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U. Siva Subramaniam
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THE CEYLON TEACHER

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DO YOU KNOW?

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UNION NEWS

THE SECRETARY'S NOTE BOOK

MONTHLY ORGAN OF THE ALL CEYLON UNION OF TEACHERS

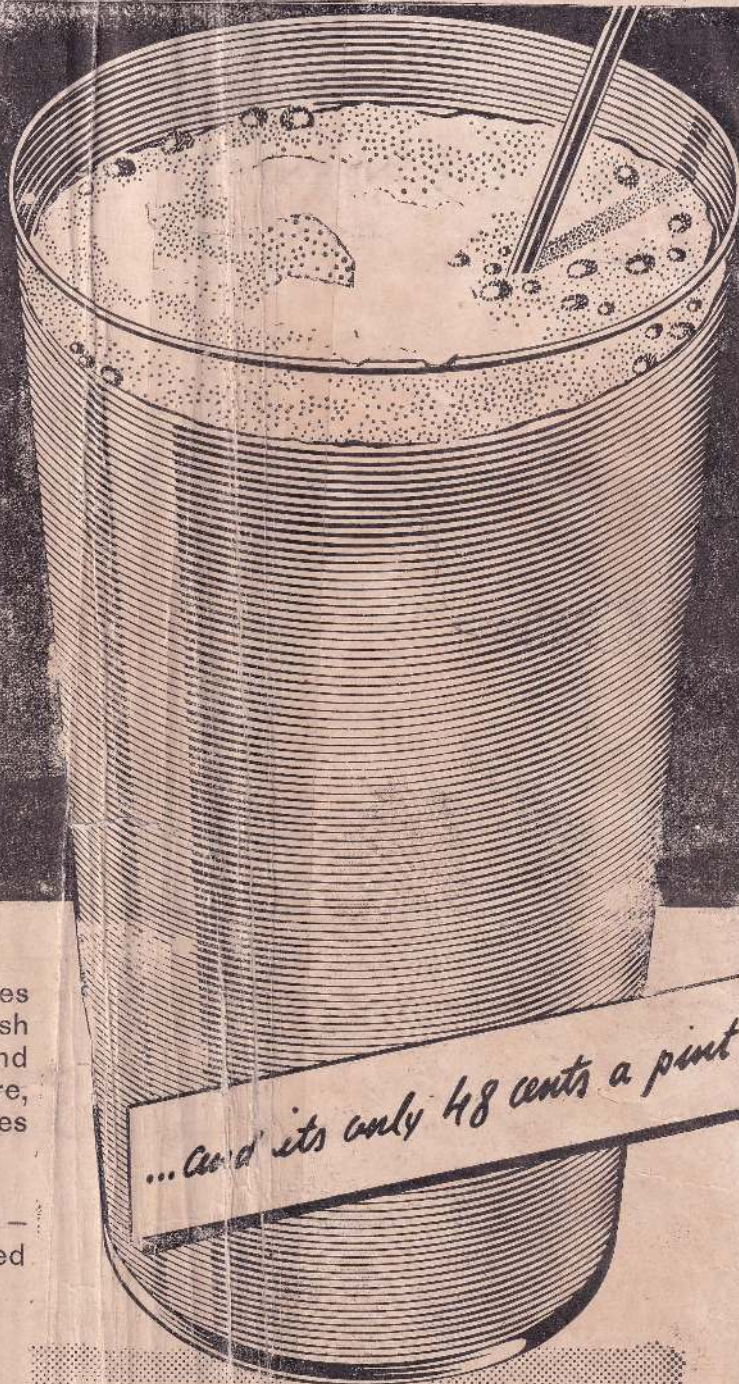
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THE ALL CEYLON UNION OF TEACHERS

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THE CEYLON TEACHER

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No. 138

THE SCHOOLS' ISSUE

BUDDHIST EDUCATION

Buddhist education requires a mode of teaching, a curriculum and a system of discipline inspired by the Dhamma. It is not directed towards the gratification of the senses. Its main instrument is the truly Buddhist teacher. No Buddhist education is worthy of the name which does not instill into its recipient certain moral principles which mould his character and guide him through life. A few minutes set apart for pansil each morning or the practice of lighting lamps on Poya days is nothing but an outward show of Buddhist education. A child educated in a Buddhist school should in the first place have a firmly developed moral sense. His intellectual development must give place to this moral education. (Buddhist Commission Report P 66).

IMPLICATIONS

We hail this concise but comprehensive statement. With suitable modifications it could be made the basis of a declaration of the aims of Hindu, Muslim or Christian education. One sees therefore the large measure of agreement among religious bodies as to the aims of education. While emphasising this we would like to draw attention to certain features and implications of this statement. To begin with it declares boldly that the only school of value to a Buddhist child is one with an intense Buddhist atmosphere. Secondly it emphasises in no uncertain terms that the truly Buddhist teacher is the main instrument of Buddhist education. Finally it asserts categorically that even intellectual development and in this is evidently implied all secular considerations—must give way to the pupils' moral education.

THE IDEAL

From what we know of Buddhism, of its tremendous emphasis on tolerance and the respect it enjoins for the rights of others to follow their own conscience and therefore practise their

own religion we are sure that this statement while emphasising the rights of a Buddhist child to a Buddhist education contains an implied emphasis on the right of every child to an education in its own religion. Hence it is evident that the ideal for every child is a school in which the mode of teaching, the curriculum and the system of discipline is inspired by the child's religion; a school in which the main instrument of education is a teacher strongly inspired by religious principles, striving to live in accordance with them and bringing the influence of his religious life to bear on the children entrusted to him.

