, with the cancellation of the London Matriculation Examination, the agitation has developed for the granting of External Degrees by the Ceylon University, or for the creation of External Colleges attached to the University which will give some sort of Degree or Diploma of University standard. This is a very necessary thing, on which, I think, the Hon. Minister has been exercising his mind; and I would ask him whether he can make a statement on that point.

The second question concerns his policy towards private tutorries. I think the Hon. Minister would know that these private tutorial establishments which exist are at present in an extremely unsatisfactory state. Recently there was the case of a very well-known institution—I shall mention no names—being forced to close down, though through no fault of the students themselves. Consequently, however, a large number of students have found themselves in a very difficult position.

I think it is very necessary that the Education Department should take rather more notice of these private tutorial establishments than it is taking at the moment, and I urge that a very rigid system of supervision should be exercised by the Department in order to satisfy the Minister that both the finances of these institutions as well as their media of instruction would be such as are considered satisfactory by the educational authorities of this Island. I hope the Hon. Minister would consider that suggestion, and also the feasibility of even introducing a system of registration of these institutions to see that they satisfy certain minimum requirements laid down by the Department.

I hope the Hon. Minister will be able to make a satisfactory statement on these two general questions.

The Hon. Mr. Nugawela: I am glad to have this opportunity of explaining to the House the policy of the Government with regard to the establishment of practical schools. I really feel that I should have done it at the Second Reading stage of the Appropriation Bill, but as certain Members on the Benches opposite were away or otherwise engaged, I refrained from doing it and left my explanation to be made at the Committee stage. Now I am glad that the question has been raised by those very Members who were absent during the Second Reading. Therefore, I am happy to have had this opportunity.

With regard to the establishment of practical schools, I should like, at the outset, to state that it is not the function of either the central, junior or primary schools to train pupils for vocations. They are not vocational training schools; that, really, is the function of technical and industrial schools.

The function of central schools is to give an all-round education to a pupil. It is, of course, recognized that it is very necessary at a very early age—some say it is eleven plus, others, fourteen—to find out a pupil's aptitude and his ability in order to gauge, as far as is possible, his manual dexterity, and to sort out all those who are suited for an industrial training after they leave school, with the idea, really, to lead them up to an industrial or vocational training in a polytechnic or technical school. The policy of the Department is to find out this aptitude between the ages of eleven plus and fourteen. The plan that has been proposed for doing this, I believe, is by devoting one period a day for a craft, while, at the same time, giving the children the usual education in the other subjects.

When a child enters the senior school stage he continues to be given a general education, with more emphasis being placed on finding out his aptitude to or ability in a particular craft. It is proposed in the future, when the whole plan is functioning to make the craft for which the child has shown an aptitude compulsory for his S. S. C. Examination. We will not insist upon

[The Hon. Mr. Nugawela.] this in the case of those children who are competent to follow an academic career. Such children will be given an academic pass in the S. S. C. But in the case of those about whose competence, ability and aptitude in the use of hands in either an agricultural or industrial subject we are satisfied we will make that subject compulsory on them for a pass in the S. S. C.

I have before me the draft syllabuses of those examinations, and we are actively engaged in working out what the syllabuses should finally be. My opinion is that, once a child reaches the S. S. C. standard in a craft and gets through it, a two-year course in either a polytechnic or a junior technical school will be sufficient to make him reasonably expert in that craft.

That, briefly, is what we are going to do. It is by no means only an industrial training that we want to give the child, but an all-round training directed at bringing out his individual ability or aptitude, so that he can follow it up in a proper institution, once he leaves school.

Now, Sir, there are certain limitations at the moment which stand in the way of putting this plan into effect. The first is the lack of competent teachers who will be able to instruct the children in the various crafts.

In this connection, I might remind the hon. Member for Galle that, if he refers to the Technical College Estimates, he will find that at the moment such training is going on. Thirty teachers are undergoing training in woodwork and metalwork, and thirty in various other crafts, who will later on give this type of education in our schools. These teachers will undergo a course of training extending over a period of eighteen months, and we have given them bursaries for this purpose.

Last year we tried another experiment. Forty teachers from the Training College were given part-time training at the Technical College; but our attention will be directed more and more towards giving the teachers the eighteen-month course in the practical subjects of hand-craft, metal-work, woodwork, weaving, etc., and a six-month course of training in the Training College after that.

There, again, there are limitations. The Technical College can take in only a certain number at a time, and I am told that the solution of the problem of shortage of industrial teachers—we have to train more and more—will lie in the establishment of more technical schools and the training of more teachers at those schools. Well, that is engaging the attention of the Department.

If hon. Members will again look at the Estimates of the Technical College, they will find a token vote of Rs. 100 for the establishment of these schools.

Galle will get one school, but the trouble is with regard to the selection of a site.

Mr. Dahanayake: The site has been selected.

The Hon. Mr. Nugawela: Well, I am very glad to hear that the site has been selected.

Kandy also will get one technical school. There, again, the difficulty is the question of selecting a site.

I shall also open technical schools at Batticaloa, Jaffna, Vavuniya—

Mr. Subasinghe: What about Pooneryn and Tunukkai?

The Hon. Mr. Nugawela—and Anuradhapura. I have to put up these schools in the provincial towns in order to provide evening classes. This is quite different from the workshop experience that children get in the central schools. This is something more than that, and it is very necessary to have these technical schools at these centres, because there are applications for admission to the Colombo Technical College from, for instance, motor mechanics, all the way from places like Galle. These institutions are necessary for the purpose of helping the up-grading of the workers in those outstations as properly qualified, skilled workers. Otherwise, the employers are reluctant to allow their men to come to Colombo and get qualified. But the difficulty is to get good sites in the provincial towns for building these technical schools.

With regard to the junior polytechnics, which will be meant for those who pass out of central schools, there is yet time

for that, because we have yet to introduce workshops in our central schools, and by the time the children in those schools begin to pass out, we hope to be able to provide facilities in the rural areas by means of continuation schools for the benefit of those who want to go in for an industrial training.

With regard to the establishment of agricultural schools, if I may be permitted to correct the hon. Appointed Member, Mr. Pakeman, I think he said that Ceylon was an agricultural colony—

The Chairman: An agricultural economy.

The Hon. Mr. Nugawela: Oh, an agricultural economy—I am sorry. That, really, is the function of my hon. Friend the Minister of Agriculture and Lands, and he has established a number of these schools at a number of places which give practical agricultural education. Besides, the University also, in a few months' time, will have established its Faculty of Agriculture which, I hope, will set the tone.

Those, briefly, are the lines on which the practical bias will be given to education that is imparted in our schools.

A question was also raised with regard to the medium of instruction. That is a problem which has been worrying me a great deal—the medium of instruction in the Kindergarten. At present, up to the third standard, the medium of instruction is the mother tongue. A period of five hours a week is given for English.

2.45 P.M.

As the Member for Galle pointed out, children are expected to switch over to a strange medium of instruction from the 6th standard onwards. I have had representations from Heads of schools asking for an increase in the number of English periods in the primary classes. I am opposed to that. The Government is committed to the principle that the medium of instruction should be in the mother tongue. The future lines of development will be for an increasing number of subjects to be taught in the vernaculars in the post-primary schools, including subjects like history and geography. We intend at some point, having given due notice to the institutions, as history and geography, text books are more easily available in the

vernaculars, to make history and geography in the mother tongue compulsory for the S.S.C.

I do not want to neglect English altogether. I do feel that English should be the compulsory second language. We do need to maintain world contacts in these days of internationalism, and it is very necessary that we should maintain world contacts in English, which is really the only language which we can think of for the moment.

The answer to my hon. friend the Member for Galle will be to have an increasing number of subjects in the S.S.C. in the vernaculars. The difficulty of text-books for higher instructions is being remedied and a special *Swabasha* Text-Book Committee is working on it. Orders had gone out that from 1950 onwards history and geography can be offered only in the *Swabasha* for the S.S.C. I had to withdraw that order as sufficient notice had not been given.

The Hon. the Third Member for Colombo-Central referred to external degrees at the University. This question was also raised at the University Court Meeting, at which I promised to go into the matter. I have gone into the matter with the Vice-Chancellor of the University. The position is that the University is due to leave Colombo in 1950—

Dr. Perera: Let us hope so!

The Hon. Mr. Nugawela: But that is in the laps of the Public Works Department. I do not know whether that hope will be fulfilled. The Vice-Chancellor is very doubtful. Even if we go to Peradeniya, certain faculties, including the Faculties of Medicine, Engineering and Law, will remain in Colombo. The Vice-Chancellor does not foresee the possibility of giving up the present University buildings for some time yet.

The full capacity of the University at Peradeniya is 4,000 students. That point will be reached somewhere in 1957. I do not think the University will be removed from Colombo, look, stock and barrel, by 1957. I am not very definite about the plans after 1957, but what it is proposed to do is to retain the University in Colombo because there will be need for it. If you retain the nucleus

[The Hon. Mr. Nugawela.] of a University in Colombo like that, we can train the staffs for new Universities. Jaffna wants a new University and we can move the staff there. Once that staff goes out, we will have another nucleus being trained for a University at Galle—Professors and Lecturers, Colombo University will be more or less a clearing house for the staff. When one batch goes, another is trained. I do not, therefore, foresee that Colombo University will be closed down.

With regard to external degrees, I am inclined to agree with the Vice-Chancellor that the trend today is against the granting of external Degrees in any University, because in their case there is no teaching, no University atmosphere at all. External students do not come in touch with the Professors or Lecturers—of the University. The only University in England that gives external Degrees is the London University. The answer to that may be that there are so many Universities in England that there is no necessity for more than one of them to cater to external students.

I really do feel that there must be that atmosphere and close contact between students and Professors and Lecturers in a University. I may state that, although I was a foundation member of the Ceylon University College, I had no close contact with the Professors and Lecturers, which I am told is very essential. External Degrees merely prepare you for examinations and you get no real education.

The Vice-Chancellor is quite prepared to consider the question of affiliated Colleges. I am told that there is a College in Jaffna which is quite competent, in equipment and resources, to seek affiliation to the University. I refer to Jaffna College. We will have to consider that aspect of the matter, and the Vice-Chancellor himself is quite prepared to give Diplomas, not Degrees, to those who do so wish to qualify.

The other point about external Degrees is, that, for purposes of employment, employers will always want people who have gone through the University rather than those who have obtained an external degree. In England, I am told, the experience of those who have received external Degrees is that employers generally ask whether the Degree

is an external Degree or a proper University Degree. Preference is always given to those who have gone through a University.

Dr. Colvin R. de Silva (Wellawatta-Galkissa): Does that mean that, while you transfer the University to Peradeniya, you are going to run a parallel, or subsidiary, institution in Colombo?

The Hon. Mr. Nugawela: At the moment our plans are not clear-cut. We will have to carry on with the University at Colombo for the purpose of running the faculties that I have referred to, till 1951.

Dr. Perera: The University in Colombo will continue till 1957? I want that point cleared, Mr. Chairman. I gather from what the Hon. Minister said that he will not be able to complete the transfer of the University to Peradeniya, taking all the faculties he mentioned, because a Peradeniya will not be ready till 1957.

The Hon. Mr. Nugawela: I said that saturation point at Peradeniya would be reached in 1957.

Dr. Perera: You think that some faculties, including the Faculty of Engineering, may be continued here? At the stage when saturation point has been reached at Peradeniya, you might consider having a separate University?

The Hon. Mr. Nugawela: For our population one University will not do.

Dr. Colvin R. de Silva: The Minister spoke of the idea of having a staff section which would be transferable to Jaffna and other places. Does he contemplate the idea of utilizing the present nucleus for a further University over and above, and apart from, the University at Peradeniya?

The Hon. Mr. Nugawela: That event might occur in the dim, distant future. I really cannot look so far ahead. Certainly, I do feel that in 1957 we will have to face the problem when the present University had moved out. The buildings and grounds are here, the staff will be here, and so it would be a pity, if they are not needed at Peradeniya not

to make use of their services somewhere else. These matters will have to be decided by the University authorities. This is really a matter for the future.

Mr. S. J. V. Chelvanayakam (Kankesanturai): Sir, I want to—

The Hon. Mr. Nugawela: I have not finished. There were many other points raised.

Dr. Colvin R. de Silva: You have given a statement of policy.

Mr. Chelvanayakam: Till such time as we have all these beautiful Universities studded all over the island, and till such time as the present University decided to confer external Degrees, what facilities will the Minister provide for students who want external Degrees, even if they cannot get that atmosphere to which the Minister referred.

The Hon. Mr. Nugawela: Personally, I am against granting external Degrees. On the information I have now before me—

Dr. Colvin R. de Silva: You are for restricting University education?

The Hon. Mr. Nugawela: I referred to the possibility of having affiliated colleges. I am considering that question. I am against external Degrees.

The Chairman: We are going on to a subject which is not the subject-matter of this Head.

The Hon. Mr. Nugawela: It was raised.

The Chairman: It can be raised on some other Sub-head.

The Hon. Mr. Nugawela: I am anxious that students who enter the University should get the full benefit of a University education. External Degrees do not provide that. That is my information. Certainly the establishment of affiliated colleges will solve the problem to a great extent. The students will continue in their own colleges under the care of properly trained teachers. No University teaching is necessary for an external Degree. Development will be on those lines, though I have not made up my mind.

On the question of religious instruction, the Member for Polonnaruwa will see that we have provided in the Estimates for officer of the status of Assistant Director to be in charge of religious education. Under the Education Ordinance, it is obligatory to provide religious instruction in Government schools. It comes outside school hours. The Ordinance lays it down. I have asked for an officer of the status of an Assistant Director to be placed in charge of religious education. He will be at the Head Office and plan out the work.

The Chairman: You have also provided for three Inspectors of Religious Instruction.

The Hon. Mr. Nugawela: I am sorry to hear from the Member for Nikaweratiya and the hon. Member for Kotte that the general administration of the Education Department is unsatisfactory. I should like to take this opportunity to pay my tribute to the present Acting Director of Education. During the short time he has been in office, I know personally that he has done a lot to improve the administration of the Education Department, but I am afraid the problem needs some radical treatment.

Mr. Kumaraswamy: Make him the permanent Head of the Education Department!

Dr. Perera: The Minister need not "butter" the brother of an hon. Member!

The Hon. Mr. Nugawela: The Education Department has expanded enormously the present expenditure and the number of new schools established have risen to unprecedented heights. I think it will save a lot of discussion if Members are put in possession of the particulars with regard to the administrative difficulties of the Department. In 1924 the expenditure was only Rs. 6,500,000, but in 1947-48 it was—

Dr. Perera: We are anticipating the discussion on another Head.

The Chairman: I think we had better wait for the proper Head. The only point the hon. Member for Nikaweratiya

[The Chairman.]

(Mr. Herat) made was with regard to the bad administration where the Department was concerned.

3.0 P.M.

The Hon. Mr. Nugawela: With regard to that, a bad teacher will be a bad teacher if he stays in one place for one year or for fifteen years. If he goes to the next village, he will be the same bad man.

Mr. Subasinghe: The point is, when you keep a man for a long time in one place he begins to develop a vested interest.

The Hon. Mr. Nugawela: My policy is to make teachers permanent in schools so that they may take a greater interest in the schools. As it is, they are mere birds of passage, and that is detrimental to the interests of the school. Schools like St. Thomas' and Royal, for instance, do not transfer their teachers—

Mr. Dahanayake: But that is different.

The Hon. Mr. Nugawela: What is the difference? I have faith in the teacher. He is not the bad man that he is painted to be, and, of course, I do admit that his conditions of living have to be improved. We are continually getting a better type of teacher who has his heart in the job. A bad man will be bad not only in the teaching profession, but in any profession. There are bad teachers no doubt, but they are in a minority and not in a majority.

Mr. Keuneman: He has not answered my question about private tutories.

The Hon. Mr. Nugawela: I frankly admit that I had not given any thought to it before. I promised the hon. Member to look into the matter when he made the suggestion that these tutories should be licensed. On the face of it, it looks a good suggestion, but I cannot commit myself to anything at the moment.

Dr. Perera: Does the Minister state that he has absolutely no control over private tutories? But I think they have the right to inspect the private

Mr. Keuneman: Yes. I think the Minister has the right.

The Hon. Mr. Nugawela: Yes, we have the right to withdraw certain privileges, such as the right to send in students for examinations, etc. [Interruption]. In the case of these institutions to which the hon. Member referred, that privilege has been withdrawn.

Dr. Colvin R. de Silva: Sir, if I may have five minutes—

The Chairman: Five minutes?

Dr. Colvin R. de Silva: It cannot be helped Sir, because the Hon. Minister chose to make a statement of policy today. I am not dealing with general matters, but on the question of the nature of the education, and this diversification of a system of which he has given a few details today. I said five minutes for safety, but I may finish in two minutes.

He proposes, between the ages of 11 plus and 14, to find out, through the devotion of one period a day, and what can be correctly termed manipulative pursuits, the aptitudes of a pupil. Now I think it is necessary to state that, at least in the manner that he explained the matter to us today, I do not know whether he has confused matters by accident. There seems to be a confusion between aptitude and ability. These are not the same things, and this, in fact, is the peril which besets all educationists on this matter. We want to develop the ability of the child. That ability may have to be developed through his aptitudes. That is the distinction which it is essential to draw, and which, I am afraid, the Hon. Minister not only did not draw but rather confused. The idea of teaching arts and crafts, and lead work, &c., preparing a pool of teachers for this matter, stems from this idea of developing the manipulative ability of children. There are enough authorities in this House who can speak to the fact that educating a child demands not only developing his memory power, the so-called purely exclusive brain power, but his all round development, along with physical development and physical aptitudes. But to say that, if you find

that a particular child has a certain manipulative capacity you will make it compulsory for him to pass in his S.S.C., also a subject related to that manipulative capacity, while in the case of the children in whom you do not discern such a special aptitude you will leave them alone, is, if I may say so, to put the cart before the horse, in fact, to make the mistake of thinking that the development of aptitudes is identical with the development of ability.

The other point I want to make is this. I think the Hon. Minister, in the exposition he gave us on this subject, has confused the idea of specialization with the idea of developing ability in line with certain practical education. Sir, he says, between the ages of 11 plus and 14, during which he will be giving an all-round education, he will be seeking to discover, through his system, whether the child ought to be given, what he called on the one hand, an all round education, and contrasting therewith what he called a technical and vocational education. This is one of the most grievous errors of which any education ministry can be guilty, for this is to seek to deprive a whole section of children of the right to an all round education, including even a classical type, because in the opinion of the education authorities they do not come up to a certain standard in their minds. The right to the type of education that a child desires must be absolute, but the provision of various lines of development is a duty of the State. And that is not the mere giving of vocational and technical education after 14 to a certain set, as contrasted with what is called an all-round or liberal education.

Sir, I would ask the Hon. Minister to take the trouble, if I may say so, to inform himself of a development which exists in certain European countries. That is the development of what is known as "Technicum". This is often mistaken for a technical school or a vocation schoool. The "Technicum" also, in its basic idea, is a form of University. But there we have other approaches to the education and the development of a child's ability than the mere exclusive brain approach, so to speak. That is what we want to be developed in this country, and not the mere development of technical and

vocational schools. We do not want an infirmity of carpenters, blacksmiths, and wheel-wrights, to which children of the working classes are to be eternally doomed, while the children of the privileged classes are to get this supposedly all-round education, which means really that they will have the doors exclusively open to them all round for certain very highly paid jobs.

I would earnestly urge the Hon. Minister of Education who, if I may be permitted to say so with respect, has shown a great desire to learn in these matters, that he should seek to acquaint himself also with this literature, and not rely too much in these matters on his advisers, be they highly placed in the University or even in the Department of Education. Especially on the subject of the University, we have in this country today unfortunately, a university expert who is fast becoming a general factotum in politics. As such, we have to admit from our side, that we suspect the opinions from his end even on purely educational matters.

Mr. Dahanayake: May I point out that in June, 1945, the State Council accepted an Amendment to the main Resolution, moved by the Hon. Mr. Bandaranaike, then Minister of Local Administration, asking that the University should confer external Degrees?

