

THE CEYLON TEACHER

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TAGORE

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Cover Page Picture : Rabindranath Tagore, Poet, Patriot and Prophet of humanity, whose birth centenary is being celebrated in all parts of the world.

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THE CEYLON TEACHER

Vol. XXIV

MARCH — APRIL 1961

No. 147

EDITORIAL

THE COMMISSION'S TASK

Commissions in our country have not in the recent past fared well enough to win public confidence. In fact, people have become so suspicious as to believe that it is a way of shelving problems rather than solving them. It is our earnest prayer, however, that the National Education Commission which is engaged in the enormous task of reviewing 'our entire educational system for the establishment of a unified national system of education' will be free from this common failing. It must be agreed that the fate and future of this country depends on how we seize the present opportunity for effecting reforms in education.

A Balanced System

It is a hopeful sign, indeed, that the Commission is to work within the limits of reality imposed by financial considerations and evolve a system that is geared to the needs of the nation as stated in the terms of reference. The building up of a balanced educational system is often not practical politics and may entail the taking of unpopular decisions. But it is important that our limited resources should be utilised so as to provide a working model system, and not the unfinished stock of a full-sized machine. The Commission would do well to put first things first, define clearly the nation's goals and thus get a coherent picture of an over-all plan; it must then concentrate on the practical task of planning for the immediate future which is crucial for the success of the entire scheme.

The Two Factors

The thirty-one topics listed under the terms of reference for investigation are bound to breed confusion unless it is realized that the most basic problems

of education at any stage are covered by *two factors* that should be singled out for detailed consideration—The Curriculum and the Recruitment and Training of Teachers. The efficacy of an educational system ultimately rests both on the nature of what is taught and on the quality of the teachers.

Consideration of the structure and content of the curriculum leads by a natural step into a detailed examination of the organisation, control and administration of schools. Without a proper appraisal of these issues, the curriculum will remain a dead form. Education is fast becoming so universal that the old-type of book-centred education will not be appropriate; it will continue to produce a nation of clerks and white-collar employees who may fail to realize the dignity of labour and be reluctant to work with their hands. The whole approach has to be radically different, with the book serving as a shorthand for experience, as a guide or a tool but not as the focus of education. This approach is normal in countries like the U.S.A. or the U.S.S.R. but it is still novel in our country where the static classroom still holds the field. But learning through activity should be made effective without making a fetish of it for our country needs not mere work-a-day mechanics but men with a sound general education. The vocational flavour we have referred to must be part of a well-balanced education. Ceylon needs its schools to educate their charges into thinking for themselves on matters affecting the country as a whole. The demagogue and the politically dishonest have too long held sway because of public apathy and ignorance. A truly educated man will not stand aside and let half-baked persons assume any role in public affairs,

Education can help to solve but can never itself completely solve existing economic and political difficulties. All that can be done is to give young people the best possible educational and cultural opportunities, if we are to hope for good results.

Teachers

Without good teachers the best of systems is bound to fail. The teacher is the keystone to the future prosperity of a society. His position in the social system is therefore decisive. The essential point in any scheme of educational reform is the successful recruitment of substantially large numbers of able young people for the teaching service. We assert with all the vigour at our command that the example set and inspiration given by a happy, devoted and skilful teacher will do more to recruit able and promising young people than any other possible means. If teachers are poorly paid, poorly clad, poorly housed and poorly respected by the community, who can hope that young people will be either eager or willing to enter the profession? They must be happy, enthusiastic and dynamic personalities and Ceylon can ill afford at this hour to permit teachers to be the prime example of poorly regarded servants of the public interest. Without a bold national plan of recruitment, all hopes of better educational provision are likely to prove a delusion and a snare.

The Commission's task, we repeat is colossal, in that it must translate these objectives into the concrete terms of educational programmes and methods to turn out men and women who are imbued with a deep and true love for their country and whose capacities are harnessed for the jobs they are fitted for. We wish it every success.

TAGORE

The birth centenary of Tagore is being celebrated in all parts of the world with an enthusiasm befitting a personality of international renown. Paean of praise are being sung of Tagore the poet and patriot; the philosopher and prophet. But to us educators his lessons lie in the field of education. On his visit to this country almost three decades ago he had occasion to lament our utter lack of self-expression as a people. It shocked him not a little that no bard had been able to immortalise the lovely sights and sounds of Lanka. We were dumb and inarticulate, according to him because we had to depend on a foreign language for our education. He contended that the release of a nation's creative impulse was limited in such a system of education. Not that he ever meant that the mastery of foreign languages was an asset to be despised. But it was a tragic handicap if it took the place of an intimate understanding and the use of one's mother-tongue. He pleaded that education must be carried out in the native idiom; that it must develop the folk spirit in our people; and therefore it must nurture in them a deep and abiding love of our languages, our literatures and our arts.

Reverence for Childhood

Much water has flowed under the educational bridge since then; education is being imparted in our schools

in the mother-tongue, no doubt. But can we feel proud at the progress we are making in this direction? Tagore's educational efforts have their finest memorial at Shantiniketan. It was an eloquent protest against the traditional concept of a soulless education still haunting our country, which paid attention to every factor involved in the educational process except the one that really counts—the child. Tagore founded Shantiniketan and placed the child in the centre of the stage. "Every child brings with him the message that God has not yet despaired of man." Can any educator afford to miss the inspiration couched in the poet's remark? It was a brave experiment to bring up students in an atmosphere of intellectual and cultural freedom, where they became active participants in the process of their own education. He had laboured for years to bring joy and happiness into his school and into the life of scholars which formal schooling tends to cramp unduly.

Sanity of Outlook

What is the significance of such an education for our country today? What is Tagore's Message for a world that is still being "broken up into fragments by narrow domestic walls?" In spite of the great advance in knowledge, in spite of the progress in the perfection of the scientific technique that is ena-

bling man to reach the moon and the stars, we have failed to make constructive use of our intelligence. We are allowing our destructive impulses to dominate our national and international life. Individual life is embittered by jealousies and inhibitions of all kinds. National life is based on intolerance and fanaticism. International life is steeped in greed and exploitation. The cure for these problems is to make men sane and to make men sane, they must be educated sanely. Tagore pioneered towards this end by advocating the cause of freedom rather than repression, by stressing creative rather than possessive happiness, by preaching tolerance and respect for individual differences rather than their forcible suppression for securing a mechanical uniformity.

It is rather a saddening thought during this season that marks a historic epoch that a large majority of teachers and schools are still in blissful ignorance of these ideals. And yet these are the imperishable legacies left to us by this 'universal man.' Ceylon is in great need of Tagore, particularly during the period of her teething troubles. Let us add our voice to the spate of homage from educators the world over and pray that our architects of national education will find no little inspiration from Tagore for their deliberations.

"Instead of allowing a full paradise of perfection to continue its tame and timid rule of faultless regularity, the spirit of Life boldly declared for a further freedom and decided to eat of the fruit of the tree of knowledge".....

"Above the din and scramble, rises the voice of the angel of surplus, of leisure, of detachment from the compelling claim of physical need, saying to men 'Rejoice'. From his original serfdom as a creature, Man takes his rightful seat as a Creator..... As an animal he is still dependent on Nature; as a man he is a sovereign who builds his world and rules it."

—Tagore.

THE CROWTHER REPORT: A PLAN FOR EDUCATION IN ENGLAND

"To meet the requirements of this tumultuous and dynamic century"

The raising of the minimum school leaving age to 16 in 1966, 1967 or 1968 is recommended in the long-awaited Crowther Report. The report is presented by the Central Advisory Council for Education (England) and contains a 20-year program for the development of education for young people.

The Council, under the chairmanship of Sir Geoffrey Crowther, say they cannot in conscience advise that anything less is necessary "if the national educational system is to meet the requirements of this tumultuous and dynamic century." In pleading for a forward plan the Council say that there is as much need for a 20-year program of educational development as there is for similar programs of railway modernization or the atomic generation of electric power, and that it should be equally feasible to do.

There is some danger, the Council think, of the English educational machine lagging behind the times. "Even in the education of our brightest children—which is what the English system does best—there is a grave waste of talent through too early abandonment of formal education." The figures of 12 per cent of the age group still in full-time education at the age of 17, and 6 per cent at 20, "are not nearly good enough."

The report makes many recommendations for the education both of the brightest 25 per cent of the children in the grammar schools and also for the great mass of ordinary children who leave school at or about the statutory leaving age. It is, however, in the group of young people between these two where the Council believes the greatest deficiencies are to be found. In this group lies the richest vein of untapped human resources, which has

to be exploited "if this country is to keep a place among the nations that are in the van of spiritual and material progress."

The Council were asked, in March 1956, to consider the education of children from 15 to 18. Their list of recommendations, which they recognize is "formidable," includes:

1. The raising of the minimum school leaving age by compulsion to sixteen in 1966, 1967 or 1968.

2. The introduction as soon as possible of legislation to substitute two school leaving dates each year, at Easter and July, for the present three (Easter, July and Christmas).

3. A planned program of experiment leading to the introduction in the early 1970's of compulsory part-time education for all boys and girls of 16 and 17 who are not already in full-time education.

4. A greater degree of integration between schools and further education; the provision of more time for all courses, and in particular, of sandwich courses (instead of part-time day release courses) for all those studying at technician level; and, as a long term aim "the transformation of what is now a varied collection of plans for vocational training into a coherent national system of practical education."

5. Experiments with external examinations below the level of General Certificate of Education for pupils, mostly in modern schools, in their fifth year of secondary education but on a local or regional scale, not national.

6. A variety of measures to avoid premature or excessive specialization in the grammar schools.

7. A number of proposals for meeting the greatly increased demand for teachers.

The Council do not believe that there is any hope of carrying out the measures they outline unless they are "worked out and adopted as a coherent, properly phased development pro-

gram extending by timed and calculated steps a long way into the future. Nothing of this sort has ever hitherto been possible in English education."

Raising School Age

Recommending the raising of the school-leaving age, the report says the demand both for more educated workers and for more deeply educated workers is growing at almost all levels in industry. "Raising the school leaving age to 16 would give those near the bottom a better foundation and would be reflected in large numbers receiving full-time education to 18 or beyond."

The strongest part of the case, says the report, is the general need for secondary education extending through the difficult and important period of adolescence. "Throughout the periodthe welfare of the individual ought to come before any marginal contribution that he or she can make to the national income."

