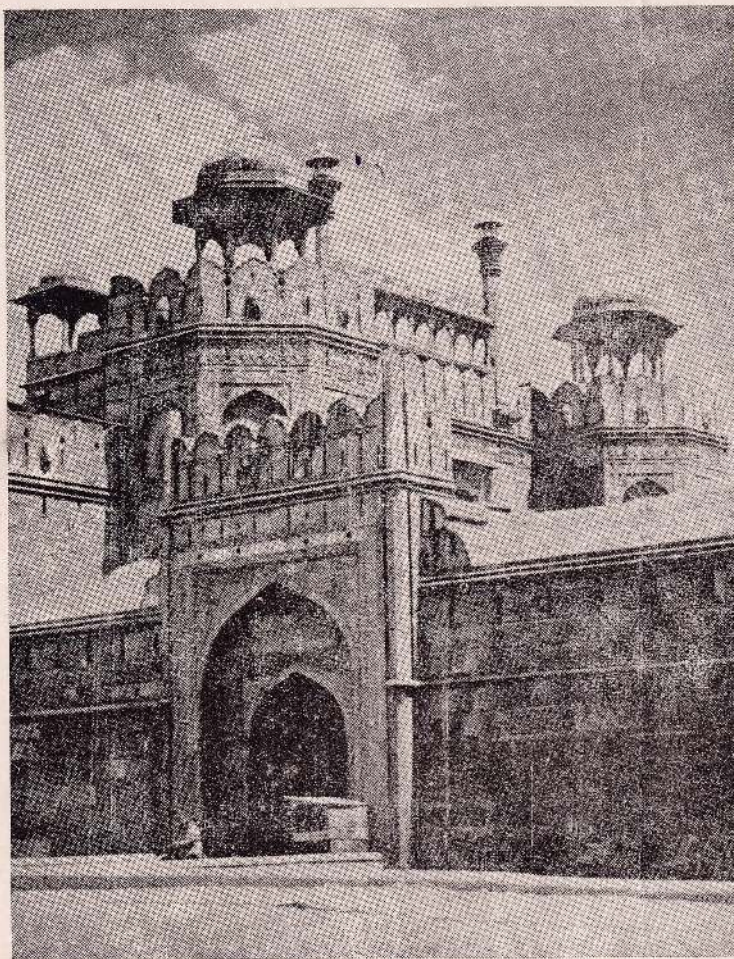


N. Sureshpro

MAY — JULY, 1961

# THE CEYLON TEACHER



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by

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# THE CEYLON TEACHER

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## TOWARDS FREEDOM IN EDUCATION

The A.C.U.T. memorandum to the Education Commission rightly stresses the need for a democratic set-up for the management of our schools. A school is not a hot house but an organic growth rooted in the life of the community. Unless the people of the area take an abiding interest, it cannot fulfil its social purpose. Centralized control from Colombo may have certain advantages, but it saps the independence of a school, destroys its sense of being a corporate society and, detaches its loyalty from the neighbourhood it serves. Its worst feature perhaps is that it robs the teacher—the senior partner in the educational enterprise—of his freedom.

### LOCAL INITIATIVE

In this era of social ferment we do wrong in education if we ignore the community around the school. If a school is to have a life of its own and not become a mere unit in a system it should come under the devoted care of people to whom it naturally belongs. The best of our schools under the denominational system bear out this view. The real merit of a democratic system lies in the wide diversity of educational provision made possible through a policy of progressive decentralization. The curriculum must be adapted to local needs and must provide a wider range of activities which can tap the creative interests of all types of youth. Change, variety and experiment are qualities of the lifeblood of education and if they are excluded by central authority, paralysis is bound to follow. Besides what wonders can local patriotism roused in the right way, do in building and equipping schools in the entire country? Local Authority there must be for education in a democracy—Statutory Bodies, or School Boards under Local Government or Education Committees under Regional Councils. Whatever the form of local control, we plead for the spirit

of partnership that will ensure the balance of control between the Central Government, the Local Authority and the Teachers.

### ACADEMIC FREEDOM

Quality in education cannot develop if the teacher is deprived of his freedom. He cannot liberate whatever genius is latent in any child's individuality unless he is master in his own house. Too many restrictions tend to limit his scope for initiative and tell seriously on his self-respect and dignity. The report that principals will be called upon to submit their Prize-day reports for the E.O's scrutiny is a case in point. It is the teacher's own sense of purpose that will achieve success in the educational system. If that is not there, regulations cannot help; if that is there, they can do a great deal of harm.

But it must be realised that the teacher's freedom is not absolute. Indeed the paradox is that teachers owe their liberty in large measure to their scrupulous restraint. They have rarely abused the trust reposed in them. They are therefore entitled not merely to immunity from interference but to the positive freedom to originate and inspire. If you interfere, you soon destroy the sense of responsibility. You cannot have it both ways—the right to interfere and the right to expect initiative and imaginative leadership.

### TO BE, OR NOT TO BE?

The time is come when we must resolutely face the question—whether we should continue to be members of an independent and cultured profession, or let ourselves be swallowed up in the public service, as cogs in the administrative machine or pawns in the political chessboard. Let us get the implications of the impending crisis clear in our own minds. Vesting schools in the Crown is tantamount to gagging teachers. Should we retain the right to live

as free men—speak out our minds, criticize the government, resist the pressure moves of political bosses, and the unjust acts of education officials, join political parties and serve in the Councils of the State? Or should we lose them all and be finished as a force in the country for a few doubtful concessions?

We endorse the stand taken by the Lanka Jatbika Guru Sanghamaya and congratulate them on their forthright opposition against any move to rob teachers of their political rights and civil liberties. Teachers are social leaders and the A.C.U.T. has been concerned with emancipating the government teachers and working for a united and well-unit profession. Every single improvement in the conditions of teachers generally has come about through the activities of the A.C.U.T. As citizens in our town or village our influence has been for good. As Mr. Robertson Scott points out about teachers in England, "In hamlets and urban areas the standard bearers of progress and civilisation have been without doubt the teachers in our schools". It would be a major tragedy and a historic irony, if this government that was helped into power by the free and unfettered efforts of teachers, should use that power to still their voice.

### BULWARK OF FREEDOM

The more education becomes a great public service, the more it will attract the attention of the politicians. That is not necessarily an unhealthy prospect; but it could be. The education service, we assert, must be free from tyrannies, at whatever level they may arise—from heads of schools, or from inspectors or administrators or other pressure groups. Perhaps the best bulwark against all forms of persecution is the development of a good professional association. We therefore call upon every teacher to the task of building our Union to meet the various challenges of our time.



# STUDENT SELF-GOVERNMENT

"AUTHORITY WITHOUT GENEROSITY IS ALWAYS GROTESQUE"

MESSAGE THE SOUL AND NOT THE BODY

"DOUBT KILLS, FAITH HEALS"

BY PIERRE GRASSET

"The school community" was the vogue forty years ago, where does it stand today? I am astonished that there is so little talk of this marvellous means of creating beneficial collaboration between teacher and pupils; of inspiring both with new enthusiasm and a new liking for their school; of facilitating work by resolving the problem of discipline; and of truly preparing youth for living as free citizens by moulding their character.

It was not the current political situation nor a student rebellion which impelled me to eliminate despotism in my class and introduce democracy. All I did was put into practice the method advocated at the beginning of the century by F. W. Foerster in his admirable book entitled *The School and Character* and by A. Ferriere in his study called *The Autonomy of Students*.

Then why take up my pen and repeat what others have already said well? It is because democracy in school offers such advantages and such satisfactions that I feel a need to share my discovery with all those who either do not yet know of this method or do not know how to transform it into reality.

I now describe Foerster's four principal ideas.

## 1. Need for Character Training in the Schools

In 1909 Foerster raised a cry of alarm. He said that our mastery of our own nature had not kept up with fabulous progress in the sciences. He said that industrial civilization should, for the good of mankind, be based on the triumph of the inner man, on the mastery of oneself, on the cult of sacrifice and love. The prime duty of educators was to promote a return to the inner life.

*Translated and adapted from "Edu-cateur et Bulletin Corporatif," published by the Societe Pedagogique de la Suisse Romande, issue of October 1, 8, and 15, 1960. This article is of special interest to participants of the New Delhi Conference of the W.C.O. T.P. in August 1961. The theme is "Education for Responsibility."*

Georges Duhamel, at the end of the first World War, repeated this idea in the following terms: "It is to the resources of the heart that our hope turns. Betrayed by that ingenuity whose tremendous accomplishments sometimes have the appearance of absurdities, we long for the rule of the heart. All our desires are for an ethical civilization, the only one capable of exalting us, of satisfying us, of protecting us, of assuring the genuine flowering of our race.....Let us cease to humiliate moral culture, the only guarantee of peace and happiness in the face of the irresponsible and unruly spirit that haunts the laboratories."

It is not a question of downgrading intellectual education but of saying that it is not enough. The aim of the school is not solely to transmit knowledge but also to mould character capable of self-government, of maintaining a free state and of causing it to progress.

## 2. Imbuing Schooling with an Ideal

In order for man to rise higher, he must be able to bow to something infinitely loftier than that which he seeks to attain. Our times have lost such respect. Our educational system lacks a lofty conscience and a lofty goal, clearly and constantly present. Our curricula envisage a panorama of all imaginable specialties but lack a central verity, a guiding ideal. Education must be completed by adding the science of the ideal.

In our classes this moral ideal must take account of a variety of denominations and be expressed in purely pedagogic terms. Care must be taken to avoid confusing moral education with prophecy. The best thing would be to start with active intuition, not with doctrine; with the actual child and his experiences. Truth will then no longer seem to be something abstract that tries to impose itself on life from without, but the most mature solution for the concrete problems of life.

Thus the teacher must not hesitate to interrupt his teaching in order to start "curing souls," as Pestalozzi put it. The children themselves will find, for example, that:

- External signs of politeness have a spiritual value;
- Punctuality is not servility but a means of developing the will;
- To return something one has found, or to respect public property, demonstrates integrity;
- Irritation with one's neighbour can be overcome by a little patience and charity;
- Critical examination of judgments passed and circulated about others is a form of loving one's neighbour;
- Lying and cheating are forms of cowardice, *et cetera*.

One may decide to devote five minutes a day regularly to similar discussions of a subject determined in advance, the teacher asking for experiences and thoughts of the children; the teacher then corrects and points them up.

Other principles are:

- All subject-matter can be imbued with a moral spirit;
- Mathematics can be made the primary school for truth and exactness; to be able to count and later keep one's own accounts leads to independence.
- Physics and chemistry extol the victory of mind over matter.
- History and geography enable one to fight against narrow patriotism and to demonstrate the benefits of co-operation and solidarity.
- Spelling should be presented as an excellent exercise in concentration.
- Physical education means subjecting the body to the mind; it combats bad posture, laziness, flabbiness, *et cetera*.

Young people should also be told how they can take their education into their own hands. For example, they can:

- Increase their will power by desisting from idle chatter, by refraining from passing on shady jokes, by resisting mockery or misplaced mirth, by working during vacations.
- Master their bodies by delaying a drink in spite of great thirst, by depriving themselves of a tidbit,



by uncomplainingly eating a dish that was "spoiled."

- Become conscious of the states of mind that prevent doing good, such as envy, vanity, fear, rebellion, anger.
- Learn to assert themselves in the face of life's "excuses": poverty, wealth, family circumstances, ill-health, nervousness, bad weather, incidents, accidents.

In this way, the divine will can penetrate into everyday life, the ideal brought into daily happenings. Moral principles that are not understood by all will be affirmed and clarified. Discipline will be improved for three reasons:

(a) Prevention is better than repression. It is better to prevent an offence by talking about it in favourable, relaxed circumstances than to have to repress it after it has happened, when conditions of excitement and tension make it appear that the teacher is applying a maxim as an instinctive reaction to a challenge to his authority.