The Chairman: Will you take that matter up when we come to the University?

Mr. Dahanayake: This is on what the Minister said, Sir. He said that he has varied that policy. I ask what right he has got to vary a policy that was formulated for him and approved by the State Council. If he desires to vary that policy, let him put the matter before the Cabinet, and take a decision on it, because I know there are several members in the Cabinet who feel very strongly on this matter and who would like that external Degrees should be permitted.

The Hon. Mr. Nugawela: I am afraid the hon. Member for Galle has misunderstood me. All that I said was that I was personally against external Degrees. It does not mean that there

[The Hon. Mr. Nugawela.] has been a variation of policy. If a variation of policy. If a variation comes, that will be placed before the House—

Dr. Perera: That is what we want.

The Hon. Mr. Nugawela:—and the sanction of the House obtained.

Question, “That the sum of Rs. 198,795 for Head 99, Vote No. 1, be inserted in the Schedule” put, and agreed to.

Head 99, Vote 1, ordered to stand part of the Schedule.

Head 100.—Grant to University of Ceylon.

Vote No. 1.—Grant to the University of Ceylon, Rs. 3,575,000.

Dr. Perera: Last time when this subject was discussed, a number of Members expressed grave misgivings about the extent of control that we have in regard to the University. On that occasion I remember the Hon. Minister said that we were placed in the fortunate position of being Members of the University Court, and, therefore, why not raise these questions in the University Court? We did. The hon. Third Member for Colombo Central and myself went there and we did try to raise these questions, as the Hon. Minister will remember. But I think the Minister will endorse my opinion that the University Court meeting turned out to be a farce. We were like a pack of school children placed in a hall, sitting down in chairs. The Vice-Chancellor and the Pro-Chancellor and a number of others were there. We tried our best to make our presence felt in the sense of raising important questions, but we found it utterly useless; because we found that we were just two or three in the midst of a large number of people—people who were Members of the Staff of the University who, in one sense or another, depend upon the Vice-Chancellor—and they were not prepared to consider the questions on their merits.

I think this matter should be reviewed by this House. We are making a substantial grant, and I think we should also have a certain amount of

control. At least the feelings of this House and the opinions of this House must be voiced in that body.

The present position of getting our presence felt or the views expressed by us being heard, by having two or three Members of the House of Representatives on the University Court, I do not think, is adequate. I am afraid the present position is not at all satisfactory. The whole set-up, the atmosphere, was wrong. I did urge, I think, one or two points particularly dear to hon. Members of this House, with regard to entrance to the University. There has been an attempt, I think, at an undue restriction of the admissions of students to the University. We tried our best to broaden that out. In point of fact, for the first time in the history of the University Court, we carried an Amendment through, providing for a certain amount of liberalism in the matter of admission of students, particularly from rural areas. The standard of the H. S. C. examination is so high that today a good number who deserve to get into the University, are excluded. From that point of view, we urged it, and I think we got the Amendment through, but there is no guarantee that that Amendment will be implemented. That is the complaint. We have no absolute guarantee at all that the idea that was expressed in the University Court will be accepted by the Senate. If the Senate desires, if the Senate feels that it has to accept it, it might implement it; not otherwise. In point of fact, the University Court is powerless as against the Senate, which is a very much smaller body and not responsible to anybody outside.

An Hon. Member: Like our Senate!

Dr. Perera: Much narrower even than our Senate, against which we have always thundered.

Mr. Keuneman: Like our Cabinet!

Dr. Perera: I must say, since we pay them nearly Rs. 3,500,000, since we really foot the Bill of the University, we must have some voice, and I do urge upon the Hon. Minister to consider the question of the necessary amendments to the University Ordinance to give us, at least once a year,

some right to make the general criticisms that the whole country through this House makes, felt in the University. I think it is very desirable. I am fairly worried at the present moment, because, on the one hand, the Hon. Minister himself is not personally well disposed towards the idea of external Degrees, and on the other hand, I know the Vice-Chancellor of the University is wedded to the idea of internal degrees. And, as against that, owing to the high standard of the H. S. C., a large number of students are left out of the University. What are these students to do? We must open wide the portals of the University and taken in as many students as we possibly can cope with.

One of the arguments of the Vice-Chancellor was that there was no room in the University. But then, again, he said there was room, but that he thought it was necessary to raise the standard of the entrance examination, because the students were not all capable of passing the examinations. That is not a thing for the Vice-Chancellor to have said. After having his education in England, and after going from Oxford to Cambridge, it is surprising that he should have said that every student must get through an examination and that is the final test whether he is fit to be in the University or not.

Surely the very atmosphere of the University is faulty in itself. For a cultural education to be of value, we must try and admit to the University as many students as possible, particularly, I say, from the rural areas. Now that we have started central schools, it is rather important that as many students from the central schools should be allowed to have the very valuable experience, University experience, and get that cultural background for the welfare of the people in the backward areas. With the present policy of the University I cannot see where we are going to get that culture. Something has to be done quickly, and I do urge the Hon. Minister to consider the importance of granting these external Degrees. Either the University must grant them those Degrees, or, in the alternative, it must be feasible for these students to take up the London Degrees. All the more so because the Degrees of

the Ceylon University are not recognized by the University of London. A number of students who went to Karachi for post-graduate work have to go to England. Unless they have had a First Class that Degree is not recognized in England at the present moment. The result is that they have to go through and spend another three years before they can start post-graduate work. On that basis, some of us might have been completely excluded from post-graduate work. Because, the first Degree is not necessarily a pre-condition for post-graduate work. Some students are very good although they may not get a First Class in their first Degree, and their capacity might be extended and developed in the process of their work. A First Class in the first Degree may mean certain different qualities. The present position is certainly very unsatisfactory. You are practically ruling out of higher education a very large percentage of our students.

I am also having in mind a large number of young men, who, because of this peculiar reason, have been forced to cut short their normal education. They take to some vocation and carry on part-time studies in order to improve their prospects. All those elements are now completely shut out.

Now, Sir, on the position taken up by the Hon. Minister in regard to affiliated colleges, even if it is accepted, the question of external Degrees arises. Because, these affiliated colleges must train students for external Degrees of the University just as the Southampton College, which is affiliated to the London University, trains students for external Degrees. The students need not necessarily be residential. That will train students for external Degrees. A large number of colleges are training students for external Degrees of the London University.

Sir, it is intended to make the University a completely residential University. In view of this fact, I should like the Hon. Minister to reconsider the whole position and draw up a scheme that will meet with the needs of the country.

There was an idea that University education is only satisfactory if we imbibe it in the way it is done in Oxford and Cambridge Universities; that is, you had

[Dr. Perera.]

to be a member of a residential University and go through all the dinners and other paraphernalia attached to that ancient seat of learning. We have passed a long way from that old mediaeval idea, and I do think that some of the best brains in London today have been produced by the London University. I am referring to England now. I am not referring to Ceylon. I do think quite a number of outstanding elements are produced by the London University both in England and outside it, and I do not think they have lost very much by not being in Oxford and Cambridge and not being residential members. I think the Hon. Minister must get away from that idea.

I am very glad to hear that, fundamentally, we will have at least another University in Colombo. Judging from the population of Ceylon, we want at least three Universities. It is the minimum that we should have. Much smaller countries like Ireland, Belgium and Sweden have about four or five Universities for a much smaller population. I think, judging from the population of the students, our actual higher education percentage is very low when compared with the total population of Ceylon. I would urge upon the Hon. Minister to reconsider this whole question with regard to the University.

Mr. Chelvanayakam: Mr. Chairman, I should wish to support every word that fell from the mouth of the hon. Member for Ruwanwella; but I wish to go even further.

First of all, I wish to support the demand for relaxing the rigour with which students are admitted to the one University we have. I suppose, one of the reasons for making the admission of students into the University strict, is to create an atmosphere that everything that is done inside the portals of the University is done on a grand scale. It is quite true that there should be a good test of the capacity of the students who enter the University. But, very often these tests are very unfair to the students who come from the rural areas. In point of fact, the test that students have to go through for their admission into the University is the H.S.C. examination or the University entrance examination

which is held at the same time. That, I say, is a very high standard. It is much more difficult than the London Matriculation examination. Now, on this high-test, a very restricted number of students are admitted. That is a forlorn test of the students that are being admitted to the University.

Sir, I have had the privilege of studying and teaching in the so-called recognized secondary schools in Colombo; I have had the greater privilege of studying and teaching in the rural secondary schools. And I know this much: That students from the secondary schools in Colombo find it easier to pass an examination, not because they are more able, but because they have external circumstances placed round them which make it easier for them to pass the examinations. I should like to give an example. In the year 1915 a number of people who passed from the rural areas and who just got passes in their examination have done much better in life and have contributed more towards the life of the country than the people in Colombo who have passed with First Class Honours in examinations.

We have to be fair by the students who come from the rural areas, especially when the Education Department is out to develop central schools all over the country. You must give facilities to students from those areas who want to have a University education.

On the last occasion, we fought for the control of the policy, at least of this University. In Wales, which has a population of some 2,000,000-odd people, they have one University, and three University colleges combined to form that University. Here, in Ceylon, we have a population of nearly 7,000,000 people and a narrow, conservative policy, restricting admission and refusing to hold external examinations. I go further. My Friend the Member for Ruwanwella wanted a relaxation of the rigour at the entrance examination into the University. That alone is not enough. The Hon. Minister spoke of the atmosphere. We are getting back to the type of thing that people talked in England in the 18th and 19th centuries when they raised obstructions to the modern University. They said Oxford and Cambridge were professing an atmosphere, and therefore they must not give any further education to the under-privileged classes. Let

us, for goodness sake, have an education, whether we have an atmosphere or not.

We have got now, in recent years, a clique of University educational experts who are insisting on compelling into our minds or surroundings an atmosphere which they say is derived from Oxford or Cambridge. Very well, give that to those who want it! But there is a vast mass of people who want the education, whether they have an atmosphere or not. What is this atmosphere that you are offering them? I may say this: When the University came into being, it was open to every person to sit for the London University examinations, and private students, too, qualified for those Degrees which carried respect all over the world. Now, that facility is being slowly taken away from the students who have not got the facility to enter the University here. They are also denied the opportunity of sitting for external examinations. What is more, there is no facility provided for them at all.

When one goes across the waters to India, he will find thousands and thousands of students of any class in the colleges attached to each university. But here, in Ceylon, we want to create a class of people to go above others. I want the Hon. Minister to take into account the fact that not merely a large section of this House, but also a large section of educated people in this country, demand that education should be socialized and should be available to the poorest of our people who may not have the advantage of showing off by passing a good examination at 15 or 16. There are quite a number of people who develop thereafter; and quite a number of them, who have done badly in examinations, have had greater ability in contributing towards the country's progress than many who passed the H. S. C. because, they have had an added coaching or a good following. I ask that the Hon. Minister should take this question up and not merely tell us that we are going to have universities all over Ceylon; in Jaffna, in Galle and in other places. But, up till then what is going to happen? Let them sit for any examination if they can. Let it even be an external examination. They should be allowed some facility to sit for examinations of some university or other.

Mr. S. A. Pakeman (Appointed Member): Sir, it strikes me that the standard of the entrance examination to the university is far too high. That point was extremely well illustrated by the hon. Member for Kankesanturai. But the hon. Member for Ruwanwella, I think, appeared to contradict himself. He said, a very valuable thing is not the passing of the examination, but the liberal atmosphere of rubbing shoulders with other people. I do not know why he stated that. It struck me that he has conflicting points of view. He asked why the various students should be deprived of the benefits of university education, which he described as contacts with teacher, his client, and so forth, by restriction of numbers, and yet he went on to give reasons why external examinations should be supported. Personally, I sincerely believe that the Hon. Minister of Education is correct in the opinion that he has already formed. I would not for a moment deny any student, however poor, a chance, an equal chance, with any other student, of having a university education.

3.30 P.M.

But my experience, which I think has been really considerable, was that far too many students in the University College were really not suited for University education, because they were too examination-minded. There is too much feeling among the students that a degree is a label which will enable them to get rather a good job. That is not the idea of university education at all. I used to tell my old students, possibly one or two of whom are here, that when they got their Degrees their education was just beginning.

I do admit that there is really a difficult problem as far as it has been put by several Members who spoke from this side of the House. I do not think external Degrees are a solution. I do say that I cannot help feeling sorry for a teacher who has not had the opportunity of graduating in a university and wants to get on to a higher scale by becoming a graduate; I must sympathize with him. The solution of the problem lies on the lines which the Hon. Minister has suggested. I do not think the hon. Member's suggestion of putting back the London Degrees could be

[Mr. S. A. Pakeman.]

allowed. I had, for about a quarter of a century, the burden of trying to work to the London syllabus, and I am glad to see that the London syllabus has now disappeared from the University curriculum. It is not suitable. I am talking only of University education; there are other forms of higher education which students can take up, as I mentioned earlier in the Debate—technical colleges, agricultural training colleges, and so forth. I do not wish to confine university education to the rich, and push the children of the proletariat into the other institutions, as the hon. Member for Wellawatta-Galkissa suggested. If the son of a capitalist—a bus-owner, who appears to Members on this side of the House to be the worst of their species—has a bent towards things mechanical, let him go to a technical college and get his hands dirty; and if the son of the poorest peasant in the backward parts of Wanni shows brilliance and gets through a central school up to the University, let him be encouraged and be given a State subvention or a scholarship from the University. So, Sir I appeal to the Hon. Minister of Education not to be shaken in his convictions by remarks from Members of the Opposition, and to do all he can to prevent this or any other university from holding external Degree examinations in this Island.

Dr. Colvin R. de Silva: I think it is appropriate that pupils should follow teachers. Having been myself a pupil of the hon. Member who has just spoken, to whom I certainly never willingly turn my back, I wish to say that I trust that he, at least, considers me one of the products of the liberal atmosphere which he certainly helped to preserve in the University College in his time, which in my time was before the time of the present incumbent of the Chancellorship.

I wish to be permitted to tilt a more contemporary lance against this kind of mediaevalism of ideas that seems to prevail on the subject of the University. I come not only as a pupil of the hon. Appointed Member, but the pupil of another to whom he deliberately recommended, in a University to which he deliberately sent, the University which

has not suffered from any kind of conditions which produced clustrophobia.

I come from the London University, and I have had some experience in London of the consequences of the effort to create an atmosphere into a society like Cambridge and Oxford. My own experience of the consequences of that effort artificially to produce a certain kind of experience has been that all the repressions that are consequent upon such close supervision find a disproportionate expression in the urban areas of London with its multitudinous opportunities. Such being the case, I think we ought to consider whether, in the effort to produce an atmosphere, we are not only producing excess and repression. The whole idea of this University of Oxford and Cambridge type is that of those who in the past came from Oxford and Cambridge, and sought to impose upon us, in order they might thereby make us understand, that they were a different stratum of human beings to whom we ought always to pay *pooja*. The idea that has been imposed upon is completely out of tune with modern conditions. It is the present Hon. Prime Minister who is personally fond of reminding us that there is another and a greater university than the universities to which some of us have had the privilege to go—the university called life, to which the universities such as those the hon. Appointed Member thought fit to refer were an introduction and not a substitution.

The point we have to consider is this. Life has flowed on beyond the days when, on the banks of the Isis, poverty-stricken students gathered together round distinguished teachers to whom they had been attracted, like bees to honey, by the honeyed fame of their capacity to teach. Today life has in many ways become more rigorous. What is more, life has become more multifarious. In the days gone by, the whole underlying concept of this residential university was that they drew their pupils from a certain social stratum—I am deliberately avoiding the word 'class', because it seems to act like a red rag to a bull among some—which needed to spend a certain period of its time acquiring a certain minimum of knowledge and a maximum of polish,

in order to fit them decorate the various posts in the diplomatic and government services in which the real work was done by their underlings.

Those days are gone. There was a time when, if you were the son of a Lord, you were assured of a lordly position. Those days are gone. But the university system, which was accredited to that class division and system, cannot be fitted to the modern position. We want a different type of person, with a different type of training, and I make bold to say that the fact that in a university like the University of London there are many drawbacks—certainly the very fact that the students who attend that University are not confined to what some are pleased to call the University atmosphere—is the very basis of the value of the teaching there.

Sir, we want our University in its actual existence and activity correlated with life. We do not want it separated from life where, so to speak, we imitate, if you like upon the problems of philosophy without in any way coming into contact with the problems of life. We want to be directly connected with them, and that, therefore, leads us to this point. The virtues of residentialism have somehow to be not contraposed to the advantages of the other system, but sought to be combined with it. I am not arguing on the footing that you must avoid residential universities and create only the other kind. I am saying that we must avoid contraposing and work towards the combination of those ideas. The hon. Appointed Member has fallen into a grievous error if he thinks that we are fighting for a system of external examinations as a desirable objective. That is not the point. The point lies here.

Under the system of internal examinations dependent upon a residential university, the net result is a narrowing of the portals of the university, the road to higher education. Until the Government and the country can provide that amplitude of opportunity for a university education, not for those who, in the eyes of the hon. Appointed Member, ought to be given, but to all those who want it—until that time we say, because you cannot provide the 100 per cent. perfection, you shall not deny the people what can be given in the state

of the present opportunity. Look at it this way. In England there are thousands of people who are occupied in various jobs who, in their spare time, follow courses of higher education and equip themselves with higher Degrees, not even as many think in order to equip themselves better for money earning, but because they feel that that is a means of developing themselves culturally. This system will deprive every one of that incentive.

Therefore, we must not make the mistake of thinking, on the one hand that a demand for an external examination is a demand for the creation of that system as a substitute for the other. We must not think that, until we can reach that stage, we shall not provide external examinations. The residential idea and the internal examination idea must not be considered identical. In the London University itself you have the system of internal examinations and external examinations without residentialism as a desideratum. In Oxford and Cambridge, by reason of the fact that you have resided there for three years, a certain capacity, knowledge or equipment is sought to be guaranteed. But we can have the system of internal and external examinations, and if this particular advantage of atmosphere is considered so highly desirable by the authorities, well, they can make their distinction at that stage, if distinction is necessary.

3.45 P.M.

I also want to say one word on this idea of affiliated colleges. The Hon. Minister presented the "affiliated colleges" as a solution to the problem of residentialism. Thus you see, Sir, that underlying his idea constantly is the idea of narrowing the opportunity, if you are in a boarding school as a boarder and that school is an affiliated boarder; day-scholar.

The Hon. Mr. Nugawela: Not as a boarder; day scholar.

Dr. Colvin R. de Silva: If you have them as day scholars, how do you cut across the idea of the external examination? Or, rather how do you then fit that into the question, the necessity of that atmosphere, which is supposed to come from the residentialism? And just

[Dr. Colvin R. de Silva.] a simple error lies there. A close link between teacher and taught is undoubtedly a matter to be fostered; that comes from an adequate tutorial system as distinct from merely lecturing.

The Hon. Appointed Member (Mr. Pakeman) will permit me to say that although I was a religious attender of his history lectures,—of which I gained much—I gained a tremendous lot more in those tutorial classes where a few of us—in his room, he, puffing his inevitable pipe, and we, seeking not to look self-conscious with out cigarettes in mouth—exchanged our opinions. So, Sir, there are a hundred solutions without falling into residentialism.

Mr. Keuneman: I, too, want to make some observations.

The Chairman: Too much has been spoken already about this Head.

Mr. Keuneman: I want to speak about the control of the University Court.

I would like to endorse the views expressed by the hon. Member for Ruwanwella about the University Court. It has been my experience, Sir, that this University Court is really a joke. I feel that this House does not in any way exercise any type of control in relation to the money which we annually vote for the upkeep and expenses of the University. I am not saying that we should have control over all the details. No one says that. But what is happening is that, though we have members of this House in that Court, and we pass resolutions, there are others who control it. As the hon. Member for Ruwanwella has pointed out, members of the staff are very anxious to support the Vice-Chancellor, and only a few are not anxious to support him. When we pass a resolution, that resolution goes to the Senate. The really effective body is the Senate.

