

*P. Sivasubramanian*  
*8/8/60*

MAY—JUNE, 1960

# THE CEYLON TEACHER



• IN THIS ISSUE •

LEADING ARTICLE

DR. T. B. JAYAH

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ARTICLES

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BOOK REVIEW

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UNION NEWS

THE SECRETARY'S NOTE BOOK

MONTHLY ORGAN OF THE ALL CEYLON UNION OF TEACHERS

Vol. XXIV. No. 141.



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Cover Page Picture:—A recent picture of Dr. T. B. Jayah. (Courtesy Zahira College).

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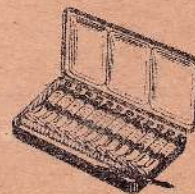


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# THE CEYLON TEACHER

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No. 141

## DR. T. B. JAYAH

The news of the death of Dr. T. B. Jayah must have been received with great sorrow by all the teachers who knew him personally and also by others who have heard of the services he had rendered to education and to the teaching profession in particular. Dr. Jayah, the politician and patriot, was essentially a teacher always. He took to the teaching profession as a vocation, and hugged it until he was compelled by demands made on his time and ability to relinquish his post as Principal of the leading Muslim School in the island.

It is not possible to catalogue the numerous activities of Dr. Jayah as a teacher and educationist in the brief space which an article of this type is given. For well nigh two decades he was associated with every movement in education in this country. As one of the founder members of the Colombo Teachers' Association and the All Ceylon Union of Teachers he never failed in his interest in matters educational, or in his efforts to obtain for the teaching profession the necessary recognition, safeguards and status. In spite of many calls on his time as a politician and a leader of his community he always found time to attend every meeting of the C. T. A. and the A. C. U. T. At these meetings he most ungrudgingly gave the best by way of advice and guidance. He was able to visualise the teachers' point of view and their needs, not forgetting the limited political and economic framework within

which these needs can be met, and at the same time realising the impact of demands of a section on the rest. He was for over a decade the President of the C. T. A. and for a few years President of the A. C. U. T.

He had the wonderful ability to grasp problems quickly and thoroughly, equally the wonderful ability to find solutions for these and still more the wonderful ability to present them to the Government or the people in an acceptable manner. Teachers will always remember the Salaries, Pensions and Widows and Orphans' Pension Schemes and with every one of them Dr. Jayah's name is associated.

As a friend, his advice, generosity and any aid that he could give was always available. He was a devout follower of the Prophet Mohamed, and as such he could not have wished for a better place and time to die. His life should be an example and a source of inspiration to all teachers.

"The Ceylon Teacher" mourns his death. We extend our deepest sympathies to the members of his family, to the staff and students of Zahira College and to the entire muslim community. We assure them that we shall always remember Dr. Jayah as a great teacher, an eminent educationist, a sincere politician and a true son of the Prophet.

*Courtesy The Ceylon Teacher*  
R.H.P.



# THE STATUS OF THE TEACHER

"If you think that the status of the profession is not what it ought to be don't look for the miracle to happen. Don't look outside yourself for salvation—it will not be found there. There is only one way to achieve that status you desire ; you and I and every teacher individually and collectively will have to learn to save ourselves."—Sir Ronald Gould.

## MORE EQUAL THAN OTHERS

Years ago in England, we had a programme on the radio which was called 'The Brains Trust'. I used to think the emphasis was on the 'trust' rather than on the 'brains'. This was a programme in which questions were asked of a number of distinguished people. One of the distinguished people there was a man who called himself Professor Joad. Whenever he was asked a question he always began by saying: "Well, it all depends on what you mean....." and would take out some word. This seems to be an admirable way in which to start any discussion. Begin by defining your terms. So I looked up the word 'status' in the dictionary. This was defined as a noun (which I already knew), it meant 'standing', 'esteem', 'prestige'. If you believe in status you believe that all men are equal but some are more equal than others. Let us therefore proceed to find in what way you as teachers ought to be regarded as more equal than others.

## NO LEARNING ; NO PROFESSION

I turned over the pages of the dictionary and I came to the word 'Profession'. This is what I read: "A declaration ; declaration of belief in a religion ; vow made on entering ; vocation ; calling especially one that involves some branch of learning or science (divinity, law, medicine)". You

will notice that you were omitted ! If you look at those definitions more closely you will see that they fall into two fairly clearly defined groups. There is a clear indication that a profession is concerned with some branch of learning or science. No learning, no profession ; no science, no profession. I wish teachers could get that into their heads. Without high standards of scholarship there never can be any profession. Further, there is another group of definitions, and here there is a kind of spiritual or religious content. A profession is defined not just as a job to be done or as a salary to be earned, but it is concerned with the realm of the spirit, it is a vocation/a calling, a declaration of belief. It would appear to me that if only teachers had these two great qualities, that they could claim as a body to have some pretensions to scholarship and that they were also wholly devoted to the job that they had to do, that they believed in something outside themselves, beyond themselves and more important than themselves, the status of teachers, the prestige of teachers would rise immeasurably. Given a sense of vocation, given scholarship, the status of the teaching profession everywhere would rise. In general terms, this is a mere statement of the obvious. So let me look more closely at it.

## LOOK BACK

A year or two ago, I was invited to the University of Bangor to speak at a Summer School. At Summer Schools you only work in the mornings and enjoy yourselves in the afternoons. All the students were 20 or under and at the end of one session they asked me to climb Mount Snowdon with them. This gave me considerable pleasure, but when they went on to say they would take the easier path I faintly resented the suggestion, because it indicated that I was past my best ! I agreed to go with them and afterwards I thanked God and them for taking me on the easy path. For after I had travelled an hour or two up the side of that mountain although it was the easiest path, I found the task rather more than exhausting. My knees sagged, my heart quailed, my breath came in short pants (I think that is the right expression !) (I once heard someone say....."and then I reached the top of the mountain, breathless and pantless". I thought that half of this at least would be true of me !) But occasionally, when I stopped to regain my strength and to catch my breath, as I looked down the mountainside towards the valley from which I had come, every time I discovered I had travelled further than I thought. And when I turned my eyes towards the top of the mountain I had fresh strength and fresh vigour for the journey. Teachers look around





**THE OPENING SESSION.** Left to right Messrs. Lun Kin Tuck (*Sec. Malayan Teachers Congress*), Teerath Ran (*President*), S. Natarajan (*Vice-President, W.C.O.T.P.*), J. O. Mendis, *The Hon. Tunku Abdul Rahman (The Prime Minister of Malaya)* and *Dr. Paul Welty (Assist. Secretary, W.C.O.T.P.)*

them, look forward, but few of them ever look back to see how far they have travelled. If they did, most of them would get some strength and encouragement for the journey. I like to look back to examine how the status of teachers has improved. It is obviously impossible to do this on a world basis. My illustrations obviously come from nearer home, but nevertheless, what I have discovered about England is in some measure but with different illustrations, true of almost any place.

### **THREE TESTS**

Let me apply three tests to show how far we have moved forward. First, what do people say about teachers as a body? Secondly, what is the area of freedom within which teachers work? Is it greater or smaller? Thirdly, what is our attitude to inspectors, or what is the attitude of the inspectorate to the inspected?

### **WHAT PEOPLE SAY**

First of all, let us look at what people said about us. Just over 100 years ago, Lord Macaulay, who certainly had a good command of English, said this: "*The masters, the refuse of all other callings, discredited footmen, men who cannot work a sum in the rule of three, men who do not know whether Jerusalem is in Asia or America, to*

*such men, men to whom none of us would entrust the key of his cellar, we have entrusted the minds of the rising generation and with it the happiness, the freedom and the glory of our country*". It is beautiful English but no testimonial of the teaching profession. A few years afterwards, in an English village, the local clergyman was speaking and his speech was recorded in the local paper. And since no journalist can ever do wrong, I am quite sure that this is exactly what he said: "We are very democratic in this village; our committee consists of three ladies, three women and the village school mistress!" The biological implications escape me, but the social ones are to me quite plain—three ladies, three women, but still further down the scale, the village school mistress.

But whatever conclusions may be drawn from the situation, this, I think, is clear. That at that time the status of the teaching profession must have been deplorably low.

### **TEACHER, A SAVIOUR**

I was present a few years ago at a meeting of teachers when we had a visit from the Minister of Education. He said "The teacher is the vital link. At a pinch you might be able to do without Parliament; you could do without the Minister; certainly with-

out Civil Servants and almost for certain without Local Education Authorities, but if there were no teachers, the world would be back to barbarism within two generations". And the remarkable thing is that the Minister of Education meant what he said. Every person who looks at society today and examines it closely, whether he looks at it from an industrial, a sociological, a spiritual, an intellectual or any other point of view, comes back to the conclusion that the salvation for the world's ills lies in a better education service. Let there be no mistake about it then, that in this respect at least, teachers are slowly winning their way; our status as a body is improving.

### **FREEDOM OF TEACHERS**

What about the freedom of teachers? I think it must be obvious to any of you that a person with no status is given little or no freedom. He presses a button; pulls a lever and does as he is told. But the greater the degree of freedom, the greater the responsibility, the greater the freedom of choice, the higher is that profession held in the estimation of the world. The one is a reflex of the other. You only give people trust, freedom, responsibility, if you believe in them; if you think they are worthy. Let us look at the freedom of teachers in





Sir Ronald Gould and a friend  
relax between sessions.

