

OCTOBER — NOVEMBER, 1960

THE CEYLON TEACHER



★ *In this Issue* ★

LEADING ARTICLE

A. C. U. T. AND THE PROFESSION



ARTICLES

WHITHER NATIONALISM ?

I HEARD THESE !



FEATURES

AUSTRALIA'S SCHOOLS OF THE AIR

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

TECHNICAL EDUCATION



UNION NEWS

A. C. U. T. MEMORANDUM

MONTHLY ORGAN OF THE ALL CEYLON UNION OF TEACHERS

Vol. XXIV. No. 144.

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Cover Page Picture — The leading star in the "Cultural Manifestation" by the pupils of Ibbagamuwa Central College.

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President — **R. S. Jayawickreme,**
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THE EDITOR APOLOGISES

The Editor humbly apologises to the members for the delay in the publication of this issue of the Journal. He hopes that members will not be too disappointed in him. He derives some consolation from the fact that this is the first time in three years that he has had to do so. The factors that contributed to the delay were largely beyond his control. He assures the readers that it will not happen again.

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EDITORIAL

THE A.C.U.T. AND THE PROFESSION

The All-Ceylon Union of Teachers has always stood for and fought vigorously and strenuously for the rights of the members of the teaching profession. Over a period of forty years it has by a dogged tenacity to its ideals obtained for the teacher every single right he possesses today. Consequently the A.C.U.T. cannot but view with alarm the trends noticed today to make use of the impending changes to deprive the teacher of rights which were secured for him over a long period by the selfless work of past and present officers of the Union.

Security of Tenure

The Assisted school teachers under certain managements were always haunted by the spectre of insecurity of tenure. After much negotiation a rigid set of rules and regulations more or less guaranteeing the teacher's tenure of office was promulgated only to be shamelessly flouted even before the ink on that scrap of paper had dried. Today in the haste to introduce far reaching educational changes the teacher's security of tenure is once more at stake. Teachers have been (so we are told) asked to decide whether to join the government educational service or not. Their conditions of service under government or under the private managements that have decided to opt out of the scheme are not known. Teachers are therefore being asked to take a leap in the dark. We wish to ask the Minister of Education whether he considers this fair. Are teachers to be made pawns in a game that is fast ceasing to be educational and becoming more and more political?

Pension Rights

When anyone entered the profession as an assisted school teacher there resorted what might be virtually called

a contract between him and the government that paid his salary and laid down his conditions of service. The contemplated changes, whether the teacher decides to continue under his former management or to join the government educational service bring about a termination of this contract. We emphasise that this contract is being terminated not by the teacher but by the government which by the impending changes is bringing about a drastic change in the conditions of the teachers' service. In effect the posts of assisted school teacher have been suppressed and the government that does so cannot evade the responsibility of meeting out adequate compensation to these men and women for loss of career as assisted school teachers. Whatever political views a government may have, whatever ideas it may have re the educational set up of the country there are some basic principles of natural justice which it must observe. To violate the terms of employment of these men and women without adequate compensation may not be illegal but there is no doubt that it would be immoral.

Political Rights

The same situation would arise with regard to the political rights of teachers. Assisted School teachers have enjoyed these rights for years. In fact there were occasions when the Union had to fight managements which tried to curtail these rights. For the government to take away these rights because of changes in the school system introduced by the government on its own initiative would be to say the least morally improper and politically injudicious. Had these teachers voluntarily joined government service then one could have argued that by doing so they had forfeited their rights. But when managements virtually hand over schools, or

at some later date the government takes any over, it cannot be argued that the teacher has voluntarily surrendered his political rights. As a matter of fact our position has always been that there are no such terms as "government teachers" or assisted "school teachers." At their best there are sub-divisions of the more appropriate term "The Nation's Teachers" and the government that frames a *national* system of education and enforces it on *all* schools, public or private, has responsibilities and duties towards the teachers in securing for them satisfactory conditions of service and granting them full political rights. Apart from demanding for the present assisted school teachers the retention of their political rights we urge on the government to confer political rights on all teachers.

Freedom

We do not intend to comment on the advisability or otherwise of the contemplated changes. We have done so before and arguments for and against the move have been repeated ad nauseam during the last few months. We would however urge on the government to realise that whatever changes it may consider fit to introduce into the educational system the ultimate success of the system will depend not on grandiose schemes, not on the pressure groups that have been responsible for most of the changes, not on the minds that have framed the provisions of the bill, not on the administrators in the security of their Malay Street offices but on a contented and satisfied teaching profession whether in the government or in the private schools. This is what the government owes to the children of Lanka not only those in school today but to the millions who have yet to come.

AUSTRALIA'S SCHOOLS OF THE AIR

Australia's Schools of the Air are providing a successful answer to the problem of widening the educational opportunities of children who, because of distance, are outside the range of the normal school system. The education of children in the sparsely-settled districts of Australia's outback has always been a difficult problem for their parents, as well as a challenge to educationists. Life in inland Australia is very isolated; families on remote cattle and sheep stations are cut off from other people, their nearest neighbours often being 100 or more miles way. Until a few years ago the only organised teaching available for children in such areas was provided through correspondence schools. While correspondence teaching has proved most successful it lacks any first-hand, personal relationship between teacher and child. Also, long delays in returning corrected lessons — delays which distance often makes unavoidable — are discouraging to both teacher and pupil. Australia's answer to this general problem has been the establishment of Schools of the Air, which make use of modern two-way radio to establish personal contact between pupil and teacher.