Sir, I feel that it is extremely necessary, particularly in view of the way in which the University at present is managed, that some effective steps should be taken to see that this House has control over the University. This House, after all, passes a sum of nearly three and a half million rupees for the

work of the University, and it should have an effective voice in the conduct of the University. I certainly support the views of the hon. Member for Ruwanwella.

I want to speak on one of the biggest questions in which some of the members of the Cabinet who attend the meetings, are involved—I do not want to mention their names—and which we feel involves a policy of restricting entrance into the University. We found that a deliberate policy was being adopted wherein even some of the students who could qualify for the entrance examination were not admitted, not because of a lack of accommodation, but because of the idea of the Vice-Chancellor that this University was not for them. That seems to be a thoroughly absurd policy.

In an examination, if there are people who are thoroughly competent to get through that examination, then I say that the Vice-Chancellor has no right to refuse entrance to them.

In Oxford and Cambridge, the only difficulty is want of accommodation. In fact, it is such a big racket that anybody going there knows about it. The only main difficulty there is to find accommodation. They practically “put the butter on the bread”. But, here, any person who passes the examination, even though there is accommodation is not admitted.

The representatives of the people must not only voice their sentiments but also must have an effective say in this matter. The members of the Cabinet should see that this intolerable state of affairs is stopped.

Mr. Dahanayake: I think this Vote should be cut down.

Dr. Perera: Our attitude is on the question of education.

Mr. Pakeman: May I know why this amount has been increased?

The Hon. Mr. Nugawela: The amount has been increased because there are several new Faculties to be started. There is the Educational Faculty; then the Faculty of Philosophy; there are several other Faculties to be started.

With regard to the points raised by the other speakers,

The Chairman: Only about the question of the University Court.

The Hon. Mr. Nugawela: About the control of the University Court, all that is laid down in the Ordinance.

Dr. Perera: Why cannot you amend it? We insist on it being amended.

Question put, "That the Vote be reduced by Rs. 100.

The Committee divided (under Standing Order 48): Ayes, 24; Noes, 31.

The Chairman: The Sitting is suspended till 4.30 p.m.

Sitting accordingly suspended until 4.30 p.m., and then resumed.

Head 101.—Education Department

Vote No. 1.—Salaries and Expenses of the Department of Education, including Expenses of Boards and Committees and cost of examinations, and special services, Rs. 5,346,319.

Mr. Dahanayake: I have an Amendment under this Vote, Sir, but the Minister is not here.

Mr. Amarasuriya: He will be here presently.

The Chairman: You can go on.

Mr. Dahanayake: We note that there is provision for two new Assistant Accountants in the office establishment of the Education Department, and we hope that, as a result of these two new appointments, it will be possible for the Department to pay all teachers by a fixed date in the month. Only a week ago I received a complaint from Bandarawela that the teachers were still waiting for their June salaries, if I mistake not.

Dr. Perera: It cannot be June; it may be the May salary.

Mr. Dahanayake: I do not know the exact details, but there was a very big complaint from Bandarawela that the salaries of the teachers had been unduly delayed.

I find that the same complaint occurs elsewhere also, and that even though the

Director of Education gave the Minister a guarantee about two months ago, when I took up this question with the Minister, that every effort would be made to pay all teachers by about the 5th of the succeeding month, no proper system has yet been devised. I remember the Director saying that the difficulty was that the arrangements had to be made by the Postal authorities, and the Minister undertook to discuss the matter with the Postal authorities in order to see that teachers were paid promptly.

One cannot emphasize the importance of the payment of teachers as early as possible, Sir, because the Hon. Minister will agree that, with their paltry salaries, the teachers cannot give of their best unless they are able to meet their monthly bills at the proper time. I hope the Minister will not only treat this subject as one of very great importance, but that he will deal with it as one deserving of the highest priority.

I have, Sir, to make a certain charge against the Director of Education on the question of the manner in which he is recruiting new teachers. Now, the policy that has been outlined for the Department by the State Council is that all efforts should be made to induce teachers to obtain better and higher qualifications. That being so, Mr. Chairman, I was amazed the other day to be shown a letter that had been sent by the Director of Education to a new recruit to the teaching profession. I am sure that this letter will startle the Hon. Minister. This appears to be a circular letter that is sent to new recruits.

The Hon. Mr. Nugawela: What is the date of the letter?

Mr. Dahanayake: N. GS. of April 21, 1948. The relevant portion of this circular letter runs as follows:—

"With reference to your application dated you are requested to state whether you are willing to accept the post of English and Sinhalese Assistant at on a salary of per annum in the scale The salary will not be changed if you happen to obtain higher qualifications in English."

Now, I want to emphasize that last sentence: "The salary will not be changed if you happen to obtain higher qualifications in English."

[Mr. Dahanayake.]

I think I see, on the Hon. Minister's face, a look of pained surprise, because he could not have sanction such a procedure as this. A teacher, on recruitment, is being told that his salary will remain the same if he obtains higher qualifications in English! Who is the educational genius, Sir, who sets, in this manner, limits upon teachers obtaining higher qualifications? Is this regulation or order of the Director in keeping with the efforts that the Minister proposes to take to increase and improve the standard of our schools?

The Hon. Mr. Nugawela: If I may interrupt the hon. Member, may I know whether there is any reference to probationary teachers in that letter?

Mr. Dahanayake: The word "probationary" does not occur anywhere in this circular letter, Mr. Chairman. But granting, for purposes of argument, that this circular letter refers to probationary teachers, I still ask where in the world will sensible educationists tell teachers that, even if they obtain higher qualifications, they will not be paid better?

The whole thing is a puzzle to me, Mr. Chairman. I have a feeling that this type of regulation or order is issued by the Department because the Department at the moment is taking a leap in the dark. It may be that the Department has some very hazy notion that the teachers of the future should obtain a special type of qualification; it may be that the Head of the Department has mixed up the question of the qualifications of the teachers with the medium of instruction. However, that may be, Sir, it is ludicrous that the Head of a Department should tell a new recruit, "Even if you should qualify further, you are going to stagnate where you are."

I ask that this circular letter should be immediately withdrawn. The effect of it has been to make certain new recruits not to study for higher examinations; to make them turn away to other walks of life. It was only last evening, I believe, that Sir Ivor Jennings stated, at some dinner, that it was very difficult to induce graduates to take to the teaching profession. If that is a fact, here is some thing which shows that even those

who have lesser qualifications than graduates are being driven away from the teaching profession. I hope, Sir, that the Hon. Minister will look into the question of this amazing circular.

May I now direct the attention of the Hon. Minister to a sub-branch of the Education Department under the title "Text-Books." We are very interested in the work of this sub-branch, and we ask the Minister to tell us how many text books have been translated into Sinhalese and Tamil in the past year, and whether this translation branch has a scheme for its work. The complaint is made that certain subjects cannot be taught in Sinhalese or Tamil. If that is so, an effort should be made to find out what are the books that are needed at the moment and what are the books that may be needed in the years to come. Let the Translation Branch of this Department draw up a priority list of the books which need to be translated immediately, for immediate purposes, to carry out the Free Education plan.

I also want to draw the attention of the Hon. Minister to the unsatisfactory state in which the outstation branches of the Education Office are. When one goes to an outstation branch of the Education Department, Sir, one finds that it acts merely as a post office, that it has very little real work to do. One finds that the Education Department here is the bottle-neck in the case of all subjects, from the payment of teachers to the appointment of even acting teachers. One finds that, in an outstation branch of the Department, you are unable to do anything without reference to Headquarters. Now, we can understand this position if the Minister's intention is to centralize the work of the Education Department. On the other hand, if the Minister feels that the work can be decentralized, let the outstation branches be allotted certain definite duties, and let us know what those duties are. As things are, the position of the outstation branches of the Education Department is neither here nor there. That is all I have to say.

Mrs. Kusumasiri Gunawardena (Avisawella): Will the Hon. Minister please inform this House why the Department of Education refuses to appoint lady teachers as head mistresses of schools?

Sir, the Minister did not make any distinction when he selected his Private Secretary: so I hope he will look into this matter and change this policy as early as possible.

Mr. S. A. Silva: Mr. Chairman, may I first of all draw the attention of the Hon. Minister to the question of primary schools? These primary schools are supposed to take over the English education of children from the second up to the fifth standard, but the larger portion of these primary schools do not have English teachers.

The Chairman: That comes under the next Vote. We are now on Personal Emoluments, and you can ask any questions about any of those persons who come under that item.

4.45 P.M.

Mr. Nanayakkara: The Hon. Member for Galle referred to the grievances of teachers over delays in the payment of their salaries. They have many other minor grievances. Head Teachers of Government schools are very often called upon to attend conferences away from their stations, to discuss circulars sent by the Department. I cannot understand why Head teachers are called for conferences to discuss circulars, when they can understand the circulars posted to them at the beginning of every term.

The Chairman: That also comes under Vote 2.

Mr. D. B. R. Gunawardena: I want to know why there is discrimination in the treatment of Government teachers and assisted school teachers in training colleges. Teachers who have served at least 3 years on the staff of assisted schools and who are now undergoing training at the Government Training College are paid half their salary and the travelling expenses incurred in attending—

The Chairman: Teachers all come under the next Vote, No. 2.

Mr. D. B. R. Gunawardena: I shall wait till we come to Vote No. 2.

Dr. Perera: We will take up the sub-heads separately. I will now deal with sub-head 1, Personal Emoluments.

The Chairman: Yes.

Dr. Perera: I am glad the Minister has decided to increase the staff. You will notice that he has made considerable increases in the establishments of the Department. He has increased the number of Accountants and Administrative Assistants. The superior staff been considerably increased. He was trying to explain these increases, and I can appreciate the position he took up.

There is, however, one suggestion I would like to make. I must say that the Department is functioning a little better now than in the past; but there is still much that can be done in that direction. There is still the difficulty of getting replies to letters and the delay in getting proper investigations carried out into the complaints of teachers.

I admit that in the last few years the number of teachers whom the Department has had to deal with has increased enormously, from about three to four thousand to about ten to fifteen thousand. That has imposed a heavy burden on the Department, necessitating the employment of an increased large number of officers in the higher ranks.

But I wonder whether that is the only explanation. I would like the Minister to consider the desirability of breaking away from the old routine. There has been a too pronounced tendency in the past to promote officers to higher posts merely on grounds of seniority. I can think of at least two or three people who are now on the top rungs of the Department, who, I think, do not really deserve to be there.

I shall not mention names. The Minister will agree with me that mere seniority should not be a qualification for rising an officer to the top of the Department. That post of Director carries a good deal of responsibility, involving as it does the task of carrying into effect the policy in regard to education in this country. We require a man of special aptitude, of vision and capacity. I cannot say that some of the gentlemen who were recently promoted through efflux of time are really equipped for the work.

I have in mind one particular officer who, though a fairly capable officer, has not left his desk in the head office for

[Dr. Perera.]

the last half a dozen years. He is high up in the Department. How do you expect him be able to guide educational policy if he remains imprisoned in the narrow confines of his room, year in and year out, never going out into the country to see for himself what is happening outside?

That is not satisfactory. The Minister must completely change these ideas. I would beg of him, if possible, by some means or other, if there is a possibility of doing it without hurting anybody's feelings, to see that the present Head of the Department leaves the Department. We must have a more competent man.

I am not convinced that the present Head of the Department is really capable of shouldering the responsibility. He is good enough to mark time, good enough as a routine officer, but as the Head of the Education Department I do not think he will do. We had a good man in the late Mr. H. S. Perera. His death was a great misfortune. I am not satisfied that the present Head of the Department is equal to his task.

An Hon. Member: He is gone to England.

Dr. Perera: He has gone on leave. He will come back again.

The Hon. Mr. D. S. Senanayake: That is doubtful.

Dr. Perera: I am glad to have the assurance of the Prime Minister that his return is doubtful.

The Department employs a number of Superintendents of School Works. Of what use are these officers? I ask the Minister, and members on this side of the House as well as on the other side, how many schools in their areas are in a fit condition to be regarded as schools? A good 50 per cent. of the schools are collapsing before our eyes. Ten per cent. of them have already collapsed. The member of Kiriella brought to the notice of the Minister the case of a teacher who was injured when a school collapsed on his head!

You have a number of Superintendents of Works. What are they doing? Are they visiting these schools

to find out what is happening. Every years Rs. 500 is earmarked for the maintenance of a school building. We do not know where the money goes. No school buildings are repaired. From most of the schools, *cadjans* have vanished completely and the buildings are unfit for human habitation. The Minister has to clean the Augean stables. He has indeed a lot of cleaning up to do!

Schools are overcrowded and there is a terrible shortage of teachers.

Then take the attendance officers, numbering 250. I make it a habit to go round my area visiting the schools. In most cases, the attendance officer has not put in an appearance anywhere near the schools. So far as attendance in schools is concerned, the same routine goes on and there is no improvement. The position is almost hopeless.

I notice that there is provision for a supervisor of midday meals. That is, you have appointed one Supervisor for the whole island. I understand that a lady has been appointed to this post. What can she do by herself?

I have tried my best to get the Education Department to take over the C. D. C. kitchen in Colombo, which is under a department controlled by the Minister of Commerce and Trade. I would like the departments concerned to co-ordinate their activities, at least in regard to Colombo and its environments. Could not that kitchen provide the meals for all the schools in and near Colombo?

The Hon. Mr. A. E. Goonesinha (Minister without Portfolio): That was suggested.

Dr. Perera: But the suggestion has not been implemented.

I know that the Supervisor of midday meals had gone round and condemned this idea because, apparently, they want to hand the work over to contractors.

The Hon. Mr. Goonesinha: The Municipality submitted a scheme.

Dr. Perera: I want the Minister to take up this question. I hope there will be greater co-ordination and that

the C. D. C. kitchen is utilized for providing midday meals to children in Colombo. If that can be done, there need be no dismissal of the poor men who are now working there. This kitchen can be made to pay and perform a useful service.

With regard to central schools—

The Chairman: That comes under the next Head.

Mr. Pakeman: I want to ask the Minister whether he is contemplating taking action to reorganize the Education Department as suggested in paragraphs 1257 to 1262 of the Cadres Commission Report. The duties of the Education Officers are defined.

5.0 P.M.

Mr. Keuneman: A large number of Head Teachers and Principals of schools have complained to me about the working of the Education Department in one respect, and that is, the proportion in which graduates and trained teachers are allotted to the various schools.

The Chairman: You had better take it up on the next Vote.

Mr. Keuneman: It really concerns the work of the Department. It has nothing to do with the conditions of teachers. It is on how the Department allots the proportion of teachers.

The point I wish to make is this, that in certain schools you find a large number of graduates and hardly any trained teachers, while in certain other schools you find a large number of trained teachers and hardly any graduates, so that they are unable to carry on any specialized instruction. The Head Masters and others ask that, when the Department allots trained teachers and graduates, there should be some proportion between the graduates and the trained teachers, so that all these schools get a fair proportion of these teachers. That is the main point with regard to the Department.

The other point is, I wish to ask the Hon. Minister to give some information about the Educational Research Council for which we are asked to vote Rs. 7,500.

Mr. D. B. R. Gunawardena: For a very long time we have been urging the Government to provide text-books to poor students in these schools. The Education Department has made no effort to get these text-books printed through the Department. The other day the Hon. Minister said that it was very difficult to do that work at the Government Press for want of sufficient machinery. If that is so, why cannot the Government buy up some of the machinery that has been imported by some of the big firms here, in order to satisfy this most urgent need of poor students? Annually, the parents of these children have to incur tremendous expenditure on the provision of the necessary text-books. In many cases children are even turned out of school because they cannot find the necessary text-books. I would like the Hon. Minister to give us a direct reply in this matter.

Mr. Bauddhasara: I know there are a large number of Food Production teachers with the Teacher's Certificate. There was a circular that these teachers should be appointed to the permanent cadre, but it has not been done. So I would ask the Hon. Minister to absorb them into the permanent cadre as soon as possible.

The Chairman: Teachers come under the next Vote..

Mr. Amarasuriya: With regard to Food Production teachers, I find that last year 1,600 teachers were provided for, but now the provision is for only 1,200, so that 400 teachers are likely to be absorbed into the permanent cadre.

I would like to know what progress is being made under this Food Production Scheme. Some years ago, it was the pride of the Department that they were able to produce so much food, but when one goes round the country, one sees the sorry spectacle of these school gardens being in an almost neglected state today. I really do not know whether these 1,200 temporary teachers are actually engaged in the production of food or whether they are assisting in the teaching of children, or whether their duties are combined. I think those who are qualified should be absorbed, because

[Mr. Amarasuriya.]

under the next Vote you find there is a large increase in the cadre of teachers. Nearly 4,000 teachers are likely to be recruited, and I would like to know how many of these 1,200 temporary teachers, who have the qualifications, are eligible for appointment as permanent teachers.

Mr. Pakeman: With regard to the Educational Research Council, according to the Administration Report of the Department, the Research Council has done very important work in giving assistance to writers of text-books in Sinhalese and Tamil. Surely, that is not the only activity of this Research Council. This is giving a subsidy to writers of text-books in Sinhalese and Tamil. I join with the Third Member for Colombo Central in asking what on earth this Research Council does.

Mr. Chandrasiri: I wish to draw the attention of the Hon. Minister to the Sinhalese Teachers' Examination. Those who have passed the First Part of this examination are unable to take up the Second Part as the examination has been stopped. May I ask the Minister whether he is going to make arrangements to hold this examination, so that those teachers who have passed the First Part may take up the Second Part also?

Mr. Wilmot A. Perera: May I draw the attention of the Hon. Minister to the provision for the Legal Assistant who this year draws Rs. 1,060 a month? This gentleman has been in office for almost one year now, and I would like to know from the Hon. Minister what work this officer has done during this period. Even the copy of the English Code with the amendments has not yet been edited. The Inspectors of English Schools have not got a copy of the Code, and when we confront them with any question, they are unable to give any sort of reply.

Another question to which I would invite the Minister's attention is the question of attendance officers, which was raised by the hon. Member for Ruwanwella last year during the Budget Debate, when the Hon. Minister promised either to do away with them or

at least considerably reduce the provision, instead of which we find an increase now.

With regard to food production teachers, the Hon. Minister, quite rightly, did away last time with trying to produce food in schools through children. One does not ask him to send away those qualified teachers, but I want to draw the Ministers attention to the fact that there are a large number of unqualified teachers in these schools still acting as food production teachers.

The Chairman: There is no Vote for Food Production.

Mr. Wilmot A. Perera: They were originally appointed as food production teachers, but the Minister said last year that he was doing away with food production and trying to absorb all the teachers into the permanent cadre. One can quite rightly understand his absorbing them. But my point is that there is still a large number of totally unqualified teachers who continue to receive this allowance—teachers who have passed only the *Prarambhaya* Examination,

Mr. S. A. Silva: The Administration Report for the year 1945-46 has not been published yet. I would ask the Hon. Minister to take steps to publish the Administration Report for every year within at least three months of the end of the year.

The other point is that the present Journal of Education is only a collection of circulars, and it is sold at a certain price to the teachers. I do not see the point in asking the teachers to buy this journal when it contains only the circulars that have been issued to them.

Then, the Education Code has not been amended since 1942.

Mr. Wilmot A. Perera: It has been amended.

Mr. S. A. Silva: I would request the Hon. Minister to publish the Education Code, giving more details of what has to be done.

Mr. N. H. Keerthiratne (Kegalla): I would request the Hon. Minister to supply text-books free to children up to the Fourth or Fifth Standard at least, if there is not the necessary machinery in the Government Press to print all the books for providing children from the First Standard up to the School-leaving classes.

T. B. Poholiyadde Dissawa (Horowupotana): I am rather anxious to know what is meant by food production in schools as far as the North-Central Province is concerned. As far as I know, I think there has been very little food production, if any. But what I can say is that some of the children are being made to cut down jungle, burn and clear up land, fence them, and cultivate it mostly with vegetables, such as pumpkins and brinjals, and things like that, which is by no means an agricultural education for children of the North-Central Province, because they, from their infancy, accompany their parents to the chenas and grow vegetables there. What I think is that the sort of food production that is carried on there is mostly for somebody's consumption. These poor children have to walk one and two miles to school in the North-Central Province, and as far as that Province is concerned I say this food production should be abolished altogether. If it is to be carried on there at all, in view of the bad climatic conditions of the country and the ill-nourished state of the children, I would suggest that no child of less than twelve years of age should be made to do food production work or gardening.