England. A few years ago, the teacher could be dismissed from his post for taking part in political activities—that is no longer the position. You can take part in political life as long as it does not interfere with your work in school. A few years ago in England a person could be dismissed for almost any reason. For example, just before the War, one Local Authority sent out a notice: "When a woman teacher marries her engagement will be nullified". This was somewhat ambiguous but the intention is clear. And yet today, far from dismissing married teachers from their posts because of marriage, we beg and pray on bended knee that they will return to the profession.

#### CHOICE OF TEXTS

But above all, in England, one of the freedoms that we cherish is the right to choose our own text books, to choose our own syllabuses (or syllabi!), to decide what we shall teach and the way it should be taught. This is something a little confusing to people outside who think it will produce bad effects. This freedom of choice which is given to teachers in England is of recent growth. At the turn of the century there was a young

man teaching, who was also reading for an external degree in physiology at the London University. Unfortunately, he left on his desk a book written by Dr. Foster. During the lunch hour, a woman manager, a busy-body, decided to prowling around that school. This woman was described in the language of the time as "a strong-minded person who contrives to combine the advocacy of purity with the investigation of indecency". This woman found the book and instead of dealing with the matter direct with the man, she engineered a discussion in the columns of the local paper, using synonyms like "Father of Fen", "Pro Bono Publico", and "Disgusted", protesting at the effrontery of the teacher who could "add to the rudeness which is innate in the lower orders by teaching them the contents of their own insides". Teachers now teach what they like in the way they like. This is an indication of the growth of professional liberty and status.

#### THE CUCKOO

What about the Inspector? It is difficult to deal with this subject without emotion. On the second day I entered the class room as a fully qualified, trained, certificated teacher, a tap came at the door. I opened the door and there standing on the mat was a ragged urchin. He said: "Good morning, Sir" and I replied equally politely: "Good morning, my boy" and then he paid the greatest compliment that a child can ever pay to a teacher—he said: "Are you the Headmaster?" I replied sadly, "No, I am not. I am the assistant master". I was then asked: "Could you give the Headmaster a message?" I asked him: "What is it?" He then said: "Please Sir, my Headmaster asked me to ask you to tell your Headmaster that the cuckoo is coming early this year". I said: "Say that again", and he did. Greatly wondering (for this was September 2nd, 1924, and as a rule the cuckoo comes in April and disappears in July or August), I made my way to the Headmaster and I passed on this simple bit of ornithological information, but the effect upon that man was startling. His whole physical frame was frightening to behold. You could see his blood pressure rising, the colour drained from his cheeks, and he started running about giving orders, left, right and centre. "See to the inkwells; see to the books; get

some flowers; dust those desks...." and in a short time the place began to look rather better than it had done before. Such was the way in which the cuckoo was then held in esteem!

#### OVER THE INSPECTOR

Now let me give you another story of another school. The other day a tap came on the school door. This time the door was opened not by the Headmaster (who never opens doors or undertakes such menial tasks), nor by the assistant teacher (he is above that sort of thing), but by one who, in some ways, is greater and more formidable than either—the Headmaster's secretary. She opened the door—"Good morning", said she, rather sternly, in the manner of her kind. "Good morning", said the man on the mat. "What can I do for you?" asked the female. "Can I see the Headmaster?" was the reply. "No, you cannot. He is busy". "But", said the man, "I am Her Majesty's Inspector". "In that case", said the woman, "I might be able to fix you in five minutes next Friday". In ways like this, the profession is advanced—over the dead or quivering bodies of H.M. Inspectors!

#### THE TEACHER & THE SERVICE

I think I have looked backwards long enough and if I continue in this strain you might say that the poor chap is past his best and he only reminisces. What about looking forward? I would be very glad to do this. There are three ways the teaching profession can make fairly rapid advances and can raise their status. First of all, the teaching profession ought to try to learn that the status of a profession is not completely separate and distinct from the status of the service of which he or she forms a part, or to put it frankly, you cannot raise the status of teachers without raising the status of the Education Service. You cannot raise the status of the Education Service without dragging up the teachers too. This seems to me to be of enormous importance and it is a point that teachers generally overlook. They seem to think that you can get teachers a high status, whilst education itself is lowly regarded. This is an impossibility. The two rise or fall together.



### **BETTER QUALITY WORK**

How do you get the service of education more highly regarded? There is an unhappy knack amongst most people to look for help outside themselves. I have no doubt that people outside the ranks of the ordinary teacher can do much to raise the level of the education service and therefore the status of teachers. I have no doubt that efforts on the radio, in the press and T.V. and in Parliament and amongst local managers and governors can do a great deal to improve the quality of the Education Service and lift the status of the profession at the same time. I am grateful to them for all they are doing on our behalf. I have no doubt too, that teachers believe that collectively they can do a great deal by publicising the work that is being done in education and by making people believe more in the Education Service. But I want to say to you as teachers that I believe that the most effective form of propaganda is not speeches, nor written or spoken words, but a realisation by the public of the better quality of work done in the class room.

### **YOUR JOB IS YOUR LIFE**

All the talking in the world is of little effect, if people see that the reality and the words do not coincide. When I hear teachers talking about lowly status, yet they arrive at school late in the morning and go immediately at the end of the afternoon session. I realise that they have not the faintest idea what status really means. I remember reading in a morning newspaper this simple sentence: "Do you work from 9 to 4 or do you belong to a profession?" Exactly. What does a profession know about time-tables? What do I myself know about the limits of time? I work for a professional organisation, but if I were told to work five or six or eight hours a day I would resent the suggestion. My job is my life, and I ask for no limitation of hours to be imposed upon me. I do not understand any concept of a profession apart from that. It is something more than can be laid down in regulations. It is something that bursts the bonds of regulations.

### **LIVE YOUR BELIEF IN EDUCATION**

Professional status comes when people are prepared to devote themselves wholeheartedly to the job to which

they have been entrusted. Let me put it this way. What right have we as teachers to expect the world to believe in a better educational system if we do not in words and in deeds, prove that we believe in it ourselves? In words we often say that education can improve the economic status of a nation, that it can raise the standards of living, that it can raise the political standards of a nation, that it enables independence to be a reality and a real democracy to be established, and that it enables individuals to be able to live a full and abundant life. But this is something that teachers must not only say with their lips but live with their lives, and when they do, believe me, the miracle can begin to happen. If only teachers live their belief in education then I have no doubt whatever that the status of the profession would be immeasurably raised.

### **A PAGE AHEAD**

The second thing is this. Every great profession looks closely at the quality of the people who are admitted to it. I am tired of those people who think that anybody over 18 with or without vaccination marks upon his arm and is able to move, is fit to enter

the teaching profession. This indeed is a low evaluation of teachers and an equally low evaluation of education. A teacher must, of course, know what he has to teach. This is not very much to ask. You must be at least one page ahead of your students. Even that is not always achieved! I have been to educational institutions in which some students have been ahead of their teachers or tutors!

### **WIDE RANGE OF INTERESTS**

Secondly, teachers must have the know-how, the ability to put it across. There is a common belief in most countries that if you can learn a thing, you can teach it. This is not true. Some people can learn but they cannot teach, but most people can be taught a little about how to teach. And a third quality is required. The teacher must have such a wide range of interests, such a width and depth of knowledge that he understands what he is trying to do. One of the great dangers in the teaching profession is degenerating into mere practitioners, mere repeaters of a particular sort of routine without any understanding as to where the routine leads. Teachers ought to know what they are trying to do. I



WITH CEYLON'S HIGH COMMISSIONER. Left to right His Excellency Mr. D. C. R. Goonewardene, Dr. Paul Welty, Miss Teerath Ram, Mr. Lum Kin Tuck, Mrs. D. C. R. Goonewardene, Mr. J. O. Mendis, Mrs. H. C. T. Somasunderam and Mr. J. D. Aseervatham.



went to a country not long ago where I found the teachers teaching "2 pints one quart.....etc." I asked if anyone had ever seen a pint and was told 'None'. I asked how things were bought there and was told "In empty cigarette tins". And that was true. Yet here were teachers teaching children tables which were quite unintelligible and completely useless. Why? Because the teachers were like gramophone records. Occasionally someone ought to say: "What is all this in aid of?" "What are we trying to do?" They would then know that certain things must be rejected; the curriculum must be modified. Consequently, when anyone says teachers can be trained quickly, all I can say is that they and I will never see eye to eye. You need training and you need a great understanding of the world, its history, its geography, its economics and all the rest if you are to be a really great teacher.

### PERSONALITY

Lastly, no University can give you this—a personality. This is something which we all recognise when we see but which is difficult to define. It can enthuse children and make them feel that education is a worth while enterprise. All those qualities are needed in teachers. What can be done in training colleges to provide them? Knowledge of the subject—Yes. Ability to put this across—Yes, at least to some extent. Wider understanding of the world—Yes. Personality? No, I fear not. Thus, to me, teaching never can be a profession unless you believe that there is a corpus of knowledge and experience, an amalgam of academic training and professional training which is distinctive to teachers and to no-one else. This is something teachers must strive for.

