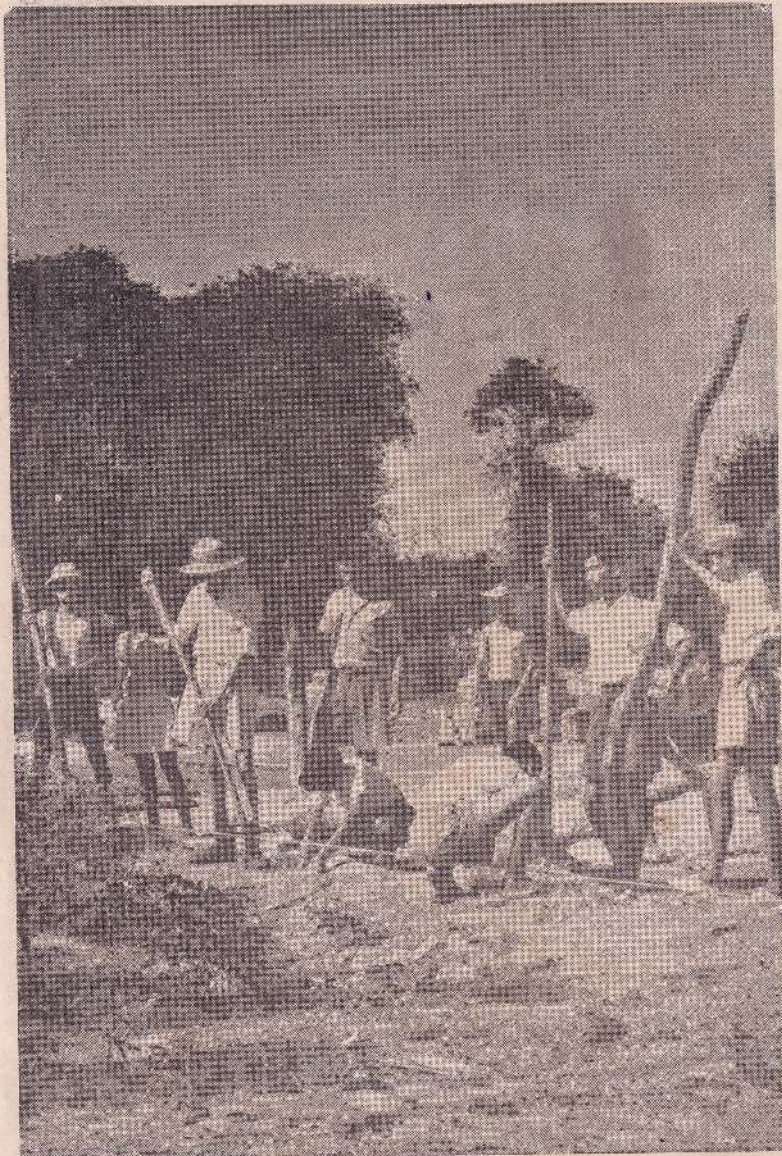


FEBRUARY, 1960

U. Sura Sathramam
15.3.60

THE CEYLON TEACHER

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UNION NEWS

THE SECRETARY'S NOTE BOOK

MONTHLY ORGAN OF THE ALL CEYLON UNION OF TEACHERS

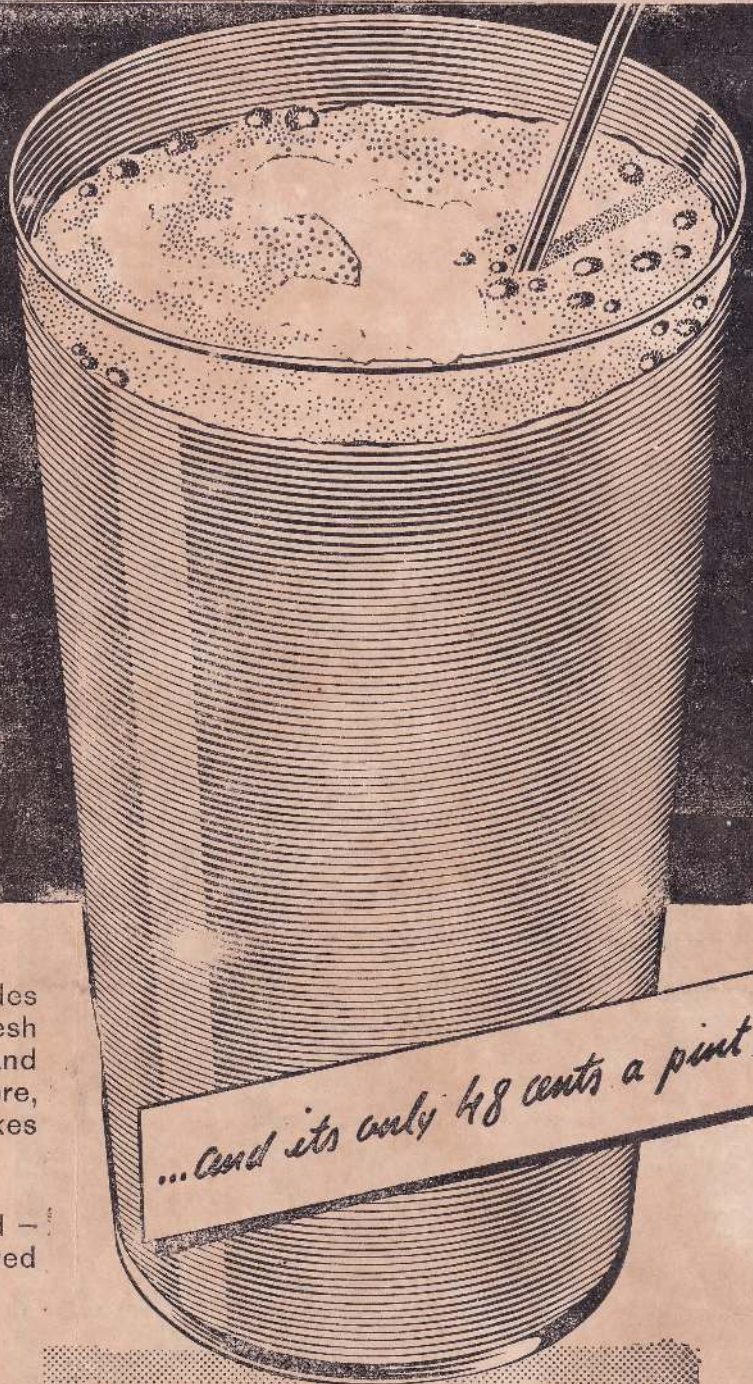
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Cover Page Picture. *Nalanda Vidyalaya has blazed a trail in training students in social service. The picture shows us a group of Nalandians at work on their project of rehabilitating a backward community in a village called Kanatoluwa.*

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THE CEYLON TEACHER

Vol. XXIV

February

No. 139

INTERNAL HATREDS!

