

AUGUST, 1970

THE CEYLON TEACHER



★ *In this Issue* ★

LEADING ARTICLE

OUR PRIME MINISTER



ARTICLES

TEACHERS' ROLE IN SHAPING
PERSONALITY



UNION NEWS

PRESIDENTIAL ADDRESSES

EX. COMMITTEE MINUTES

PRELIM. EXAM. COUNCIL

40TH ANNUAL REPORT

MONTHLY ORGAN OF THE ALL CEYLON UNION OF TEACHERS

Vol. XXIV. No. 143

The spoonful of quality no tea can resist



Ceylon knows its tea!

It also knows MILKMAID — the quality milk that makes tea drinking an added delight. Only the best and purest milk is chosen for you by Nestlé in the preparation of MILKMAID — so for the finest quality and best value for money, always ask for

MILKMAID
the quality milk



Look for this seal when you buy. It guarantees you the natural product of whole cow's milk.

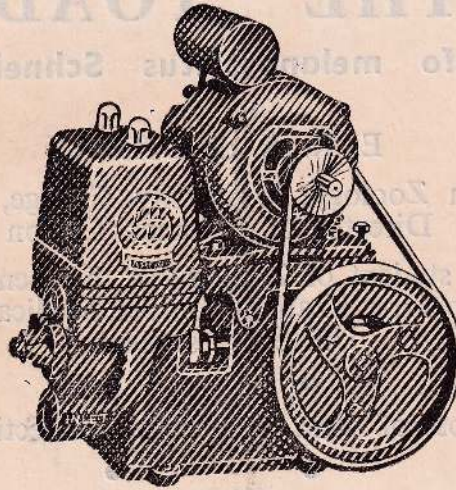
ARGOSY PUMPS

Petrol and Motor driven

Capacity

*Single cylinder; 240 gals.
per hour at 420 R P M*

*Two cylinder; 480 gals.
per hour at 420 R P M*



The 'Argosy' Pump

Will lift water 24 feet vertically on the Suction side and is suitable for a total head of 100 feet including pipe friction.

Agents :

SAMUEL SONS & Co., Ltd.
371, Old Moor Street
Colombo 12

Contents

TEACHER'S ROLE IN SHAPING PERSONALITY	6
PRESIDENTIAL ADDRESSES	8
UNIVERSITY PRELIMINARY COUNCIL	10
UNION MARCHES ON	11
CONSTITUTIONAL AMENDMENTS	13
OUR LADY PRIME MINISTER	13
FORTIETH ANNUAL REPORT	14

COVER PAGE

The Hon. Mrs. Sirimavo Bandaranaike casts her vote at the general elections.

THE ALL-CEYLON UNION OF TEACHERS (Founded in 1920)

President — **R. S. Jayawickreme,**
De Zilva Place,
Pannipitiya.

Secretary — **J. D. Aseervatham,**
10, Modera Street,
Colombo 13.

Treasurer — **I. R. Ariaratnam,**
"Suka Vasa,"
Nallur South,
Jaffna.

Managing Editor — **L. H. Horace Perera,**
56, College Street,
Colombo 13.

NOW AVAILABLE

THE TOAD

Bufo melanostictus Schneider

by
E. R. A. de ZYLVA

Sometime Demonstrator in Zoology, University College, Colombo Former Deputy
Director of Fisheries, Ceylon

Specially prepared for the student of Zoology in the General Certificate of Education
(Higher Level), the First Examination for Medical Degrees and the
University student.

• • • •
30 Illustrations (most of them from actual dissections by the Author)

• • • •
Price 3-50

Postage - / 35

From **YOUR BOOKSELLER** *or* **THE LAKE HOUSE BOOKSHOP**
COLOMBO & BRANCHES

THE TEACHER IN A PLANNED SOCIETY <i>R. W. Rich</i>	
Educational issues of Today	4 25
ON EDUCATION Especially in Early Childhood <i>Betrand Russell</i>	8 95
AMERICAN ENGLISH SERIES For the Study of English as a Second Language <i>Fries</i>	4 95
TEACHING THE MOTHER TONGUE IN SECONDARY SCHOOLS <i>P. Gurrey</i>	10 65
METHODS OF VOCATIONAL GUIDANCE	
<i>Gertrude Forrester, Ed. D.</i>	28 20
UNESCO SOURCE BOOK FOR SCIENCE TEACHING	10 65
APTITUDES AND APTITUDE TESTING	
<i>Walter Van Dyke Bingham</i>	27 50
HOW TO USE ARITHMETIC The World of Numbers <i>Dale Carpenter and E. J. Swenson</i>	13 15
ADOLESCENT DEVELOPMENT <i>E. B. Hurlock</i>	27 75
EDUCATING YOUNG NATIONS <i>W. E. F. Ward</i>	8 95
THE TEACHER OF TEACHERS Frontiers of Theory and Practice in Teacher Education <i>Harold Rugg</i>	22 00

LAKE HOUSE BOOKSHOP

P. O. Box 244, PARSONS ROAD, COLOMBO 2.
KANDY ANURADHAPURA JAFFNA.

THE materials for up-to-date Art Teaching

ROWNEY 'OPAKE' COLOUR CAKES.

Moist poster colours
in solid form —
No mess !



This is the
actual size

HOW YOU USE
'OPAKE'

Cake-tin palettes are Rowney's novel and efficient idea for schools painting. All you need to equip your class with a set of these sensible palettes is a number of flat bottomed cake-tins, fitted with Rowney "Opake" Colour Cakes. Alternatively Rowney New Art Palettes in metal or plastic may be used. Slightly moistened first, the cakes will stick fast in the trays ready for immediate use. The colour comes off freely and quickly.

**SAVES
TIME & MONEY
QUICK
TO ISSUE**

Alternatively, use

ROWNEY

FIXED POWDER COLOUR

Specially manufactured for free expression painting in schools. It is used by education authorities all over the world. Colours are brilliant, easy to handle and economical. Preservatives have been added to allow colours to be mixed and left ready for use. Correct mixing is 1 oz water to 1 oz colour.
Note: Tins are pressure filled. You get more colour in Rowney Tins — thus they are the best to buy. Insist on Rowney for quality and value.



Ask for details from any good dealer.

We publish extracts from the author's appeal to the teacher to draw his pupils into the common struggle for the full wholesome life if he wishes to prevent that abnormal phenomenon in which the teachers' desk is a "barricade" behind which the class "takes up its defence" and the teacher wages an "offensive" with all the means accessible to him.

TEACHER'S ROLE IN SHAPING PERSONALITY

T. E. Konnikova

Teacher, Mentor, Friend

Teacher, mentor and friend! What lofty meaning do these words contain! How many people pronounce them with a feeling of deep respect and sincere gratitude! The teacher should consider it his best reward when he hears this high appraisal of his efforts from his wards. These words also reflect the recognition of the noblest human qualities of an older friend and a moral superior.

How many restless thoughts, how much ardour in the teacher's heart and how much real excitement is occasioned by each new graduation when another group of youth leaves school. And yet when these young people take their leave there is always a slight feeling of anxiety mingled with the joyous sensation of a great work accomplished: Have they been adequately trained? Are they well equipped for the future?