With regard to school buildings, last year the Hon. Minister made me understand that he would leave no space left in the North-Central Province without a school for the children of the area. I am very glad to say that he has taken some trouble to provide the whole Province with schools. This is the sort of arrangement that he is making now: where schools are necessary, villagers are made to put up their own schools, and the Minister has kindly promised a sort of subsidy to those who put up such buildings. I have observed that this arrangement is not very much liked by the Superintendents of Buildings, because it reduces a large number of

contracts which would otherwise be carried out under their supervision. As such, I am taking a great deal of interest to put up about fourteen schools in the area where there are no schools. I find a certain amount of obstruction from the school authorities in the construction of these buildings. I have got my serious suspicion that somebody who is interested in the giving out of contracts for school buildings is putting obstacles in the way.

5.15 P.M.

Dr. Colvin R. de Silva: I wish to make three suggestions to the Hon. Minister. They all relate to the question of text-books.

The first suggestion is this: That the Hon. Minister should keep in mind the importance of this whole text-book question, because the rate at which he can introduce *Swabasha* teachers will be governed by the rate at which the appropriate text-books are made available.

The second point is this: That, in the rendering available of text-books, translations seeking to play an extremely important part in the coming period until we develop our own technical terms. Here, in the Estimates, I find that for translation of text-books there is literally a negligible sum of Rs. 4,500, provided. The explanation says that this is for the purchase of books, for translation, printing, and expenses of the Advisory Board and for fees to members of the Terms Committee. I do not know what all that means. The suggestion is this: I find in Madras the text-books preparation and translation Board advertises regularly in the following way. It chooses an accepted known English text-book, let us say, on a subject like history, for a certain class. Then, it advertises for persons who are ready to translate that book, subject to its approval. The last advertisement was of a well-known history book at Rs. 2 per page. This is a method by which you would both encourage the several technicalities being developed and increase the rate at which the text-books would be available.

The third suggestion I should like to make is this: I have discovered, by reason of the fact that the proprietor of the *Digitized by Noolaham Foundation* noolaham.org Company which I have in mind and

[Dr. Colvin R. de Silva.]

which I do not propose to mention happens to have some connections in my constituency, that, whenever it comes to a certain text-book being chosen for a given year by whatever appropriate committee there is by some curious coincidence, a particular firm has always bought up in advance the rights of the chosen text-book. I would suggest to the Hon. Minister that he should set his Department functioning, in conjunction with any other department controlled by any other Minister, to stop what I can only say looks suspiciously like a racket.

Mr. Kumaraswamy: I am not well qualified in educational matters to propound my theories, but, by some common day observation, I did observe a thing which I should like to bring to the notice of the Hon. Minister.

The other day, I happened to walk into the Education Department. I noticed then that there were a number of name boards, all in Sinhalese. Many hon. Members of this House and nearly one-third of the population of Ceylon do not understand Sinhalese. Therefore, it will be in the best interests of the country that, along with the Sinhalese names, the Tamil names are also given, so that we might know what a particular room is and what the particular department is. I was a victim. I wanted to see Mr. Kapukotuwa, so I had to get a translator and find out what those names were until at last I came across the name of Mr. Kapukotuwa. This I suppose, is an oversight. I do not think it was deliberately done. I hope the Hon. Minister will see that my request is attended to.

Then, Sir, there is another point which I should like to make. The Hon. Minister has a very high aesthetic sense. In fact, it is even much superior to yours. If you will go to his room you will see that it is beautifully furnished. But, if you go to the Department itself, you will find that it is composed of a few shoddy buildings. In the department you find officers working under very abnormal conditions in closed rooms. If they go on working in those rooms for long, I am sure some of them will eventually fall victims to tuberculosis. The Education Department is now housed in three buildings. One of them is across the Beira lake; another is a boat-house and

the third is in the Secretariat. I want the Hon. Minister to see to it that a decent building for the Education Department is put up in keeping with his aesthetic sense.

There is a third important point which I should like to raise. It is with regard to the attitude of the Department towards the health of the teachers. As a matter of fact, the Hon. Minister of Food and Co-operative Undertakings is very considerate about the conditions of children under seven and expectant mothers. But there are sometimes expectant mothers who are teachers who are required to teach when there are other teachers under them. I suggest that a health survey of the teachers be made, at least twice a year, and also that free medical aid be provided for them. Some of these people may be suffering from physical deformities or other ailments. The other day, I happened to be present at a teachers' meeting, and I was struck by the sight of the physical condition of some of the teachers.

The Chairman: All these matters come under the head, "Teachers."

Mr. Kumaraswamy: I am referring to the policy of the Department in regard to teachers. Shall I raise the question under this Head?

The Chairman: Yes.

Mr. Kumaraswamy: I am glad you are very generous.

The important point I want to emphasize here is that teachers are fast becoming victims of certain chronic diseases like tuberculosis and so on. Teaching is a very exacting profession; it is not like coming here and talking. I earnestly request the Hon. Minister to have a health survey of these teachers made.

The Chairman: The hon. Member is repeating himself.

Mr. Kumaraswamy: Those teachers who suffer from mal-nutrition should be supplied with medicines and nourishment free of cost so that they may develop into healthy teachers and be able to nourish the nation that is to be.

Mr. Bauddhasara: I find that a recommendation has been made for the appointment of four Field Commissioners for rural areas. I would like to know whether the appointments have already been made or whether they are to be made.

Mr. Hettiarachchi: I should like to know from the Hon. Minister whether it is a fact that certain text-books published by some members of the Translation Department are sold to the public at a very high cost and at a large profit to the authors themselves. If so, that is not a practice that should be encouraged.

The Hon. Mr. Nugawela: With regard to the remarks of the hon. Member for Galle, regarding the payment of teachers this is a matter to which I have given my closest attention, and I am satisfied that there is no avoidable delay.

Dr. Perera: We are referring to the Assisted schools teachers.

The Hon. Mr. Nugawela: You are referring to the teachers who are on the direct payment basis. What I should like to explain to the House is that—take the month of May for instance—the return for the month of May is sent in to the Head Office generally between the 1st and the 3rd. The return for the month of May consists of the leave deductions, pension deductions, Widows' and Orphans' Pension fund contributions, and so on, for the month of April. But the salary is paid for the month of May. The deductions are for the month of April. These returns come into the Head Office Accounts Branch generally before the 3rd of the month. Then, they have to be checked up. There are thirteen cages which the Accountant has to go through, and I am told that for a day he cannot check up more than 60 such pay sheets. This checking up goes right up to about the 23rd of the month. I am referring to the checking up of the leave deductions, and so on. According to the Code Regulations, it is also incumbent that the salaries of teachers should be paid by midnight on the 31st of May. For that purpose, cheques are sent to the Post Office. Invariably it happens that Money Orders are sent, but the Post Office authorities have not got the staff to make the payments between

the 7th and the 10th of the month. I went into this matter with the Post Office and found that it would involve the employment of a larger staff.

Mr. Dahanayake: Then why does the hon. Minister not appoint the staff?

The Hon. Mr. Nugawela: Then what are they to do for the rest of the month? They would have no other work to do for the rest of the month except what they would do during the period between the 1st and the 10th. Besides making payments to Assisted school teachers, the Post Offices have got to pay the salaries of other Government officers. So, this delay is unavoidable. I do not think that hardship is caused, because the teachers are assured of their salaries before the 10th of every month. Of course, they may not receive their salaries on the 31st of the month and there may be some inconvenience to them, but, subsequently, they can expect their salaries by the 10th of the following month at the latest.

The hon. Member has come and seen me on several occasions. He has also sent me many telegrams, and so on, so, I could quite appreciate his point when he says that bills come in on the 1st of a month. But I am afraid that, unless there is a larger staff at the Post Offices from the 1st to the 10th of the month, nothing can be done. On the other hand, if larger staff is engaged, they will be doing nothing for the rest of the month when they have completed making the payments. I do not think it will work such a great hardship on the teachers, because they will get their salaries regularly before the 10th of every month.

With regard to the Accountants, the hon. Member said that there should be an increase of two Accountants. I should like to say that there are really going to be five more Accountants. There is an Amendment to increase the number of Accountants. But, even when the increase is made from four to nine Accountants, I do not think the work of this Department can be satisfactorily carried out unless there is mechanization. We are now considering mechanizing the Department, and we have different reports from two firms. Negotiations are now being carried on with the Treasury with the intention of

[The Hon. Mr. Nugawela.] getting those machines out. Mechanization will, to a great extent, relieve congestion.

I admit that there are difficulties with regard to the payment of pensions. I get letters stating that pensions are delayed for two or three months.

Dr. Perera: Is it only two or three months or is it for years?

The Hon. Mr. Nugawela: I am going into that matter. But, the hon. Member for Galle will agree with me that it is very difficult to come to any arrangement, except to ask the Assisted School teachers to wait for their salaries.

Mr. Dahanayake: I do not agree at all.

The Hon. Mr. Nugawela: Then, with regard to the question that was asked about the circular. I admit that it is rather unhappily worded. But there is a different scale of salaries for Assisted schools English-Sinhalese teachers. There is a definite scale of salaries, and the statement that no increases are given on account of higher qualifications does not apply, because once a teacher gets the higher qualifications, he could and get the higher scale because he is higher qualified.

5.30 P.M.

Then a point was raised by the fair Member for Avissawella as to why ladies were not appointed head mistresses. That is entirely news to me because once a teacher, even a lady teacher, qualifies in service and in efficiency for appointment as headmistress it is incumbent for every Girls' School to have such a teacher so appointed.

Dr. Perera: What she means is a mixed school.

The Hon. Mr. Nugawela: I shall consider that. She made a remark about the appointment of my Private Secretary. I did look into the qualifications before I made the appointment. I certainly will do so when I make appointments of head mistresses.

With regard to the remarks made by the hon. Member for Galle about Education Officers in outstations, I am

rather inclined to agree with him. We are now going into the whole question whereby these officers with their technical experience may be of more use.

Dr. Perera: What do you mean? Do you want to decentralize a little more?

The Hon. Mr. Nugawela: Yes. Then, with regard to the question of school buildings and the remarks about the Superintendent of school works, I might say that this officer has been very hard-worked. I have nothing to say against him. I have followed his work carefully. This is an indication of what he has done for this year—

Mr. Wilmot A. Perera: Take another Superintendent.

Dr. Perera: There are 15 Superintendents.

The Hon. Mr. Nugawela: This year the Superintendent and officers in charge of school works have undertaken 20 new schools at a cost of Rs. 285,000, 134 replacements—entirely new buildings—at a cost of Rs. 1,487,000, 88 extensions at a cost of Rs. 665,000, 22 teachers' quarters at a cost of Rs. 178,000, 37 wells at a cost of Rs. 35,000. Plans and blue prints have to be made. I admit that the rate of work is not commensurate with our desires nor our expectations. Three new officers have been appointed this year, and we hope to speed up considerably the work of replacement and the putting up of new buildings.

Dr. Colvin R. de Silva: What about text-books?

The Hon. Mr. Nugawela: I am glad I had the suggestion of the hon. Member for Wellawatta-Galkissa. I shall certainly pass it on to the appropriate authority to act in the matter.

The hon. Member for Galle wanted to know the exact number of text-books that were translated. I think I can give him the figures. About 45 books on education, science, mathematics, geography, history, first-aid and a few text-books and charts for adult education have been translated. Seven Sinhalese and four Tamil text-books have been prepared by the Department and

five Sinhalese and three Tamil books are under preparation. At present five books on science and education have been translated.

With regard to the vote of Rs. 4,500 for translation of text-books, that is for the purchase of text-books for translation. Hon. Members will find, somewhere else in the Budget, that the translators of text-books are employed on a salary basis.

Dr. Colvin R. de Silva: What is this Terms Committee?

The Hon. Mr. Goonesinha: Technical terms.

The Hon. Mr. Nugawela: I do admit that a lot of lee-way has to be made. The hon. Member for Ruwanwella hit the nail on the head when he talked about the inadequacy of the administrative strength of the Department. That is quite true. Since 1925 the expenditure of the Education Department has been increased from Rs. 6 million to Rs. 91 million; 1,000-odd Government schools have been increased to 3,000-odd; 1,000-odd Assisted schools have been increased to 3,000-odd; the school-going population has increased from 450,000-odd to 1 million-odd. For all this increase the corresponding increase in the administrative section in the Head Office has been only two staff officers. They are too hard-worked. They have got to spend their time in interviewing teachers and others interested, and as a result most of them take their work home and attend to it. They are actively engaged in the re-organization of the Department, and before long we hope to put it on an efficient basis.

The Chairman: There is one matter left over, and that is regarding agriculture in schools.

The Hon. Mr. Nugawela: There are 1,635 food production teachers, and in my statement to this House I stated that I would give them an opportunity of qualifying themselves by sitting for the teachers' examination. Hon. Members will see a note to the effect

that there are only 1,200 of them today. The other 400 have qualified. It is not true to say that teachers who have not passed either parts 1 or 2 will be debarred. Two more chances will be given, and if they get through they will be selected.

In regard to the Research Council, I might say quite frankly that I am abliged to a certain extent to attend to this matter. I put it off last year, expecting the establishment of the Faculty of Education in the University. I do feel that this work has got to be done. The post of Professor of this Faculty was advertised last time but we could not get a person to fill that post. I received a note from the Vice-Chancellor to say that he had interviewed a person when he was last in England and he hoped to start it within the next two or three months. Personally I am at sea myself. There is a Research Council which does now only text-book selections and examination council work. But I am not satisfied with that. As soon as the Faculty of Education is created, I mean to seek their advice, specially in regard to the lines in which educational research should be carried out. So far there is not any one competent to advise me on the matter.

Mr. D. B. R. Gunawardena: What about the printing of text-books by the Department?

The Hon. Mr. Nugawela: We got a Press now which is not big enough to undertake this work. It is only used for the purpose of printing examination papers—question papers. I explored the possibility of getting books printed by the Government Press, but they are not able to undertake any new work. On the question of cost, it would be very prohibitive. Besides, we change text-books annually and we cannot suffer the losses. From year to year text-books are changed, and we will have to bear the possible losses.

I felt myself that there was a racket in text-books, and I tried to stop it. I am not in a position to divulge the measures taken by me already to stop this racket. I do not think it is there to the extent that people think it to be,

[The Hon. Mr. Nugawela.] and I have taken all steps, but I am not prepared to divulge all the steps I have taken.

Mr. Keuneman: I am not satisfied with the reply of the Hon. Minister in regard to the Research Council. The Hon. Minister says that he is of opinion that the Faculty of Education of the University should really undertake this concern.

The Hon. Mr. Nugawela: I am waiting to get some advice on the matter. In the meantime I have instructed the Director to send me some names of persons to be considered for appointment to the Research Council. The Director was frank about it, and he does not know what type of persons they should be. There is a Research Council now which is engaged in the selection of text-books, and that is all.

Mr. Keuneman: It is a sheer waste of money.

Mr. Chandrasiri: What about my question?

The Chairman: The Hon. Minister has answered that.

The Hon. Mr. Nugawela: I move, "That the Vote be increased by Rs. 14,400 in respect of sub-head 1, item 'Assistant Accountants'".

Question put, and agreed to.

The Hon. Mr. Nugawela: I move, "That the Vote be reduced by Rs. 8,040 in respect of sub-head 1, item 'Officer-in-Charge, Physical Education'".

Question put, and agreed to.

The Hon. Mr. Nugawela: I move, "That the Vote be increased by Rs. 8,040 in respect of sub-head 1, item 'Education Officers'".

Question put, and agreed to.

Question, "That the sum of Rs. 5,359,999 for Head 101, Vote No. 1, be inserted in the Schedule, put, and agreed to.

Head 101, Vote 1, as amended ordered to stand part of the Schedule.

Vote No. 2.—Expenses of Government Educational Institutions, including cost of training of teachers in Government Institutions, &c., Rs. 39,657,466.

Sub-head 1.—Personal Emoluments (teachers), Rs. 28,111,681.

Mr. Nanayakkara: I wish to bring to the notice of the Hon. Minister certain grievances of head teachers of junior and preparatory schools. Very often these head teachers are called to conferences far away from their stations, and I think the object is to discuss circulars. I would like to know from the Hon. Minister why these circulars cannot be posted to these head teachers. If a head teacher cannot understand a circular in the language in which he teaches, I do not think there is any reason why he should be a teacher. If, however, conferences are held for very important reasons, then it is only fair that these teachers should be paid travelling allowances.

There is another very bad system, in that the head teachers of primary schools have to go to the office to get their chalk, attendance register and stationery. I would ask the Hon. Minister to visualize a head teacher from the district of Lagalla, 40 miles from Matale, having to walk 20 miles to Rattota, and then come by bus to Matale and from there come by train or bus to Kandy. It takes about 2 days for him to come to Kandy to get his stationery. There is a Post Office at Rattota through which all this business can be transacted with efficiency.

If the system of sending circulars by post is not adopted, then I think head teachers should be paid travelling allowances. It is very unfair to expect the head teacher to bear the burden of travelling expenses when he travels on official duty.

As regards junior schools, we know that the Hon. Minister is very keen on a number of junior schools, but at present all these junior schools are housed in the same building, in which case the headmaster of the English section should be in control of the whole school till a separate building is provided. I also wish to ask the Hon. Minister to introduce handicraft to these junior schools suitable to the locality, so that

when his scheme of technical schools matures it may be possible to absorb these students into the scheme of technical schools.

Then I wish to deal with special posts in schools. There is bitter disappointment with regard to these special posts. Assisted schools are not treated in the same way as Government schools. If this Government has committed itself to the dual system of education, if this Government has given an undertaking to denominational schools that they would be allowed to exist side by side with State schools, I cannot see any reason why these Assisted schools should be allowed to die a lingering death. I am still in charge of a school with about 900 students on roll and with about 32 teachers on the staff. I have only one special post. If that was a school managed by the Government, then there would have been many special posts.

That is not very fair. Even in recruiting candidates to special posts in Government schools, there is discrimination shown. A teacher with a Teacher's Certificate and with five years' experience as head teacher or ten years' experience as an assistant can get a special post in Grade III. I have a complaint from a teacher with these qualifications—A. C. D., Diploma in education, Member of the Royal Society of Teachers, 1st class Teachers' Certificate, 1st class English Teachers' Drawing Certificate, 1st Class English Teachers' Basic Certificate, 20 years' experience as a teacher and the head of a school with 16 teachers on the staff and with three graduates under him. He has not been allowed to apply for a Grade III. special post in a Government school.

These matters should be put to right. There must be a contented teaching profession. That is all.

5.45 P.M.

Mr. L. Rajapakse (Hambantota): I wish to make a few observations regarding the Assisted schools which get Government grants.

The Chairman: That is Vote 3, which will be taken up later.

Mr. S. A. Silva: In most of the primary schools there are no English teachers appointed. When we question

the Educational authorities they say that they cannot find teachers because English Senior Certificated youths do not apply for these posts; that only a limited number apply and they are appointed. The trouble is, Sir, that people with Senior School Certificates in English will not care to apply to teach in primary schools because the salary is much lower than that of even an overseer.

Then the other point about these schools is this. Even though there are a large number of children in these schools, there is only one teacher appointed in each. If there are six forms, the teacher will have to teach for six hours in the day.

Then, Sir, I am not satisfied with the explanation given by the Hon. Minister with regard to the delay in the payment of salaries to teachers in Assisted schools.

The Chairman: He has already given the explanation.

Mr. S. A. Silva: The delay is due to the fact that the salaries are paid through the Managers.

The Hon. Mr. Nugawela: No, it is not so.

Mr. S. A. Silva: I know that in the Catholic schools payments are made through the Managers, and these teachers have to wait for weeks to get their pay.

Then, with regard to head teachers of small primary schools, they are paid assistant teachers' salaries although they are in charge of primary schools, with the result that no trained teacher or a First-Class Certificated teacher goes to these primary schools, and the children do not get the education that they should get, namely, from an experienced teacher. I would, therefore, ask the Hon. Minister to pay them head teachers' salaries even in those primary schools.