Children's Loneliness

It was not this function, however, which motivated those who originally conceived the idea of a School of the Air, so much as to help do away with the children's loneliness. In 1944 an educationist, Miss Adelaide Meithke, during a visit to Alice Springs in the Northern Territory, became aware of the problems of children living in inland areas. They simply could not be induced to make friends; and Miss Meithke realised with concern that these were forgotten children, lost to everyone but their own families. Something

had to be done, she felt, to give them contact with the outside world, to break down their shyness, and cultivate their latent social personalities. She saw that two-way radio communication, by the use of "transceivers," enabled doctors to make over-the-air diagnoses and allowed women separated by hundreds of miles to talk to each other regularly and feel less isolated. Miss Meithke decided that these transceivers could also be used by children to talk to their teacher. The first School of the Air was opened in Alice Springs in 1951, using the radio network of the Royal Flying Doctor Service. At first there were three sessions a week — for infants, lower grades and other children. By 1958 there were 15 sessions a week, and more are being added. Although situated in the Northern Territory, the Alice Springs School is run by the South Australian Education Department. Two other schools also operate in South Australia — Ceduna which started in 1956 and Port Augusta which started in 1958.

Unforgettable Experience

The stranger visiting a School of the Air for the first time finds it an unforgettable experience. Just before 10 o'clock the principal teacher sits down at a table in the studio-classroom, with a microphone in front of her. The theme-call is played; then the teacher calls in her invisible school, sitting at their transceivers hundreds of miles apart from one another. Through the studio loud-speaker she is answered by a rush of small voices, some clear, some barely audible, giving their call-signs from homesteads dotted over plains and mountains at immense distances from the classroom: 9 J.M. at Cooper's Creek, 9 X.M. on the upper reaches of the Darling, 8 M.Q. near Birdsville. The eagerness in the clamour of voices is proof of the loneli-

ness which the School of the Air is helping to break down. As she hears the calls, the teacher jots them down and so records the children who are "present." Other teachers on the staff are also busy checking calls, because of the rush with which they come in.

"Can you hear 8 LG.?"

"Yes. She's very faint but she's there all right."

"Is that 9 HS?" And so the roll is marked for the day.

"Now we'll sing our morning hymn," says the teacher; and led by a recording of a choir, the distant children in front of their transceivers join in singing.

Singing Lesson

"Would someone like to sing the hymn alone?" says the teacher, and among the babble of call-signs coming back she selects one. "9 HS Millring — Pam Smith — Pam would you sing please?" From the loud-speaker comes the voice of a child singing, distorted occasionally by atmospherics, but clear and confident. She is heard by both her fellow pupils and her teacher. After a few words of praise for the pupil, the lesson proceeds quickly to items of news, and then to the weather chart, with emphasis always on oral expression and voice communication. Then, perhaps, comes a composition lesson, written sentence by sentence by the children. "Let's write about the picture we sent to you last week. Has anyone a good opening sentence? Over." It is over to silence which brings a moment of concern to the staff.

Plays

"Well I'm not hearing a soul. I hope nothing has gone wrong. Over."

"9 DF. Good morning Mrs. Gibbs. One fine day we decided to play mothers and fathers — over."

"A good sentence Sandra, and 'decided' is a good word."

"We have a big cat and a little dog," some child offers rather irrelevantly; but somehow the teacher works it in and the lesson goes on.

Sometimes a play is produced; and even though the audience cannot see them, the children painstakingly prepare dresses for the characters they portray. Parents have been delighted and astonished at the confidence they show in such activities. There is the same enjoyment at participating with other children in creating something, and at giving expression to feelings and emotions, as there is with children in a normal group. Finally, there is a "question and answer" time, relating mainly to the formal work the children are doing in correspondence lessons.

The session closes with the call-signs of the children coming in with their "good-byes."

Correspondence Schools

All pupils of the Schools of the Air are enrolled at correspondence schools in the various States, and there is close co-operation between both branches. In New South Wales, for instance a weekly report on the progress of each child is sent by the correspondence school to the School of the Air and this helps to encourage the parents in their supervisory work, and the children in their efforts and interest. This report praises good work and improvement, itemises all errors, and suggests where help might be given. One lesson period each week is devoted to these reports; children can correct spelling errors, re-work incorrect examples in arithmetic orally, or read good passages from composition.

Weekly Report

In return the School of the Air sends a weekly report on each child to the correspondence school. Parents report favourably on this aspect, claiming that pupils have grown more interested in lessons with the incentive of gaining a good report. Correspondence school teachers say that the School of the Air helps them to know the children better

and they have often been able to clear up difficulties with both pupils and supervisors..

Experimentation

Experimentation in different types of lessons is constantly being made, so that teaching techniques can be improved and developed. Lessons given include reading, speech training, composition, picture talks, arithmetic, music appreciation social studies, current affairs, drama, including oral expression and miming, singing, dictation, weather observation, verse speaking, art and nature talks.

Perhaps the greatest achievement of the Schools of the Air is giving these children in outback areas the opportunity for social intercourse, an important part of personal development. They now belong to a school as other children do; they not only have teachers they can speak to, but they can hear and talk to each other; they live in a community of their own, not in isolation.

Response Remarkable

The response has been remarkable. For many of the children who previous-

ly were too shy even to speak to their nearest neighbours, the Schools have broken down the barrier of shyness. All the children, even five-year-olds, now sing and take part in plays and lessons. And for some of them, opportunities have been provided for voices to become "flesh and blood." At Alice Springs, for example, the School has a "get together week" each year when the children meet one another, continue lessons, and attend picnics, and the Broken Hill School holds a Christmas party to which, it is on record, one boy made a trip of 550 miles.

Parents too have benefitted. Each month, for example, the Broken Hill School of the Air Parents and Citizens Association meets by radio, and school problems are talked over. Here resolutions are made as in normal public meetings and discussion is encouraged which is thoughtful and lively.

Although their value is now a proven fact, the Schools of the Air are perhaps not yet out of the experimental stage; educational authorities feel that there are possibilities and developments as yet untouched.



Children listening into their transceivers and taking down notes while Mummy looks on interestedly.

“Education should strike the mean between attachment to “national tradition” or so called “character” and the ability to appreciate and absorb judiciously elements from other cultures”—

“WHITHER

WHITHER NATIONALISM

Born to a nation an individual is prone to the influences exerted by that nation to a greater or lesser degree depending on his susceptibility to such influences. This is also true of a nation's education.

