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## Cover Page Picture

The Hon. Mr. Badiudin Mahmud, our new Minister of Education with Mr. Sam Wijesinghe (standing) at a session of the U.N. General Assembly. He was at the time Ceylonese Delegate to the U. N.

# OUR NEW MINISTER

Mr. Badiudin Mahmud had his early education at St. Thomas' College Matara and later he joined Zahira College, Colombo. Completing his secondary education there he proceeded to Aligarh University where after a brilliant academic career he obtained the degree of Master of Arts. He took a prominent part in all University activities and quite early in his career showed his abilities as an orator and leader. He was always against separatist movements and he vehemently opposed the creation of a Muslim Students' Union in India distinct from the All-India Students' Federation. He carried on a vigorous campaign in this connection on platform and in the Press and was rewarded in 1936 when he was elected President of the All-India Students' Federation. While in India he had the distinction of being a member of a good will delegation to Afghanistan.

On his return to Ceylon he assumed duties as Principal of Zahira College Gampola and under his wise management the College became one of the leading educational institutions in the district. He was for many years the President of the Gampola Teachers' Association.

He brought honour to the teaching profession by his appointment on four successive occasions as Ceylon's delegate to the United Nations. He was a founder member of the Sri Lanka Freedom Party and was closely associated for years with the late Prime Minister.

The Ceylon Teacher congratulates him on his appointment as Minister of Education. We wish him all success in his new office, we assure him of our loyalty and extend to him our co-operation in any scheme of value.

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# THE CEYLON TEACHER

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## EDITORIAL

### FORTY YEARS OF ACHIEVEMENT

#### Looking Back

Sir Ronald Gould quite recently urged teachers not only to look forward and around them but also occasionally to look back and to see how far they have travelled. If they did, he said, most of them would get some strength and encouragement for the journey ahead. The A.C.U.T. was established in 1920. Looking back across the forty years that have elapsed we might be surprised at the miserable conditions of the profession then. There were no salary scales, no pension or widow's and orphan's fund. Teachers had no rights as such to casual leave, sick leave, maternity leave, or study leave. In these matters they were at the mercy of their managers. They had no social standing and though respected at least by their past pupils they were generally much pitied. No parent wished his son or daughter to be a teacher and certainly no teacher wished it for his child.

#### Much Progress

Conditions today are very different. We certainly enjoy much better conditions of service and many of the rights which our forebears in the profession did not have. Our social position has definitely improved though it is not yet what it should be. We have been given places on most educational boards and we are at least given a hearing on matters educational. Rejoicing over the progress made we can also take

pride in the fact that every one of the rights a teacher enjoys today has been obtained for him by the A.C.U.T. We make this assertion quite boldly with a full knowledge of the facts.

#### Looking Ahead

Having looked backwards and having rejoiced in our achievements we must not fail to look ahead. Doing so we shall find that we have still a long way to go before the teaching profession receives its due place in society. We have still to obtain equitable scales of salaries for many grades of teachers; we have still to obtain for ourselves the rights and privileges enjoyed by our counterparts in the State schools; we have still to be assured of security of tenure and adequate and fair avenues of promotion; we have still to be given representation on the various managerial bodies that govern us. These and many other things we have to secure for ourselves. The path before is steep, there are obstacles all along the way but to reach the top is not difficult. **Let us remember with gratitude all who have toiled so selflessly on behalf of the profession in the past, let us gather strength and encouragement from all they have achieved and let us march forward together. Victory lies ahead of us.**

#### Are We Equipped?

Are we equipped for the struggle ahead? Frankly we think we are not.

Our membership today is only 6,000 out of a potential of 30,000. Moreover we have by our indifference and our apathy in the recent disputes in which the Union was involved shown how sadly deficient we are in a trade union consciousness. This is further demonstrated by the reluctance with which some of us pay our membership fees and the enthusiasm with which we oppose even an absolutely necessary increase in them without pausing to realise that even an enhanced fee would be an inadequate remuneration for the many benefits the Union has obtained for us. This is still further borne out by the tendency of quite a few of us to think in professional matters in terms of our particular grade and not of the profession as a whole. Finally we have by a greater dedication to duty and by work of a better quality in the classroom to convince the public of the value of the teacher to the community and win public sympathy and support for our cause.

#### Surmount Obstacles

These then are the main obstacles to the advancement of the status of the teacher. Is it too much to ask all teachers to join the Union, to be prepared to fight any injustice that may be meted out even to the humblest of their colleagues, to think of the profession as a whole and above all while struggling to raise the professional status of the teachers to strive by all means in their power for the improvement of their professional competence as well,



# BE MORE SCIENTIFIC

John S. Richardson examines the consequences of contemporary advances in scientific knowledge on secondary school science teaching. He appeals for a redefinition of science in our schools. He points out that Science is both a process as well as a product but declares that the manner of Science teaching so far tends to teach Science only as a product and urges teachers to dedicate their teaching as well to the process.

## The Consequences of Contemporary Advances in Scientific Knowledge on Secondary School Science Teaching

### A Way of Thinking

Man investigates because he wants to know and because he wants to control. Scientific advance begets still more science, and in increasing ratio, and man soon puts science into his service. But science is a way of thinking, an attitude toward the solution of problems, a means of solving problems as well as a product of the investigation of natural phenomena.

Both the process and the product of man's thinking inevitably affect his way of living. Contemporary advances in science place upon our society the obligation to grow with that science in order that our lives may be more meaningful and more fruitful. Advances in science have a profound effect on our culture. One of the major instruments for the growth of culture is the secondary school. Advances of all kinds should be reflected in the school programme.

The curriculum of the secondary schools of the United States reflects the first specialisation provided in the usual programme in the study of science; consequently, contemporary advances in scientific knowledge should inevitably affect the curriculum in science as it does in both its general and specialised functions.

**By John S. Richardson,**  
*Professor of Science Education,  
Ohio State University*

### Background Factors

Any effort to assess the consequences of contemporary advances in scientific knowledge upon the programme in the secondary school must take into account certain factors that affect the school. Among the major factors that have bearing on the consequences of such advances are the relative inadequacy of preparation of the science teachers, the effects of industry and other agencies on our core of science teachers, the increasing tempo of scientific advance which intensifies an age-old problem of remaining abreast of knowledge, and our tendency to permit the curriculum to be determined by that which is included in a text-book.

### Teachers Enticed Away

The usual secondary school teacher in science enters the programme with approximately four years of preparation at the post-secondary school level. In very limited numbers teachers may have a total of five years before entering the teaching profession. Of the usual four-year period of preparation fifty per cent of the total time is the maximum preparation in science; in general it is less. It is clear that programmes limited to such a brief amount of preparation are deficient in breadth or depth of study of science, in many instances both.

An unfortunate influence has been the effect of industry and various other agencies of society in enticing away many of our best science teachers. The

salaries provided as well as the improved working conditions have proved formidable antagonists to the relatively low salaries and heavy loads that teachers are expected to carry.

### Abreast of Knowledge

The burden upon a teacher to maintain abreast of his field is an age-old problem. It is typical of all fields of knowledge that advances are continuous and often rapid. Within recent years the exploding tempo of scientific advance has made the problem of remaining well-informed very critical. For the heavily-loaded science teacher it has become nearly impossible.

### Slaves of Text-Books

As man's knowledge accumulates he is moved to record it for his own use and for communication to others, in both the present and the future. This effort has had the unfortunate result of developing in scholars the concept that the essence of man's wisdom is found within books. Text-books thus have become the masters of our education, not its servants. Little is dropped from a text-book and any attempt to add new knowledge or to reflect new understanding of how to teach is viewed with some scepticism by the teacher who faces such advances with insecurity and uncertainty. Consequently, the curriculum which reflects to a high degree that which is in the text-book is very slow to respond to contemporary advances in scientific knowledge.