INTERNATIONAL HARMONY?

Elsewhere in this issue we publish an article on the disciplines most suited to education for international understanding. But all talk of our contribution to international understanding sounds hollow and hypocritical when within our own borders political as well as religious leaders use platform and press to stir up communal and religious hatreds.

The teacher's duty in this context becomes increasingly important. Reviewing the spate of political speeches that flood the country today we can realise the urgent need to inculcate in our pupils, among other things, a deep respect for truth, a striving towards all that is decent, dignified and decorous, a love for one's neighbour whatever his colour, race or creed and an abhorrence of all that is false, low and base. In other words we have the uphill task of the moral regeneration of our people specially at a time when warring political groups might reduce man to the level of the brute.

We can only appeal to the leaders of various groups not to interfere, obstruct and nullify our efforts to build up a noble race of Ceylonese. History will show us that hatred has never achieved anything of value. It has only brought out and intensified the basest instincts of man. Are we aiming at producing a Ceylon of decent men and women or a wilderness in which each man is to be to his neighbour a wolf? The alternative for us is quite clear.

NOT CRICKET

Hooliganism has invaded our cricket fields. There were the disgraceful and disgusting assaults on umpires and the distressing incidents of rude and vulgar remarks cast on players while matches were in progress.

To us teachers school cricket is primarily an educational activity. It is one of the "disciplines" through which much that is noble and dignified in man could be brought out. Hence we condemn in the strongest possible terms the ugly incidents that have so far marred our matches and we call on all teachers to inculcate in their pupils an abhorrence of all such acts of hooliganism.

The important thing here is not whether the umpire's decision was right or wrong, but that the umpire's decision must be accepted however unpalatable it may be to those affected and however unsatisfactory it may appear to persons who are not in a position to judge. The strongest possible measures must be taken against cricketers or school boy spectators who dispute an umpire's decision or who think it part of the game to cast unseemly remarks on players in the field. We are sure school authorities will realise the need for this.

Supporters of colleges who think it right to resort to these tactics only display their crude upbringing which even a few years in a decent school have not been able to erase. We appeal to the public to realise the serious effects of this unsavoury behaviour on the young and plastic minds of the thousands of school boy spectators. We appeal to the minority of "sporting" hoodlums responsible for all these disgraceful acts to realise the damage they do to sportsmanship in general. If they cannot check these baser tendencies of theirs we plead with them in the name of all that is decent, noble, just and fair to stay away from these matches.

A BASE BETRAYAL

We publish elsewhere the present Prime Minister's final reply to our representations re the Kanagasundera case, the Tellipalai transfers and the problem of the Special Post at Zahira College. Anyone who was aware of the history of these cases would have known that any further correspondence with the present Prime Minister would, to use his own words, "serve no purpose". It was useless appealing to the sense of justice of anyone who suppressed an inquiry while it was being held, took a decision on the incomplete findings and literally yelled and shouted that the teacher was discontinued after a full and exhaustive investigation.

Assisted school teachers and their counterparts in the government institutes have suffered seriously in the past from political interference in transfers, promotions and dismissals. We are sure that a greater measure of justice can be secured if departmental officials are free to discharge their duties uninfluenced by Ministers, M.P.'s and other pressure groups. It is time that all teachers rose as one man against such blatant acts of injustice.

There is another distressing aspect of the history of these cases. What has happened to the teachers concerned can happen to any one of the 26,000 assisted school teachers. Are we prepared to accept this position? Evidently most of us are as long as we are not the one's directly affected.

Those who did not enthusiastically support the cause of these members of our profession will do well to realise that they have sacrificed the professional career of these men and women and the security of tenure of the entire profession on the despicable altars of complacency, apathy and indifference. We hope that they are proud of their achievement.

"What academic disciplines are most useful in this respect?"

SOCIAL STUDIES

As might be expected, the social studies (history, sociology, geography, etc.) received most frequent mention as lending themselves to this type of teaching. They were followed closely by foreign languages (English being most often cited in countries speaking some other language). These two groups of studies, then, constitute, in the opinion of the member associations, the curricular areas most adapted to teaching mutual understanding. As such, these fields merit further attention and study for the opportunities they offer. Several replies noted the need for thorough textbook revision so as to include more relevant and recent material and to eliminate some of the prejudicial material which now exists.

CREATIVE ARTS

The creative arts constitute a group of considerable usefulness. Literature, art, and music were mentioned as offering opportunities to examine the means of artistic expression employed in the various areas of the world, all of which reflect cultural and aesthetic values and give keys to understanding the spirit of the peoples.

RELIGION

The study of religion was fairly frequently mentioned as a technique for learning about the spiritual values of

foreign peoples. It is clear that whether the subject is taken up in terms of comparative religion or in terms of the history of religions, the students will profit from the insight it can offer into the lives and spirit of peoples who may have seemed remote, different, and, too often, incomprehensible.

NATURAL SCIENCES

The natural sciences were named by only two respondents as offering possibilities for inculcating appreciation of opposing values. This area, together with the subjects falling into the medium-usefulness category, call for further research and inventiveness, then, to derive from them the full benefits of which they are capable. That this is feasible is evidenced by the fact that in all cases it is being done by some countries.

TEACHER ATTITUDES

The importance of teacher attitudes in this respect cannot be overemphasized. As stated by the Joint Committee of the Four Secondary Associations (England), the type of teaching envi-

INTERNATIONAL

saged on this questionnaire is "mainly not self-conscious or even consciously done, but indirectly. It is implicit in all disciplines and stems from the attitude of the teacher." And again "no subject is excluded if the teacher has this study at heart." The Danish Primary School Teachers asserted that schools with interested teachers are doing a satisfactory job. At the same time, it is encouraging to note that a growing number of teachers are becoming more aware of the importance of this particular subject.

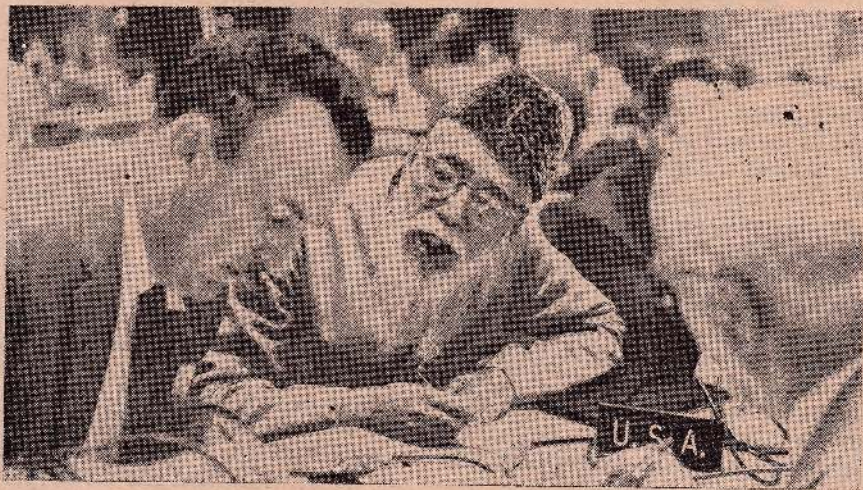
SHORT STORIES

In this connection, the Vocational Teachers' Association of Ireland suggested the possible compilation of an anthology of short stories, each of which would have its own intrinsic literary merit, but using as its background the life of a school boy or girl. This would help avoid a merely arid description of a culture, replacing it with an emphasis on culture in action, through glimpses of these children of different lands in school and at home.