Many of the things that the schools can do for boys and girls can be carried much nearer completion by 16 than by 15. The additional year should offer new and challenging courses and not simply be a continuation of what has gone before.

The number of 15-year-olds staying on at school voluntarily is increasing, but the Council consider this trend provides only a precarious basis for a national system, and may depend to a considerable extent on the continuation of general prosperity and, in particular, a plentiful supply of good jobs for young workers.

The most favourable period for the change would be from 1965 to 1969 when it is estimated that the secondary school population will be in a valley between two peak periods. The most important consideration, out of many, is the requirement of teachers and the prospective supply. One of the years 1966-67-68 should be chosen now and announced at once, and a program prepared to ensure that the necessary conditions are met.

Adapted from The Schoolmaster and Woman Teacher's Chronicle official organ of the National Union of Teachers of England and Wales.

The report urges the Minister of Education to re-declare his intention to implement "at the earliest possible date" the provision of compulsory part-time education for all young persons of 16 and 17 who are not already in full-time education. "It is the widespread lack of belief in this intention which, in our view, has almost stopped the growth of all but the most clearly essential part-time release," says the report. The Council are especially concerned at the "loss of contact with the least skilled and least able section of the community as soon as they leave school, and with their loss of morale. In their interest we regard.....a strong Youth Service as an essential complement to County Colleges, and we recommend that steps should be taken to develop it during the interim period."

Extended courses should be made available for all secondary modern school pupils, says the report. The target at which most authorities should aim would be a scale of provision for extended courses for half of their 15-year-olds by 1965. The Council consider that many—probably more than half—of our secondary modern school population would not in fact, benefit by being prepared for an external examination.

Before the Sixth Form

The report refers to the serious congestion in the time table governing the work of the fourth and fifth years of the grammar school course, and says that in most schools the "practical and aesthetic subjects have ceased to be really available for abler pupils, and the time given to English subjects has been curtailed." The deprivation is especially serious, the Council consider, for "first generation" grammar school pupils. The congestion is caused by devoting more and more time to those subjects in which a pupil is proposing to specialize in the sixth form.

A situation arises in which four-fifths of the boys have virtually chosen their sixth form course by the age of 13 or 14. The Council recommend a review of the application of the syllabuses to ensure that "no doors are closed" before a pupil enters the sixth form.

This attempt "to keep all doors open" would involve in particular an examination of the status of foreign languages and science in the curriculum. The Council consider that Latin and two foreign languages provide a too-

heavily biased curriculum for many "first generation" grammar school pupils, and those who are going to leave school at 16.

Wasted Talent

Although the proportion of pupils staying on into the sixth form in grammar schools has risen sharply in recent years, only about 12 per cent of the total 17-year-old age-groups is in full-time education, and only 10 per cent are still at school. There is a considerable waste of talent through early leaving from grammar schools, in spite of the fact that the number of boys and girls in sixth forms last year was over two-thirds of all boys and girls in school at age 17 are in maintained schools. More would stay on if there were a greater variety of curriculum open to them.

Hitherto, the sixth formers have been almost entirely drawn from the pupil group who attended a "selective" school for several years before the age of 15. There are, however, a small number who have transferred from secondary modern schools, and this figure may be expected to increase, says the Council. "It is clear," their report says, "that the absolute number in the sixth forms will continue to grow and that the total in the years 1965-1970 may approach double that of 1958." There is some doubt whether the opportunities for education at university level will match the increased need for places.

Staff for Sixth Forms

The academic level of graduate recruits to the teaching profession—assessed by the class of degree they took—has been considerably lower in the last two decades than it was in the thirties, says the Report. The proportion of men with first-class degrees falls steadily as one descends the age scale, though there has been some recovery in the last few years. The schools, therefore, are not maintaining their "intellectual capital." This position is more pronounced among graduates in mathematics and science than in other subjects.

Broadly speaking, the same can be said of women graduates, though the figures are in general less satisfactory. Fewer graduates are teaching and fewer have good degrees. A sharper decline in quality is evidenced. The outstanding difference between men and women graduate teachers is that the average of the women is much less.

The report emphasizes that it is "necessary to do more than is being done to attract men and women of the highest intellectual calibre into teaching." It is also necessary to ensure that there is no unnecessary waste or extravagance in the way in which teachers capable of teaching sixth forms are employed.

The Council endorse the principle of specialization, or study in depth, in sixth forms, but are unhappy about some of the ways in which it is now operating. For instance, science syllabuses make considerably heavier demands than they used to do, and need reconsidering, not only subject by subject but as a whole, from the aspect of the science sixth "specialist curriculum."

Technical Challenge

Dealing with the proportion of pupils who leave school at 15 or 16 but who continue in some form for further education—about a quarter of the age-groups—the report says there are two sound reasons for a great advance in this field. The first is the need to produce far greater numbers of technicians and craftsmen—as distinct from technologists; and the other is "the need to raise the proportion of the whole population that continues in education after the age of 16."

The proportion of 17-year-olds in full-time education, including sandwich courses, is now only 12 per cent of the total. "We recommend that the objective of policy should be to raise it to 50 per cent within twenty years from now."

The Council have carried out a special study of part-time courses which make up the bulk of further education at the present time. They consider that shortage of time makes it difficult for them to serve any broader educational purposes beyond the immediate vocational object in view. There is a heavy rate of failure and retardation, two of the most important causes of this being reliance on evening classes and inadequate grounding in mathematics.

The Council's main recommendations for the expansion of further education fall under three heads: more integration between school and further education, more time for all courses of further education, and a more systematic approach to the development of "practical" education.

(Continued on page 13)

ACTIVITIES AND SERVICES OF TEACHERS' ORGANIZATIONS*

BY VITALIANO BERNARDINO

While the purposes and objectives of teachers' associations vary in many ways, they probably may be classified under three general categories; namely (1) those that are intended to advance and promote the teaching profession itself; (2) those that are intended to help improve education in general, that is, in the country and in the world; and (3) those that are calculated to promote the welfare of the members.

Primordial Purpose

Considering the service to the public is the main purpose of a profession, the primary motivation in establishing a professional organization, I believe, is and should be to improve that service. The first two of the objectives named above, therefore, should be the primordial purpose in establishing a teachers' organization. From a truly professional point of view, it should be expected that these two objectives would be a sufficiently strong rallying-point for teachers to come together and band themselves into an organization and to make and keep that organization strong and enduring. This is not the case, however, the fact seems to be that while the two objectives are in themselves laudable and legitimate to an organization of teachers as professional workers, yet the two objectives alone have not been sufficient to motivate and attract teachers to found an organization or to join one. In the final analysis, it is the third type of objectives, that is those that promote their welfare, that provide a stronger motivation for teachers' organizations.

The Teachers' Lot

But this phenomenon, I feel, should not be surprising. It is only to be expected that, like many human beings, the first concern of teachers would be themselves, their welfare for one thing

*Paper read during the First Asian Leadership Training Seminar, held under the auspices of the W.C.O.T.P. at Diliman, Quezon City, Philippines, February 8-22, 1961.

because except in a very few countries the lot of teachers—that is, their economic and social status, salaries, tenure, security, and other working conditions—still leaves much to be desired; and for another, because teachers can hardly be expected to help in promoting and advancing their profession and the cause of education unless their personal circumstances will permit and enable them to do so. I cannot visualize any teachers' activity relating to the improvement of the teaching profession in particular and the advancement of education in general that will not involve any monetary expense on their part. Consequently, a teacher cannot be expected to participate in any activity of that nature, laudable as the purpose may be, unless he can spare the money and the time and effort to devote to it. For this reason, I believe, is perfectly a justifiable one, provision for services and activities to enhance the welfare of their members often overshadow those that are related to the promotion of the teaching profession and/or education in general.

With this preliminary statement, I shall now attempt to discuss some of the important activities and services that teachers' organizations provide or should provide in line with the three types of objectives I have mentioned above. It must be stated at the outset, however, that some activities are of such nature that they pertain to or subserve not only one but also the other two objectives aforementioned. Those that are primarily intended for the professional growth of teachers include the holding of educational conferences; seminars and workshops; the publication and issuance of professional and educational literature—magazines, journals, newspapers; arrangement for sending of scholars and trainees to institutions and training programs within the country and abroad; satisfaction of and furnishing members with copies of professional books, pamphlets, and the like.

Two Types of Services

Activities and services relating to the

welfare of teachers may be classified into two types; those that are directly provided by the organization itself, and those undertaken by the organization to help secure welfare benefits for teachers from the government or other agencies being served by them. The teachers' organization thus undertakes ways and means to secure the passage of legislations or promulgation of governmental policies that will provide better remuneration, more secure tenure, more favourable leave privileges, more liberal insurance and retirement benefits, better working conditions, and other provisions that will improve their economic and social status. To get all of these requires that the powers-that-be and the authorities concerned must be convinced of the wisdom and righteousness of the teachers' cause, and almost always this situation cannot be secured, the teachers get first the public on their side and get their active support and assistance.

To illustrate this last point very aptly, I shall cite to you a case, now actually going on in this country. All studies and surveys of the Philippine Educational System that have been conducted by local as well as foreign groups invariably pointed out that unless we change and improve radically our system of public school financing by enlisting joint national and local support and by creating specific sources of revenue for school purposes we cannot hope to improve our educational system, that is in terms of educational standards, teachers' salaries, and other criteria. In line with this recommendation, a revised system of school financing, originally called the Foundation Program, was embodied in a proposed legislation which was presented in our Congress four years ago. All kinds of representations have been made with the members of that body and the bill has been revised every year to meet objections that have been raised by the former but to this date, the bill has not been passed. We have secured the endorsement of the President and the administration to this

measure, it has been included in the State of the Nation Message of the President, but still, Congress has not taken any positive action to enact the bill. So, as a last and final resort, we have gone out to the people of the entire country to enlist public support to realize our objective. The two most powerful national organizations of the public school teachers, the PPSTA (Philippine Public School Teachers' Association, Inc.), which is your host in this conference and the PASS (Philippine Association of School Superintendents, whose president is one of your fellow-delegates), jointly with the Department of Education and the Bureau of Public Schools launched early this year, and to be terminated to coincide with the close of the congressional sessions now going on, a nation-wide campaign to educate the people—municipal and provincial officials and members of parent teacher associations—to the need for enacting the measure long pending in Congress that I have mentioned and to secure their active support therefor. Toward this end, regional and local conferences and meetings have been held at the initiative and sponsorship of chapters of the PPSTA and the PASS and resolutions by the hundreds and thousands are now pouring thick and fast to members of both houses of Congress petitioning the passage of the educational measure. Only a few days ago, the officials of these two organizations and of the Department of Education and the Bureau of Public Schools invited the members of the Committee on Ways and Means of the House of Representatives, which has the power to originate all revenue-raising measures, to a luncheon-conference at no less than the most expensive eating place in town purposely to prevail upon them to recommend the passage of the latest version of the Educational Financing Stabilization Bill. Unfortunately, our campaign happens to coincide with the coming national elections, and now it is becoming clearly evident that with all our all-out efforts we may yet fail to see the enactment of the bill at this session. If this happens, I am sure we will try again next year when there are no elections to be held. Meanwhile, we are keeping our fingers crossed, so to speak.