They Retain Everything

It is not only a fund of knowledge that the young people carry away with them when they leave the school. They retain everything they have experienced

T. E. Konnikova is a member of the Teachers' Training Institute, Leningrad.

in the years of their childhood, for this cannot be discarded like a dress which has been outgrown. Games and friendships, impressions and the "discoveries" of the new in their surroundings — the entire, intricate world of human relations is stored up like a precious experience and serves as the source for many qualities of his personality. It is much more difficult to create this experience than to teach the foundations of the sciences.

Rearer of Children

The teachers should fully understand the significance of the tremendous tasks facing the school. They must exert much energy and creative initiative to reorganise the school. But these tasks call for important changes in the work of the teacher himself, and they make new demands on his personality. The essence of these new demands is that the work of every teacher must become, in ever greater degree, the work of a rearer of children, a mentor in the real and finest meaning of this word.

Moral Upbringing

The main link in the all-round development of the personality is his moral upbringing. This is an intricate task

and embraces many aspects. It can be solved only by the concerted and friendly activity of the teaching staff in all spheres of school work. The teacher must become the real mentor and friend of each child in order to help him to grow up to be a worthy member of the future society.

But is the teacher sufficiently well-equipped to solve this task? It must be admitted that the methods to be used in the school in bringing up the children are being elaborated and introduced far too little. It would be naive to think that everything has been found in this field and that everything is clear. But we have discovered some of the necessary scientific principles governing methods of bringing up children and we can use them to facilitate the organisation of this work. However the schools make little use of them in their work. This work of bringing up children suffers from empiricism, that is why it is frequently inconsistent and is not sufficiently methodical.

What are the reasons for this phenomenon? We talk a great deal about the lagging of the science of pedagogy. There are ample grounds for such criticism. But a still greater defect is that the data already obtained by science and which are undoubtedly of value in work, are being introduced

and used intolerably slowly. How many investigations connected with the work of upbringing are lying about like so much "dead capital," without reaching the masses of teachers! It often happens that instead of attentively examining each new investigation and taking from it whatever can help them in their practical work, the teachers cast it aside after their first, frequently superficial impression.

Organiser and Leader

In recent years it has become generally recognised that the upbringing of children requires the organisation of their life and activity. Much has been written on this subject in pedagogical literature, and this principle is frequently heard at teachers' conferences. But the recognition of the thesis that the child must be brought up during the process of organising his activities fundamentally changes the methods in upbringing. The teacher cannot assume the customary attitude in relation to his class: "I teach — you listen." He must become the organiser and leader of the children's independent and social activity, he must take part in all aspects of the children's life. It is in this position that he can be their mentor and friend. He has no need to resort to outside pressure and orders.

Class Teachers Only

However, these principles have not really been incorporated in the life of the school to this very date. That explains why, in school practice, it is the class teachers who are considered the ones to engage in the work of bringing up the pupils. There are many fine teachers who have not been class teachers for many years and practically do not take any part at all in the school's work of bringing up the children. They help in the upbringing of the school children only during their lessons, while teaching their subject. Yet such a situation has an adverse effect upon the formation of the child's personality in school.

Entire Staff

The work of bringing up a child differs from instruction in that real results in it cannot be achieved if conducted only in separate fields. One can expect to obtain a good mastery of literature by the pupils regardless of the way drawing or the English language is taught, but one cannot hope for the successful solution of the task of forming the personal qualities of the children if they are affected by non-co-ordinated influence in their upbringing. The experience of the best schools which seriously study questions concerning the upbringing of the pupils, has led us to this conclusion. They were successful only because the entire teaching staff took part in the upbringing of the children and participated directly in organising the life of the pupils.

Model Teachers

The outstanding mastery of excellent teachers consist, first of all, in their ability to organise the class at the lesson. Every lesson is full of the striking feeling that all are advancing together, and is replete with quests for the solution of ever new cognitive tasks by which the teachers hold the interest of the class. These teachers possess such qualities as an exceptional interest in the development of each pupil, sensitivity to the slightest manifestation of the pupil's independent thought and correct surmise, and his attitude towards the subject matter. Their lessons cover not only the material called for in the curriculum. They teach the pupils to think and to seek, they arouse a feeling of spiritual excitement in them, and give the children an understanding of the treasures of man's thoughts and feelings. These teachers are indeed the "rulers of men's minds," the real mentors of the youth. But they are so successful with the children in their lessons just because their contact with the pupils do not end here. They play an important part in the life of the entire student-body.

Not Only in School

But it is not sufficient to know the children only in school. These tea-

chers attentively study the life of their pupils at home and ascertain what their out-of-class interests are. This enables them correctly to understand what is most important in each pupil's attitude towards life, and help them to see his weak points and his strong sides. It is, therefore, not surprising that these teachers almost never have any conflicts with their pupils and they are always able to find a common language with them.

Best Counsel

During my many years of work in the school I have frequently had occasion to be convinced that the young folk often have need of taking counsel with their teacher. It often happens that, for many different reasons, the relations between the young people and their parents are such that although they love their parents deeply, there are some questions which they hesitate to discuss with them. Such relations of trust can arise only in joint work, on the basis of the active participation of the teachers in the life of the pupils. Warm, friendly relations are naturally established as a result.

Barricades and Defences

In the contacts between the pupils and the teacher what is most important and valuable in these mutual relations is born. When the teacher succeeds in drawing his pupils into the common struggle for the full, wholesome life, the common cares and joys make the pupils the teacher's companions-in-arms and his reliable support, whereas the teacher becomes a real mentor and older friend for the pupils. It is this which prevents that abnormal phenomenon when the teacher's desk is regarded by the pupils as a "barricade" behind which the class "takes up its defence," while the teacher wages an "offensive" with all the means accessible to him: his record book, the pupils' daily record books, marks for behaviour, etc. Needless to say, in such cases the teacher fails to become the pupils' mentor or friend. We often fail to manage so-called "difficult" children in the school primarily because we do not analyse exactly what in their relations with society, was wrongly formed.

VAIDYALINGAM URGES TRADE UNION ACTION

Three Main Grievances

It is acknowledged by everybody that the success or failure of any educational scheme depends upon the *teachers*. And yet when we examine the many grievances that the profession has for long been groaning under, the *first and foremost* is the total absence of safeguards against unjust dismissals. This, you are all aware, has led to frequent victimisation. The *second* is what may be termed penal transfer. Teachers are packed from one school to another against their will often under the ostensible pretext of exigencies of service. They lose their seniority and other favourable conditions of service and are driven away — nay exiled to 'problem' posts and places as punishment. The *third* is discrimination in the award of Special Posts. The regulations governing Special Posts are so elusive in interpretation that the sound claims of senior teachers tend to go by the board. In the various disputes of these three categories that came up before us, our association has always tried to effect a settlement by negotiation in the first instance. We asked for Departmental inquiries when that was not possible. It has been our painful experience that these inquiries generally brought little relief to the teacher nor guaranteed fair treatment for all.

Elementary Safeguards

Therefore when we talk of educational reform or agitate for a revised Code of Regulations the sections dealing with the conditions of service for teachers demand the closest scrutiny for unless they are both attractive and fair, sufficient men and women of the necessary quality will not be prepared to enter the profession. The teaching

profession however seeks no special rights or privileges. It does believe in and ask for definite guarantees of fairness and justice in employment procedures that should be accorded to all workers.