ONLY IN DENOMINATIONAL SCHOOLS

We maintain that these conditions can be secured for the child only in a school of its own denomination. One has only to review the progress made by great educational institutions like Ananda, Nalanda, Jaffna Hindu College, St. Joseph's, Zahira and St. Thomas's to realise that each of these schools have proved equally and eminently successful in its own spiritual field and has made a distinct and valuable contribution to the island's progress. As an alternative for those denominations that have been at a disadvantage due to historical circumstances, and for others who may want it, we would suggest State Denominational Schools established and maintained by the State but controlled by Boards of Management consisting of religious and lay members of that denomination.

"GRAVE INJUSTICE"

We also maintain that neither the State nor anyone else has the authority to deny any child the right to receive an education in an atmosphere of its own religion and we would consider it a great dereliction of duty on the part of all concerned, and a grave injustice to the child, if facilities to secure such an education for every

child in the island is inadequate. We welcome the agreement reached at the Conference summoned by the ACUT for it aims at securing for all children in Ceylon an education in their own religion which must according to the declaration of the Buddhist Commission take precedence over all other considerations. This is fair, this is just, this is what the parent has a right to demand, this is what the spiritual nature of the child calls for and this is what the State has an obligation to provide.

NATIONAL UNITY?

The objection might be raised that this will result in a segregation of children in schools on religious lines and will therefore militate against national unity. To begin with we wish to point out on a purely theoretical level that national unity must in the last resort—like intellectual development—give place to "this moral education". Secondly even in an exclusive system of State schools in Ceylon this segregation to a large extent will take place owing to the geographical distribution of racial and religious groups in the island. Finally in all sincerity we declare that we refuse to believe that the tremendous emphasis on maitriya and ahimsa in Buddhism, that the comprehensive and all embracing nature of Hinduism, that the Brotherhood of man so strongly laid down in Islam and the love for one's neighbour so eloquently stressed in Christianity can divide a nation. Religious conflicts and disharmony have been the result of perverted notions of religion consequent on an inadequate and ineffective religious education.

THE GREAT TASK

A truly religious education should lead to the development of spiritual values that would bring out all that is good and noble in man. It would emphasise the oneness of humanity and tend to bind men together. It is to this task that we must dedicate ourselves and direct our time, energy and all our resources.

PRESIDENT APPEALS FOR

ALL RACES, ALL RELIGIONS

May I extend to you a very warm and cordial welcome to this the 39th Annual Conference of the All-Ceylon Union of Teachers. During your short stay here, which I earnestly hope will be a very happy one, you will renew old friendships and make new ones. We meet here as members of one family, inspired by common problems that affect us professionally. Your presence here, teachers belonging to all communities and all religions, would be a source of hope and inspiration to all men of goodwill who earnestly work and pray for the birth of a united Ceylonese nation.

RIGHTS OF TAMILS

I am happy to learn that the present Prime Minister has appreciated the fact that the Tamil people have a grievance, and that he is very anxious to do everything to remove these grievances. He would do well to know that the grievance of the Tamil people lies in the many acts of discrimination imposed on them mainly as a result of the language policy. The Tamil people do not ask for favours; they do not want concessions. They demand that their fundamental rights be restored to them—the right to live as free citizens on equal terms with the other communities. Would not saner counsel prevail in this the most critical period of our island's history, now that the madding crowd that shouted for such discrimination stand discredited in the eyes of our people?

TEACHERS' RIGHTS

Mr. Dahanayake has also told the people that he would be just and fair to all. We are greatly heartened by that assurance. All that we ask for is justice and fair-play. Miss Kanagasundera has been denied this justice. She has been discontinued without being heard in her defence. An inquiry ordered by the Minister of Education was stopped by the intervention of a politician. I propose to ask the Minister for this inquiry again. As for my part I am prepared to abide by the decision of the inquiring officer, and accept his verdict. This lady has been without a job ever since she was discontinued from the school where she was working. Will not justice prevail in her case?

DISCIPLINE—OUR DUTY

We have seen during the last few years many acts

● UNITED CEYLONESE NATION

● MINORITY RIGHTS

● DISCIPLINE

of lawlessness and indiscipline in the country. I put the blame for this disregard for law and disrespect for authority on the shoulders of the educated and the so-called educated. This phenomenon of indiscipline has crept into our schools too. To say that the indiscipline in our schools is merely a reflection of what is obtaining



Mr. R. S. Jayawickreme delivering the Presidential Address. The General Secretary is on his right and Mr. Shirley J. S. Peiris on his left.

in the society outside is not an explanation that could be accepted. The blame for any act of indiscipline in our schools must lie four square on the shoulders of the teachers. We cannot shirk that responsibility. I have known instances of teachers taking the law into their hands, and defying the authority of the Manager or the Principal. In future I will personally see to it that the teachers who seek our support against any disciplinary action taken by the authorities actually deserve our support. I sincerely hope that the managers will co-operate with me in this matter.

REAL TOLERANCE

This Union as you are aware has no political affiliations, or political alignments. We do not as a Union support any economic or political ideology. It also means that we are not opposed to any ideology or political party. We owe allegiance to any party that is in power, and actively support the government of the day.

[Continued on page 13]

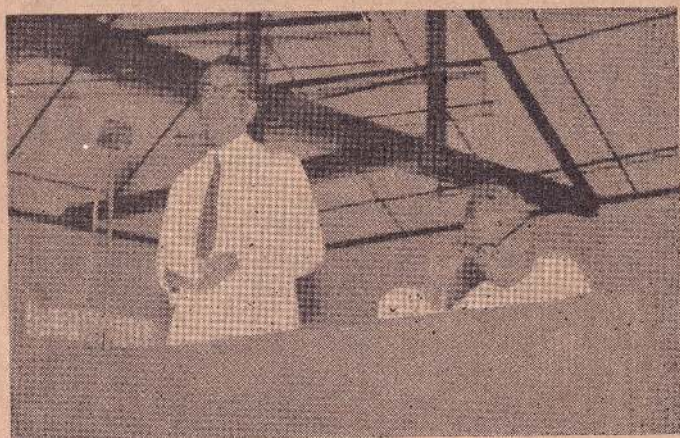
NO GREATER

LABOUR OF LOVE

Working for mutual understanding is an effort on the spiritual plane designed primarily to associate men of good will without the expectation of a reward.—Dr N. D. Wijesekera, M.A. (Cantab), Ph.D.

