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V. Swa Supramaniam
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THE CEYLON TEACHER

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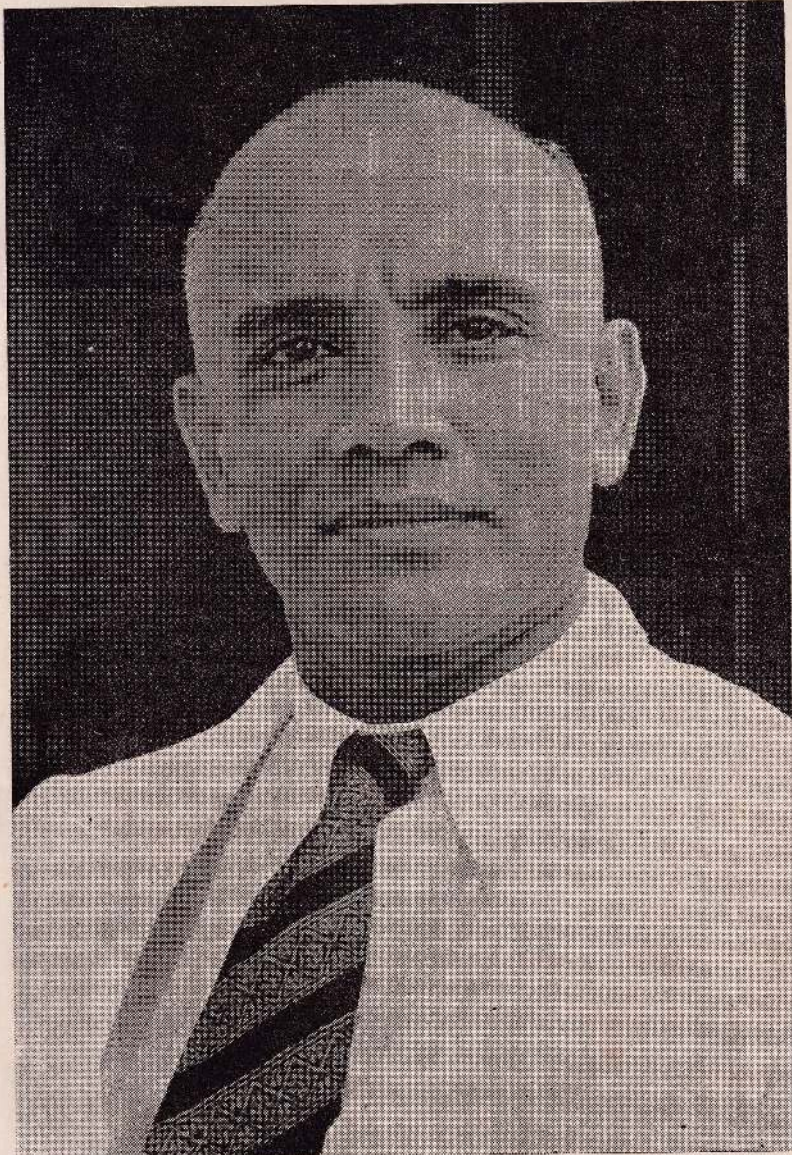
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UNION NEWS

ROUND THE WORLD WITH W.C.O.T.P.



MONTHLY ORGAN OF THE ALL CEYLON UNION OF TEACHERS

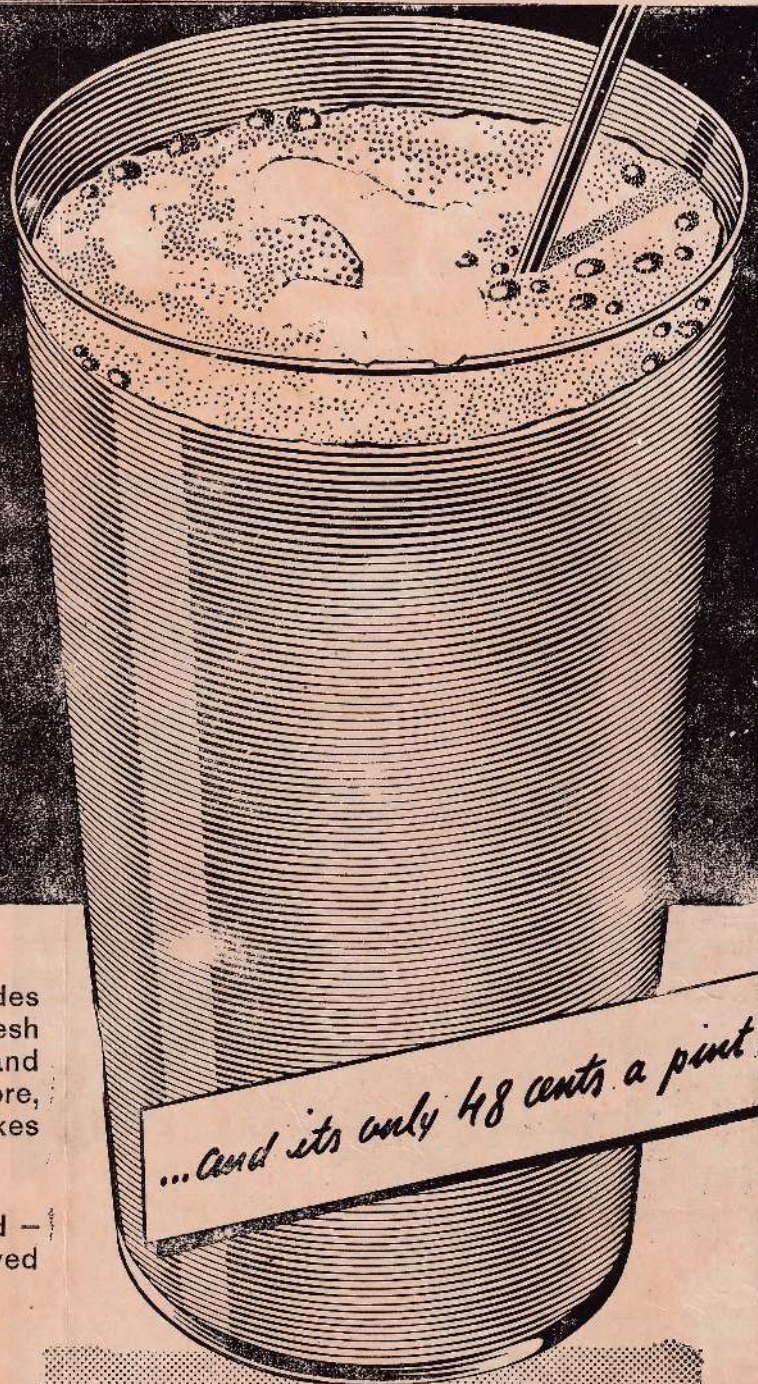
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Cover Page Picture :—A recent picture of our new Minister of Education, Mr. B. H. Aluvihare. (*Courtesy Lake House*).