Right To Be Heard

Teachers therefore want an orderly defined procedure for dismissal that provides maximum security against unfairness exploitation and deceit. This is the crux of all educational reform. **Because we believe that no system of education is better than its teachers.** The right of security of employment is for the deserving but under all circumstances the right to a hearing and justice under orderly procedures for discontinuance should be a common heritage to all citizens. When we stress the need for new legislation, we have to spotlight the stark fact that we came against in every dispute, that the status quo does not enable the department to compel the managements to act against their wishes. It would therefore be not inappropriate for me to venture forth some suggestions.

Trade Union Action

I consider that Arbitration Boards are a precondition for inspiring confidence among the teaching profession and ensuring reasonable security of service without which it cannot pull its weight. We know only too well what the present uncertain remedy by way of appeal to the Director can mean. If these Boards cannot secure to the teachers the desired redress we have no other alternative left but to resort to Trade Union action. Some of us are so much concerned with our professional status that we think it unbecoming and improper to indulge in Trade Union activities. In this regard the

A.C.U.T. has a heavy responsibility in educating every member of its Union into the urgency of battling against all forms of injustice and building a firm morale within the profession.

Board of Governors

Sound management of our schools is naturally a subject of vital concern for the teacher, but thanks to our tangled educational history, it has been far from clear where lies the ultimate power to appoint and dismiss. In the many cases of gross maladministration we came across we were bewildered by the unhappy spectacle of managements behaving as a law unto themselves. "If a school is to have a life of its own, and not become merely a unit in a system, it is essential that it shall be the particular care of a body of people charged with looking after its interests. True, some of our leading schools are the product of devoted labours of dedicated individuals. But today conditions are different. We believe education is becoming more and more an organized responsibility of the State which has to provide equal opportunities for all its children.

Is it therefore not an intolerable anachronism in this century of the common man to find schools run in some cases by individuals whose pretensions to educational or national interests are nil. Very few of us will dispute that in the present context, the country is ripe to reap the benefits of a Progressive Education Act on the lines of the English Education Act of 1944 whereby for every school there shall be a Board of Governors. Such Boards must be truly democratic in their set-up and be representative of all interests concerned — the Management, the Government, the Parents, Teachers and Old Boys. With regard to Special

Posts, may I suggest that managements should maintain seniority lists of their teachers and that at least one special post should be reserved as a reward for long and meritorious service.

A Single Union of Teachers

Off and on we have been raising our voice about the formation of a single Union of Teachers and for time a Joint Council worked for the consummation of this ideal. But so far not much progress has been made in this direction. Our association has always felt that the continuation of separate Unions is hardly conducive to the development of a broad outlook among ourselves and certainly weakens the power of each group and of teachers as a whole, and our relations with the government. A single National Union of Teachers is the corollary to a National system of education and logically the proper beginning for such a system is the provision of a body of contented and adequately trained teachers.

Swabasha Teachers

We must admit that the English teachers have been enjoying superior status and higher scales of salary; but we are not to blame for this discrimination which is an unhappy hangover of the Colonial times. Now we must take up the sensible position of pleading for equal pay for equal qualification irrespective of the language or medium. The main cause of frustration with the Swabasha teacher is that there is no ladder to bring the highest emoluments within the reach of the enterprising. With the great revolution in Education brought about by the Swabasha policy, the State has still to work out a coherent policy to replace the old categories by the one more suited to the New Order.

Strikes

In reviewing methods of our work as a Union we feel we have far too long trod the beaten track. We invoke departmental intervention in every dispute that comes before us and this has not been an 'Open Sesame' in our crucial endeavours. Of late we have tried our hand at Protest meetings and demonstrations which no doubt infuse fresh enthusiasm into Trade Union acti-

(Continued on page 10)

D'abrera Defends Denominational System

The G.C.E. Examination

I must refer to the general deterioration in the standards now obtaining in the G.C.E. Examination. It would be unfair to lay the blame at one man's door. I find it impossible to believe that the results of an examination should take so much as five months for publication. There are teachers available in large numbers who can act as efficient examiners and there is no reason why the marking of papers should take more than six weeks. This has been done in the past and there is no reason why it cannot be done in the future. Besides, the manner in which entries are called for, for examinations, sometimes within a few days of the publication of the previous examinations' results, shows that there is a tendency to treat school children and those who have just left school, on the same level as those who are presenting themselves for the Degree Examination. The excuse that all candidates should enter for the following examination and await a refund of fees if such entry was not necessary by virtue of success at the previous examination, is not one that holds water. This is another way of increasing work for what is presumed to be an already over-worked Examinations Department. The Department permits over a hundred thousand candidates to enter for examination, pending results. The quality and standard of papers set at examinations leaves much to be desired. As a practising teacher I share the views of several others who feel that there is no uniform standard for these papers. The student finds himself more at sea than the teachers with the standard of

papers set in the examinations and gives us enough room to believe that those responsible for such papers have lost contact with current education standards and demands.

Denominational Schools

The Association has always stressed the place of the denominational school in the educational set up of this country. The cry for state schools has been made by various people. There are state schools in different countries, each country having a different type but nobody seems to know which particular type or which particular country's system they would wish to follow. The fact that there are a few bad Managers does not make a case for the removal of the large majority of schools from the control of the very large percentage of really efficient Managers. It would be unwise to replace an efficient system by something which, if judged by their counterparts in this Island, is no equal substitute for the assisted school. Good relations exist between your Association and several managements. I am glad to say that a large number of managers have a great admiration for the devotion to duty and the loyalty of their teachers and it is hoped that the members of the teaching profession would continue to maintain their high standards. It is sad to say that certain recalcitrant managers have had to resort to personal abuse of teachers' representatives. We have succeeded in stressing our point, maintaining our poise and dignity and in every case of dispute in which the Colombo Teachers' Association members were involved, we obtained complete acquittal of the teachers concerned.

PRESIDENTIAL ADDRESSES

(Continued from page 9)

vities. This needs to be deepened and developed in more regular ways and through informed and critical public opinion in our ranks. We must also explore other forms of Trade Union Action like strikes. As intelligent members of an enlightened profession we know strikes can be a dreadful weapon, if used indiscreetly. But what needs to be emphasised is that a Trade Union like ours must make definite provision for a machinery like secret ballot of all members, to call out strikes.

Duty of Teachers

The future of our country depends on education. With the proper orientation of our educational system and the reorientation of teachers many of the problems that baffle us will resolve themselves. Our teachers themselves must understand why and what kind of reforms are best for the profession, for the schools, and for the children. Then they must set about selling this programme to the legislators and the public.



CALLING

ALL MEMBERS

PLEASE

PATRONISE

OUR

ADVERTISERS



University Preliminary Council

AFTER THREE YEARS CONFIDENTIAL REPORTS NOT GENERALLY USED

The last meeting was held on the 16th February, 1957. The Vice-Chancellor explained that as the University Commission was then sitting and in view of impending changes in the mode of admissions, he had not summoned meetings of the Council.