The most common visual aids also were mentioned by a good number of correspondents. These include pictures, films, slides, and filmstrips.

RADIO

Certain methods still confined to a few areas offer fertile ground for further exploration. Radio broadcasts can do excellent service in this respect. The National Union of Teachers in England reported, for example, that the B.B.C. broadcasts excellent programs for the schools, few of which are without radio sets. Each session includes some material dealing with travel in other lands and with international affairs. The use of these pro-



Surrounded by the paraphernalia of simultaneous translation, an American, a Pakistani and an Italian compare notes.—N.E.A. Photo.

Sarah C. Caldwell reviews replies from 36 member organisations to the W.C.O.T.P. questionnaire on education for International Understanding. We reproduce here a summary of her review on the Disciplines most suited, on the Methods employed and the Obstacles which impede this project.

UNDERSTANDING

grams is optional. But teachers are consulted on their content, and the N.U.T. has representatives on the School Broadcasting Council. Special television programmes for schools are also broadcast. The pioneering methods, however, were mentioned in only one or two cases.

SPECIAL ACTIVITIES

So much for the methods that require chiefly material resources. One of the most encouraging facts to emerge from a study of the responses was the extent to which special activities, within and without the classroom, contribute to these same ends. These are limited only by the resourcefulness and enthusiasm of the teacher, and his success in communicating this same spirit to his students. A few of these may be cited by way of example:

STUDENTS' CLUBS

Students' clubs for the study of foreign lands in the Far East have been formed in a school in Denmark. The student members collect materials relating to the country in question; they encourage contacts with people from that country and engage in pen-pal exchanges with residents. As a result of their enquiries, they hold monthly programs for students from the higher classes, at which an ambassador or other high-ranking guest may sometimes be present. Exhibitions open to the public have also been arranged by such groups.

JUNIOR RED CROSS

Various extracurricular activities have contributed substantially to the teaching of mutual understanding. International clubs, language clubs, exchange of letters with students in foreign schools and the maintenance of bulletin boards publicizing current international information were all mentioned favourably. An especially successful extracurricular activity from the

point of view of international understanding is the Junior Red Cross according to several correspondents.

EXCHANGE OF PERSONS

An exchange of persons exists on various levels. A widespread practice is to invite foreign visitors who are currently in the country for some other purpose to come to the schools to lecture and visit with the school children. Thus, useful information about the foreign culture can be imparted in a lively and believable way. Exchange teachers and students fit most obviously into this category, but others can be located in many communities. For example, the Victorian Teachers' Union (Australia) indicated that much good work is done through contacts with Southeast Asian students who are studying in Australia, chiefly in the technical colleges, the high schools, universities and teachers' colleges. This exchange experience enables them to absorb elements of Australian culture and to transmit to the Australians with whom they come into contact some elements of their own culture.

SPECIAL STUDY PROJECTS

England and Scotland both reported participation in special study projects, sometimes promoted by the individual school and at other times sponsored by an outside agency such as Unesco. One such project is the regional conference under which, for example, all junior secondary schools in Edinburgh have done special work on India and Pakistan. This conference, which was arranged by the Local Education Authority in association with the Council for Education in World Citizenship, met with such enthusiastic response on the part of the student participants that a like conference was scheduled this year, with China as its theme. Sweden reported participation in a like project.



THE TWAIN HAVE MET
Dr. Wm. Carr of the W.C.O.T.P.
welcomes Mr. Jones of Gambia,
Africa.—N.E.A. Photo.

The above data reveal that much can be done and, in fact, is being done by teachers in all parts of the world to work toward the ultimate goal of mutual understanding. However, no questionnaire indicated complete satisfaction with the status in that particular country. Why not? What are the obstacles to complete fulfillment of the aims?

OBSTACLES TO FULFILLMENT

The third question was directed particularly to defining these obstacles in the various countries. The obstacle most frequently mentioned was a lack of suitable materials for both students and teachers. Next in order of frequency was the lack of time in the curriculum for additional work.

LACK OF MATERIAL

Among the other hazards to a successful program are the following: lack
(Continued on page 13)

LANGUAGE PROBLEM

ACADEMIC

OR

POLITICAL ?

"Is Ceylon to traverse a unique path of isolation, toil, tragedy and tears."—K. Paramothayam.

PATRIOTS—TRAITORS

The linguistic question in Ceylon today has assumed mammoth proportions and has aroused a great deal of controversy, not to speak of the gibberish that has emanated from certain quarters. In this controversy, those who advocate an immediate switch-over to Swabasha are labelled as patriots, and those few who incessantly labour to retain English even after Englishmen have left our shores, are branded as traitors. Those who cry 'Sinhalese Only' are nationalists; the plea for Tamil is Communalism.

CULTURAL RENAISSANCE

Be that as it may, the importance of English is an obvious fact of history. It was English that brought about the cultural and literary renaissance in almost all Asian Countries, including Ceylon. Pandit Nehru says of the English language that it brought about "a widening of the Indian horizon, an admiration for English literature and institutions and a growing demand for political reform."

TRANSLATIONS

English literature is not the only treasure that the English language offers. Translations of all the World's greatest works are available in the English language. We know Tolstoy, Maupassant, Ibsen, Goethe, Virgil, Aristotle, Homer and Omar Khayam, just to mention a few, through the English language. If some of us have read the Indian Vedas and the Upani-

Mr. K. Paramothayam is the Editor of St. John's College Magazine, Jaffna. He wrote editorially on this subject in his magazine and sent us too a copy for publication.

shads it is mostly in English translations.

PARLIAMENT

Apart from the influence of English rule generally, our politics and our law have been so completely conducted in the English language for such a long time, that it is impossible to disentangle the influence of the English language on them. There is no doubt that the concept of parliamentary democracy is peculiarly British and even English. That parliamentary democracy as it functions in Swabasha is not quite the same as parliamentary democracy functioning in England would be clear to anyone who had attended a single session of our House of Representatives in recent times. Our law owes a great deal to the English language and English ideas. Without English our law cannot remain the same; it will have to take a different turn.