Our Achievements

I think I can say without fear of successful contradiction that it was

mainly through the efforts of the teachers' organization in this country that we have been able to raise the salaries of teachers to a level, which although still far from that we desired, is now more comparable to those of other occupations and professions. We have a retirement and insurance system which is probably the best we can get under the circumstances now existing. We have hospitalization benefits in case of injury in time of duty. Under the government insurance system, teachers can get a small salary loan payable through monthly deductions; they can get a modest loan with which to construct a residence, payable in ten years. Filipino teachers enjoy either a two-month vacation with pay or a combination fifteen-day-sick leave and fifteen-day-vacation leave, annually.

But even with all of these, our teachers' organizations, the PPSTA and the PASS, had had to provide activities and services directly for the welfare of their members. In the case of the PPSTA, it has a mutual aid system whereby a member pays one peso to become a member thereof and tencentavos as aid for every member who dies. In return, if and when the unfortunate event comes to him, his heirs will get six thousand pesos (6,000-00)—quite a very cheap insurance, isn't it? It is also an adopted policy of the PPSTA, and of the PASS, to give legal aid to members in meritorious cases. Many local chapters of the PPSTA have organized loan and savings association or consumers' co-operatives for the benefit of their members.

But the members of the PPSTA expect more than all of these from their organization. They expect the PPSTA to help them in all matters requiring liaison work with the government. Because of the highly centralized nature of our educational administration and operation, there are frequent delays in the processing and attestation of appointment papers, in the release of teachers' salary checks, in the approval of application for salary or real estate loans, and inaction on other personal matters of members which are all done here in the central government. And mind you, sometimes purely personal matters are expected to be transacted for them by the PPSTA. So the PPSTA has quite a sizable liaison service, employing several liaison officers, who are literally errand boys, for

the members. Individual members are highly sensitive to the quality of this kind of service. Their satisfaction or dissatisfaction with the PPSTA is often predicted on this type of service, rather than on the service dealing with the more fundamental phases of the profession or education. But the PPSTA management has to cater to the member's desires, even their whims and caprices, in this field of service, if it must remain strong with large membership.

Provide for Needs

One basic principle emerges from this preceding discussion on activities and services relating to teachers' welfare which may be used as a guide in planning such activities and services, namely, the principle of need. The teachers' organization must know and be sensitive to the needs of its members and try its best to provide for such needs directly or indirectly as illustrated in the preceding discussion. Once the members are convinced that their organization is satisfactorily providing for this need, than their support for the activities that are more or less directly related to the improvement of their profession and education, as embodied in the first two objectives I stated at the beginning of this paper, will be relatively easier.

Establish Wholesome Relations

Public relations is a function that is germane and indispensable to any organization or agency that deals with the public and depends upon public support for its programs and activities. The establishment of wholesome relations with the general public, the different branches and offices of the government and the other private organizations and groups is essential to the success of a teachers' organization. Activities and services relating to public relations encompass all the objectives of the organization, and a liberal investment for such activities and services on the part of the organization and its members in the long run pays dividends often more than commensurate with the amount of the investment.

I have not gone into the details of how the services I have mentioned should be conducted. I have no time for it and I suppose that these are threshed out in the discussions that are to follow.

THE ART OF EDUCATING CHILDREN

"Defiance necessary for the development of the child"

BY WILHELM ALBERT

The teacher of yore was a man of strong will power, full of energy and decision, tough and determined. He produced the desired effect through his very being, through the force of his authority and his performance. His class was conducted strictly, and his success was great. Parents, boards of education, industrialists, all praised him. Out of pliable but ignorant little ones, he made knowledgeable little adults. He demanded absolute immediate, silent obedience—and got it. Everything went in accordance with the well-planned and practiced regulations. The class worked like a machine, quiet, noiseless, easy on the nerves, and reached the goal envisioned by the teacher.

He wanted what was best for the pupil, believed he knew what was best for him and the indispensable means for attaining it. He was aware that obedience, authority, diligence, knowledge and learning were disliked by his students, but for this very reason inculcated these qualities. His students would need them badly in later life, he believed; if they didn't learn them in school, they would never learn them, or would learn them later the hard way.

This system achieved notable successes, but it was questionable pedagogically. It produced students with a great deal of knowledge but with warped or immature characters. Instead of developing, this school repressed. It believed children could be educated by means of the same demands made on adults. But the child is not a little adult. He has his own world with its own laws: "Children are different," said Montessori; "Children are strangers," said G. Benn, the poet. The school, which should have been a place for children to enjoy life, became a cage, sometimes (depending on the teacher) a prison, in which the children spent the best hours of the day, the best years of their life, learning things which they could often

neither digest nor use and which they promptly forgot. Certainly the school taught them to learn, obey, and work—useful and necessary things—but the means employed (the stick was not always the worst: disparagement, ridicule, and contempt often hurt worse and more lastingly) were antagonistic towards children. The "literature of revenge" (autobiographies, novels, stories) about teachers and students is more extensive than about any other profession.

But youth, wonderful youth, endured everything with its astonishing ability to resist. The adults seemed to realize that, accepted it in their calculations, and said: "Every blow should find its mark." The very youth of yesteryear, now fathers and mothers or grandparents themselves, readily said: "It didn't do us any harm."

Psychologists and physicians, however, say otherwise: "Formerly one could educate children by means of an authoritative approach without turning them into neurotics. One could demand of them a considerable degree of obedience without making neurotics of them. Today it is no longer possible to say 'I was brought up like that, too.' There have been fundamental changes between then and now." (J. von Graevenitz). A highly regarded scholar calls the school of the last century a "disease," the "specific symptom" of which was "the non-participation of a majority of the teachers in the human aspect of the school." "The human advancement of the student was largely missing; where it was found, it was appreciated with such outstanding gratitude as if it were something that was not to be expected." (W. Hellpach.)

The Change

Today a more human, more humane relationship between the educator and his charge is demanded. Their "coming together" was frequently, in the old system, a collision, sometimes a crash. Now they are to find their way to each other, to meet person to person.

Today's youth "can no longer be won" by the authoritative methods of

yore, "but controlled, at most." (H. Roth.) A "combination of authority and discipline with a system that allows freedom" must be sought and the student is to be led to an inner rather than a superficial recognition and order. (Bender.)

For an educator of the new approach, it is an indispensable prerequisite to get to know the child and understand him thoroughly before beginning to influence him pedagogically. Above all, the teacher avoids making demands that are too much for the child, for this is the root of many evils. He is careful in punishment, for he knows more delicate and effective methods of a positive nature. He seeks to understand, to help, and if necessary to cure. (A. Simon.)

The new education believes in a psychologically-based school and knows that the child, as soon as he enters school, is transplanted to a strange adult world that is not suited to his life's rhythm. This feeling can lead to many possibilities of conflict—conflict that can arise out of seemingly unimportant trifles that show the child is in need of help. If the conflict becomes more serious, it can lead to catastrophe. The danger of conflicts begins on the first day of school, continues throughout the entire school period, is decreased or increased with every change of class or teacher and, in some circumstances, may remain potentially acute (for example, a delicate, sensitive child under an energetic, robust teacher). In school, even with a good teacher, there is always the conflict between the "basic biological depths (the nature of the child) and the human rule of conduct." (H. Prinzhorn.) For example, little six-year-olds sitting—silently—at their desks contrast with the child's unconquerable urge of activities. Of course, there is the opposite; freedom of action for the children—nerve-shattering torture for the poor teacher.

The teacher does not summarily punish defiance, because defiance is necessary for the development of the child. For him, obedience and disobedience are neither good nor bad characteristics; they are simply "re-

Translated and adapted from "Die Bayerische Schule", official organ of the Bayerischer Lehrer-und Lehrerinnenverein.

actions of the child to demands." (Muller-Eckhard.) He permits the children "occasional rebellions," because they need a certain degree of disobedience in order to develop self-consciousness and self-confidence.

For that reason, the model student, who bows all too willingly to the authority of the teacher, strikes him as a problem. Well-behaved children are, it is true, easier on the parents and teacher. However, there is little prospect that the children's will power will be awakened later, for the mistake of excessive pliability becomes mechanical to the point that even the second period of rebellion, at puberty, is no longer experienced.

The modern teacher does not seek to force attentiveness on distracted children by harsh measures because the children would become even more distracted or completely unable to think. He goes after the cause, in order to find the origin of the absent-mindedness, the lack of concentration—the main fault of our children today whether it is constitutional, the result of a crisis at home or excessive stimulation, etc. The situation is similar in the case of intellectually weak students, those who cause too many disturbances, the class cut-ups, the ruffians, the braggarts, the truants. The causes of such wrong attitudes may be of an external or an internal nature: externally they may be illness, a change of school or teachers, poor home conditions, etc.; internally they may be physical, mental, psychic, psychosomatic, etc.

The child may fall behind in reading, arithmetic, writing etc. His capabilities may grow less. His social relationships may deteriorate. His ability to make contacts is disturbed; he becomes obstinate, rebellious, or the opposite, fearful, secretive, suspicious, withdrawn. All that must have a reason—and does! To find this reason is the teacher's serious obligation. He looks into the home conditions (through social workers, child welfare, etc.) because the primary causes are usually there. Causes of a family nature may include: "Lack of one parent; oldest son; only boy among sisters; youngest child; overworked-mother; overly harsh upbringing; inconsistent home relations, shifting between tender and hard; conflicting home authority; parents' desire for self-assertion with respect to his children; comparison of achievements

with those of more talented brothers and sisters; premature graduation to a higher level of schooling." (R. Miller.)