Heritage May Inspire, May Limit

True, the full expression of the individual, the full realisation of the self in different aspects is possible only through the community of language against a background of traditions and cultures, in short against a nation's heritage. These unite him with his fellow-beings. This oneness with the group helps him in his maturity and in his creativity. It is inspiring and liberating in that it affords him avenues of shared experiences and a background in the heritage that provides him scope for a life of fullness and a life of responsibility; it is also limiting in that it tends to confine him within certain imposed boundaries of a predisposing culture and intellect curbing the immense flight the ‘soul’ is capable of, thus preventing the individual from entering into the vast expanses of rational values and human experiences.

Education a Progressive Movement

Whichever attitude nature adopts, depends entirely on the type of moves

that would constitute the civilization of a particular community. If a nation through ungrounded fears of insecurity or through allergic responses to social changes retires consciously from the elements of progress then such a community is bound to stifle its own growth. If the freedom of the spirit — the freedom of the individual, is looked upon as revolutionary there will be little of evolution itself. If accepted thought checks changes it will essentially be a static society with vested authorities deliberately choking development in an attempt to sustain power. It would substitute “Authoritarianism” for “authority” the difference being that the latter arises from within the individual as a result of conviction as opposed to convention. Evidence is there, specially in the case of newly-liberated countries, of opportunists who have made use of people's susceptibility to novel sentiments like nationalism, or cultural or religious revivalism, in times of turbulence as means towards seeking selfish ends. It's not only the human element of the community that is subjected to such inveigling national or cultural abracadabra; this same influence can be made to act upon the educational set-up of the country. Everything depends on the extent to which those powers that wield sway over society give the nation's educators a feeling of common enterprise or do not do so. Education in a progressive world should not be treated merely as a medium of transferring a past heritage, through the present into the future. Education must in itself be a progressive movement and not a re-

gressive one, and in its sweep towards a rich variety of goals must necessarily gather elements in the set-up.

Seeking Self-Realisation

Its through education more than any other human institution that the individual seeks self-realization. There is, or at least ought to be a conscious attempt on the part of the individual to understand his own inner self and how best he could be of service to his fellow-beings, may be though in a relative way. When the external manifestations of the inner self — if found harmless after careful and conscious scrutiny according to rational criteria are subjected to regimentation by the limiting demands of a community under the tentacular grasp of opportunists then it creates an inner conflict leading to frustration and sometimes to aggression.

Children into Tin Soldiers

Criteria of judgment or accepted values of a particular society should not be so imposing on the individual's emotional development as to render the individual blind to its own innate potentialities (which may or may not be in conformity with the commonly accepted social pattern though permissible by rational standards) and to educate a child to fit into a particular society rigidly would be only to make a tin soldier out of him. So would any one other aim be if proved for its own sake.

What is Heritage?

The major issue would be “What constitutes society in this age?” When societies do not consist of ethnic groups

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NATIONALISM"

— C. T. M. Fernando

held together by common aspirations, common beliefs, common concepts of love, hate, etc. but rather individual forces brought together even against their own wishes by political subjugation and geographical boundaries then what is heritage other than a sieve! As against a background in which the sanctity of the individual is paramount (as it is fit) nationalism dwindles into a mere baseless fabric of a vision — specially in the absence of those non-human boundaries. Its a thin veil that hardly covers the nakedness of man's ill-feeling for his fellow-beings of the entire cosmos. What aspect is really national in "nations" divided upon racial, religious, or cultural grounds? Considerable amount of damage has been done by the advocates of the epithet "national" in describing institutions which in essence are universal — or international — if geographical and political boundaries are to be considered. These pretenders to the guardianship of "nations" are only sowing the seeds of complete annihilation of the entire human race! Men who would otherwise be content in calling themselves citizens of the world have been prejudiced by the infusion of pernicious ideas concerning superior traits in the various racial groups that institute the entire human race.

Individual Character

As for national character it can hardly be defined. It has never been successfully defined. We have seen that the term "National" is well nigh a misnomer. Gestalt Psychologists maintain that character in a person is

a sum-total of qualities innate and acquired. They go further to say that the qualities are ever in state of mutability thus forming different aggregates as situations demand, and that no two persons would reach up to the same situation in identically the same way. The same is true of appearances and complexes. Wouldn't the same person appear as a leader to some and to others the most odious piece of vermin that God created to crawl upon the face of the earth. A lank hermit may impress us while a robust athlete may be disgusting to us. Values are transient and character is inconsistent. Versatility of reactions in the individual to differing situations lends "Character to signify an aggregate of mutable qualities." Only in one sense can the word character be permissible. An individual or whole group subjected to certain dominant and clutching influences such as political, geographical, economic will tend to respond in a particular way and develop certain patterns of reaction which would give the individuals or the group superficially distinguishing characteristics but this definitely cannot be identified with "Characters" in the sense of permanence and innateness which are universal, for it is nothing but the adjustment of the individual to a particular situation. The Amoeba does it!

National Character

Now transfer all these delineations of the pre-supposed character of the individual to a whole nation of so many millions of individuals. What a terrible truth does it unravel! What a