(b) Discipline, once looked upon as repression, is shown to be an opportunity for strengthening character and self-control.

(c) Because both teacher and students are bowing to superior verities, they are working together.

### 3. Progress Towards Voluntary Discipline

There is a healthy movement toward eliminating traditional repressive discipline and respecting the child's individual life. But this must not be pushed to extremes. The libertarian or individualistic doctrine of Rousseau's *Emile* is based on the false concept that "Man is born good," ignoring how much contradiction there is between the Self of the senses and the Self of the soul. By basing its activities on the instinct of play in order to make everything interesting, it fails to develop the energy necessary for true life, since neither life nor virtue are games. By its cult of the individual, it creates a society of egotists. In seeking freedom, it stresses the individual and ignores the law. Through its exaggerated respect for the individuality of the child, it rejects discipline and tolerates carelessness.

The truly free personality is the one which has achieved the victory of the person (central will, inner freedom mind) over things (peripheral will, external passions and temptations, senses). We do not really become free

personalities except by resisting our own selves as well as the masses, whose collective power of suggestion is often difficult to overcome. Only that which makes a man forgetful of himself makes of him a man. To develop personality, education must first reduce to silence the "hateful self" (Pascal).

But to endure this painful combat between obstinate tendencies, to rise above them, the spiritual Self must be strengthened by obedience to an ideal, to principles, to conscience. True freedom begins with obedience.

### 4. Reform of Discipline in the Schools

Let us recognize at the outset that discipline is tremendously important. Strict obedience to clear rules trains the character and the will power. It prepares the child to obey civil, moral, or religious law later on. There can be no methodical and thorough intellectual work without orderly behaviour.

The educator must, however, respect the child and its human dignity. The supreme principle of the teacher should be to cultivate and honour the truly human and lofty elements in the child, his noble soul and that moral personality which must be appealed to in order to obtain useful and permanent results.

Authority without generosity is always grotesque. An indelicate reprimand is always gross. We must show regard for the child's self-esteem and prove ourselves the gentlemen we should like the child to become. The teacher who can admit his mistakes, who shows true respect for his class in every way, that teacher will always be the subject of enthusiastic adoration.

Punishment must be given a spiritual value. It goes without saying that corporal punishment is incompatible with respect for the child. If anyone has managed to suppress certain faults or vices by that method, let him be assured that he has, at the same time, killed self-esteem, and that this result will become cruelly apparent at a later date!

In short, the teacher should base his discipline on "massaging the soul" and not the body.

Confidence and encouragement are two powerful levers in education. A man is not lost as long as anyone genuinely has faith in him: doubt kills, faith heals. Most children suffer far more from their failures than

adults imagine. They must be confirmed in the belief that they will have the strength to succeed, be shown that they can do well in other fields, or be told frequently something like this: "You can do better than your moments of weakness would lead one to suppose."

To carry out a programme of this kind, the teacher must first attend to his own education, for nothing teaches better than example. Children react to a calm manner, to a demonstration of will power, to precision in speech, all of which are the results of personal discipline.

*Control yourself in order to control others.* An irritable or excitable teacher ceases to represent authority and order.

If you are convinced and excited by the ideas of Foerster which I have just summarized, you will no doubt wish to put them into practice.

But one must not hurry the first step, for if the experiment is to succeed, the new citizens must have the courage and the desire to pass good laws; they must be able to submit to them and acknowledge their own mistakes; they must select persons to govern them who can and want to achieve the general welfare.

### 5. Collective Life

I believe that democratic organization of the class utilizes best children's instinct for collective life. It recognizes class morale and incorporates it into a body that functions to guarantee order.

As soon as the teacher is no longer the only one to direct the class, the children take an interest in discipline, and arrange and improve the regulations.

The teacher is freed from menial tasks.

The best elements in the class escape pernicious influence and are able to make their influence for good felt.

There is no longer reason for hidden currents of revolt; lying disappears; moral authority and effectiveness of penalties increase; all disciplinary problems are simplified and resolved.

The classes have a feeling of solidarity with the teacher; the latter finds himself on a sympathetic plane with his students, who can freely unfold their true personality.

The teacher can devote himself entirely to teaching, in a relaxed and

(Continued on page 10)



# THE A.C.U.T. CALLS UPON ALL BRANCH ASSOCIATIONS:

## RESIST THE MOVE TO MUZZLE TEACHERS

### LET STATUTORY BOARDS MANAGE SCHOOLS

### TAP LOCAL SUPPORT FOR BUILDINGS AND EQUIPMENT

#### VESTING OF SCHOOLS

The vesting of schools is absolutely unnecessary even from the Government's point of view. Before the passing of the Assisted Schools & Training Colleges (Special Provisions) Act, the Assisted Schools had a proprietor and a manager for the running of schools. The proprietor according to Section 50 of the Education Ordinance No. 31 of 1932 was defined as follows:—

“‘Proprietor’ in relation to any school, means any person who or body of persons which, in the opinion of the Director, has for the time being the right to maintain and conduct the school, whether by virtue of the legal title to the land or by virtue of any right to the possession and control of the building or by virtue of any permission whether express or implied given by the legal owner of the land or the person legally entitled to the possession of the building as the case may be, to conduct the school therein”.

The “Manager” was defined as—

“The person who appoints, transfers, dismisses or discontinues teachers in such Assisted Schools.”

But by the Assisted Schools & Training Colleges (Special Provisions) Act No. 5 of 1960 the Director of Education became the Manager of Assisted Schools but the Proprietor continued as before. But by the provisions of the Assisted Schools & Training Colleges (Supplementary Provisions) Act No. 8 of 1961 the functions of the proprietor were also taken away and the Director was empowered to perform the functions of the proprietor also. Section 15 of the new Act says—

“The Director may exercise, perform or discharge any power, duty or function vested in or imposed on

the proprietor of any school to which this Act applies by the Education Ordinance, No. 31 of 1939, or by any other law, and such proprietor shall cease to exercise, perform or discharge any such power, duty or function.”

Hence the full control of Assisted Schools is now vested in the Director because he is empowered to function both as Proprietor and Manager of the school. Therefore no further step is necessary for the Government to administer Assisted Schools according to its policy. The desire for the takeover of the schools has been fully satisfied. Therefore it is absolutely unnecessary for the Minister of Education to exercise the powers he has under Section 4 of the new Act, namely, the power to vest the schools in the Crown.

#### EFFECT OF VESTING

According to Section 7 of the new Act the effect of vesting of schools in the Crown is that the provisions of the Assisted Schools & Training Colleges (Special Provisions) Act cease to apply. In other words the Director does not run the schools any more as Manager of the school, but as the Director on behalf of the Crown. Such a school would therefore become a Government School and all teachers in those schools would become Government teachers.

The conditions of service of teachers, the right of retirement, political rights of teachers, etc., have not yet been decided. Once the schools are vested, the teachers become Government servants and they would automatically be deprived of the rights that teachers in Assisted Schools enjoy. As we have mentioned earlier no teacher should be a Government teacher. A teacher must be free to have his

opinions, must be free to disagree with Government policy and this would not be possible if the teacher is a Government teacher. There can be Government policy or Government actions (whether of this Government or of any future Government) which are really against the best interests of education and the teachers should be free to express their opinions on such matters. Therefore we have to resist the move to muzzle teachers. One cannot think of any other reason for the vesting of schools except to deprive the teachers of their rights, because the full right to conduct and maintain the schools is at present enjoyed by the Director.

#### CONTROL OF SCHOOLS

Our suggestion is that the Director of Education who is now the Manager and Proprietor of Assisted Schools should hand over the proprietorship and management of schools to Statutory Boards on a provincial or district basis or to School Boards functioning under Local Authorities. Not only should the present Assisted Schools, but the existing Government Schools too should be handed over to Statutory Boards or Local Authorities. This move would have the following benefits:—

- (a) The teachers' freedom would be safeguarded;
- (b) There would be democratic control of education;
- (c) Local patriotism can be harnessed for building and improvement of schools; and
- (d) Education to suit the needs of the area can be best administered in this way.



# TOWARDS BETTER SCIENCE TEACHING

"THE PRICE OF GOOD SCIENCE TEACHING IS ETERNAL SCRUTINY OF ITS CONTENT & METHOD"

BY D. H. CRAWFORD

## Simple Apparatus

First let us use more simple apparatus in our teaching. In this way, attention is focused on the real problem, and, especially if the apparatus is put together or constructed by students, much greater satisfaction is derived. Of course, we still need commercially produced apparatus but often inexpensive home-made equipment will do just as well. The history of science is full of examples of scientists who have made great discoveries with simple apparatus. For example, many of the fundamental discoveries about nuclear particles made at the Cavendish Laboratories in Cambridge, England, in the 1920's were made using "bread board mock-ups."

## Two Examples

Here are two examples of the use of simple apparatus. The first is to put an egg in water, then pour ordinary salt in until the egg rises. The second is to use an ordinary candle to investigate how it burns. Faraday used this in the famous Royal Society Christmas lectures, and it is a first-rate example of how different principles of physics are to be found in such a simple everyday phenomenon. There are many other possibilities which involve little out-of-the-way equipment but which are ideal to provoke thought on the part of the student.

The second suggestion regarding the rethinking of our teaching is concerned with what the author calls "structure". Is it not true that we spend 90 per cent of our teaching time simply moving from one idea or concept to the next? Is it not true that we are often so pre-occupied with the actual experimental techniques involved or the particular facts or formulae which we want the students to know, that we fail to get

*This is the second of a two-part article that appeared in the February and June 1960 issues of the ATA Magazine, published by The Alberta (Canada) Teachers' Association. In part one, Mr. Crawford suggested that students must have truly investigative experiences if they are to learn to understand the nature of science. He now proceeds to make practical suggestions to accomplish this goal.*

across some of the really basic threads and relationships which run through our whole high school science programme? If you asked a newly graduated high school student what he learned in the Grade XII Chemistry [ages 17-18], what would he say? What would you say were the main concepts, scientific ideas and relationships which he ought to have learned? Which is more important, that he learn a great number of individual properties of gases, like density, support of combustion, etc., or that he sees how the possession of such properties determines the importance and the various uses to which different gases are put?

## Emphasis on Thinking

Now this is not to suggest that cataloguing properties is not important but rather that the emphasis should be on thinking, on understanding why he studies these things, rather than the mere memorizing or regurgitation of facts.

We should reserve, say, one week at the end of each session, during which we discuss with the students the significance of the year's work, so that they may see how each experiment and topic fit into a larger pattern. And of course, this type of review should be carried on at the end of each topic, and each lesson as well. It need not be an extra burden, but it does require thought, organization, preparation and good teaching to be effective.

Consideration of the structure of our teaching in turn requires us to think about the relative importance of different experiments. We will all agree, surely, that we can never have all the apparatus, materials, and chemicals we should like to have. Economy and other competing requirements forbid this. Is it not necessary for us as science teachers to decide just which experimental investigations we believe merit the greatest priority, so that we may use the available finances to the best effect? For example, which five experiments are most important for a student to do under conditions of inquiry, to help him see the basic ideas of physics, or which dissections, limited to five or six, will yield a basic over-all picture of structure in different species of creatures?

Science teachers have failed to ask themselves some of these basic questions, and as a result, our teaching has lacked structure. So let's put more thought into this aspect of our teaching, and on the basis of our thinking decide which experiments and concepts in our curricula are so important that we simply must have supplies and apparatus to enable our students to understand the principles and relationships involved. Here are three examples which the author suggests are basic: the investigation of the relationship between pressure and volume of a gas; the study of oxygen and hydrogen; and an understanding of photosynthesis.

You may have noticed in what has been said so far that thinking rather than memorization has been stressed. Knowledge of the facts and principles of science is, of course, essential but these facts and principles should be arrived at by the efforts of the student himself, and not just told him.