Too great a demand can be made on almost everything that is in the child; his knowledge and ability, his will power, his self-esteem. The teacher knows the reactions to such excessive demands. When parents and teachers stimulate the ambition of the child excessively, the child protests through an aggressive attitude, contrariness, etc., or escapes into passive resistance, pretended weakness, etc. The opposite of what was hoped for occurs. The child's social maturity is delayed; his urge for accomplishment decreases; he becomes inhibited and unsure, nervous, distracted and, very frequently, lazy, despondent, selfish, stolid, hates school, etc. (K. Mierke.)

The teacher does not resort to punishment. In place of strictness, he provides understanding and help. His school develops children, it does not turn them out of a mold; it is more a place of free growth than of control but is decidedly not without control.

Free Growth?

Both of the above methods can be defended or rejected with good justification. Both have been tried in theory and practice, one for thousands of years, the other for a few years. We already know where both can lead if done incorrectly.

After the grandiose failure of authoritarian control in 1945, the pedagogical experiment of re-education was begun. America gave us the model; we copied it. There was surprisingly good success, but its failures again demand re-education.

"The students' pranks made life too difficult for her," said a judge after the suicide of a teacher. At the grave of a 33-year-old teacher who took poison after a nervous breakdown, a member of the Board of Education said that the teacher's anguish at the insuperable difficulties at his school had broken his heart. Responsibility, self control, voluntary submission to a voluntarily recognized authority, naturalness, camaraderie, etc., are all welcome virtues that one can learn and often probably does learn in a modern democratic school. But they can all too easily revert to the opposite. Then self-consciousness becomes arrogance, obstinacy, pomposity, conceit, freedom becomes indolence, laziness, shirking, irresponsible talk; camaraderie with

the teacher becomes lack of respect; independent thought becomes dogmatism, deprecation of persons less talented; conversation becomes idle talk; student government becomes a farce, tomfoolery. All this does not have to happen, but may happen.

The "Best" for the Child

The old education wanted the best for the child. The new education wants the same thing. But even the best educated among us does not know with absolute certainty what is the concrete and most effective "best" for his child; he does not know everything about his child. If he does not know this, then he is doing a dangerous thing if he wills something and turns the will of the adult into the duty of the child.

When Salzmann wrote his "plan for the education of the educator" in 1806, he spoke of "theoretical architects, who can, with the pen, sketch ideals into the most perfect buildings," but he added: "I doubt very much whether a single one of them would really be able to educate a child systematically." Instead of a great plan that he once had, he wrote a briefer plan, of which he said "it is very simple, costs little, and can be carried out immediately" and "can be put in two words: "Educate yourself!" Among other good passages in that plan, there is the following:

"You live and work among children. Who are they? Budding human beings. Who gave them to you? God, who gives everything. For what purpose? In order to lead them, so that they make themselves into sensible, free, active, happy beings. The difficulties that are put in your way should stimulate you to gather your strength in order to overcome them. The ingratitude with which you are rewarded gives you the opportunity to practice purely ethical actions."

Does Salzmann, the best practical educator of his day, belong among the representatives of the old authoritarian or the new democratic education? He wanted to lead youth to the same goal as today, to encourage them to become "free, sensible human beings!"

Free Human Beings

However education is or was accomplished, the educator must be sure of himself. He was on firm ground up to the turn of the century and did not

(Continued on page 17)

EDUCATIONIST'S DIARY

HATS OFF TO SIR RONALD!

Teachers the world over are keen on enjoying their political and professional freedom. They will certainly congratulate Sir Ronald Gould, the General Secretary of the National Union of Teachers of England on his blunt reminder that teachers had a right to criticise authorities (It's local authorities in this case), "if their policies seemed likely to affect the development of the education service." This was a fitting riposte to a high-handed remark reported from Alderman Harry Watton that "responsibility for education policy in this country lies with the Government and the local authorities, and not with those employed in the education service."

Yes, we'll mind our own business, Mr. Watton, but, you see, Education is very much our business.

We commend this Dictum to the care of the Education Commission.

WARRIORS ADMIRE TEACHERS

It was Field-Marshal Lord Wavell who once said that teachers ought to be paid more than any other profession because their power for good or evil was the greatest - the pity is that the average voter does not realise the truth enunciated by the great general but that does not alter the validity of Lord Wavell's argument.

We give without comment the following passage from Lord Montgomery's new book, "The Path to Leadership."

"Generally, secondary school teachers are underpaid. An underpaid teacher usually means a narrow teacher, fatally restricted to his contacts—with—life; it is hard for such a man to communicate to his pupils what he has not himself got. The masters in our schools must be first-class and must be paid accordingly."

Educational wisdom of the first water which only Field Marshals are capable of!

STUDENT INDISCIPLINE

Not so very long ago a passenger in an Express spoke to the attendant

about a party of school boys who were buying cigarettes and smoking them in the buffet car.

"Please don't say anything, Sir", was the agitated appeal: "they are worth a couple of rupees a week to me."

No doubt in his off duty hours that same attendant would add his voice to the popular clamour that "schools are responsible for irresponsible student behaviour."

Increasing numbers of parents are complaining that they can do nothing with their children and are asking teachers to apply the discipline which is lacking at home. But the parents must be told that this is not the teacher's job. In the education of the young, both school and home have a part to play. Parents would be the very first to complain if they were expected to do the teacher's job. Similarly, teachers can rightly complain when parents abdicate their parental obligations.

CENTENARY THOUGHT

Cosmonauts and Astronauts are setting out for habitations in space. Tagore Centenary comes as a striking reminder that man must first learn to put this world in order. Prime Minister Nehru correctly praised the Poet as a great liberator. Tagore, the internationalist condemned any narrow and chauvinistic movement that cut men off from the main stream of human thought. It is here that Tagore's message is full of significance for us.

PRIZE-DAY SPEECH

The distinguished guest had just finished giving away the prizes. In the course of his address he had told some humorous stories. Noticing a reporter he signed to him to come nearer. He asked the reporter not to include the stories in his report as he wanted to tell them at other prize-givings. The reporter agreed to do this.

At the end of the week, the local paper appeared carrying a full report of his speech. At the end of the report there was the following sentence: "The speaker told some interesting stories but we have been requested not to print them."

GREAT MINDS AGREE

It is with some pride that the A.C. U.T. welcomes the constructive suggestion of Mr. William Fernando, M.P. (S.L.F.P.) for Nuwara Eliya on the language problem. That the practical solution is for both the communities to learn each other's language. The A.C.U.T. has been wedded to this idea on educational grounds. There can be no better plea for linguistic sanity.

The Crowther Report

(Continued from page 8)

Teachers

The report emphasizes that an increased supply of teachers will be necessary on account of the raising of the school leaving age and to improve the quality of work done in the schools, especially by reducing the size of classes. Staffing ratios are still a long way from what is desirable, and there are too many over-large classes. There is also a great variation in this problem found in different parts of the country. It is recommended that the National Advisory Council on the Training and Supply of Teachers should be asked to advise on the teacher supply problem involved.

Several suggestions are made by the Council to meet these demands. For example, special attention might be paid to providing financial incentives to satisfy the needs of older men and women who are attracted to teaching as a career, and to seeing that the terms and conditions of employment for married woman teachers are also attractive; an energetic campaign aimed at recruiting more university graduates, to combat vigorous competition from other professions; the institution of short-service engagements wherever practicable; a sustained effort to economize in teaching capacity by relieving teachers of clerical and routine tasks in school; and an attempt to discover by experiment whether financial incentives to teachers to encourage them to serve in the "difficult" shortage areas would be effective. The Council point out that with high age-groups and increased size of sixth forms and universities, there ought to be good possibilities of expanding teacher recruitment.

GEN. SECRETARY'S MEMORANDUM TO THE MINISTER

● TEACHERS HARASSED ON FRIVOLOUS CHARGES

● POLITICIANS HAVING A FIELD-DAY

● SETTING UP OF AN INDEPENDENT TRIBUNAL URGED

The Hon. Badiuddin Mahmud,
Minister of Education,
Colombo-2.

Dear Sir,

Conditions of Employment of Teachers in Director-managed Schools

Before the Assisted Schools were taken over for management by the Director the rights of teachers were generally protected by the Ministry and the Department of Education. If a Manager was dissatisfied with a teacher and wanted to discontinue or transfer such a teacher the Director's prior approval was necessary and this was given or denied only after thorough inquiry into the case. In fact the Director's Circular No. 20 of 1958 laid down that when a Manager gave notice of discontinuance, the teacher had to continue in service in the school till the results of the inquiry were known. If after the inquiry the Director gave his approval for the discontinuance, the teacher still had the right to appeal to the Minister for redress. Hence from the decision of the Manager there was an appeal to the Director and then to the Minister. There were one or two cases where this was not followed and this led to Island-wide protests.

We are alarmed at the present administrative set-up regarding the discontinuance and transfer of teachers. The Manager has been eliminated and the Director has the dual functions of both the Director and the Manager. But in the N.S. Branch all three functions i.e., the function of the Manager, the function of the Director and the function of the Ministry are combined and so it is difficult to expect an impartial assessment of the situation at the N.S. Branch. Charges are framed by the N.S. Branch in the capacity of Manager, they are inquired into in the capacity of the Director and no further appeals are possible because when the functions of the Director are exercised, they are being exercised by officials of the Ministry working in the N.S. Branch. Without casting any aspersions on the individuals concern-

ed, we would still submit that the N.S. Branch, by its nature, is a perfect embodiment of tyranny, because the functions of the accuser, the Judge and the Appeal Judge are all combined in the same person or persons.

The Director's Circular on discontinuance is now obviously a dead-letter and teachers are being interdicted and told that they will not get their pay during the period of interdiction. This was the practice indulged in by some of the Managers but frowned upon by the Director. It was admittedly a wrong practice, but now the N.S. Branch uses it with gay abandon. **The N.S. Branch has become worse than the worst of Managers under the old system.** Teachers are interdicted and deprived of their pay on the flimsiest grounds. One cannot imagine how intelligent men with experience of their handling disputes between Managers and Teachers in the past, can now resort to framing such **frivolous charges** which even the worst Managers in the past did not prefer to make against the teachers.