VOYAGE OF DISCOVERY

English has become a social inheritance to us. Its influence on our national languages is tremendous. Earnest Cassirer in his 'Essay on Man' says, "when penetrating into the 'spirit' of a foreign tongue we invariably have the impression of approaching a new world which has an intellectual structure of its own. It is like a voyage of discovery in an alien land, and the greatest gain from such a voyage lies in our having learned to look upon our mother tongue in a new light. . . . So long as we know no foreign languages we are in a sense ignorant of our own, for we fail to see its specific structure and its distinctive features. A comparison of different languages shows us that there are no exact synonyms. Corresponding terms from two languages seldom refer to the

same subjects or actions. They cover different fields which interpenetrate and give us many-coloured views and varied perspectives of our experience."

LANGUAGE OF SCIENCE

English is the language of science today. By the close of the nineteenth century, English, French and German were the languages necessary for scientific education. But the end of the second world war saw the English language emerging as the major language of science in the western world. This position of the English language has been further enhanced by the growing influence of the United States in the field of science. As long as we rely on science for our national prosperity and power, English must continue as the medium for scientific education.

DISASTROUS FALL

University education in Ceylon has suffered a severe set-back by the hasty and ill-planned introduction of the national languages as media of instruction for certain subjects at University entrance level. It is needless to refer to the plight of students who enter the University expecting to be taught in the Swabasha media. Since the majority of the courses of study are in English, students who sit for the entrance examinations in English enjoy an advantage over the others. In keeping with the educational policy of the government the University authorities are making speedy arrangements for the introduction of the Swabasha media in many departments. Such switch-over will undoubtedly result in a disastrous fall in educational standards.

MATERIAL AVAILABLE

English is a subject professed and worked upon in many Universities in the world. Subjects that are as yet insufficiently developed have much to learn from the English language. The teaching of a subject at University level does not depend so much on what the lecturer knows, but on the material made available to the student for consultation outside the lecture room. So long as our national languages lack such abundant material it is nothing but petty parochialism to do away with English. If English can do nothing more, it can at least save us the trouble of learning through our shallow experiences what can be learnt easily through the experiences of others.

POLITICS OR EDUCATION

It is evident that the language controversy is not an academic issue but a political one. Millions champion this or that language merely for personal or sectional or political gains. Patriotism is their monopoly, and trade-mark. Teachers and parents look on, and sometimes bark, but the Caravan moves. It was Yeats who blurted out:

"I think it better that in times like this
A poet's mouth be silent, for in truth
We have no gifts to set a statesman right."

ISOLATION ?

Education is in a mess. The question of teacher-training has suffered systematically. A handful of teachers are trained in handicrafts, vocational guidance, methods of teaching etc. The majority remain untrained. The importance of training specially selected teachers to teach English as a second language has been overlooked by the departmental authorities. Ministerial vacillation is killing education. English is going farther and farther away from the reach of the student. It means that Ceylon is traversing a unique path of isolation, toil, tragedy and tears.

GENOCIDAL POLICIES

Perhaps Yeats was prophetic. But we cannot afford to take such pessimistic attitude at a time when shoddy and narrow-minded politicians and pseudo-educationists implement their genocidal policies by making mass appeals in the name of race, religion and even humanity. To linger over them would be like checking on the colour of a woman's eyes before rescuing her from drowning. The reality must be faced. As it is, English has to be taught as a Compulsory Second Language, and all our energy and resources must be directed towards that objective. The earlier children are started on a good grounding in English as a Compulsory Second Language, the better.

THE GOAL

Humanity is not yet finished. Not

even the crudest politicians can erase a century of history—a century that well-nigh revolutionised our social system. The influence of English will continue to be of fundamental importance, and English will continue to be taught and learnt by those who cherish real education that has universal acceptance. Just as the instinct for freedom can live on when freedom is not even a word, not even a memory, the instinct to learn English can be preserved, nurtured and cultivated by parents and teachers even when English is proscribed as an alien language signifying foreign domination. Before us lies a road of toil and travail, but the goal is worthy of the effort.

A CHILD'S CHARTER

1. The child has the right to be considered as a child without any discrimination as to its birth (legal or illegal), its sex, its language, its nationality, its race and colour, its social conditions, its creed or its opinion.
2. The child has the right to be enabled to develop physically, intellectually and morally in a normal healthful way in an atmosphere of liberty and dignity.
3. The child has the right to have the benefits of economic and social security. Even before its birth, its health must be protected in an appropriate way.
4. The child has the right to healthful food, clothing and lodging, and also to recreation and to games.
5. The child has the right to have the possibility to grow up in a friendly atmosphere of affection and understanding which will further the harmonious development of its personality.
6. The child has a right to peace. If the responsible adults are not in a position to ensure peace, the child and its mother should be the first ones to receive protection and help, as in any situation which jeopardises the welfare of the child.
7. The child has the right to receive

an education which will give it harmonious and complete development of its faculties so that it may become a useful member of society. It has therefore a right to receive gratuitous instruction at all levels of education, the only criterion being its capacities. Its education must give it at the same time cultural background, guidance, and training for vocation.

8. The child has the right to be protected against any form of neglect, cruelty and exploitation. It must not be admitted to any employment which will hinder its instruction, harm its health or prevent its development.

9. The child who is suffering from a physical, mental or social deficiency has the right to receive the special treatment, education and care which its particular condition requires.

10. The child has the right to be protected against everything that might incite it to feelings of discrimination or hatred. It must be educated with the idea that it will attain its full development and that it will certainly receive the maximum of satisfaction if it consecrates the best part of itself to the service of its fellow men in a spirit of brotherhood and universal peace.

(Resolution passed at the International Congress at I.F.T.A.)

Q: Why do we have professional associations?

A: All recognized professions are organised. In fact, there can be no profession unless there is a strong professional organization; otherwise there are only a great many individuals engaged in the same kind of work. It is only as a result of its own organized, self-directed efforts that a group may achieve status as a profession.

No one can legislate a profession into existence. No outside agency can or would want to determine that henceforth the services provided by one or another group will rank as professional.

A profession is created. Creation begins when practitioners form a group and pool their resources, talents, efforts, and vision to build a strong organization.

The distinguishing characteristic of a professional association is that it is equally concerned with two objectives: protecting and advancing its own interests and protecting and advancing the interests of those it serves. These twin objectives are pursued with full recognition that one cannot advance without the other.

Q: Why do we need a national association?

A: National organizations are indispensable. If they were abolished one day, they would be reorganized the next.

● Organized efforts on a national scale are essential to achieving recognition as a profession.

● The pooling of nationwide resources of strength is essential to maintaining the profession's status.

● The pooling of nationwide resources of information is essential to the continued advancement of the profession's work.

The A.C.U.T's 6000 members could not represent the best interests of the profession or of the schools by functioning individually. Local associations could not work individually with the Government or with the major national communications media through which the public is informed about the schools and the profession. Not only would such individual effort be

AN OLD QUIZ

What Replies

do you Give?

wasteful because of duplication, it would be ineffectual because of lack of strength.