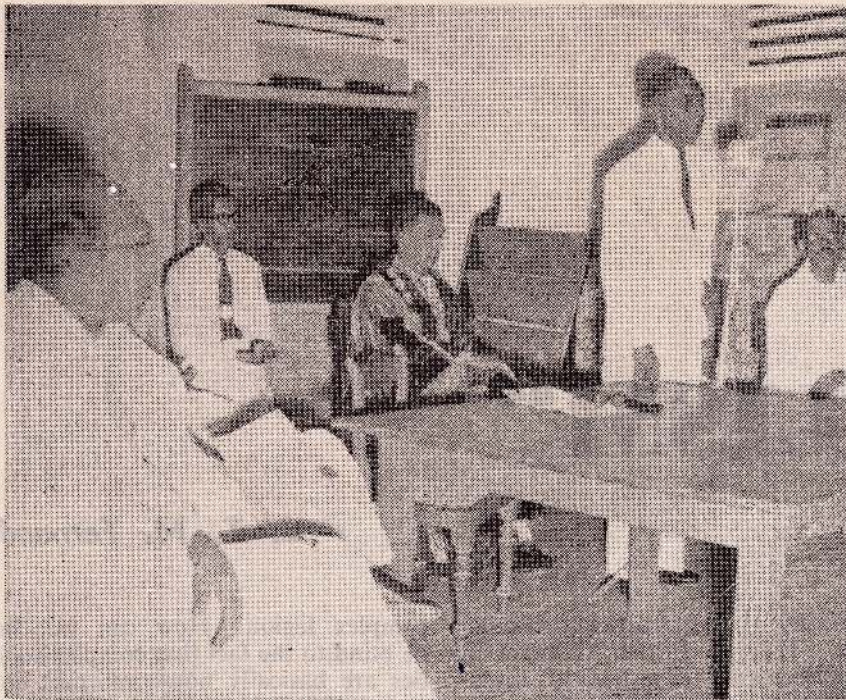
complex legion! How can we then be blind to the fact that complex societies are basically non-conformist consisting of individuals who cherish innert ideals of freedom and slavery, of love and hate? It is essentially this quality in man that renders the human race different from and transcends it above the pack of wolves or the herd of cattle.

The so-called nationalists "probably wish to call their nationalism, 'Patriotism' and think that it thus rises above the possible jealousy of facts or better still, becomes except to traitors the supreme fact before which being somehow allied with God all else of men and fact must bow."

Fit into Environment

Education today is narrowly confined to the development of the child to fit into an environment — a social environment — one that has emerged as a consequence of the ideologies of a few extremes of this type of regimentation may be witnessed in Socialist Russia or the once-upon-a-time Nazi Germany submerged with Hitler's racial mania. Such societies through fear of reactionary or revolutionary elements cramp the creativity of the individual turning the educational system too to breed dignified and perhaps satisfied slaves yet all the same slaves. If among the ranks of teachers there be any who nurture such damnable ideas in respect of the educational set-up, for the common good of humanity the pedagogic ranks must be purged of such base elements.

(Contd. on page 18)



WELCOME ADDRESS

Mr. Perusinghe, President of the Kurunegalle Teachers' Association welcomes the Delegates. Seated behind him (left to right) are Mr. John Vellu, Mr. J. Jayasuriya, The Mayor of Kurunegalle and Mr. A. Tamber.

ANNUAL

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KURUNEGALLE



THE TOAST OF THE A.C.U.T.

Mr. George Seneviratne, who was largely responsible for the arrangements at Kurunegalle proposes the Toast of the A.C.U.T. at the Lunch at St. Anne's College, Kurunegalle.

Mr. George Seneviratne was elected a Vice-President of the Union.

SESSIONS

960

NEGALLE



THE PRESIDENT SPEAKS

Mr. R. S. Jayawickreme, third time President of the Union, addresses the gathering at the Lunch. Facing the camera (left to right) are Mrs. Somasunderam, Mr. Monnekulame, Mr. G. Seneviratne, Mrs. P. Ratnayake and Mr. Wickremesinghe, M.P.



CULTURAL MANIFESTATION

The Highlight of the sessions was a cultural display by the pupils of Ibbagamuwa Maha Vidyalaya. Here are a group of girls depicting the joy and happiness of the women on seeing their fishermen husbands returning home after a successful catch.

A.C.U.T. MEMORANDUM

● CONDITIONS OF SERVICE

● CONTROL OF SCHOOL

The Assisted Schools and Training Colleges (Special Provisions) Bill envisages two categories of schools in the new set-up replacing the Assisted Schools at present in existence, namely:

- (a) Schools directly under the control of the Director of Education; and
- (b) Unaided Schools with or without fees.

2. Some benefits under the present system:

It would be readily admitted that benefits that have been obtained for the teaching profession by hard agitation over the years should not be lost because of a change in the Government policy regarding the control of schools. In 1925 fixed salary scales were introduced for all teachers and in 1928 a scheme of Pensions was introduced by law. In 1951 a scheme of Pensions for the widows and orphans of teachers was put into effect and from 1954 pensions are to be given to Uncertificated Teachers.

Security of tenure and freedom from penal transfers and promotions on seniority and merit have been three of the main planks of the A.C.U.T. and other Teachers' Unions in their campaign, and we have to a great measure succeeded in obtaining these. Recently the results of a Departmental inquiry into charges framed by the Manager have been upheld by the Courts and the Principal has been reinstated by Court order.

There has also been freedom in education and teachers in Assisted Schools have enjoyed civic and political rights.

3. With the changes contemplated in the new set-up, it is essential that no teacher should lose the rights that have been obtained over the years. Contentment in the profession is a *sine-quo-non*

for good education and this should be assured to teachers in whatever schools they teach.

Therefore we urge the following for teachers in the two types of schools envisaged in the Bill:

4. Teachers in Unaided Schools:

(a) *Salary:* Since the Government ceases to have any direct control over teachers in Unaided Schools, teachers should be guaranteed approved salary scales through legislation. Any recommendations of Commissions of Salaries for teachers should be made applicable to teachers in Unaided Schools too.

(b) *Pensions:* Teachers in Unaided Schools should continue to be eligible to contribute to pensions as provided in Clause 5 (A) of the Schools Teachers' Pension Regulations. The amendment of the Pension Regulations published in Ceylon Government Gazette No. 11,282 of August 7, 1959, which provides among other things for pensions for Uncertificated Teachers should also apply to all teachers in Unaided Schools. Corollary to this would be the right of Unaided School teachers who are entitled to pensions to contribute also to the Teachers' Widows and Orphans Pension Fund.

(c) *Security of Tenure:* According to Rule 16 (iii) and 16 (iv) of the Code of Regulations for Assisted (English) schools and corresponding provisions for Assisted (Vernacular and Bilingual) Schools, it was a condition of employment that the teacher in an Assisted School is appointed only with the approval of the Director and cannot be discontinued except with the approval of the Director. By this means security of employment was provided. Since the conditions of employment

are changing because of Government policy, teachers at present in Assisted Schools which may become Unaided should be given top priority and given jobs under Government if they do not wish to work in the Unaided Schools.