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THE MINISTER'S TASK

We congratulate Mr. B. H. Aluvihare on his appointment as Minister of Education. He assumes office with the best wishes of all the members of our Union. We offer him our whole hearted co-operation and assure him of our loyalty and our readiness to assist him in solving the many problems which must needs confront him. If he approaches these problems with an open mind, with a sense of justice, with a determination not to spare himself in the cause of education and with a realisation of the fact that any system of education must from its very inception and at every stage of its development depend on a contented and satisfied teaching profession he should have little difficulty in solving them. His public life and his record of service in the political field leave little doubt—hardly any really—as to his ability to discharge his duties as the Minister in charge of this very important portfolio. We have reason therefore to look forward to a period of efficient, fair and just administration of the education department and its associated branches, free from private interest and political interference.

REVIEW THE PAST

It will be worth his while to review the achievement or otherwise of his predecessor. Mr. Dahanayake realised more than many others the value of the denominational school and the role it has played and has still to play in the life of the nation's children but he failed to realise that the system must be truly denominational: that the system must be such that every child will be able to receive an education in a school of its own religion. Hence he attempted no solution for the simple reason that he saw no problem.

He, however, saw quite clearly that one of the more pressing problems of the day was the poor quality of education imparted in the 5,000 odd village schools scattered throughout the island. His first task he felt was to improve these schools and here he certainly achieved a great measure of success. In fact his efforts in this connection could be regarded as his greatest contribution during the last three years to the educational services of the island.

CONTENTED TEACHERS?

Unfortunately he did not realise sufficiently that the backbone of any educational system was a satisfied and contented teaching profession. In some instances he gave teachers certain valuable concessions but some of these were nullified by his subsequent actions—at least so it appeared to the general body of teachers. Both among government and assisted school teachers there was, rightly or wrongly, much dissatisfaction in the way in which certain appointments and promotions were made and certain transfers and dismissals effected. It was generally felt that there was political interference in these activities. Whether this was so or not only a thorough and impartial investigation would reveal. Hence as we have done in the past we demand once more the appointment of a commission to investigate the extent to which the administration of the education department has, during the last three years, been contaminated by political interference. For the present we hope that Mr. Aluvihare will allow departmental officers in whom we generally have confidence the freedom to attend to the day to day details of administration and that he would interfere only to redress a grievance or remedy an injustice.

MAIN FEATURES

We would like to see Mr. Aluvihare taking the first step towards setting up an educational system with the following additional features. To begin with there should be a comprehensive, exclusive and effective system of denominational schools so that each and every child in the island can be educated in an atmosphere of its own religion. We offer him the plan sponsored by the A.C.U.T. for achieving this. We see no place at all for the non-denominational school in a country like ours. In spite of our many shortcomings we are a people deeply attached to our respective religions. Here in lies the hope of the future. Education should capitalise on it. Secondly it was time that education in Ceylon was adjusted to suit the abilities of the child and at the same time was directed to serve the needs of the country. Thirdly inter-communal harmony should be one of the major aims of education in this country. Fourthly education should play a distinct role in the national revival contributing to it and at the same time tempering and sobering it with an internationalism and an awareness of the fact that we ultimately belong to the human race.

OUR CO-OPERATION

Finally we would like the new Minister to enquire into the grievances of the teachers irrespective of language or race and take early steps to ensure that the best elements in the country are not only attracted into the profession but are also given every inducement to remain in it.

These are a few suggestions we would like to put before our new Minister and in his attempts to implement them we offer him our disinterested assistance and co-operation.



At Rashtrapati Bhawan—left to right Mrs. B. K. Imbulana, Mr. Imbulana and Mr. N. Sabaratnam

N
E
F

TENTH WORLD CONFERENCE

The Future of the Human Race is imperilled not only by power drunk politicians and military leaders but by the teachers and educational administrators who are untrue to the light within them or fail to pull their full weight.

—N. Sabaratnam.

A COURAGEOUS MOVE

The Tenth World Conference which was organised by the National Education Fellowship in Delhi in December last was the first of its kind to be held in Asia. About 500 delegates from different parts of the world assembled in Delhi in the bracing cold of December to participate in the discussions which were led by six leading educationists of the world. The Conference theme—*The Teacher and His Work : East and West*—was broken up into six areas each of which was entrusted to one Trainer Lecturer and several trained Group Leaders. Each group was limited to about 10 members, so that each participant had ample opportunity of trying out on other people his own experience and views.

THE N. E. F.

The New Education Fellowship is a non-political, non-sectarian international movement, seeking to unite those who believe that the problems which face human society today are basically problems demanding a new type of

education more responsive to the requirements of a changing world. It has laboured persistently and courageously for forty years to make education more creative, more integral, more humane, less competitive, less tradition bound and less dominated by a bookish approach. It has endeavoured to draw parents, teachers, administrators, psychologists, doctors, and all others interested in children, into a genuine fellowship so that education may be shaped into a worthy instrument for the full growth of the human personality.

A TWO-FOLD DIFFICULTY

Mr. K. G. Saiyidain in his presidential address referred to a two-fold difficulty educationists had to face. Firstly, the need to reinterpret such time-tested values as co-operation amongst nations, charity amongst groups, love amongst individuals and justice for all, into the idiom of the age and translate them into appropriate educational and curricular terms. The second difficult challenge was how to build bridges between our profes-

sions and practices. The bridging of this gulf is in some ways, the basic task of education. For it was not merely power-drunk politicians and military leaders who imperilled the future of the human race but also teachers and educational administrators who were either untrue to the light in them or failed to pull their full weight. If teachers were unable to sow the seeds of understanding and sanity in schools, if they could not make children realize that they were living in a new kind of world where fanaticism and exclusiveness of race, creed and colour were suicidal, surely they were aiding and abetting the Great Betrayal.

RIGHT TYPE OF APPROACH

The delegates deemed it a singular privilege to meet Mr. Nehru the Prime Minister of India who inaugurated the Conference and entertained the overseas delegates to a splendid party at his residence. Mr. Nehru was very charming and friendly in conversation and startlingly original in speech. One feels that his brain glows when he

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develops a point. He called for the right type of approach, both individual and environmental, to tackle the problem of education of the community and help people to get rid of narrowing walls such as 'a one-track mind'. He maintained that millions and millions of people could not be changed into better individuals in a mass way. There had to be on the one hand an **individual or group approach**, as the N.E.F. was doing, which required a great deal of care and understanding combined with affection to train human beings. **On the other hand, changes in the social and economic structure** were necessary to help in removing many of the strains from which the people suffered and to see that the hard conditions of life did not make them hardened and develop the wrong urges. He warned the educationists of the world against the subversive forces and factors of the modern state and modern life that frustrated their efforts in producing the right type of individuals. He referred to organised national communities in the world today developing a **one-track mind** which makes one think that what one's own nation says or does is obviously right and those who disagree with it are obviously wrong. Commenting on the teacher-pupil relationship, he said that a good teacher must learn from his pupils and must react to them and deplored the prevalent craze for putting up big school buildings even in rural areas. It was an excellent idea for the teacher and pupils to sit under trees and develop an **intimate relationship**, and quoted his Convocation address at Tagore's Viswabarathi University which was held recently in a mango grove at Shantineketan, in keeping with the education that was sought to be given there.