### EXCLUDE UNQUALIFIED

At the moment, anyone with education can slip, slide or slither into teaching—a doctor, a lawyer, a dentist, an accountant, a land surveyor—anyone can drift into the teaching profession. But let any teacher drift *their* way and they are barred, and rightly so. For if there is a training and an academic quality required in a doctor, doctors have a right to establish their standards of entry, and we have a right to establish our standards too. You ought always to be able to see the real distinction between the qualified and

the unqualified, and not until you have established that and excluded the unqualified can you call yourself a real profession. There is no meaning to a teaching profession unless you can exclude the unqualified. Standards must vary from country to country, but I submit that whatever you may do about that, every profession worthy of the name has got to say "Only those with education and with training can be admitted from this particular date....." I am quite sure this is the essence of a profession and we have to move towards it.

### ONE ORGANISATION

The third thing is this—in most countries the teaching profession has to learn to be united. In England we had a society formed by Sir Ernest Benn and called the 'Society of Individualists'. I found it rather difficult to see how individualists could form a society until I remembered the teaching profession, and I realised that they had been doing it for years and years! Long before man learnt how to split the atom, the teaching profession learnt about the ways in which they can divide and sub-divide. Men can rise up against women; teachers in grammar schools can rise up against those in elementary schools; heads against assistants; graduates against non-graduates; Protestants against Roman Catholics; Government against Private school teachers, and so on. We constantly divide and sub-divide our ranks, and consequently we have little impact upon the public. Worse still, these divisions exist not only in private, they show themselves in public. They declare to the world that we are at war with one another. This is folly indeed. There are people who believe that if you get teachers into one organisation, you can make them all think alike. That is not true. You cannot. But what you can do, is to get teachers into one organisation so that they can resolve their conflicts as well as humanly possible in private, and so that the divisions do not show themselves to the world. That seems to me to be economic, political and educational wisdom. I believe it would be a good thing if the differences between teachers could be resolved in private rather than in public, and then the bad image of the teaching profession which is often presented to the world would be destroyed and a better image would be substituted. This is not the only sort of unity to be established. We do

not as a profession loyally support other members of the profession in the presence of other people. This is disastrous to our professional status.

### IS OURS A PROFESSION?

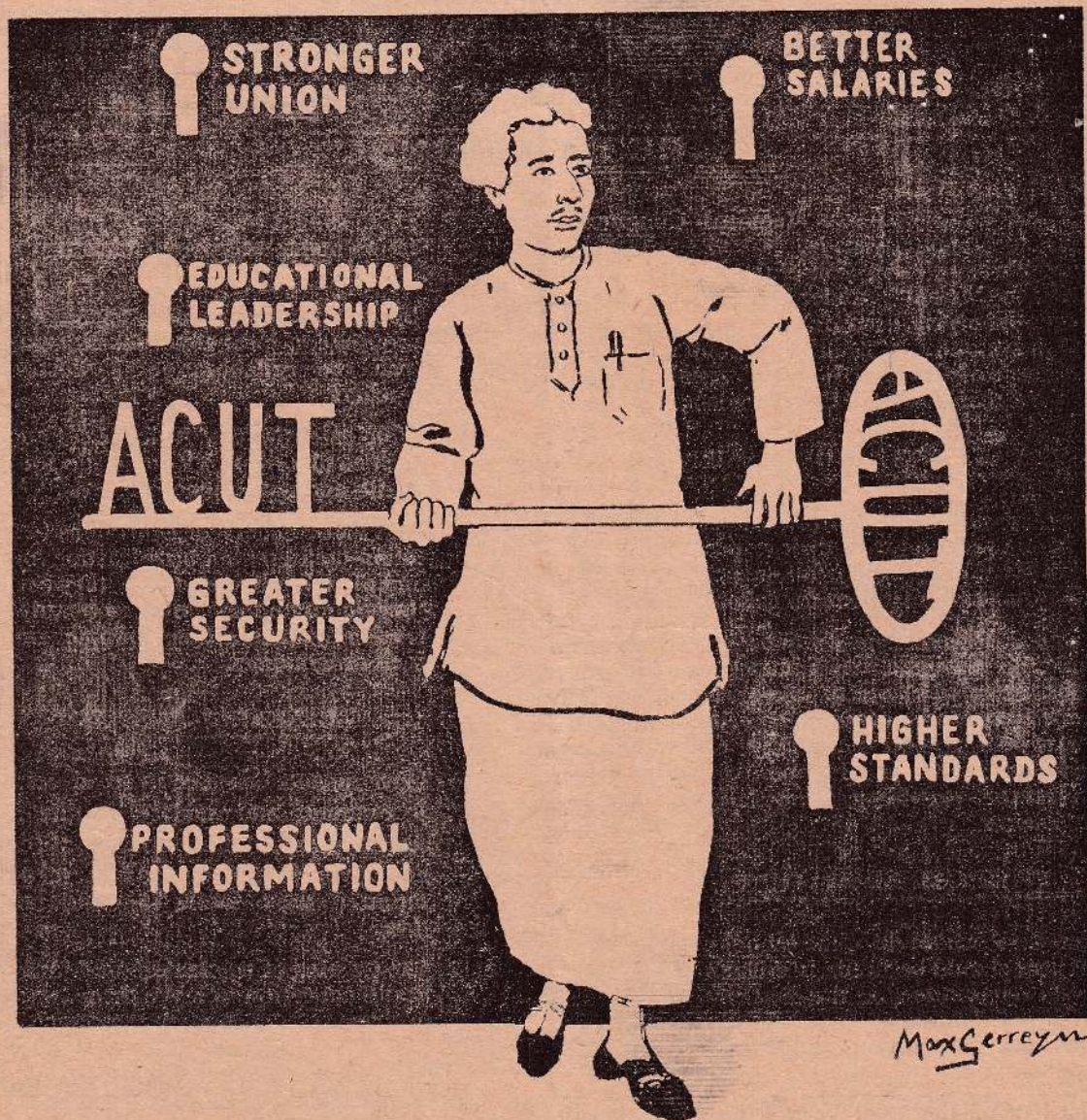
I will now finish. In a recent book on economics I read a sentence which completely staggered me. It ran "A profession, like a nation, is a group of people that persuade other people to treat them as such". I thought it was too obvious, but it is sometimes necessary to state the obvious to reveal the truth. Anyone who has been to a WCOTP Conference will know how difficult it is from time to time to define what is a nation. If you stop to examine it, you will realise there is no simple definition of a nation. You cannot say it has one Parliament, for there are nations without Parliaments, and there are nations with more than one Parliament. You cannot say it is where there is one religion or one culture or one language, for there are nations with more than one religion, culture and language. It is obvious that the definition of a nation is not an arbitrary thing, but where a group of people can persuade the world they are a nation, they will be called a nation. You rise to nationhood when you have proved to the world that you should be treated as a national group. And this is true of a profession. You rise to a profession when, as a body, you have persuaded the world that you are worthy to be treated as a real profession. This is something teachers have never yet learnt. They think professional status will come by somebody outside themselves doing something for them, and they are absolutely wrong. If you wait for the outside world to make teaching a profession, you will wait a very long time.

### SAVE YOURSELF

Thus, professional status is not something imposed or given from outside; it is something that wells up from inside—inside teachers individually, inside teachers collectively. So I want to say to you as teachers here that if you think the status of the profession is not what it ought to be—and I agree with you—don't look for the miracle to happen. Don't look outside yourselves for salvation—it will not be found there. There is only one way to achieve the status you and I desire; you and I and every teacher individually and collectively, will have to learn to save ourselves.



# KEY TO MANY DOORS



**a united profession**

*join your provincial associations today*

**ALL CEYLON UNION OF TEACHERS**

**10, MODERA STREET — COLOMBO 13.**



# FIRST WCOTP ASIAN REGIONAL CONFERENCE

## KUALA LUMPUR, MALAYA.

### RESOLUTIONS

- I. Whereas the WCOTP Asian Regional Conference held at Kuala Lumpur, Malaya, 24 - 30 April, 1960, after comprehensive discussion of the theme: "Child Health and the School", under four specific areas, recognizing the urgent need for the setting up of an adequate programme of health education services to serve the needs of all schools in the Asian Region, be it resolved that the WCOTP recommend that:—

#### CO-OPERATE WITH GOVERNMENTS

- (1) All member national organizations of the WCOTP work in co-operation with their respective Governments in providing regular full medical and dental examinations and treatment for school children.
- (2) All member national organizations of the WCOTP be requested to collaborate actively with Governmental agencies in charge of administering schools in their respective countries, in securing continual and intensified support financially and materially to the school health programme toward the ultimate goal of providing more adequate school health services.

#### PHYSICAL EDUCATION

- (3) The length of school days, the school week and the school year should be fixed in collaboration with national organizations in the best interest of the health of the children and to give a reasonable balance between relaxation and the pursuit of hobbies.
- (4) At least 10% of the total school time allotment should be devoted to physical education and health and half of this allotment be spent in actual physical activity.
- (5) Opportunities should be provided by the Government for the training of specialists in Physical Education either directly or through a teacher exchange programme.

#### PLAY GROUNDS

- (6) WCOTP continue looking into the project of adequate playgrounds by making available to all national organizations information obtaining from all member countries.