## The Impact of Advances

Slow and difficult as changes in curriculum may be, certain contemporary advances in science are making themselves felt on both the curriculum and method of science teaching. While our present perspective is too limited to judge with certainty, many of the relatively recent and contemporary advances are even now affecting the schools directly and indirectly through agencies of influence and strength. Among such contemporary advances quite a number could be listed; a few may be cited as specific examples.

## Growth of Knowledge

The growth of knowledge concerning the nature of the atom and its nucleus, the advancing forefront of knowledge of its structure and energy is keenly felt not only in the secondary school science programme but to a limited degree in elementary school science. The widespread dissemination of knowledge among people, including the pupils, concerning the nucleus of the atom makes it imperative that the science teacher be more than casually informed. Because of the teacher's increased competence the pupil is given considerable opportunity to learn about the atom and its nucleus in both its theoretical and applied aspects.

## Sources of Power

The development of new sources of power for missiles and jets brings to the science class-room the urgency of learning the nature of fuels that have their origins in a wide variety of chemical reactions. Here the products of technology require that the science programme provide for a knowledge of the theoretical. Hitherto unutilised, even unknown, chemical reactions are studied from the standpoint of their energy potential.

## Advancement Inevitable

Recent years have seen our knowledge of genetics extended many fold. As the chemical nature of the inheritance of traits becomes better known, the knowledge is inevitably included in the secondary school science curriculum. The limitation that is faced in the inclusion of such knowledge lies to a considerable extent in the teacher's lack of understanding of such other fundamentals of scientific know-

ledge as the underlying chemistry. Advances in the biological science thus depend increasingly upon advances in the physical science. The advancement of all sciences in the secondary school curriculum becomes inevitable.

## Conquest of Disease

Steps in the conquest of disease require continuous revision of the secondary school science curriculum. As our knowledge of adequate nutrition increases, as we become increasingly able to assist in the normal functioning of the glands of the body, as we learn more about antibiotics, as the nature of viruses and their control become understood, the secondary school curriculum tends to reflect this knowledge. As yet, the advances in the curriculum in this respect are only beginning. They reflect only the most elementary of changed concepts. The future will no doubt see marked changes in the curriculum in this respect.

## Earth Science

Man's understanding of the nature of the earth and of space is changing from week to week, month to month and year to year. The International Geophysical Year has had a profound effect in widening and extending our horizons. The science programme in the schools of the United States have given but scant attention to the nature of the earth. In recent years a course generally titled 'Earth Science' has been offered in an increasing number of schools. Regardless of the development of a separate course, those responsible for the curriculum and method of science teaching will inevitably reflect the influence of contemporary advances in our knowledge of the earth and the space around it. This influence will extend not only to general science but also to courses in biological science, chemistry and physics.

## Revise Curriculum

On every hand we find evidence of a re-examination of the course content in science. Clearly discernible tendencies can be identified. For example, there is a tendency to eliminate a certain amount of biographic material. There is an effort to identify great generalisations rather than to memorise facts. There is a tendency to eliminate excessive study of devices made possible by science—the products of technology.

Three separate committees are currently at work to bring about such changes. One of these committees is attempting to revise the curriculum in secondary school physics. Another is giving corresponding attention to the curriculum of biological science. And the third is addressing itself to a revision of the content of chemistry to be studied in the schools.

## Social Implications

There is a renewed emphasis on science as a process, as a way of solving problems rationally, and as a means of safeguarding conclusions in the process of thought. For example, the educational division of one of the trade associations of the chemical industry has produced a considerable amount of teaching aids directed to this goal. However, this emphasis seems to have some difficulty in making its way against long-standing customs of subject matter coverage.

Among many science educators there is a renewed emphasis on the social implications of science. Students of curriculum are attempting to avoid an imbalance in secondary school curriculum so that science is learned in relation to social studies, literature, mathematics and the arts.

## Depth More than Breadth

Widespread concern currently prevails because of the evidence that the gifted student has been largely overlooked in the American secondary school. At least two factors that have contributed to this unfortunate situation are the efforts to provide for mass education and the overwhelming sympathy for the unfortunate and the handicapped. As a reaction much attention is given to the provision of individual instruction for the gifted student. In general, the measures provide for study of science in depth rather than in breadth. In a few instances, however, programmes for the gifted are broad, including various aspects of science and functionally related areas.

## Leadership

To a very limited extent scientific and technological advances filter into the secondary school science programme through unplanned efforts and processes. Such processes, however, are random and incoherent. Without vision and planning they can lead to



the decline and eventual decay of science in the educational programme. Leadership must be provided. Fortunately it is forthcoming from within the schools, from professional associations, federal agencies, state agencies and industry, to cite but a few sources.

The schools themselves are showing commendable leadership towards the improvement of science teaching with respect to both curriculum and method. There is a significant increase in the provision of supervisors and consultants for science programmes. Planning conferences and study-writing sessions are scheduled by and for the teachers. They are obtaining assistance from many agencies outside the schools, from colleges and universities and from the professional organisations and industry. The schools are creating special courses for their students. They are providing more adequate facilities. They are adjusting programmes in order that the individual needs in science can be more adequately accommodated.

#### Professional Associations

The professional association has arisen to provide much needed leadership. For example, the National Science Teachers Association held recently a summer conference devoted to a study of the impact of the advances in chemistry on the secondary school science curriculum. Similarly that Association as well as various other organisations have scheduled lectures, conferences with and demonstrations by scientists in their national and regional convention programmes for the express purpose of advancing the competence and understanding of the membership with regard to the forefront of science and the implications for the secondary school curriculum.

#### Government Assistance

Federal agencies are showing much initiative in giving help to science teachers. For several decades their help has been available in some fields but in more recent years the National Science Foundation, the United States Office of Education and the National

Institutes for Health have contributed markedly to the improvement of the background of science teachers. The National Science Foundation has sponsored institutes ranging in length from six weeks to a calendar year. Science teachers have been able to attend these institutes for study under stipend and expense provisions. Such institutes have been addressed primarily to the improvement of the subject matter competence of the teacher although there has been provision for needed attention to the professional competence. The United States Office of Education has embarked on the broad front of help for the science teacher. This broad front includes more adequate provisions for supervision, for facilities for science teaching and for research on methodology on science teaching.

#### Improve Teachers

The National Institute for Health has for many years sponsored measures to improve the competence of teachers of science in both the academic and professional phases. In many states the departments of public instruction are studying certification. The requirements for certification for the teaching of science have been raised by many of such departments. Because of the shortage of supply of science teachers the venture is necessarily slow.

#### Co-operation of Industries

For many years industry has been concerned with the science programme of the secondary school. Several major industries have made considerable effort to assist in the in-service improvements of the science teacher's preparation; local industries have joined in the effort to meet the challenge of contemporary advances in science. Stipends for study, conferences for academic improvement and field studies have been provided as well as a wide variety of teaching aids.

#### Much Depends on Teachers

The programme of science in the secondary school will reflect contemporary advances in science only to the extent that the teachers themselves are

competent to bring about such changes and are able to influence their schools to do so. The effects of such agencies as those cited will be limited indeed if teachers are unable or unwilling to improve their teaching. However, the influence of these agencies serves as a powerful stimulus. The net effect will be good even though it will be difficult to evaluate in a quantitative way.