5. Teachers in Director-managed Schools:

In the case of those teachers going under the direct control of the Director of Education, we urge that the following safeguards be provided:—

(a) *Promotions:* That service in Assisted Schools be taken into account for all purposes of seniority and promotions. Vacancies for Special Posts should continue to be filled as hitherto.

(b) *Religious discrimination:* There should be no discrimination on religious grounds for appointments and promotions, so that Principals of Schools who are at present in service should continue to be paid the same scales of salaries and suffer no change in status.

(c) *Excess Teachers:* Excess Teacher at present in Assisted Schools should be absorbed into the State-managed system as was done when Rural Development Schools were taken over.

(d) *Non-nationals:* Teachers who are non-nationals and who have been employed in Assisted Schools owing to shortage of qualified teachers should continue to be employed under the same terms as they were in Assisted Schools.

(e) *Transfers:* At present transfers have been very rare in Assisted Schools and we have always protested and fought for those teachers who were subjected to penal transfers. We urge that teachers should continue to be employed in schools where they are at present and should not be transferred

except after proper inquiry. Transfers will also upset the community life of Priests and Nuns and certain religious orders and any transfers effected must be with the concurrence of their Superiors.

(f) *Discontinuance:* No teacher should be discontinued except after a proper inquiry at which the teacher is represented by a 'friend' as hitherto.

(g) *Civic and Political Rights:* Civic and political rights should be assured even in the new set-up.

(h) *Religious Atmosphere:* A religious atmosphere is necessary for a proper education of children and the aim should be to secure this as early as possible.

(i) *Names of Schools:* Names of schools that become Director managed should not be changed.

6. Retirement with compensation:

With the coming into force of the 2 types of schools, namely, the Director-managed School and the Unaided School, the Assisted School teachers would be going into either of these without their consent. Therefore we urge that they should have the right to retire with *compensation for loss of career if they are unable to serve either in the Government School or in the Unaided School*. When this question was raised at an earlier deputation by us, the Minister said the Government had been fair to teachers in the past and there was no reason to think it would be unfair to them in the future. Therefore we are confident that the following points will be conceded:—

(a) The option of retirement should be a continuing option but if it is not possible, a teacher should be allowed to exercise his option at any time during the 3 years from the date of a school becoming either an Unaided School or a Director-managed School.

(b) The compensation for loss of career should be calculated by adding one month for every two months of service up to a maximum of 10 years in the same way as the option given under Section 6 (A), (B), (C), (D) of the School Teachers' Pension Regulations.

7. Clerical and Minor Staff:

We also urge that clerical and minor Staffs of schools which become Director-managed should be absorbed and given salary scales comparable to those in the Public Service. Besides they should be put on a point on the salary scale depending on the number of years they have served in the School.

CONTROL OF EDUCATION

Anyone interested in education should admit that direct Government control is bad for education. Therefore we oppose the schools that are to become Director-managed being run as Government Schools. We strongly recommend that these schools should be under the administrative control of Boards set up to cover Districts that at present are under District Revenue Officers. Municipal areas should have separate Boards.

8. Administrative Boards:

(1) *Composition:* Each Board should consist of not more than 15 including among others the representatives of the following:—

- (a) the teachers' union;
- (b) the local bodies in the area;
- (c) economic interests of the area;
- (d) religious interests;
- (e) Health Services;
- (f) the Director of Education.

Prominent educationists of the area may be nominated to the Board by the Minister of Education. The Principal of a school should have the right to be present at Board Meetings when the affairs of his school are considered.

It should expressly provide that no Member of Parliament should be a member of the Administrative Board. This would help to eliminate political interference in the running of a school.

(ii) *Functions:* These Boards will have the power over the appointments, transfers, discontinuance and promotions of teachers and over all matters connected with the administration of those schools in the area.

3. Advisory Boards:

(i) *Composition:* Every school should have an Advisory Board with

the Principal of the school as Chairman, consisting among others of the representatives of the Teachers' Guild, Parent-Teachers' Associations, past pupils, the Local Authority and the economic interests in the area. It is expected that representatives of the P. T. A. and past pupils will include the religious interests of the area.

(ii) *Functions:* The Advisory Board for each school should not interfere with the internal administration of the school. The Board should mainly help in the cultural and extra mural activities of the school and in helping to finance various programmes of the school.

4. Schools Commission:

A Schools Commission similar to the Public Service Commission and the Judicial Service Commission should be appointed to supervise and co-ordinate the work of the various Administrative Boards in the Island. There should be a right of appeal to the Schools Commission from any decisions of the Administrative Boards.

5. Merits of Decentralisation:

The functions of the Ministry and the Department of Education would be chiefly to maintain proper standards of education in the schools by employing Inspectors who will go round to help teachers in their work. This scheme of decentralising control is in keeping with the practices in many parts of the world, like, England, Scotland, U.S.A., Holland and Japan. This will not only help to foster local interests in education but would also help to have diversity in education depending on the background of each area. Teachers too would have the right of seeking employment under one Board if they have been discontinued by or resigned from another Board. If the Education Department is the sole employer, a teacher once dismissed from a school would have to lose his job for ever. We therefore strongly urge the adoption of these Boards for the control of schools that are to be taken over for Director-management.

On behalf of the Executive,

Sgd. J. D. Aseervatham,
General Secretary.

10, Modera Street,
Colombo 15.
8-11-60.

Round the World with WCOTP

RESOLUTIONS ON "EAST-WEST" AND INTER- RACIAL UNDERSTANDING

* Wherever educational systems are organized along racial lines, inter-racial schools be set up, as a first step toward integrating the system and thus fostering mutual understanding and respect.

* One national union for all teachers irrespective of race be created where teacher organizations are racial in composition.

* East African and Central African governments be urged to take all necessary measures to hasten inter-racial understanding by opening non-racial schools with English or French as the medium of instruction.

* All possible efforts be made to raise the standard of living of the African people and establish closer social relationships between the different races.