Standard to be Attained

This matter was raised by the Kandy Teachers' Association which had communicated directly with the Vice-Chancellor on this issue. With regard to standards expected, there was no final conclusion reached. In the past, students were given admission on passing in two or three subjects and satisfying the University authorities at an interview. Last year except for the Medical and Engineering faculties admissions were made on passes obtained in four subjects only. From the discussion, it was obvious that the University was applying its own standards and that it felt that the question of standards was a matter for the itself. We raised the problem of whether the same standard of attainment had been used in the admission of both the Swabasha and English media in December, 1959. The standard of examination we were told had been prescribed earlier to all examiners. The Vice-Chancellor said that admissions had now reached saturation point and where space was permissible, no student who qualified was debarred.

More Science Teachers

The Kandy Teachers' Association also raised the question of admitting candidates who could benefit by a University education. The present University Ordinance allows such admissions of candidates over 23 years of age and a special mode of admission is proscribed there. We raised the question of science teachers with sufficient teaching experience and with the London Intermediate qualifications being admitted on a basis to be decided by the University. The Vice-Chancellor suggested that this matter be referred to the Government as it did

not come within his purview.

Chemistry Question Paper

It was revealed that in this subject, the lowest percentage of passes was recorded. Marks obtained were in some cases as low as 9%. The Head Masters' Conference had discussed this question earlier with the Chemistry Department. The Council minuted, that the syllabus in Chemistry be made more specific and detailed. A further meeting of the H.M.C. and the Chemistry Department was to be held and the Preliminary Examinations Council was to be summoned again to finalise the new syllabus.

European History

We then raised the question of splitting up the European History syllabus. We brought to the notice of the History Department the vastness of the syllabus, the high competitive standards of admission which made the syllabus no longer an outline study, the lack of well-written text-books, background reading and reference books. The syllabus for 1961 was already printed and no change could be effected till 1962 or 1963. We suggested the holding of another Conference of History teachers in schools and the University History Department.

Confidential Reports

A Confidential Report on each candidate is generally prepared with great care by principals and teachers and sent to the University before the U.E. Examination.

The Vice-Chancellor said that these reports did not affect admissions nor were they used unless the character of a candidate was adversely commented on by the school authorities. It served a useful purpose in that it supplied a background knowledge of the candidates. Sometimes Confidential Reports contained statements regarding the financial position of candidates for the award of Bursaries but even here, greater reliance was given to Reports from the D.R.Os.

THE UNION

MARCHES ON

- NEW BRANCHES FORMED
- PRINCIPALS EXONERATED
- ARBITRATION BOARD
- UNION FEE FROM PAY SHEET
- CONSTITUTIONAL AMENDMENTS

1. *Vote of Condolence:* Before the commencement of business the President proposed a vote of condolence on the death of Mr. T. B. Jayah, one time President of both the A.C.U.T. and the Colombo Teachers' Association. The vote was passed in the usual manner. The President also proposed that as a token of our appreciation of the services rendered by Mr. Jayah to the Union we make a contribution towards the Jayah Memorial Fund. A sum of Rs. 100/- was voted towards the Fund.

2. *Minutes:* After the Minutes of the previous meeting of the Executive had been confirmed, Mr. K. S. Guneratne asked why at the last Executive Meeting a particular letter from the Kandy Teachers' Association had been tabled but not another regarding the grant of a Special Past. The Committee decided that it was impracticable to table all letters received between one Executive Meeting and another, but that the Reports of Office-bearers would contain details of any action taken on the representations from Branch Associations. However, if a Branch Association requested that its protests or

that any particular letter should be tabled at the next Executive Meeting, the Secretary should do so.

3. *Reports from Office-bearers:*

(a) *Visits to Branches*

The General Secretary said that he was not giving a report of visits to Branch Associations, as details had already been sent by means of Circulars. He however reported that there was enthusiasm among Branch Associations and that they pledged support for increased subscriptions. He also said that the following Branch Associations were either revived or newly formed:—

- (1) Sabaragamuwa Teachers' Association.
- (2) Ambalangoda-Balapitiya Teachers' Association.
- (3) Baddegama Teachers' Association.
- (4) Pussellawa Teachers' Association.
- (5) Nuwara Eliya Teachers' Association.
- (6) Mannar Teachers' Association.

The General Secretary further reported that the Matara Teachers' Association was to be revived in the near future.

(b) *Principals Exonerated*

The General Secretary also reported that in 2 cases — one at Nadeswara College, Kankasanturai and the other at the Buddhist Academy Ladies' Training College, Maharagama — the Principals had been found not guilty after a full departmental inquiry lasting 8 days in one case and 4 days in the other. The **General Secretary** acted as the 'friend' at the inquiry against the Principal of Nadeswara College, Kankasanturai and **Mr. J. A. Gajanayake**, one of our Vice-Presidents, had appeared as 'friend' of the Principal of the Buddhist Academy Ladies' Training College, Maharagama. Both these Principals had been locked out from January this year and the Director has ordered reinstatement, but the Managers had not yet complied with the Director's orders. He said that the Minister of Education was not prepared to take drastic action against the Managers at the moment. The Director had promised to take any

steps other than the removal of the Manager to compel the Managers to reinstate the Principals concerned. The matter was being actually pursued with the Department.

(c) Directive

The General Secretary also said there was a case which had not yet come up officially to his notice, but which might come up in the near future. As it involved a question of a principle he asked for some directive from the Executive. In this case, he said, the Manager had given notice of discontinuance to the Principal only on one ground, namely, that the Principal did not belong to the same religion as that of the management. The Executive decided that we should protest against this discontinuance on that ground unless the charge was that the Principal concerned was guilty of acting in a way prejudicial to the religion of the management.

(d) New Headquarters

The General Secretary also reported that the Committee appointed at the last Executive Meeting to make arrangements for celebrating the 40th anniversary of the A.C.U.T. had met and decided on a Dinner to commemorate the event. The Committee had also decided that the foundation stone for the new Headquarters should be laid on the 10th of July 1960 but as the Government Agent had not released the land in time, the foundation stone could not be laid, but it was hoped that within the next few months the foundation stone would be laid. The Committee also decided that letters should be sent to the donors asking for their permission to utilise their contributions to the Flood Relief Fund for building the new Headquarters. Letters had already been sent and the replies so far received from the donors had been favourable.

(e) Preliminary Examinations Council

The General Secretary also reported that on representations made to the University Authorities, a meeting of the University Preliminary Examination Council had been summoned and that the President, General Secretary and the Vice-Presidents decided to recommend Mr. S. V. Balasingham and Mr. Danton D'Abbrera to represent the Union on the Preliminary Examinations Council.

Accordingly both had been appointed and they had already attended a meeting of the Council.

(f) Special Posts

Regarding Special Posts the General Secretary mentioned that the Special Posts Regulations were framed by the Union and approved by the Minister of Education. According to these Regulations the Director had the discretion to make awards for special posts. Therefore the Union could not rightly interfere with the decision of the Director, unless some of the minimum conditions for the award of such Special Posts laid down in the Circular had been violated. The Union could not set itself up as the Body to decide rival claims for Special Posts. Invariably whoever was not chosen for Special Posts was bound to criticise the Union. Therefore it would be better to allow the discretion to remain with the Director of Education as at present.