This brings us to the function of science teaching. By its very nature, which is a search for the explanation of physical, chemical and biological phenomena, science is an exploration, and so our teaching should follow this pattern as closely as possible. We realize that time and other pressures force us to short-circuit this process of discovery on numerous occasions, yet we must never cease to examine the curriculum and our ways of teaching to see that we are not taking the easy way out.

## Eternal Scrutiny

It has been said that the price of freedom is eternal vigilance. This might be rephrased: the price of good science teaching is eternal scrutiny of its content and method. Do we want quality or quantity? Most science teachers want both, but quality is the more important for it is literally impossible to include more than a sampling of scientific endeavour in the science curriculum. By overcrowding the curriculum we run the danger of sacrificing quality. Let us resist the temptation, and at least let us set up those investigations which we regard as true inquiries, and not as mere cook-book verifications with any joy



of original discovery denied to the student. Is it good enough for a teacher to say: "Today we are going to prove Boyle's Law, namely, that the product of the pressure and volume of a gas is a constant at a given temperature. Here is the apparatus. Here is what we do. Make up the following table, and come and see me when you have it completed"? It is possibly reasonable for the first two or three years in one's teaching career, but not after that.

### Humanity of Science

In a basic investigation like this, the student can and should be led by questioning to see the problem involved, and even to guess the necessary relationship intelligently, as well as being introduced to many aspects of scientific methods such as errors, assumptions, and the difficulties and problems associated with good experimental techniques. In this experiment and elsewhere, many advantages can accrue from using the history of science. In this way, the student (and teacher!) can gain many new insights. We see the essential problem as it appeared to the original discoverer; the issue is not befogged by refinements in complicated apparatus of theory. We see the humanity of science, we see how science develops and how it affects society.

There may still be a lingering doubt in your mind as to whether the adolescent of today is too blase or precocious to be interested in solving problems. Can we, in fact, break through his sense of knowing all the answers, so that he regains the basic instinct of curiosity which is one of our most precious possessions? It is probably true that most students who are beginning high school science are noncritical. They have been accustomed to teacher-centred situations and have not been much involved in extensive thought-provoking activities. Here is an excellent way of introducing them to critical thinking.

### Rouse the Curiosity of the Class

Very early in the first term of Grade X, [ages 15-16] the teacher prepares several set-ups on the demonstration table, and these await the class as the students enter. Two of these set-ups might be the following—two identical blocks of wood, labelled A and B with the accompanying question: "Which is heavier, A or B? Or do they weigh the same?" And two beakers of colourless liquid, with the question:

"What colour will result when the two liquids are mixed?"

The pupils are asked to observe the set-ups closely and to answer the questions in their notebooks. The teacher then records the results, the most frequent answers being: the two blocks weigh the same; and the mixed liquids will continue to be colourless.

The answers are now discussed, and someone suggests that the liquids be mixed. A pupil does so, and the appearance of a colour creates quite a stir. The curiosity of the class is aroused, and they ask why. The teacher explains that one beaker contained slightly acidified water with some phenolphthalein and the other, diluted sodium hydroxide solution. Further questioning by the teacher as to why most students made a wrong prediction brings out that the class could not really answer the question until it knew what was in the two beakers and what occurs when the liquids are mixed. In other words, there was insufficient evidence for the answer given by most students.

The first question can then be treated similarly. It is quickly suggested that the blocks be weighed. This reveals that one block is much heavier than the other, due to being filled with lead. Again, the students agree that they have jumped to a conclusion based on insufficient data.

### "I Don't Know"

Many other similar set-ups can be devised to suit individual needs, but the essential point is that in discussion afterwards the teacher asks the class how it would answer these questions now. In each case, the answer will be: "I don't know." This is a novel situation for many students who have too long been conditioned to thinking that some penalty may result if they don't know the answer or make some response—no matter what. The teacher is now ready to ask what the purpose of this exercise has been, and the students will be able to say that they have learned to suspend judgment until they know all the facts and that the scientific attitude requires critical-mindedness and patience in each experiment. The teacher can now invite the students to join him in many other problem-solving situations throughout the course, knowing that the class is more ready to appreciate the nature of science and to participate enthusiastically in lessons and experiments of a truly investigative type.

## Student Self-Govt.

(Continued from page 7)

happy atmosphere which favours work; the students begin to like school more; the teacher and the students become firmly attached to their school-community; and I cannot imagine it possible for them to return to the old system without anguish.

The parents, and the school or community authorities, if one takes the trouble to inform them, cannot help rejoicing with you in the benefits of the new method. They will understand that you devoted some school time to it and will even consider that commendable.

### 6. Democracy Through Practice

The school-community teaches democracy through practice. The idea of civic honesty and maturity is demonstrated. Interest in civic affairs, facilitated by an understanding of the system, may be awakened and manifested not only in the political field but also in other circumstances of public life.

The school-community develops citizens with a strong character, capable of examining, judging, choosing, arguing, obeying, convincing and leading.

Finally, this method of education may even inspire better fathers and mothers of the future.

The school-community is based as we have seen, on prior development of character; once established, it continues to put character to the proof and strengthen it. It amounts to a constant training in voluntary obedience to laws (personal and collective), based on principles and ideals. "It is through maxims and not through discipline that one should mould the conduct of children. The latter prevents abuse, but the former develops the spirit." (Kant).

Moreover, the exercise of responsibility is far more conducive to character education than an abstract sermon: it stimulates the weak to do their best to deserve the confidence shown in them; it leads the strong towards a spirit of co-operation and devotion.

All this means that the teacher is no longer limited to instructing, but is engaged in the noble task of developing free citizens useful to the community, of moulding character to serve others, and of elevating souls towards an ideal.



# EDUCATIONIST'S DIARY

## PAY INCREASES FOR TEACHERS IN ENGLAND AND WALES

Details of the Burnham Committee's new proposals which will give 270,000 teachers in England and Wales basic salary increases of up to £4 a week, or an average pay increase of about 15 per cent, were issued a few days ago.

The two panels of the committee representing teachers and local authorities have agreed on a basic pay structure for teachers with two years' training which rises from £600 to £1,200 after 16 years' service. The teachers have been asking for starting wage of £700 rising to £1,300 after 10 years. No official comment from either side was forthcoming but the opinion was expressed that local authorities would consider the new salaries to be too high and the N.U.T. that they were not high enough.

Teachers in this country would naturally ask: What is the A.C.U.T. view in regard to the new salary scales of Teachers in the Salaries Report?

## THE GOAL: HOW TO THINK

Though education is its middle name, the N.E.A. has found it hard to define a simple and consistent goal for U.S. schools. A week ago it sent out a pamphlet which said, "The common thread of American education is the development of the ability to think!! Other points are:

- It is "crucial that the teacher possesses a thorough knowledge of the material to be taught" as well as mastery of teaching methods.
- The school must foster the inquiring spirit. It must encourage the pupil to ask, "How do I know?" as well as "What do I know?"
- The need is for "that kind of education which frees the mind and enables it to contribute to a full and worthy life."

## HEIDELBERG

When Mark Twain called Heidelberg "the last possibility of the beautiful", Germany's oldest university was gloriously awash with the *Student Prince* atmosphere of beer mugs, sabers and sashes. It was still the citadel that had beckoned Spinoza with the promise, "You will have the utmost freedom of

philosophizing". U.S. students in the 19th century swarmed there for the great flowering of scholarship and the pleasant beguilements of student life.

All that died in the late '30s with Hitler, the swastika, and a Nazi professor shouting: "We do not recognize truth for truth's sake". Many wondered if Heidelberg, which once so heavily influenced scholars and students from Tokyo to Texas, would ever rise again.

A couple of weeks ago, the University celebrated its 575th anniversary and it is clear the University had risen again. Scholarship, if short of the great years, is high, with its 9,000 students a fourth of whom being girls.

In law Heidelberg reigned supreme throughout Germany. In philosophy, it boasted Hegel and later Karl Jaspers. In literature, it was a vibrant centre of Germany's early 19th century Romantics. In natural sciences, it abounded with men like Bunsen and Kerchhoff, who in 1860 demonstrated spectrum analysis, and Helmholtz, one of the founders of the law of the conservation of energy. In medicine, it was a world-famed Mecca and over the years its professors won seven Nobel Prizes.

## TEACHERS' ROLE

Inaugurating the Sixth Conference of the All-India Association of Training Colleges on June 8th, the Union Minister for Education, Dr. K. L. Shrimali emphasised that teachers should have a deep understanding of the past and a clear vision of the future if they should inspire the younger generation and equip them suitably to resolve the conflicts and tensions which might confront them. Along with professional competence, it was necessary that the training colleges should also develop in teachers proper understanding of society which they had to serve. Prof. T. K. Menon, President of the Conference observed that the training college had a very vital role to play in organising educational research especially in relation to the programmes of improvement and consolidation to which they attached importance in the next five years.

Dr. Shrimali also stressed that instead of imparting disjointed know-

ledge, the training institute must give a firm professional discipline to young teachers, and at the same time, inspire them to dedicate themselves to the service of the nation. Much of the training now given was in his view futile and wasteful, and did not lead to the growth of the teacher. The Conference should consider whether it would not be a better course to let the teacher practise for a period of two or three years under the guidance of the training college lecturers and function in the same way as a young 'resident' physician who worked under the supervision of his senior colleagues one or more of whom would have special responsibility for inducting him into his duties.

Wise words well worth reflecting upon by those interested in orienting Teacher-education in our country!

## IS SCIENCE A HUMANE STUDY?

The major tragedy of science teaching in our schools is that it has stressed the usefulness of applied science rather than the beauty of the Universe it explores. It is not true to say that Arts is liberal and Science is illiberal. There are no liberal or illiberal subjects. There are liberal or illiberal ways of teaching them. The greatest scientists have been men of imagination and fancy. Joy and adventure is evident in the labours of such men as those who discovered radar, penicillin, and nuclear fission.

The premature death of Dr. K. S. Krishnan one of the most eminent scientists and most lovable men in Modern India is a sharp pointer to this fact. In him science and religion were both combined. He was a great student of Tamil literature and was connected with many cultural and social institutions. Besides playing a great part as a scientist, Dr. Krishnan had encouraged in every possible way brilliant young men to pursue the path of Science.

Dr. Krishnan held that science alone could not solve all problems in life. He combined an earnest study of the classics of Indian religious literature with the study and practice of science and endeavoured to live a life of religious faith.



# MEMORANDUM TO THE NATIONAL EDUCATION COMMISSION

(Continued from last issue)

## 8. Medium of Instruction

From 1945 when the mother-tongue was adopted as the media of instruction, Sinhalese, Tamil and English were recognised as the mother-tongue of various communities in Ceylon. It would be unfair at this stage to give up English as the medium of instruction for children whose mother-tongue is English, as it would go against the avowed object of the Commission, namely, to ensure equality of opportunity to all children irrespective of race, religion and economic conditions, etc.

English has been recognised as a compulsory second language from Standard III and there is no justification for discontinuing this. The study of one of the foreign languages which is widely used is necessary and since English is already known, English would be the best foreign language to be chosen for this purpose.

## 9. Religious Education

It is important for a child to be educated in the tenets of his faith with the consent of the parents of course. But unless care is taken to organise such courses, it would become a Babel of creeds in schools of mixed denominations. The all important requirement is the development of a religious atmosphere which cannot be the subject of a syllabus. It is a growth from what teachers are and what they seem to be inside and outside the classroom. The teaching of religion should be by teachers considered competent by the Head of the Religious denomination to which they belong.

## 10. Cultural Education

It is essential that our pupils should be introduced to the rich cultural heritage that is ours. Over and above what is already implied in the curriculum in subjects such as Literature, History, Music and Art, emphasis must be laid on extra-curricular activities like Drama and Dance, and National Games & Festivals and Folk Lore. The school must work in close co-operation with the community round it in the celebration of common national festivals.