There are many voices clamouring to be heard by the public and the public's legislators. Organized opposition to the advancement of education exists. **When the teaching profession speaks with the strength of one unified voice, and when its statements, supported by its own vast research resources, are based on provable fact, it not only commands attention but is accorded respect.**

Q: Isn't the A.C.U.T. too far away for membership to affect me?

A: Teachers who raise this question are usually well aware of the many benefits they enjoy, but are uninformed about the A.C.U.T.'s direct contributions to those benefits.

If they were informed, they would know that the results of A.C.U.T.'s work affect teachers everywhere in the nation in the closest, most personal sense possible. They would also know that proximity is a totally irrelevant factor.

Actually, having the A.C.U.T.'s headquarters and Secretariat located in Colombo, is an advantage to all teachers no matter how far away they may live. In the nation's capital, the A.C.U.T. maintains close, continuing working relations with the Government, the nation's press, and the national offices of influential lay groups. This work is basic to many A.C.U.T. operations. It contributes to the A.C.U.T.'s achievements that directly affect teachers'

job security, promotions, working conditions, economic and professional status, and other aspects of their welfare.

So no matter how many miles separate you from the A.C.U.T. Headquarters, the Association is as close as your telephone, the corner news stand, the Radio set in your home, the mailbox down the street.

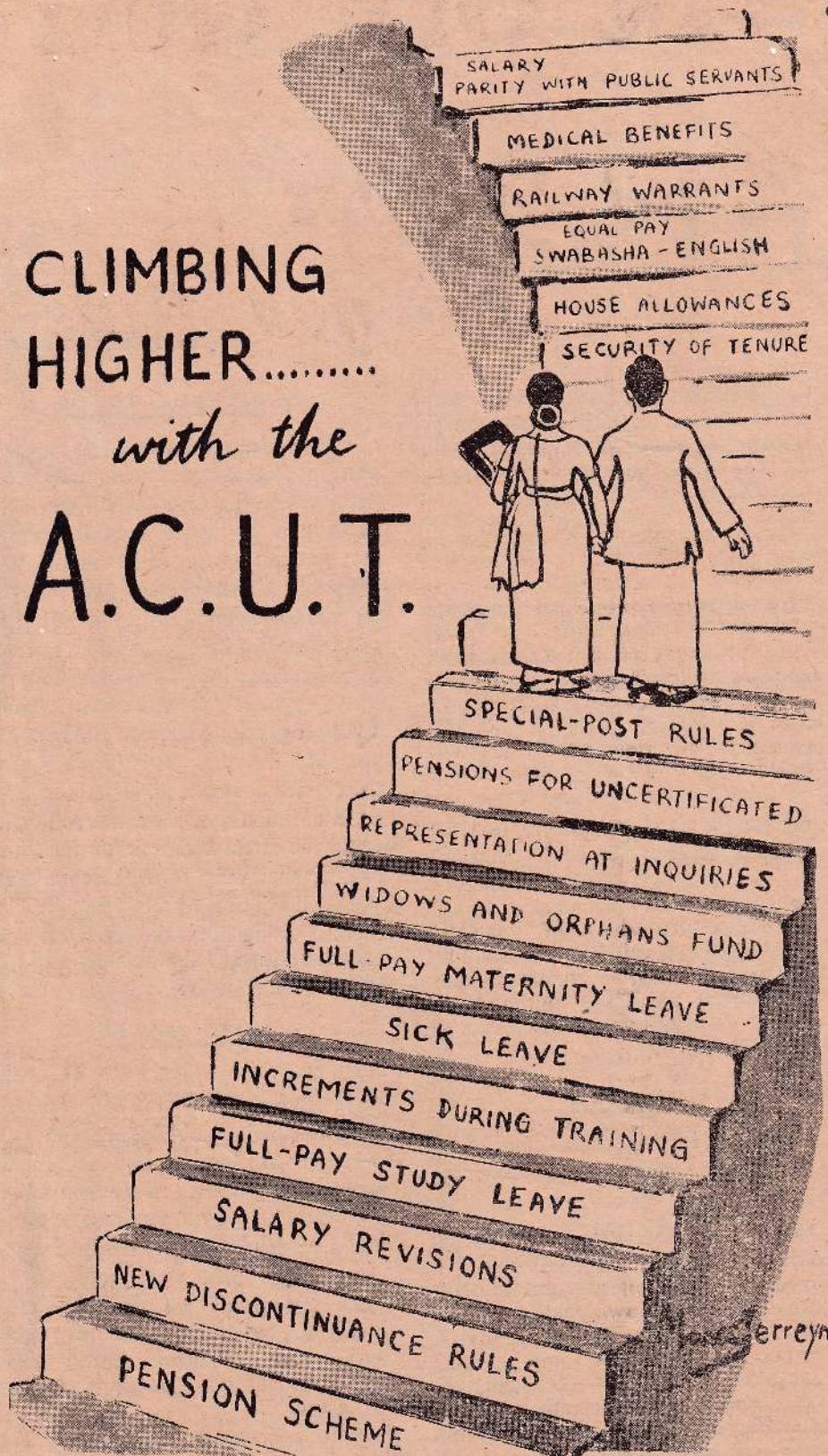
Q: What do I get for my dues?

A: The teacher who asks this question often considers it a practical approach to think of his professional membership dues as just one more across-the-counter purchase in his daily economic life. However, if all he really expects is Rs. 10 worth of specifics in return for his Rs. 10 dues, he is not half as practical as he may think.

Can one Rs. 10 note buy several rupees worth of constant work with Government, continuing work with the nation's press, continuing relations with national lay organizations? Can it buy constant availability to defend teachers' rights, on-the-scene services of salary and instruction and professional consultants, sponsoring of special events designed to give the public a true picture of the teaching profession and the needs of the school? Can it do all this plus providing the A.C.U.T. Journal, and so much more? Can Rs. 10 support the production of even one of these services?

What a member actually gets for his dues adds up to specific returns and monetary totals no individual could possibly afford. The fact that

CLIMBING
HIGHER.....
with the
A.C.U.T.



such returns are possible not only reveals how meaningless it is to consider dues as an across-the-counter purchase, but it also reveals a deeper truth. The true answer to "What do I get for my dues?" is: *I get a profession.*

What teachers really want is something that only group effort can build, and only the pooled resources of many thousands can support. They want a recognized profession and all that it implies. The benefits and services they receive as individuals are not in proportion to their small contributions as individuals. They receive them because the profession has created and maintains the structure from which specific services may flow.

Q: I plan to teach only a few years. Why should I join?

A: The teacher who plans only a short career in teaching should be helped to understand not only that the length of his career remains to be seen but that at the point of entering the profession he has already received many advance returns on the membership for which he is now entitled to apply.

During the very first year of teaching he will benefit from the salary schedule, leaves, and many other advantages which were won for him through the voluntary efforts and support of professional-minded, dues-paying members. The fact that he calmly accepts these benefits with no thought of what was involved in achieving them reveals only the need for patient explanation.

Q: Who should join the A.C.U.T?