(g) Study Leave

On the question of Study Leave the General Secretary reported that a Circular issued by the Director of Education had fixed a quota of those who would be granted full-pay study leave for courses at the University of Ceylon, the Vidyodhaya and Vidyalankara Universities and at the Training Colleges. They had met the Minister and protested against this quota system on the ground that it was against the provisions of the Code of Regulations. This question arose when the University selected 80 Graduates for the Diploma Course, but the Department granted leave only to 50. The Minister had said that he would try to help the 30 teachers when they found the money. He hoped that the Minister would rule that the fixing of the quota was illegal.

4. *Flood Relief Fund:* Mr. J. Edward said that it was wrong to use for any other purpose Funds collected, for Flood Relief and moved the following resolutions:—

"This Committee feels that further steps be taken to find out schools that have been affected and this money be spent to relieve their needs. If no such application is forthcoming, the Executive must decide in which other field this money should be spent."

This resolution was put to the House and defeated.

(g) The Ceylon Teacher

The Editor, "Ceylon Teacher" reported that 4,200 copies of the 'Ceylon Teacher' cost nearly Rs. 1,420/- for an issue of 24 pages. Hence for 10 issues it would cost Rs. 14,200/-. As the A.C.U.T. contribution was about Rs. 8,000/-. Rs. 6,000/- would have to be found by way of advertisements. Further, for the Sinhalese and Tamil editions of the 'Ceylon Teacher' translators would have to be employed with a certain allowance for each of them. The Executive decided that it was better to wait for statistics from Branch Associations as to the number of copies of the 'Ceylon Teacher' required in Sinhalese and Tamil before taking a decision. This could be discussed at the meeting of the Executive following the Annual Sessions this year.

University Preliminary Examinations Council: Mr. S. V. Balasingham presented a Report on the meeting of the Preliminary Examinations Council. The Secretary was asked to send cyclostyled copies of the Report for the information of the Members of the Executive. (*The report is published by this issue. — Ed.*)

9. *Subjects Committee:* The Executive decided that the following should form the Subjects Committee for the Annual Sessions:—

Mr. R. S. Jayawickreme (President).

Mr. J. D. Aseervatham (General Secretary).

Mr. I. R. Ariaratnam (Hony. Treasurer).

Mr. W. D. E. Percera.

Mr. J. A. Gajanayake.

Mr. Shirley J. S. Peiris.

Mr. S. P. Nadarajah.

Mr. N. Sabaratnam.

Mr. K. S. Guneratne.

Mr. L. H. Horace Percera, (Editor, Ceylon Teacher).

The meeting then terminated.

J. D. Aseervatham,
General Secretary.

CONSTITUTIONAL AMENDMENTS

7. The Amendments to the Constitution proposed by the Sub-Committee were discussed and the following amendments were unanimously adopted to be moved on behalf of the Executive at the Annual Sessions:—

ELECTED OFFICERS

(1) *That the elected officers should be the President, 3 Vice-Presidents, one of whom was to be the Senior Vice-President, the Ex-President and the Treasurer. The Senior Vice-President was to be elected from among the 3 Vice-Presidents by a second ballot.*

THE EXECUTIVE

(2) *The Executive was to be constituted as at present except that the General Secretary and teachers not in active service would not be members of the Executive.*

WORKING COMMITTEE

(3) *A Working Committee of 11 was to be appointed by the Executive with powers delegated by the Executive.*

OFFICIALS

(4) *The General Secretary and other officials as may be decided on by the Executive in addition to the Managing Editor of the "Ceylon Teacher" should be appointed by the Executive. These administrative officials would have a right to be present at meetings of the Executive or of the Working Committee without the right of voting.*

SUBSCRIPTIONS

(5) *The subscriptions were to be a composite subscription of Re. 1/- per month per member in the case of teachers drawing a salary of Rs. 100/- and less, and Rs. 2/- per month per member in the case of others. Of this 75 per cent was to be for the Union and 25 per cent. for the Branch Association.*

N.P.T.A.

The Executive Members from the N.P.T.A. agreed to support these subscriptions rates at the Annual Session if the concession of deducting Union Fees on the Pay Sheets was sanctioned before the Annual Sessions.

Our Lady Prime Minister

The Ceylon Teacher hails the appointment of Mrs. Sirimavo Bandaranaike as Prime Minister of the country. We congratulate her on the confidence the voters have shown in her, we pledge her our loyalty and extend to her Government our support in its great task, among other things, of setting up a system of education that will lead to the moral and material improvement of the island.

Mrs. Bandaranaike may not be the scholar, orator and politician that her husband was but she could be to us everything else and even more. One feels today that a nation in the infancy of its independence has a mother to guide and direct its rather unsteady footsteps, to establish peace and harmony among her varied children and to attend to their spiritual and material needs. Whatever political views people may have held and still hold there is no denying the fact that everyone is yearning for the peace, comfort and care that only a mother could bestow. Her simplicity, dignity and poise, her desire as she expressed it to forgive and to forget and her ardent adherence to her religion should go a long way to help her. In this her greatest hour she needs the guidance of wise counsel, the sincere, altruistic and disciplined support of her ministers, the constructive criticism of those who disagree with her and the loyalty and affection of our people. The Ceylon Teacher hopes she will receive all these and receive them in full measure. We wish her with all our heart a most successful period of office.

FORTIETH ANNUAL REPORT

Your Executive has great pleasure in presenting this Annual Report for the year 1959/60.

1. Annual Sessions 1959

The Annual Sessions for 1959 were unusually delayed owing to a number of difficulties including the state of emergency then in existence and the Annual Sessions were finally held on the 6th and 7th of November 1959. The Colombo Teachers' Association invited us again at very short notice and delegates were comfortably lodged at Dharmapala Vidyalaya, Pannipitiya. We sincerely thank the Colombo Teachers' Association for their very great hospitality and we also thank Mr. R. M. Abeywardene, Principal of Dharmapala Vidyalaya, and a Member of our Executive in a very special manner for having so readily made efficient arrangements for the stay of the delegates in the school.

We also thank Dr. N. D. Wijesekera who was the Chief Speaker on the Conference Theme "Mutual Appreciation of Eastern and Western Cultural Values."

2. Office-bearers for 1959/60

At the Annual Sessions Mr. R. S. Jayawickreme was elected President. Messrs. S. V. Balasingham, J. A. Gajanayake and John T. K. Vellu were elected Vice-Presidents. Mr. J. D. Aseervatham was re-elected General Secretary and Mr. I. B. Ariaratnam was re-elected Treasurer. At the Executive Meeting which followed the Annual Sessions Mr. L. H. Horace Perera was re-elected Managing Editor of the "Ceylon Teacher" and Mr. D. I. P. Jayasuriya was re-elected Assistant Secretary. Messrs. W. D. E. Perera, S. P. Nadarajah and Shirley J. S. Peiris were elected Secretaries for Professional Affairs, Education and Organization respectively.

3. Period Under Caretaker Governments

Soon after the last Annual Sessions, the Parliament was dissolved and almost the entire period covered by this Report has been a period of 2 Caretaker Governments. As such no negotiations on any legislative measures were possible. Even in matters where firm administrative decisions had to be taken at ministerial level, it was not always easy to get a decision. Anyhow a number of urgent matters have engaged our attention during this period.