## 11. Health & Physical Education

Health and Physical Education should be made a compulsory subject throughout the school course. The P. T. I. must aim at Physical Education and not training. The result should be not only increase in skill in games, but a general confidence and moral courage which is reflected in other directions. All our schools must have regular playgrounds and the bigger schools must have gymnasiums. The schools medical service must carry out regular and periodic health surveys and detect handicaps early for medical treatment.

## 12. Guidance of Students into Different Courses

Every Secondary School must have some well-trained Guidance Counsellors. They should train other teachers, as every teacher is in a sense a counsellor and therefore must have some knowledge and skill in playing that role. A guidance programme should include parents. Intelligent use must be made of the cumulative records and tests designed to determine children's traits.

## 13. Correlation with Curricula of Universities

(1) Setting up of a Joint Consultative Committee, representative of the University and School Authorities to discuss and correlate action relating to medium of instruction, courses of study in the Entrance and other examinations.

(2) An Examination Council representing both the schools and the University to be in charge of examinations.

(3) Extension lectures by University Teachers to teachers in Entrance Classes.

## 14. Mid-day Meals

Where Parent-Teachers' Associations are well developed the responsibility of providing for organisation of the mid-day meals can be left to them. Otherwise the School Head and the Staff must be jointly responsible. The present mid-day meal consisting of a bun and a glass of milk is better than not having a mid-day meal at all. But it cannot be said to be an adequate

meal. Even if some extra money has to be spent a meal which is considered to be a balanced diet according to nutritional experts should be provided. In some of the schools in Japan, school meals are prepared in the school kitchen and a formula for the diet is prepared by nutritional experts and the meal is taken not only by children but by the Headmaster and the rest of the Staff.

## 15. School Hostels

The present voluntary organisations and religious bodies that have been running school hostels without any room for complaint should continue to run them. The religious bodies have looked after not merely the material but also the spiritual needs of the children and the parents have handed them over to their care with confidence. There is no reason to upset this arrangement. Where hostels do not at present exist and there is a need for them, the School Boards that we recommend may appoint a Warden to be in charge of such hostels under the supervision of the Principal.

## 16. Provision of Accommodation in Schools for increasing numbers

There must be a school building programme year by year. The capital expenditure on school buildings must not be considered as part of current expenditure and only about 1/25th should be treated as current expenditure and expenditure on buildings can be liquidated over the next 25 years. The reason for this is that schools are not purely for children of one particular year but at least for a whole generation and they must all be made to share the cost. It is essential to provide the necessary buildings as early as possible. Therefore a combination of Local effort and partial assistance from the Central Government can rapidly solve the problem. But as an emergency measure schools in certain congested areas may run two shifts but this has to be given up as quickly as possible, as extra-curricular activities are not possible if two shifts are worked. The use of cheap material but elegantly done may also be tried. War



time buildings of the Army Authorities with a cemented floor and cadjan roof and walls should prove adequate to meet the urgency. Here again it is only local patriotism that can be of effective help in the building of schools and that is only possible with the control of schools being left to the people of the area.

Our schools present a drab and dreary outlook. They may not be imposing but it is not always expensive to maintain a pleasant appearance. There must be playgrounds, space for garden and shady trees around so that children may have open air exercises in attractive natural surroundings. Buildings must conform to minimum standards in equipment and sanitation.

### 17. Curriculum Reform & the Teacher

We are aware that no curriculum can be developed and no education can be improved without an adequately qualified teaching profession. Real reform in the curriculum and the content of education in most of our schools is essential but this cannot be achieved without competent and conscientious teachers. For a beginning a 10-year plan of training of teachers to handle the classes with competence and to turn out really educated young men from the school would be essential. It is hardly possible to achieve this even within the next 10 years. We may have to have a further 10-year plan. Before planning for in-service training any new recruitment of the S.S.C. qualified boy or girl as a teacher should be stopped once and for all.

The present percentage of uncertificated teachers is a scandal. As mentioned earlier nearly 37 per cent in the Sinhalese Schools and 30 per cent in the Tamil Schools and 20 per cent in the English Schools and almost 100 per cent in the Estate Schools. Besides how many are competent to give an all-round education to the children. It would be correct to say that almost all our present day teachers need some extra education and training. The teacher from the former English School had a one-sided education. Some who qualified in science learnt nothing of subjects like History, Geography etc. Others who learnt the Arts subjects knew nothing of any science subjects like Physics, Chemistry, Biology, etc. In Sinhalese and Tamil Schools they had neither science nor even competent knowledge of history or geography. Teachers now in schools being products of these schools do not have an all-

round general education. Therefore we should get teachers of science to qualify in Arts subjects and vice-versa.

Uncertificated Teachers should be given some emergency training. Many who have the aptitude should be equipped to teach music, dancing, art, handicrafts, etc.

### 18. The Curriculum in Primary Schools (6 years)

The curriculum must be based on activity. The ideal of the Primary School is not to teach much but to teach well certain basic skills and knowledge needed for survival. It is the general opinion that there is too much of "Talk and Chalk" method and mechanical memorising in many Primary Schools at present.

The following activities can be included in the curriculum:—

- (a) Physical Activities — Musical Drill, Games, etc.
- (b) Aesthetic Activities — Art, Music, Dancing, Handwork, Gardening and Crafts.
- (c) Environmental Activities — Local History, Local Geography and Local Nature Study.
- (d) Intellectual Activities — Language, Number and Writing.
- (e) Spiritual Activities — Religious worship.

The curriculum is also concerned with the development of children as persons. They must be made to experience the joy of learning and must gain competence in using the skills and knowledge they have acquired. Therefore learning a craft and through a craft is important, because—

- (i) it is an attempt to learn scientifically;
- (ii) it offers opportunities for group work;
- (iii) it breaks down the distaste for manual work and inculcates into children's mind the dignity of labour;
- (iv) it is a socially productive activity; and
- (v) it trains the child to co-ordinate his interests from early days.

The intellectual development of the child is important. Foundations in speech and number must be well-laid. Teachers in these subjects are crucial at this stage. In the higher classes of the Primary School—in the last two years, a weekly period may be set aside for local traditions in speech and language—including recital of verse

and prose, telling of stories and acting of scenes. Learning arithmetic by reason rather than rote is the object of several new methods. The UNESCO is spreading the method of using 'Cuisenaire' material throughout the world. We must make an early start on such methods and revolutionize the learning process.

Equally important is the child's physical, social and aesthetic development. Health talks must be organised round projects. Environmental studies can be correlated to local crafts. The study of the neighbourhood and the village must be made exciting through anecdotes, projects, etc. Singing and miming help effective learning of language. Choral singing in particular, folk songs and tunes should be introduced in all schools. Dancing should be taught not merely as a physical exercise but as a joyous recreation.

### 19. The Curriculum of the Junior Secondary School

The Post Primary Courses consist of two sections:—

- (i) The Junior Secondary; and
- (ii) The Senior Secondary.

Secondary education on the whole has been expanding through the years and some of our bigger Secondary Schools compare favourably with the best in Asia. The curriculum, however, needs reform if our schools are to play a vital role in any programme of national education.

With political and economic changes after Independence the Secondary School system must reflect the new trends—the expanding demand for Secondary education, particularly in remote and rural areas, the need for industrialization, the rise in the standard of living and the problem of educated unemployment. The special function of the Secondary School is to train the nation's second line of leaders, for local leadership, in the social, political, industrial or cultural fields. The emphasis should be upon building up the economic prosperity of the country as well as developing literary, artistic and cultural interests without which a living national culture cannot come into being.

The curriculum must be adapted to the needs of the community. It is pathetic to see children in paddy-growing districts learning nothing about paddy-growing, or schools in rubber-growing districts not teaching anything



about rubber. There must be a radical change in the curriculum to provide a wider range of activities which can tap the creative interests of all types of youth—in the garden, in the dairy, in the kitchen, the workshop, the desk, the farm or the stage. This will cherish diversity, foster enterprise and experiment and encourage local support for education.

As a natural corollary, curriculum of this type will develop in our boys and girls a love for work, a crucial feature in national education. The emphasis must be on material production, which will meet in some small way our educational budget. Education in a craft (or crafts) is therefore essential.

Since for some time to come some pupils will not continue in school beyond the Junior Secondary School, the curriculum must be so framed as to serve the needs of those who may leave school as well as those who will go on to the Senior Secondary Course. This could be done by providing suitable electives in addition to the common 'core' subjects.

#### 'Core' Subjects:—

1. Languages—Mother-tongue (It is also the medium of instruction.) Provision for an elementary knowledge of English and the other national language must be made.
2. Religion.
3. Social Studies.
4. General Science including Mathematics.
5. Art and Music.
6. Crafts.
7. Physical Education.

#### Electives:—

English (Higher) Mathematics, Commercial Arithmetic, General Science (Higher), Practical Arts, Music, etc.

#### 20. The Curriculum—Senior Secondary Stage

The advent of adolescence brings out the marked differences in ability and interest among children at this stage. They require different types of courses in order to bring out their innate ability. A proper balance between the various interests involves delicate problems of adjustment. These impinge on the organization, control and administration of schools. With-

out a proper appraisal of these issues, the curriculum remains a dead form.

Selection for different courses has been an unpalatable idea as it implied rejection of those who did not qualify for the academic course. Expert opinion is divided on 'when' and how should the separation of the sheep and the goats take place. The only safe principle is to provide parallel courses in the same school—Arts, Science, Technical and Vocational. There must be equivalence between different types of secondary education, so that given the competence and the will, pupils from anyone of the courses may shift to any other course or move up to the appropriate stage of higher education.

A small country like ours cannot afford to neglect the education of the gifted. There must therefore be provision for 'pilot' residential schools on the public school model and admissions should strictly be on the basis of merit. Such schools must conform to the pattern of national education.

Diversification of courses is based on the insight that development takes place best through a variety of media, and that the academic subjects are not the only door to the education of the personality. The Secondary School is not intended to produce Artisans.

Technical and Vocational Courses in a Secondary School are to give a general education with a vocational bias and not vocational competence for direct entry into a vocation. Technical and Vocational subjects form about one-third of the curriculum. Lack of economic development and the consequent lack of prospects for technicians, have tended towards the neglect of technical education. It is no use blaming it on the schools because they need to be helped by economic forces.

An integrated curriculum, liberal in content and rooted in the community and suited for diverse aptitudes and based on equality of opportunity may be built on these lines:—

#### 'Core' Subjects:—

1. Language—mother-tongue.  
English  
The other national language.
2. Religion
3. Social Studies
4. General Science (including mathematics)
5. Physical Education

6. One (or more) craft &  
Three other subjects in the list of Electives.

#### Electives:—

1. The Arts or Humanities
2. Sciences
3. Technical Subjects
4. Commerce
5. Agriculture
6. Fine Arts
7. Home Science.

#### 21. Place of English in the Curriculum:

A widely spoken modern language is a sine-qua-non in any system of education. It is fortunate that owing to an accident of history English, which bids fair to be the international language, had been taught and used in this country. It is absurd under these conditions to think of another modern language. So the present practice of having English as a compulsory second language from Standard III should continue.

English has to be the medium of instruction for those for whom it is the mother-tongue, as otherwise it would be denying equality of educational opportunity for such children.

#### 22. Pre-school Education

Pre-school education in Ceylon would have to be between the ages of 3—5. Though it would be desirable to provide the Montessori type of pre-school education for all children, priority has to be given to getting 100 per cent attendance for children between 5—14. Once this is achieved serious consideration can be given to the provision of pre-school education. At present the number of children who have pre-school education is very small and is confined to a very few town areas and even in those towns not many parents have seen the need for pre-school education.

For the present it would be sufficient if the Government can have a general supervision over the Institutions that are being run to see to it that the accommodation and Staffing are up to standard. Two Institutions in Ceylon are affiliated to the International Montessori Association of Holland for the awarding of Montessori diplomas. These diplomas are awarded after a period of 2 years' training, and this diploma may be insisted upon at least for a percentage of the Staff in Montessori Schools.