IN MINDS OF MEN

Today the great countries as well as the small countries are convinced that wars arise in the minds of men. It is also realised that only in the minds of men can the defences of peace be built. The East and West major project has been devised to bring about that understanding, that feeling of fellow-



Dr. N. D. Wijesekera addressing the delegates.
On his right is the President of A.C.U.T.

ship, that unity of humanity, between different peoples, different countries, with different political ideologies and social backgrounds. We of the East due to unfortunate historical circumstances, are in a better position to appreciate the cultural values of the West, than the West to appreciate our cultural values.

WESTERN ATTITUDE CHANGES

The West now feels that its attitude to the East, to the peoples of the East, to the cultures of the East has been completely wrong. Twenty-five years ago even the best creative work of art, the world-famous paintings of Ajanta for example, were called ethnographic expressions, fit for ethnographic museums. But today that has changed. Let us therefore forget about the past. We in the East have benefited from the associations of the past, in that we have come into contact with cultures of the West. We have come into contact with the technological advances of the West. We are aware of their scientific progress. We are also aware of the philosophical attitudes of the West. Now the West feels an urge, a crying need, to know the East, and with that end in view, forgetting the mistakes of the past, they are genuinely interested.

UNITY OF HUMANITY

The difficulty in the way of understanding the East and the West has been mostly a psychological one. Physically it has been understood that peoples are very much alike, humanity is one, though differing in colour, race and religion, though speaking different languages. Unesco has helped to clinch that matter by undertaking research and recently bringing out a publication about the unity of humanity, that all human beings belong to one species, though living in different areas and having different reactions to different environmental factors. But I am afraid neither the East nor the West has yet been able to clear completely this psychological barrier that exists in their own minds. People of the West still have a feeling that they are still superior. Likewise people of the East have an inferiority complex, I dare say created by circumstances, even wilfully created by certain rulers during the period of colonialism.

LABOUR OF LOVE

The 10 year project as I said is a world-wide project dealing with all cultures but I must inform you that it is an effort on the spiritual plane designed primarily to associate men of goodwill without the expectation of any reward. The major project should give rise to an impulse of co-operation from which all Unesco activities can profit. So that there are no material benefits as such accruing to the participants of this project. It is in fact a labour of love and I can commend it to you that there is no greater labour of love than the contribution one can make to the understandings of the people of the world.

OUR CULTURE

If the cultures are understood it is very easy to understand the peoples who have been responsible for the creation or the evolution of the culture. A culture is not determined, nor judged by size of the geographical area the people cover. As a matter of fact we of Ceylon are a small people occupying a very small country. Nevertheless, the culture of this country, the civilization of the past has attracted people from all parts of the world. Not merely to praise us, not merely to say good things and nice things or speak sweetly for conversational and other purposes. But I know from personal contact, from personal experience from my studies here and abroad, that they are genuinely aware of the greatness of our culture.

PRESENT, NOT PAST

But that alone is not enough. That is a past. We are not very much concerned about the past. Let us think



N.P.T.A. Delegation.

In the front row from left to right are Messrs. T. Edward E. Sabalingam, I. R. Ariaratnam, K. Arunasalam and A. Vaidyalingam (President N.P.T.A.)

a little of the present and the future as well. It is from that point of view that this programme is of immense interest to the people of Ceylon. Our attempt is not so much to represent the cultural values of the past. We are more concerned with presenting a picture of the present.

CLASSICAL LITERATURE

I might now specifically state a few problems that we have undertaken or the few projects that this country has undertaken. One is the production of an anthology of literature. That will give the East as well as the West, when it is translated, a picture of the creative urges of the people the concepts, poetic and literary, the social functioning and organization, the elements of our society from about the 7th century up to about the 19th century. That work is practically completed.

STUDYING THE REPORT



Messrs. Noel Senewiratne, J. A. Gajanayake, M. V. de Silva, T. Edward can be seen in front. Behind them on the left are Mr. M.C.F. Abeyakoon with Misses A. Silva & A. Kanagasundera

CURRENT LITERATURE

A supplement to that is the production of another anthology of current literature. It is equally important, so that the West might know how this culture which has been continuing from the past is developing, in what directions it is attempting to break through, where it hopes to flow, to what depths or heights it should reach. I think that teachers are more competent to present a vivid picture of life of the present times than most other persons in this country. Let us hope that a work of that nature will be produced by someone here or someone belonging to your profession.

FILMS

Another manner in which we can present our culture and cultural values, is by listing as far as possible films, documentations, or film strips. When that is completed, we propose to undertake the production of a new film strip lasting about 20 minutes presenting the present-day culture. I must inform you, at the outset, that the material we are producing or hoping to produce will be at 3 levels. One, the academic, the literary or the scientific which will go to one section of the people, the other popular which will have a greater appeal to the masses and the larger body of peoples of the world, and the third which can be used and which will be particularly useful to schools and students attending schools.

BIBLIOGRAPHY

We are also engaged in preparing a bibliography with short notes of the publications in all languages here which can convey some idea of the value of the cultures of Ceylon. That is a little difficult job. The material has to be collected from various sources, from various documents, both published and unpublished, particularly from Manuscripts. There is a Committee which is working on that as well.