SOCIAL PHILOSOPHY

Dr. K. L. Shrimali, Union Minister of Education, India, advanced the thesis that a system of education which lacked a **definite social philosophy** could not lead humanity out of the present crisis. A democratic society which upheld the principles of freedom, social justice, equality and benevolence undoubtedly stood for certain poetic and constructive ends. He made a passionate plea that it was the task of education to inculcate in the young loyalty to these basic principles. The teacher was a representative of the moral aims of the community. He should therefore realise that his posi-

tion was not merely that of a thinker but was similar to that of a religious leader or statesmen who strove continuously for the realisation of those moral ideas and social purposes which enrich the life of the individual while advancing the cause of good society. He should examine controversial issues from different points of view without shirking the responsibility of stating his own. If this was considered bias or prejudice, it was much better for him to take the risk of being prejudiced than evade the issue by any pretence of neutrality.

LIBERAL? ILLIBERAL?

The conference that lasted for ten days ended with a valedictory address by President Prasad who called for a big and revolutionary change in human outlook. The President said, "If really a society in which all will be happy and contented has to be created, the emphasis has to be shifted from competition to **co-operation** from acquisition of material property, to acquisition of a sense of **contentment** and happiness. The plenary sessions were valuable for the summary of the discussions of the six topics submitted by the Trainer Lecturers who kept communication running, both between the groups discussing any one particular area and between the areas to secure cross-fertilization of the entire field. Some of their findings will prove instructive to readers. Prof. Lauwerys exploded the myth that scientific studies were illiberal as some of the scientists were the most saintly men in the world. He maintained that the so-called humanities could be taught in an illiberal way. There were no liberal and illiberal subjects; there were only **liberal or illiberal ways of teaching**.

ARTS MIRROR MAN

The crucial question in science teaching was to develop in the growing mind capacity to suspend judgment during observation and experiment. Dr. Mulk Raj Anand the spokesman for the topic—"Arts in Modern Education" said "All arts mirror man". Drawing, painting, music and dance develop the third eye in man—**imagination** without which men were scorpions and vipers destructive of human nature. The child must develop organically and be sensitised to nature. His group was of the belief that unless teachers helped to release the rhythmic potentialities of the child—in the

teaching of all subjects, they would be damaging its development.

ART IS TRUTH

Art is truth. It is not dacoity. Prof. Ben Morris summed up the good teacher as a fully developed human being. Since he was never a finished product, he was continually developing. He pleaded for a simplification of Training College courses and greater freedom for the Trainees who should be able to share their problems and anxieties with one another. He described the Conference as a model experience in Teacher-training; in fact it was a **great discovery of Humanity by itself**. Mr. Mason examined the major dilemmas in educational administration—quality vs. quantity, a national system of education vs. Problem of Decentralisation. He condemned school inspections as such, urged greater co-operation between the school and the administration and required School Heads not to be petty tyrants but senior fellow teachers and teachers to be senior fellow learners.

"DON'T TEACH"

The Gandhian contribution to Education which found in Mr. G. Ramachandran an effective exponent attracted a large number of European delegates. The basic concept of Gandhiji was summed up tersely thus, **Don't teach; let the children learn** through a study of natural and social environment and through productive and creative work. Replace text book centred education by a life-centred system: knock out the prevailing policeman's system of education. Break down the witless prejudices of class and caste. Change the world, not by merely changing the outside world but by changing the world **within**, the world of man's mind and emotion; and that was the educationist's domain.

A UNIQUE EXPERIENCE

While on the personal level the conference did much to promote true understanding and friendship across national and other frontiers, on the professional side it meant an enormous amount of in-service training given to a large number of people. Many an ordinary teacher like the present writer left Delhi deeply impressed with the new trends in thinking that stressed that **teaching** was not just a job but a vocation, a profession involving heavy responsibilities.

TRUE CITIZENSHIP THE TEACHERS' DUTY

"Teachers must evolve sound and comprehensive views on education as it befits the objectives of this modern age and the manner in which their countries propose to fit into it."
—Nik Cavell.

ASIAN PATTERN ?

No one realizes any more fully than I do how extremely difficult it is for a foreigner such as myself to address a Teachers' Association. No matter how sympathetic a foreigner feels towards the multitude of problems which face this country today, and I can assure you that I feel extremely sympathetic in this regard, the problems which face the teaching profession in this country are so complicated in their nature that it is difficult to see the educational road ahead very clearly because it is difficult to see the future pattern of Asia into which Ceylon has to fit.

However, perhaps today it is possible to discuss very informally the kind of world which seems to be shaping up and to go on from there and see what possibly might be required in the educational field to enable Ceylon to take her place in what is most certainly going to be a new and different kind of world from the one which we have known for the last fifty years.

IMPORTANCE OF TEACHER

There is one fact which emerges, which I think no one can deny, and that is that the problems of future education which are presented to us today are such that no teacher is likely to be idle. It is an unfortunate fact that very few countries in the world today, if any at all, fully realize the importance of the teacher to the future of our civilization. Only the most enlightened minds of our age have realized the teacher's importance to the scheme of things to come. Unques-

Speech delivered by Nik Cavell, the Canadian High Commissioner in Ceylon, at the Annual General Meeting of the Colombo Teachers' Association.

tionably the teacher should enjoy a higher prestige in the scheme of things than he usually does.

It is to the teacher that we entrust our children during their most formative years and that means that it is to the teacher that we entrust the kind of citizen we are likely to have during what is undoubtedly one of the most complicated and difficult periods of world history.

RESPONSIBILITIES

And so today I would like to talk to you about some of the responsibilities of teachers, not only here in Ceylon but in all countries of the world, because today in the overall picture we can no longer live country by country unto itself. The reactions of countries one upon the other in matters of international disputes, world trade, international boundaries, international sea and air control, and so on, are so important and so vital to peace and orderly government that only highly educated citizens can guide us all through this maze of complexity in such a manner that world peace can be maintained. The production of such citizens is clearly the responsibility of the teaching profession. The collective responsibility of teachers seems at last to have been recognized in the United Nations by the work which has been done and is being done by the United Nations Educational, Scientific and Cultural Organization, or as we always refer to it by UNESCO.

TRANSITION !

It seems to me that the responsibility of the teacher, important as it is everywhere, is greater still when we come to examine the requirements of most of the South and South-East Asian countries. All these countries

are in a state of transition. Their people for the most part are moving from many years of colonial rule to the establishment of governments which will give effect to their national aspirations, resurrect their own inherent cultures, and generally evolve into nations with the inward consciousness of the realization of all their hopes as free people and of their long pent-up desire to live their lives in their own way, in accordance with their own deeply ingrained religious and philosophical inclinations.

NEW CONCEPTS

All this obviously makes the task of the teaching profession extremely difficult. It means the adoption of new concepts, new forms of expression and it also means that the teacher must take the best media that he can find and incorporate it into what he feels it is vital to teach. This in turn means that teachers must evolve sound and comprehensive views on education as it befits the objectives of this modern age and manner in which their countries propose to fit into it.

POVERTY ?

Let us look for a moment at what some of these objectives are likely to be. I think the first problem which arises in most of our minds is that of poverty. None of the South-East Asian nations is wealthy. For the most part the people of South-East Asia are living marginally and in most countries the accepted way of improving these conditions is to adopt more industrialization, to grow more food, and to find ways and means of creating more employment.