- (7) There should be a definite syllabus for health education and a well planned health programme in all schools.
- (8) Books and other reading materials on health appropriate to local conditions be written, preferably with the collaboration of doctors, nurses and teachers.
- (9) More extensive use be made of audio-visual aids such as film strips, TV and radio for the teaching of health and recreational matters;

And that teachers' organizations be given representation on all school broadcasting and TV advisory and planning bodies where they exist; and where they do not, either advisory boards be set up or teachers' organizations initiate the planning of such programmes.

#### RESEARCH INSTITUTES

- (10) Governments be asked to set up research institutes to examine and analyse readily available food resources and to draw up lists of food equivalents and advise parents on the best methods of preparation of these foods to ensure adequate nutrition.
- (11) The training of teachers should include a course in health education to make them aware of the health problems of the children they teach.

#### WHOSE RESPONSIBILITY?

- (12) The Government should accept the responsibility for safeguarding the health of the teacher and his family.
- (13) UNICEF, WHO and FAO should increasingly collaborate with Governments by providing increased health services to school children in the Asian Region, adequate provisions for training of personnel and sufficient equipment necessary to improve such services.
- (14) In these increased services, to make the health programme more effective, the mental health of the teachers and the children should receive paramount consideration.



## UNESCO'S MAJOR PROJECT

II. It is a basic policy of WCOTP to assist in the UNESCO programme and support its objectives. It is believed that the WCOTP Asian Regional Programme should be geared to WCOTP-UNESCO collaboration. This Conference therefore recommends that :—

- (1) WCOTP collaboration in the UNESCO project on mutual appreciation of Eastern and Western cultural values be continued with special emphasis on the study of values and conditions necessary for development of the cultures of the Asian Region.

## STATUS OF TEACHERS

- (2) The WCOTP Executive presents to UNESCO for budgetary assistance a long-range programme of scientific survey on the status of teachers, socially and economically, with particular emphasis on Asian countries, suggesting, among others, that—

- (a) Governments be urged to provide adequate funds for teachers' quarters in rural areas, especially for women teachers ;
- (b) National associations be encouraged to undertake the formation of insurance or provident fund or mutual aid scheme for members ;
- (c) There should be no discrimination against women teachers in regard to salaries and conditions of work, nor should there be discrimination against married women teachers.

## INTERNATIONAL FUND

- (3) The Conference noted the Report of the Regional Meeting of representatives of Asian Member States on Primary and Compulsory Education and the Report on the Manila Meeting of UNESCO National Commissions in Asia. In this connection, the Conference recommends to the WCOTP Executive—

- (a) to press upon UNESCO to include education in Asia as one of the major projects in its programme ;
  - (b) to press upon the UN and UNESCO the establishment of an international fund for the implementation of the above project ;
  - (c) in considering old and new projects; to examine the criteria of evaluation by the Second UNESCO Asian Conference held in Manila with a view to possible adoption by the World Confederation of Organizations of the Teaching Profession.
- (4) National teachers' organizations request their respective governments to give them adequate representation in their National Commissions of UNESCO and to include members of teachers' organizations in the delegations of this Commission to meetings of UNESCO.

## EDITORIAL WORKSHOPS

- (5) The Conference requests the Executive, if necessary, to obtain assistance from UNESCO for the purpose of organizing a workshop of editors of educational journals in this region. The Conference feels that there is great need for communication between teachers' organizations and their members and teachers' organizations and the community.

Training of proper personnel for the conduct of journals and periodicals is a vital necessity for the improvement of education in this region.

- (6) WCOTP recommend to UNESCO the acceleration of education for international understanding through the adoption of a world-wide text-book exchange programme (T.E.P.) among member states to enable each country to evaluate all text-book contents about that country and ensure that only

## THE CEYLON DELEGATION

*Right to Left*

Mrs. H. C. T. Somasunderam

&

Mr. J. D. Aseervatham





the desirable kind of information on each country will be accessible to students.

### EXPANSION OF EDUCATION

III. The rapid expansion of the school systems in this region is facing a multitude of inherent problems, the solution of which would require extensive research and experimentation. The Conference therefore recommends:—

- (1) The organization of a regional research office to compile these problems, list them according to priorities and undertake scientific research, surveys and experimentation necessary to recommend solutions to these problems to the respective Governments. In this connection this Conference urges the WCOTP Executive not only to seek the expert assistance of UNESCO and other international agencies like WHO and UNICEF, but also to ask these bodies for budgetary outlay.

(Note: This resolution was referred to the WCOTP Preparatory Council).

### WCOTP & UN

IV. It is likewise a basic policy of WCOTP to collaborate with UN and its specialised agencies. This Conference therefore recommends that:—

- (1) Reference Collection Centres or libraries containing materials on the UN and its specialised agencies be set up in all member national organizations.
- (2) The project of preparing teaching aids and materials on such specialised agencies be expanded for bringing about mutual appreciation and understanding of different cultures. In this connection, we note the great efforts being made by countries to bring about a reduction of armaments and a control in the production of atomic weapons. We feel in these efforts a growing realization that world peace and understanding could be better built by fostering understanding, appreciation and love in the minds of people through proper education.

### SPECIAL FUND

V. The WCOTP Asian Regional Conference resolved to recommend:—

- (1) To member organizations the creation of a special fund to enable their representatives to participate in these conferences.

- (2) To the respective Governments of countries of this Region to give financial assistance to national teachers' organizations to enable them to send delegates to international conferences under the auspices of WCOTP as participation in these conferences would greatly benefit the organizations and the cause of education in these countries, and that these delegates be granted leave with full pay.
- (3) To member organizations to develop their publicity programmes so that their members may be informed of the functions and achievements of their national organizations and of the WCOTP.

### SEMINAR FOR TEACHER LEADERS

- (4) To the WCOTP to organize a seminar for teacher leaders in the Asian Region to consolidate and strengthen teachers' organizations and if necessary, seek financial assistance from international bodies like UNESCO.
- (5) The WCOTP should explore the possibility of seeking aid for subsidies for initial help for staffing teachers' organizations in Asia, since a permanent secretariat is essential for the implementation of any programme by teachers' organizations.
- (6) That all national organizations should strive to become self-supporting.
- (7) To the WCOTP that Regional Conferences, which promote greater understanding of the work of the WCOTP and its specialised committees, be convened biennially.

VI. Be it resolved that this Conference express its sincere condolence to Tunjku Kurshiah, Consort of the late Yang di-Pertuan Agong, for the untimely demise of the King and to the Federation of Malaya for this irreparable loss.

### GRATITUDE

VII. Be it resolved finally that the First WCOTP Asian Regional Conference express its deep sense of gratitude to:—

- (1) the Malayan Teachers' National Congress for the invitation to hold this Conference in Kuala Lumpur; for the excellent arrangements made to ensure a successful meeting and the reception and comfort of the delegates;



- (2) the Prime Minister, the Honourable Tunku Abdul Rahman, for the warm hospitality extended to the delegates; for the great wisdom contained in his address and for opening the Conference;
- (3) Sir Ronald Gould, President of WCOTP, for taking time out of his manifold duties and responsibilities in London to address this Conference on the Status of Teachers and for giving the delegates

greater inspiration and moral support by his presence;

- (4) Dr. William G. Carr, Secretary General of WCO TP for his message and the Secretariat for sending needed documents and materials for the Conference;
- (5) Mr. Teerath Ram, President of the Malayan Teachers' National Congress, for his warm welcome.

## SUGGESTIONS

### SCHOOL HOURS

School hours in the lower primary classes should not exceed 22 hours a week and there should be no homework. School hours in the upper primary classes should not exceed 24 hours a week and homework should be limited to a maximum of  $\frac{1}{2}$  hour a day.

In the secondary school the maximum number of hours per week, including homework, should not be more than 35. These times should be fitted into a five day week, for it is essential that children get a real break from school work each week. Where home conditions are so poor that it is desirable for children to spend more time in school, this time should not be used for more teaching but for recreation and hobbies. The group feels that an excess of the time mentioned spent on study would not benefit the students. There should be adequate breaks in the course of the day in order to allow time for relaxation, for it is impossible for children to sustain their attention for long periods. This is particularly relevant in tropical countries. In each school day there should be at least 2 recess periods apart from the lunch-break of a full-day school. These recess periods should be at least 10 minutes each and preferably a quarter of an hour.

### ALLOCATION OF TIME TO

### PHYSICAL EDUCATION & HEALTH EDUCATION

The time allocated to these two subjects should be not less than 10% of the total school time. Of this at least  $\frac{1}{2}$  should be spent on physical activity wherever possible. All children who are not medically unfit should take part in physical exercise and games, and the weaker ones should not be neglected in favour of the promising sportsmen.

### FACILITIES FOR PHYSICAL EDUCATION

It is essential that each school should have adequate playing space. Wherever possible each school should have a minimum of 1 acre of ground for 100 children, as playing space, together with a hall which could be used as a gymnasium. If a properly equipped gymnasium can be provided as well, so much the better. In any case a hall which can accommodate the whole school should be regarded as essential.

Where land is not available, each school should possess a covered playground—which might be the ground floor of the building—a hall, and a flat roof, so that there is adequate space not only for P.E. lessons but for the children to play in during recess periods and during rain. All schools should have at least the basic equipment needed for P.T. and for some games.—*Annexure A.*



# EDUCATION

# AND

# EMPLOYMENT

—by C. J. Eliezer.