* Children be taught to know and understand civilization and cultures differing from their own by exchanging letters and photographs with children of different countries and different continents.

* Closer relationships among Africans throughout the whole continent be developed by teacher organizations.

* Special attention be given to formal education for women, adult education, lectures, study groups, etc., with emphasis on helping mothers to obtain better inter-racial understanding which they can pass on to their children.

* All forms of discrimination be condemned by all teachers.

* Common sports events and frequent meetings between schools of different races be organized until inter-racial schools are established.

RESOLUTIONS ON STRENGTHENING TEACHER ORGANIZATIONS

* Teacher organizations should press for increased training facilities as a means of raising professional standards.

* Salary scale should be related to qualifications irrespective of race, sex, creed or grade of school.

* Delegations of teacher associations should include representatives of all levels of education.

* All teachers should be encouraged to join national professional associations.

* Teachers should always be able to exercise fully their rights and responsibilities as citizens. Teacher organizations should be ready to take suitable action when the professional status or dignity of the teacher is impugned or his rights endangered.

* Specialist teachers should be encouraged to form specialist groups under the aegis of, and not independent of, national associations.

* Representatives of teacher organizations from adjacent territories should meet at reasonable intervals to discuss common problems.

* To combat apathy on the part of some teachers, talks should be organized to inform them about the organization's aims, objectives, activities and achievements. Tangible evidence of the organization's value can be shown by providing concrete services.

* In countries or territories where more than one teacher organization exists, they should be encouraged to form a single organization which would be the representative body of the teaching profession in the country.

RESOLUTIONS ON CHILD HEALTH

* Regulations be passed establishing minimum requirements for school buildings in rural and urban areas.

* Teachers and school authorities take greater interest in improving community conditions with regard to housing, sanitation, recreation facilities, etc.

* Special instruction be given to all teachers in training on the nature and importance of children's physical and mental health, on the necessity of a clean, safe, pleasant environment, and on first aid methods, including water safety, disaster control, emergency accident and illness procedure.

* Adequate recreation grounds be provided in new schools.

* School regulations regarding maximum number of children per class-room be enforced.

* Teacher and parent-teacher organizations assist in campaigns for well-balanced meals for pupils.

* "A Study Guide on Teacher Preparation for Health Education," published by Unesco and WHO, be obtained by member organizations, adapted to local needs, and made available to all teachers.

* School programmes, wherever possible, consist of a judicious combination of work and play to develop physical fitness and habits of responsibility.

(Contd. on page 18)

TECHNICAL AND VOCATIONAL EDUCATION

The general meetings which have so far taken place were well attended. The first was on Monday, August 1, at 8 p.m. and the second at 5-15 p.m. on Tuesday, August 2nd. In addition two special committee meetings took place on Tuesday, August 2, the first to discuss the final draft of the questionnaire on the organisation of technical and vocational education throughout the world, and the second to make a report to the general committee meeting on two specific matters:

(a) The selection and development of themes for future discussion.

(b) Arrangements with regard to the provision for member associations of expert advice and assistance in technical and vocational education.

The following are the recommendations of the W.C.O.T.P. Committee on Technical and Vocational Education:

(1) **The Questionnaire.**—This is the third and probably the final questionnaire in this series. It is designed to supplement the information already received in replies to the first two questionnaires and in addition, to secure adequate information from countries which have as yet made no return. The purpose of the questionnaire is to secure such information as would form a basis for a sound understanding of technical and vocational education throughout the world. It is the belief of the committee that this can be achieved only by a comprehensive report on the organisation of technical and vocational education in the various countries. In the view of the committee, a glossary of terms alone would not meet the problem, since it would tend to erect arbitrary definitions which would not

reflect adequately the subtlety of organisation in all countries. The committee believes that a sure basis of understanding can best be achieved by the issue of a reference document rather than by the issue of a dictionary of terms. They recommend too that they be permitted to continue in the closest co-operation with officers of Unesco and I.L.O. for the purpose of assisting these agencies in this programme and for the purpose of avoiding duplication of material.

The committee regards this questionnaire as of fundamental import-

ance. Without such a reference document they believe that discussion on technical and vocational education could be be-devilled by misunderstanding. They therefore examined with great care a draft questionnaire on which comments had been received from a widely-representative number of countries. This study must be completed by the committee at its meeting on August 4th and they recommend that the questionnaire be issued in September in the hope that the study will be completed in time for the 1961 meeting of the committee.



THE A.C.U.T. DELEGATION

Mr. A. D. D'abrera and Mr. S. Balasingham represented the A.C.U.T. at the recent W.C.O.T.P. Conference in Amsterdam.

(2) **Theme for 1961.**—The committee believes that it is now both possible and highly desirable that an active, creative programme be adopted. To that end they recommend that one day be allotted to the W.C.O.T.P. Committee on Technical and Vocational Education immediately before the annual meeting of W.C.O.T.P. in New Delhi in 1961. They further recommend that the following theme form the subject matter of this meeting: The recruitment, the training and the retention of technical and vocational teachers. They are strongly of the view that this question is most urgent for all countries in the world although the problem may have varying aspects in the different countries. They further recommend that they be permitted to prepare documentation for this 1961 meeting. **Mr. D'Abrera of Ceylon** introduced the theme to the general meeting of the committee at its meeting on Tuesday, August, 2nd and from the very interesting discussion that followed, certain suggestions emerged on the kind of documentation that would be required in order to discuss the 1961 theme adequately.

(3) **Meeting of the WCOTP Committee in 1962.**—The committee further recommends that in 1962, four or five days be set aside immediately before the opening of the Annual Assembly of Delegates of W.C.O.T.P. for a full, detailed discussion on a further theme in the field of technical and vocational education. It has been tentatively suggested that apprentice and trade training might possibly be a subject here, but the committee has no firm recommendation to make on this matter of the theme as yet.