TECHNICAL EDUCATION

In almost all these countries, including Ceylon, there are now new plans

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for all this development. These plans call for a very large increase in the existing facilities for purely technical education, and one of the great problems which will face the teaching profession is not only how to provide all the technicians which will be required, but also to decide how to combine purely technical education with those other educational factors necessary to produce a whole man, the man whose education is broad enough to enable him not only to make his contribution in a purely technical way but also politically and philosophically.

NATIONAL CULTURE

There is another problem which faces the teaching profession in Ceylon and in fact in the whole of South and South-East Asia. As I said just now, most of the countries in this region are in the same position as Ceylon. For roughly ten years they have been on their own. No longer do they have to look to others for their own development, that development is now entirely in their own hands, but through the last few hundred years of their history many cultures have descended upon them, in many cases instituting conflicting patterns, and their remnants are still there and to some extent are still confusing the issues which they now must face. Each of these countries, and perhaps particularly Ceylon, must now begin to develop its own national culture. Only by doing so can it produce a national unity in which all its citizens can whole-heartedly participate and feel pride in so doing.

NO ARROGANCE

This pride in our own national culture is extremely important, but it is also something about which we must all be very careful. We must never become arrogant about it. What, for instance, is ideal for the citizens of my own country, Canada would not be ideal at all for the development of the culture of Ceylon; but that does not mean, and must never mean, that we feel especially righteous or especially pleased with ourselves because we do things in a certain way which happens to suit us. It must be the right of every country for its citizens to do things in the way which happens to suit them.

INDIVIDUAL FREEDOM

I think perhaps that the most important thing which has developed as the world has made progress from barbarism towards civilization, is the recognition of this fact of the right, first of individuals and then of collections of individuals, to live their own lives in their own way. This is the whole basis of the democratic way of life, founded on the sanctity of human personality, and here let us not get confused by names and titles. What one part of the world today calls democracy is not what other parts think it to be, so let us keep before us this ideal of the freedom of the individual and his right to develop in his own way, and let that be our yard-stick rather than some name or title which means different things to different people.

SOUND ARCHITECTURE

Apart altogether from what might be considered the routine responsibility of the teacher, the profession has another great responsibility towards overall teaching. Let us take for a moment the development of sound architecture. Here in Ceylon, for instance, as one moves about the country one can see the influence of several cultures, but what one cannot yet see is a rising architectural concept which expresses the feelings of the Ceylonese people. I am not now referring to purely religious architecture. I am thinking more of the new buildings which will be erected here in the years to come. Are they to have some special characteristic which brings out the pride of the Ceylonese in their own architectural motif or are they to continue to be just copies of what other countries have done?

MUSIC, DANCING

Likewise in the field of music. Is there lying just under the surface of musical expression in this country something which is essentially Sinhalese? These are questions which can only be answered in the long run by the teaching profession, which must always be on the watch for the talented individual bursting with the desire to give expression to what he feels as a Ceylonese.

CEYLON'S CONTRIBUTION

If such individuals are found, drawn out and developed by the teaching profession, I am sure Ceylon has a great contribution to make to the totality of the world's art and culture. Already a beginning has been made by giving at least some parts of the world a glimpse of the long tradition of Sinhalese dancing. My own country was recently enchanted by the group of Sinhalese dancers which went there, and the same troupe is now again in North America. But dancing is only one form of national art and expression, and it is the responsibility of the teaching profession of this country to develop all the possibilities which I am sure are inherent in the people of Ceylon.

EXOTIC ISLAND

Here you have perhaps the most exotic island in the world and living in such surroundings will give rise to all kinds of artistic expression if the right encouragement is provided, and that must come from the teaching profession whose job is to mould the minds of future citizens.

I am glad to see all you teachers assembled here today in an Association, because not only is such an Association necessary to protect your own interests but it is vital that you associate together to consider the necessities of your very vital profession.

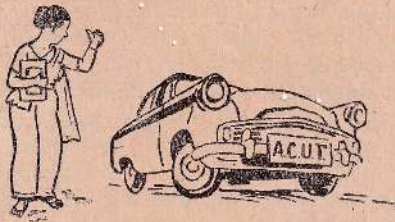
TEACHERS' DUTIES

As educational experts it is your duty to keep up-to-date with the new field of educational techniques which is becoming so important. The part which the motion picture is going to play in the future of education is very considerable. Likewise that of the gramophone record, the audio-visual film and film strip and many other new techniques which are going to be available to you. All these must be considered and evaluated and brought into use if teaching in this country is to be kept up-to-date and vital.

I should, I think, apologize for having dared to come before you at all today to talk about your profession. I hope you will understand that it has not been my intention to attempt to tell you how you should accomplish your task but only to try to put before you some small part of what I think that task to be, and I would like to conclude by wishing you all individual and collective success.

Teacher Types

HELEN THE HITCH-HIKER



Helen is an attractive lady. Her beauty and charm and the attention she receives has made her look at the golden rule in reverse. She feels that she must get the best out of the Union's activity without making any contribution herself. After all everything the Union gets for its members in the way of salary increases and other benefits she also enjoys. Hence the very practical but selfish question "Why join?" She has however, noticed recently a change in the attitude of other teachers to her. She has begun to realise that selfishness has a stench and that she probably stinks. She realises that she has been hitch-hiking on the Union. She is sad as she has come to know that she is in secret called "Helen the hitch-hiker."