#### Conclusion

It is evident that the impact of recent advances in science on our schools has created certain basic needs that must now be faced. Among these are the following:—

1. We must restudy what constitutes the fundamentals of our programme in science. Each new advance in scientific knowledge inevitably changes our concept of what is fundamental. **Our science teachers must be scientific** and maintain always an open attitude as to what is, in truth, fundamental.
2. We must redefine science in our schools. Each new advance demonstrates anew that science is both a process and a product. But the manner of our teaching tends to treat science only as a **product**. We must dedicate our teaching as well to the **process of science**.
3. We must learn to distinguish between science and technology. The latter is an important element in our lives. Its social and economic implications are far reaching; however, science as an aspect of human thought is essential to the growth of more science and more technology. Our secondary schools must adopt and enlarge their understanding of and responsibility for the **distinction between science and technology** and for the promotion of science as such.



## East-West Centre

A United States Department of State recommendation for the establishment of an educational centre in the state of Hawaii to promote East-West cultural exchange has received the support of W.C.O.T.P. and the National Education Association of the U.S.A.

In letters to leaders of the U.S. Congress, Dr. William G. Carr, W.C.O.T.P. Secretary General and N.E.A. Executive Secretary, says that the 1959 W.C.O.T.P. Assembly of Delegates was strongly of the opinion that such exchanges were needed. The Assembly theme was "Teaching Mutual Appreciation of Eastern and Western Cultural Values."

The N.E.A. in particular, representing 700,000 American teachers, "felt strongly that our ignorance of the culture, philosophies, religion and art of the Eastern world required swift and effective remedying," he writes. "The Centre in Hawaii would be an important step in this direction."

## Social Studies Reforms

The National Council for the Social Studies, a department of the National Education Association of the United States, closed its thirty-ninth annual convention in Kansas City, Mo., with some of the nation's leaders in the field agreeing that drastic changes in the social studies programme are in order.

Proposals made at a series of assemblies and section meetings included:

1. A direct approach to controversial issues which are shaping current affairs. On this topic, Dr. Harold D. Drummond, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tenn., told the group that "social problems and their solution must be honestly faced at all age levels, whether or not they are considered to be controversial.

2. A "pruning" of the curriculum to eliminate insignificant details, substituting more current problems.

3. Heavier emphasis on "economic literacy," termed essential if citizens are to decide political issues wisely and make intelligent choices as consumers. More emphasis was also urged for citizenship education, conservation education, human relations, and international understanding.

# WCOTP NEWS

4. Elimination of the "wooden-shoe-windmill-tulip" stereotype at all levels.

5. The lengthening of pre-service training for teachers to include more "content courses" and heavier emphasis on content in in-service programmes.

6. Provisions for adapting the curriculum to changes brought on by the scientific and technological revolution.

## WCOTP Office in India

The first Asian Regional Office in W.C.O.T.P. history was opened recently in New Delhi, India. Dr. K. L. Shrimali, Indian Minister of Education, was principal speaker, Professor Diwan C. Sharma, President, of the All-India Federation of Educational Associations and S. Natarajan, W.C.O.T.P. Vice-President and Director of the Office.

Dr. Shrimali expressed the hope that the new office would help to strengthen

teacher organisations throughout Asia and raise professional standards. He suggested that strengthening professional ethics be given as much attention by teacher organizations as voicing demands and grievances.

In welcoming the guests, Mr. Natarajan said that the new W.C.O.T.P. Asian Regional Office will assist to its utmost ability in studying problems of education in all Asian countries and in helping them to implement educational programmes.

Assistant Director of the new office is E. W. Franklin, former Director of Public Instruction of the Indian State of Madhya Pradesh. He has held various teaching and administrative positions, including those of principal of the Teachers' College at Jabalpur and Dean of Education at Sagar University. As Principal of the Basic Training College at Wardha, he worked under the guidance of Mahatma Gandhi.

## WCOTP Support to Latin American Teachers

W.C.O.T.P. has re-affirmed its support and sympathy for teachers in some Latin American countries "who, denied the democratic privilege of free elections, struggle for freedom from arbitrary dictatorships."

In a letter to Dr. Felix Adam, newly-elected Secretary General of the Confederacion de Educadores Americanos, W.C.O.T.P. Secretary General William G. Carr promises that appeals from W.C.O.T.P. member organizations for "assistance in maintaining the freedom of education . . . will at all times receive a sympathetic hearing from the officers of W.C.O.T.P." He notes that recently, in answer to

an appeal from a W.C.O.T.P. affiliate in Haiti, the W.C.O.T.P. Executive Committee lodged a vigorous protest with the Haitian Ministry of Education regarding the mistreatment of certain officials of teachers' organizations in that country. Similar cases of oppression in Hungary and East Germany were likewise condemned.

Acknowledging the receipt of the resolutions against dictatorship, adopted by the Confederation in Lima last January, Dr. Carr writes, "I join with you in denouncing any tyranny imposed upon Latin American teachers' organizations and condemn such tyranny."



***An adolescent appeals for compassionate guidance through the stormy years of adolescence so that youth will be able to preserve its initial ideals despite the destructive forces of a world in transition.***

# THE CHALLENGE OF

## Compendium of Impressions

The following is but a compendium of impressions gathered of students, attending some of the leading schools in the city, where adolescence is marked by the conflict between a traditional set of values symbolised in the parent, and a less inhibited sense of values presented to children by their education on a racial basis. A fairly distinct classification may be made on the type of adolescence undergone by the average Burgher boy and the average Sinhalese or Tamil. The Burgher boy unlike his tradition ridden counterpart, is less inhibited, more extroverted or open in his behaviour, mixes more freely, and is less concerned about studies as he is quite satisfied to pass the Senior, get a job and settle down after marrying a girl of his own choice. The average Sinhalese or Tamil adolescent on the other hand has set patterns of behaviour to conform to, is more inhibited, social mixing being more or less restricted and is brought up in the tradition that one must pass out top, get the best job, marry a girl of his parents' choice and settle down. Thus the distinct differences between the adolescents of Ceylon and those of England or America arise from our stricter social conventions and the nature of our educational system which provides but a fixed set of avenues.

L. G. Ratnasabapathy is a student in the H.S.C. Class at St. Joseph's College, Colombo.

## Sex Education Essential?

Adolescence is a fact, both psychological and physiological. Physiologically it is brought about by the secretion of the ductless glands which produce massive changes in the chemistry of the body, resulting in the accelerated growth of the reproductive system. In the boy adolescence occurs usually between 13 and 15 whereas in the girl it occurs between 11 and 13 years. Thus though physical maturity is reached early in life emotional maturity is rarely reached even in the late teens. Together with the physiological advent of adolescence, psychological factors begin to manifest themselves and the child takes an increased interest in its environment. There is invariably an increased interest in sex, and the child may treasure some unrelated remark on the subject adopting his initial attitudes in terms of it. There is a variation in specific interests, the girl being more interested in emotional factors and the boy in physical and physiological factors. Generalised sex education at this stage is absolutely essential from a respected and readily accessible source such as the parent, priest or teacher, as emotional tensions reach their peak in adolescence and the child may suffer from acute irrational fear over the most trifling of matters, which may drive him to wrong sources for information.

## Going Steady

The expression of the increased interest in the opposite sex is governed

mainly by environmental factors. It develops much earlier in the girl, manifesting itself in the increased interest in personal appearance, dress, social activities and love stories. In the boy it presents itself in the shape of aggressiveness, exhibitionism, self-consciousness and changed concepts and behaviour. Emotional attachments are generally sub-consciously tabooed by society and social mixing accepted only on occasions, unlike in England or America so that the term 'going steady' occurs on a rough time average of about one in nine cases, though its density varies. However wherever such mixing occurs there is inevitably a greater degree of interest shown towards a specific girl in the case of the boy whereas in the girl it is more diffused. Together with this increased interest in life a variety of definite patterns begin to dominate. The following is but a brief synopsis of the more common, but it is in no sense comprehensive.