ART

That does not complete the picture. We have to bring in art. Already an album on early Sinhalese Art, has been produced by Unesco at a cost of Rs. 168/-. It is far too much for anyone of us to purchase. They are hoping to produce popular versions of that for Rs. 10 or Rs. 15 in time to come. We are now concentrating on the present contemporary art, sculpture, painting, in fact on all aspects of Art. And a Committee is preparing an album on contemporary Art and is also preparing a short film strip giving some of the best works of current contemporary artists. That same committee is engaged in the preparation of an exhibition of art objects of a representative character which they hope to present to the public of Ceylon as well as to the schools. Certain select specimens are to be sent abroad, so that they can be used for the appreciation and understanding of the art of this country.

TEACHERS' ROLE

Now you would like to know, and it is my duty to tell you what part the teachers can play in this great project of mutual understanding or appreciation of cultures of the East and West. I believe that one third of

the problem rests with the teachers. They have a great responsibility on their own and they can help considerably the Unesco National Commission and the Committee engaged in this special task in expediting this work and in spreading it throughout the length and breadth of this island. It is good to talk about culture, cultural values, art, on platforms, but we must see that the younger generation get an understanding of these problems, that they are able to appreciate at least their own art before they can imbibe the values of other Art. It is here that the teachers should have a programme of their own, ancillary to the Unesco project, a programme whereby they can co-operate, co-ordinate and assist the National Commission. I would suggest that the teachers discuss, how best they can introduce understanding of the West and the East in the Schools.

TWO PROJECTS

I believe the Education Department or the Unesco National Commission is having 2 projects. One at the Training College, Maharagama, and the other at the Senior School, I think, at Thurstan College, where this aspect of the problem is being worked out with a view to extending it to other parts of the Island. As I said earlier we of this country know a fair amount of the West. Our text books contain sufficient material to understand the West. I must say that there isn't that same amount of material relating to our neighbours. We must attempt to fill those gaps. Again some of the material available cannot be presented in that very form. They may be misunderstood, they may be misinterpreted and wrong impressions may be conveyed. That would be more damaging than complete ignorance. To undo what one has learnt, as all of you know, is more difficult than to learn it afresh. So that here the teachers can help considerably in the preparation of new textbooks, new literature and new material for use in schools.

SYLLABUSES

Then we come to the subject of syllabuses. I dare say the syllabuses will have to be modified to incorporate some of these new concepts. I understand that that is about to be done. More emphasis in future will be laid in the history lessons or the civic lessons in understanding of the world organisations, UNO and its ancillary branch-

es. What it does, what it can do, what it proposes to do and how it proposes to do that. Our problems and world problems are not isolated problems. Those are problems that our children should know at certain levels, that they should understand. We cannot isolate ourselves, particularly now nor could we have afforded to do so in the past. Now especially we must know what is happening in other parts of the world. There itself is a great problem for the teachers and the educationists to reframe their syllabuses, their teaching methods, their books, both background literature and text books, so that all that would be attuned to the needs of this project. And it is not an injunction or a suggestion that I lay

can do much more. If they get an opportunity of visiting other countries, certainly they can help by interpreting our culture to those parts of the world. In order to enable Ceylon to do this I think the lessons must be taught in school, so that all children when they become young men and women and when they go out will know what they have to do in this connection so that the children, you train, will really be our ambassadors of the future, carrying with them the traditional and cultural values of present day Ceylon to the other parts of the world.

TWO-WAY PROJECT

Apart from that for the present I

MUTUAL UNDERSTANDING

C. T. A., COMPLIMENTARY LUNCH



The basis of a United Nation—A United Teaching Profession. Almost all racial and religious groups in the island are represented here.

down but I think it is a requirement of the Education Department now.

FUTURE AMBASSADORS

The Education Department itself is a member of the Unesco National Commission and the Director of Education I believe expects to request all teachers to be interested, to actively participate in problems of this nature. Having got their textbooks correct, having got their teaching material correct, having got their background literature correct, they should not be satisfied thereafter that they have done everything. They

think the teachers can conveniently arrange to invite persons from other countries who are resident here, get all assistance from embassies, envoys and other representatives of other countries, invite them to speak before assemblies, address the teachers' guilds, or teachers and the children about their own countries, so that the children whilst they are in school will also get our cultures in proper perspective in relation to the other cultures. That is very important. This problem, is not a one-way project, it is a two-way

[Continued on page 13]



MARTINO ENTERTAINS MORATUWA LADIES

Racial, Language and Religious tensions! Do they really exist? One was tempted to raise this question when one saw over a hundred and fifty teachers, delegates from teachers' associations all over the island, of every racial, linguistic and religious group in the island, not merely living together in peace and harmony, but working together, striving together and co-operating with each other to achieve the ideals, the aims and objectives for which the All-Ceylon Union of Teachers was set up forty years ago by its far sighted founder members. Here once again was the spirit that was noticed in Ceylon in the few years following the achievement of independence. Here was the spirit which self-seeking politicians and fanatical religious leaders have since destroyed. One rejoiced, nay one heaved a sigh of relief that the educators of today could rise over accidental factors and emphasise the real unity of Ceylonese people. But alas one realised with dismay that the schools had long ceased to be the only agency of education. Whatever teachers might contribute to the development of a sense of unity among our people could be destroyed and unfortunately was being destroyed by political leaders whose only standard of judgement is the next election and religious leaders who to solve their problems or to maintain their privileges do not hesitate to deviate from the principles and spirit of the very religions they claim to champion.

THE THEME

The theme for discussion at the conference was Mutual Appreciation of Eastern and Western Cultural Values. The subject itself was very ably introduced by Dr. Wijesekera who not only described this great project undertaken by Unesco but outlined what Ceylon's contribution could be and what we as teachers could do to help the successful working of such a project. With a mental agility characteristic of a man of such scholarship Dr. Wijesekera answered all questions that were raised and avoided involving himself in matters of government policy.