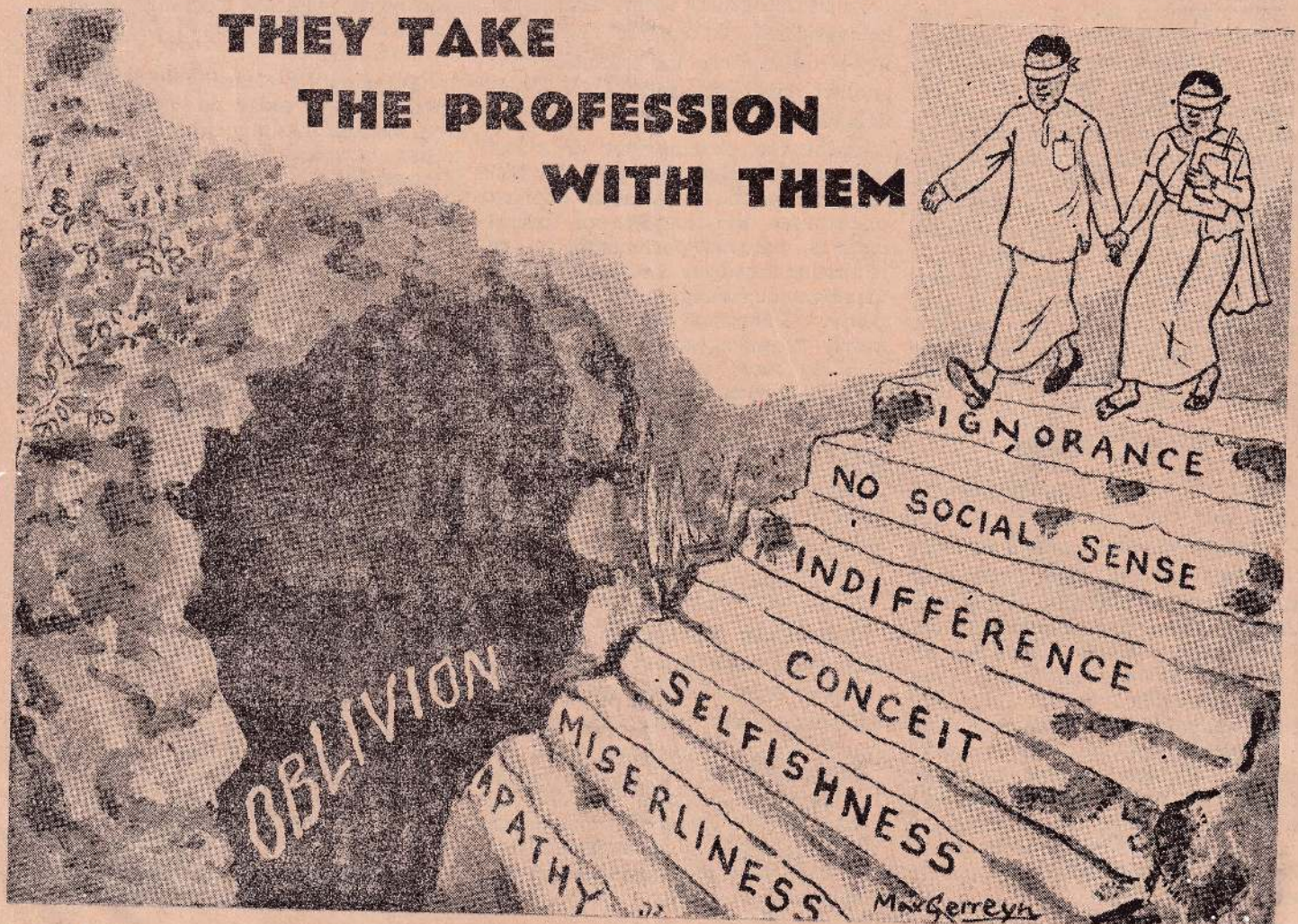
UNHAPPY JOE

Joe is a highly qualified teacher, drawing a high salary as far as teachers' salaries go. His wife too is a wage earner. But he is not happy. He has begun to realise that his misery is due to the fact that he has never done anything for others without remuneration. For instance



he has done nothing to raise the status of his profession and thus encourage worthy people to join it. He is beginning to see that only by being an active member of the A.C.U.T. he can help to build the profession. He has decided to apply for enrolment. It takes some people a long time to realise their duties to their fellow workers!

THEY TAKE THE PROFESSION WITH THEM



CLARA AND HER BOOKS



Clara is an omnivorous reader. She generally buys all she wishes to read and thus spends about Rs. 25/- per month on books. She could afford to do this as circumstances have forced her to take a vow of "scholastic celibacy". With what others pay as Union fees, she argues, she could buy a few more books. Our president

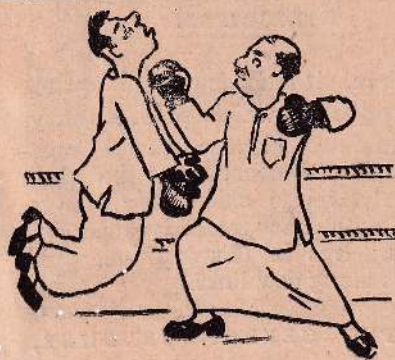
had a long chat with her. He is good at figures and so he was able to make her realise that by not joining the Union she was saving about Rs. 12/- per year. He conceded that she could buy a few cheap books for that amount. But Union membership would secure for her 10% discount on all purchases in all book shops. Thus she would be able to buy more books than she was buying. Moreover she would be helping to strengthen the Union. What is more she would be entitled to all the privileges of Union membership.

SARATH KNOCKED OUT

Sarath has lost his first battle. He is humiliated. A sense of frustration is creeping over him. He was a teacher in a provincial school and was summarily and unjustly dismissed. He demanded an inquiry which was held in due course but he had no experienced Union official to represent him and watch his interests. Sarath was not a Union man. In fact he always felt that the Union was of no value. At this inquiry Sarath was easily "out-manoeuvred" by the Manager. Sarath wilted under cross examination. He made slip after slip and eventually slipped up completely. He had a good case but failed to present it. Union membership would have provided him with an experienced representative free of charge. Sarath is a sadder but a wiser man. He envies Union member Nimal in the adjacent town. "Now to hear Nimal's story



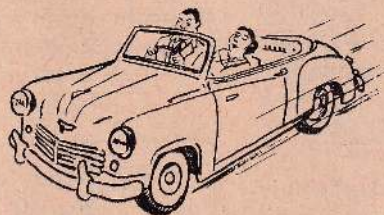
UPPER CUT FOR MANAGER



Nimal had been a Union member for some time. Last year he joined a "better" school. His new manager, a wealthy and influential man, was one who had practically made a hobby of hiring and firing teachers. There was no teachers' Union in the area. Nimal tried to start one. The teachers

were not interested. What could a Union do against influential Managers? In due course Nimal too was fired. He was still a Union member. Hence he appealed to the Union. An experienced Union member represented him at the Inquiry. The Manager presented his case. Then came the cross examination. Things were not going the Manager's way. Past unjust dismissals were being brought to light. Discretion soon proved the better part of valour. The Manager pleaded for permission to withdraw the charges. Nimal was exonerated. The teachers in the neighbourhood stood aghast. This had never happened before. We'll form a branch union they said, and form one they did.

SUMANA THE SUPERIOR



Sumana was a bright young spark. At first she joined the Union and was an active member. Some time later she married a Civil Servant. Her attitude to the Union

changed. Wives of such distinguished men could not allow themselves to be contaminated with Trade Union activities. Hence she ceased to be a member. After a few years she decided to retire from the teaching profession. She needed the Union's advice and assistance but the Union could not help a non-member still less one who had begun to treat the Union with contempt. Sumana was frantic. She met with all sorts of bureaucratic delays. She rues the day she left the Union. She will eventually be able to retire but Union membership would have saved her so much time and trouble.

JAMES THE MISER



James is a teacher in Colombo. He felt his fifteen rupees could be saved instead of paying Union fees. Suddenly he found that he was in danger of losing his job. The staid, sober, calculating James became frantic. He dashed to the A.C.U.T. Office with all the speed

of one doing the 100 metres. The Union could do nothing for him as he was not a member. Still Union Officials did not send him hurrying elsewhere. They could not let another teacher down. They advised him on the course of action to be taken. The advice was sound, it was effective, above all it was gratuitous. He swears he will be a Union member from now on.

There is no reference at all here to any person living or dead.

THE TEACHING OF ART

—Victor Karunaratne.

CONTACT WITH REALITY

The first and the foremost task is to take the necessary steps to rid the child of all fears of the Art teacher. The teacher-pupil relationship must be so friendly as to inspire the child to love and observe his surroundings. The aim of this readiness to draw is more or less to re-establish the child's contact with his own child reality which the teacher can bring to life by appealing to the child's own world of fantasy.

NO SPECIFIC SUBJECT

The teacher should not resort to giving his pupils formal lessons which may not give scope for creative originality. Hence copying of objects whether they are natural or artificial is of no significance. As a matter of fact, such representations of objects cannot bring about a feeling of reality in pupils. An enthusiastic Art Teacher does not prescribe even a specific subject to be drawn, for the fact that it is not his intention to make all his pupils artists. The good teacher always guides them to draw what their natural tendencies suggest to them or what is hidden in their personalities. It should be borne in mind that children have vivid memories of what they have seen, heard and felt and also they can retain those memories to an appreciable extent. Hence the teacher must encourage the pupil to develop and to retain the power of seeing vivid mental pictures. This will help to stimulate thought, understanding and imagination.