## Moodiness

Alternating moods of depression and joy are fairly common in adolescence especially where home life is unhappy. Girls who suffer from pre-menstrual tension almost invariably suffer depression corresponding to cyclical changes.

## Gregariousness

Strong disinterested friendships are common in adolescence especially among girls who often form an inseparable



# ADOLESCENCE

— L. G. Ratnasabapathy

duplet sharing together their common interests and activities. In the boy the tendency is usually towards a clique or gang often having varying interests but invariably when the values held are the same. These gangs, when recreational facilities are available are generally healthy, but when these are absent and older or negative factors dominate it form, the nucleus of delinquent behaviour.

## Music

The interest in popular music is a common phenomenon mainly due to the adolescent appeal in its compulsive novelty of sound and excess of feeling. In the less intelligent adolescent there is often a tendency for 'identification' (imitation of behaviour) with one's favourite singer. In the girl there is a species of hero-worship resulting in the avid reading of fan magazines and the collecting of pictures. However, these juvenile phases usually pass away with adolescence.

## Books

Books too play an important role in the development of personality as unconscious identification with literary heroes or heroines often occurs. There is a difference in specific tastes the girl being more interested in love stories. The well-balanced adolescent youth reads fairly consistently, improving his tastes with time. The Immature and usually precocious adolescent on the other hand reads 'Comics' up to a late stage and then

switches for the more explicit modern version of the 'Penny-Dreadful.' This species of scurrilous literature together with the pornographic magazine presents a serious moral problem of increasing magnitude. The solution for which lies in weaning the developing adolescent on healthier literature so that he will not be swept away by anything he may encounter in the pages of a book.

## Films

There is a divergence of psychological opinion on the relative effects of the horror and sex film. But whereas the average horror film is laughed at the sex film is seen with definite deleterious effects on an adolescent's sense of values. As these films are patronised in preference to others, often out of curiosity, they together with the increasing irresponsibility of film producers present a major social problem which can only be solved by positively taking the upper forms to the film where the treatment of life is more mature and serious.

It must be admitted that the modern adolescent is besieged with far more temptations to go wrong than his counterpart of a decade ago. Thus, it is all the more important that he be given a firm grounding and compassionate guidance through the stormy years of adolescence where he struggles for maturity, so that he will be able to preserve the initial ideals of youth despite the destructive forces of a world in transition.

## PRIVATE TUITION

### A Few Principles

1. *It is our duty to help ALL students entrusted to our care — the 'bright' as well as the 'weak.' Our Classes are large and within possible limits we must do everything possible to help the 'weaker' ones.*

2. *As a rule Private Tuition should not be encouraged. Under no circumstances should private tuition be solicited.*

3. *No teacher should undertake 'private tuition' of his own pupils, except under special circumstances and that should be with permission from the Principal.*

4. *Such requests for permission should be made to the Principal by the Students in the case of Senior Lads and by the Parents in the case of young children. Whenever, the need arises, and in consultation with the teachers concerned, this permission will be readily granted.*

5. *No private tuition should be undertaken during Class hours. If a Class room is used after class hours for private tuition, please inform the Principal.*

6. *'Mass' or 'Group' Private Tuition should not be undertaken under any circumstances.*

*Let us all join in safeguarding those Traditions of our profession which have earned for it the name "The noblest profession."*



# EDUCATE

## OUR

# WORKERS

Mr. Shirley J. S. Peiris pleads for the establishment of Workers' Education Centres in Ceylon. Trade Union Education can help to reduce hatred and antagonism and thus promote harmony and co-operation resulting in satisfaction and contentment.

### Part of Labour Movement

Workers' education, at one time a subject of controversy and discussion has today become a recognised and valuable element in labour movements of all the Western European countries, the United States and Canada. But to us in Ceylon it is a relatively new subject, an entirely new field of activity. It does not take long for one to realise how much more useful work could be done by the Trade Unions if all members really knew what Trade Unions stand for; how much more the unions could do for its members if all of them were better equipped to take up readily an active part in the activities of the Union. These were, perhaps, the thoughts that drove the Government of Ceylon to action when they invited an Expert from the I.L.O. to explore the possibilities of setting up a Workers' Education Centre in Ceylon.

### Intelligent Participation

No one says that workers' education is superfluous today. People seriously concerned with industrial problems — whether they view it from the angle of the government, of the employer, or of the worker — see the necessity of an educational programme for workers. They recognise that in a modern economy there must be well-organised

democratic trade unions. Such stable unions, they know, benefit all sections of the community. They understand that development in a free and democratic society depends on the intelligent participation of all citizens, and consequently of the workers.

### Amicable Settlement

However, they also believe that workers' education alone cannot solve the industrial problems of a society. Disagreements on how to distribute the results of the common productive effort will go on. But education can help to bring about an amicable settlement worked on a basis of compromise, can reduce the areas of conflict, and can help to replace dispute and disagreement with satisfaction and contentment. And these are no small contributions to building a contented community.

### Workers Co-operation

In the developing countries the labour movement is still viewed with suspicion and has not yet won due recognition. In some countries trade unions are looked on as evils which should be kept under strict control, if not completely stamped out. But it must be understood that those who try to obstruct trade union activities are endangering the continued deve-

lopment of their countries. An economy cannot go on developing on the basis of a work force filled with resentment. For continued development there must be trade union co-operation and workers' participation.

### Practical Matters

Recent argument has been centred on whether the facilities and type of education provided at the Workers' Education Centres are of the right kind to meet the needs of the trade unions today. It has been suggested that while a knowledge of social and economic facts is desirable, it is more essential that trade unionists should study such practical matters as the techniques of bargaining, time and motion study, cost accounting, job rating, industrial law and the working of the machinery of industrial relations.

### Trade Union Education

All would agree, however, that workers' education above all tries to meet the educational needs of workers as they arise out of their participation in the labour movement. It is primarily concerned with the training of union leaders and members to run their unions efficiently and to choose the right avenues of action. Workers' education is also concerned with helping workers to participate more effec-



tively in the economic and social life of modern society. Workers' education programmes should also include lessons in reading and writing (where the members are illiterate), and in training the workers in new skills when technological changes or other factors make it hard for them to find employment in their traditional trades. In so doing, the unions can be sure that they not only serve their members, but also build lasting loyalty to the union.

### Realities of Workers' World

To quote from an I.L.O. document on "Practical Problems of Workers' Education:" "No workers' education programme worthy of its name can be divorced from the practical needs of workers. A successful programme is one which identifies these needs and moulds its contents accordingly. Workers' education programmes, more than any other educational effort, must be rooted in the realities of the workers' world; his conditions of employment, his environment of work, his relations with his employer and with his trade union, and his place in the community, the national and human society as a whole."

### Three Categories

Hence practical needs must determine the scope of workers' education programmes. The practical needs of union members differ according to the functions exercised by them. Trade unionists can be broadly classified into three categories and their educational needs enumerated thus:—

1. The educational needs of office-bearers in national unions.
2. The educational needs of office-bearers in the branch associations.
3. The educational needs of rank and file members.

### Officers of National Unions

In one of the I.L.O. documents it is said: "It is no exaggeration to say that trade union officers today must be at one time or another something of a *lawyer* able to interpret collective agreements or present briefs before an arbitration court, an *economist* capable of arguing on wages, prices and the cost of living, an *accountant* who can interpret the items on a balance sheet, a *public relations man* for organising campaigns, or even a *radio programme*

## A WORKERS' PROCESSION



Courtesy Lake House

The workers in Ceylon have in recent years become more and more aware of their rights. Workers' Education Centres are necessary to train them to organise and conduct their own unions without the aid of outsiders and also to make them aware of their duties to the community.

planner or script writer.