BEGINS AT HOME

The discussion centred round the main problem that appreciation of other cultures should like charity begin at home. And that a first step in this direction would have to be mutual appreciation here by all of the cultural values

ANNUAL

of the different religions and civilisations in the island. While granting that small as we are we could still make a contribution in this connection it was emphasised that we could not give to others what we do not possess ourselves. Hence inter-communal understanding at home was a basic requirement to any contribution we were attempting to make to Unesco's Major Project. This is evidently what our President was attempting to say later in his Presidential address.

RESOLUTIONS

Friday afternoon and the whole of Saturday was taken up with the formidable list of resolutions that were tabled at the annual sessions. One hoped that the subjects committee had been given more powers to codify, amalgamate and even omit resolutions and thus reduce the number. One also hopes that in future were the subjects committee to discharge its functions in this connection fearlessly the members would drop all provincialism and accept the decisions of the committee. The spirit in which these were discussed, however, by people sometimes holding diametrically opposite views on the subjects referred to and the unquestioned submission to the final decision of the "House" could have been an object lesson to many of the members of our House of Representatives where the use of abusive language and the attempts to use paper weights and other missiles to drive home an argument have unfortunately in the last few years become not too common. The elections ushered in a certain amount of tension but they were soon over and the voice of the general body was democratically accepted by all, even by ardent supporters of the contending parties.

Mr. R. S. Abeyawardene,
Principal, Dharmapala Vidy-
alaya, Pannipitiya.



SESSIONS

—C. P. E. GUNASINGAM

THE LUNCH

On Saturday afternoon the Colombo Teachers' Association were the hosts to all delegates at a sumptuous lunch. Highlights of the lunch were the speeches by Mr. N. E. Weerasooriya, Q.C. and Dr. Baiendra. Both spoke of the eastern conception of the teacher and deplored the fact that due to the materialism of the present day the teacher was slipping from that exalted position. Both appealed to us to maintain the high ideals of the profession in a world in which moral and spiritual values were fast disappearing.

EXCURSION

The excursion was made a tame affair as a result of most of the delegates not participating in it. It is true that there were more attractive programmes in Colombo and that many delegates were anxious to return home as soon as possible. Apart from the lunch the excursion is the only activity which provides opportunities for members to meet informally to come to know each other better and to lay the foundations for lasting friendship. The opportunity is also provided to discuss the local union problems with others and seek ways and means of solving them. The excursion was a really enjoyable one and the Boys' Town at Kaluaggalle was one which many would have gone a long way to see. Messrs. Shirley J. Pieris and F. Matino both from Moratuwa kept us entertained with a regular flow of songs and there was not one dull moment either for the picnickers or for Shirley who must have taken back home happy memories of a day on the bund of Colombo's great reservoir at Labugama.



Mr. A. D. Dabrera, President of the Host Association, The Colombo Teachers.



NOEL "FATHERS" KANDYAN LADIES

DHARMAPALA VIDYALAYA

The Union must place on record its thanks to Mr. R. M. Abeywardene for placing his school and its premises at the disposal of the members. It must have been at great sacrifice that he closed this institution for two school days. When one saw the shrine room, the class room, the laboratories, the playing fields and the work done in this school which is not yet a quarter century old one felt more than convinced that the answer to the schools problem was not the take over by the State but the building and maintaining of more and more schools like Dharmapala Vidyalaya, following in the best traditions of Ananda and Nalanda, for the large Buddhist school going population.

THE C. T. A.

To Mr. Dantonwill D'Abrera and his able assistants in the Colombo Teachers' Association the Union owes a deep debt of gratitude. The time and energy that went into all the preparatory work could not have been an easy matter for full time teachers in the third term of the school year. It is a matter for regret that the practice started at the Badulla session some years back of electing the President of the host-association to a Vice-Presidency of the Union has been allowed to lapse. This is the least the members could do to show their appreciation of the time that has to be given, the work that has to be done and the sacrifices that have to be made by the host association on such an occasion. The Colombo Teachers' Association, however, has earned our gratitude and esteem though unexpressed and unrewarded. Appreciation must also be expressed of the contribution made to the success of the conference by the retiring officers of the Union.

RESOLUTIONS

One Union

- (1) The House welcomes the attempts made by the Executive to unite all teachers in Assisted Schools in the Island and suggests to the Executive to explore the possibilities of the formation of a Federal Union of Teachers without prejudice to the ideals and the interests of the A.C.U.T., provided that one Union with a

unitary Constitution cannot be formed in the near future for all Assisted School Teachers.

Permanent Secretariat

- (2) The House requests the Executive to take early steps for the establishment of a permanent Secretariat in Colombo with permanent Staff and with Government assistance.

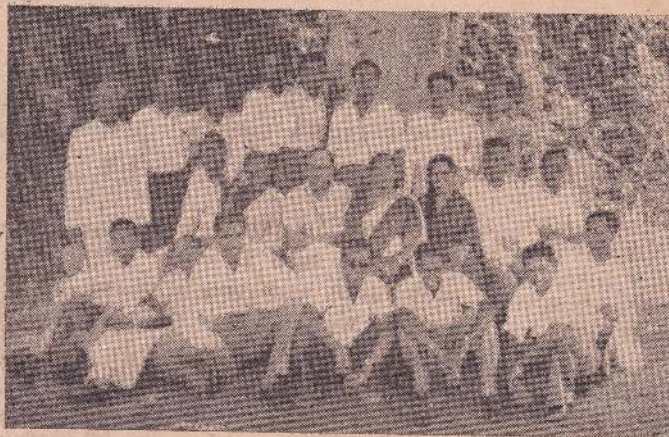
"Schools' Issue"

- (3) The House welcomes the agreement arrived at by the representatives of the different religions and denominational bodies under the auspices of the A.C.U.T. and hopes that this agreement will lead to a satisfactory settlement of the controversy regarding the State take-over of denominational schools.