## 23. Further Education

The Senior Secondary School course ending with the award of the General Certificate of Education, may be said to conclude the normal school career of a boy or girl. Courses after the G.C.E. would constitute further education. But we have also to consider further education for boys and girls who would drop off after the compulsory school age.

Technical courses of an advanced nature, University education, commercial education and training in various professional careers could be provided for those who have completed the Senior School Certificate on the results of admission tests strictly based on merit. A person's race or religion is absolutely irrelevant to the question.

For the children who leave school after the compulsory age, there should be courses fitting them for certain vocational jobs. These would necessarily be conducted by those employing skilled workers. Therefore planning in further education would necessarily be related to the development of the country. If various enterprises both agricultural and industrial are carried by private enterprise or by the State or by Co-operatives, they would undertake the training of those needed for employment in their concerns. Therefore there is not much use in planning for further education when there are not many avenues for employment. There are hundreds and thousands who have enough technical skills in the country, but find it difficult to secure employment. The schools should provide a general education but with a practical bias, so that once children leave school they would find no difficulty in following short courses for fitting themselves into particular jobs. But where are the jobs?

## 24. Wardha or work-based Education

This type of education is generally recommended for rural areas. But one word of caution. Since many occupations are traditionally attached to certain castes there is a stigma attached to certain occupations and an attempt to base education on the particular occupations of an area might tend to give the impression that children are being taught to stick to certain hereditary or caste occupations.

In the rural areas in the Philippines, the Primary and Junior Schools have developed into what are called "Com-

munity Schools". In these schools all children are made to interest themselves in certain enterprises which are prevalent in the village. For instance one village may concentrate on animal husbandry. In the village school there would be a poultry farm, a pig-gery or dairy. Teachers living round the school would also have one or more of these. The parents of these children would also be rearing poultry and running a dairy or breeding pigs. The school serves as a model to the villager and meetings of parents and teachers and children, discussing problems regarding these features would be held in the school, so that there is complete co-operation and support by parents to the school. This does not mean that the children neglect their studies. In addition to the normal school work these occupations are also engaged in so that it would be of use not only to parents but also to the children when they leave school.

In Japan children of certain Junior Schools get together to form Co-operatives and are able to set up canning factories for canning of fruits, vegetables and even fish. This is an idea worth trying here.

Cannot schools in fishing villages study the curing and canning of fish? Schools in the interior can have Co-operative Factories for canning vegetables and fruits. Pineapples and mangoes found in Ceylon are among the most delicious in the world. Cannot they be grown on a plantation scale and canned for export by the School and Community working together? Rural Schools and teachers can give a lead in this matter. Already there are school gardens in Ceylon. What is suggested is an extension of the idea.

## 25. Examinations

We in Ceylon have generally adopted the English system of having written examinations at the end of a year on the work covered during the year in order to judge whether a child has to be promoted to the next class. The Senior School Certificate examination will finally set the seal on whether the boy or girl has been a success or failure. After 12 years or may be 13 or 14 years of schooling it is almost disastrous to pronounce a student as a failure. There have been even cases of suicides because of failure at the S.S.C. examination. The question is whether the Senior School Certificate

examination or the annual examination that precedes it in the earlier classes would be a correct indication of the amount of work done by a student within the last 12-13 years and also as to whether his 12 years in school has been more or less wasted. There are numerous cases of boys and girls who have failed the Senior School Certificate examination doing remarkably well in various business enterprises and in point of fact do even better in many other fields than those who have passed examinations. Is there something wrong about this whole system?

The boy who does very well in certain commercial subjects and secures even distinction marks would be considered a failure because he has failed in one of the compulsory subjects.

So it is worthwhile considering the system of examinations obtaining in Japan and America. We have heard criticisms of the Japanese and the American systems of examinations on the ground that the standards of education there are very low. But what is important is to consider whether those systems have not produced much better results from the point of view of life than our system. How is it that America and Japan are leading nations in industries, science, engineering etc? If the system of education is bad how do we account for their success in various fields?

The system of examinations in those countries is briefly as follows. For each standard there is a set syllabus in each subject. There are tests about once a month or sometimes twice a term on the portion for that month. If a boy has not secured a pass mark in a particular subject that month, he can repeat that portion of the syllabus in the subsequent month while following the normal tests in other subjects. So children proceed at their own pace and at the end of the year one may find that a boy has completed the syllabus in 5 of the subjects but in 3 subjects he has still completed only part of the syllabus. He would be able to go to the next class following the other subjects and at some of the subsequent monthly tests would be able to complete the subjects not completed previously. Thus ultimately there will be no boy called a failure.

There is no strain for the child in the sense that he is not expected to answer a test covering the entire year's



syllabus. A boy covering a particular portion of a subject has a sense of achievement and there is no frustration because he is given credit for the subject he has covered, and even for the portion of the other subjects he has completed successfully. It is only that portion which he has not completed that he completes in the course of the next month or two. There is no waiting for the whole year for him to sit for the next examination.

Is it not worthwhile trying this system?

The system would not require external authorities to conduct examinations. The work of the children will be assessed by competent teachers within the school itself. External competitive examinations for entry into University or other institutions of further education may be conducted for those wishing to enter those institutions.

## 26. Inspectorate and Supervision of Teachers

There is a need for a radical change in the functions of the Inspectorate in Ceylon. The Inspectorate should be relieved of all clerical duties. The function of the Inspector is to help the teacher in improved methods of teaching. He should be one who is always welcomed in a school. Even the name Inspector should be changed as it now seems to correspond to a Police Inspector or an Excise Inspector and such other unwelcome people. It would be better to call him an Educational Consultant or an Education Advisor. That is really his true function. While going to help the teacher his chief purpose would be to see that the standards of education are maintained. An officer's work should not be judged from the number of reports he makes against teachers.

It would also be of some help if after some years as an Inspector he is given a teaching post in a school for a fixed period. This would help to keep him all the time in touch with the school and would help to foster the proper relationship between teachers and Educational advisors. Their services can also be used as part-time lecturers in Training Colleges or affiliated Colleges of the Universities situated in areas where they work.

Under the system that we recommend of having education under the control of Local Authorities or Statu-

tory Bodies on a District or Provincial basis, the Educational Advisors working directly under the Ministry of Education have an important role to play to see that the national policy in education is carried out and standards are maintained in the various Districts or local areas. The Local Authorities themselves might employ their own Educational Advisors for helping teachers in their respective areas.

## 27. School Books and Background Literature

The most suitable books for use in the classroom would be books written by experienced teachers. There are many teachers who do excellent work in the classroom and who dispense with all textbooks because they know what they have to put across to the children. Such teachers should be encouraged to write books for use in the class. But with the heavy duties involved in teaching, correction of exercise books and extra-curricular activities, it is not easy for the teacher to find the time necessary for this work, and even if he finds the time he is afraid to take the financial work involved in getting the book published. Some organisation must undertake the job of research and publication of books for use in schools. Teachers' Organisations elsewhere have large well paid Staffs consisting of ex-teachers for this type of work. They have a Research and Publications Department which brings out up-to-date books which are widely used in schools.

The All-Ceylon Union of Teachers itself would be willing to undertake this task provided the Government gives a subsidy towards this work at least for a time. The Union has among its members the most qualified and most experienced teachers in the profession and their services can be readily obtained by the Union for work of this type.

Books are being kept up-to-date specially in Science and Technology. The same thing must be done here. Books used in Ceylon are not bright enough in their layout. Even books of mathematics are not printed in a way which is very attractive and easy for children. This aspect too needs some attention.

## 28. Recruitment & Training of Teachers

### (a) Status of the Teacher:

The efficiency of a system of educa-

tion ultimately rests on the quality of the teachers. It is therefore essential to attract the right type of men into the profession, give them the necessary training and create conditions in which their enthusiasm for the work is maintained through their professional life.

We would therefore consider 'status, security and conditions of service' a grave omission in the Terms of Reference, though we presume this impinges vitally on the question of recruitment. But 'status and conditions of service' are perhaps the most important factors on any contemplated reform of the teaching profession that required special treatment.

Any good educational system must provide the teacher with those minimum standards in living and working conditions below which he cannot continue to give of his best. There must therefore be substantial measures that will improve the teacher's **economic status**. Again, the importance and the creative nature of his task must receive due recognition both in theory and administrative practice. This requires measures directed to helping him achieve **professional and social status**. Large classes, cramped and unsuitable buildings, lack of residential facilities for teachers—all tend to make teaching uninviting that persons of promise hesitate to take to the profession.

We have always stressed the importance of bringing the economic level of teachers up to that of similarly qualified persons carrying out other public work of comparable responsibility. We have therefore always urged upon the Government the desirability of appointing Special Committees including representatives of Teachers' Organisations for revising and fixing salary scales.

**Professional status** is cardinal to the question of recruitment. The teacher must enjoy an adequate measure of freedom and autonomy. He must not be rigidly bound by syllabuses and rules, but must be free to work out his own schemes within a broad framework and develop his own methods. The teaching profession is well within its rights in demanding the right for—

- (1) Security of Tenure;
- (2) Salary consistent with the qualifications, training and duties involved;
- (3) Freedom from interference; and



- (4) Boards of Arbitrators to hear appeals in cases of victimization.

The professional status of teachers cannot be high unless teachers play their role in the shaping of educational policies. This can happen only if education authorities make a regular practice of consulting teachers, through their Unions, on educational policies and plans. The A.C.U.T. has always been alive to the responsibility of concerning themselves with professional as well as economic questions. This leads naturally to the question of how Teachers' Associations are to function effectively in all these fields. They will need sufficient financial resources for their many-sided activities—especially, holding of seminars, the publication of pamphlets on special studies, the maintenance of libraries, etc. The State must therefore help responsible associations with grants, in conducting their activities. Such help needless to add, should be made without conditions restrictive of their freedom, and on the understanding that an association would do its utmost to become self-supporting within a reasonable period.

Under proper economic and working conditions and with a high professional status, teachers will enjoy improved social status. This will perhaps be the greatest incentive to attracting large numbers of able young people to the profession. The example set and inspiration given by happy, devoted and skilful teachers will do more to recruit able and promising young people to teaching than any other possible means.

#### (b) Recruitment of Teachers

The All-Ceylon Union of Teachers has been carrying on a sustained campaign for the establishment of a National Council for the Recruitment and Training of Teachers. The basic purpose of this Council would be to advise the Department of Education on all matters concerned with the recruitment and training of teachers; to suggest, recommend and advise upon programmes of recruitment and co-ordinate programmes of recruitment established by colleges and professional associations.

Our rural schools find it difficult to obtain suitable teachers. Special attention must be paid to the problem of recruiting teachers for the rural areas and everything possible must be done to make rural teaching attractive and

satisfying. We suggest that an adequate number of training colleges be located in rural areas to provide facilities for training teachers recruited from rural areas or intending to teach in rural areas. Teachers in rural areas should be provided with adequate amenities such as housing and facilities for gardening and opportunities of travel to attend conferences.

#### (c) Types of Training

There could normally be three types of trained teachers:—

- (1) Non-Graduates given a 2 or 3 year training;
- (2) Graduates given one year's training; and
- (3) Teachers having University Degree in Education.

Non-Graduates seeking admission to Training Colleges must have passed the Senior School Certificate examination with:—

- (1) English
- (2) Elementary Mathematics
- (3) A Science or Arts Subject and must have obtained a credit in the mother-tongue and two of the following:—(1) another language, (2) Elementary Mathematics, (3) A science subject, (4) An Arts subject, (5) a Technical subject, (6) an Agricultural subject, (7) Fine Arts and (8) Home Science subject.

Only Graduates with proficiency in the mother-tongue should be admitted for post-Graduate training. Selection may be by tests and interviews. Interviews intelligently conducted will reveal the candidate's personal qualities, his interest in teaching, his academic background, his verbal facility, physical fitness and special talent—chief criteria for selection. Selection must be conducted by the Training Colleges themselves for non-Graduate training and by the University for Post-graduate courses. Even in the selection of teachers for vocational and technical courses, the emphasis must be equally upon personal qualification as in technical competence. In selecting teachers for Arts and Crafts, candidates possessing a special aptitude for the industrial arts must be selected and given relatively long course—general training and practical training.