(4) **Theme for the Annual Assembly of WCOTP 1962.**—The Committee is very strongly of the view that the developments in science, techniques and technologies are of vital importance to all teachers. Many problems have arisen, as a result in all countries in the world, and they suggest to the Executive Committee, in view of the urgency and importance of this matter, that they select a theme bearing on the subject for the W.C.O.T.P. Annual Assembly of 1962. They believe that a

forthright informal discussion on the matter would be in the great tradition which W.C.O.T.P. has established and could well provide a lead in the solution of the manifold problems of modern educational society. They therefore tentatively suggest that the theme for the Annual Assembly of W.C.O.T.P. in 1962 might be: Education in a Technical and Scientific age. If the Assembly so decides the committee pledges its enthusiastic and whole-hearted co-operation in the preparation of such conference material as the Executive Committee and the Assembly of W.C.O.T.P. consider desirable.

(5) **Attendance of Observers at International Meetings.**—It was brought to the notice of the committee that certain international meetings on technical and vocational education might take place in the latter part of the present year. They are deeply conscious of the active desire of the Secretariat and the Executive Committee to see that observers from the W.C.O.T.P. Committee on Technical and Vocational Education attend such international meetings and they request that the Executive Committee continue to send observers from the W.C.O.T.P. Committee on Technical and Vocational Education to such meetings.

(6) **The Question of Expert Personnel.**—The W.C.O.T.P. Committee on Technical and Vocational Education believes it could provide an important service by introducing persons in one member country to experts in another for the purpose of advancing technical and vocational education. To this end, they recommend that they be permitted:

(a) To seek the names of the secretaries of such member associations as would be prepared to act as agents for the inquiring countries for the purpose of putting them in direct communication with experts in the special field of inquiry. They are of the view that this activity would largely be carried on by correspondence. Already a number of member countries have pledged their support for this proposal.

(b) To collate information on such vocational, technical and technological undertakings of a specialised nature,

which representatives of other member countries wish to visit.

(c) In the case of the provision of expert personnel who would travel to a country which requested advice, for the purpose of helping in the programme there, the committee is of the view that this can best be done, as at present, through the International Agencies and that they offer their best efforts for the use of these International Agencies in such undertakings.

(7) **Membership of the WCOTP Committee on Technical and Vocational Education.**—Since Dr. E. A. Seeley of England and Wales has retired from membership of the committee, the committee recommend that his place be filled by Mr. Edward Britton, also of England and Wales. The committee is deeply sensible of the very considerable assistance given by Dr. Seeley during his period of office. They further recommend that if a vacancy should arise in the case of Africa, it should be filled by Rev. Mr. Alayande of Nigeria. They finally recommend that **Mr. D'Abrera of Ceylon** be declared a corresponding member of the Committee. The committee would, therefore consist of the following:

Dr. Philip J. Hickey, U.S.A., Chairman.

Charles McCarthy, Ireland, Secretary

Mr. Harry Tornquist, Sweden.

Mr. Edward Britton, England.

Dr. Yi-Tsen Shen, China.

Dr. Octavio Mejin, Peru.

Mr. Alvan Ikoku, Nigeria, or Rev. Mr. Alayande, Nigeria.

Mr. D'Abrera, Ceylon, corresponding member.

Finally the committee thanks the W.C.O.T.P. Secretariat for its most valuable assistance at all times during the year that is past.

Charles McCarthy,
Secretary.

I Heard These . . .

Mr. Perairvar, Assistant Secretary N.P.T.A. has jotted down for us striking statements made by educational leaders during the 10th Conference of the N.E.F. held last December in India.

"A lamp cannot light another lamp unless it continues to burn its own flame."

These words caught my eyes when I first stepped into the Central Institute of Education, Delhi, as a delegate of the 10th World Conference of the New Education Fellowship. The theme of the conference was "Teacher and his work — East and West."

"Loving Relationship"

To meet Mr. Nehru was a liberal education. He was at home to the foreign delegates. The word 'Upnishad' means 'sitting together' he said, referring to the close, loving relationship between the teacher and pupil. Remarking about the riotous behaviour of the students in India, he said that India today was facing a double challenge — as an under developed country caught under the tempo of fast developing changes and as a country affected by rapid world changes; and those unable to adjust find themselves uprooted. He spoke of two ways of improving the society: (i) the teacher radiating goodness irrespective of the environment and causing a change of heart; (ii) changing the environment because harsh hard circumstances harden wrong attitudes in individuals.

Memorising Sacred Texts

Professor J. A. Lauwerys of the University of London, Institute of Education: He said that teaching science vastly differed from talking about science. In countries like India and Ceylon which are not permeated by scientific technique, learning science is like memorising the sacred texts. Plenty of pre-scientific knowledge is available for a child in the West, which a child in the East lacks. Asia needs more science, but it is not easy to produce teachers of science overnight. He ridiculed Ceylon's attempt to produce science teachers quickly, as "puerile hoarding." His advice to Ceylon: "There is a certain minimum quality in Education."

Pseudo-Science is more harmful than no science."

Further he remarked that 'shut up' is anti-science; 'I don't know go and find out' is science.

Teacher not Pedagogue but Artist

Dr. Harold Rugg (America): He supported the Eastern belief in the intuitive way of knowing the truth, and decried that logic reigns supreme in Western Universities. He emphasised the need for the two freedoms as a precondition for Education: (i) Freedom for the child. The child should be free from too much of imposition, rules and regulations. 'What do you think? Let the child answer it. The child grows and our civilization grows. (ii) Freedom for the teacher. The teacher like the true artist needs freedom — A teacher should not be a pedagogue, but an artist teacher, with a free, creative, quiet, relaxed, responsive mind.

Mr. S. C. Mason, Director of Education, Leicestershire: Speaking on aesthetic Education, remarked that it is not expensive to keep a school clean. It is not a question of money or cost, but attitude. Schools must be the temple of arts and the authorities its patrons. Children growing among objects of art, acquire good taste. Their behaviour is quiet and dignified.

Dr. H. Ormian (Israel): Teaching, unlike the other vocations, demands the whole human personality. Good salary is a necessary condition, but not a sufficient condition.