"Union Disputes"

- (4) The House while expressing its fullest confidence in the course of action adopted by the A.C.U.T. Executive in the Trade Union disputes (a) Moratuwa dispute (b) Union College, Tellipallai dispute (3) Zahira College dispute over the award of a Special Post, urges the Prime Minister to allow an impartial inquiry into them.

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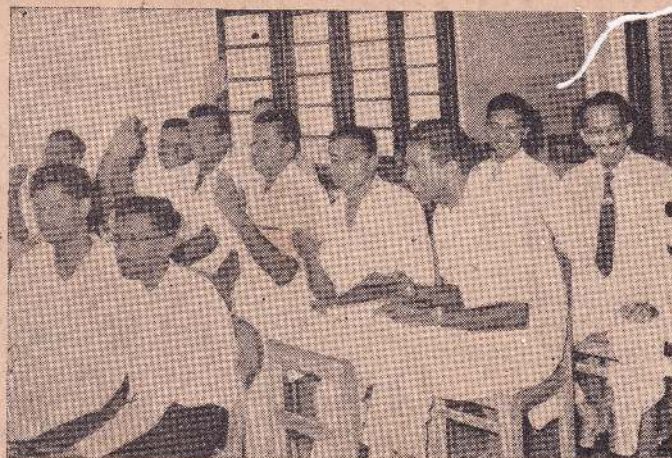
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THE AYES HAVE IT



A group of backbenchers vote for a resolution jubilantly.
Two "Noes" look disconsolately on.

Arbitration

- (5) The House urges the immediate appointment of a **Burnham Committee** in Ceylon.
- (6) The House resolves that the Government be requested to establish at an early date a **Board of Arbitration** for Teachers.

Code of Regulations

- (7) In view of the fact that the medium of instruction in our schools is Swabasha, the House urges that the present Code of Regulations be so amended without further delay to enable the Secondary Trained Teachers, Graduates and other Teachers now eligible for employment in English Schools to be eligible for employment also in the Swabasha Schools on the same conditions as in the English Schools today.
- (8) The House urges that teachers suffering from cancer or any other prolonged illness or undergoing major operations be granted 9 months medical leave as for T. B. patients and that in cases of medical leave the Department should pay the substitutes.

PRESIDENTIAL ADDRESS (Continued)

Our duty should be to remove ignorance, remove fear and suspicion. On our part we should not fear or suspect that which we do not know. We should have no bogeys. We should follow no dogmas. Real tolerance lies not with what we agree; it lies with those who do not agree. The teacher's mind should not be a closed mind. It should be ready to receive knowledge, ever ready to learn from any source such knowledge comes.

TWO MAJOR TRIUMPHS

You will remember, ladies and gentlemen, that at the beginning of this year there was a strong controversy in the local press on a proposal made by Buddhist and other organisations that the State should take over all schools and should be solely responsible for the education of the children. We decided in the interest of education and in the interest of our schools to enter the battle field as peacemakers. We were able to bring together all the educationists and managers of schools to a round table conference to find out a solution acceptable to both parties. I am deeply grateful to all those who responded to our invitation. We achieved two major triumphs at this conference. Firstly, we were able to show that all controversial matters on any subject could be ironed out by talks across a table at a conference. Secondly, the more important achievement was that all those present unanimously agreed on a very important principle. They agreed that children

should be educated in schools of like denominations.

MR. KULARATNE

Mr. Kularatne is today the greatest educationist we have in our country. He is a very sound thinker, and a very ardent supporter of Buddhist education, having spent over twenty years in the cause of Buddhist education. As a Buddhist I appeal to the Buddhist Congress to follow his lead in all matters connected with Buddhist education. The question may well be asked whether the parent has no right to choose the school for the education of his child. There is no doubt about it. The parent has the right. But that right must flow from his obligation, his duty, to see that his child is given a complete education. And that complete education could be given only in a school of his own denomination.

THANKS

Ladies and gentlemen, would you permit me to thank the **General Secretary** of the Union Mr. Aseervatham for the magnificent work he has done for the Union. I met him in the A.C. U.T. office 34 times this year and outside on several occasions more. Though he is a practising lawyer, Mr. Aseervatham devotes almost his full time for Union work. His sense of humour and keen sense of justice has helped me a great deal on many occasions. I thank him on your behalf and mine for the very great help he has rendered the Union. **Mr. Gajanayake**, your vice-president, was always availa-

ble to me. He acted as the acting president of the Union in my absence from the Island. I thank him for his many acts of kindness and the great help he rendered the Union. **Mr. Horace Perera** has returned to us after a special course of training in editing, and I have no doubt his experience will be available to the Union for many long years to come. As **editor** of the "Ceylon Teacher" he has given a great deal of valuable time to the service of the Union. **Mr. W. D. E. Perera** whom I had the occasion to consult on many knotty problems has always made himself available to me. I thank all these gentlemen, and I sincerely hope that they will continue to be of service to the Union in whatever capacity they are called upon to serve. I must not fail to thank the **members of the Executive** who had co-operated with me this year.

HUMILITY, NOT SERVILITY

Teaching indeed is a noble profession. Its nobility lies not only in the work we do in the school room, but also in the life outside. Our influence must be felt in every society, every association and every club. Our conduct both in private and public life should be such as would attract the admiration and respect of others. A teacher with a strong character, fearless at all times and true to his own self. That is the teacher we need today. In this hour of the nation's agony, may a spirit of service, love, and sacrifice animate us all. Thank you.