Teachers are interdicted because their children wore a particular kind of dress or because they happen to be felicitated by large numbers of people of the area. **Politicians seem to be having a field-day.** All that one has to do is to tell the N.S. Branch that a particular person is persona non-grata and documents of interdiction go out and some charges are invented later.

Political Rights of Teachers

It has been found that practically every charge was based directly or indirectly on the teacher exercising his or her political rights. One teacher was interdicted because he had presided at a political meeting to oppose the Take-over. The charge was laid because his rival candidate had reported the matter to the N.S. Branch. The general charge in every one of these cases is to the effect that the teacher participated in protest activities against the assumption of duties of Manager by the Director. This of course, has nothing to do with the teacher's work and conduct, as a teacher, but the

Department is seeking to penalise teachers for their political opinions.

Though the A.C.U.T. has no party affiliations, individual members can and some of them do belong to various political parties. There are teachers within the Union who belong to every single political party in Ceylon and what they have done or are doing as members of political parties in their spare hours, **has never been the concern of either the Union or of the former Managers or of the Education Department.**

One of the most interesting cases was the contesting of a seat at the last General Elections by the Manager of a school and a teacher in the same school as candidates of two rival political parties. But the Manager never sought to victimise or even in the slightest degree to reprove the teacher because he belonged to a different political party. Now it would appear that the Director as Manager will not tolerate any teacher under his management to belong to any other political party but that of the Government party. **This is clearly a denial of the political rights of the teachers.** But solemn assurances have been given by you, Sir, that the political rights of teachers would not be interfered with.

We therefore urge you to look into these frivolous interdictions and transfers purely for political reasons by the N.S. Branch and to see that teachers are allowed to devote their time to teaching and not to penalise them for not dancing attendance on influential politicians. The few instances when our teachers were arbitrarily dealt with during the Ministership of Mr. W. Dahanayake were also due to the influence of politicians.

Tribunal

The improvement of education which we all earnestly desire cannot be effected with teachers harassed and pushed about and not given an honoured place befitting their calling. Therefore we urge—

- (1) that an independent tribunal outside the Education Department

(Continued on page 17)

Some of the Resolutions Adopted at the W.C.O.T.P. Asian Leadership Training Seminar held in Quezon City, Philippines From 8—22 February 1961

- (1) Having in view that the aims and objectives of teachers' organizations are: educational growth and advancement, improving the status of teachers, and being convinced of the need and value of a unified and strong teachers' organization as an integral part of a sound and progressive Education System, the delegates to the Seminar urged that teachers' organizations should aim at obviating inter alia, the following causes of disunity:—
 - (a) the difference of interests between private and public school teachers;
 - (b) differences of interest among teachers of different levels and again, of different subjects;
 - (c) the reluctance of secondary and college teachers to join together with the primary, (elementary) and kindergarten teachers in one single organization and vice versa;
 - (d) the difference in the standard of living and salary between—
 - (i) public and private school teachers
 - (ii) teachers of different instructional levels
 - (iii) teachers in urban and rural areas;
 - (e) dominance, directly or indirectly, of any section of teachers in the executive boards of some teachers' organizations;
 - (f) inadequate attention to the needs of classroom teachers;
 - (g) lack of consideration by the majority for the interests of the minority groups within the teachers' organizations;
 - (h) separation of teachers' organizations on the basis of race, religion and language;
 - (i) too little involvement and participation of the membership or organizations in the formulation of policy and its implementation.
- (2) The delegates to the Seminar resolve that causes of disunity should be removed by adopting the following methods:—
 - (a) placing before all teachers the significant part they have to play in the education of the nation and the world as a bond for uniting them;
 - (b) equitable representation of the different groups in governing boards;
 - (c) no discrimination in salary on the basis of sex;
 - (d) equal pay for equal qualifications with provisions for extra allowances in special cases such as special responsibilities;
 - (e) same salary scale and conditions of service for private and public school teachers guaranteed by legislation;
 - (f) uniform welfare scheme for teachers of all levels and categories;



- (g) non-discrimination on basis of race, religion or language;
- (h) holding of seminars, (1) to bring together teachers representing various groups to teach the value of unity, (2) to develop leadership capable of winning the confidence of the teachers and the community, and (3) to overcome complexes existing between the groups;
- (i) that training in attitude and mental outlook towards a unified teaching profession should be undertaken during pre-service professional training;
- (j) that a study of a Professional Code of Ethics for teachers would give a sense of responsibility to the child, community, society, and the State;
- (k) that teachers and administrators should be regarded as complementary to each other, each recognizing and respecting the other's goals, drives and needs;
- (l) that while recognizing the political relationship between teachers' organizations and governments, teachers' organizations should refrain from engaging in partisan politics;
- (m) that it is within a democratic society that teachers' organizations have the best chances to flourish and develop.
- (3) The delegates to the Seminar recommended:—
- (a) the adoption of one of the following as a basis for a unified organization:—
- (i) forming a federation of existing organizations;
- (ii) organization of a joint council composed of representatives of existing teachers' organizations within the country;
- (iii) setting up an entirely new unified organization wherever feasible, with specialized committees to meet the needs of the different groups within the organization.
- (b) that efforts be made to acquaint students in colleges of education, normal schools and other teacher-education institutions with the work of teachers' organizations—WC
- OTP and national organizations and ensure their membership.
- (4) The delegates to the Seminar realizing the need of teachers' organizations to co-operate with the education authorities for the betterment of education, urge teachers' organizations to use their Statesmanship and maintain cordial relations with Government.
- (5) Being conscious of the need of a qualified profession to raise the professional status of its members in the estimation of the community, the delegates urge that teachers' organizations should work towards achievement of the following:—
- (a) The basic requirement of all prospective teachers before entrance in a training college should be a secondary or high school certificate and the training course should be of at least two years' duration.
- (b) The curriculum at the training college should offer a good balance between academic and professional subjects, and include certain subjects related to the demands of a teachers' prospective service area.
- (c) A training college should have attached to it a laboratory school for trainees to have teaching practice under the guidance of the regular staff of the laboratory school.
- (d) Only professionally qualified teachers should be employed as teachers; and such unqualified teachers who are now in the service should be given leave with pay for securing the needed qualifications.
- (e) Teachers should be provided opportunities for regular in-service training course or attendance of seminars.
- (f) A selective admission process should be devised both for entrance to a training college and before entrance to the profession.
- (g) Scholarship for study abroad on full pay should be arranged.
- (6) The delegates resolve that in the provision of better schools and school buildings suited to the needs of the child, teachers' organizations should actively collaborate with the authorities and the community.
- (7) The delegates resolve that teachers' organizations adopt and enforce a Professional Code of Ethics for their members.
- (8) The delegates to the Seminar accept that the services and activities of teachers' organizations should include:—
- (a) Those intended to advance and promote the teaching profession.
- (b) Those intended to help improve education in general.
- (c) Those calculated to promote the welfare of the members, recommended the adoption of some or all the following by teachers' organizations according to their respective needs:—
- (i) Holding of Educational Conferences, Seminars, Workshops.
- (ii) Publication and distribution of professional and educational literatures, magazines and journals.
- (iii) Arrangement for sending teachers for training programmes within the country or abroad.
- (iv) Secure legislation for better salaries and conditions of service, security of tenure, favourable leave privileges and liberal retirement benefits.
- (v) Provide public relations section in the service for closer liaison between the Secretariat and the members on the one hand, and the secretariat and government or other agencies on the other.
- (vi) Provide direct welfare schemes, like insurance or mutual aid.
- (9) In consideration of the problems in:—
- (a) establishing and maintaining membership and unity in a national organization;
- (b) financing the national organization;
- (c) legislative and executive operations;
- (d) relationship between head office and branches;
- the delegates resolve that:—
- (i) the needs of local or provincial organizations are best served by one national body with equitable repre-

sentation from the various groups;

- (ii) adequate finance through membership dues is essential for the effective operation of the national body.
- (iii) legislative and executive operations are accepted effective and efficient only when personnel occupying the administrative positions in the organization are men of integrity and enjoy the respect and co-operation of members;
- (iv) desirable relationship exist between head office and members through a close liaison brought about by activity on the part of the members and dissemination of information by head office;
- (v) teachers' organizations should organize an intensive membership campaign to recruit new members by publicizing the work of the association and to retain older members by maintaining efficiently the services hitherto provided;
- (vi) association should have effective contact with the local chapters and the members have close contact with their representative so as to get adequate and strong support;
- (vii) every organization should develop a programme of effective public relations, either by getting themselves elected to legislative bodies or as provided in certain laws for the representation of teachers' organizations;
- (viii) organizations must make an objective study of political trends, then define a clear-cut relationship with political parties. While each teacher is free to affiliate with the political party of his choice, the organization as a whole must not identify with a particular party;
- (ix) the possibility of deriving funds from a business or industrial venture that serves first, education and second, the organization should be explored by teachers' organizations.

Gen. Secretary's Memorandum to the Minister

(Continued from page 14)

- ment should immediately be set up to go into the allegations of teachers and to assure them of justice;
- (2) the teachers against whom charges are made should continue in service till the results of the inquiry are known according to Circular No. 20 of 1958;
 - (3) that in the case of those teachers who were interdicted and have now been reinstated, their full pay should be given.
 - (4) that the present interdictions and transfers on frivolous grounds which have no bearing on the work and conduct of a teacher be immediately done away with; and
 - (5) that teacher be protected from harassing by the Education Department acting on the requests of politicians. If this is allowed the poor teacher will have to be transferred and re-transferred after every General Election.

We would like you, Sir, to consider that as a teacher you had the freedom to take part in political activities and were never harassed by your Manager.

The Art of Educating Children

(Continued from page 12)

know the doubts that are plaguing us today. We cannot eliminate pedagogic insecurity overnight, or this would have been done long ago. One would like to give the child, through education, the security and positive attitude towards life necessary for mastery of life. One attempts this by means of a more humane, more human education. We will hardly reach this goal with the mere "idea" of humanity. It is, as a noble idea, an excellent basis for a theoretical educational structure. In practice, however, one needs more than an idea. The educator, whether father, teacher or whoever he may be, must play his part with his own immediately available, vital, personal humanity. So far as the school goes, this means overcoming any condition such as that which a highly regarded physician and philosopher termed a "disease," the specific symptom of which was "the non-participation of a majority of the teachers in the human aspect of the school." That is the problem.