The present defects are:—

- (1) lack of integration in training programmes;

- (2) insufficient co-ordination between the work done in training institutes and in schools;
- (3) Inadequate provision for the training of certain special types of teachers, viz. teachers of (i) English (ii) Technical subjects (iii) Music (iv) Physical education (vi) Science.

**Adequate Provision:** There is need for carefully calculated annual estimates of teachers' requirements based on present and potential needs, during a five-year period in advance. In these estimates, the need for different categories and types of teachers should be analysed and provision be linked up with estimates to bridge the need.

**Content of Teacher Education:** (1) The History of Education, (2) The philosophy of education, (3) Educational Psychology, (4) Methods of teaching special subjects, etc., are important. Discussion of actual experiences in the classroom are more valuable than lectures on classroom techniques. Stress must be laid on Practical work, Activity Methods, Group discussion, Dramatics, Project and the use of Audio Visual Aids.

The work of the United Nations as an instrument of peace and its role in promoting the ideals of brotherhood of man and the work of Teachers' Organisations both national and international should be included in the curriculum of teacher-training colleges.

The course should also aim at increasing the academic standard of the trainee. A boy or girl who joins the Training College after the S.S.C. should have reached at least the Intermediate or Advanced Level standard by the time he leaves the Training College.

**Training for Leadership:** Training teachers has hitherto been rigidly confined to too much of instruction. It has neglected those far more educative activities that go on outside the classroom. The need today is not to bring up merely a literate generation but a cultured generation. The era of training teachers is past, our concern today is with the education of the educator. Special stress on the social aspect must be an essential part of training. A trainee should be made familiar with Rural Development Work, Community Projects, Community Centres etc., because he has to be an important leader in the Community where he works later.

(Continued on page 21)



# A FRENCHMAN APPRAISES U. S. SCHOOLS

*Reproduced from 'Saturday Review', April 15, 1961, by kind courtesy of the Editor.*

*Andre Maurois views American Education from the vantage point of a European scholar, novelist, and member of the Academie Francaise who was educated in France but has had long familiarity with the American people and their schools.*



By ANDRE MAUROIS

## No Uniformity

Any Frenchman who studies the structure of American education is at first much surprised. He beholds innumerable universities and colleges that seem prosperous and well attended; he is told that 30 per cent of the youth get the benefit of a college education and that the proportion will soon reach 50 per cent. Yet when he asks "What is the curriculum?" the answer is: "It all depends on the university you speak of. Which colleges do you mean?" He then realizes that many of those institutions are private, being administered either by a board of trustees or by a church, while others are controlled by the various states of the Union. He is informed that there is no uniform program: that in many places a student himself chooses, from a vast catalogue, the subjects he wishes to study, as he would make his own menu in a cafeteria; and also that a doctor's degree does not have the same value when conferred by a comparatively unknown university as it has when bestowed by Harvard or some other institution held in high repute.

How is that possible, the visiting Frenchman asks. Does not the Ministry of Education in Washington deter-

mine the programs of exams for the whole country?

## Napoleon's Dream

When he is then told that Washington has nothing to do with education except for statistics and that the subsidies of the Federal Government are given through the states, his astonishment increases. He has been accustomed in his own country to a complete centralization. First the French Revolution, and later Napoleon, built the University of France, primary, secondary, and superior education, into one solid body, controlled by the Minister for National Education. Napoleon's ideal would have been to see all young Frenchmen of the same age doing at the same time all over the country the same Latin lesson or the same problem of geometry. The rigidity of the system does not in 1961 come quite up to Napoleon's dream, but the unity of programs remains complete. Whether a young man studies in Paris or in Caen, the Grenoble or in Aix, he must study the same subjects and his diploma will have the same value as any other diploma. Every year a General Competition takes place between all French *lycees* (high schools). The best pupils of each *lycee* write on the same day on the same themes a French Composition, a Latin version, an essay on philosophy, etc. The prizes are solemnly handed over, at the Sorbonne, by the President of the French Republic. On that day Napoleon's dream comes true and it often happens that small provincial towns outrank Paris.

## Is French Unity Better than American Variety?

The advantage of the French system is to force upon all a basic culture without which it would be for a Frenchman impossible to get a Bachelor's degree and to have access to higher education. Yet I realize the French plan would never work in the United States. You

cannot impose on Mississippi a type of university that suits Massachusetts. Between populations, traditions, needs, the differences are too wide. America is a continent. Moreover, one cannot compare the American system, whose object is to give the same education to all children, with the French system, which, after each cycle, requires a successful examination before allowing the pupil to proceed. As to superior education, in France it is intended for a small intellectual elite. French universities are similar to American graduate schools. The first two years of an American university would be in France the last two years of a secondary school.

A second deep-seated difference between the two countries is this: In America, where education is meant to be essentially democratic, all school children, whatever their I.Q.'s, are treated about the same way. I heard American teachers say, "Let us beware of being ostensibly partial to brilliant minds; slow-witted pupils might then acquire an inferiority complex." Their unconfessed desire is that the bottom boy should feel equal to the head boy. In some extreme cases a dunce may be told to stay in the same grade for a second year, but an American educator doesn't take such a decision without reluctance. The child might feel humiliated. The less gifted child is given easier work suitable to his interests and abilities.

## The Examination Hurdles in the French System

In France, high school years are a permanent ordeal by examination. Every week there is a test, either in French composition, or history, or mathematics, and each boy is told his position on the list. The bottom ones will not get on to the next grade. The French baccalaureate is a difficult examination which at the end of secondary education eliminates 40 to 70 per cent of the candidates. Once a French-



man has got his bachelor's degree, there begins the time of entrance examinations for the specialized schools which give access to all high positions in France. *Ecole Polytechnique* and the *Ecole Centrale* remind one of MIT or Cal. Tech. Big business in France is run mostly by former students of the *Ecole Polytechnique*, so-called X. From the *Ecole Normale Supérieure* come the best professors and lecturers in humanities and sciences, that school has an immense prestige. The *Ecole d'Administration* trains future ambassadors, administrators, treasury experts. To sum up, the first twenty-five years in the life of a Frenchman who has both ambition and talent resemble an obstacle course whose successive hurdles are competitive examinations. The good point about this plan is that most men in high positions possess real culture; the danger is that the student who shines in competition will not necessarily become an efficient man of action.

#### Universities—Brilliant & Mediocre

Whenever I explain the French organization to American educators, they reply: "We do it in a different way but we also select the best. In point of fact it is not easy to enter any of our really first-class universities. There is a long waiting list and it takes a brilliant

school record to get in. Only *you* seem to throw back the mediocrities to outer darkness. We think that brilliant universities are needed for brilliant students and mediocre universities for mediocre students. In America bad students will be accepted by bad universities, where they will feel more comfortable and usurp nobody's place."

#### Togetherness in the American System

Let us add that one of the aspects of American education makes a great impression on a Frenchman; it is the social side of college life. A French university is not a small and self-sufficient society. It is a group of buildings where students attend lectures or work in a laboratory. The student body is not self-governing. There are few social activities. Our students have more time for their studies; they are perhaps less prepared for "togetherness." While I was in America, I happened to take part in a debate with high school boys and girls fifteen or sixteen years old. I was deeply impressed by their ease and poise, their respect for the rules of public discussion, and the interest they took in current affairs.

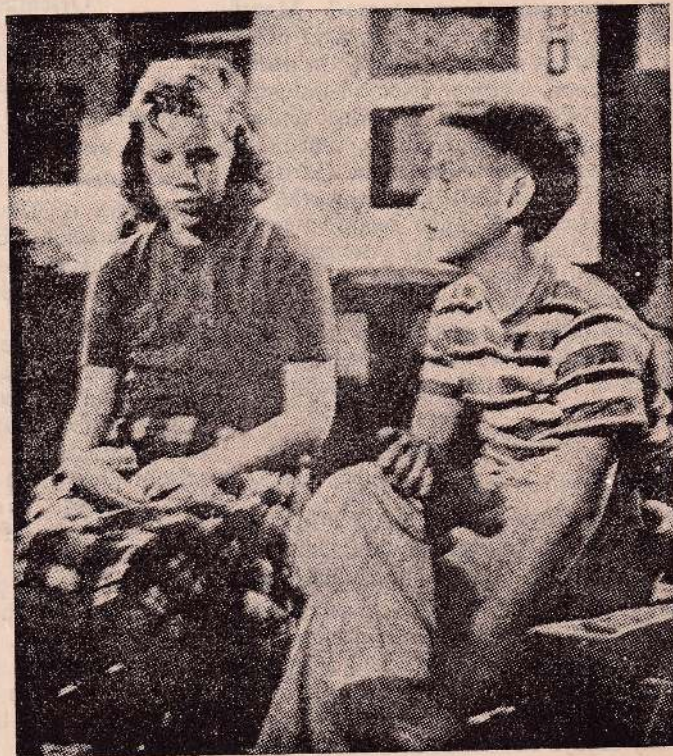
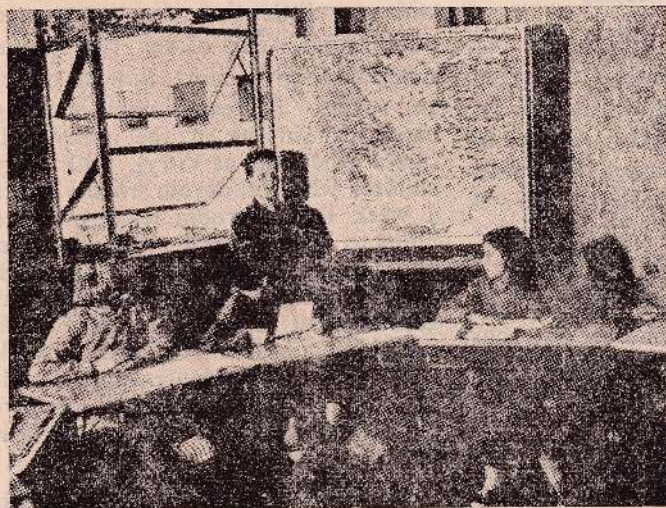
#### Current Affairs—A Taboo in the French System

Here we come to a third difference. Most French educators would say that

current affairs are out of place at school. My own master, the philosopher Alain, used to say, "Education should be resolutely in arrears." He meant that the task of school and university is to transmit to the young generation the culture patiently accumulated by centuries. If in school one does not study Homer and Plato, Shakespeare and Molière, Dickens and Tolstoy, there is a good chance he will never read them at all. If one neglects history in favour of current affairs, first he will never know history, and second he will not understand current affairs. The part of schools is not to expedite current affairs but to initiate students in timeless affairs.

#### The Philosophic Outlook in the French System

The British professor Whitehead remarked that "there can be no successful democratic society till general education conveys a philosophic outlook." In France the last year of a secondary education is mostly devoted to philosophy and for many students, assuming the professor of philosophy proves worthy of his subject, that is the most important year of all. I remember with gratitude how I then found in Alain much more than a professor; I mean a master. I am afraid in America philosophy is more or less left to spe-



A French school (above) vis-a-vis an American school (right)—the children are much alike, but the program and standards are not.



cialists, whereas it should teach all men the art of thinking and the art of living. Technical power without moral power is dangerous. According to his philosophy—or his faith—man can use or misuse the new forces modern science places at his disposal. In times as difficult as ours men should be made worthy of their increased strength. A modern country needs: (a) skilled workers able to apply the new techniques; (b) research workers able to improve them; (c) philosophers able to teach how to ally efficiency and wisdom. America produces, better perhaps than we do, the first two types. Maybe she doesn't attach enough social importance to the third type.