NO GREATER LABOUR OF LOVE (Continued from page 9)

APPEAL TO TEACHERS

Before closing I should like to stress and emphasise that for all these things it is essential that you should organize yourselves. I am aware that the teachers' organization is a very powerful body. I have heard its voice very often. You already have a very good organization and when once you are organized it is very easy to get things done. We need not worry about dis-

preject. You must give as well as take. From that point of view the representatives of other countries who are here have quite a lot of material pertaining to their country, and they are quite willing and ready to go out of their way to present the life of the peoples of their country. So that there is material readily available. It is up to you to make use of it.

senting views as your Chairman has just mentioned. We cannot have progress, this country cannot evolve this society cannot evolve if it is not dynamic, and that dynamism is manifested in various ways. At present it is manifested only in words, but not so much in deeds. We want that dynamism expressed in action as well and I appeal to the teachers here to contribute as far as possible their best in making this project a success.

To Be or Not to Be.... A Teacher!

Some Say "Yea"

A FEW weeks ago, Mrs. Virginia Overman Greene, a teacher in the West High School, Wilkes County, stood before the North Wilkesboro Kiwanis Club and explained why she was a teacher. Her reasons will ring true to those of us who are dedicated to the profession.

"I teach because I love to teach! I think I have always wanted to teach. When I was a child, I cut out paper dolls, placed them in rows and taught for hours at a time. My first real students were six brothers and sisters plus any neighbouring children.

"I teach because I want to be like many of those who taught me. My first-grade teacher taught me the meaning of hospitality; my fourth-grade teacher gave me sympathetic understanding. In college I learned the meaning of courage from a teacher into whose life tragedy came.

I teach because teaching gives me the opportunity to touch minds, hearts, and souls of children. As a teacher I have a bit of Heaven in my hands, a sobering responsibility.

"I teach because I like to be a part of big business—our country's biggest business. By 1965 some 2½ million people will be joining hands in the common endeavour of helping to mould a better world of tomorrow. I am proud to be among the moulders.

"Finally, I teach because as a teacher I can use every talent, ambition, or dream I have. My work is a door to the lives of others, a channel to goodness, patience, humour, honesty, and generosity.

"Thus am I a teacher, planting the seeds of truth and goodness, love and knowledge, in the hearts of boys and girls. I covet for your son or daughter the sacred privilege which is mine."

Some Say "Nay"

ALSO a few weeks ago, a superintendent is supposed to have received a letter written by a mother to whose daughter he had offered a job. The letter will ring true to those of us who can laugh at ourselves and our profession, and, with tongue in cheek, bemoan our sad fate.

I appreciate your kind offer of a job for my girl, Mary.

"She had her heart set on being a school teacher, but I talked her out of it. Teaching school is too much like being a preacher's wife. It's a high calling, but people expect you to give more than they pay for you.

"You take the teachers here in town. The only difference between them and Christian martyrs is the date and the lack of a bonfire. They were hired to teach and they do it. They teach the young that learn and they entertain the ones that fell on their heads when they were little. But that ain't enough. They are supposed to make obedient little angels out of spoiled brats and make geniuses out of children that have no sense.

"But that ain't the worse. They got to get up shows and plays to work the school out of debt and to sing in the choir and to teach a Sunday school class, and when they ain't doin' nothing else, they're supposed to be setting a good example.

"They get very poor salaries and they can't pay their board or buy decent clothes, and on top of everything else, they can't hold hands coming home from prayer meetin' without some gossip old sister startin' a scandal on them.

"I appreciate your kind offer and may the Lord have mercy on you and your teachers, but my daughter ain't interested."

(With the Courtesy of North Carolina Education)

TO YOU

TO THE PUBLIC

TO THE GOVERNMENT

TO MANAGERS

TO TEACHERS

Do You Know?

DO YOU KNOW THAT
TEACHERS?

Receive on the average lower salaries than nurses, stenographers, Inspectors in the Police and Excise Departments and equally qualified graduates in other walks of life?

That they are forced by inadequate salaries to switch to some other work though they may prefer teaching.

Are forced by inadequate salaries to take on additional types of work to supplement their meagre incomes.

Have no security of tenure and adequate and just avenues of promotion. The recent disputes reveal a most distressing state of affairs in the profession viz. the right available to a murderer to be heard in his defence is not conceded to teachers.

DOES THE PUBLIC
KNOW?

That the teaching profession is not attracting the elite of the country's youth.

That the profession will soon become the refuse heap of all other professions. That their greatest assets, their children, will come to be entrusted to men and women who are underpaid and who consequently are dissatisfied and discontented.

That the education their children will receive will consequently be shoddy and inadequate to meet the needs of the day.

DOES EVERY MANAGER
KNOW?

That teachers in Assisted Schools are making tremendous sacrifices for the cause of religious education.

That they are sacrificing house allowances, railway warrants, medical benefits, adequate chances of promotion etc. just because they are prepared to work for the religious education of the Nation's children.

That therefore he must be kind and considerate to his staff. That he must be fair in granting promotions, effecting transfers and making dismissals.

That his position as manager is a sacred trust and involves the obligation to do his very best for the child.

That the child's interest first and the welfare of the teachers should be the only considerations guiding him in his day to day work.

That if political influence, power or financial gain are his motives he is prostituting the cause of education and that he has no moral right to continue as manager.

DOES THE GOVERNMENT
KNOW?

That it must not allow education to become the plaything of politicians or a pawn in political games.

That in the location of schools, in the appointment, promotion, transfer and dismissal of teachers there should be no political interference at all.

That teachers are human beings entrusted with most sacred responsibilities.

That therefore it is the obligation of the government to secure for teachers adequate incomes and protection against arbitrary dismissals, unwarranted penal transfers and favouritism in the making of promotions.

That its duty is not to administer an outdated code in an impersonal manner but to secure first and foremost all that is best for the child.