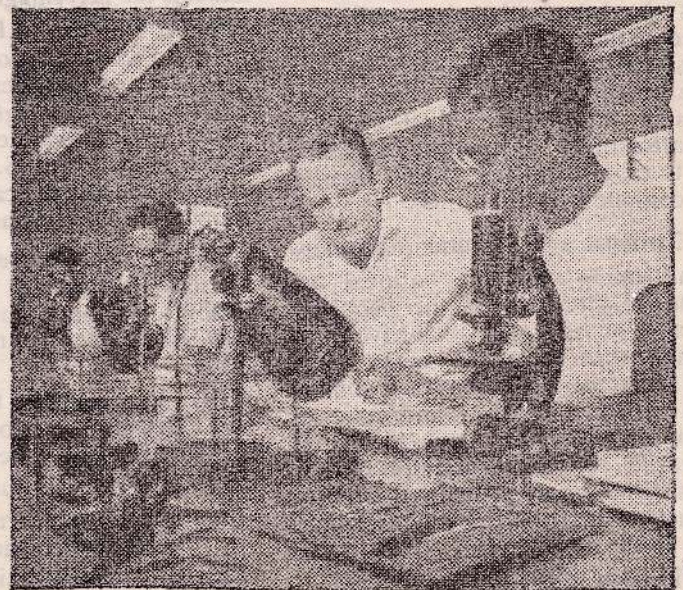
We would like that same right to be extended to teachers now under the new Manager—the Director.

Yours in Service,
J. D. ASERVATHAM,
General Secretary.

A FULL MEMBER OF THE COMMONWEALTH

When Sierra Leone attained independence on April 27, she was the eighth British dependency to become a full member of the Commonwealth since 1947—the others being India, Pakistan, Ceylon, Ghana, Malaya, Nigeria, and Cyprus.

Social Services: education: An advanced zoology class in one of the Colleges in Freetown. The senior lecturer in zoology (second from right) talks to a student. Founded in 1827, this College was the first institution of higher education in West Africa. Education is the largest single item of government expenditure in Sierra Leone.



Courtesy, The U.K. High Commission.

ALL-CEYLON UNION OF TEACHERS

MEMORANDUM TO THE NATIONAL EDUCATION COMMISSION

The All-Ceylon Union of Teachers is deeply disappointed that the terms of reference of the Commission for providing a national system of education do not include the conditions of service of teachers. All the grandiose schemes can only end in failure if the teachers who have to put the scheme into operation are not to be given an honoured place and assured of decent conditions of living and security of tenure and freedom from arbitrary action by administrators or politicians.

2. A "Unified National System of Education"

What exactly is meant by a unified national system of education? If the phrase means a system of education highly regimented and dictated to from the top under rigid bureaucratic control and all schools being compelled to follow a rigid pattern, then such a system is not worth having. We would say that a national system of education is one that is meant to serve maximum national needs while at the same time allowing for the full development of the individual child. A unified system would be a system which would be unified in the sense that the broad objectives and aims of education would be set out by the legislature and the Ministry, but the detailed carrying out of these objectives to suit the individual needs of the area or the community would be left to representatives of the areas or the communities concerned.

3. National and Cultural Aspirations.

In dealing with the national and cultural aspirations of the people as an aim of education, we have to recognise that there are many racial and religious groups in this country with different cultural and religious traditions and these have to be encouraged so that these cultural traditions will not only promote the culture of their own groups, but will contribute to the advancement of the other groups and the nation as a whole.

The other aims of providing an education geared to the technical and

economic development needs of the country and ensuring equality of educational opportunity to all children are certainly worthy objectives, and in ascertaining how to ensure these, one has to examine the present position in the schools.

4. Equality of Educational Opportunity

The following defects in the present set-up which deny equality of educational opportunity may be mentioned:—

(a) **Uncertificated Teachers:** According to the Administration Report of the Director of Education published only in April 1960, of a total of 15,852 teachers in English Schools, 2,982 are uncertificated. Of the 2,982 uncertificated, 2,269 are teachers with the English S. S. C., 670 with Sinhalese S. S. C. and 96 with Tamil S. S. C., i.e. roughly 20 per cent of the teachers in English Schools are uncertificated.

In the Sinhalese Schools, out of a total of 35,559 teachers 13,152 are uncertificated. Of these 4,663 are with the English S. S. C., 8,433 with the Sinhalese S. S. C. and 56 with the Tamil S. S. C. Thus in Sinhalese Schools the percentage of uncertificated teachers is nearly 37 per cent.

In the Tamil Schools out of 7,787, 2,443 are uncertificated. Of these 1,030 are with English S. S. C. and 1,060 with Sinhalese S. S. C., and 1,253 with Tamil S. S. C. The percentage of uncertificated teachers in Tamil Schools is about 31 per cent.

So the highest percentage of uncertificated teachers is in Sinhalese Schools, obviously children in Sinhalese Schools are having poorer education.

(b) **Less qualified teachers in Swabasha Schools:** Among the qualified teachers in English Schools are:—

- (1) Trained Graduates
- (2) Untrained Graduates both in Arts and Science
- (3) Secondary Trained Teachers
- (4) English Certificated Teachers
- (5) Teachers with the Intermediate

Certificate in Arts, Science, Law, Economics and Commerce

- (6) University Diploma in Sinhalese or Tamil
- (7) Commercial Certificate
- (8) Physical Trained Certificate
- (9) Teachers of Music and Art.

In the Sinhalese Schools there is only 1 Graduate out of the 35,559 teachers and not a single Secondary Trained Teacher or teachers with any of the other qualifications referred to above. The position would roughly be the same in Tamil Schools as regards qualified teachers.

Though the Director of Education says that a fillip has been given to higher education in the rural schools by upgrading them so as to provide higher education up to the H. S. C., one would like to know whether higher education is possible with the type of the Staff that is now available in these schools. Perhaps it is not widely known that the Code of Regulations for Assisted Sinhalese and Tamil Schools forbids the employment of Graduates and Secondary Trained Teachers and similar higher qualifications. The chief reason therefore for inequality of educational opportunity is that successive Governments have continued to debar better qualified teachers from the Sinhalese and Tamil Schools.

(c) **Too many pupils per teacher in Swabasha Schools:** The quota of eligible pupils per teacher is higher in the Sinhalese and Tamil Schools than in the English Schools. Besides the School buildings themselves need not be of the same high standard as in the English Schools. In one hall sometimes separated by screens to separate the different classes, sometimes even without these, classes of various standards are conducted and it must be a nightmare for the teachers in these schools. What privacy can each class have and what pupil-teacher relations can ever be fostered under such surroundings.

(d) **Inadequately qualified teachers for special subjects like Science:** Qualifications of teachers of special

subjects like science in Sinhalese and Tamil Schools leave much to be desired and one would like to know whether the type of science taught in the Sinhalese and Tamil Schools will help to supply the economic, technical and development needs of the country. The Director notes with obvious pride that 375 English S. S. C. teachers were appointed for the teaching of general science in Government Sinhalese Schools.

(e) **Total insufficiency of qualified teachers of Music, Dancing, etc.:** There are now 740 English, 4,666 Sinhalese and 1,288 Tamil Schools and excluding Estate Schools, making a total of 6,591 schools. If we have to foster, if we have to promote a system of education in keeping with the cultural aspirations of the people, we have at least to have indigenous music and dancing and art taught in each school. But there were only 128 teachers of music and 75 teachers of dancing in English Schools, 3 teachers of music and 6 teachers of dancing in Sinhalese Schools and no teachers of music or of dancing in Tamil Schools in the period covered by the Administration Report, though the Director says that 504 teachers of music and dancing have been recruited for appointment to Central and Senior Schools and to Rural Schools. Even with these recruits the total number of teachers with music and dancing would be about 700 whereas there are nearly 7000 schools. In fact, there must be over 6000 schools having no teachers of music and dancing.

(f) **Teaching of English in Swabasha Schools:** English is a compulsory second language in all Schools from Standard 3. But what is the number of schools that have adequately provided for the teaching of English from Standard III. There again the Sinhalese and Tamil Schools are deprived of studying English as a second language adequately. In almost all Sinhalese and Tamil Schools the teacher of English is one who has passed only the S. S. C., whereas the teacher of English in English Schools has very much better qualifications.

(g) **Low standard of education in Estate Schools:** The Estate Schools are a scandal and a blot on the education system in the country. In the Tamil Estate Schools out of a Staff of 1115, 927 are uncertificated. In the Sinhalese Estate Schools out of 18 teachers all 18 are uncertificated. What

is the type of education in the Estate School? What equality of educational opportunity can these children in the Estates ever hope to have?

(h) **Differing social backgrounds:** Even with the existing opportunities all children cannot be said to have equality of opportunity because some children are able to have good homes, adequate supervision of study at home and a good library for background reading, in addition of course having no worry about clothes. There are other children from homes where it is difficult to provide the bare necessities such as food and decent clothing for school. In some places children attend school wearing only a piece of cloth.

(i) **Economic insufficiency preventing children from attending school:** Further nearly 27 per cent of the children between the compulsory age groups of 5-14 are not attending schools. Even in the heart of Colombo there are many children who are not attending school. Most of those selling sweep tickets in the streets of Colombo are children between the age of 5-14 who should be in school. Why are they not in school? Apparently children are expected to supplement the family earnings with their own earnings.

(j) **Poorer school buildings and equipment in Swabasha Schools:** According to the Code of Regulations for Assisted English Schools:—

Sec. 17. "The accommodation, furniture, and apparatus must be sufficient and suitable. All rooms used for teaching purposes must be well ventilated and protected from sun and rain. Classes must not be held in portions of buildings which are not shaped so as to allow of the class being arranged properly for teaching purposes. Classrooms must provide 13 square feet per unit of average attendance of all pupils. No room will be accepted as suitable in which the length or breadth is less than 2 feet. The number of desks provided must be sufficient to allow all the classes to be seated simultaneously for writing work; desks must be of suitable height, and the furniture in general must be adapted to the physical requirements of the pupils. Adequate accommodation for physical training must be provided where possible. The sanitary conditions of the school must be satisfactory, and sufficient and suitable latrine accommodation must

be provided. Every school should be provided with a library of suitable books".