A heated debate has been taking place in France for some time between the champions of technical studies and those of classical studies. Before the French Revolution education was entirely in the hands of the Church. Jesuit colleges in the seventeenth and eighteenth centuries formed all great French writers; Greek and Latin were then the basis of education. The results proved good. Not only Corneille but also Voltaire was educated by the Jesuits. Today the need for scientists and technicians has become so urgent that more time must be given to scientific studies. Is it possible, in a curriculum so heavily loaded with mathematics, to find time for ancient languages? Many doubt it, but surely some sort of literary culture is still necessary. In order to lead men, whether it be in industry or in public services, one must understand them, their feelings, and their passions. Where does one learn to know men if not in the works of philosophers? I once heard a great French administrator tell younger men: "You will never be able to govern France if you have not read Balzac." He was right. Moreover, a literary and artistic culture is necessary to enjoy all forms of leisure: theatre, travel, music.

#### Modern Languages

The question is: what form of culture? Can modern languages supply at least part of the enrichment ancient authors brought to the minds of former generations? I believe it. Any translation is a useful exercise and increases the nimbleness of a mind. But a language should be studied long enough for the student to reach the point where he really enjoys books and conversation. A foreign language should be chosen

very early in life and studied for many years. To study it for only two years is useless. I must say that in many American universities, and especially in girls' colleges, I found the French department efficient.

#### Workmen Don't Worry about Culture

A reform of the French educational system is now in process. The main object is to open more widely the doors of secondary schools and universities. Legally all schools are open free of charge to all young Frenchmen; in fact the percentage of workers' and farmers' children is only 7 per cent in secondary schools, 2 per cent in universities. Why? Certainly not because there are not excellent students among them. Many men of genius came from the popular classes. Why then, do they not avail themselves of their chances? Partly because a taste for culture develops more readily in cultured surroundings, but mostly because a workman or a farmer wants his son to earn a living as soon as possible. In America unions help, because they want to keep young men outside the labour market as long as possible; in France there is very little unemployment. Yet the nation has no right to waste some of its best minds.

#### Orientation Classes

Until now a young Frenchman has been able to leave school at the age of fourteen. From now on it will be sixteen, and later eighteen. Classes of "orientation" will channel the pupils according to their capacities toward classical, scientific, or technical education. Unfortunately, the reform is made very difficult by the lack of adequate teachers. Many causes converged to increase the number of teachers necessary: (a) the high birth rate, which makes today's France a very young nation; (b) the democratization of education and the extension of the school years; (c) the development of new sciences. We are experiencing an acute shortage of teachers in mathematics, physics, biology. Private industry kidnaps a good many scientific graduates. Teachers are tempted to accept better pay. The result is that classes are much too numerous, that there is no one to take the place of a sick teacher, and that one has to trust students to very young teachers who possess neither the necessary diplomas

nor the experience. Therefore it is imperative in France, as in the United States, to better the position of the teacher, both in prestige and in salary.

#### General Culture

Because we lack technicians we may be tempted to sacrifice humanities to technical education, but we must remember that no technician will be an efficient leader of men if he has no general culture. Robert Hutchins gave this example, which I could match in France: "When the California State Board of Education, desirous of meeting the needs of the Aircraft Industry, asked the industry to recommend specific courses, one manufacturer replied that he wanted students who had more mathematics, history, literature, and English composition." I agree with that manufacturer. If a student knows how to think and how to work, has a good command of language and has grasped the foundation of mathematics, then he will easily learn any new technique.

#### New Emphasis on Sports

French school children have been accustomed for years to long hours in the classroom and heavy homework, with very little time for sports and outdoor life. Part of the new reform might be to give more time to games and sports. An experiment is being conducted in one of the newly built *lycees* (the one at Vitry), with sixty children who will devote twenty hours a week to classroom lessons, three hours to manual work, and seventeen hours to games and sports. Homework would be abolished, an innovation that goes against a centuries-old French tradition. (As a child I had to work very hard before and after supper, until 10 p.m.) The Vitry children are forbidden to take schoolbooks home with them. We shall see how it works.

As to the difference between French and American students, I should sum up by saying that French students are generally one or two years ahead of American students in general culture but that American students seem more unspoiled, keep a fresher mind, and know better how to get along with people. It would be madness to ask either nation to act or teach according to the tradition of the other.



# Memorandum to the National Education Commission

(Continued from page 17)

## 29. Emergency Training

As mentioned in the paragraph on 'Curricula Reform and the Teacher', the content of education in our schools can only be improved if the academic and professional knowledge of the present teachers in schools is considerably improved. Teachers who at present are considered professionally and academically qualified may still not have the all-round academic knowledge needed for improving the content of education. There will have to be Emergency Courses for teachers spread throughout the country. Evening Classes in various subjects must be conducted by competent teachers for their fellow teachers. This may be undertaken either by the School Head himself or by a number of School Heads in an area or the Teachers' Organisations in various Districts. If as we have recommended, social studies and general science are going to be taught to every child, our teachers themselves must be competent both in what are called Arts subjects and what are called Science subjects. In addition they may have to be equipped in various other special subjects.

Subsidies for the running of the Courses may have to be provided if the courses are to be efficiently run and we are to have a competent set of teachers within a very short period. Emergency Courses for teachers by competent teachers from overseas may also be useful. It has been found that most of our science teachers who are quite good in their theory and have even gone up to a degree in Science are not competent at all in practical science. The many children in the Junior School in Japan would be able to make a radio set. Children in Senior Technical Schools are able to make Television Sets. This is because of the competence of the teacher. Are our teachers of science sufficiently equipped for this type work? If not, they need this special training in practical science, if they are going to be of some use to the children.

## 30. Conclusion

If an all out effort is made both by the teachers and the authorities, it should be possible in a short time to have a competent teaching profession for an education to serve maximum national needs.

In 1956 when the World Confedera-

tion of Organizations of the Teaching Profession held its Annual Sessions in the Philippines, the then President the late Ramon Magsaysay gave a message to the Assembly of Delegates. We hope that it will be soon possible to pay the teachers in Ceylon the following tribute which President Magsaysay paid to the Filipino teacher in the course of his message:—

"In no other country in the world have teachers done so much to promote the well-being of society as they have in the Philippines. Our teachers have always played a vital role in all movements in this country, the ultimate beneficiaries of which have been Juan de la Cruz and his family and the community in which they live. The Filipino teachers' dedication to duty and their selflessness have become almost legendary .... It is my earnest hope that the Filipino teacher is given a chance both to increase his usefulness to society, and to remind society that competent service deserves adequate rewards".

Sgd. J. D. Aseervatham,

On behalf of the

All-Ceylon Union of Teachers.

14th May, 1961.

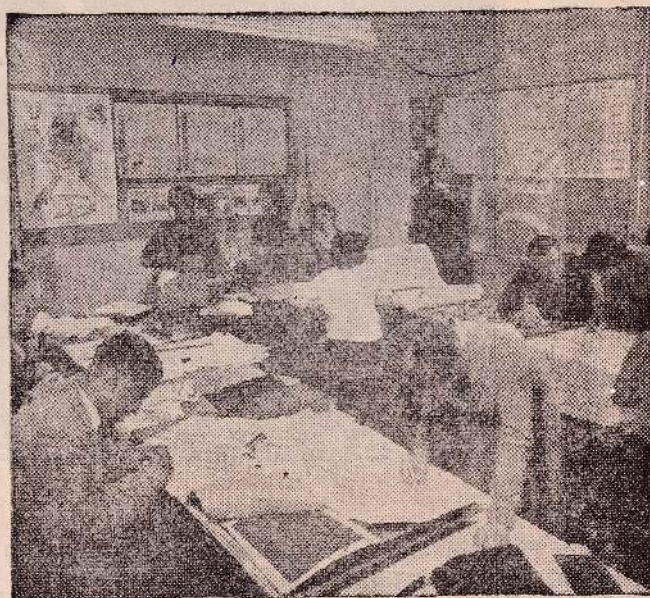
## THE WOMEN'S UNIVERSITY IN KOREA HONOURS A TEACHER OF JAFFNA

At the 75th Anniversary Celebrations of the Ewha Women's University in Seoul, S. Korea, the honorary degree of Doctor of Laws was conferred on Miss. E/M. Thillayampalam Ph.D., former Principal of Chundikuli Girls' College. She was presented with a gold ring with the College Seal and a diploma in Korean and the following citation was read by the President of the University.

"Evangeline. M. Thillayampalam—a distinguished teacher and scholar whose ever ardent inquiry for truth and knowledge has made you an inspiration to countless fellow students in the world whose benevolence and love for humanity have prompted mutual understanding between the East and West whose unflinching devotion to teach has prompted a higher standard of education. By virtue of the Authority vested on me by the Board of Trustee of Ewha Women's University and on the recommendation of the graduate School Council, I hereby confer upon you the degree of Doctor of Laws with all the honours, rights and privileges there unto appertaining".

Miss. Thillayampalam retired from Chundikuli in Dec. 1950 and after a year's holiday in America, she was appointed Principal of Lady Doak College, Madurai. Four years later she was invited to become the Principal of Isabella Thoburn College in Lucknow, the College where she had studied and worked for many years before she came to Chundikuli. She has now retired and is on her way to U.S.A. where she hopes to be a visiting lecturer in Women's College in New York State for a year or two. She was invited to Seoul to represent University Women of India and Ceylon at their Jubilee Celebrations.

## OVERSEA TEACHERS STUDY AT VISUAL AIDS CENTRE IN LONDON



Courtesy, The U.K. High Commission

Teachers from Africa, Asia and the Middle East countries at work during a study course on visual and aural aids to education at the Oversea Visual Aids Centre, London.



## THE LATE MR. T. CANDASWAMY

It is with deep sorrow that we record the death of Mr. T. Candaswamy which took place on the 1st of April. Mr. Candaswamy was a long standing member of the A.C.U.T. He was on its Executive Committee for many years representing the C.T.A. He had been Assistant Secretary of the C.T.A. for a number of years and later one of its Vice-Presidents. As Assistant Secretary of the C.T.A. he carried out the organisation of Refresher Courses in Colombo for Teachers on several occasions. At the time of his death he was Chairman of the C.T.A. Board of Examinations.

He was an able teacher and was loved by his pupils. He had taught



for close on 30 years and for nearly 21 of these he served at Nalanda Vidy-alaya, Colombo. At Nalanda he had been Secretary of the Teachers' Guild for many years continuously. He was also Prefect of Games at Nalanda and it was during his time that Nalanda produced a number of All-Ceylon Cricketers. Mr. Candaswamy had to retire prematurely owing to the extension of the Sinhala Medium to the Senior Forms. He was of a cheerful disposition and of a serene temper.

Last August he was present at the Annual General Meeting and Conference of the A.C.U.T. at Kurunegala. He was 58 years at the time of his passing away. The death of this selfless worker in the cause of the teacher is a great loss to the A.C.U.T.

## PRINCE PHILIP INAUGURATES BRITAIN'S COMMONWEALTH TECHNICAL TRAINING WEEK IN LONDON



*Courtesy, The J.K. High Commission*

Prince Philip making his inaugural address for Britain's Commonwealth Technical Training Week at the Guildhall in London. Seated next to him is Sir Frederick Handley Page, chairman of the Central Committee of the Week. On the left is Sir Bernard Waley-Cohen, Lord Mayor of London. Industry and educational bodies throughout the Commonwealth are to hold exhibitions, open days, parades and other celebrations during their respective "Technical Training Week" under the scheme, which is designed to stress the importance of vocational training for young people, whatever the job they intend to take up. The scheme was devised by Prince Philip after learning of a similar scheme in Australia in 1956.



# W. C. O. T. P.

In 1952, at a meeting in Copenhagen, three major international federations of teachers formed the World Confederation of Organizations of the Teaching Profession (WCOTP).