## TWO EDUCATIONS

In the last few years, there has been, in all our Asian countries, a rapid expansion of educational opportunities. Some useful statistics about school children in Malaya were given by Mr. Teerath Ram on the opening day, and I expect that similar expansion may be noted in several Asian countries.

The population of the world is increasing fast, and especially so in Asia. The demand for education would also continue to increase. Against this background it is useful to recall what the American historian James Adams has said:

"There are obviously two educations. One should teach us how to live, and the other how to make a living."

Such distinction between 'life' and 'living' produced in ancient Greek society two types of education—one for the free born, how to live and the other for the slave, how to work. In modern society we need to give each person both these educations, of life and work.

## ATTITUDE TO WORK

The question, I am leading to, concerns the types of employment for which our children are being prepared—something which they may look forward to, with pleasure and hope. What is going to happen to our future school leavers? Are there going to be enough avenues of employment—at any rate of the types which school leavers would regard as gainful and suitable. Those who do not succeed in getting such employment would regard themselves, and also be regard-

ed by others, as failures. The resulting sense of frustration and dissatisfaction would lead to embitterment, mental unrest, and social ill-health. The attitude of a person to his work, whatever that work may be, determines to a good extent, the quality of his work and the success of his life. As teachers, we need to be aware of the need to prepare our children for the types of work that are going to be available for them, and provide them with the necessary skills, as well as the necessary mental and social attitudes, which make the work enjoyable and creative.

## UNIVERSAL HERITAGE

Our schools in Asia have been modelled on the patterns that have been successful and well tried in other places. By doing so, we have been able to enter into the rich heritage of universal knowledge and experience. I am a firm believer in the value of this universal heritage, and am glad that portions of this heritage form a part of education everywhere. At the same time, we have to recognise that in each society, there are its own particular requirements—not the least of which is that school leavers may adequately fit into that particular society and take worthy places in it.

## VOCATIONAL EDUCATION

Sometimes, critics of our modern secondary schools call for more vocational education, as though we did not have any now. It is not that these schools have been specially designed to teach our children 'how to live' and have left out 'how to make a living'. Our schools are mainly vocational—but only for one type of voca-

tion, which, excluding what are called the professions, is mostly Government service, especially clerical service, when one thinks in terms of the numbers involved.

## COLONIAL SYSTEMS

Schools in colonial territories would naturally have had in mind types of work which the rulers needed from local persons for purposes of Government, and so there was naturally the emphasis on these particular vocations. Other types of employment did not generally come within the scope of the educational system, and have remained at an ancient level of knowledge and technique. To take two examples, farming and fishing methods have remained the same for hundreds of years. It has been estimated that the work of a farming family in Asia can only support one half of another family, while in countries utilising modern knowledge, a farming family can support four other families.

## "WHITE COLLAR CASTE"

In some of our countries, our social systems have encouraged isolation of communities according to hereditary patterns of employment. New knowledge has been slow to filter through these curtains and barriers. In these circumstances those who received the new education also tended to form into castes and classes. There has been produced what is called "white collar" psychology. Our school leavers all seek white-collar jobs and nothing else.

## SOCIETY TO BLAME

The schools are often blamed for

THE Ceylon Teacher,



this phenomenon, but whatever blame there is should fall more equitably on 'society' as a whole. As long as society gives prestige, influence, security (and in some societies, high dowries) to the white collar worker, so long will it be difficult for schools to bring about a change of mental and social attitudes of the children. Preaching about dignity of labour for years has not carried conviction.

### IN WESTERN COUNTRIES

It is interesting to observe that in Western countries too, technical and vocational education were slow to be accepted into the school curriculum. The hostility encountered may seem incredible to us nowadays. Note what Dr. Arnold in England wrote :

"Rather than have physical sciences the principal thing in my son's mind, I will gladly have him think that the Sun went round the Earth, and that the Stars were merely spangles set in a bright blue firmament".

It was only after an arduous struggle in the second half of the nineteenth century by generations of eminent scientists that science was given a reluctant place in the school curriculum, and gained prestige as a subject of study only early in the twentieth century.

### FOUR EPOCHS

Science and technology are revolutionising society and its patterns everywhere. We may see that social evolution has depended a great deal on the type of technology and energy resources available in each period. We may discern four epochs of social history. In the first, the **age of muscular energy**, society used the energy of human slaves and animals. The social thinking was suited to that age, and we find that the great philosophers of ancient Greece justified slavery. The second type of energy is **mechanical energy**, that of falling water, flowing river. The early human settlements near the great rivers used this energy for transport, and from the mouths of rivers traders travelled seawards using the energy of wind. The third type of energy which man has been able to use on a large scale is **molecular energy or chemical energy**—which is the energy that is stored up

in the fuels such as coal, oil, petroleum or wood. By burning these we obtain the forms of energy which have been harnessed for turning the wheels of modern industry. The supplies of coal, oil, petroleum inside the earth are limited, having been accumulated there through processes which have gone on for millions of years. But what thoughtful nature has conserved over the years, modern industrial society is consuming at a rapid pace. But for the timely discovery of **atomic energy**, our civilisation would certainly have perished.

### VAST SOCIAL CHANGES

In each of the transitions from one age to another, there is a multiplication in the scale of available energy. The increase in plentifulness has enabled new and vigorous social concepts. The old concepts of slavery became replaced by new concepts of human personality and dignity. We may expect vast social changes arising out of the impact of these new discoveries. There is however always a time lag before the fruits of a discovery spread around to everybody. And there are birth pangs of the new society. The early days of industrial life witnessed much misery—such as long hours of labour in factories, employment of children, growth of slums in industrial areas. So too we may expect that before the age of plenty becomes a reality in Asia there will be many social pressures. We teachers should prepare our children for the changes ahead.

### NEW SOCIAL ATTITUDES

Just as industrialisation and technology opened up new avenues of employment and raised standards of living in other areas, the programmes of development of the free countries of Asia will open up new types of employment for the future school leavers. But remembering the rate at which population grows and the number of school leavers increase—there will be periods of considerable unemployment among school leavers. Many will be unemployed and many unemployable, unless our social attitudes change, and we start diversifying our education. New knowledge will transform old ways of living, and the new generation which is willing to find

satisfaction and motivation in agriculture and other traditional pursuits would be pioneers in bringing new levels of living into old types of work. Until the modes of application of new knowledge have proved their success and transformed social attitudes, land colonisation schemes, which are being adopted in many Asian countries, and 'Back to the Land' slogans will accomplish little.

### PRACTICAL SCHOOLS?

Suggestions have been made that there should be in addition to the modern type of secondary school, also practical schools, vocational schools and technical schools to prepare students for particular types of employment. I am not convinced that is the right long term method, though as a matter of urgency all these types should be fostered at the present time. From the long term point of view, it seems more hopeful to diversify the curriculum in the existing schools, so that *all* our children may have in addition to the general academic education which the modern secondary schools in various parts of Asia are providing very successfully, also a broad technical and practical education as part of the school curriculum. Specialised practical training will not be part of such a curriculum and may left to be obtained after one has commenced on a particular employment.

### ROLE OF UNIVERSITIES

This problem of diverse functions of a school also shows up in the life and work of Universities. Universities have not fully adapted themselves to the different demands made on their functions which have accumulated over the centuries. Sir Eric Ashby, Master of a Cambridge College, discussing the problem of this tension within Universities has said :

"From Bologne and Salerno comes the function of the University to train students for certain professions, like the church, medicine, and law. From Oxford and Cambridge comes the university's function as a nursery for gentlemen, statesmen, and administrators. From Göttingen and Berlin comes the function of the university as a centre for scholarship and research. From Charlottenburg and Zurich and Massachusetts comes the function of the university to be a staff college for



technological experts and specialists. Some of these functions were created by the scientific revolution; others were deeply influenced by it. The universities have responded to all of them and repudiated none; but adaptation is by no means complete. Form is not everywhere fitted to function. *Indeed the cardinal problem facing universities to-day is how to reconcile these four different functions in one and the same institution."*

#### **DIVERSIFY CURRICULUM**

My inclination is to think that our secondary schools could with profit diversify their curriculum, and so help in bringing knowledge and new social attitudes into varieties of work which our youth will be called upon to do in the coming generation. However, I am ready to be convinced in this point, and I admit that there is room here for further investigations.

#### **THREE THINGS**

I would suggest three things which we as teachers may do to alleviate this problem of education for employment.

- (1) We should survey or get the help of others to survey the employment opportunities which may be expected to be available year by year, for the next few years, in our respective countries. We should urge on everyone concerned ways and means of increasing these avenues of work, and foster the improvement of conditions of work of all types, so that there may be social recognition, freedom from insecurity and adequate leisure for all.
- (2) We should include in the school curriculum the preparation of children for these available types of employment, both the general

skills necessary, as well as the emotional and social attitude and motivation which sanctifies work and enriches the lives of those involved in it.