It would be interesting to find out whether this same regulation would apply to Sinhalese and Tamil Schools. If these minimum requirements are not there what equality could there be for Sinhalese and Tamil School children with those in English Schools.

(k) **Discrimination on grounds of caste:** There are still certain schools which children of certain caste are not allowed to attend and these children too are therefore being denied equality of opportunity.

(l) **Discrimination against Unaided Schools:** The moment we accept that equality of educational opportunity to all children irrespective of race, religion, etc., should be provided, then there can be no justification whatever for discrimination against certain schools which are functioning within the framework of the law. The Assisted schools which have become unaided from 1st December 1960 have done so on religious grounds. Any discrimination against such schools would be depriving the children in those schools of equality of educational opportunity. Two recent examples of such discrimination are the withdrawal of facilities for cadeting and secondly the report that unaided schools are not to be considered for affiliation to the University of Ceylon for purposes of preparing students for external degrees. The children in those schools have done no wrong to anybody and there should be no discrimination against them. They are in their schools because of certain religious convictions of parents and any such discrimination would mean the denial of educational opportunity on account of religion.

(m) **Better attendance in Assisted Schools:** The average attendance of pupils in the Assisted Sinhalese Schools was 80.1 per cent and in Government Sinhalese Schools 76.7 per cent. In Assisted Tamil Schools the average attendance was 80.37 per cent whereas in Government Tamil Schools it was 77.71 per cent. In Assisted English Schools the average attendance was 85.16 per cent whereas in Government English Schools the average attendance was 73.35 per cent. It is worth examining why the average attendance in the Assisted Schools has been higher than in the Government Schools. It would appear that better

disciplinary control over the children is the answer.

5. Finances and Local Control of Education.

According to the Terms of Reference, the recommendations for reform in education are to be subject to the finances available to the Central Government. This is indeed a serious limitation. If we are going to have an overall planning in education, the finances have to be found in some way or the other. In England and Japan to mention a few of the countries, the finances for education are contributed both by the Local Authorities and the Central Government. In England about 40 per cent is contributed by the Local Authority and 60 per cent by the Central Government. In America the local units contribute nearly 80 per cent towards the cost of education and about 20 per cent is contributed by the State Governments, but the Federal Government contributes nothing whatever. If the Congress approves the President's recommendations, the Federal Government will make a contribution towards educational financing which would amount to about \$15 for every unit of average attendance. But what is important to notice is that educational financing is not the sole concern of the Central Government.

The Education Ordinance No. 31 of 1939 has in fact provision in Section 13 for finances to be borne partly by the Local Authorities but this clause was never proclaimed. We feel that this is still the right direction in which we must go in order to find educational finances. Besides, the schools themselves could be the concern of the Local Authorities but subject to general control by the Central Government. This scheme would have the merits of—

- (a) decentralising educational administration;
- (b) finding adequate finances for education; and
- (c) harnessing the enthusiastic support of the Local inhabitants towards their schools.

6. Decentralisation.

There is now a wide measure of agreement among educationists that there should be decentralisation in the control of education. But we must guard against decentralisation of the type which would substitute the Direc-

tor of Education at Malay Street for Directors spread out in various parts of the country, but taking directives from the Director at Malay Street. In other words there must be democratic control of education and not bureaucratic control. What we mean by decentralisation of control of education is that the people of an area should have the right to control the schools in that area by means of School Boards consisting of representatives of Parent-Teachers' Associations, agricultural or industrial or commercial interests, religious interests, etc. They would be able to run the schools in keeping with the needs of their areas. This would also make the teacher independent of politicians and changing Governments. It is totally undesirable for a teacher to be a Government Servant. He must have freedom of conscience and of political beliefs. In many countries of the world there are no teachers called Government Teachers. A person called a Government Teacher will have to dance attendance on the Party in power or risk a transfer to the wilds of Bintanne.

This also brings us to the question of teachers' transfers. These have been a running scandal for a number of years. Teachers should not be just cogs in the administrative machinery or pawns on the political chessboard. It is well known that one of the reasons for the high standard of efficiency of Assisted Schools and the devotion of old pupils to such schools is that teachers in such schools have permanency and have become respected 'institutions' in their schools. In many Assisted Schools the celebration of the silver jubilee anniversary of a teacher's appointment is a common feature. How many teachers in schools that are now under Government can even speak of their silver jubilee in any one school?

Except for serious disciplinary reasons or to fill some genuine educational need in some other school, teachers should not be transferred. But this would be inevitable under the present system where politicians think that appointments and transfers of teachers are part of their prerogatives. This can only be avoided by schools being managed by Boards in Local areas entirely independent of politicians.

7. Provision of Schools.

Schools will have to be provided "to afford children opportunities for education offering such variety of instruction and training as may be

desirable in view of their different ages, abilities and aptitudes and of the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their respective needs".

(a) Ages of Admission & Leaving:

It is true that in many countries of the West the age of admission is not so low as 5 years. Some go to the Primary School at 6 and in some cases even at 7. In those countries there is a pre-school education rather widely provided. In the absence of wide opportunities for pre-school education the percentage of admission of 4 years and 9 months is desirable. The children have got used to going to school at this age. There is no need to change it.

(b) Compulsory School Age:

An all-out attempt must be made to see that the compulsory school going age of 5-14 is really observed by every single child. Though it may be desirable to raise the compulsory age to about 16, it would be better first to ensure that the 27 per cent of the present 5-14 age group who are not in school are really in school. In other words till we have ensured 100 per cent attendance of children from 5-14, it would be premature to raise the compulsory school age. Therefore the provision of sufficient Primary and Junior Secondary Schools throughout the country should be the first step.

(c) Primary Schools:

It is best that Primary Schools are run as distinct Schools within easy reach of children of this age group. The 6 years of Primary schooling as at present should be continued. This is generally the practice in most other countries.

(d) Secondary Schools:

The Secondary School has been organised differently in different countries. In America and Japan the Secondary School consists of 3 years of Junior and 3 years of Senior School providing a general all-round education catering to children of different aptitudes and having in the same school children doing arts, science, commerce, technology, agriculture, physical sciences, crafts, etc. But in England there is a selection at the end of the Primary School for entry into the Grammar School, the Technical School or the Modern School. There is also in England the Comprehensive School having a combination of the features of all 3 types of schools within the same school.

In Japan and in America at the end of

the Junior Secondary School, there are Technical High Schools to prepare children placing greater emphasis on technical education and providing in some schools as many as 50 Workshops for different occupations, but still retaining its character as a Secondary School in that all children will have to do the compulsory subjects like English, Mathematics and Social Studies etc.

If we have to prevent wastage some advocate the method of selection at the end of the Primary School such as in England but there have been serious protests that it is too early a stage to select children for various types of study and that the tests themselves are defective. There is also the social objection that children of the tender age are being classed as fit, some for academic studies, some for technical studies, some for arts and crafts. It is better to have Secondary Schools having children following different courses.

(e) **Zoning of Schools:** Zoning would be necessary only if Secondary Schools are going to be divided into academic, vocational technical or scientific schools. But if the idea of having all these streams in the same school is to be followed, the need for zoning would not arise very much. If there is a need for re-organisation and

amalgamation of certain schools, it can only be done by the people of the respective Local Areas. We strongly recommend decentralisation and the control of schools to be vested in Local Authorities or in Statutory Boards on a Provincial or District Basis. Those Authorities knowing the needs of their respective areas would be the best judges of whether zoning or amalgamation would be necessary.

Further, zoning should not be an excuse for crippling some of the denominational schools or for doing away with the distinctive character and traditions of such schools. If a religious atmosphere is accepted as necessary for the education of children, it is best that schools both Primary and Secondary are so organised that it would be possible to maintain a religious atmosphere. Wherever possible the children of like denomination should attend the same school, so that it would be easy to have their religious practices. But in cases where children of various denominations are taught in the same school, the religious instruction in their respective religions may be the next best.

(f) **Co-education:** In Ceylon there has been co-education in the Primary School and in the University and other higher Institutions of learning. But the Secondary School has by and large re-

mained separate for boys and girls. It would be safer to continue this practice of not having co-education in the Secondary School stage. Adolescence is always a difficult period and co-education can add to the difficulties. The Indian Secondary School Commission has also reported against co-education, and Russia which had co-education has now given it up.

(g) **Education for Handicapped Children:** Provisions of schools for the Handicapped Children is totally inadequate in Ceylon and voluntary agencies and institutions have been doing their best towards helping the handicapped, but much needs to be done. If there can be at least one school in each Province for a beginning the problem might become less acute. There should also be a Training School for teachers in such schools.

(h) **Estate Schools:** Estate Schools have to follow the same pattern and the scandal of an S.S.C. boy being the only teacher of an Estate School has to be stopped. If schools are the concern of Local Authorities, the Estate areas would be able to contribute a good portion of the expenditure for education with a subsidy from the Central Government. Subsidies from the Central Government can vary depending on the wealth of the area.

(To be continued)

BOOK REVIEW

National Education : Its Concept and Content

by N. Sabaratnam, B.A. (Lond.)

Publishers: S. S. Sanmuganathan
& Sons, Jaffna

Price : Rs. 1-75

Mr. Sabaratnam's little book on "National Education—Its Concept & Content" is quite a timely publication. There has been recently an insistent demand for a "National System of Education" from some, a "System Vocational Education", from others, and an "Education System Affording Equality of Opportunity" from still others.

And an Education Commission is now examining various proposals.

Mr. Sabaratnam, who is a teacher of considerable experience and has taken a great interest in our educational problems, has gone abroad and seen other systems of education at work. With this rich experience the Author sets about to examine the present system of education in the country and its shortcomings. Having done this he discusses briefly but adequately the various matters that go to build up a system of education suited to the needs of the country. In doing so he points out how the aims and ideals of national education have been given effect to in other progressive countries.

With great earnestness Mr. Sabaratnam pleads for a balanced democratic system of education suitable to our country. He outlines a scheme based on schools, which, while catering to the particular needs of the respective areas, will educate the children from all classes, economic levels, intelligences and talents together. This little volume, although of special interest to those engaged in education, deserves to be read by all, be they politicians or mere parents, who are desirous of seeing an up-to-date system of schools of equal standing set up for the children of the country.