As summarized in the Constitution, "the Confederation aims at gathering into one powerful organization professional teachers from all stages of education, with a view to enabling them to exert an influence corresponding to the importance of their social function. It proposes:

(a) To foster a conception of education directed towards the promotion of international understanding and goodwill, with a view to safeguarding peace and freedom and respect for human dignity;

(b) To improve teaching methods, educational organization and the academic and professional training of teachers so as to equip them better to serve the interests of youth;

(c) To promote closer relationship

between teachers in the different countries."

In the years since its founding in 1952, the World Confederation has shown steady growth in membership, and in the number and effectiveness of its activities. Its national members have increased from 70 to 111, and the number of countries represented from 37 to 68. (Some countries have several national organizations.)

Each year WCOTP convenes a World Assembly to discuss matters of concern to the organization and to education in general. The World Assemblies have met in Oxford, Oslo, Istanbul, Manila, Frankfurt, Rome, Washington, and Amsterdam. The 1961 and 1962 meetings are scheduled for New Delhi and Stockholm.

WCOTP has conducted many regional meetings. An Afro-Asian Conference was held in Ceylon in 1958. Subsequently a WCOTP Asian Committee (WAC) and a Regional Council for

the Study of Educational Policy in Asia were formed.

Early in 1961 WCOTP conducted seminars in both Asia and Africa in order to provide training for leaders of teacher organizations in those areas.

WCOTP has long held consultative status with the United Nations Economic and Social Council and Unesco. It is a member of the non-governmental organizations' committee of the United Nations Children's Fund, has consultative status with the Food and Agriculture Organization, and cooperates with other UN bodies whenever their work relates to education. Promotion of FAO's Freedom from Hunger Campaign is one of the Confederation's newest projects.

Counselled by its specialized subject-matter committees on education for handicapped children, rural education, technical and vocational education and educational journalism, the World Confederation has undertaken a number of research projects in these fields.

The 1961 World Assembly of Delegates will be held at New Delhi from 1st to 7th of August preceded by a series of Preliminary Meetings from July 27th to August 1st—Educational Editors' Workshop, Health Education Seminar, Adult Education Meeting, International Council on Health, Physical Education & Recreation Congress, International Council on Education for Teaching Meeting and W.C.O.T.P. Technical & Vocational Seminar.

The theme for discussion at the Assembly of Delegates is "Education for Responsibility." As this is the first time that the Assembly is held so near to our country, the A. C. U. T. which is a constituent unit of the W. C. O. T. P. will have a "record" representation at New Delhi where visitors will have a lot to see. Except perhaps in Rome, there is no finer assembly of historical buildings in the world. In the words of the Prime Minister of India, every stone of Delhi has a story to tell.



# Readers' Forum

**"Graduate Teacher" ventilates his grievance against the Varsity's "sudden and unwarranted" reduction in the intake of Diploma Trainees.**

Dear Sir,

I am writing this in utter frustration. We graduate teachers look up to Post-graduate Training as the only possible avenue of promotion in our teaching career. Special Posts do not hang in every bush and besides they are going to be abolished in the new scheme. We also rested in the belief that the University had a definite plan of training as many graduate teachers as possible every year. They have been developing the Department of Education with this avowed object. With the strength of ten on their staff they should be able to increase the intake to hundred a year. In fact the selection went up gradually from forty at the start to eighty last year and we were expecting the maximum of hundred in this year's batch.

We are rather disappointed at the sudden and arbitrary decision to cut down the number to fifty. This step we are told has been taken at the pres-

sure of extraneous bodies who wanted the balance of fifty seats to be diverted elsewhere. The University is an autonomous body and it is a serious thing indeed that the Authorities should bow to external decree. Besides these are questions that should be discussed and settled by the University Council for the Training of Teachers. Is not the A. C. U. T. represented on this Council?

We shall be grateful if the A.C.U.T. takes up this question with the University through the Council for the Training of Teachers and see that this arbitrary ban is lifted.

Colombo,  
8-7-61.

Yours sincerely,  
Graduate Teacher.

Limitation in the provision for Post Graduate Training which is the content of the above letter is a legitimate complaint. We need more and authentic facts for comment. However this question only spotlights the major

defect in the Training Scheme that there is no one co-ordinating body which will represent all interests concerned—the University, the Department of Education, the Training Colleges, the Schools and the Public. Such a body will prevent the likely rift or gap between clashing interests. The A.C. U.T. has been agitating for years for the establishment of a National Council for the Training of Teachers and has reiterated the proposal in their Memorandum to the Education Commission. Teacher Training is an integral process and must be dealt with as such and hence all training, we repeat, must be brought under the same authority.

The particular complaint however needs the immediate attention of the A.C.U.T. Ex. Co. as it is the settled policy of the Union to press for increased facilities and adequate Training of Teachers.

The Editor.

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## UNION NEWS

### Interdicted Teachers Back to Work:

Our allegations that the recent spate of interdictions were on frivolous grounds and that they were politically inspired have now been proved. Every one of the teachers after full inquiry has been reinstated. At all these inquiries the teachers had the assistance of an official of the Union.

### Salary During Interdiction:

According to Section 16 (iv) of the Code of Regulations no teacher can be discontinued except in cases of Emergency without the prior approval of the Director. There was obviously no emergency to justify the recent interdictions. Therefore they are all entitled to payment of salaries by the present Manager, the Director of Education. Effective representations were made on the subject and we are happy to record that the Ministry has informed us that a Code Amendment is being prepared to pay the salary during interdiction to teachers who were interdicted. We have been informed that this Amendment will have retrospective effect from 1-12-60.

### Arbitration Board—An Example for the Govt. to Emulate:

We are pleased to note that the Catholic Bishops have appointed an Arbitration Board for the settlement of any disputes that may arise between Teachers and Principals or Managers of the Private Catholic Schools of the Island. Mr. M. F. S. Pulle, a retired Judge of the Supreme Court has been appointed Chairman of this Board and Mr. R. H. Phillip—a former General Secretary of our Union is one of the members of this Board.

Let us hope that this fine example will be followed by the Government

and by the other Managers of the Private Schools.

### Oral Evidence Before the Education Commission:

A deputation of the A.C.U.T. led by the President Mr. R. S. Jayawickreme giving oral evidence before the National Education Commission emphasised among other things (1) The need for Local Control of our schools (2) The Need to ensure Equality of Opportunity by appointing better qualified teachers to the Swabasha Schools (3) Multipurpose schools, with a variety of courses adapted to the needs of the area (4) Independent Schools—A normal feature in the National System (5) Provision for learning the other national language for the promotion of national unity etc. The Commission was evidently impressed with both the Memorandum and the oral evidence, and the Chairman Prof. J. E. Jayasuriya has asked the A.C.U.T. to prepare a Model Curriculum based on the principle of providing for local needs and interests, within a period of three months.

### Study Leave Abroad 1962:

Those who are desirous of availing themselves of study leave abroad during the course of 1962, are requested to submit their applications on the prescribed forms (available in Branch, G. E. of the office on or before 31-7-61).

For full pay study leave outside Ceylon the following are the approved courses and terms of eligibility:—

- (a) To Graduates with five years' satisfactory service after obtaining in Ceylon the Diploma in Education or Post Graduate Training—

Master's Degree or Doctorate of a recognised University.

- (b) To First Class Trained Teachers who have five years' satis-

factory service after obtaining the First Class Trained Teachers' Certificate—

- (i) A Degree course
- (ii) Teaching of English as a second or foreign language.
- (c) In exceptional circumstances and with prior approval of the Treasury, to a teacher, who, by reason of his experience and ability, is, in the opinion of the Director, deserving of such leave.

### WELCOME TO DISTINGUISHED GUESTS:

Expected shortly in Ceylon are three distinguished representatives of the National Education Association of the U.S. bringing greetings from more than 700,000 teachers across that great land. The N.E.A. is no stranger to us. It was quite recently that we received Dr. William G. Carr, its Executive Secy. and Secy. General of the W.C.O.T.P. and Dr. Sarah C. Caldwell, a former President of N.E.A. Their visit has greatly strengthened the ties between the teachers of Ceylon and those of the United States. It is said that the American teacher is interested in what we are doing in our schools far more than we realise. This interest is manifested in the desire to help create and organise the World Confederation. It is with particular pleasure therefore, that we shall welcome our guests on behalf of thousands of our colleagues.

Mr. Ewald Turner, President Elect of the N.E.A. (by the time he arrives he will be President), Dr. Paul E. Smith, Secretary, for International Relations, N.E.A. and Mrs. Bernice Don-dincan, an expert on International Understanding and Human Relations will be visiting us from the 26th—29th of July and then proceeding to New Delhi for the W.C.O.T.P. Conference.

We do hope that they will get the right 'feel' of our country and its people during their brief stay here and carry home happy memories of our hospitality.



## BOOK REVIEWS

**Bhavitha Vieharaya (in Sinhalese)**  
by A. M. G. Sirimanne  
(Published by the Associated  
Newspapers of Ceylon Ltd.)  
148 pp. Ordinary Edition Rs. 3/-  
Library Edition Rs. 3-50.

The author has written the book with a view to meet the requirements of students in the Entrance Classes and the Universities, in the art of Literary Criticism which is for the most part a new field in the National Languages—Sinhalese and Tamil. Mr. Sirimanne who is a great scholar of English Literature well versed in the Practical Criticism of men like I. A. Richards, F. R. Leavis and Cleanth Brooks, has very successfully imparted this influence into Sinhalese Literature.

The book consists of ten chapters. Under the chapter "How will a poem become beautiful?" clear and concise examination of the question is made with examples where necessary. In making this examination "Kaviyasekaraya" and "Mansasandesaya" have been assessed for values. Finally the ballad has been examined as a form of modern literature. The book is full of detailed analyses of the past and

present literary work against the background of literary theory.

Though the book, as the author claims, is not the last word on literary criticism, it seeks "to state clearly and simply significant principles of literary criticism, the correct application of which will help to preserve the best and reject the worst in our literature". The book which is of particular interest to University students is of value to the general reader as well.

A. D. E.

\* \* \*

**Sinhala Gee Pirith (in Sinhalese)**  
by C. A. Wijesekare  
(Published by the Associated Newspapers  
of Ceylon Ltd.)  
Price /50 cts.

This booklet consists of Pali Verses of Sacred Texts and Sinhalese Translations of them which are prescribed for the Religious Examinations of Sinhalese Teachers conducted by the Y.M. B.A., Colombo.

The practice of translating classical and sacred Pali Texts is not entirely a novel feature in Buddhist Literature. In 1925 certain Gathas such as Jayamangala Gathas were rendered into Sin-

halese. But the pity is that some or many such translations are almost extinct. One must face the fact that there was no sustained or systematic effort made to translate Pali sermons into Sinhalese. Mr. Wijesekare must be congratulated for his pioneering efforts. Sinhalese Buddhists have always regarded these Pali Pirith as their own, in spite of the unfamiliar language, because of their steadfast devotion to their religion; the writers today fall a prey to the limitations of Time and Place in rendering these poems into Sinhalese and reinterpreting them in the language of today. The author himself succumbs to Time.

The book though it is particularly meant for religious examinations is of interest to the layman as well. It's true that obscure expressions here and there make its study difficult. In spite of certain weaknesses which are natural in works of this nature Mr. Wijesekare has made a valiant effort to serve the needs of modern society which is fast forgetting the religious aspect. A book of this kind used for Daily Prayer will prove an excellent corrective to our materialist outlook. Cheaply priced it will prove a boon to the mass of Buddhist public who must encourage the writer by their support.

R. M. A.

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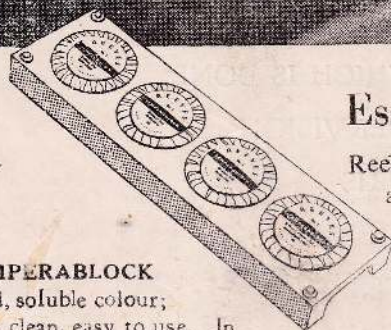
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