- (3) We should study the question whether in the Asian set up and from the long term point of view, there should be separate technical, vocational and academic schools or whether all these schools be combined in one and the same school. The consequences of these on social health and prosperity need consideration. As a matter of urgency, we should **foster the growth of all these types of schools in the immediate future.**

In conclusion, I trust that I have conveyed my belief that this is a vast field for further study, and there is need for creative thinking and action by us teachers. Perhaps, I will end by commending the theme 'Education for Employment' as a suitable subject for the next conference in this series.

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# ARE CONFERENCES

# USEFUL?

## A CONFERENCE TO END CONFERENCES

It seems to us that the stream of conferences is flowing faster and faster. There are more conferences on oversea education than we can possibly mention in our news columns; almost too many for us to read their reports. This modern age began with the portentous Cambridge conference of 1952 on African education, described with a sort of wistful cynicism by one of its members as a conference to end all conferences. Since then, there have been conferences on visual aids, women's education, community development, technical education and colonial education.

## WHAT DO WE HOPE FOR

The cynical delegate whom we have already quoted is not alone in wondering how much good all these conferences do. What do we hope for from a conference? A far-reaching change of policy? Administrative decisions which will make professional work easier or more fruitful? A printed report which will go ticking away for years as if it were radio-active, irradiating and changing the hearts and minds of those who read it? Or merely a temporary warmth of encouragement among the conference members? The last of these, yes surely; but how few conferences produce any of the others! Yet, is the temporary warmth of encouragement among the members of a conference adequate justification by itself for the immense amount of staff work which a big conference involves?

## FIRING INTO THE BROWN

Every well-planned conference does some good, but it is a common experience that the best parts of nearly every conference are the informal talks outside the official program. Every discussion group spends its first day ranging widely and casting around for a line of attack. Every speaker is firing into the brown; he hopes that he is being interesting and helpful to many, but knows that

he cannot be to all. Seldom does it happen that a speaker, like Sir John Maud at Cambridge in 1952 or Sir James Robertson at Oxford in 1958, achieves complete success; when that does happen, that one session alone will have made the conference worthwhile.

## W.C.O.T.P.

The Commonwealth education conference has already produced a large and useful scheme of scholarship. Improvements in education will come about more from teachers than from Ministers and administrators. The WCOTP will no doubt set up its permanent commission on education, as it is recommended to do; and that commission, with its permanent staff, its research schemes, its courses, its bulletins—and even perhaps an occasional conference—will irradiate education more effectively than any printed conference report could do. For one thing, the conference report, however wise and eloquent, is the product of one situation, one moment; it soon becomes out-of-date, and it always finds readers who say, "That may be true elsewhere; it is not true here." The educational commission has a continuous life; it changes with changing situation; it will recommend tomorrow what it could not possibly recommend today, and it can recommend here what it knows would not work there.

## TEACHERS' ORGANIZATIONS

In discussing teachers' organizations, the Cambridge conference stressed that a good teachers' organization is concerned with much more than salaries and service conditions; it is concerned also with its members' professional efficiency and its pupils' welfare. For many years now, the National Union of Teachers of England and Wales has been actively assisting teachers' organizations in Africa and other oversea countries to develop on these lines. But it is natural and right that Africa should look for help and advice to other countries as well as to Britain; and it is entirely appropriate that the WCOTP, which embodies the collective wisdom of the world's teachers, should take over the task of guiding African teachers in their efforts to raise the standard of African education.

*Adapted from the October 1959 issue of the English quarterly, Overseas Education.*



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# From the Secretary's Note Book



## A Notable Silver Jubilee

A little over 25 years ago at the Annual General Meeting held on 27th January 1934 a resolution was adopted proposed by and seconded by Mr. L. S. Kulathungam that an Arbitration Board be appointed to serve as a Court of Appeal to teachers who have been discontinued without sufficient cause being shown. But, the then Minister for Education told the Union in 1935 that such a Board was not practicable. We are happy to record that after 25 years of agitation the present Minister of Education the Hon. B. H. Aluwihare decided to appoint an Arbitration Board for settling all disputes between Managers and Teachers. The Board is to consist of three educationists whose integrity and sense of fair-play we have no reason to doubt. This no doubt is only an ad-hoc arrangement till Parliament meets and we hope that the Arbitration Board will be set up by Act of Parliament. Details of the necessary legislation can be discussed at a Conference between the Ministry and the Union officials at an opportune moment. Our outstanding dispute which formed the subject of the former Minister's pamphlet against the A.C.U.T. are to be submitted to the Arbitration Board that has been set up.

## Outburst of 'Argus' in the "Morning Star"

In a rather uninformed outburst a columnist called 'Argus' in the "Morning Star" attacks the Union and la-

ments that the Union has the same old cries, "security, fairplay, salaries, etc."

We only hope that L. S. Kulathungam, a member of the Union who 25 years ago seconded a resolution on an Arbitration Board, is not the same as the present Editor of the "Morning Star". The article of 'Argus' confirms our belief that the members of our Union should in addition to the work in the classroom undertake the education of the adults in this country, including 'Argus', who require a good amount of education regarding the work of the Union and the role that the Union has played in the development of the educational policies in this country. The adults of this country must be informed of the true position regarding conditions under which children have to be taught at present. In some schools the average number of children in a class is about 50 and in certain other schools 3 or 4 different classes have to be taught simultaneously by the same teacher in the same classroom. In some other schools there are no classrooms at all—it is simply an open hall with a number of groups of children being taught by different teachers in different parts of the hall. There are no minimum qualifications for Managers of Schools. It is no wonder that conditions in some schools are deplorable. When we insist on qualifications for teachers and rightly so, is it not all important that we should insist that Managers must be mentally

and morally equipped to supervise the teachers and schools in this country.

## Casual Leave

A welcome amendment of the Code of Regulations was published in Gazette No. 12010 of December 18, 1959, whereby both new entrants and old entrants are to be granted 21 days casual leave in a school year. These regulations are applicable to all Assisted School Teachers from 18th December 1959. Members are aware that old entrants were granted 14 days casual leave and new entrants 7 days.

## First Asian Regional Conference of W.C.O.T.P.

Two years ago when the First Afro-Asian Education Conference under the auspices of the W.C.O.T.P. was held in Colombo one of the decisions arrived at was that there should be Regional Conferences. We are glad that it has been possible to hold the First Regional Conference this year in Kuala Lumpur from 24th—30th April. The General Secretary and Mrs. H. C. T. Soma-tunderam were the delegates of the A.C.U.T. at this Conference. Mr. J. O. Mendis, a Member of the Executive of the A.C.U.T. and of W.C.O.T.P., led the discussion on the conference theme "Child Health and School". The first African Regional Conference of W.C.O.T.P. was also held last month in Uganda.



## Representatives on the University Court and Preliminary Examinations Council.

Mr. S. V. Balasingham, M.A. (Lond.) one of our Vice-Presidents has been elected to represent the A.C.U.T. on University Court. Mr. Balasingham along with Mr. Danton D'Abrera, B.Sc. (Lond.) are the Union's representative on the University Preliminary Examinations Council which has been summoned after nearly 3 years.

## 40th Anniversary of the Inauguration of the A.C.U.T.

On the 10th of July this year we complete 40 years since the inauguration of the A.C.U.T. To commemorate the event there will be a formal dinner in Colombo on the 9th and it is also hoped that the foundation stone can be laid for the Union's Headquarters which is to come in the site allotted for us in Longden Place. A vigorous Membership drive is in progress during the month of June and many of the Branch Associations are being visited with a view to explaining the Union's policy and increase membership. We hope that a permanent Headquarters and permanent officials will no more be a dream but a reality in the very new future.

## Subscriptions on Pay Sheets

The Education Department is examining the question of deducting Union Fees on pay sheets. We are hoping that the Department will help us in this matter. In such an eventuality we are sure teachers drawing less than Rs. 100/- per month will be willing to pay Re. 1/- a month and others Rs. 2/- per month to cover the expenses of both the A.C.U.T. and the Branch Associations. We hope delegates to the Annual Sessions will help to put the Union's organization on a firm footing by agreeing unanimously to vote for increased subscriptions on the lines indicated.

## Special Post Rules.

The Hon. Minister of Education has given an assurance that the rules on Special Posts given in Circular No.

will be followed and that he will not interfere except on an appeal.

# PERMANENT

# SECRETARIAT

At the last Annual General Meeting a resolution requesting the Union to take early steps for the establishment of a permanent Secretariat in Colombo with permanent officials and Government assistance was passed.

The present position regarding the Secretariat is as follows: There is an office in Colombo for which a rent of Rs. 50/- is paid. The General Secretary is given an honorarium of Rs. 500/- per month and there are two clerical assistants on a part-time basis paid Rs. 100/- each per month.

Office Building. The present arrangement can be continued regarding an office till the Union's building comes up. As members are aware a block of crown land, half an acre in extent, has been allocated to us off Longden Place, Cinnamon Gardens, and is leased to us, and one year's rental of Rs. 300/- has already been paid. The land is to be transferred to us shortly.

Just as the G.C.S.U. has obtained a loan from the Government, we are hopeful that a long-term loan could be negotiated for the construction of an office building together with a hostel for our members. It is hoped that from the profits of the hostel it would be possible to liquidate the loan, but it is also expected that generous donations could be obtained from members and ex-members and possibly also from some philanthropic societies operating in Ceylon.