W. D. E. PERERA.

UNION NEWS

Vesting of Schools and Political Rights of Teachers

Certain spokesmen of the Department of Education are reported to have said that the Director-managed Schools will soon be vested in the Crown under the provisions of Section 4 of the Assisted Schools & Training Colleges (Supplementary Provisions) Act No. 8 of 1961.

The most important effect of such a move from our point of view is that the teachers would become Government servants. The Education Dept. spokesmen stress the angle that once the vesting order is made the teachers would "enjoy all the rights and privileges of government teachers including railway-warrants and rent-allowance." On the other hand, the unanimous decision of the Executive Committee of our Union which met in April this year opposed the vesting of schools in the Crown on the ground that the teachers were going to be deprived of their freedom of expression and of their political and professional rights.

We maintain that the person called a government teacher is an anachronism. A teacher must not be subject to pressure and there must be no witch-hunting because of opinion held by teachers which may not agree with those of influential politicians. This would of course be the inevitable result if the teachers are going under government.

The Union recommends that schools should be under the control of Local Authorities or Statutory Boards on a Provincial or District basis, so that teachers would be the employees of those Boards and not of the government. This will ensure their freedom while having the added merit of giving democratic control of schools to the people of the area.

The question is, are teachers prepared to sacrifice their rights for a mess of pottage?

Zahira College, Gampola, has recently been vested in the Crown, and the teachers there have been deprived of their political rights. They have

also ceased to be eligible for Union Membership.

Interdictions and Transfers

The "rights and privileges of government teachers" the Department seeks to bestow on the teachers in Director-managed Schools apparently include the right to be interdicted without pay and to be transferred about at the mere request of influential politicians! Even before the vesting orders many teachers in Director-managed schools have suffered this fate. To mention a few:—

(a) One teacher was interdicted in December last and is still without pay, for having presided at a meeting on 27th of November 1960, when he was not yet under the management of the Director.

(b) Another teacher who was interdicted is still without pay on the mere allegation that the teacher concerned made some disparaging remarks regarding certain highly placed people in Government.

(c) Yet another was interdicted on the mere allegation that the children in his school wore black flags. (This too was before the schools came under the Director). When this teacher had given an explanation and when ordered reinstatement, the people of the area celebrated his arrival in the school with a procession and by the traditional beating of 'rabban'. The influential politician who had originally made the charge against him, made further representations and the teacher was re-interdicted! The results of the inquiry are pending, but the teacher is still without a job or salary.

(d) A Teacher who had served in Colombo was transferred out to a school in Anuradhapura, as he had addressed a number of political meetings (though this was before 30th December 1960).

(e) A teacher in a Colombo School who had certain trouble with his previous Manager before the take-over was able to influence the Department to transfer him out, and though an asthmatic, he is now languishing in a school in Badulla.

(f) 2 lady teachers in N'Eliya and one in Gampola have been told they were in no pay during their period of interdiction. They have been reinstated because no charges were proved against them. Yet they are without pay.

Instances like this can be multiplied of the "Rights and Privileges" conferred by government on teachers!

Some Results of our Representations

Because the Union was still free, representations were made and publicity given to such representations about interdictions without pay and transfers. We are glad to note that teachers are no more interdicted but they remain in school pending Inquiry into allegations made.

We are also reliably informed that the Appointments & Transfer Board which have just been set up will not entertain pressure moves from politicians. It gives us satisfaction that the Minister is considering sympathetically our representation on Teachers' Interdictions and Transfers and Vesting of Schools.

If these representations had been made by any government teacher, there would have been already charge sheets against him for breaking a number of Administrative Regulations. Giving interviews to the Press is in itself against the Administrative Regulations.

Hobson's Choice

We are reliably informed that the Department will soon send out letters to teachers asking whether they would like to serve under government or not. What would be the obvious answer? If the teachers say 'No' they have to lose their jobs. If they say 'Yes' they have to lose their freedom. Except a very few, people cannot afford to live too long in misery and hunger. Hence they will agree to serve. If there were other schools to choose the situation would have been different, but there are no other schools. What choice is there left to the teacher? The Department we are sure is familiar with the expression "Hobson's Choice".

What are the Offences for which a Teacher can be Punished?

The recent spate of interdictions brings us to the question as to what are the offences for which the penalty is discontinuance. Apparently any reason is good enough to interdict or discontinue a teacher. It is essential that offences for which teachers can be punished must be defined. If it has something to do with the conduct or efficiency, as a teacher certainly those are matters that could be considered for discontinuance. But what is important is to define the offences. Then teachers would know how to avoid the pitfalls. Without this to speak of security for the teacher would be a mere mockery.

Arbitration Boards

When the late Mr. B. H. Aluwihare was Minister of Education, he appointed an Arbitration Board consisting of Mr. S. A. Wijeyatilleke, Mr. E. R. de Silva and Dr. A. P. de Zoysa. The Board seems to have been almost still-born as his successor does not seem keen to follow up the idea. We have reminded him that if the teachers are to give of their best they must be safe from being harassed on frivolous charges and this could only be achieved by having an Arbitration Board consisting of men of eminence outside the Department. The Secretary of the Board could of course be a member of the Department.

Joint Consultative Machinery

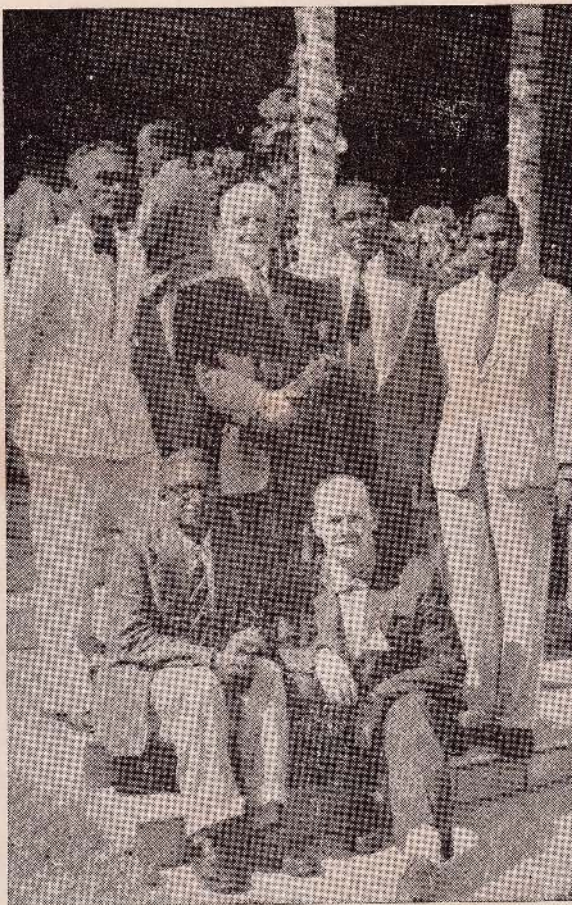
The recent report by the Labour Department complains that they have tried to persuade the employer and the employees in the private sector to try out Joint Consultative Machinery but not many have given the machinery a trial. While the Labour Department is hawking this machinery into the private sector what machinery is there for negotiations between the teacher and the Authorities?

We hope the Department will pass the idea to the Ministry for setting up a permanent Consultative machinery between Teachers' Unions and the Authorities.

"The Ceylon Teacher":

Tributes to the Retiring Editor

Our heartiest congratulations go to Mr. L. H. Horace Perera who has assumed duties as the Director of Education in the World Federation of United Nations Associations in Geneva. During the last few years he has been actively associated with the work of



Mr. L. H. Horace Perera seated next to Dr. Robert Smith, Deputy Secretary of the World Confederation of United Nations Associations, at the Karachi Seminar on "Teaching about the U. N." conducted by the W. F. U. N. A. in 1958. He has now been appointed Director of Education at the W. F. U. N. A. in Geneva.

the Union, as a prominent member of the Executive Committee, as Assistant General Secretary and for a time as Acting Secretary, and also as the Editor of the "Ceylon Teacher". He represented the Union at the W. C. O. T. P. Assembly of Delegates at Washington in 1959 and also attended the Editors' Workshop there. He also attended certain international conferences in Karachi and Manila.

Perhaps his biggest contribution to the Union was to improve the quality and standard of the "Ceylon Teacher". Under his Managing Editorship the 'Ceylon Teacher' has come to be classed as an Educational Journal of international standard. Many foreign countries look forward to seeing the "Ceylon Teacher". The Executive Council at its last meeting resolved to place on record its appreciation of his services and wished him success in his new role.

The Union is quite confident that with Mr. N. Sabaratnam, the new Managing Editor, the journal will continue to progress.

W. C. O. T. P. Conference in New Delhi

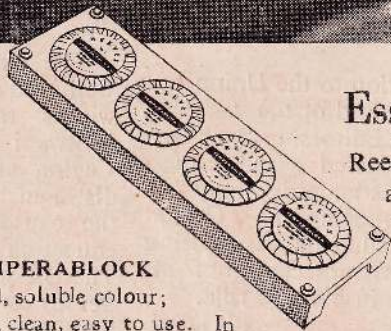
The 10th Annual Assembly of Delegates of the W. C. O. T. P. will be held in New Delhi from August 1st to 7th 1961. Meetings of a number of Advisory Committees and the Editors' Workshop will be from the 21st July to 31st August. The theme of the Conference is "Education for Responsibility" and it is expected that many members of the Executive will be attending the Conference as the conference is being held so near to Ceylon. The President and the General-Secretary are expected to be the official Delegates, the alternative delegates being Mr. S. P. Nadarajah and Mr. A. D. D'Abbrera while the Editor would attend the Editors' Workshop.

Congratulations

We congratulate Mr. Handy, S. Perinpanayagam, a Former President of the A. C. U. T. on his appointment to the National Education Commission. The Union is justly proud of this distinction and hopes Mr. Perinpanayagam will be an effective exponent of the A. C. U. T. views on Education and the Teaching Profession.

"Au Revoir"

The Union bids farewell and sends its good wishes to Mrs. Clara Motwani who is leaving Ceylon after a period of distinguished service to the cause of women's education in our country. The Union is grateful to her for her services during the time she was actively associated with the A. C. U. T.



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