IMMEDIATE SURROUNDINGS

No teacher can ignore the child's power of imagination and also his imaginative way of seeing things. The child is a keen observer and is quite capable of grasping characteristics of things and of persons. Therefore, the subject matter for his lessons should be from his immediate surroundings which include the home, the school, games

and amusements, occupations and other events. In conducting Art Classes the pupils should be given full freedom of activity. It is the sympathetic guidance and sincere encouragement that the child needs most. No matter what the child draws providing the whole personality of the child dwells on the activity of drawing. Perhaps he may see men with green faces or houses with transparent walls in his drawings. Such drawings will have to be accepted for the mere reason that each boy or girl has something to express and the urge to express needs no rules.

"My primary aim will be to set up a system of education in this country as efficient as any in any other part of the world. The teachers are the trustees of this objective and I look forward to the fullest co-operation from them".—B. H. Aluvihare, Minister of Education.

FREE TECHNIQUES

Besides complete freedom in the selection of subject matter and the full display of imaginative interpretation, the stress should be laid on the power of using colours. It is not advisable to limit the range of colours. Nor is it necessary to impose upon them any cut and dry method of painting. Let children discover easy going free techniques of their own. Encourage the pupils to experiment with their own modes of drawing and to enjoy the pleasure of accomplishment.

NO FACILITIES

One of the common obstacles that the Art Teacher has to get over is the dearth of spacious rooms, for teaching Art in Schools. Few of our classrooms have enough light, suitable desks and chairs, easels and so on. But the able teacher should not be disheartened by such short-comings and should get the

pupils to use the floor, walls and even his own table as necessary supports on which they can place their drawing papers.

PSYCHOLOGICAL APPROACH

The child's habit of drawing things on a small scale must be discouraged and he should be constantly induced to use fairly big sheets of paper on which he can draw his pictures distinctively and to a large scale. Tiny drawings may cause restraint upon his personality when he attempts to express what he feels in him. The teachers in the Post Primary Schools need not follow the methods employed in teaching art in Technical schools. His approach to the subject in this school should be purely psychological. Therefore he should try to cultivate among his pupils good taste for creative activity and to help them to understand and appreciate contemporary art.

NO IMITATION

Finally, we need neither inculcate any particular style nor any specific mode of drawing and painting in our pupils. The conventional drawings of our past traditions, however inspiring, do not have to be copied. What we should gather from our ancient Arts and Crafts is the basic elements and characteristics embodied in them. The sheer imitation of traditional motifs cannot contribute anything to our culture. Today we need inspiration, imagination, and creation—none of which will come from merely copying the past.

SYMBOLISM

Children, it is evident, are apt to retain symbolism which, provided they are given due confidence and guidance, merges with realism, thus bringing diverse styles into existence, without conflict with our traditional cultural patterns. It is in this way that Art develops along new lines.

THE EARTH'S LAST FRONTIER

—Gerald Wendt.

SCIENTISTS AT OCEANOGRAPHIC CONGRESS PLAN INVESTIGATION OF THE OCEAN DEPTHS

The first International Oceanographic Congress recently ended its two-week session at United Nations Headquarters in New York with the assurance that oceanography has passed from the phase of blind exploration and accidental discovery into a full-fledged science bent on investigating systematically the last great frontier of this planet—the ocean depths.

The Congress which drew over 1,100 scientists from some 45 nations, was convened by the American Association for the Advancement of Science and was co-sponsored by the United Nations Educational Scientific and Cultural Organization (UNESCO) and the Special Committee for Oceanic Research of the International Council of Scientific Unions (ICSU).

NEW SCIENCE

For two weeks specialists representing the most diverse disciplines—geologists, paleontologists, hydrographers, geophysicists and geochemists, meteorologists, nuclear physicists, physical chemists, biochemists, botanists, zoologists and many others—met together to exchange information on research in their respective fields and also for a sort of cross-fertilization of work in different fields. Oceanography, the Congress proved, is not only a science but the focus of many sciences.

PROBE INDIAN OCEAN

During the meeting plans for a major international research project in the Indian Ocean were announced by ICSU's Special Committee on Oceanic Research for the years 1960 to 1964. This plan, somewhat on the model of the International Geophysical Year,

provides for a thorough, co-ordinated study of the Indian Ocean, by an international fleet of research vessels to be provided by Australia, France, India, Japan, South Africa, the U.S.S.R., the United Kingdom and the United States, and perhaps by the German Federal Republic and Norway.

MOUNTAIN RIDGE

The Indian Ocean, reaching from Indonesia to South Africa, touches many lands whose present need of food will increase with growing population. It is of special scientific interest because twice a year the monsoons reverse its ocean currents and thus shift the locations of the up-swelling waters from below that are rich in the basic materials for the nutrition of fish. In addition, the ocean is thought to be crossed by a submerged mountain ridge that curves from below the tip of Africa to the Pacific, passing between Australia and Antarctica but branching to send a ridge also northward to the Red Sea.

31,000 FEET BELOW

Another project outlined during the Congress may help to answer questions on the age of the earth's crust and the original formation of the oceans. The proposal (which the U.S. National Academy of Science and the National Research Council consider completely feasible) is to bore a hole all the way through the crust of the earth, where it is thinnest at the sea bottom, about 18,000 ft. below sea level, down to a depth of 31,000 ft. where the lighter crystal rocks end and the earth's "mantle" begins. Two years will be required for the experimental drilling of more shallow holes and for the development of special equipment. Then a new deep drilling vessel will be built

and at least two more years will be needed to reach the dense hot rock of the mantle that comprises the main mass of the earth.

RADIO-ACTIVE ANALYSIS

A third important development was revealed at the Congress by Dr. Y. Mikaye of Tokyo in a report for a working group of ICSU's Special Committee for Oceanic Research. This called for a world-wide study of the radioactivity of the ocean waters to determine the effect of the submarine disposal of radio-waste products from nuclear reactors and laboratories.

The report recommended that the International Union of Geodesy and Geophysics develop standard methods for the radioactive analysis of sea water and prepare a manual that would permit uniform and standard procedures by all nations. It also asked for the establishment of a world-wide network of testing stations on the shores of maritime countries and on weather ships and whaling ships at sea which would make a continuous record of the radioactivity and its changes at a large number of points on all the oceans.

A further recommendation was that the International Atomic Energy Agency in Vienna carry out a study of the maximum permissible concentration of oceanic radioactivity. There is no notable contamination of the ocean as yet, but the increasing number of nuclear power plants make these preparations advisable, in the opinion of the committee.

Among other topics—and there were many—that aroused special interest at the Congress are the following:

SEPARATION OF CONTINENTS

The possibility of an increasing separation of the American continent from

the European and African, at the rate of about one yard per thousand years, as a result of the continued bulging of the crust and a further uplift of the mid-Atlantic mountain ridge.