A: Every teacher, whatever his race, his language, his creed, his colour, his political complexion. Our Union is non-political. It is not race or language conscious. It is of all grades and of all creeds. It has fought for all classes of teachers from the humblest uncertificated to the graduate diploma or the Special Post holder. It can embrace within its ranks every single member of the profession. Join the A.C.U.T. strengthen its membership. Improve the conditions of the teacher. Raise the status of the profession and thereby improve the educational services of the country.

Adapted from the N.E.A. Handbook.

SHALL WE ACCEPT THE CHALLENGE ?

—Victor Karunaratne.

ONE HUMANITY

As we look at the world today, it is clear that great changes are taking place everywhere. There is a wider, more universal sense in our dealings with each other, and the concept of the one Humanity is becoming generally accepted. The nations of the world are growing to the realisation of their interdependence, and there is a greater degree of intermingling of the various peoples of the world.

One of the most vital problems of these days is that of the children of the world. In our scheme for a better design for living we need to give much time and thought to the place of these young ones who look to us for guidance.

FRESH OUTLOOK

It is obvious that if we are to avoid making the same mistakes that show forth in our past history, we shall need to bring a fresh and modified outlook to the task of rebuilding that confronts us everywhere. How, then, should we train the children who are to be the future citizens of the world? What kind of basis will they need so as to be properly equipped for life when they reach maturity?

TOLERANCE

The first, and probably the most important training of a child begins in the home, and because this is so, we need to realise how great is our responsibility as parents or guardians of the children in our own circle. Our children, will need to learn the lesson of inclusiveness, and if we are wise, we shall help them to realise their value

as individuals who have a place in the world scheme. There is no room for intolerance and selfishness in a healthy attitude to life, and in trying to eradicate these undesirable qualities in ourselves we shall be performing a great service to those in our immediate surroundings.

CONSIDERATION FOR OTHERS

We all have certain ideas and beliefs which we feel should be presented to the young ones in our care, and it is helpful to try and analyse the motive behind each attitude to life. Why do we think a child should be taught good manners? Is it because we want him to be as well-behaved as the child next-door—just that? Or is it because we believe that in learning consideration for others (which is what “good manners” really means) he will build into his consciousness a fineness and a more subtle awareness to the spiritual and moral qualities which have a part in Man’s constitution?

RELIGION

Again, why do we feel that our child must have a religious sense developed in him? Is it because we think that by failing to encourage this we lay ourselves open to adverse criticism from other people, or is it because we believe that a spiritual interpretation of life is the only true one? We should honestly ask ourselves such searching questions, because in doing so we shall probably learn to have a clearer understanding of our own attitude to life—and clarity of perception in something that the children of today require of us.

CHALLENGE TO US

The children today are, for the most part, intelligent and clear-minded. They will perform the very useful service of clearing away much mental rubbish that we have accumulated in the past. They will directly challenge many of our old beliefs and traditional attitudes, and instead of being hurt and aggrieved by such a reaction, we should honestly try to appraise the situation, seeking always a greater degree of efficiency in our plan of living. It is for each of us to search our hearts and minds for a basis of belief which we feel will stand up to the direct and honest questioning that we shall meet from these children. We shall fail in our responsibility to them if we do not take the trouble of endeavouring to think clearly and in a straight-forward way.

SNOBISHNESS

Children have quick sympathies and vivid imagination. One of the earliest things a child should be taught is the principle of sharing and the correct response to need. Only too often, amongst children of a certain class we find a tendency to try and appear superior to those who may not have the same opportunity or privilege. It is one of the most deplorable aspects of many children’s natures, but it is often based on a similar attitude on the part of the child’s parents. One wonders who is in greater need of education—the children or their mothers and fathers!

(Continued on page 13)

THE CEYLON TEACHER,

(Continued from page 12)

INFLUENCE OF ADULTS

If we realised how great is a child's capacity for following where he is led, we would surely be most careful how we live our own lives. Even if a child is quiet and apparently taking no notice of what his elders are doing, we should always be aware of the possibility that he is, in reality, noting what we say and do. How many children talk and act in an undesirable way, simply because they have heard their parents talk and act similarly?

RESPONSIBILITY

The responsibility of parents and teachers is enormous. If we listen to children playing we shall probably discover that they try to recreate scenes out of their home or school life, because they naturally tend to follow the example given to them by their elders. They love to dramatise themselves, seeing themselves "Grown Up" and "important." Therefore, the onus of responsibility is with parents and teachers. The children are, for the most part, eager and ready to learn—a normal child always wants to know why and how and when.

The children can be taught: they are quite capable of receiving the necessary training—the challenge is to the parents, guardians and teachers. Shall we fail these young ones—or shall we accept the challenge, beginning with ourselves? How can we show them a better way, unless we are prepared to learn also, along with them?

In England, if something goes wrong—say, if one finds a skunk in the garden—he writes to the family solicitor, who proceeds to take the proper measures; whereas in America, you telephone the fire department. Each satisfies a characteristic need; in the English, love of order and legalistic procedure; and here in America, what you like is something vivid, and red, and swift.

Alfred North Whitehead.

INTERNATIONAL UNDERSTANDING

(Continued from page 7)

of travelling exhibits on foreign countries; inadequacy of texts, especially in history and geography; insufficiency of international correspondence; defects in the curriculum or syllabus in literature, history, languages, and the arts; prejudice among members of the public or among teachers; racialism, lack of respect for others, and touchy attitudes on political questions.

CENTRAL AGENCY

One strongly-felt need was for a central clearing agency for the distribution of available materials. Some associations recommended that this function be taken on by Unesco, while others believed that it might rightly fall within the scope of WCOTP. In any event, it was widely reported that teachers are not always aware of what is available. One association (the National Union of Teachers in England) is preparing a book containing information about such services. Other associations might well follow suit, although most suggestions along this line seemed to envisage the establishment of clearinghouse services at a level broader than the national.

TEACHER PREPARATION

It cannot be denied that much better use could be made of the materials available if teachers were adequately prepared to make the most constructive and inventive use of what is at hand. Furthermore, the understanding of foreign cultures must be part of the education of the teachers themselves if they in turn are to transmit positive attitudes to their students. Yet six organizations cited faulty teacher preparation as one of the major obstacles which needs to be overcome.

TIME:

No matter how well prepared the teacher may be or how enthusiastically he may regard the challenge presented by the type of teaching in question, time is of the essence. Lack of sufficient time was cited as a major obstacle by 13 respondents. Presumably even more are conscious of the limitations imposed by an already overcrowded curriculum. Where time was

acknowledged to be available, as reported, for example, by the China Education Society, teaching of international understanding is regarded as satisfactory.

DANISH LAW

Denmark has gone so far as to pass a new school law, under which a new curriculum is being developed, in which time for teaching about Eastern cultural values will be allotted.