Well, this is much to expect, But true that a Trade Union officer needs a wide range of knowledge and abilities to do an effective job — a considerable knowledge in Union administration, Collective bargaining, Labour laws, and Social legislation.

### Officers of Branches

The office-bearers of the branch associations are those that form the essential link between the rank and file membership and the national union leadership. They are the backbone of any well functioning union. Their educational needs would deal with such subjects of study as how to plan and conduct meetings, how to make committees function effectively, how to handle grievances, how to establish cordial employer-employee relationship, how to keep members informed and make them active in trade union work, how to collect dues, how to win more members, how to organise membership drives, and how to prepare for and conduct strikes.

### The Rank and File

An attempt to list the whole range of subjects that would interest the thousands of workers who make up our trade unions would not only be tedious but yet incomplete. To participate more actively in the unions,

they should have training in subjects such as — Trade Unions — what they are, what they do, and how they work, how to conduct and participate in meetings, conditions of work and employment, rights and responsibilities under collective agreements, protective labour laws and social security legislation, basic economics related to the life of wage earners, and basic elements in our parliamentary system.

### Effective Trade Unions

Thus it is plain that Trade Union education or Workers' education is many-sided. If education is to be effectively promoted it must be seen that it is valued highly by the leaders of the Union. This object could also be furthered by such means as the devotion to education of a regular page in the journal, and the employment of an education officer responsible for arranging educational events and disseminating information on the subject. Workers' education is not the imparting of knowledge for its own sake, but for the specific purpose of making more effective trade unionists. Hence, let us hope that the day is not too far, when, with the impetus that has already come from the Government of Ceylon, the establishment of a Workers' Education Centre would be a reality, and consequently pave the way to create an enlightened rank and file.



# THE CASE FOR ART EDUCATION

By H. S. Broudy

*Adapted from the January 1960 issue of Art Education, journal of the National Art Education Association, a department of the National Education Association of the U.S.A. The author is a professor of education at the University of Illinois.*

## Current Fashion

The claim that art and music are as useful in schools as arithmetic and science has dubious validity. Though artistic activity produces important results, the sort of art that does this for most people most of the time is not the kind that has to be studied in school.

We learn how to feel about love, death, success, war, and peace in the movies, popular fiction, the top 20 tunes in the juke-box, the advertising lay-outs in our magazines and newspapers. These arts present in perceptual form images or models that objectify and exhibit the current fashion in what is desirable and repulsive.

## Mass Media.

Is there an art to which ordinary routines of life do not give the pupil

adequate access? In one sense the answer is no, because anyone, if he tries hard enough, can visit museums and libraries, listen to concerts and recordings. We are justly proud of the accessibility of all types of arts objects, and the techniques of the mass media deserve much of the credit for it.

In another sense, however, certain realms of art are effectively closed off from many people. When considerable facility or acquaintance with the methods of making or viewing an art object is required for appreciation, ignorance is as effective a bar as a wall. Poor readers cannot do much with Proust's novels and a lack of familiarity with Greek mythology makes for a frustrating experience with Milton's *Paradise Lost*.

## Abstract Art.

That is one reason for the irritation of the untutored viewer *via-s-vis* abstract painting. He looks for what is not there and he does not know what to do with what is there. This irritation is sometimes relieved by suggesting that the painting be viewed as a piece

of wallpaper or floor covering. Hard as this is on the soul of the artist, it does, however, halt the viewer's frantic search for familiar themes and objects.

Serious art, by and large, does make demands that popular art does not: sensitive discrimination, awareness of form, some familiarity with technique, and, above all, an active and concentrated attention. Insofar as this is the case, serious art is not easily accessible to the untutored.

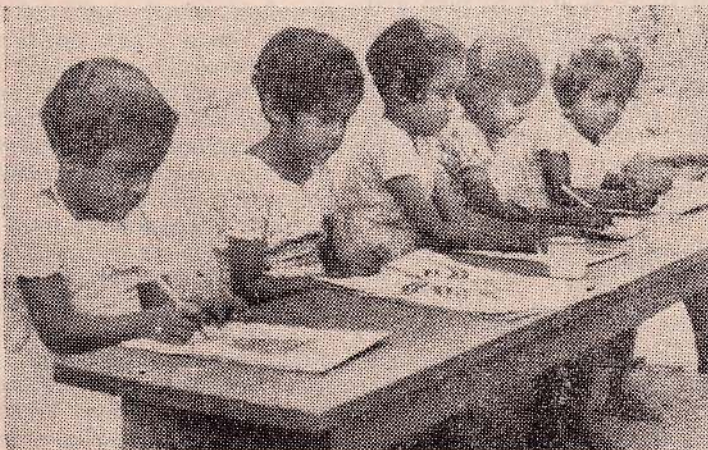
## Skill and Knowledge.

Because facility with serious art requires skill and knowledge not acquired incidentally, it makes sense for the school to offer a programme of art education. But because such training entails effort that the child may be reluctant to exert, to require it of everyone calls for a promise to the child and to society. To the child must be promised enjoyment and satisfaction above and beyond those afforded by the popular arts; to society must be promised a strengthening of the people's commitment to its ideals and aspirations, and, what may be even more important, a constant examination and evaluation of them.

## The Feeling Side

The theoretical justification for education in serious art lies in the claim that it trains the feeling side of life just as other studies train the intellectual side and still others perfect bodily skills, and that it does so in a way that goes beyond the educative effects of popular art.

Two problems seem to emerge if we take this line of persuasion with school boards and parents. First, whether the school need do more than provide an environment in which the child's natural expressive impulses are allowed to manifest themselves in paint, clay, etc., with a maximum of freedom and



Courtesy Lake House

Children "playing" with paint & brush express themselves quite freely



a minimum of technical requirements. If this is the case, then it need not require much more than time in the programme, a wide variety of materials, and an encouraging teacher.

### Not Naturally.

Casting doubt on this approach is the well-nigh universal testimony of artists and connoisseurs in all fields that their achievements do not come naturally. On the contrary, they complain with almost tedious uniformity about the hard work their artistic endeavours entail. Serious art on the producing or the appreciating side is not for the lazy, nor presumably for the untrained. If, however, there is nothing systematic to teach, no special way of teaching it, and no effort required to learn it, the fuss about the art programme is much ado about nothing.

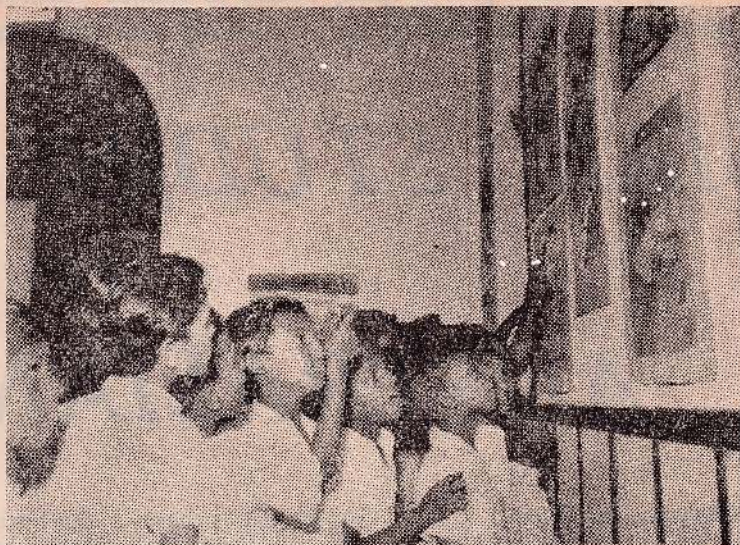
### Can be Dangerous.

The second point is that a programme of art education which proposes to train pupils for the appreciation of serious art is not innocuous; it can be dangerous.