Mr. Keuneman: The first point to which I would draw the attention of the Hon. Minister is the very miserable plight of the uncertificated teachers. This matter was recently brought to my notice. I find that there are some uncertificated teachers, persons with over

[Mr. Keuneman.]

20 years' practical experience, who have worked in certain big schools in Colombo, getting far less than the initial salary which is given to a teacher with the Intermediate qualification. I hope the Hon. Minister of Education will go into this matter and see that a higher scale of salary is given to men with a long practical experience in education.

I also want to raise certain points regarding the Royal College. The attention of the Hon. Minister has, I think, been drawn to the fact that, when boys apply for entrance to the Royal College, their antecedents were also asked for. When they made their application they were asked what their religion was, whether their parents or their brothers had been Royalists, and a number of other queries of this sort are asked from the applicants. I took this matter up with the Department, and I was told that the authorities were only interested in certain statistical information about the boys of the College. I find it very difficult to accept this. I do not see any need for statistical information being obtained from the applicants before they enter. It seems to me that this sort of thing opens the door for favouritism. It seems that the sons of old Royalists are shown special preference. The Hon. Minister should see that this practice is stopped. I find that children, for instance, from Colpetty and Bambalapitiya, within a radius of two miles from the College, find it extremely difficult to enter Royal College even if they qualify in the entrance examination for gaining admission, but that the children of old Royalists, residing sometimes over a hundred miles away from the Royal College, find no difficulty whatsoever to get in. I want the Hon. Minister to go into this matter and put an end to this sort of discrimination.

I now want to speak about the position of Art teachers. These teachers are a very neglected body of men. The Hon. Minister is very anxious to encourage aesthetic science in the Schools, and there has been a number of these Art teachers being turned out. But I find that, though they are passing their examinations and although they have all the necessary qualifications of the Art teacher, most of them are not yet appointed to particular posts. The

teaching of Art in schools is undoubtedly important, and the parents are talking about the shortage of such teachers.

There is one other question which I want to raise about the construction and maintenance of Government schools. It is regarding the development of central schools in Colombo. I notice that the matter has received the attention of the Hon. Minister.

As a matter of fact, I have made several representations, and various other persons, too, have made representations for improving the existing central school in Maradana and the central school in Green Street, Kotahena. The Hon. Minister put a proposal before us to acquire the land belonging to the Chettinad Corporation for the purpose of putting up a big school to serve the needs of the people of Colombo North and a large part of Colombo Central. I saw an estimate here or in the Land Office for the purpose, but apparently something seems to have gone wrong; and I find that the Hon. Minister's good intentions have not been translated into financial proposals. I hope the Hon. Minister will tell us very soon that he would be able to place this project before us, which is undoubtedly a useful project.

Dr. Perera: It has been brought to my notice that the Government is closing down the Training Colleges in Kandy, Polgolla and Mirigama.

The Chairman: No, that is not so.

The Hon. Mr. Nugawela: But there have been temporary closures with regard to these schools. Only the buildings have been put into condition.

Dr. Perera: If that is an assurance, I will not press that point.

The other point is that some of the students who are sent to the Training Colleges find great difficulty in maintaining themselves. An allowance is provided for these students, but I find it is only Rs. 20 per month, and it is difficult to maintain themselves with this amount. I have seen several estimates put up, and they vary from Rs. 100 to Rs. 200. However, they are very much

greater than the actual allowance which the students who are sent for training receive. I hope the Hon. Minister will examine this question and see that this allowance is increased so that these students will have a decent subsistence.

Mr. A. Reginald Perera: The Ceylon Teachers' League has compiled a list of grievances and difficulties under which teachers work, and I think a copy has been presented to the Minister and every Member of Parliament. Now, Sir, they have not only drawn attention to these disabilities, but they have very cleverly pointed out to the Minister the various ways by which these can be eradicated. We want an assurance from the Minister that he would consult the representatives of recognized Unions and remove the grievances from which they are suffering today.

Now, with regard to the question of the maintenance of schools, I shall give just one example. There is a school at Siyambalawala. The land and building were donated with the furniture, to the Government about four or five years ago. At present that school is in a state of utter ruin and desolation. The people of the area have come to me and complained that their children who attend that school are forced to sit on the dirty floor because of the absence of furniture. I have placed the matter before the Minister. There are only about 20 benches for about two or three hundred children. Mr. Chairman, I have personally gone before the Minister. I have even presented the representations to the Minister. The Minister very honestly and naturally is flabbergasted when he gets this information. He calls upon various officers and instructs them to see that these schools are visited and immediate reports made. But weeks and months have passed and nothing has been done.

There was the case of a school in Pelellegama which was completely washed away by the river in the last floods. The Education Department was not aware of it until I drew attention to the matter. Then, Mr. Chairman, an order was issued that an officer should immediately proceed to the spot and make a report.

Months later I dropped in at the Education Office and inquired about the school. What is the reply? It was

"An officer somewhere in Sabaragamuwa reports that there was very bad weather and that he could not proceed to the spot." I am not making a general criticism of the Department, but of a certain aspect of administration of the Department.

Now we are voting a huge sum of money for the building and maintenance of schools. I suggest to the Hon. Minister that in the future the Department show a greater interest in the proper maintenance of these schools.

I now understand that the students of the Pelellegama school have been instructed by the Government to go across the river to another school—a school that does not exist!

Now, Mr. Chairman, these are criticisms, pointed criticisms, that can be made against the Department, and I hope the Hon. Minister will pay sufficient attention to them.

Mr. Cholmondeley Goonewardene: I would just like to refer to two points. The first is in regard to the salaries of teachers in *swabhasha* schools. Time and again these teachers have made representations to the Director of Education about their salary scales, but up to date this problem has not been solved to their satisfaction.

Swabhasha teachers have a very important part to play in the educational life of this country. We have come across many instances of malpractices carried on in these *swabhasha* schools, particularly in regard to the midday meal, and I would like to state that the main reason for the existence of these malpractices is the inadequate salaries that are paid to these teachers. Unless this problem is solved to the satisfaction of the teachers, I do not think the children would get the best type of education which it is intended to give them. That is one matter.

The other point is with regard to the salaries paid to head teachers in *Swabhasha* schools. Today there is a requirement by the Department that, unless there are five teachers in the school, the head teacher would not be entitled to a head teacher's salary. Sometimes, it is found that, although a number of head teachers in such schools

[Mr. Cholmondeley Goonewardene.] are fully qualified and have completed a number of years' service as head teachers, drawing head teachers' salary, yet, unfortunately for them, when they are transferred to schools where the staff does not consist of the full complement of five teachers, they do not get the head teachers' salary. There is no reason why they should suffer on account of the fact that there are no proper schools to which they could be sent. I hope the Minister would look into these matters and see that these *swabhasha* teachers are contented.

Mr. C. Vanniasingham (Kopai): There are one or two matters in regard to which I would like to draw the attention of the Hon. Minister, the first being the appointment of teachers. I understand that some time back, owing to a complaint that there was favouritism in regard to the appointments, the Hon. Minister made a ruling that all teachers should be put on a waiting list and that they should be provided employment on the basis of strict rotation.

I understand that this method has now been discontinued and, instead, each job is being advertized *ad hoc* in the "Education Gazette." This action, I am informed, has again given rise to the old complaint of favouritism in regard to appointments.

I am also informed that, consequent on a resolution in another quarter, appointments are being made on a communal basis, particular jobs going to particular communities. I would suggest that appointments should go really on merit, irrespective of class, creed, caste or community.

In regard to acting appointments, Sir, I am told that a number of teachers are kept acting for a good number of years although there are vacancies in the permanent cadre of these schools, the reason adduced being that the units of attendance do not warrant the conversion of those temporary posts into permanent ones. I do not see that this is a good reason for not absorbing these teachers into the permanent cadre. I know that there are several Tamil teachers—numbers of them—who have passed out of training colleges so far back as

1942 still waiting for permanent appointments. Some system should be devised whereby these teachers could be absorbed into the permanent cadre.

Then, Sir, I would like also to refer in this connection to the training of teachers in training colleges. When I raised this question of admission of teachers to training colleges on a communal basis, I remember the Hon. Minister saying that he was personally against admission on a communal basis. However, to what lengths this admission on a communal basis goes, can best be illustrated by a case that was brought to my notice which I, in turn, brought to the notice of the Minister but from whom, I am sorry to state, I have received no reply up to date.

There was a teacher named Paramanathan, whose parents had settled down at Maggona as traders.

Hon. Members: Where?

Mr. Vanniasingham: At Maggona. No doubt, the man was from Jaffna, but he was permanently settled at Maggona. He applied to the Minister for permission to sit for the Teachers' Training Entrance Examination at the Alutgama centre. The Minister referred this application to the Director of Education for disposal and, in due course, the candidate concerned received an admission card, not to sit for the examination at Alutgama, but at Adalachenai, which is in Batticaloa. So this teacher from Maggona went all the way to Adalachenai in Batticaloa to sit for the examination. He passed the examination, but thereafter, he was told by the Department that he could not be allowed to enter the training school at Adalachenai because it was a centre reserved for Muslims.

Surely, Sir, the Department knew that this Paramanathan was not a Muslim at the time he was sent to Adalachenai from Maggona. Anyhow, after he had undergone the expense and inconvenience of going to Adalachenai to sit for his examination, he has now been told that he cannot be admitted to the Batticaloa Men's Training College because he is not an Eastern Province Tamil. On top of all this, he was not admitted to the Palaly Training College because he did not sit at that centre.

In this way this teacher has lost his chance of getting trained and the academic year has already begun. In spite of two reminders which I sent to the Hon. Minister regarding this matter, I have received no reply. I do not know who is responsible for this blunder, but this will serve to indicate the extent to which admission on a communal basis can go. Therefore, I hope this system of admission will be done away with.

Mr. Wilmot A. Perera: I would like to raise the question of the training of *swabhasha* teachers. There seems to be a great deal of dissatisfaction among them regarding the question of their admission to the training colleges. I think under the old system trainees were selected by competitive tests, then appointed to schools as probationary teachers, and finally drafted to be trained; but that system has now been varied, and teachers, both in private schools and Assisted schools, are considerably dissatisfied with this change. I would like to ask the Hon. Minister whether he has a definite policy in regard to the training of *swabhasha* teachers.

An allied question in that connection is that of the payment of salaries to these teachers while they are in training. The teachers in Government service are paid their full salary, while those from Assisted schools are not given their full salary. Does the Hon. Minister think that is fair?

Another question I would like to raise is in regard to uncertificated teachers of weaving attached to Government schools at the present moment. The anomaly was brought to the notice of the Permanent Secretary by me many months ago, and I must say that, after verifying the accuracy of my statement, he ruled that all uncertificated weaving teachers should be discontinued. But I am sorry to state, Sir, that the Permanent Secretary obviously does not seem to be getting the co-operation of officers lower down in this connection.

It is distinctly unfair that, when there are a large number of young men and women who have spent a considerable amount of money in training themselves and getting through their examinations as qualified teachers, they should be left

out and uncertificated teachers appointed. It is only a few months ago, I am told, that over 400 students sat for the Weaving Teachers' Certificate Examination, which was last held at the Technical College. Now, apart from those 400 who sat for that examination, there are a large number of people who got through their examination the previous year but are still without employment.

I wrote to the Permanent Secretary a few weeks ago, inquiring whether the unqualified teachers who are now employed in certain schools had at least been asked to sit for the examination which was held at the Technical College a few weeks back, but I have still had no reply.

What I want to draw the attention of the Minister to is the fact that it is distinctly unfair that unqualified persons should be appointed to posts, while qualified men and women are left out. These people have been appointed on a temporary basis, and I do not think it will be unfair if the Minister were to ask them to resign their posts and have qualified teachers appointed in their place.

Mr. Chandrasiri: I wish to draw the attention of the Hon. Minister to the holiday warrants that are granted to teachers employed in Government schools. I find that, whereas the teachers in Government English schools are entitled to second-class railway warrants, *swabhasha* teachers get only third-class railway warrants. May I request the Hon. Minister to go into this matter and see that *swabhasha* teachers are also granted second-class railway warrants?

Mr. Dahanayake: They should be given first-class railway warrants.

Mr. Chandrasiri: In regard to the maintenance of school buildings, I have noted that hon. Members have been complaining against the Minister, but I am not making any complaint. He has considered the needs of my constituency; he was also well received in my electorate. When I represented to him the necessity for erecting good buildings and adequately equipping them, he promised to grant my requests. Unfortunately, however, I think that his

[Mr. Chandrasiri.]

promise cannot be kept because the Education Department is neglecting its work.

I shall quote only one instance, Sir. The Hon. Minister promised to give me five junior schools, but the Department has given me only one.

Mr. Dahanayake: You should be happy to have received even one!

The Chairman: Five in one year?

The Hon. Mr. Nugawela: Oh, no, Sir!

Mr. Chandrasiri: Yes, Sir, in one year. But only one has been given so far. The Minister is doing his best to give us what we need, but the Department does not obey the Minister's orders.

I request the Hon. Minister kindly to see that all the junior schools he promised to give, are given without delay.

Mrs. Florence Senanayake: Mr. Chairman, I wish to draw the attention of the Hon. Minister to the difficulties which some of the married women teachers have to undergo in most of the Government and Assisted schools. These married women teachers are entitled only to six weeks' full pay leave in the event of their confinement. During this period, Sir, I consider that all these women should be given sufficient leave, because they require plenty of rest and also because they must be given nutritious food to maintain their health. Besides, it is physically impossible for a woman in that condition to devote a long period of time to any work. For all these reasons I demand that all expectant mothers who are teachers should be granted full pay leave for six weeks prior to, and six weeks after, delivery.

6.15 P.M.

When these teachers are granted leave they have to send in a substitute, whose salary they have to pay. I suggest that the Department should meet the expenses of the substitute. In the Assisted schools, a teacher who takes over 80 days of leave is put on daily pay. This is wholly unsatisfactory.

Code Regulation 55B, there is no other way out. Would the Minister consider amending that Regulation?

Regarding schools in my area, I have drawn the attention of the Department to the need for repairs to these schools. I am sorry to say that this has not been attended to. In particular, I wish to mention the case of one school, R/Uduwaka Mixed School. Some time ago, this was known as R/Kalatuwawa Girls' School. This school was taken over by the Colombo Municipality, in connection with the proposed Kalatuwawa Water Scheme. The Municipality has given the Government eight acres of land and the cast of the buildings. The Minister of Education promised the Parent Teachers' Association of this school that buildings would be put up at Uduwaka, but so far nothing has been done. The present building is a temporary one erected six years ago and is now in a rotten state. The people of this village demand that immediate action be taken to erect new buildings.

Mr. Pakeman: Sir, under the heading 'Adult Education', I see that the vote has been more than doubled. The Administration Report of the Education Department received this morning says that everything points to the need for adult education to be administered as a Government directed and co-ordinated activity, in which several departments and collegiate organizations will have their work regulated.

In the whole field of education this affords the easiest scope for wasting Government money, but I do agree with what is written in the Administration Report. I should like to ask the Minister of Education if, this year, there is a co-ordinated plan in the matter of adult education, and if there is, I should be very grateful to him if he would give me, later on, an opportunity of looking at it.

Mr. Dahanayake: I ask the Minister to set up some sort of departmental sub-committee to go carefully into the question of the central schools. I feel that these institutions, which were correctly devised, are being administered in the wrong manner. I feel that the central schools are growing without some definite plan.

The Hon. Mr. Nugawela: Have

Mr. Dahanayake: The first central school was to be a pivot of the entire system for the future. It behoves the Minister, therefore, to give careful thought to what I may call the infancy stage of these institutions.

These central schools were decided upon originally on the basis of one school per electorate. Nobody would say that that should have been the correct basis. Nevertheless, after that basis was decided upon, and as the institutions began to grow, the Ministry should have taken note of the shortcomings that arose as a result of these schools being fixed on the wrong basis.

I will, as an illustration, refer to the central school that was originally located in the Galle electorate. The Galle electorate, which my good Friend the present Member for Baddegama represented, extended from Hikkaduwa along the coast to Koggala. When the central school for the Galle electorate was located at Hikkaduwa, it drew children from Hikkaduwa to Koggala. Then came the Delimitation Commission's Report, and Hikkaduwa was taken away from the Galle electorate and tacked on to the new multi-member constituency of Ambalangoda-Balapitiya. Today, the Galle constituency has no central school. There seems to be nothing much to complain about in that, but something new happened. The scholars from the old Galle electorate, plus the scholars from the new Ambalangoda-Balapitiya electorate, continue to flow into the central school at Hikkaduwa. On one side children came from Induruwa to Hikkaduwa, and from the other side from Koggala to Hikkaduwa.

The position of the central school at Hikkaduwa has become intolerable. There is no proper hostel accommodation for the children. I want to point out to the Minister that the manner in which the Department overcame the difficulty of accommodation in this central school, which today serves two electorates, was by no means commendable. They have two sessions in this central school. Most central schools work on the two session basis.

This particular central school has an attendance of 700 children, 350 of whom attend the morning session from 7.45 A.M. to 12.45 P.M. The balance of the

school has its session from 1 P.M. to 6 P.M. That is the way in which our experts have solved this question of accommodation! That solution is not an expert solution. In my view it is a nincompoop solution to the problem. I feel strongly on this matter.

The real value of education in a school lies in its extra-mural activities. The first 350 boys who attend the morning session have the school taken over from them by another set at 1 P.M. I ask how Government can serve satisfactorily the needs of either the boys who come to the morning school or the boys who come to the afternoon school. If this is a temporary expedient, I can only say that this temporary expedient should be done away with as quickly as possible and accommodation, even of a temporary nature, by the erection of sheds, should be provided for, in order to give every student who attends this school the benefit of the teaching in the class room and the extra-mural activities in separable from a well-conducted educational institution.

That is not all. I have found little children of 12 years getting out of their homes at 4 A.M. to catch the 4.30 A.M. train. I have seen the same children returning home after 6 P.M.

What is the position in that central school, if all that you have done is to place what is called a central school in one particular spot and given no thought to the difficulties the children have to undergo? Each child in that central school is being given a handsome scholarship of Rs. 12.50. What is the worth of this scholarship? If hostel accommodation were provided free, there may be something in this Rs. 12.50, but without hostel accommodation, how far does this seem to carry a child? Is the Minister prepared to consider, on a full investigation of the question of central schools, that there are some localities which are still in need of central schools? I am glad the Minister nods.

Last year he told us that he would not establish any more central schools but that his policy would be to improve the existing schools. We approved the latter part of his policy, but certainly we do not see any necessity for the rigidity with which he is carrying out the first part of his statement, that there

[Mr. Dahanayake.] would be no more central schools established. I do not claim a central school for Galle constituency, if on a close investigation of the problem it is found that there is no necessity for such a school.

I ask that the whole matter be investigated over again to find out whether there are any special localities right round the Island the claims of which were overlooked, the needs of which have not been satisfied as a result of placing these central schools on the basis of one central school per electorate. We, on this side of the House, consider that we have won a battle if we have been able to convince the Minister that the question needs to be re-investigated.

The Hon. Mr. Nugawela: We are already re-investigating the matter. You have won the battle.

Mr. Dahanayake: Grave dissatisfaction has been caused to various institutions and private parties who recently, under the new free education Scheme, handed over their institutions to Government. I can think of the case of Sanghamitta Vidyalaya in my own constituency, which school, along with its big garden, was handed over to Government by the present Permanent Secretary to the Ministry of Health. It was one of the most handsome donations made in the history of education in the South. But today Sanghamitta Vidyalaya is not being looked after well. I ask the Minister to pay special attention to that school. I find that he has given considerable attention to the needs of the Government Girls' College in Colombo. There is provision for Science equipment for that College. The Minister's idea is to make the Government Girls' College in Colombo as good as the Royal College. We ask that Sanghamitta Vidyalaya should receive as equally generous treatment as that given to the Government Girls' College in Colombo. Sangamitta Vidyalaya has no laboratory today and no science equipment. A very large number of clever children who attend this school have, at a certain stage, to pass on to various Denominational schools, or come down to Colombo.