TEXT BOOKS

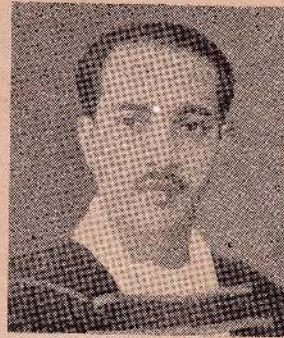
Various respondents mentioned the need for revisions in the standard textbooks. Among them, for example, the Philippine Public School Teachers' Association reported that steps have been taken to re-orient or rewrite Philippine history books and Readers so as to remove any misinformation which would not foster appreciation of Eastern and Western cultural values. The elementary school teachers association of the Netherlands (Nederlandse Onderwijzersvereniging) also indicated that history and geography textbooks are being examined with the aim of eliminating sections pointing up inferiority of other people; the results, however, are thought to be rather slight thus far. The All Ceylon Union of Teachers pleaded the need to rewrite history books which now emphasize wars and conquests as enviable achievements.

TEACHER PREJUDICE

The existence of a degree of teacher prejudice and public prejudice was admitted by few respondents. But as the Swiss association (Schweizerischer Lehrerverein) indicated, it is through the attitude of the press, the radio, scientists, and public authorities that such prejudice on the part of today's public can be counteracted. And we can hope that the efforts of teachers to foster mutual understanding will help overcome prejudice in the students of today, who will be the citizens and "public" of tomorrow. Many respondents claimed an almost complete lack of prejudice on the part of the teachers of their country.



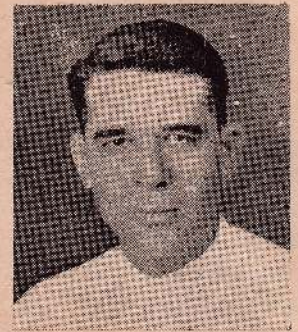
G. A. W. DE ALWIS



E. M. C. AMUNUGAMA



K. S. GUNARATNE



REV. FR. F. B. PONDER



CAPT. N. E. DE SILVA



T. M. THOMAS



D. R. WIJETILLEKE



J. T. VELLU

MEN AT THE HELM

● Membership Campaigns

● Educational Activities

Uva District

G.A.W. de Alwis—Among the younger principals who guide the destinies of the Schools in the Uva District is Mr. G. A. W. de Alwis, B.A. (Ceylon). Mr. Alwis has specialised in the study of languages having taken Sinhalese, Latin and English for his degree. He then proceeded to Cambridge University where at Christ College he specialised in the teaching of English and Latin.

Uva College of which he is the head is the oldest secondary school in the district and has maintained a very high standard and developed valuable traditions over the many decades of its existence.

The Uva Teachers' Association is one of our more active branches and we hope that ere the year ends every teacher in the Bandarawela—Badulla area will see reason to enlist in that Branch.

Matale

Ekanayake Mudiyansele Charles Amunugama is another of those young

men at the helm of a provincial college. In 1949 he obtained a General Arts Degree in Ceylon passing in Pali, Ceylon History and Indian History. He followed this up two years later with an Honours Degree in Sinhalese at the University of London.

Mr. Amunugama has been in the teaching profession for twelve years. From 1948 to 1954 he was an assistant teacher at Zahira College, Colombo and Vidyarthi College, Kandy. In 1955 he was appointed Principal of Ananda Vidyalyaya, Chilaw which he left a year later to become Principal of Vijaya College, Matale.

Mr. Amunugama has been an active member of the Union since 1951. He has held various offices in Branch Unions and in the A.C.U.T. He was Secretary of the Kandy Teachers' Association, Vice-President of the Matale Teachers' Association and a member of the A.C.U.T. Education Committee.

Kandy

K. S. Gunaratne is an Arts Graduate of the University of London and pos-

sesses the Post-Graduate Trained Teachers' Diploma. He counts twenty two years in the teaching profession, fifteen of which were spent at St. Sylvester's College, Kandy where he is practically the head of the Geography section holding a Grade I Special Post.

For over fifteen years he has been an active member of the Kandy Teachers' Association having been its Secretary for over five years. He is today its President and has been for some time its representative on the Executive Committee of the A. C. U. T. Besides Geography his special interest is scouting and he is now a member of the Executive Committee of the Kandy District Boy Scouts' Association.

Trincomalee

Rev. Fr. F. B. Ponder an arts graduate of St. Louis University Missouri, U.S.A. belongs to that magnificent order founded by St. Ignatius Loyala. In simpler language Fr. Ponder is a Jesuit. He had taught in various High Schools in the States prior to his coming to Ceylon in 1947. He has taught for eleven years at St. Joseph's College, Trincomalee, taking classes in English, Latin and Civics in the higher forms. In 1956 he was appointed Principal of the School. In 1957 he was elected Chairman of the Flood Relief Committee and was appointed District Scout Commissioner in the following year. In June last year he was elected President of the Trincomalee Teachers' Association.

The officers of the T.T.A. have been quite active in the past expanding their membership and organising refresher courses and other educational activities. One can look forward to greater activity with Rev. Fr. Ponder at the helm.

February, 1960

Ambalangoda-Balapitiya

Capt. N. E. de Silva—The Ambalangoda-Balapitiya Teachers' Association suffered a really great loss with the untimely death of its first Secretary Mr. Weerawardene. In it's President Capt. N. E. de Silva this branch of the A.C.U.T. has a capable and efficient leader who has guided and directed the Association in its infancy. Capt. de Silva is an Old Boy of Dharmasoka College, Ambalangoda and it is with justifiable pride that he finds himself Head Master of the Middle Section of his old school. Dharmasoka has been doing extremely well in the last few years in the various public examinations for which it prepares students. Evidently the lower and middle school lay the foundation on which the upper class teachers can build. Capt. Silva counts a number of years in the C.C.C. having worked as a cadet officer at Ananda College, at Sri Sumangala and at Dharmapala. At present he is the Assistant Adjutant I.C.C.C.

Nawalapitiya

Mr. T. M. Thomas is a science graduate of Calcutta University. He counts over thirty years service in the teaching profession for the last sixteen of which he was a member of the A.C.U.T. His Union career began in the Badulla when he joined the Uva Teachers' Association. At present he is on the Staff of St. Mary's College, Nawalapitiya and is the President of the Nawalapitiya Teachers' Association. He has been a member of the A.C.U.T. Executive for the last three years and claims not to have missed a single executive meeting. Nawalapitiya needs a very forceful membership drive and it is hoped that under Mr. Thomas' presidency effective steps will be taken in this direction.

Kalutara District

John T. K. Vellu is one of the more colourful officers of the A.C.U.T.