That the best way of achieving this is to ensure that the conditions of work, the terms of employment, dismissal and transfer of teachers are such as would ensure for the country a contented and devoted band of men and women dedicated to the welfare of the child.

DOES THE TEACHER
KNOW?

That teaching is not just occupation but a spiritual vocation.

That the more qualified he is the better equipped is he for his work.

That it involves dedication to noble ideals and causes greater than his personal interest.

That ultimately education is the influence of the educator on the educand.

That if he is not prepared to regard teaching as a sacred responsibility he should in the name of the child quit the profession and take to something more remunerative but lower.



From The Secretary's Note Book

THE UNION'S 40TH BIRTHDAY

On the 10th July 1960 the Union would have completed 40 years of service to education and the Teaching Profession. The inaugural meeting of the Union was held at Ananda College, Colombo, on 10th July 1920. The following were the delegates from the 5 Associations which joined together to form the Union:—

From Galle . . . The Rev. W. J. T. Small, The Rev. Fr. D. J. Murphy and Mr. J. E. Ludowyke.

From Colombo . . . Mr. G. Weeramantry, Miss Gould, Miss Faber and Mr. T. B. Jayah.

From Kandy . . . The Rev. Fr. Casperz, Mr. Blaze and Mr. A. K. Cumaraswamy.

From Jaffna . . . Mr. J. W. Arulpragasam.

From Pt. Pedro . . . Mr. Thamotheram.

The first office-bearers elected after the inaugural meeting were:—

President: Mr. C. P. Dias, J.P., U.P.M., M.M.C.

Vice-Presidents: The Rev. Fr. Caspersz (Kandy), The Rev. Fr. D. J. Murphy (Galle), Mr. J. Selvadurai (Jaffna).

Hony. Secy. & Treasurer: Mr. G. Weeramantry.

Asst. Hon. Secy. & Treasurer: Mr. J. E. Ludowyke.

It is hoped that the next Executive will consider the question of celebrating this anniversary in a fitting manner.

A MANAGER HAS SECOND THOUGHTS

A Manager who 2 years ago wrote to the Acting Principal "I hereby confirm your appointment as Principal..... I have already applied for your Grade I Special Post" seems to have had second thoughts on the matter 2 years later. Recently he has written to the Director saying he would wish to withdraw the application. The Director has rightly informed him that the appointment has been approved and cannot be withdrawn but the question of the Special Post or the Principal's Grade of salary for the Principal is

now being discussed by us with the Director.

EXEMPTION FROM SEIZURE OF SALARIES

A bill which among other things sought to exempt from seizure the salaries and allowances of teachers in Assisted Schools on a decree for the payment of money was passed in the House of Representatives and was awaiting sanction of the Senate on the 8th of December. Unfortunately with the sudden dissolution of Parliament the bill could not be passed in the Senate. Consequently the bill has

NUT & ACUT



Seated opposite the Ceylon Delegation are Miss A. F. Cooke (President), Mr. S. W. Exworthy (Vice-President), Miss W. Cleary and Mr. E. W. Naisbitt (Asst. Secretary). Behind Miss Cooke is Mr. Gilbert Smith (Editor of the School Master).

lapsed and will have to await the attention of the next Parliament.

PRINCIPALS OF GRADE III

SCHOOLS—A GRAVE INJUSTICE

Principals of Grade I and Grade II schools invariably either hold Special Posts Grade I or Grade II or if they have satisfied the necessary conditions they hold the Principal's Grade. But Principals of Grade III schools are not entitled to Special Posts. To qualify for the Grade III Principal's Grade, they should either be Graduates with 5 years experience after graduation or English Trained or Bilingual Trained Teachers with 7 years experience after training. Hence many of them neither hold a Special Post nor are they on the Principal's Grade. We are taking up this matter with the authorities in order to see that justice is done in their case.

A.C.U.T. & N.U.T.

The most cordial relations have existed between the National Union of

Teachers in England and the A.C.U.T. Members of the A.C.U.T. are always welcome at Hamilton House and are generally guests of some officer of the Union for lunch or tea. Messrs. J. D. Aseervatham, J. A. Gajanayake, N. Sabaratnam, Shirley Pieris, R. S. Jayawickreme, E. Sabalingam and Horace Perera are among the number who have recently enjoyed the proverbial hospitality of the N.U.T. The Schoolmaster of September 11th 1959 records in a fairly lengthy column Mr. Horace Perera's visit to the Editorial Office of the N.U.T. "We were interested to have with us", the Journal records, "last week Mr. L. H. Horace Perera of the All Ceylon Union of Teachers who spent a morning with us in the editorial office of the Schoolmasterhe took a lively interest in the drawing up of the original plan of this week's Issue." Mr. Perera tells us here in Ceylon that he has brought home very pleasant memories of his association with the N.U.T. delegates both at the FIPESO conference in Paris and at the WCOTP Conference in Washington. He was impressed by the efficiency with which the

young lady assistant editor who occupied the editorial chair during Mr. Gilbert Smith's absence planned the week's issue and the very pleasant relations which existed between her and her staff.

GREETINGS FROM ISRAEL

Mr. J. A. Gajanayake was the guest of the Israel Teachers' Association on his way home from the I.L.O. Conference in Cologne. Mr. Shalom Levin, the General Secretary and the members of the Executive of the Israel Teachers' Association have sent, through Mr. Gajanayake, their best wishes to their fellow teachers in Ceylon.

COVER PAGE PICTURE

Our cover page features the Ceylon Delegates at an informal function in connection with the recent meeting of the International Labour Organisation in Cologne. Left to right are Mr. J. A. Gajanayake (Vice-President A.C.U.T.), Mr. Lyn Weerasesera (a representative of the Employers) and Mr. Bala Thampoe (the Secretary of the Ceylon Mercantile Union).

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