4. Security of Tenure

(a) *Right to an Inquiry:* During the last few years, we have seen that legislative safeguards against unfair conditions of service were very meagre. For a whole year we had fought for the right of a teacher to be heard in his defence before action is taken against him. Though no satisfactory solutions have yet been found to the 3 classic disputes we had with the former Minister of Education, Mr. W. Dahanayake, yet in other cases of discontinuance, the Director invariably held inquiries when there were protests against the discontinuances.

(b) *Obligation of both Manager and Teacher to abide by Inquiry Results:* But even when the teacher has been found not guilty after an inquiry, the managers have sometimes kept the teacher out. We refer to 2 specific cases. In one case the Principal of the Buddhist Academy Ladies' Training College, Maharagama, was served with Discontinuance Notice on a number of charges. One of the Vice-Presidents, Mr. J. A. Gajanayake, appeared for the Principal at the Departmental Inquiry and she was found not guilty of any of the charges and the Manager was informed accordingly. But the Manager has kept the Principal out of the school premises from January 1960 up to date. In the other case the Principal of Nadeswara College, Kankesanthurai, was served with a similar discontinuance notice and at the same time kept out of the premises of the school almost immediately after the notice. At the Departmental Inquiry which lasted nearly 9 days, the General Secretary represented the Principal and for the first time in the history of inquiries of this type the Manager was represented by a lawyer. At the conclusion of the Inquiry the Principal was

found not guilty and the Manager was asked to reinstate him. But the Manager has refused to comply with the Director's order. The Manager has now filed action in Court against the Principal and we feel the Union should help him in this case. In 2 other cases from schools in Badulla teachers have been sent out summarily while an inquiry was pending.

(c) *Right to Continue in School and to Receive a Salary till Results of Inquiry:* In all these cases the stipulation in the Circular on Discontinuance that the teacher should continue in the school till the results of the Inquiry are known have not been observed. Hence no salaries have been paid. Therefore we hope that the new Executive will appoint a Special Expert Committee for studying the existing Education Ordinance and the Code and securing adequate legislative provision for ensuring security of tenure for teachers and fair conditions of service.

5. Local Education Officer an Interested Party

In one or two cases we had to intervene to get the Director of Education to send an officer from the Head Office to inquire into certain complaints against teachers, as the Local Education Officers had been found to have unfairly taken the side of the management against the teacher.

6. 5th Session of the Advisory Committee on Salaried Employees and Professional Workers of the I.L.O.

This Session was held from the 23rd November to 4th December 1959 in Cologne. A tripartite delegation representing the Government, the employers and the employees attended the 5th Session of the Advisory Committee and we are glad to record that out of the 2 employee representatives selected by the Minister of Labour, one was a representative of the Union, namely, Mr. J. A. Gajanayake our Vice-President. During the Sessions at Cologne he has been able to impress on the officers from the Headquarters of the I.L.O. that the conditions of employment of teachers in Ceylon are far from satisfactory. We are hopeful that as a result of his labours there will be pressure from the I.L.O. on our own Government for providing adequate security of tenure for teachers here.

SUMMARY OF REPORT

NOV. 1959 TO JULY 1960

Almost the whole period was one of Caretaker Governments.

No new legislation was passed. No radical changes could be made.

Arbitration Board set up.

Department agrees to use pressure against Managers to accept decisions of Inquiries.

I. L. O. promises to influence Government to provide security of tenure for teachers.

Minister promises to adhere to Circular 50 of 1958 on Special Posts.

Casual Leave for all grades upto 21 days.

Protest against restrictions on Study Leave.

Salary Scale for English Teachers' Certificate.

Preliminary Examinations Council Meets again.

Six New Branch Associations organised.

Recommendations re Permanent Secretariat.

7. I.L.O. Labour Management Relations Project, November 1959

A team of 3 Experts from the I.L.O. namely, Mr. Herbert R. Piemer, Dr. Hans W. Buttner and Mr. Anwar A. Shaheed were sent by the International Labour Organization for conducting discussions with employers and employees in Ceylon to promote better labour management relations. The President Mr. R. S. Jayawickreme, one of our Vice-Presidents, Mr. J. A. Gajanayake and the General Secretary, participated in these discussions on behalf of the Union and the Labour Department in Ceylon agreed that the position of teachers in Ceylon was unsatisfactory and that adequate legislation was necessary.

8. Arbitration Board

Your Executive is glad to report that Mr. B. H. Aluwihare who became the Minister for Education after the Elections in March 1960 decided to appoint an Arbitration Board for settling dis-

putes between Managers and teachers in consultation with the Union. Messrs. S. A. Wijayatilake, E. R. de Silva and Dr. A. P. de Soysa have been appointed Members of the Board. We are certain that legislation will be passed by Parliament to set up this Board as a Statutory Body whose decisions like those of a Court of Law will be binding on both parties, the Manager and the Teacher.

We have also been promised that the three outstanding disputes regarding —

- (i) The discontinuance of Miss C. H. Kanagasundera of Prince of Wales' College, Moratuwa
- (ii) The transfer of teachers at Union College, Tellipallai, and
- (iii) The Award of a Special Post at Zahira College, Colombo.

would be placed before this new Arbitration Board.

9. Special Post Rules

Though Circular No. 50 of 1958 on Special Posts laid down that the Direc-

tor of Education would make appointments to Special Posts after considering the various applications, we were informed that the former Minister of Education, Mr. W. Dahanayake had issued instructions to the Departmental Officials that normally they should appoint whomsoever the Manager recommended. But if the officials had any serious reasons for disagreeing with the Manager's nominee, they were to put the cases up to him. We have taken up this matter with the Minister of Education, Mr. B. H. Aluwihare, and he informed us that he would not interfere and that the Departmental Officials could follow the Circular. We have insisted that the Director should make the appointments in the first instance and the Minister should intervene only in case of appeal from the Director's decision. This Mr. Aluwihare had agreed to do.

10. Casual Leave

We have had occasion to complain to the Minister of Education and the Officials of the Department against the discrimination in the grant of leave to new entrants. We are happy that legislation has now been passed to grant Casual Leave of 21 days for all teachers irrespective of whether they are new or old entrants.

11. Study Leave Regulations

The amendments to the Code regarding Study Leave have been hailed as a boon to teachers who wish to improve their professional qualifications. But recently a Circular had been issued restricting the number of teachers who would be granted full-pay leave to attend any of the Universities or the Training Colleges even when they had been selected by the University or Training College authorities. We have fought strongly against it and insisted that the fixing of a quota was illegal as the amended Leave Regulations do not envisage a quota for study leave within the Island. The Minister of Education Mr. B. H. Aluwihare could not take a decision on the matter, and we hope to raise it at the earliest opportunity with the new Minister of Education, Mr. Mahmud.

12. First Class Certificate to Malayan Trained Teachers

We made representations to the Director of Education that the insistence on an S.S.C. pass in the mother tongue for Malayan Trained Teachers

to be promoted to 1st Class was unfair. The Director of Education had agreed with us and recommended this to the Treasury, but we regret that the Treasury has turned down this request.

13. English Teachers Certificate for English Assistants

The English Assistants who underwent a training many years ago and for whom we fought for a salary scale have now been granted the English Teachers' Certificate with the condition that they teach 15 hours of English to enable them to get the salary scale. We have been told by the authorities that this has been done to enable schools having no qualified English Assistants to have such teachers.