ORIGIN OF LIFE

The probability that life did not originate in the sea itself but on the under-water clay surfaces in estuaries and shallow bays where "chemical evolution" took place for hundreds of millions of years at a time when the atmosphere was poor in oxygen but rich in hydrocarbons and perhaps ammonia. Increasingly complex organic molecules were formed by contact in concentrated layers absorbed in the clay until amino-acids resulted. These then combined to give proteins which were able to duplicate their own molecules. After that, organization of the proteins into cells became possible and biological evolution could begin. The oxygen in today's atmosphere would prevent such chemical evolution but the same process may well occur on the astronomical number of planets that may belong to stars other than the sun.

FOSSILS

The earliest fossils found anywhere show that the evolution must already have been going on for long periods of time without leaving a trace. The explanation of this is that the earliest animals were plant-eaters with soft bodies; it was the much later appearance of carnivorous animals that forced the protective development of shells and skeleton which form fossils.

POLES NOT SHIFTED

The discovery that the relatively rich life in the ocean near the Equator, where the upward currents bring nutrients, resulted in the formation of a continuous band of sediments around the earth which indicates that the Equator has been where it is now for some 500 million years. Consequently the poles have not wandered

about and some other explanation is needed for glacial periods.

SALT IN OCEAN ?

The indication that the chemical composition of the sea has not changed for some 250 million years, that the ocean has not become more salty and that therefore the salt in the ocean has not come from washing out the continents by rivers but must have some other, unknown origin.

SEA SERPENTS

The discovery in the tropics of giant eel larvae, six inches long instead of a small fraction of an inch. This may mean that natural giant eels 100 feet long may actually exist and account for the legend of "sea serpents". A large number of species, including "living fossils", may yet be discovered because the larger, swifter or more intelligent specimens may escape present methods of bringing them to the surface. They may even be sensitive to the sound waves used by trawlers to locate schools of fish and thus evade capture.

LEVEL OF SEA

The level of the sea is now at least 300 feet below where it was before the first glacial age some 400,000 years ago, perhaps because of the accumulation of ice on the Antarctic continent. But at the peak of the last ice age about 10,000 years ago, the level of the sea was about 300 feet below its present mark. Then a sudden warming and rise in the ocean level occurred and is still going on. If all the ice in the Antarctic should melt by continued warming, the level of the ocean would rise by at least 180 feet and drown most present coastal plains. This could happen within the next 10,000 years.

BLOOD TYPES

In whales, seals, salmon, herring and sardines different blood types can be detected that distinguish various ethnic groups from others of the same species. They can be tested with rabbit serum just as human beings are. This data permits the identification of indi-

vidual "populaton", or schools, and could be used to follow their migrations and perhaps to explain their mysterious disappearance from fishing grounds.

ANTIBIOTICS

Sea plants and animals produce a wide variety of special chemical substances such as vitamins, antibiotics, growth stimulants and hormones which may themselves be valuable to man and which, with further study, could explain the occasional explosive growth of some varieties and also the catastrophic death of millions of tons of fish, apparently by disease, at some times and places.

FARMING OF FISH

At the final banquet of the Congress, Dr. Columbus O'D Iselin of Harvard University reviewed the large number of unsolved problems that the Congress had revealed and predicted that, with the upsurge of oceanic research which the Congress has stimulated, vast new food supplies would become available for the ever-growing human population of the earth. The present "hunting" of fish will be replaced by "farming" them when effective fences can be devised to retain them, when weed plants and animals can be eliminated in favour of valuable varieties, and when the growth of fish, both in size and in numbers can be stimulated by the effective fertilization of sea water, probably by bringing up nutrients from deep waters by control of the ocean currents.

CONTROL OF WEATHER

He also predicted control of weather and climate through an understanding and control of the ocean currents. The economic, social and political problems raised by such developments will be a challenge to international law. The future of the oceans, he said, is of prime concern to the United Nations and its agencies, properly symbolized by the fact that this first international oceanographic congress was also the first scientific meeting ever to be held in the headquarters of the United Nations. (UNESCO).

A PLEA FOR PROFESSIONAL STANDARDS

—W. F. Conton.

Why should a man be called a quack and be prosecuted by the State for practising medicine without proper qualifications, and another man be called a teacher and be paid by the State for teaching without proper qualifications? It cannot be simply a question of supply and demand, for qualified teachers are in just as short supply as qualified doctors in Ceylon today, and in much shorter supply than qualified lawyers. Can it be that society seriously believes ignorance to have more injurious effects on men's bodies than on their minds?

PROFESSIONAL PRIDE?

It is time we teachers began asking ourselves questions of this sort. We need to realise both that our struggle for a fair wage is still on but that our struggle to achieve a sense of professional pride is not. The well-qualified teacher amongst us is though fairly well paid clamouring for better conditions. For as we all know equally qualified men and women, or even less qualified ones, can get and we are getting better remuneration and more satisfactory conditions in other walks of life. To realise this is the first step towards building up a sense of professional pride.

EXCLUDE 'QUACKS'

Our second will come when we accept collectively as an ultimate goal, and then persuade our governments so to

Adapted from the June 1959 issue of the West African Journal of Education. The author is joint editor of the Journal and headmaster of Accra High School, Ghana.

accept, the complete exclusion from the teacher's desk of persons who hold neither a Teachers' Certificate nor a post-graduate qualification in education.

OBJECTIONS

All kinds of objections to the acceptance of this goal will immediately present themselves. It will be said that such a goal is unattainable for a decade at least. To this I would reply that the length of time taken to reach a goal cannot affect its validity. It will be said that a new graduate learns just as much about his craft by actually working for a year in a school as he would by spending that year in an Institute of Education, and that is why even Britain does not insist on graduates having diplomas. My answer would be that we should find our own solutions to our problems, and that among these problems is the waste of our limited resources of accumulated professional experience which takes place when we require each new teacher, stumbling along by the light of nature, to repeat all the mistakes of his predecessors before mastering his craft. What other calling allows unsupervised apprenticeships?

DANGER OF COMPLACENCY

Indeed the biggest danger in which we stand today as a profession is not that we may become disgruntled, but that we may become complacent and uncritical, both of our own standards and of those of our colleagues. Life has become feather-bedded, and feather-beds are notoriously conducive to lethargy. We are so glad to get the red ink off our fingers and the chalk dust out of our lungs at the end of the day's work that we never stop to think about the wider problems facing the profession. It is, of course, tempting to do only the minimum necessary to keep the job. And yet tremendous opportunities lie within our grasp.

NOW'S THE TIME

We have the chance now (a chance which may soon pass) of winning for our profession a place of unrivalled esteem in the nation. Educational policies are constantly under review by official committees on which we are inadequately represented. Fortunately we have a working knowledge of the educational system which commands respect for whatever we say. We could, in short, bring a tremendous influence to bear on the reshaping of national educational policies.

ORGANISATIONS

But neither a collective goal nor a collective influence will be achieved unless teachers develop effective professional organizations. It is here, indeed, that we have a great deal to learn from the experiences of our colleagues in other countries. I do not wish to suggest that the Madagascar precedent of making the teacher's union committee room a training-ground for prime ministers should necessarily be followed here. Still less do I hold that we have no teachers' union official in West Africa of the professional stature and influence, say, of Sir Ronald Gould in Britain. But pride in the profession, which I maintain is still dormant amongst us, will be aroused by nothing so quickly as by orderly organization.