One has only to glance at his "letter heads" to get an idea of this versatile character and numerous interests. His diplomas alone take a few lines and among the more important are A.C.P.; I.Sc. (Lond.); F.R.S.A.; F.R.H.S.; M.R.S.T. (Lond.). His interests take him into various fields. He is an Honorary member of Sri Lanka Freedom Party, a Vice-President of the A.C.U.T., the Secretary of the Kalutara District Teachers' Association; The General Secretary of the Democratic Workers' Congress, Kalutara District, and a Member of the Matugama Town Council Peace Committee. One can imagine him literally as well as metaphorically bestriding the township of Kalutara like a Colossus and leaving his impression on one and all like. He has held office in the K.D.T.A. for long periods and is no doubt a tower of strength to that Association.

Southern Province

D. R. Wijetilleke—It was heartening to see representatives of the S.P.T.A. once more at the Annual General Meeting of the A.C.U.T. This association, at one time among the more active branches of the Union, had been dormant for a few years and was revived recently. The resuscitation of this Branch Association is one of the major achievements of the Secretariat in the past year. Its new President is Mr. D. R. Wijetilleke, an Old Boy of Mahinda College, who left the Government service in 1930 to join the teaching profession. Counting 30 years in the profession Mr. Wijetilleke is a forceful speaker and a doughty campaigner for the revival of Ceylonese culture. He is also a highlight in local politics and has been a member of the Galle Municipal Council since 1954. Mr. Wijetilleke is anxious to serve the country in the political field. The country needs men like him and we wish him all success.

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From The Secretary's Note Book



"WRONG RULES THE LAND & WAITING JUSTICE SLEEPS"

We publish below two letters that passed recently between the General Secretary and the Hon. the Prime Minister of Ceylon. (See Editorial comment.)

The Hon. W. Dahanayake, M.P.,
Prime Minister,
Prime Minister's Office,
Colombo--1.

Dear Sir,

We are very grateful to you for your letter of 9th November 1959 regarding the notes of the interview which our Union had with the late Prime Minister.

Rather than engaging in lengthy correspondence on the subject, we feel that a personal discussion with you by a deputation from the Union would help to find a solution to these problems.

Unfortunately the last paragraph of our interview with the late Prime Minister is not quite correct with regard to our request. What we did say was that we wanted good relations restored between the Minister and the Union and not between the Department and the Union. It is in furtherance of this objective too, that it is essential that representatives of the Union should meet you immediately.

Therefore we would be grateful for an early date for the interview.

Yours in Service,
Sgd. J. D. Aseervatham.

The General Secretary,
All-Ceylon Union of Teachers,
10, Modera Street,
Colombo--15.

Dear Sir,

I have your letter of 11th November, 1959.

Further correspondence on this subject will serve no purpose. Nor will an interview be of any help.

Yours faithfully,
Sgd. W. Dahanayake.

WCOTP ANNUAL AWARD

In 1960, and in each following year, an individual teacher who performs outstanding service to education for international understanding will receive an award from the World Confederation of Organizations of the Teaching Profession.

The announcement was made by Dr. William G. Carr, WCOTP secretary general, in a circular letter to WCOTP national member organizations. He described a proposal approved by the WCOTP Executive Committee at its

meetings in Washington concerning productive use of a reserve of funds from the World Organization of the Teaching Profession, a predecessor of WCOTP.

In the proposal, trustees of the reserve in Washington and Edinburg offered all remaining assets of WOTP to the Committee to establish the annual award.

It will be known as the William F. Russell Award in memory of his services in promoting unity among teachers and their professional organizations.

Only members of national organizations affiliated and in good standing with WCOTP will be eligible. Each year the name of one national organization will be selected by lot from the list of WCOTP members. Their organization will choose the person to receive the award from among its members. The award consists of a round-trip, air-fare ticket, from the teacher's home to the place of the WCOTP annual meeting.

No country will be represented more than once in the list of award winners, in order to insure as wide a distribution of the award as possible.

CERTIFICATE TO ENGLISH ASSISTANTS

The following are extracts from the Regulations for the Examination for Teachers of English issued by the Department of Education, for the information of our members:—

(i) Teachers who completed the English Assistant Teachers' Course organized by the Department of Education and passed the Written Test held in May 1954 will be exempted from Section A and B of the Examination for Teachers of English and on passing Section C will be awarded the English Teachers' Certificate (Second Class).

(ii) Teachers in category (i) above who have already passed the Practical Test held in connection with the English Assistant Teachers' Certificate Examination or have obtained this certificate will be awarded the English Teachers' Certificate (Second Class).

Certificates

(i) All Certificates will be issued by the Commissioner of Examinations.

(ii) Certificates will be issued only on application. It is the responsibility of the Teacher to make application for the relevant certificate as soon as he has satisfied the conditions governing its issue.

GRAVE INJUSTICE

"From the Secretary's Note Book we gather the grave injustice done to Grade III Principals. May I also point out the grave injustice done to Grade II Principals? A Grade II Principal draws much less than an Assistant with a Grade I Special Post! As a matter of fact, I brought this to the notice of the General Secretary, Mr. J. D. Aseervatham when he was here for our annual general meeting. He too was in sympathy with our plight", writes Mr. G. A. W. de Alwis of Badulla.

GIBBS TAKE A CLASS

Mr. Gibbs, Education Officer, British Embassy, Ceylon, gave a talk to the Negombo Teachers' Association at Ave Maria Convent, Negombo, on Tuesday, 9th February, 1960. This talk was preceded by a demonstration

lesson by Mr. Gibbs, lasting for about half-an-hour. He made the lesson very interesting by making use of Blackboard demonstrations. A very good response from the pupils was recorded.

Mr. Gibbs, in his talk, confined himself to the most effective methods of teaching English as a second language. At the end of the talk, the subject was open for discussion. Mr. Gibb's colleague, Mr. Brady also participated in the discussion.

Mr. S. P. Selvaratnam, Principal, St. Mary's College, Negombo, in his vote of thanks, mentioned that talks of this nature would be a great help to Teachers of English especially at a time when the standard of English has sunk so low that even boys in the S.S.C. Forms were unable to write a single correct sentence. He thanked Mr. T. E. K. de Croos, President of the Negombo Teachers' Association for arranging to get these two eminent exponents of English to come and help the teachers.

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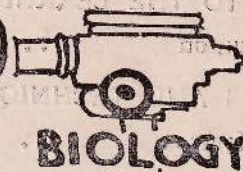
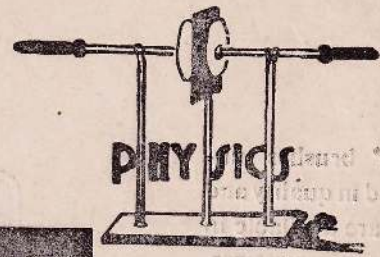
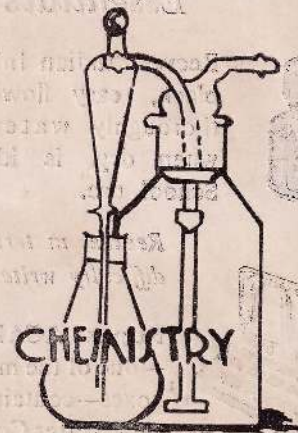
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