14. Pensions to Uncertificated Teachers

The intensive pressure from us for Pensions for Uncertificated Teachers begun in 1954 has not yet resulted in relief for the teachers. The Pension Rules have been amended to enable these Pensions to be given, but before certain connected legislation could be passed, Parliament was dissolved in December and up-to-date there has not been a Parliament which could consider any new legislation. We are hopeful that the new Parliament will pass the necessary legislation for the implementation of this scheme. We have to apologise for the delay, but it is beyond our control.

15. Preliminary Examinations Council

On representations made by us the authorities of the University of Ceylon decided to summon a meeting of the Preliminary Examinations Council that had not been summoned for over 3 years. Our representatives on the Council are Messrs. S. V. Balasingham and Mr. Donten D'Abrera.

16. Membership on the University Court

A three-year period of membership of Mr. D. J. N. Seneviratne on the University Court came to an end in June this year and Mr. S. V. Balasingham was elected to take his place for a period of three years from June 1960.

17. Course of Study in Trade Unionism in the Philippines to Mr. M. Samaradivakara

Mr. M. Samaradivakara has returned after a three-months study of Trade

Unionism in the Philippines under the auspices of the Colombo Plan. He was also given a subsistence grant by the U.S.O.M. We are glad that on our representations, he was selected for this Course from among a number of applicants by the Labour Department.

18. Seminar on Workers' Education at Ankara

Mr. R. M. Abeywardene was recommended to the Labour Department for selection to follow a three-weeks Seminar on Workers' Education at Ankara, Turkey. We are glad that the Labour Department has selected him along with 5 others among the many applicants for this Seminar. He is expected to leave for Turkey at the end of August this year.

19. Tour of China

On an invitation from the Educational Workers' Trade Union of China through the Ministry of External Affairs the Executive selected Mr. C. Subramaniam to undertake this tour. The duration of the tour is three-weeks in August and we wish Mr. Subramaniam a happy sojourn and safe return.

20. Asian Regional Meeting of the W.C.O.T.P.

The First Asian Regional Meeting of the W.C.O.T.P. was held in Kuala Lumpur, Malaya, between the 24th and 30th of April 1960. The General Secretary and Mrs. H. C. T. Somasunderam attended the Conference as delegates from the Union. A full report appeared in the "Ceylon Teacher" of May-June 1960.

21. W.C.O.T.P. Annual Assembly of Delegates — Amsterdam

The Annual Assembly of Delegates of the W.C.O.T.P. has been held in Amsterdam from 31st July to 7th August 1960 and Messrs. S. V. Balasingham and Donten D'Abrera have been our delegates to this Conference. They were also appointed as Observers to the Congress of F.I.P.E.S.O. which preceded the W.C.O.T.P. meeting. Mr. J. O. Mendis has also attended the meeting as a Member of the Executive of the W.C.O.T.P. The theme of the Conference this year was "Child Health and the School" which was also discussed at the Regional Level at Kuala Lumpur. The theme was chosen to spotlight the importance of health education and healthy living for chil-

dren in the Total School Programme. A memorandum on the conference theme from the point of view of Ceylon has been sent for discussion at Amsterdam along with the other National Reports on the same subject.

We are indeed very grateful to the Asia Foundation for once again coming to our help and providing a generous grant for financing the delegations to Kuala Lumpur and Amsterdam.

22. 40th Anniversary Dinner

The 40th anniversary of the inauguration of the A.C.U.T. was celebrated in a modest way with a formal dinner at the G.O.H., Colombo, on the 9th of July 1960 with Mr. Gregory Weeramantry, the first General Secretary of the A.C.U.T. as the Chief Guest. It was a pleasant get-together of old and present members of the A.C.U.T. Among the guests who are now not members were Mr. C. W. W. Kanhangara, Mr. E. R. de Silva, Mr. S. E. R. Perimpanyagam, Mr. S. H. Perinbanayagam, Professor G. C. Mendis, Mr. A. K. Kandayah, Mr. Louis Lazeroff and Mr. and Mrs. Gibbs were also our guests.

23. New Branch Associations

The Executive also made use of this occasion to launch out a campaign for the formation of new Branch Associations and increase membership. As a result of the drive the following new Branch Associations have been inaugurated or revived:—

- (i) Ambalangoda-Balapitiya Teachers' Association.
- (ii) Baddegama Teachers' Associations.
- (iii) Pussellawa Teachers' Association.
- (iv) Nuwara Eliya Teachers' Association.
- (v) Mannar Teachers' Association.
- (vi) Sabaragamuwa Teachers' Association.

We cordially welcome all members of these new Branch Associations into the A.C.U.T. family and we welcome their co-operation in furthering the aims and ideals of the Union.

24. Visits to Branch Associations

In connection with the 40th Anniversary of the Union we also planned and carried out visits to most of our Branch Associations giving them up-to-date information of the present programme and policy of the Union and answering

their many questions on the various professional problems. The Branch Associations themselves co-operated enthusiastically and welcomed the visitors from the Headquarters warmly. In many cases there was a record turn-out of the membership for the meeting and the social or dinner which usually followed. We must confess that it is very strenuous for the few officials of the Executive who had to undertake these visits, but we also feel that the visits were really necessary to keep the Branches better informed. It would be desirable that the Branch Associations should be visited at least once during the year. We thank the officials of the Branch Associations for their enthusiastic support of the Union and for the co-operation they extended to officials from the Headquarters.

25. "Ceylon Teacher"

The "Ceylon Teacher" is now definitely a more attractive production than ever before. Members have appreciated that it contains more reading matter. We are hoping to have Sinhalese and Tamil editions of the 'Ceylon Teacher' as well and have asked for statistics from Branch Associations as to the number that would be required in the National Languages. This would also mean extra expenditure on the "Ceylon Teacher." Some members of Branch Associations have also expressed approval of our move. There is an increasing difficulty in obtaining advertisements as many firms have cut down or completely done away with advertisements to journals owing to the crippling effect of the advertisement tax. In spite of this the Editor has been able to bring out six issues in the eight months that have elapsed since the last Annual General Meeting.

26. Permanent Headquarters

The Executive has also decided to launch out a Building Fund for our new Headquarters in the half-acre of land leased out to us by the Government off Longden Place. We had hoped to lay the foundation stone on the 10th of July this year but as certain formalities of transfer of the land had not been completed, it was not possible to do so on that date. We hope that the foundation stone could be laid before the end of the year.

27. Permanent Secretariat

The need for a permanent Secretariat was stressed by a unanimous resolution

passed at the last Annual Sessions. The Executive had made a detailed study of the subject in consultation with Branch Associations and have contemplated a staff of nearly 10 persons. To make this possible the Executive will be placing before the House a number of resolutions to amend the Constitution suitably. We are confident of the support of the House in this matter.

28. Deduction of Subscriptions on Pay Sheets

In order to facilitate the collection of subscriptions from members, we have made representations to the Director of Education who has now agreed to deduct monthly subscriptions from our members on the Pay Sheets and send them to the Union. This would be done in the case of all direct-payments schools. In the case of schools where payments are made through the Managers, the Director agreed to send a circular, and we hope to come to suitable arrangements for the deduction of subscriptions on the Pay Sheets. The Executive is confident that this scheme would enable more members to be recruited to the Union.