Officials. What is more important for the present is that there should be a set of permanent Officials and Staff who will carry on the work of the Union. It has to be remembered that for the last 40 years the Union has grown but the rate of growth has been extremely slow. Much has been done by voluntary workers to improve the lot of the teacher professionally, but the Union has not been able to become a really effective body in shaping the educational policy in the country. Resolutions are passed year in and year out, but it is left to few officials to

carry out these resolutions and so it has not been possible for even one-fourth of the resolutions to be satisfactorily implemented.

## Types of Work Requiring Attention

(a) Lobbying: Implementing of resolutions of Annual Sessions and of the Executive means serious study of each one of the resolutions, meeting of officials and Ministers and lobbying all the time. Sometimes action on one resolution can take a number of years, one such example being the Uncertificated Teachers' Pension Scheme on which action has been taken for nearly 6 years, but which has not yet been fully implemented.

(b) Day to Day Problems: While the officials are expected to implement the resolutions, day to day problems affecting salary adjustments, discontinuances, transfers, promotions, study-leave, medical leave etc., crop up and the work on the Annual General Meeting resolutions has to be shelved.

(c) Contacts with Foreign Teachers and Teachers' Organizations: Foreign teachers passing through Colombo require help and that too has to be provided. Foreign Governments, international organizations of teachers and our own Government and many Commissions and Committees often call for memoranda on varied subjects and these too have to be studied.

(d) Statistics: Work of a positive nature in studying the actual conditions of schools in the country, gathering data regarding buildings, sanitary facilities, size of classrooms, types of schools and suggesting improvements has not been done. No detailed study has been made of curriculum for our Primary, Secondary, Technical and Training Schools and of any reforms necessary.

(e) Publications: The most experienced and qualified teachers in the country are members of the Union, but



none of them has been encouraged by the Union to undertake the writing of suitable textbooks for use in the classroom.

(f) **Membership:** 3,500 members out of a potential of 30,000 and that after 40 years of existence is also an indication that much more work is necessary in increasing the membership.

(g) **Sinhalese and Tamil editions of the Journal:** The publication of the "Ceylon Teacher" in Sinhalese and Tamil has not yet been started.

(h) **Legislation:** There is no expert group in the Union studying possible legislation according to a well-set plan. Regular contact and liaison with the press, radio, members of Parliament and parents, is essential for the Union, but how much of it has been done. In certain countries the Teachers' Union has a special department called the department of Public Relations for keeping the Union's point of view always before the public.

### **Administrative Set-up**

In planning the Staff for the Union, we have to bear in mind that at least some of the above needs have to be fulfilled. The following scheme is recommended for the Administrative set-up. The Head of the administration would be the General Secretary. Under his direction will function the following Departments with an Assistant Secretary in charge of each Department. But Sub-Committees of the Executive consisting of 4 members with an Assistant Secretary as the Secretary of the Committee can act in an advisory capacity. The Departments that can be contemplated are:—

- (1) Professional matters, salaries and International Relations.
- (2) Organization, Membership and Collection of Funds.
- (3) Educational Research, Curriculum Planning, Requirements in Primary and Secondary Education, Training Colleges.
- (4) "Ceylon Teacher" and Union Publications.
- (5) Public Relations, Press, Radio, Legislation, and Organization of Parent-Teachers' Associations.

A Deputy Secretary would also be desirable.

## **AT THE ASIAN CONFERENCE**



Mr. J. D. Aseervatham greets the Governor of Malacca.

**Clerical Staff:** An appropriate number of clerk-typists will also have to be employed.

### **Salaries and Finance**

It is suggested that the General Secretary and the Assistant Secretaries be placed on scales higher than some of the higher grades in the Teaching Profession, and the clerical staff be placed on scales comparable to the scales obtaining in Government Departments or Mercantile Establishments. At present Rs. 700/- is spent on the Staff, but at the present rate of subscription even this Rs. 700/- may not be possible. An increase in the subscription is naturally inevitable. In Japan the teachers contribute 1½% of their salary to the Union. If the teacher therefore gets about Rs. 400/- a month, he would be contributing Rs. 6/- per month or Rs. 72/- a year. In the United States, for membership of the N.E.A. nearly Rs. 50/- is paid. This is in addition to the subscriptions to the State Association and the Local Association. There is no composite fee in the United States. In England 42 sh. or about Rs. 28/50 is paid by each member of the National Union of Teachers, but the members are not entitled to a copy of the N.U.T. Journal the "Schoolmaster". They

must subscribe separately for the "Schoolmaster". In Singapore they have a monthly subscription of 2 Singapore dollars, which is Rs. 3/- per month or Rs. 36/- a year.

In Ceylon, teachers pay Rs. 2/- or even Rs. 3/- per month to the Teachers' Guild in their schools. Some also pay much higher amounts to various social clubs. It is not too much to expect Re. 1/- or Rs. 1-50 a month for their professional Association which also gives them a copy of the Journal every month.

It is suggested that teachers drawing a basic pay of less than Rs. 100/- a month should pay the Union Rs. 10/- per year. Those drawing above Rs. 100/- should pay Rs. 15/- a year. According to this calculation the revenue of the Union would at least double the present amount. Once permanent officials are appointed, the Union will be able to get more revenue by undertaking the publication of books written by members of the Union and the membership itself would increase. But what is important is that the services to the profession would increase tremendously and the Union can be a great force for good in the country.



# PROPOSED AMENDMENTS

## TO

# THE CONSTITUTION

*The following are amendments to the Constitution suggested by a Committee consisting of Messrs. R. S. Jayawickreme, A. S. Kanagaratnam, J. A. Gajanayake, A. D. D. D'Abrera, Shirley J. S. Peiris and J. D. Aseervatham.*

**The Elected Office-bearers:** The office-bearers would be the President, one Vice-President, Ex-President and the Treasurer. Of these only the Vice-President and the Treasurer would be elected annually by the Members. The Vice-President becomes the President the following year and becomes ex-President the year after, so that the President is always a unanimous choice.

**The Executive:** The Executive shall consist of the President, Vice-President, Ex-President, Treasurer and 17 others. Teachers who are not in active teaching service shall not be eligible for membership of the Executive. The size of the executive would be permanently fixed at 21 in spite of the increasing membership. In this regard the method of election carried on by the National Union of Teachers in England is recommended. In England the N.U.T. having a membership of 200,000 has an Executive of 36 members and the N.E.A. of America having a membership of nearly 1,000,000 has an Executive of only 11 members. The size of the electoral district which would entitle one member of the Executive to be elected is determined by dividing the total number of members of the previous year by 21. Thus if in 1959 the membership of the A.C.U.T. is 4,000, for the Executive Committee in 1960, 4,000 divided by 21 would be the size of the electorate returning one member of the Executive. Hence a certain number of local Associations will have to combine for the return of one member. But associations with large memberships, may return more than one member in proportion to their membership. The President, Vice-President, Ex-President and Treasurer shall be members of the Executive for

their respective electoral districts and the number to be elected in such electoral districts shall be reduced accordingly.

**Election:** The election of office-bearers would be by ballot carried out by the Head Office. Nominations would have to be received by a certain date, and ballot papers would be sent by the General Secretary. The Secretaries of local associations will distribute the ballot papers to the respective members. When the ballot papers are returned duly filled, the President will act as the Returning Officer and the counting will take place in the presence of the officers of the respective associations. The ballot for the elected office-bearers will also be along with the balloting for Executive Committee Members and they would be elected on the same ballot paper.

**Permanent Officials:** The General Secretary, the Deputy Secretary and Assistant Secretaries will be appointed by the Executive. The creation of any extra post should be decided at the Annual Sessions.

**Subscriptions:** The annual subscription for membership of the Union would be Rs. 10/- from members drawing a salary of Rs. 100/- and less and Rs. 15/- from those drawing a basic salary of over Rs. 100/-. It is expected that local associations may charge Rs. 12/- a year or Rs. 1/- a month from members drawing a basic salary of less than Rs. 100/-, and Rs. 1/50 or Rs. 2/- per month from the others, but pay the Union Rs. 10/- and Rs. 15/- respectively.

The Constitution would be re-drafted in order to give effect to the above recommendations.

### Annual General Meeting and Conference

The Executive at its last meeting decided that the 40th Annual General Meeting and Conference will be held on the 25th and 26th of August, 1960 and the first meeting of the Executive on the 27th. It is customary for some Branch Associations to invite the A.C.U.T. to hold the Annual Sessions in their districts. We should be happy to receive invitations early.

**Subscriptions for 1959/60:** Subscriptions of Rs. 6/- per member from your Association together with Membership Lists in triplicate must be sent in early. We hope there will be a marked improvement in the Membership position of all the Branch Associations this year. There are over 27,000 teachers in Assisted Schools and everyone of them is a potential member. Please do your best to enrol every teacher.

Your Membership Lists should be sent to me with a cheque made out in favour of the Treasurer, A.C.U.T.

**"Ceylon Teacher":** We hope to have Sinhalese and Tamil editions of the "Ceylon Teacher" for the benefit of members who cannot read the English edition. For this purpose we must have accurate statistics of the exact number of teachers who want their copies in Sinhalese or Tamil. Therefore when sending your Membership Lists, please indicate those who want their copies in the Swabasha languages.