Serious art presents us with models of feeling that are neither so familiar nor so safe as those presented by the popular arts. Popular art gives aesthetic form to the values that most of the people are enjoying or would like to enjoy in a manner approved by the social order. Just as there are standard models of cars and refrigerators, so there are standard ways of feeling about love, war, marriage, death, home, etc. In the popular song, picture, photograph, movie, and story the average man recognizes his everyday problems and the standard solution.

### Great Work of Art.

Serious art, on the other hand, tries to disclose modes of feelings that in our ordinary life we rarely experience, and would probably prefer not to experience at all. Most of us do not want to engage in heroic episodes of love, war, or politics, but in every epoch a few works of art depict mankind in such heroic and convincing roles that



*Courtesy Laey House*

### Appreciative Faces Scan Paintings at an Exhibition

we see in them our species at its best. These works become certified as "great" works of art, but not always by their contemporary publics.

Contemporary art when serious criticizes the values of its culture. Sometimes this criticism is in the form of a protest; at others, it simply experiments freely with emotions and their expression in unusual forms.

### "Not Typical"

Serious art, whether in its classical or contemporaneous form, whether freely experimental or definitely idealistic, confronts the child with models of experience and feeling that are not typical of the life going on around him. The images it offers the child are not mirrors of life but projections of what life might feel like. All of these images are distortions. Some are interesting and important; some border on the insane; and a few disclose visions of feeling that haul mankind up another rung on the ladder of civilization.

All of which means that, when the school takes serious art seriously, it cannot expose the immature pupil to

anything and everything, and this in turn presupposes a high order of aesthetic sophistication and competence on the part of all teachers who have a part in the programme.

### Artistic Experience.

So conceived and defended, a case can be made out for art education as an integral part of general education. That school boards and other appropriating agencies will be convinced is not so certain. True art presents the tension between the conventional and the experimental that is never absent from a changing society. The artistic experience is intermittent and celebrative; it gives meaning and glow to life but it neither creates life nor sustains it. The school must pay attention to all aspects of living—economic, intellectual, moral, and social—and if it must make a choice between preserving and sustaining life, on one hand, and making it glow, on the other, there is no question as to what it will have to choose. But we no longer face such a hard choice. If we did, we would not be discussing art education at all.

## CALLING ALL BRANCH ASSOCIATIONS

Will Secretaries of Branch Associations kindly send me within a week the names and addresses of their Office-Bearers for the ensuing year. Short accounts of the careers of the Presidents and Secretaries together with suitable photographs will also be welcome.—*The Editor.*



While Australia's past is firmly rooted in Europe Australians are more and more beginning to realise that her future will be determined by her relationship with her Asian neighbours.

# ASIAN STUDIES IN AUSTRALIAN SCHOOLS

## European and Asian

Australia has been described as a community with a European cultural heritage and an Asian geographical setting. While the country's past is firmly rooted in Europe, her future will probably be determined by her relationship with her neighbours. How far is Australian education, which in the past stressed the links with Europe, being adjusted to this new outlook?

## Educator's Task

An examination of school syllabuses and university courses in the six States reveals some scope for students to learn about Asian countries, though perhaps the opportunities to do so are not as wide or as deep as they could be. However to expand one section of a school curriculum some sacrifices have to be made elsewhere. The task of Australian educators is to find a reasonable balance between the right of Australian children to an understanding of their own cultural inheritance and their need for an understanding of neighbouring countries and peoples.

## Main Vehicle

Perhaps few Australians will ever reach the stage of understanding the philosophy, history or culture of an Asian people as well as, with the same amount of effort, they might understand the culture of another European people: the common elements between an Asian culture and their own are fewer.

But even a knowledgeable appreciation of an Asian culture can make a valuable contribution towards understanding. The main vehicle for teaching about Asian countries in Australia

primary schools is the **Social Studies** (or History and Geography) programme. These syllabuses, in their studies of other lands, pay a great deal of attention to the way in which various peoples live. Sometimes world studies may be made of food, clothing, transport, population density problems, etc.

## Various Approaches

Often an approach is made through stories of great men such as navigators Magellan and Vasco da Gama to include a study of the places they visited and the people they met. Alternatively, studies may centre around a landmark of significance such as the Great Wall of China or an important river like the Ganges. Another approach is to study the daily life of a worker in one of a country's major industries, such as the production of tea in Ceylon rice in China, rubber in Malaya.

In every State syllabus some mention is made of India and China, and in most States, Japan and Malaya as well. Other Asian countries recommended for study in one State or another are Pakistan, Ceylon, Indonesia, Viet Nam, Laos, Cambodia, the Philippines, Sarawak, Burma and the continent of Asia in general.

## Music and Art

Music and Art also provided scope for teaching about Asian countries and the primary school child would also probably meet some stories with Asian backgrounds in his reading material. In school magazines, for example, the amount of material on Asian countries is about four per cent.

At the secondary level again the greatest provision for teaching about

Asian countries is to be found in History, Geography and Social Studies syllabuses.

## History

History courses devote considerable attention not only to the history of Australia since its discovery and settlement, but also to the history of those countries from which settlers and culture have come. Asian countries are therefore mainly considered as they affect the history of Australia, Britain and Europe. Courses in Ancient History usually concentrate on the Ancient Greek and Roman civilisations and rarely include the ancient Chinese and Indian civilisations. The earliest references to Asian countries are associated with early European acquaintance and trade with them. In most States some attention is given to Western (Britain, French, Dutch and Russian) expansion of influence and settlement in Asia and to the development of the British Commonwealth in particular. The Asian country most commonly studied on these lines is India. Apart from India, the country most likely to be studied is Japan—her industrialisation, the formation of policies culminating in World War II and, in some States, her relations with Australia since the war.

## Geography

Geography syllabuses frequently include regional studies of Asia. These studies include a wide range of topics connected with the inter-action of the physical structure, climate and vegetation of a region with the population distribution and composition, way of life, primary and secondary industries,





An Australian Teacher, Mr. Currie, questions students about places in Asia. (Australian News & Information Bureau.)

trade, transport and government. India and China are the countries most frequently studied in this way, followed by Japan, Malaya and Indonesia. The other countries specified in one syllabus or another include the Philippines, Pakistan, Ceylon, Viet Nam, Laos, Cambodia, Korea, Tibet, Burma, Thailand, Central Asia and South East Asia generally.

#### Social Studies

In Social Studies syllabuses, the main emphasis is on peoples and their institutions. Many aspects are considered historically especially trade and government. Current problems such as Australia's trade relations with Asian countries, and assistance to under-developed countries through the United Nations and the Colombo Plan, are often studied. China and Japan, followed by India and Indonesia, are the countries mentioned in the greatest number of syllabuses.

#### Languages

The choice of modern languages open to children in Australian secondary schools is largely bound up with the traditions of European education. French is by far the most popular modern foreign language taken and German the next. Chinese is available in one State and Japanese in two, but the students taking them for public examination are small in number and in many cases, come from Asian families.

#### University Level

At university level courses with Asian reference are provided in various disciplines, mainly within Arts faculties. History and Geography again are the fields of study in which provision is most commonly made, usually in the second or third year or as extra material for Distinction candidates. Economics, Geography, Anthropology, History of Religion, Political Science or Government courses also frequently confront the student with some study relating to one aspect or another of an Asian culture. Quite a substantial amount of research in physical, biological and social sciences, being undertaken by university staffs or post-graduate students, also has some relation to Asia.

#### School of Oriental Studies

The main centre for undergraduate and graduate study of Asia is the School of Oriental Studies at Canberra University College. Courses in the Chinese, Japanese and Indonesian language are provided together with a three-year course in Oriental civilisation. Post-graduate Asian studies are also undertaken in the schools of Social Sciences and Pacific Studies at the Australian National University, with which the Canberra University College will shortly be associated. A course in the Chinese language is also provided at the University of Sydney and a course in Indonesian at the University of Melbourne. Indonesian language

work at the University of Sydney is included in the course in Indonesian and Malayan Studies.