Take the case of the Kalutara Vidyalaya which a certain society handed over to Government. The other

day, this society protested against the niggardly treatment meted out to this school that at one time did very well.

We, on this side of the House, encouraged in every way private societies to hand over their schools to Government. Let the Government speed up with their plans to see that those who gave these handsome donations are not disappointed.

6.30 P.M.

I now come to the question of the dismissal of teachers. Time and again it has been pointed out to the Minister that this is a very serious matter and that machinery should be set up to avoid the chances of unjust dismissals taking place. I think there should be some sort of arbitration board or some device, whereby a teacher who has a grievance on the question of his discontinuance would be able to seek redress. At the moment there is no such machinery. Teachers have, throughout, clamoured for some sort of machinery through which they could obtain redress. It is not merely on the question of dismissals that the various Teachers' Associations right round the country have, time and again, made representations to the Hon. Minister.

Take the question of salary scales. Certain Hon. Members have brought to the notice of the Minister some very glaring instances of discrepancies in the salary scales. I would just like to point out one which the hon. Member for Kankesanturai (Mr. Chelvanayakam) pointed out last year, and over which the Director and so many other officials have given assurances which have led nowhere. I refer to the old third-class certificated English teachers who today find themselves classified with the third-class service certificated teachers. The difference between the old third-class certificated English teachers and the third-class service certificated men is this. The former passed the only departmental test that was available at that time, the Teachers Examination; the latter did not pass any such approved test. The former consisted of just a handful, about 25 teachers. Their claims are so genuine that the previous Minister said that the matter would be set right immediately. I believe that

the present Minister himself has given an assurance on this point, but nothing has so far been done. I hope he will look carefully into the matter.

On the general question of salaries of teachers, the Hon. Minister will agree that it is very necessary to have a contended teaching service. The Teachers' Associations have asked for a Committee to be set up on the lines of the Burnham Committee in England, which will consider *de novo*, the entire question of teachers' salaries in all its aspects, and will make recommendations which are satisfactory to the different categories of teachers. Today there is the very big question of the status and the prospects of the *swabhasha* teacher. You cannot keep postponing that question for ever. You have got to settle it some day or other. Let a Burnham Committee be set up on this question, so that the entire question may be investigated by that body in which the teachers have faith.

I also want to refer to the question of training and supply of teachers. On the one side, the Hon. Minister has the problem of the buildings. I advise him not to look for help towards the Minister of Transport. I ask him to set up a Schools Building Branch.

The Chairman: There is a vote for that.

Mr. Dahanayake: The Hon. Minister of Transport has just come in.

The Hon. Sir John Kotalawela (Minister of Transport and Works): They have got an Engineer themselves to build schools.

Mr. Dahanayake: That one Engineer cannot do a miracle overnight. You must set up an entire department of Engineers or Supervisors going right down to the mason and the carpenter. Are we to be told every time that there are no Engineers? When we tell the Hon. Minister of Health that the hospitals are congested, he tells us, "Here you are, I have given you twenty millions from the Treasury, but nothing can be done till the P.W.D. is expanded". Are we told now that the P.W.D. is going to be expanded in

order to effect the expansion in the educational work of the country? We are given no such assurances. There is the difficulty of buildings for the Hon. Minister. I will not blame him at all. If he cannot rouse his colleague from his slumbers, the entire educational scheme will totter.

Secondly, there is the question of the supply of teachers. I want to know from the Hon. Minister whether he has got a target for the training of teachers year per year, how many teachers does he propose to train in the new year, and how many teachers does he propose to have in a six-year plan, because we want to be assured that, within the next six years, every child in this country will receive the education that is suited to him or her, and that there will be properly trained men to be entrusted with that education. The question of the supply and training of teachers cannot be dealt with in the off-hand manner in which the Minister is dealing with it today. He must have his figures. It must be an almost automatic process. The output of teachers year per year should increase progressively, so that by a certain year we will have a sufficient number of teachers for this country.

Today what happens is that there are young men who are anxious to become teachers and they are told, "Well, wait till others who have passed are diverted on to the schools." How many teachers are there, I ask the Hon. Minister, who have got through Parts 1, 2 and 3 of the Sinhalese Teachers' Certificate Examination, and who have waited for employment for the last six months—I could give the Hon. Minister names—despairing of ever being able to get billets in the Government, having waited for six, seven, eight months? I remember sending up a number of cases to my very good friend, the Parliamentary Secretary to the Minister of Posts and Telecommunication, who is also General Manager to the Buddhist Theosophical Society schools. I know that when Government was not able to take in certain teachers who have passed 1, 2 and 3 of the Teachers' Examination, my good friend there was able to help them. Where is this scheme of education? Teachers get through the Final and wait for jobs which never

[Mr. Dahanayake.]
 come. I want the Hon. Minister to give us an assurance that every man who passes out is immediately drafted to a school. When we go to our schools we find that the schools are understaffed. We keep on making applications to the Director and no new teachers are drafted on. There is something wrong somewhere. I could give heaps of instances of schools which are in need of teachers. I could also show you teachers who have passed their examinations and are without jobs. So why cannot some machinery be devised to make the Department add 2 and 2 together and say that that makes 4?

Mr. C. E. Attygalle (Ratnapura): I wish to draw the attention of the Hon. Minister to the Seevali Vidyalaya at Ratnapura which was managed by a Board of Governors and which was handed over to Government two years ago to be run as a free school. When it was handed over, the school had buildings and equipment to the value of about Rs. 300,000. This school was handed over to Government on a certain understanding. The previous Minister gave us an undertaking that a certain building and equipment would be given before one year elapsed, but two years have elapsed and we have heard nothing about any building coming up. In fact, a couple of months ago the present Minister visited the school, and he did make a promise. He went as far as inspecting a site to be acquired, and he did make a promise that within one year that building would come up, but I find in the Estimates that no provision has been made. May I know from the Minister whether the question of the acquisition has been dropped, and whether the promises made to the Board of Governors have been withdrawn?

Dr. Perera: I am glad the hon. Member for Galle raised a number of points that I wanted to tackle, but I would like to draw the attention of the Minister to one or two points. The Minister started well. I think the hon. Members are aware that the Hon. Minister invited us to inspect certain maps he had put up and wanted us to indicate the particular needs of each electoral area. That was a good idea, and

I thought that the Minister had worked out in his own mind a certain plan of progress. This year at least he had undertaken that the needs of the primary schools will be seen to. I think most of us went before him and put our case before him. I am not aware whether that section of his scheme is going to be implemented. We would like to have some statement from the Hon. Minister as to what progress has been made with regard to the implementation of that part of the scheme. The second point is with regard to junior schools. We understood that he had drawn a certain number of concentric circles under which the feeder system should work. There is nothing at all to indicate in these Estimates—

The Chairman: Under Loan Fund Expenditure there is a token vote of Rs. 200 for the construction of junior schools.

Dr. Perera: The only point is, we do not know how far that will work. He has got a token vote, and he expects to spend a certain sum of money. I do not know how that will really materialize in the form of schools. There is another point. I hope the Hon. Minister, as suggested by the Hon. Member for Galle, has no strict rule that he will not open any more central schools. The whole of the Ruwanwella-Dehiowita-Kiriella area has one central school for three electorates.

The Hon. Mr. A. Ratnayake: It was one electorate in the last Council.

Dr. Perera: That is so. Now some portions of Ratnapura also have come in. We are not asking that a central school be set up in each electorate. I do not think the Member for Galle wanted it either. What we do want is that a central school should be set up wherever the need for it exists, and certainly I would strongly urge that in certain areas central schools are absolutely superfluous today. There is a certain central school, I think, somewhere near Matale area with only a handful of children. What is the point in setting up a central school where there is really no urgent need? Why not transfer that to a place where

there is a need for such a school? Surely, some adjustment can be made to the benefit of all members. I know a special demand has been made by Eheliyagoda, a very thickly populated area, which wants a senior secondary school. If you cannot transfer a central school, some adjustment should be made to meet the needs of these places.

To follow up the position taken up by the hon. Member for Galle with regard to the scholarships that are being given now, they are supposed to provide residential accommodation in these central schools. Unfortunately, some of these central schools, although they grant scholarships, have no accommodation. Children are told, "You have passed the examination. You have got the scholarship. But we have no room for you in the hostel". What happens? Children must go hunting for a place to live in. And what do they get? Rs. 12.50 a month. That is not satisfactory, because, if actually a student gets a scholarship with the residential facilities, he would get something more than Rs. 12.50, because he would get his food—

Mr. Wilmot A. Perera: Rs. 12.50 is for food.

Dr. Perera: That is if he is outside. If he is not in the hostel, he would get Rs. 12.50. That is the position. That is not the exact equivalent of the scholarship for residential students. The Hon. Minister, I think, undertook to consider that matter, and I am not certain whether he has increased it.

The Hon. Mr. Nugawela: It has been increased to Rs. 17.50 now.

Dr. Perera: That is an increase of Rs. 5.

With regard to the question of the inadequate number of teachers which the hon. Member for Galle raised, I must heartily endorse what he said, that the number is not enough. I see there is provision here in the Estimates for an increase of about 4,000 teachers. Is the Hon. Minister satisfied that that number would meet the full demand of all the schools? I ask the question, because, everywhere I went, whichever

constituency it was, I made it a point to visit the schools, and I cannot remember a single school which did not say it had a full quota of teachers.

The Hon. Mr. Nugawela: All Government schools are under-staffed.

Dr. Perera: Would that under-staffing be fully met by the suggested increase? It is no use merely making provision. It is not a question of qualified teachers not being available. There are about 3,000 of them on the waiting list. They have passed the final examination with a Sinhalese Teachers' certificate.

With regard to the question of training teachers, I find that there is provision made and that these people will be trained at the Polgolla Training College. Will the Hon. Minister tell us how many teachers he proposes to train, and how long it will take to get the required quota that he has in mind? I should like to have this information because I see the Hon. Minister is putting up expensive buildings at Polgolla. If the quota the Hon. Minister has in mind is going to be supplied in five years, I should like to know; because it seems to me that some policy is necessary with regard to the Training Colleges that he has set up.

Incidentally, I see there is provision for some assistant motor mechanics for Polgolla. It is rather curious as to why they are wanted. Can the Hon. Minister explain the reason?

The Hon. Mr. Nugawela: They are for the cinema wagons.

Dr. Perera: Is Polgolla one of the training centres?

The Hon. Mr. Nugawela: No, it is the Headquarters where the workshops of the cinema, and so on, will be situated.

Dr. Perera: Then, what about the very unsatisfactory position of estate teachers? I should like the Hon. Minister to consider the question of estate teachers and also the Tamil teachers with regard to their salary scales. They have no accommodation to live in and they are not granted leave. They are asked to rough out without any consideration. They do not get even the normal concessions that are granted to other teachers. They are, perhaps, in

[Dr. Perera.]
the worst possible plight that any teacher could be in.

There is one more point I should like to speak on. It refers to a similar matter and deals with the school clerks and the minor employees. Their Association has submitted a memorandum to the Hon. Minister in which they have drawn his attention to the various grievances they have. I do not know what action the Hon. Minister has taken. Will he give us some idea of the action he is taking with regard to them?

The hon. Appointed Member, I think, raised the question with regard to adult education. Might I also have some information? I must say that I am thoroughly dissatisfied with the provision of the sum of three lakhs of rupees for this purpose. We have had no definite scheme before us. Perhaps, the one subject on which most hon. Members are interested in, is to see that, as soon as possible, illiteracy in Ceylon is completely eliminated and the whole question of adult education is tackled in the only way it should be done. I remember the Hon. Minister of Food and Co-operative Undertakings starting a big campaign at one time with a view to removing illiteracy in Ceylon. But that campaign seems to have died an unnatural death.

With regard to sub-head 5, "Construction, Maintenance, &c., of Government Schools", I do not know how the amount of Rs. 2,750,000 will work out. The details are given on page 317 of the Estimates, but I do not know how it will work out. I am talking about the large number of schools that need to be re-built. I hope the Hon. Minister will explain this vote.

The Hon. Mr. Nugawela: It is for replacements.

Dr. Perera: I notice one thinks: It is the construction of a pavilion in the playground of the Royal Primary School and for which the Hon. Minister has been very quick in providing the sum of Rs. 15,000. I think we can well afford to let that item wait for the moment. Again, on page 315, there is provision for the cost of free books and needle-work materials for poor pupils attending Government schools, amounting to Rs. 150,000. I should like to say that

that provision is very inadequate. The sum of Rs. 150,000 which has been provided for the whole Island is totally inadequate.

Mr. Dahanayake: Is that for the central schools?

Dr. Perera: No, for the elementary and secondary schools. It refers to all schools. I do not know whether the Hon. Minister is aware of the large number of children who sometimes have to keep away from school because they do not have books. Although we have talked of free education so often and of the provision of free books, we find that, in practice, these children do not get these books. Even in cases where books have been granted, the head teachers have complained to me that at least six months elapse before they get the books. And what do they get? I think the allocation is about fifteen cents per child, which amounts to about Rs. 30, if there is an attendance of 200 children. That is Rs. 30 for the whole year for the whole school. What could you do with that allocation? In the backward areas, where the children are very poor, the Hon. Minister must realize that fifteen cents per child is a very inadequate sum for the purpose he has in mind. In point of fact, at least 50 per cent. of these children need school books if they are to carry on their normal schooling even up to the fifth standard. It is amazing that if you go to a school you find that, after the fifth standard, the number of children drop by about 75 per cent. Up to about the fourth or fifth standard one finds a fairly good attendance in these schools. Out of, say, 150 children, I think you will find at least 125 are those in the lower classes, namely, the first to the fifth standards, and only 25 students go beyond that. What is the reason for this? It is because they cannot afford to pay for books. The parents cannot afford to give them their other needs, and their whole education has to stop. That is where their education stops. That position is very unsatisfactory. If the Hon. Minister has in mind a definite scheme of education, I should like him to reconsider this whole matter.

Then, I find there is a vote of Rs. 60,000 for Music room equipment.

I do not know why, if the Hon. Minister could estimate the amount required, he shows it as a token vote. He has estimated a sum of Rs. 3,360,000 for equipment, furniture and musical instruments, and put that amount as a token vote.

Mr. V. Nalliah (Parliamentary Secretary to the Minister of Health and Local Government): Sir, in his enunciation of the educational policy that the Hon. Minister intends to pursue, he stated that it was the accepted policy of the Government to introduce the national languages more and more. But I do not see, in the scheme of training teachers, any prospect of an early realization of this accepted goal or aim of the Hon. Minister.

There are a number of training schools which can be roughly classified into two categories. There is one training college in Colombo which I think is being shifted somewhere else. That is being described as the Senior Secondary Training College. It is for the training of teachers for the Senior Secondary Schools. And there are a large number of training schools all over the country, but which are described as Primary Training Schools; they are schools intended for the training of primary school teachers. They are the teachers' training schools where the medium of education is either Tamil or Sinhalese. Hon. Members will know that we have in this country a scheme of two sets of schools: One is where the medium of instruction is English, and the other set of schools, which is by far the larger, is where the medium of instruction is Sinhalese and Tamil.

Therefore, what is the position? The Sinhalese and Tamil training schools are to train teachers only for the primary schools. If that is so, I wish to know what happens? Is there any place in the new scheme of things for the post-primary classes, for post-primary education, in either Sinhalese or Tamil? I do not say that it is the fault of the Hon. Minister, but I do not think there is the idea, though there is the desire of the Hon. Minister, to introduce more and more the mother tongue, or there is any worked-out scheme under which within a definite period of time the national languages can be brought into use. What actually is taking place

today is that the teachers who are being trained in our Sinhalese and Tamil training colleges are trained for the purposes only of manning the primary schools.

There are a large number of unemployed teachers. There is one thing I should like to say, and that is that all schools are under-staffed. They need more and more teachers, but I think unemployment among teachers is great, because a large number of training schools in the Island are supposed to be training teachers only for the primary department, without also training some of them for the post-primary department.

Then, there is the other aspect of the question, one which we have inherited, namely, that there is one section of schools where the medium of instruction is English, and the other either Sinhalese or Tamil. The second category is by far the larger. That being so, how are we going to introduce the new scheme into the second category? It is true that in between these two categories is the new category of central and junior schools. Of course, that is the legacy of the past Education Department which has been introduced but which neither fits into one or the other category. But I wish to know what is going to happen to this larger category of Sinhalese and Tamil schools. According to the present Code of Education, they should have one English teacher, and even he should be one who has passed the S. S. C. Only such a teacher with such a qualification is allowed to teach the second language, namely, English, in our Sinhalese and Tamil schools.

Sir, I wish to know whether it is proposed to modernize our Sinhalese and Tamil schools where the teaching of English has been, up to this time, conducted by the appointment of an un-qualified English teacher to the staff of such school. Even this concession is not given to the Government schools. It is a concession that has been allowed only to the assisted schools. The position is this, that an Assisted school is unable, under the Code, to appoint a supernumerary English teacher. I wish to know whether it is the intention of the Hon. Minister to raise the standard of education, and, if so, whether that standard of education cannot be raised

[Mr. Nalliah.]

by confining our education to that same class of school. Much work has to be done in the wider field, namely, the field of education in the rural areas. This problem has only been touched upon by the previous Ministry of Education by starting a new central and junior schools in certain parts of the country.

7.0 P.M.

But that problem remains. If it is the intention of the Ministry to raise the standard of education in this country, if you are going to introduce modern sciences, chemistry and physics and biology and other subjects—these have to be introduced—why should not there be provision made in the Education Code for the employment of graduates, for the employment of better trained teachers in these schools? It is only then that we can have some early realization of this very desirable and laudable objective which we all desire. If it is the intention of the Government to see that our national languages come into their own—we discussed the question of the place of indigenous medicine in the country's medical system and the problem arose as to what we are going to do to this class of practitioners called indigenous medical practitioners—

The Chairman: We have already discussed that.

Mr. Nalliah: I wish to say that, if at any time we are going to make our indigenous system a part and parcel of the recognized medical system of this country, if we are going to use this medical knowledge which has been gained by our ancestors and which is now being preserved for the benefit of the world, our system of education must be adapted in such a way that those who have been up to this time learning in Sinhalese and Tamil are enabled to study the modern sciences, so that they may investigate these things and they may make known the results of their investigations in a scientific way to the Western world. This is a very important problem. In the past, educational controversy in this country did mostly concern itself with matters not connected with education. It was mostly concerned with the organization and control of schools. But the more vital part of education is the content of education,

and how far our educational system is to be designed for the purpose of achieving—I have certainly no fault with the Minister—that objective, is clear. I wish to point out that there is nothing in the Estimates to show that there is anything like a serious effort made by him and his Ministry for the early rectification of these anomalies.

Mr. D. B. R. Gunawardena: I wish to say a few words.

The Chairman: We have been discussing that Head for $2\frac{1}{2}$ hours.

Mr. D. B. R. Gunawardena: I got up about 15 times, but I did not get an opportunity of catching your eye. I wish to know from the Hon. Minister the present system of pension—

The Chairman: That was brought up a little while ago.

Mr. D. B. R. Gunawardena: Teachers are divided into three groups, Government teachers, Assisted teachers and uncertificated teachers. There is an Ordinance which was proclaimed somewhere in 1927, but it gives no information at all regarding—

The Chairman: We spent about $2\frac{1}{2}$ hours discussing various questions, and the hon. Member did not discuss this matter.

Mr. D. B. R. Gunawardena: There was a leaflet published somewhere in 1927 which does not give any information.

One more point regarding trained teachers. There are two sections for training teachers—one run by the Government and the other run by the Assisted schools. The students in Assisted school training colleges are not provided with adequate funds. They are being paid only Rs. 20, and they have to incur all their expenses by bringing furniture, plates and other things. But in the Government sections they are provided with half salary, travelling allowance, furniture, plates, and so on. I would urge that there should be no discrimination between these two sections, and I further urge that all teachers should be trained by Government bearing the full expenses. This has been a demand by the Ceylon Teachers' League right through.