**Nominations:** Please send in nominations for the following officers to be



ected at the Annual Sessions :—President, 3 Vice-Presidents, General Secretary and Hon. Treasurer. Please send also the names and addresses of the members who will represent your Association on the new Executive of the A.C.U.T. According to the pre-

sent Constitution you are entitled to 1 member for the first 25 and one additional member for every unit of 100, and the last incomplete portion of above 50. Please send also the names and addresses of the delegates to the Annual Sessions from your Association. You

are entitled to 1 for every 25 members.

**Resolutions :** Any resolutions which you wish to move at the Annual Sessions should also be sent in.

Please send all the above by the latest 30th June 1960.

## SECURITY OF TENURE FUND

### SUGGESTED BYE-LAWS

(1) **Aims :** (a) To pay benefits to victimised teachers.

(b) To secure legal assistance in cases where the professional interests of teachers are at stake.

(c) To finance test cases.

(2) **Eligibility :** Only members who have continued their membership of the Association for at least one year immediately prior to their victimization and have contributed regularly to the fund according to the bye-laws in force at that time, shall be eligible for benefit from the Fund.

(3) **Contribution :** Members drawing a basic salary of Rs. 200/- and above shall contribute Rs. 10/- and those below Rs. 5/- as admission fee, and thereafter all members shall pay an annual subscription of Rs. 2/- payable directly to the Treasurer before the 31st of March every year. Donations to the Fund from Members are most welcome.

(4) **Benefits :** In the event of a member being victimized or otherwise unlawfully discontinued, the Executive Council may after careful investigation pay benefits up to Rs. 100/- a month for 3 months or

until the member secures another appointment whichever period is less.

(5) **Funds :** All monies accruing to this Fund shall be deposited in a separate Account maintained for the purpose. The Treasurer and either the General Secretary or the President shall have power to operate the Fund.

(6) **Amendments :** These bye-laws shall not be amended except by a resolution of the General Meeting of the ACUT with due notice as provided in the Constitution.

**Principals in Trouble :** The Lady principal of an assisted Training College in Marahagama and the Principal of a College in K.K.S. had been locked out of their schools by the Managements on a number of frivolous charges since January this year. After exhaustive inquiries, in one case extending to eight days and in the other to four days, at both of which the teachers were represented by experienced union officials, the principals were exonerated and the managements have been asked to continue them in employment. Will the Managements obey? If they fail to do so will the Director use the powers given him by Section 31 para 3 of the Ordinance which reads as follows :—

“In the event of the proprietors of an assisted school refusing or neglect-

ing or being unable to recommend for appointment as Manager of that school a person who appears to the Director to be suitable, it shall be lawful for the Director in his discretion to appoint a suitable person as manager.”

**Criminal Offence :** While on this point we wonder whether the managers are aware of Section 31 para 7 of the same Ordinance.

*Every person, who after he is suspended or removed from the office of Manager of an assisted school by the Director refuses to vacate his office or resists or obstructs any other person lawfully appointed to be or to act as Manager in entering upon or executing the duties of manager.....shall be guilty of an offence and shall be liable*

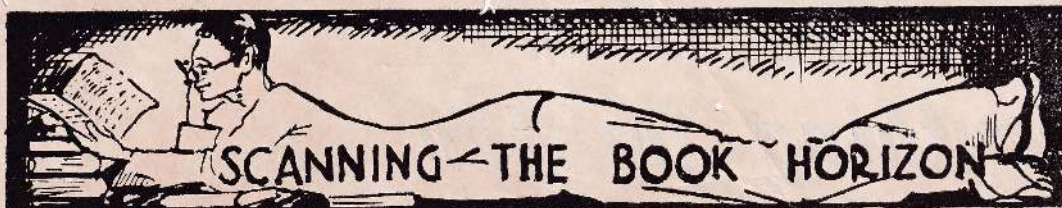
*on conviction before a magistrate to a fine not exceeding Rs. 100/- and in the case of a continuation of the offence to a fine not exceeding Rs. 10/- in respect of each day during which the offence was committed.*

**New Branch Associations :** We are glad to report that new branch associations have been formed at Pusse-lawa, Baddegama, Nuwara Eliya and Sabaragamuwa. The General Secretary, the Secretary for Organisation and the Secretary, for Professional Affairs assisted by Messrs. D. J. N. Seneviratne, J. A. Gajanayake and a few others have been carrying out an intensive membership campaign. Since the last executive meeting a few associations have been revived while new ones have been inaugurated.









**HIGHER SCHOOL WORLD GEOGRAPHY — SINHALA.** Author: George Denlow, B.A. (London). Publishers: The Associated Newspapers of Ceylon Ltd. Price: Ordinary Edition Rs. 6/50. Special Edition Rs. 8/50.

This book is in a single volume of 472 pages, 136 maps and charts, 35 photographs, 3 Appendices and an Index of 20 pages of double column.

As the Author explains in his Preface, this book is primarily intended for the G.C.E. student to prepare for Section B of the paper in General World Geography, but as the treatment of the subject is sufficiently detailed and comprehensive it would be adequate to cover the prescribed portions of the University Preliminary and the Higher School Certificate syllabuses.

The book is divided into four parts. Part '1' explains the movements of the Earth in relation to the Sun and the configuration and relief of the Continents. This part is comparatively short as the Author's aim has been to recapitulate, elucidate and fix what the student has already learned in the middle school. Part '2' deals with climate and part '3' with climatic types and their associated vegetation. These two parts have been treated so thoroughly and with such concentration that the student gets an accurate picture of the climatic settings in which the food and industrial crops described in Part '4' are cultivated. Part '4' goes on to deal fully with all the other aspects of Economic Geography.

Appendix '1' consists of six maps of the Continents, focussing the essential features of relief and illustrating the text at the rele-

vant points of reference. Appendix '2' consists of five maps of the world dealing with isotherms, pressure belts, winds and ocean currents. Appendix '3' is a translation of, Ritchie Calder's "World Beneath the Sea" taken from Unesco Features, 1958.

The Index of the book will be helpful to the student and the teachers alike; it gives ready reference to individual facts collated under a topic, gives composite information with regard to a country, and is invaluable to the reader in the correction of exercises and in revision of this year's work.

The exercises at the end of a chapter are of three kinds, namely A. For your Notebook, B. Supplementary Exercises and C. For Investigation. Exercises A are for testing and fixing, B for collection of facts and their presentation. Exercises C call for individual work or group-work in libraries and reading rooms.

It is expected that at this stage a student should not only have access to all the available Sinhala literature in Geography but should be able to read and understand originals such as "The National Geographical Magazine" of the U.S.A., the "Geographical Magazine" of the U.K., Unesco Features and the Courier. In this book, the use of the English pronunciation, as much as the Sinhala characters would allow, should be of considerable help in the reading of English originals.

Every effort has been made to bring all information and statistics up to date. The maps, diagrams and charts have been specially drawn, and the most recent photographs have been obtained from various competent sources. In the list of Acknowledgements the Publishers have expressed their indebted-

ness to the many persons and institutions for the help they have received

Here is a book which provides a comprehensive, adequate and unified course of work in World Geography. The only comparable book in Sinhala is the translation which is being done by the Official Language Department of L. Dudley Stamp's "Geography for the Higher Examination". Stamp's book is in four parts: (1) Commercial Geography, (2) Europe, (3) North America and South America and (4) Asia. Of these parts 1 and 4 have been issued in two volumes, and the whole book when completed, will be in four volumes of 1,500 pages approximately. Denlow's Higher School World Geography serves teacher and student in a single volume.

\* \* \*

**A SCHOOL GENERAL SCIENCE —2 (Standard 7).** Dyras Kumarsinghe, Science Master, St. Thomas' College, Mt. Lavinia and author of the "LIFE & SCIENCE" Series of books. Published by the Associated Newspapers of Ceylon Ltd. April 1960.

This is the 2nd book in this Series. The first book for Standard 6 has been approved by the Director of Education as a Class text.

Here too as in the 1st book the author has approached the subject in a manner that would create an interest for it in the child's mind. The language is simple and lucid and the many experiments described could easily be performed with simple laboratory material.

142 Illustrations—English-Sinh. Glossary of Scientific Terms—Appendix—Index.

Price Rs. 3-25.

## JAYAH MEMORIAL FUND

At a public meeting held on the 3rd of June 1963 it was decided to set up a Memorial to Al-Hajj: Dr. T. B. Jajah. It is proposed that the Memorial shall take the form of a New Building which will be architecturally and otherwise worthy of his memory and will serve as a Science Laboratory of Zahira College, Colombo, well laid out, fully equipped and prominently sited between the Ghafoor Building and the present Chemistry Rooms. The cost of this Memorial Building is estimated at Rs. 100,000/- (One Lakh).

It is hoped that the building will be completed before the first anniversary of Dr. Jajah's death. Therefore on behalf of the Committee appointed at the Public Meeting held on June 3, 1960, we appeal to you to contribute generously to this Fund.

Please send your donations to the Treasurer of the Fund and please cross all cheques which should be made payable to the "JAYAH MEMORIAL FUND".

Zahira College,  
Colombo.  
15th June, 1960.

Yours sincerely,  
A. M. A AZEEZ,  
Chairman and Treasurer.

S. S. ISSADEEN,  
Hony. Secretary,  
Jayah Memorial Fund.



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