29. The New Government

We offer our felicitations to the new Prime Minister Mrs. Sirimavo Bandaranaike, the New Minister of Finance Mr. F. R. Dias Bandaranaike and to the new Minister for Education Mr. Badiudin Mahmud. We hope that they would bring a sympathetic attitude to bear on all problems which we hope to discuss with them in the near future. We are particularly glad that a teacher is once again the Minister for Education.

30. Thanks

We thank the Rector of St. Joseph's College, Colombo, for allowing us the use of his buildings for our meetings.

Once again we have to offer our very sincere thanks to the Press for spotlighting our grievances. We always found a very sympathetic Press giving us ample space for our news and supporting us editorially. We sincerely thank them for standing up for the rights of teachers.

On behalf of the Executive,

J. D. Aseervatham,
General Secretary.

25th July, 1960.

1920 – THE PAST FORTY YEARS – 1960

YEAR	PLACE OF CONFERENCE	PRESIDENT	GENERAL SECRETARY
1921	Colombo	Mr. C. P. Dias, J.P., U.P.M.	Mr. G. Weeramantry, B.S.C.
1922	Colombo	Rev. A. G. Fraser, M.A.	Mr. G. Weeramantry, B.S.C.
1923	Colombo	Rev. A. G. Fraser, M.A.	Mr. G. Weeramantry, B.S.C.
		Mr. C. F. Dias	
1925	Colombo	Mr. C. P. Dias	Mr. G. Weeramantry, B.S.C.
1929	Colombo	Mr. C. V. Perera, B.A.	Mr. G. Weeramantry, B.S.C.
			Mr. W. B. de Alwis
1930	Colombo	Hon. Mr. T. B. Jayah, B.A.	Mr. W. B. de Alwis
1931	Colombo	Hon. Mr. T. B. Jayah, B.A.	Mr. W. B. de Alwis
1933	Colombo	Hon. Mr. T. B. Jayah, B.A.	Mr. D. C. M. Jayawardena.
1933	Special Kandy	Hon. Mr. T. B. Jayah, B.A.	Mr. D. G. M. Jayawardena
1934	Jaffna	Hon. Mr. T. B. Jayah, B.A.	Mr. R. S. Jayawickreme.
1935	Kandy	Hon. Mr. T. B. Jayah, B.A.	Mr. B. E. W. Jehorathnam.
1936	Galle	Hon. Mr. T. B. Jayah, B.A.	Mr. B. E. W. Jehorathnam.
1937	Batticaloa	Hon. Mr. T. B. Jayah, B.A.	Mr. W. B. de Alwis.
1938	Colombo	Mr. G. D. A. Abayaratne, B.A.	Mr. R. H. Philips, B.S.C.
1939	Jaffna	Rev. Bro. Luke, F.S.C.	Mr. R. H. Philips, B.S.C.
1939	Special Kandy	Mr. E. A. Wijesooriya, B.A.	Mr. R. H. Philips, B.S.C.
		Mr. A. Kandiah	
1940	Kandy	Mr. A. Kandiah	Mr. R. H. Philips, B.S.C.
1941	Galle	Rev. J. T. Arulanantham, B.S.C.	Mr. R. H. Philips, B.S.C.
1942	Ratnapura	Mr. E. R. de Silva, B.A.	Mr. K. Nesiiah, M.A.
1943	Colombo	Very Rev. Fr. D. L. Hyde, O.S.B.	Mr. K. Nesiiah, M.A.
1945	Colombo	Mr. W. B. de Alwis	Mr. E. S. Martin
1945	Jubilee, Kandy	Mr. K. Nesiiah, M.A.	Mr. D. Kuruppu
1946	Jaffna	Mr. St. C. Rode, M.A.	Mr. J. O. Mendis
		Mr. W. D. E. Perera	
1947	Colombo	Mr. G. D. A. Abayaratne, B.A.	Mr. J. O. Mendis
1948	Nawalapitiya	Mr. P. S. Vedamuttu, M.A.	Mr. J. O. Mendis
1949	Colombo	Mr. A. E. Tamber, B.S.C.	Mr. J. O. Mendis
1950	Kandy	Mr. A. E. Tamber, B.S.C.	Mr. J. O. Mendis
1951	Kurunegala	Mr. A. E. Tamber, B.S.C.	Mr. C. S. Tonnuthurai
1952	Matara	Mr. A. M. A. Azceez, B.A.	Mr. C. S. Ponnuthurai
1953	Jaffna	Mr. A. M. A. Azceez, B.A.	Mr. C. S. Ponnuthurai
1954	Badulla	Mr. S. H. Perinbanayagam, B.A.	Mr. J. D. Aseervatham, B.A.
1955	Colombo	Mr. W. D. E. Perera	Mr. J. D. Aseervatham, B.A.
1956	Kandy	Mr. W. D. E. Perera	Mr. J. D. Aseervatham, B.A.
1957	Moratuwa	Mr. J. O. Mendis	Mr. J. D. Aseervatham, B.A.
1958	Jaffna	Mr. A. S. Kanagaratnam, B.A.	Mr. J. D. Aseervatham, B.A.
1959	Pannipitiya-Colombo	Mr. R. S. Jayawickreme	Mr. J. D. Aseervatham, B.A.
1960	Kurunegala	Mr. R. S. Jayawickreme	Mr. J. D. Aseervatham, B.A.



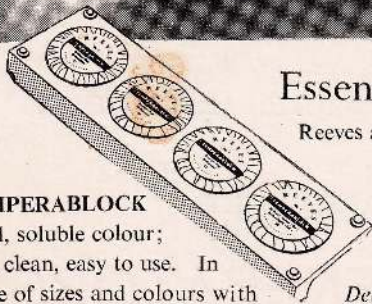
Essentials for modern art education . . .

Reeves art materials, with the familiar Greyhound trademark, are famous throughout the schools of the world. For all that is most helpful to teacher and student, ask for Reeves.

*For full details of all
Reeves products, ask your
Dealer or write to Ben S. Hamer,
Baillie Street, Colombo 1.*

TEMPERABLOCK

Solid, soluble colour;
tidy, clean, easy to use. In
range of sizes and colours with
trays that are made to stack away.



REEVES



Everything for the
**SCHOOL, COLLEGE AND
RESEARCH
LABORATORY**

FROM

THE COLOMBO TRADERS LTD.

224, UNION PLACE

Phone : 78785 & 3468

COLOMBO 2

SOLE AGENTS IN CEYLON FOR

BAIRD & TATLOCK (LONDON) LTD.

COMPLETE LABORATORY FURNISHERS

W. B. NICOLSON (Scientific Instruments) LTD.

MAKERS OF PHYSICS APPARATUS FOR SCHOOL, COLLEGE AND UNIVERSITY LABORATORIES

HOPKIN & WILLIAMS LTD.

PURE LABORATORY CHEMICALS AND ANALAR REAGENTS

W. WATSON & SONS LTD.

MAKERS OF THE FAMOUS KIMA, SERVICE AND BACTIL MICROSCOPES

FLATTERS & GARNETT LTD.

MAKERS OF BIOLOGICAL EQUIPMENT AND PREPARED SLIDES

“AEROGEN” GAS GENERATORS