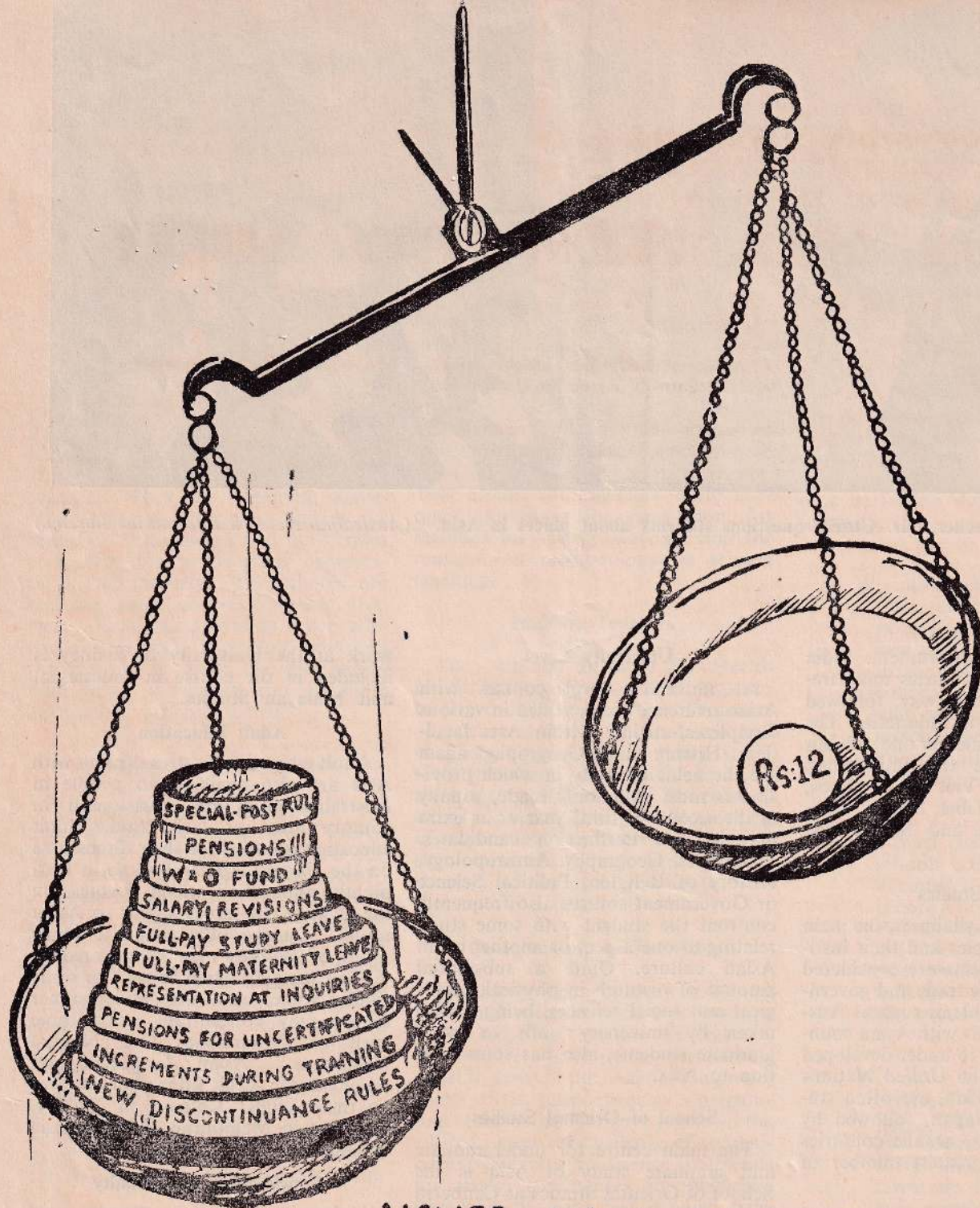
#### Adult Education

Adult education courses dealing with Asia are also available to people in Australian cities and occasionally in country areas as well. Some adult education groups base their discussions on the *Current Affairs Bulletin*, a fortnightly publication which devotes, on the average, six issues a year to Asian topics. On the other hand a whole series of lectures may be devoted to "The Changing Asian Scene" or some similar topic, or a week-end summer school may concentrate on a topic such as "Indonesia, Our Nearest Neighbour." Asian languages are taught under Adult Education auspices in three cities: Chinese in Sydney, Japanese in Melbourne and Indonesia in Adelaide.

#### Considerable Opportunity

University extension courses also offer some scope for Asian studies. In particular, the Institute of Modern Languages, conducted by the University of Queensland, offers courses in Chinese, Japanese, Malay and Hindi. The overall picture shows that there is already considerable opportunity for Australians to learn about neighbouring countries. The most likely future development is a continuation of the gradual but steady increase in these studies in Australian primary, secondary and university education.





..... NEVER WAS SO MUCH OBTAINED  
FOR SO LITTLE.....

### WHAT HAVE WE GOT FROM THE UNION ?

This question is occasionally asked and rather surprisingly from people who have sometimes benefitted directly from Union activity.



## From the Secretary's Note Book.

# UNION FEES FROM PAY SHEETS

### One Manager Relents.

The Principal of the School at Kankesanthurai who was ordered to be reinstated by the Director after a full inquiry has now started functioning as Principal. The Manager has decided not to obstruct him. We are glad that the Manager has had a change of heart and that he has decided to obey the Director. In all such cases the Director has now decided that the Department would not recognise any teacher appointed by the Manager to act for the Principal recognised by the Director. For instance, the Director will not recognise the pay sheet if it is not signed by the Principal recognised by him.

### Course in Trade Unionism.

Mr. M. Samaradivakara, Secretary of the Uva Teachers' Association has returned after a 3 months course in Trade Unionism in the Philippines under the auspices of the Colombo Plan. We hope his experience will be of even greater use to the Union.

### W.C.O.T.P. and F.I.P.E.S.O. Congress.

Mr. S. V. Balasingham one of our Vice-Presidents and Mr. Danton D'Aberra, President of the Colombo Teachers' Association and a member of our Executive have been elected by the Executive to represent the Union at the Annual Assembly of Delegates of W.C.O.T.P. in Amsterdam and to act as Observer at the F.I.P.E.S.O. Congress. The theme of the F.I.P.E.S.O. Congress is "Extraneous Influences upon Secondary School Children" and that of the W.C.O.T.P. Conference is "School Health and the Child." In addition to our delegates, Mr. J. O. Mendis who is now on the Executive of the W.C.O.T.P. will also attend the Conference. We are sure they will make a definite contribution to the success of the Conference.

We are deeply grateful to the Asia Foundation for the generous travel and

subsistence grants to the Union to enable the 2 delegates to attend the Conference.

### Seminar on Workers' Education in Ankara, Turkey.

Mr. R. M. Abeywardene, a member of our Executive and formerly the President of the Kegalle Teachers' Association, has been selected by the Labour Department for a 3 weeks Seminar in Ankara, Turkey, on Workers' Education organised by the U.S.O.M.

### Tour of China.

Mr. C. Subramaniam, a member of our Executive and one time President of the Northern Province Teachers' Association has been elected for a three week's tour of China on the invitation of the Ambassador of the People's Republic of China sent through the Education Department's Joint Council.

### Gift of a Survey Map of Ceylon.

We are grateful to our Organization Committee Secretary, Mr. Shirley J. S. Peiris for his gift of a large-scale Survey Map of Ceylon to help us in our Membership Campaign.