The Hon. Mr. Nugawela: With regard to the training of teachers, I should like to give some figures for the benefit of hon. Members. In regard to the number of students trained last year, 1947-48, I might say that in the English post-primary school, Government Training College, there were 224; in the primary and junior Sinhalese, Tamil and Muslim, 1,374. From January, 1949, these will be the figures in Government Training Colleges. There will be 1,225 first year students and 1,230 second year students. In Assisted schools there will be 440 first year students and 440 second year students. In all, there will be 2,455 students in Government schools and 880 students in Assisted schools, making a grand total of 3,255 in training from January, 1949.

I must here thank the Hon. Minister of Transport and Works for expediting the construction of these training colleges. As a matter of fact, the Public Works Department did this job of work, spending nearly Rs. 2,225,000, and completed the building works in six months at Polgolla, Uyanwatta and Katukurunda. I do hope that hon. Members will visit these Training Colleges. They are really going to be first-class institutions. There is one at Mirigama also. There will be no difference in the amenities supplied at the Training Colleges to the *Swabasha* and the English teachers. All amenities will be on an equal footing, and the girls will be trained at Uyanwatta and Polgolla. For the first time we have started a training school for Kindergarten teachers. 400 Kindergarten teachers will be trained at Uyanwatta from January next year.

Mr. Keuneman: Montessori scheme?

The Hon. Mr. Nugawela: I do not know about that. They will be hand-picked, and they will be tried for six months to find out whether they would be suitable for Kindergarten training; if they are found to be unsuitable, they will be taken for other training.

There are roughly 23,200 teachers in training from January, and I have asked the Director to give me a rough estimate of how many teachers would have to be trained every year. I hope to increase this number. I do feel that this scheme of free education cannot be successfully carried out unless we tackle the problem of teachers at the very beginning.

With regard to alimentary allowances to teachers, I might say that all certificated teachers, whether they are in Assisted schools or Government schools, who have a service of three years prior to being trained are paid either full pay for one year or half pay for two years, and those who have—

Dr. Perera: May I get that clear? In Assisted schools also?

The Hon. Mr. Nugawela: All certificated teachers, whether they are in Assisted schools or Government schools—

Dr. Perera: Is the responsibility with the management of the Assisted school or the Government? I know of cases where the managers have insisted on the teachers providing substitutes and the teachers paying them. Will you please make that clear?

The Hon. Mr. Nugawela: That difficulty was brought to my notice by one teacher, and I have called for a report. In some cases managers do insist on the appointment of substitutes. All those anomalies are being gone into. That is the position. Those who have no service at all are paid an allowance of Rs. 20 a month.

Then in regard to teachers' salaries, raised by the hon. Member for Kalutara, that is a matter upon which I cannot hold out any hopes. Out of a total expenditure of Rs. 91 million, 85 per cent. goes on salaries, and I cannot give an undertaking that there will be any increase in teachers' salaries. I am sorry to say that, until the next revision of salaries in 1951, there will be no revision of salaries. I do admit that there is a little rise in one grade and it is not possible for the Government to bear at this moment any expenditure on account of the state of the financial situation. I do admit that there are anomalies. They are being looked into, and they will be remedied. But on the general revision of salaries, I am afraid I cannot hold out any hopes on account of the enormous proportion of expenditure on salaries in relation to other things, namely 85 per cent. In view of that I am sorry I cannot hold out hopes in connection with any revision of salaries, but I shall certainly go into the question of the anomalies.

On the question of adult education.

Mr. Cholmondeley Goonewardene: What about the head teachers' service?

The Hon. Mr. Nugawela: I am going into that also. That is an anomaly. In regard to the question of head teachers getting assistant teachers' salaries in schools which have an attendance of 112 students, I have asked the acting Director for a full report on this matter and I shall go into that question. They have my full sympathy. I can assure the hon. Third Member for Colombo Central, and I presume he is aware of it, that I was not taught at all in a school by trained teachers. I was taught by untrained teachers at Royal College.

Mr. Dahanayake: Third-class certificated teachers.

The Hon. Mr. Nugawela: I do not know the difference. If the hon. Member sees me, I shall give him further information.

I owe the House a statement on adult education. Last year I said that I was conducting an experiment, and I am happy to say that it has proved very successful. We have started fifteen centres for adult education. In May this year we decided to carry out an experiment based on the experience gained at Polgolla. We have now started fifteen centres since May. Instruction at these centres is based on what an adult really wants to be taught. Before we embark on any literacy drive—

Mr. D. B. R. Gunawardena: How many centres?

The Hon. Mr. Nugawela: Fifteen centres have been started. A plan was drawn up for three days of work a week—one day for games, music, &c., another day for information talks on health, literature, and current affairs; these talks are supplemented by a film show of entertainment value once a week. The third day was spent in classes on citizenship. Sixty teachers went through a refresher course at the Government Training College, Colombo, conducted by the Officer-in-Charge Training Colleges.

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Fourteen centres have been in operation since May this year, and the progress achieved is very encouraging. The adults who attend the classes come from all ranks of society, and the fact that they sit together as members of a class is most encouraging. They are now interested in music and drama, and at some centres the adults are preparing to act Sinhalese plays. These things are done on more or less Club lines.

The cinema, very naturally, has been a great attraction. We have three cinema vans, and very shortly we will be having five vans in operation. We have 100 radio sets in stock, and they will be issued as soon as we get our battery service in working order, so that there will be a continuity of service. That branch of the work is being organized at Polgolla. We are hoping to establish thirty centres, but there, again, we are not beyond the experimental stage.

I would like to give some indication of the attendance at these centres. At Hanwella there were 63 people for classes; for the cinema, over 500. At Batticaloa 30 were present for the classes; over 400 for the cinema. At Telijjawila there were 40 for the classes; over 600 for the films. Minuwangoda: 30 for classes, and 600 for films; and so on. The films are, of course, very very popular at all centres.

The other day, when I was staying at home in my electorate, a villager of about sixty years of age came to see me and told me that he had seen a film dealing with schools in some other country. He wanted to know when I was going to establish schools like those in Ceylon. A villager without the least interest in education had, in this case, his interest aroused by seeing a film.

Our difficulty has been to get the proper kind of film we want. The present films, I think, are supplied by the British Department of Information, but they are not very satisfactory, and we are trying to get recorded commentaries in Sinhalese and Tamil to be worked on gramophones to synchronize with the films that are shown. We are even hoping to make our own films, and we shall have our film unit at Polgolla.

I am sorry that I gave the wrong information to the hon. Member for

Ruwanwella. The motor mechanics are required to man the power station and are not connected with the Adult Education Scheme.

I am hoping to establish thirty more adult education centres, and if my efforts are successful during the year, I shall not hesitate to come to the House for supplementary provision. However, I do not want to hasten and spoil a good thing. I do feel that we are on the correct lines, and I believe that adult education will be of lasting benefit to the people of this country if it is conducted on proper lines.

So far we have not had anybody in the Department to be even in charge of this branch, but I have appointed an Assistant Director—a person of that status—to be in charge of adult education. The experiment which we started is catching on, and I hope it will grow. Hon. Members are very welcome to get the time table and visit the centres at any time. Personally, I have not had the time to visit a centre myself, but I do hope to go when these Sessions are over. I want hon. Members to go and make suggestions. We are trying to get the suggestions from the people themselves as to what they really want, and once they take to the habit of coming in the evenings, we hope to introduce the literary part of the programme, because the average villager of between twenty and forty years hates to be taught. Therefore, we will do this gradually. That is the position with regard to adult education.

With regard to the question about training colleges raised by the hon. Parliamentary Secretary—I observe that he is not in his seat—these teachers are meant for both junior and primary schools, not for primary schools alone. Those taught at the Government Training College are being taught Sinhalese and Tamil, so that there is no question of the deterioration of Sinhalese and Tamil. I was very happy, while glancing through the admissions to the English training colleges, to note that over fifty per cent. of the teachers have got through the S. S. C. with Sinhalese as a subject; and in the case of the vernacular training colleges, over forty per cent. have got through the Sinhalese S. S. C. with English as a subject. So we will try to give the vernacular teach-

ers two hours of English a day, and the English teachers two hours of Sinhalese a day. As a result they will be trained bilingually, so that we will have one class of bilingual trained teachers for teaching both English and vernacular. Those conditions of admission are very satisfactory and it will be seen that there really is no distinction.

We hope to proceed on the lines indicated. More subjects will be taught in the post-primary schools in the *swabhasha*, and gradually we hope to make the S. S. C. an entirely *swabhasha* examination.

With regard to Royal College, I do not think it fair of the hon. Third Member for Colombo Central even to suspect that any discrimination is shown with regard to entrance to that institution. I have had Old Boys coming to me, Sir, to get their sons, who have failed the entrance examination, admitted. They come from Kandy, Kalutara, Galle and other places. I have had Members of this House coming to me for chits to take to the Principal, which I have refused to give, to get their sons admitted to Royal College.

I have gone through the list of entrants list year and I can say that at least over twenty per cent. of them are from the working classes.

An Hon. Member: Lower middle-class.

The Hon. Mr. Nugawela: Not from the lower middle-class but the working class. Well over thirty per cent. come from the sons of clerks, inspectors and so on. I gave an analysis last year. I have not got this year's figures, but I can definitely state that there is no discrimination.

Surely, Sir, when you take a child into a school, it is necessary, from the point of view of statistics, to find out whose son he is. My Permanent Secretary and I have gone into this matter and both of us are satisfied that there is no discrimination.

I admit that the larger percentage of pupils who have a chance of gaining admission are the sons of Old Boys and of other well-educated parents, but the authorities go strictly according to order. I can say this because people

[The Hon. Mr. Nugawela.] have come to see me over getting admission to their sons and I have refused to intervene.

From the information available to me, I can say that it is not fair by the authorities to make that charge.

Mr. Keuneman: I was not so much making a charge as saying that it was unnecessary to ask for those particulars.

The Hon. Mr. Nugawela: With regard to the Maradana Central School, it is a classic instance of what the hon. Members for Ruwanwella and Galle meant when they referred to things done without regard to a plan. At the Green Street Central School there is an attendance of 1,050 students, but the acreage of land available for the school is half an acre. At the Skinner's Road South Central School the figures are $1\frac{1}{2}$ acres with an attendance of 1,200.

When it was found that it was impossible to expand those central schools, I selected an extent of land of about six acres to accommodate all the boys who came from both these schools after passing the junior standard.

It is the same type of planning that I intend to adopt for the rural areas. Take, for instance, the Piliyandala Central School in the constituency of the hon. Member for Moratuwa (Mr. Chandrasiri). There are 1,500 day children in that school. From an analysis, it was strange to observe that, at Piliyandala, the attendance in the primary school was 300 and in the junior school 700-odd. When I inquired further into the matter, I found the reason was that all the feeder schools—35 of them—were primary schools. So I told the Department to convert at least three of those schools into junior schools. Therefore, I have not made a false promise. My instructions were that they should be converted into junior schools in readiness for the sessions beginning in September. That is what I promised to do. September has not yet gone and the hon. Member can speak after that. I do not generally make a promise which I do not intend to keep.

Mr. Keuneman: When are you bringing up a vote for a school in Colombo Central

The Hon. Mr. Nugawela: I am proposing to acquire the land for that purpose, and I hope to bring up a Supplementary Estimate, but the matter is too big a question for me to decide alone. I have to get the sanction of the Cabinet, and when everything is ready, I will go through with the project.

I remember the question was asked, by the hon. Member for Ruwanwella, when he said that I had started well by drawing maps, what I had done with the schools. My instructions to the Department were to go ahead with the provinces that were backward. My Permanent Secretary himself took an interest in a very backward province.

Dr. Perera: Which is it?

The Hon. Mr. Nugawela: The Uva Province. We found that this province needed fifty primary schools, and some of them are now being constructed.

The Chairman: What about the requirements of Balangoda?

The Hon. Mr. Nugawela: Balangoda also will come in. The number of primary schools that were taken over since the map was made was 44; and buildings under construction, 64; making a total of 108.

With regard to junior schools, the number taken over was 9; buildings under construction, 14.

So you will see that all these problems are being very carefully gone into.

Mr. Wilmot A. Perera: What about the Balangoda electorate?

The Hon. Mr. Nugawela: Yes, Balangoda has a warm corner in my heart, and certainly we, my Permanent Secretary and myself, will see to it that it receives our early attention.

Mr. Wilmot A. Perera: That is why nothing gets done.

Mr. Attygalle: What about Seevali Vidyalaya?

The Hon. Mr. Nugawela: The trouble about Seevali Vidyalaya is that I have to get supplementary provision.

The Chairman: The hon. Member for Kiriella raised an important question about expectant mothers.

The Hon. Mr. Nugawela: That, I believe, is a subject for the Hon. Minister of Labour and Social Services. That comes under the law of Maternity Benefits.

Mr. Subasinghe: You can press for something to be done.

Dr. Perera: The Minister of Labour can cover only the labourers—the workers. Teachers will have to be covered by the Hon. Minister of Education. The difficulty is experienced in Assisted schools where the managers refuse to give leave. That is the point.

The Chairman: In that case Regulation 55 will have to be amended.

Mr. Wilmot A. Perera: The question regarding uncertificated craft teachers has not been answered.

The Hon. Mr. Nugawela: I have been informed that 70-odd people were appointed as uncertificated weaving teachers, but as there were no looms in the schools they came on the same footing as food production teachers. It is not easy to turn them out, because an analysis shows me that about 45 of them have been absorbed as qualified. The balance have been asked to sit for the test, and if they fail it, we will turn them out. As hon. Members will realize, once they have been given jobs, it is difficult to turn them out at once.

The Chairman: What about the question of special posts?

The Hon. Mr. Nugawela: There is no difference between Government and Assisted schools, as the hon. Member tried to make out. I can quote facts to show that the only Government school which is in a better position is the Royal College. There are 2,000 Government schools which are under-staffed, and not one Assisted school which is under-staffed, because in order to get the grant they have to be fully staffed. The unit rate for teachers is one for 27 pupils for Government schools, and 22 for Assisted schools, and in some cases one for 8.

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Therefore, there is every reason to say that Assisted schools are in a more favourable position.

With regard to special posts, I am told that there again is no distinction, but we will go into the matter as it has been raised here.

Mr. Wilmot A. Perera: It is a question of grading.

7.30 P.M.

It is wrong to say that Assisted schools are in a worse position than Government schools. The position of some Government schools is far worse than that of Assisted schools.

I did not quite follow what the hon. the Third Member for Colombo Central said about art teachers, but I shall get into touch with him—

Mr. Dahanayake: Salary scales—

Mr. Keuneman: I said that some teachers have not been appointed.

The Hon. Mr. Nugawela: If the hon. Member will let me have full details, I shall go into the matter.

I inspected the Hikkaduwa school two Sundays ago. I am myself very unhappy at the state of the school, because it is one of our best central schools. It has a very good Principal. I spent two hours with him looking for suitable land. There is no possibility of expansion unless we get hold of the land near the station. But that too would prove inadequate.

Our problem in the case of these central schools is that of land. Proceedings for compulsory acquisition take such a long time. Wherever there is a central school with sufficient land—a minimum of 10 acres—we mean to start building operations at once. We have been proceeding at a satisfactory rate. A central school pupil costs Government Rs. 164 a year, but we shall not get value for our money unless we put up these school buildings quickly.

I am happy to say that this year we have entrusted to the P. W. D. Rs. 11,350,000 worth of building work for central schools.

Mr. Dahanayake: Will they do all that?

The Hon. Mr. Nugawela: They did a good job of work for the training college, in six months. The trouble in the P. W. D. is the lack of staff—draughtsmen, and so on. I went into the matter myself, and had a conference with the Director of Public Works, In order to get the blue prints out and to call for tenders for these buildings, they want a considerable increase in the number of draughtsmen. We are making provision in the Technical College to train a hundred draughtsmen for the P. W. D. next year. The votes of the Technical College will reveal that.

Mr. Vanniasingham: What about my question?

The Hon. Mr. Nugawela: With regard to the question of furniture, that, too, is in a satisfactory stage—

Dr. Perera: It is unsatisfactory.

The Hon. Mr. Nugawela: At the moment satisfactory.

Dr. Perera: Not a single school has adequate furniture.

The Hon. Mr. Nugawela: I received a report this afternoon from the Department of Industries. I have stopped the contract system, and the present position with regard to furniture is as follows:

“The Department of Industries state that the following workshops have already been established (the number of carpenters at each workshop is indicated).—

Kandy	...	...	120
Colombo	...	...	75
Galle	...	...	55
Moratuwa	...	...	384
Jaffna	...	...	85

By the end of September, 1948, further workshops will be established in the Uva and Eastern Provinces employing 150 carpenters. . . .”

They have also just started delivering furniture to schools, in the Western Province. Twenty per cent. of the Rs. 3,000,000 order placed will be completed by the end of this year. The full order for next year, approximately Rs. 5,000,000, for furniture, is expected to be completed by September 30, 1949, when machinery will be available.”

That is the position with regard to furniture, and hon. Members will please hold their souls in patience until September, 1949. There is no other

remedy. I mean to ask the Industries Department to help us in the matter of our school buildings also, to produce a sort of pre-fabricated building, with specified dimensions of timber.

Mr. Dahanayake: We wish you all luck!

Mr. Vanniasingham: I referred to admissions to training colleges on a communal basis.

The Hon. Mr. Nugawela: My instructions were not to admit anybody outside the order of merit. In this particular case, I am sorry the hon. Member was not able to get a reply. I shall go into the matter on my return to the office.

Dr. Perera: On page 306 of the Estimates there is provision for a training scheme for typists and stenographers.

The Hon. Mr. Nugawela: That is for ex-servicemen.

Dr. Perera: That is part of the Technical school—

The Hon. Mr. Nugawela: Yes. We had provision for 250 last year, and 91 applied for training. Most of them got jobs. We propose to have another class for 250, but I do not know how many will apply. This is intended for ex-servicemen who were doing clerical work in the Army.

Question, “That the sum of Rs. 39,657,466 for Head 101, Vote No. 2 be inserted in the Schedule”, put, and agreed to.

Head 101, Vote 2, ordered to stand part of the Schedule.

Vote No. 3.—Grants-in-aid to assisted schools, including living and other allowances to teachers in assisted schools and grants to various societies, &c., Rs. 31,402,386.

Question proposed, that the sum of Rs. 31,402,386 for Head 101, Vote No. 3, be inserted in the Schedule.

Dr. Perera: On page 318 of the Estimates you refer to “Other Grants”. I have one question—

The Hon. Mr. Nugawela: About the grant for the Dictionary?

Dr. Perera: There is an item here,—

“Grant to Ven. N. W. Sorata Nayaka Thero’s Dictionary of the Sinhalese Language (first instalment of a total grant of Rs. 15,000) new item Rs. 7,500.”

Would the Minister explain the principle he has adopted? I am inclined to believe that, if the principle is accepted once, the Minister will be inundated with applications. Already we have spent a large sum on the Sinhalese Etymological Dictionary. I do not know whether this grant is for another special kind of dictionary. An ex-State Councillor has produced a Sinhalese-English Dictionary. Has the Minister received an application for a grant from him?

I want to know whether the Minister has safeguarded himself against all sorts of spurious applications being made by various people.

Mr. Dahanayake: With regard to the grant of Rs. 65,000 to the Maggona Reformatory (Maintenance of Juvenile offenders), we all approve of this grant, but I want to know why provision is not made for a similar institution to be run by Government.

A very large number of juvenile offenders have sought admission to the Maggona Reformatory, but it has not been possible to admit them for lack of accommodation. There, is, therefore, a case for the Government to start a similar institution. I hope that at least in the coming year the Minister will look into the matter carefully.

The Chairman: That is a matter for the Minister of Home Affairs to consider. This is merely a grant from the Education Department.

Mr. L. Rajapaksa: With regard to teachers in Assisted schools, you, Sir, asked me to bring up the question under this Head—

The Chairman: You should have brought it up under the last vote.

Mr. L. Rajapaksa: This is Vote No. 3

The Chairman: It should have been brought up under the last Vote. This is for grants. Anyway, you can bring it up now.