Dr. Staines (Australia): A teacher needs, he said, a personal philosophy — not necessarily a social or political philosophy.

V. Krishna Menon (India): He dismissed Psychology as a study of the mental processes and nothing else — the whole mind is not so easily subject to scientific analysis.

At the Brains Trust

Question 1. Is it a duty of the teacher to induce social change?

Prof. Ben Morris (Institute of Education, Bristol University): The teacher's duty is to help human beings become themselves.

Lauwerys: In England teachers are conservative (Not capital "C"). They act with brakes. They are the mainstay of tradition.

Dr. Mulk Raj Anand (India): The Teacher is more a philosopher than a politician.

Question 2. Is any education better than no education?

Lauwerys: Quality is important in education.

G. Ramachandran: England has outgrown the dilemma of quantity and quality. India, an under developed country needs quantitative extension. Any school is better than no school.

Question 3. Should the Headmaster select his staff?

Prof. Abdul Koussy (Egypt): Give me a good Headmaster and I will give you a good school.

Lauwerys: According to the English tradition, the Headmaster is very powerful. But there are some headmasters, petty tyrants of the iron back yards, who rule the roost.

Question 4. Do we need Exams?

Lauwerys: Exams are either catastrophic or long term. We cannot escape them.

Question 5. Why or what is a teacher?

Prof. Ben Morris: A matured human being.

"WHITHER NATIONALISM"

(Contd. from page 9)

No Culture Purely National

The glory that was Greece or the grandeur that was Rome would never have adorned chapters in history had it not been for that cultural osmosis that took place resulting in an inflow of cultural values and concepts alien to those great civilizations. How much have the myths of Turkey contributed towards repertory of Greek classics? How much indebted are the Arabs to Greek and Jews? Are we not indebted to Ancient India in respect of our culture and our religious beliefs. There is not a single great civilization that is in one way or another not influenced considerably by foreign cultures, foreign ideology, etc. The great renaissance in Britain which took place between the reigns of Elizabeth I and James II took place at a time when the sons of Britain imbued with the spirit of adventure sailed the high seas in quest of new lands. It was then that British mariners brought home not gold alone but rich tales from the East and these enabled her to develop a rich

culture perhaps but definitely a richer literature.

Ultra-nationalism

The necessity for a culture, a heritage, a rootedness in the civilization and above all a patriotism through education is not denied, lest the individual becomes disconnected and an unrelated entity in his society. But there is the danger that ultra-nationalism amounting to chauvinism presents a different picture to the masses offering them a false sense of values. This tendency directly counteracts man's inborn desire for the quest of the unknown, desire to explore wider fields of human interest and human achievement. The chauvinists groping under a misconception or with deliberate ulterior motives are trying to bring about not a cultural revival but a cultural renewal. Thus they fall back upon the dead past with a termite's anxiety.

Not a Conformist

Education should strike the mean

between the attachment to 'national tradition' or so-called 'character' and the ability to appreciate and absorb judiciously elements from other cultures. In a society if education fails to fulfil this function then the masses would fail to pay heed to the man with superior insight and ingenuity not because they could not but because they would not. In educating a child care must be taken not to warp his sense of judgment and make a conformist of him or just a voter — a follower of his country's political institutions but an individual who dares defy the accepted stereotyped social structure or political set-up according to the sincere dictates of his mind even turning "traitor" if the occasion demands by challenging the rights of the so-called national state to dominate over the moral, intellectual and social lives of civilized human beings. For in a progressing world when every act of ours completed becomes a matter of the past how can the dictates of a man of yester year have precedence over the intellect of the one that is to be?

Round the World with WCOTP

(Contd. from page 14)

WCOTP PROGRAMME IN AFRICA PRAISED

The World Confederation's contribution to education in Africa is handsomely recognized in the first issue of an important new periodical published by the Oxford University Press. Called *Teacher Education*, it deals with "concepts, methods and experience of practical interest to the educationist in Africa." Contributors include J. Wilson, R. G. Macmillan, J. H. Rousseau, B. A. Fletcher, G. H. Rusbridger and P. Hunter.

In a preliminary article called "Commentary," the new magazine describes at length the formation of WCOTP's committees on education in Africa.

It goes on to say that the opportunity given to African teacher organizations, through membership in WCOTP, "to draw upon the experience of national organizations in the major countries of the world should be an incentive to them to meet the affiliation requirements of the WCOTP."

The article further notes that: "In designing courses for teachers in our colleges, we rarely, if ever, pay attention to the subject of teachers' organizations. Yet, in some respects, teachers' organizations are peculiarly well fitted to undertake certain types of investigation. What is more important, if teachers' organizations were to exercise the full weight of their professional influence on governments concerning the necessity of research and investigation, there would be much more likelihood of systematic provision of money for these purposes and with it some definition of priorities."

DEMOCRACY APPRAISED AT BOMBAY MEETING

A group of 30 leaders from all parts of India have concluded an interesting appraisal of the virtues and weaknesses of democracy in that nation.

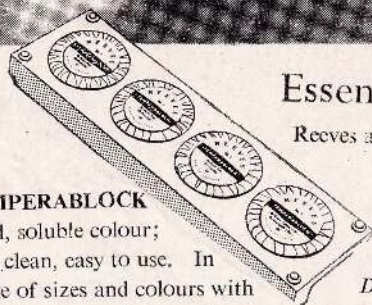
There was general agreement by the seminar participants that:

* The newly-emerged countries of Asia have made a willing choice of democratic constitutions and practices. Despite many difficulties, democratic ideals continue to inspire the people.

* Because of widespread illiteracy, the spoken word and the personal conduct of Asian leaders will be, for some time to come, more powerful in influencing the common man than the printed word.

* Authoritarian and bureaucratic systems in some Asian educational institutions have hindered the growth of democratic habits in both teacher and pupil. Consequently, many students are often unable to strike a proper balance between rights and duties. Proper student-teacher relationships add to the understanding of democratic practices by students.

* In India and elsewhere, the phenomenon of an independence movement being transformed into a political party gives that party special prestige and power, which must be used with care.



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