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Indonesia Combats Illiteracy

Education in Indonesia is taking new and exciting forms, WCOTP observers to the ninth triennial Congress of the All Indonesia Teachers' Union (PGRI) agreed. One example is pilot projects aimed at ridding single areas of illiteracy consecutively instead of attempting to introduce compulsory education throughout the entire State.

Eight Point Programme by PPSTA

Resolutions passed at the 1959 WCO TP Assembly of Delegates have prompted action by the Philippine Public School Teachers' Union. An eight point programme has been drawn up.

1. Encourage or institute regional seminars for teachers and lay groups on mutual understanding and appreciation of cultures of other peoples;

2. Collect cultural materials for exchange with some Asian countries with which the Philippines has concluded treaties of culture and friendship, such as Indonesia and Malaya;

3. Conduct an independent study by questionnaire to find out "the causes of minority prejudices and how to overcome them so as to promote national integration of (Philippine) minority groups";

4. In line with the proposed regional seminars, effect a programme of exchanging Christian and Muslim students;

5. Help liquidate illiteracy by having each teacher pledge to teach to the point of literacy two adults a year for a period of five years or until he retires if retireable before the fifth year.

6. Conduct a script contest for a film on the community school which

may be distributed abroad or shown at the next WCOTP assembly;

7. Adopt some of the WCOTP conference procedures so as to insure efficiency of performance in the next PPSTA assembly;

8. Hold regional PPSTA conventions so as to stimulate activities and spread opportunities for leadership among the membership.

Malta Teachers Win Salary Gains

The first stage of intensive salary negotiations have been completed in Malta, with the Malta Union of Teachers winning substantial gains. After 10 weeks of negotiations, government salary proposals were raised 20 per cent, retroactive to April 1, 1959. The pay of women teachers has been increased from 75 to 80 per cent of the corresponding rates for men teachers, effective April 1, 1960. During the second stage of negotiations, the MUT will argue for five per cent yearly increases, so that full parity will be achieved by March 31, 1964.

A single scale was accepted for all qualified teachers in service. The Government had argued for a lower scale for teachers with less than two years of pre-service professional training.

East-West Exhibit Held in Switzerland

An exhibition inspired by WCOTP's 1959 theme and Unesco's Major Project on mutual appreciation of Eastern and Western cultural values was held at the recent general assembly of the Verein Schweizerischer Gymnasiallehrer in Freiburg, Switzerland.

Dr. Hans Faerber, the association's chairman for foreign affairs, organized the exhibition and submitted a report to the Swiss National Unesco Commission and WCOTP. Dr. Faerber was a delegate to the WCOTP Assembly in Washington which discussed "Teaching Mutual Appreciation of Eastern and Western Cultural Values."

In his report, Dr. Faerber lists the main goals of the exhibition: "to call the attention of my colleagues toward the need of an understanding of Asian cultures; to make suggestions as to how high schools can foster such an understanding."

The exhibit included a selection of Asian literary works translated into English and French; three large volumes of art published by Unesco in collaboration with the Graphic Society of New York; several articles and magazines referring to the theme; a copy of "Audio-Visual Aids for International Understanding," published by WCOTP; and copies of Unesco's photographic series, "East and West do Meet."

Dr. Faerber spoke to the Assembly and explained the background of the theme and purposes of exhibit. He said that knowledge of Asia may be gained by using material describing it in indigenous or foreign language courses.

WCOTP Represented At Yugoslav Congress

Sir Ronald Gould, WCOTP president, and John M. Thompson of the WCOTP Secretariat attended the recent quadrennial Congress of the Trade Union of Educational and Scientific Workers of Yugoslavia, held in Belgrade.

R. Michael, secretary general of the International Federation of Teachers' Associations, and Denis Forestier, secretary general of the Syndicat National des Institutrices et Instituteurs of France, WCOTP Executive Committee members, also attended.

Sir Ronald conveyed greetings from WCOTP and congratulated the teachers on their work over the years in the face of many difficulties.

News from Hong Kong

The Hong Kong Teachers' Association announces that, "after many years of rambling," it now has a permanent headquarters, located on Nathan Road in Kowloon. It conveys its appreciation to its members, to the Asia Foundation and to others who gave financial assistance. The Association has a membership of almost 6,000 Chinese and English teachers.

Mr. Horace Perera our editor who spent a few days recently in Hong Kong speaks in glowing terms of the headquarters. Fully equipped offices, conference rooms, a meeting hall, a well patronised canteen and a well stocked bar attracted his attention. The Committee of the Teachers' Association invited him to an eight course

dinner. Did he enjoy it? Of course he did. His description of it made our mouths water. He was asked to convey to all our members the best wishes of the Hong Kong Teachers' Association.

Anthology on Asia Published for Teachers

An anthology of interest to teachers and students of Asian civilisations has just been published in London by Thames and Hudson. Called *Asia Through Asian Eyes*, the book presents a selection of texts from the classical and popular literatures of Asian lands.

In a foreword, K. M. Panikkar, Indian Ambassador to France, writes that the anthology is "something more comprehensive, more representative of the mind of Asia than anything that has so far been published." He stresses that the editor has not limited his choice to the classics, but has presented these "along with the wisdom of the common people, their approach to the problems of daily life, their way of looking at things often expressed in pithy proverbs and maxims."

The anthology was compiled by the Indian writer Baldoon Dhingra, a former member of the Unesco Secretariat.

Introducing Asia : U.S.

A teacher's kit that provides an introduction to four Asian countries—Ceylon, India, Nepal and Pakistan—has been prepared by the Asia Society Incorporated of New York for use in United States secondary schools.

In an handy-sized folder entitled "Teachers' South Asia Packet," the Society has collected together pictures, maps, pamphlets and reprints designed to offer a reasonably up-to-date and objective introduction to these countries, and a supplement to textbooks and other materials available to teachers. Suggestions for further reading material are contained in an annotated bibliography listing novels, basic reference sources and other works, while lists of educational films, travelling exhibitions and recordings of South Asian music are also included in the kit.

The Asia Society is a non profit educational and cultural organization established in the United States with the aim of helping to bring the people of America and Asia closer together by a mutual appreciation of each other's culture and way of life. (UNESCO)

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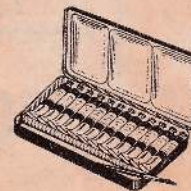


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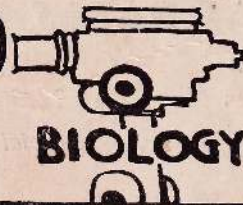
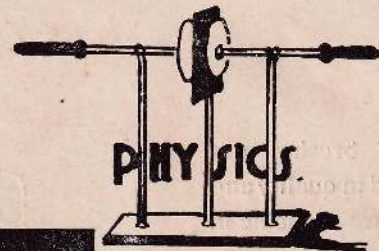
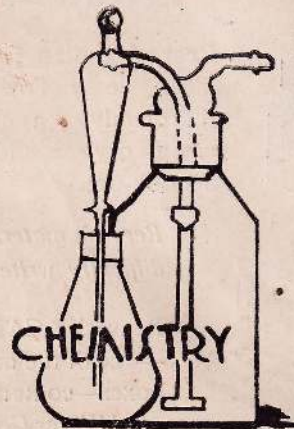
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