Mr. L. Rajapaksa: I suggest that, like teachers in Government schools, teachers in Assisted schools should be given railway warrants and house rent. Why has the Education Department denied these privileges to teachers in Assisted schools?

Further, when a teacher in an Assisted school dies, after several years’ service, his dependants undergo great hardship. Cannot the Minister make arrangements for the dependants of these teachers to be paid a widow’s or orphans’ pension? Four per cent. of the salary of an Assisted school teacher is deducted as a contribution towards the Teachers’ Pension Fund, but if, within, say a year after the teacher’s retirement, he dies, no pension, not even the refund of his contributions, is paid to the dependants of the teacher.

The policy of Government is to send its teachers whenever possible to work in their home stations, but in the case of teachers in Assisted schools, the managers send them to far-away stations. The Minister should see to it that teachers in Assisted schools, too, are sent to work in their home stations.

Mr. Nanayakkara: I would plead with the Minister to help these Assisted schools in the matter of the salaries of clerks, peons and watchers employed in the schools.

In my own school, with a roll of 900, and a staff of 32 teachers, there is no clerk, whereas Government schools are provided with clerks. I have had to distribute the work of maintaining the registers, and all sorts of other clerical duties, among the members of the teaching staff. It is obvious that thereby the teachers’ own work would suffer. That is not fair.

The Minister can adopt a system of grading for giving Assisted schools clerical assistance: Some schools at least should be allowed to employ the required number of clerks. Although my school has a large number of classes the school cannot afford to employ a peon, because of the low equipment

[Mr. Nanayakkara.]

grant given by the Government. Very often boys have to be sent from class to class on errands. The schools premises cover five acres of land but I cannot afford to employ a watcher.

I plead with the Minister to evolve a system for assisting such large schools to employ the necessary clerks, watchers and peons.

There is discrimination in the treatment of Assisted training schools and Government training schools. Is it the intention of Government to implement the recommendations of the Special Committee on Education, which suggested that training schools should be allowed a lecturer for every 20 students? In the case of the Government Training College, they employ a Principal who is outside the quota, but in the case of the Assisted training schools, the Principal is included in the quota. In the Government Training schools, there is a warden to look after the students, but similar assistance is not given to the Assisted training schools. There are dancing and music teachers produced in Government training schools, but not in Assisted training schools.

The Minister is anxious to have a National Theatre very soon for this country, and he should see to it that not merely in Government training colleges, but in Assisted schools also, boys and girls are given a training in dancing and music. There is considerable talent awaiting development in the Asisted schools.

I am glad that the Minister has approved a better scale of salaries for dancing and music instructors in Government schools. I urge that similar provision be made in the case of Assisted training schools.

Mr. Kumaraswamy: I must congratulate the Minister of Education for having made a personal visit to my constituency. There is a widespread misconception, to which I am sorry to note, Sir, that you, too, are a victim, that Jaffna is studded with Government and Assisted schools—

The Chairman: I know my Jaffna as well as the hon. Member does.

Mr. Kumaraswamy: Yes, but since you, Sir, became the Speaker of this House, Jaffna has changed

7.45 P.M.

The misconception that the Jaffna Peninsula is crowded with schools has militated very badly against my constituency where there are very few schools.

The Chairman: Will you please speak on this Vote?

Mr. Kumaraswamy: Yes, Sir, in regard to Assisted schools, now that I see the Deputy Director of Education also in the box reserved for Government officials in this House, I wish to emphasize that this idea that the Jaffna Peninsula is full of schools is not correct.

The other point is with regard to assistance to estate schools. This has been the subject of criticism by all leading educationists in Ceylon. I cannot understand how these teachers survive on the mere pittance that is given to them. After all, the estate worker is the one man who supplies most of the national wealth of this country, whether on the tea plantations, or rubber plantations, or coconut plantations—

The Hon. Mr. Goonesinha: Question!

Mr. Kumaraswamy: The Hon. Minister without Portfolio must realize that all the wealth does not come from the Colombo District alone.

The Chairman: Will you please stick to this Vote?

Mr. Kumaraswamy: These teachers are paid Rs. 20 per month, with an allowance of Rs. 5, so how can they exist on this pittance? Surely, ordinary standards of humanity ought to compel anybody to see that these teachers are paid a wage on which they could at least keep body and soul together. I say these estate schools should be taken over by the Government instead of being tacked on to the apon-strings of planters and others. This is not a matter that should be treated lightly. It is a matter on which depends the very lives of a class of people on whose health and strength the general prosperity of Ceylon depends.

The Chairman: The Hon. Minister has made a full statement on the question of estate schools in reply to a question from a Member representing those areas.

Mr. Kumaraswamy: With regard to Assisted schools, some of these managers are fooling the teachers as well as the general public. I know in Jaffna there are some managers who have victimized the teachers because they have failed to contribute to their election expenses. Two months' salaries have been requisitioned from some of these teachers, and if a teacher protested, he was dismissed. I do not know why the Minister does not devise some machinery to stop this inhuman exploitation of teachers by unsympathetic managers who have no scruples whatever in the way they are acting. [Interruption.] If you will bear with me, Sir—

The Chairman: What is the earthly use of bringing all this up in the House?

Mr. Kumaraswamy: The Minister must see to it that these managers, who are masquerading as leading educationists, are not allowed to exploit the poor teachers in this manner by collecting money from them with which to corrupt the electorate.

The Chairman: It is not fair for the hon. Member, under the guise of freedom of speech, to attack some people who are completely outside. That is licence of speech. If there are such charges to make, he should bring them to the notice of the Hon. Minister concerned.

Mr. Kumaraswamy: With regard to the frequent transfers of teachers, I have repeatedly brought to the notice of the Hon. Minister that there is unnecessary interference by managers, particularly when they do not get any *santosums* from the teachers—

The Chairman: There, again, the hon. Member is making all sorts of allegations. Is it fair? I ask.

Mr. Kumaraswamy: I do not know that they are only allegations, but some of these are hard facts.

The Chairman: It may be so. There is a Minister to look after the whole system. If there are any bad practices taking place, the hon. Member can bring them to his notice.

Mr. Kumaraswamy: Yes, thank you very much.

Mr. Keuneman: Under Sub-head 1, "Grants to Assisted Schools", I wish to raise one general point, that is on the need of—closer supervision by the Department, to see that the schools which have now entered the Free Scheme and which have now given up charging fees, are not taking undue advantage of this concession made by Government in regard to their charging certain fees. Now Government allows certain of the free schools the right to charge certain fees for games, library, and things of that sort. [Interruption.] The amount is fixed. But I do not think the Government goes further into the matter, because there are certain schools, even in my constituency I know, where, though all the children are made to pay these fees, there are no games facilities provided, or games facilities are provided only for a few of the children, and it is the same with regard to library facilities. So in actual practice, the amount spent is very much less than the amount collected. That is certainly a subsidy given to the particular school. There is one big school in Colombo—I do not want to mention the name of the school on the Floor of the House, but I can inform the Hon Minister personally—where this practice is going on. I hope the Minister will see that this Department goes into this matter and either ensures that all those children who pay such fees are provided with these facilities, or that Government itself pays the schools in regard to the library and games facilities, which are an essential part of education.

I wish to bring to the Minister's notice that another way in which these schools are getting revenue is by the introduction of a system of fines. In Colombo, in that very big school I mentioned, students who come late are being fined, and those fines are appropriated by the school. There is a case where students have been fined for speaking in Sinhalese or Tamil. I thought that that sort of thing happened only long ago, but I find that the practice still exists.

But the point I make is that there should be better supervision by the officers of the Department to stop this type of exaction from the students. I will certainly bring the matter personally to the Hon. Minister's notice, and I hope he will attend to it.

Mr. Wilmot A. Perera: I wish to know what is the position in regard to grants to *pirivenas*? No one will deny the usefulness of these *pirivenas*, but what is happening is that they are now starting English schools attached to *pirivenas*. One would not mind their teaching English or any other language, but when it comes to the lay students there, what is the position?

Mr. Chandrasiri: I wish to draw the attention of the Hon. Minister to a memorandum presented by the Mora-tuwa Jatika Sangamaya very recently, in which they have asked that the teachers in Assisted schools should be given pensions, rent allowance, widows' pensions, railway warrants—

The Chairman: In Assisted schools?

Mr. Chandrasiri: Yes.

The Chairman: The same point has been mentioned by the hon. Member for Hambantota.

Dr. Perera: I wish to refer to a case the Hon. Minister knows fairly well—the Kolonnawa Vidyalya. It is a school doing very good work. It has about 600 children. The Hon. Minister has been there, I know. [Interruption.] The land question has been settled between the U. C.—

The Hon. Mr. Nugawela: They cannot give me vacant possession.

Dr. Perera: If that is the only hitch, that matter can be settled, because it is Urban Council land. This school has done very useful work during the past fifteen years. I think the Hon. Minister undertook to consider this question, and I do not know why there is so much delay. They want to hand over to Government, alternatively, if they are not allowed to carry on. They are not paid for the midday meal, and so on. I hope the Hon. Minister will expedite this matter.

Mr. E. W. Mathew (Second Balangoda): I wish to bring to the notice of the Hon. Minister one particular Assisted school in the Balangoda electorate. Today that school is managed by the Buddhist Theosophical Society. I have received numerous petitions from the

villagers of Hatarabage in connexion with the present administration of this school. The donor, a lady who was good enough to spend Rs. 3,000 to put up this school, gave it over to the Buddhist Theosophical Society for the purpose of administration. But what has happened today? The Buddhist Theosophical Society has placed a teacher there who is a terror in the village. He has broken down a part of the school. I have written to the Manager of the Buddhist Theosophical Society also, but he takes no notice of it. I am sorry to say that no steps have been taken so far to scrutinize the administration of this particular school. Several petitions have been sent asking that this teacher be transferred. In the last two or three years they have been clamouring for it. I would urge the Hon. Minister, when he gives a grant to this particular school, to inquire into its administration.

Mr. A. P. Jayasuriya (Parliamentary Secretary to the Minister of Posts and Telecommunication): It is true the hon. Member brought this matter to my notice and asked me to visit this school, and I have written to him stating that I would like to visit the place along with him. Hatarabage is not a place that you can visit in a hurry. I believe one has to walk several miles to get to this school. I have given my assurance to the hon. Member that I would like to visit this school accompanied by him.

Mr. Thondaman: On the question of estate schools, the Hon. Minister has embodied his views in a communication issued to estates by the Acting Director of Education. According to that, the Hon. Minister is most anxious that the owners of estates should set apart land to put up buildings as quickly as possible, secondly, the Hon. Minister has made provision in the Estimates for 1948-49 for the full quota of teachers needed to man all the schools, if they happened to be built during the financial year; and, thirdly, it is the duty of the owners of estates to assist the system of education. He also sends a notice to estates under Section 35 (3) of the Ordinance. This notice should have been sent long ago. In fact, the hon. Member for Maskeliya tells me that when he met the Minister, he promised to send it early. But even now this notice does not specify the date

by which estate owners should have the buildings ready and had them over for the schools to be run. Perhaps the Minister hopes that the estate owners would co-operate with him by putting up these buildings, but I can assure him from the experience I have had with estate owners that they will not be able to hand over these buildings.

It being 8 p.m. the Chairman left the Chair to report Progress.

Committee report Progress; to sit again Tomorrow.

TRAVELLING ALLOWANCES TO URBAN COUNCILS' CHAIRMEN

The Hon. Mr. Goonesinha: On behalf of the Hon. Minister of Health and Local Government, I move,—

“ That the Rules relating to Travelling Allowances to Chairman of Urban Councils made by the Minister of Health and Local Government under sections 205 and 206 of the Urban Councils Ordinance, No. 61 of 1939, which were presented on August 3, 1948, be approved.”

Question put, and agreed to.

POISONS, OPIUM AND DANGEROUS DRUGS REGULATION

The Hon. Mr. Goonesinha: On behalf of the Hon. Minister of Health and Local Government, I move,—

“ That the following Regulation made by the Minister of Health and Local Government under sections 66 and 78 of the Poisons, Opium and Dangerous Drugs Ordinance (Chapter 172) as modified by the Proclamation published in *Gazette Extraordinary* No. 9,773 of September 24, 1947, be approved:—

Regulation.

The Third Schedule to the Poisons, Opium and Dangerous Drugs Ordinance (Chapter 172) is amended in Part I. of that Schedule, by the addition in Group C of that Part, immediately after item 6, of the following new item:—

“ 7. SODIUM FLUORACETATE.”

Mr. Dahanayake: What are those Rules?

Mr. Speaker: The Rules are attached to the Motion.

Question put, and agreed to.

HOUSING AND TOWN IMPROVEMENT (NAWAGAMUWA BAZAAR AREA)

Resolved:

“ That this House resolves under the provisions of section 3 (b) of the Housing and Town Improvement Ordinance (Chapter 199), as modified by the Proclamation published in *Gazette Extraordinary* No. 9,773 of September 24, 1947, that from the first day of September, 1948, the aforesaid Ordinance shall be in force within the area defined in the Schedule hereto:—

Schedule.

All that area of land known as Nawagamuwa Bazaar situated in Nawagamuwa Village of Hewagam Korale in the Colombo District, Western Province, and bounded as follows:—

North: By a line drawn from a point on the western boundary of the Kaduwela Police Station premises 3 chains north of the northern boundary of the Colombo-Ratnapura Low Level Public Works Department road near the 12 $\frac{3}{4}$ mile stone south-eastwards parallel to and at a distance of 3 chains from the northern boundary of the said road to the barbed wire on live fence forming the eastern boundary of the land claimed by M. D. Arnolis Appuhamy (T. P. 230555).

East: By a line drawn from the last-mentioned point south-westwards along the eastern boundary of the land claimed by M. D. Arnolis Appuhamy (T. P. 230555) to the northern boundary of the said road, thence by a straight line drawn southwards at right angles to the centre line of the said road to a point 3 chains from the southern boundary of the said road.

South: By a line drawn from the last-mentioned point north-westwards parallel to and at a distance of 3 chains from the southern boundary of the said road to a point where it meets a line drawn at right angles to the centre line of the said road from the south-western corner of the Kaduwela Police Station premises.

West: By a line drawn from the last-mentioned point northwards crossing the said road to the south-western corner of the Kaduwela Police Station premises, thence northwards along the barbed wire on live fence forming the western boundary of the said Police Station premises to the starting point of the northern limit of the area.” [Hon. Mr. Goonesinha.]

HOUSING AND TOWN IMPROVEMENT (RANALE AREA)

Resolved:

“ That this House resolves under the provisions of section 3 (b) of the Housing and Town Improvement Ordinance (Chapter 199), as modified by the Proclamation published in

Gazette Extraordinary No. 9,773 of September 24, 1947, that from the first day of September, 1948, the aforesaid Ordinance shall be in force within the area defined in the Schedule hereto:

Schedule.

All that area of land known as Ranale situated in Ranale Village of Hewagam Korale in the Colombo District, Western Province, and bounded as follows:—

North: By a line drawn from a point on the centre of the confluence of Sudawela Ela with the Kelani Ganga south-eastwards along the southern boundary of Kelani Ganga to a point 21 chains from the starting point and 3 chains north of the northern boundary of the Colombo-Ratnapura Low Level Public Works Department road, thence by a line drawn parallel to and at a distance of 3 chains north from the northern boundary of the said road to the centre line of the Talinna Ela.

East: By a line drawn from the last-mentioned point south-westwards along the centre line of the Talinna Ela and crossing the Jaltara Bridge No. 16/2 to a point 3 chains south of the southern boundary of the said road.

South: By a line drawn from the last-mentioned point north-westwards parallel to and at a distance of 3 chains from the southern boundary of the said road to the centre line of the Sudawela Ela.

West: By a line drawn from the last-mentioned point northwards along the centre line of the Sudawela Ela and crossing the culvert No. 15/1 on the said road to the starting point of the northern limit of the area.” [Hon. Mr. Goonesinha.]

**SUPPLEMENTARY SUPPLY:
ARCHÆOLOGICAL DEPARTMENT**

The Hon. Mr. Nugawela: I move,—

“That a supplementary sum not exceeding Rupees One hundred and twenty-thousand five hundred (Rs. 120,500) be payable out of the Consolidated Fund for the service of the financial year beginning on 1st October, 1947, and ending on 30th September, 1948, and that the said sum may be expended as specified in the Schedule hereto:—

Schedule.

Head 104, Archæological Department. Vote No. 1, Salaries and expenses of the Archæological Department Rs. 120,500.”

Mr. Dahanayake: For what does the Hon. Minister want this supplementary sum?

The Hon. Mr. Nugawela: It is for the extension of the laboratories.

Dr. Perera: Yes, I understand that.

Question put, and agreed to.

ADJOURNMENT

Motion made, and Question proposed, “That this House do now adjourn.”—[Hon. Mr. Goonesinha].

8.03 P.M.

Mr. A. Reginald Perera: Mr. Speaker, I want to bring to the notice of the Hon. Prime Minister a matter of very great importance. We are reliably informed that in the near future our air bases will be used by Imperial fighters to operate against the people of Malaya. The first thing I wish to know from the Hon. Prime Minister is whether the Imperial Authorities have had his sanction for those Beaufighters to operate against the peoples of another country. If he has given his sanction, we on this side of the House—I refer to the Party to which I belong and I have the authority of the other Parties—protest against Imperial operations from our bases against a people who are fighting for their liberty. The people of Malaya are called terrorists. But it will be remembered that once we were terrorists and the Hon. Prime Minister himself was once a terrorist. It is very graceful to say that in order to put down violence you are imposing a rule. But the people of Malaya do not want it. If the Hon. Prime Minister has given his sanction to our air bases being used, I say that he has committed an offence against a people who are fighting for their liberty.

The Hon. Mr. D. S. Senanayake: No such request has been made. If any such request is made, it will have my earnest consideration.

Question put, and agreed to.

Adjourned accordingly at 8.06 P.M. until 10 A.M. on Wednesday, August 11, 1948, pursuant to the Resolution of the House of August 6, 1948.

MEMBERS OF THE HOUSE OF REPRESENTATIVES

FIRST PARLIAMENT—SECOND SESSION

Speaker—The Hon. Mr. A. F. MOLAMURE (First Balangoda)

Deputy-Speaker and Chairman of Committees—Mr. R. A. DE MEL (Colombo South)

Deputy-Chairman of Committees—Mr. J. A. MARTENSZ (Appointed Member)

Abeygoonewardane, H. D. (Matara)

Aboobucker, A. R. A. M. (Mutur)

Amarasuriya, H. W. (Baddegama)

Attygalle, C. E. (Ratnapura)

Banda, M. D. (Maturata)

Bandaranaike, The Hon. Mr. S. W. R. D. (Attanagalla)

Baudhasara, P. L. (Polonnaruwa)

Bulankulame Dissawa, P. B. (Anuradhapura)

Chandrasiri, S. (Moratuwa)

Chelvanayakam, S. J. V., K.C. (Kankesanturai)

Dahanayake, W. (Galle)

Dasanaike, Ivan T. (Wariyapola)

de Silva, Dr. Colvin R. (Wellawatta-Galkissa)

De Silva, G. R. (Colombo North)

de Silva, P. H. W. (First Ambalangoda-Balapitiya)

de Zoysa, G. A. W. (Second Ambalangoda-Balapitiya)

Ebrahim, Mudaliyar M. M. (Pottuvil)

Ethirmannasingham, S. U. (Paddiruppu)

Fernando, J. J. (Chilaw)

Fernando, W. Leo (Buttala)

Goonesekera, D. S. (Udugama)

Goonesinha, The Hon. Mr. A. E. (First Colombo Central)

Goonewardene, Cholmondeley (Kalutara)

Griffith, F. H. (Appointed Member)

Gunawardena, D. B. R. (Kotte)

Gunawardena, Mrs. Kusumasiri (Avissawella)

Herat, K. (Nikaweratiya)

Hettiarachchi, D. F. (Niwitigala)

Ilangaratne, T. B. (Kandy)

Iriyagolla, I. M. R. A. (Dandagamuwa)

Ismail, H. S. (Puttalam)

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