### Building Site for Headquarters.

Though we had planned to lay the foundation stone of the new Headquarters of the Union at Longden Place, Cinnamon Gardens, on the 40th Anniversary of the inauguration of the Union, it was not possible to do so, as the transfer of the land had not been made to us in time. We are now shunting between the Survey-General's Office and the Government Agent's Office in Colombo to get the officers concerned to expedite the transfer of the land. We hope that it would be possible to lay the foundation stone within a few months. We publish on this page a picture of the Library of the Hong Kong Teachers Association. A body with only 4,000 members.

### Deduction of Union Fees on Pay-Sheets.

The Director of Education has now agreed to deduct monthly the dues to the Union on Pay-Sheets. We hope it will now be possible to increase subscriptions and to have a much larger membership than at present.



The Library of the Hong Kong Teachers' Association



**We publish below a teacher's letter to us and also our reply. We appreciate the teacher's frankness but we do not condone her ignorance.**

# “UNION DOES NOTHING”

Dear Disgusted Colleague,

We are publishing your letter. We feel we have already answered some of your queries in our editorial. Nevertheless we feel we will have to repeat ourselves. We are assuming in all fairness to you that you are sincere and

serious in the accusations you make and the insinuations you imply.

## Most Unbecoming

We do not know which group of teachers you are referring to as people who have been suddenly made your

equals. What are you really protesting against? Are you protesting against their salary increase or the consequent rise in their social position? If this is so we are very disappointed in you. To protest against the improvement of another's position is disgusting. Moreover it is unbecoming of a member of our profession. On the other hand you certainly have a right to demand a higher scale for yourselves if you think that your qualifications are superior to theirs. There is only one decent course open to any member who has problems of the type you appear to have, viz. to take the matter with the local branch and through it with the A.C.U.T.

## Gratitude

It is most distressing to hear any teachers say that they have got nothing for their membership fee. Your present salary scales, your pension schemes, your maternity leave and sick leave, the very large sums many teachers recently received as a result of representations made by the A.C.U.T. alone before the Anomalies Commission, all these and much more you owe to the activities of the Union. You will realise that your membership fee is a most inadequate payment for these services. If the Union had not been formed and if it had not carried on a relentless struggle on behalf of the teacher you would probably not have got any one of the rights you are today enjoying. We realise that gratitude is a difficult virtue to practice in this materialistic age, but then we are teachers.

## Foreign Travel

As for foreign travel by the officers we would like you to realise that the

## TEACHER DISAPPOINTED

Dear Sir,

*It is with strong feelings of disappointment that I write to you. Many of us are not satisfied with the A.C.U.T. Some teachers with lower qualifications than ours have recently been given great salary increases and in spite of our long service we suddenly find them our equals. This is very unfair.*

*Apart from this we fail to realise what return we get for our membership fee. As far as we can see we get nothing. Of course the higher ranks of the Union do get something out of it. They have in recent years been travelling quite a lot on our funds. A few foreign conferences to which a fortunate few are sent appear to be the main activity of the Union.*

*We are also deeply distressed to note that the Union has abandoned Miss Kanagasundera. After all what has the Union done for her? For these reasons some of us have decided not to continue our membership of the A.C.U.T.*

*I do not think you will publish this letter as this is so critical of the Union. If, however, you do, please keep my name and address out of it. I hope I can have this trust in you.*

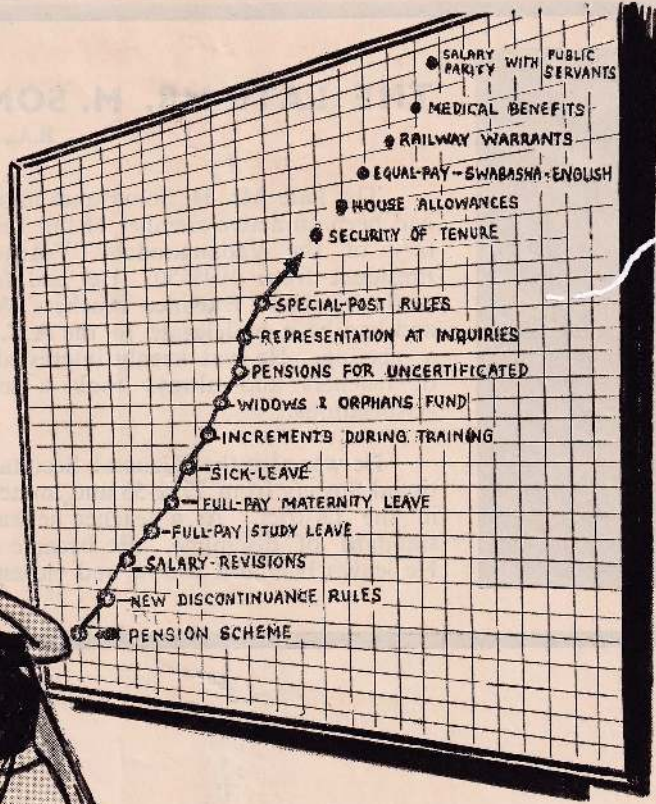
*Yours faithfully,*

**“Disgusted Teacher.”**



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What has A.C.U.T. done?



Max Gerroyn

NONE SO BLIND AS THOSE WHO REFUSE TO SEE.....

A.C.U.T. is affiliated to the W.C.O. T.P. and therefore has to send delegates to its annual conference. Those who are selected receive travel grants from the Asia Foundation. All that the Union spends on them is a paltry sum of about four hundred rupees. Are you grudging the grant of this small sum to senior Union officers who for years have selflessly given of their time and leisure for Union work — time which they might have used — probably like you and many others — in increasing their income by private tuition or other methods. We personally feel that teachers owe these officers a great debt of gratitude and to make the remarks you have made only shows an inability to appreciate all they have done for you and to be grateful in return.

In all the confusion around us it might be difficult to maintain a sense

of balance and proportion, but then we are teachers.

Miss Kanagasundera

As for Miss Kanagasundera you have got the wrong angle on the whole business. We discussed the matter with her quite recently and her view was that although the Union was not yet successful its officers had done all they could for her. She never in her wildest dreams expected the Union to go all out to help her even to the extent of giving her a monthly allowance for some time. In connection with this case we would like to ask you a question. Last year the Union even explored the possibility of direct action on behalf of Miss Kanagasundera but the officers came to realise that most teachers were opposed to a strike. We think you too were among this

number. The accusation that Miss K. has been let down comes with ill-grace from those who were not prepared to fight for her, who really let Miss K. down? We leave it to you to answer.

Cartoons

We hope we have replied to your charges and accusations. We appreciate the fact that you have written to us quite frankly and we hope you will appreciate the frankness with which we have replied. The cartoons published elsewhere in this issue might help you to judge Union activities in a better light.

Yours sincerely  
in the Union's Service,

The Editor.





## THE LATE MR. M. SOMASUNDARAMOORTHY,

B.A., Dip. Ed.

The Late Mr. H. Somasundaramoorthy, ever since he became a teacher, had been an active member of the Teachers' Association. He was the Secretary of the Vadamarachy Teachers' Association from 1946-7 and its President from 1949-50. He had for several years served on the Executive of the Northern Province Teachers' Association and its Examination Council and had been a delegate to the A.C.U.T. from 1954-58. He seldom missed a meeting. He was keenly interested in education, the security and welfare of teachers and always took a leading part in the deliberations of the Associations.

He was also the General Secretary of the Vadamarachy Hindu Educational Society from 1952-55 and an active member of various welfare societies in the District. As a teacher he was very successful and maintained a high standard of discipline. He became a victim to cancer and died on 22-8-59. He leaves behind a widow and eleven children.

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