

THE CEYLON TEACHER

* *In this Issue* *



LEADING ARTICLE

PRIORITIES IN EDUCATION

*

ARTICLES

NEED TO DIRECT MEN'S MINDS TOWARDS
CO-OPERATION

CHANGES IN THE TEACHING OF PHYSICS
IN THE UNITED KINGDOM

EDUCATION—AN INSTRUMENT OF
SOCIAL CHANGE

SHOULD SCHOOLS EDUCATE FOR
RESPONSIBILITY ?

ROLE OF THE EDUCATION PRESS

*

FEATURES

SOVIET VILLAGE SCHOOL TEACHER

THE FELLOWSHIP OF THE MIND

JAFFNA HINDU COLLEGE TEACHERS FOR
DEMOCRATIC-SCIENTIFIC EDUCATION

A REPORT ON THE EDUCATIONAL EDITORS'
WORKSHOP

EDUCATIONIST'S DIARY

LOSS OF TEACHER LEADERSHIP—
A NATIONAL CALAMITY

READERS' FORUM

BOOK REVIEWS

SUMMARY OF TEACHERS' SALARIES

*

UNION NEWS

THE UNION WILL GO ON

MONTHLY ORGAN OF THE ALL CEYLON UNION OF TEACHERS

Nestomalt
does you
good...



Everybody likes Nestomalt and it does them good. Equally delicious hot or ice-cold, there's nothing like Nestomalt to replace lost energy and build you up. The wonderful thing about Nestomalt is that it contains so much that is good for you, and still tastes so very, very nice.

Made and guaranteed by

NESTLÉ



SADAHAM MAGA Series

Narada Thera

Edited by K. D. de Lanerolle, Asst. Registrar,
Vidyalkara University

"This series of books by Rev. Narada is not only suitable as a means of imparting the Dhamma to children but also ranks as a revolutionary development in Children's literature. Whether they be considered as Dhamma books or children's books, no publication so well planned and arranged to captivate the child mind has ever been published in Sinhala."

—Jayadeva in Lankadipa

SADAHAM MAGA L. Kg. 52 illustrations	...	-75
SADAHAM MAGA U. Kg. 66	„	1-00
SADAHAM MAGA 2 Std. 25	„	1-40
SADAHAM MAGA 3 Std. 35	„	1-50
SADAHAM MAGA 4 Std. 25	„	1-60
SADAHAM MAGA 5 Std. 41	„	1-70

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

Books for **TEACHERS and TRAINEES**

NATIONAL EDUCATION—Its Concept and Content N. Sabaratnam	1-75	ENGLISH SPEECH LESSON (Senerat, What's That?) J. E. Jayasuriya & D. Walatara	3-75
THE PRINCIPLES OF TEACHING W. M. Ryburn	4-50	TEACHING ENGLISH Notes and Comments on Teaching English Overseas. A. W. Frisby	15-30
THE DIAGNOSIS AND TREATMENT OF LEARNING DIFFICULTIES Brueckner & Bond	30-25	THE TEACHING OF ENGLISH IN SCHOOLS K. M. Willey & W. R. P. Somaratne	2-40
LIVING ENGLISH SPEECH W. Stannard Allen	5-95	THE ART OF TEACHING ENGLISH J. H. Fowler	5-55
MODERN METHODS AND TECHNIQUES OF TEACHING G. A. Yoakam and R. G. Simpson	28-90	THE FIRST FIVE YEARS OF LIFE Arnold Gesell	29-00
UNESCO SOURCE BOOK FOR SCIENCE TEACHING	10-65	SCIENCE / A WAY TO SOLVE PROBLEMS Barnard, Stendlar, Spock & Beeler	21-80
EDUCATIONAL PSYCHOLOGY G. M. Blair, R. S. Stewart & R. H. Simpson	33-00	HEALTH OBSERVATION OF SCHOOL CHILDREN G. M. Wheatley & G. T. Hallock	35-75
SOCIAL STUDIES IN THE SCHOOL K. Nesiah	3-90	COMPARATIVE EDUCATION Nicholas Hans	19-40

LAKE HOUSE BOOKSHOP

100, Parsons Road, Colombo 2.

Tel: 78104.

JAFFNA

KANDY

ANURADHAPURA

Contents

PRIORITIES IN EDUCATION	5
THE UNION WILL GO ON	6
JAFFNA HINDU COLLEGE TEACHERS FOR DEMOCRATIC- SCIENTIFIC EDUCATION	7
CHANGES IN THE TEACHING OF PHYSICS IN THE UNITED KINGDOM	8
SOVIET VILLAGE SCHOOL TEACHER	11
THE FELLOWSHIP OF THE MIND	12
NEED TO DIRECT MEN'S MINDS TOWARDS CO-OPERATION	13
SHOULD SCHOOLS EDUCATE FOR RESPONSIBILITY? ..	16
EDUCATION AN INSTRUMENT OF SOCIAL CHANGE ..	20
A REPORT ON THE EDUCATIONAL EDITORS' WORKSHOP ..	21
ROLE OF THE EDUCATION PRESS	22
EDUCATIONIST'S DIARY	25
LOSS OF TEACHER LEADERSHIP - A NATIONAL CALAMITY	29
READERS' FORUM	30
SUMMARY OF RECOMMENDATIONS ON TEACHERS' SALARIES AND CONDITIONS OF SERVICE	31

Cover Page Picture: Arts and Crafts in one of our leading secondary schools.

THE ALL-CEYLON UNION OF TEACHERS

(Founded in 1920)

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

Secretary — J. D. Aseervatham,
10, Modera Street,
Colombo 15.
Phone: 7461

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

*Managing
Editor* — N. Sabaratnam,
7, Victoria Road,
Jaffna.

PLEASE

PATRONISE

OUR ADVERTISERS

THE CEYLON TEACHER

Vol. XXIV

JULY — AUGUST, 1961

No. 149

PRIORITIES IN EDUCATION

The most palpable feature of the Delhi Conference perhaps is that many of our educational problems are common the world over particularly in the regions of Afro-Asia. Teachers almost everywhere face the same difficulties like shortage of teachers and school buildings and unsatisfactory conditions of service. Of particular interest to us therefore are the hopes and plans of developing countries like India. With the advent of freedom they have launched upon ambitious programmes for expanding national education and wiping out defects and deficiencies caused by centuries of foreign rule.

NATIONAL PLANNING

National planning is natural and necessary because it is realized that education is a national concern and expenditure on education is a part of social insurance. Ignorance is an economic burden and a nation which invests in its children saves in the best economic sense. As a famous economist has said, there are no poor or rich countries but only countries in which the people use their resources and countries in which they do not. These developing countries are grappling with the problem of priorities in education that they may not fritter their limited resources on too many things at the same time. It is no doubt a difficult job since education is an organic whole. Higher education, secondary education and primary education are so interlinked that they all require immediate attention.

Discernible however, in the tangled thread of the Delhi deliberations was a definite line of approach to establish immediate objectives: The Provision of primary education on a universal free and compulsory basis for all school-going children—Reorganisation of secondary education and improvement of technical education—The provision of adult education to wipe out the colossal illiteracy of the masses—The supply of adequately trained teachers.

COMPULSORY EDUCATION

The increasing demand for education caused by an increased birth rate has almost everywhere outstripped the supply of the necessary facilities. The impact of the Asian Revolution was particularly felt in India. The villager wants to move with the times and to change his lot politically, economically and socially. He wants schools for his children and is more conscious of the world outside his parochial limits than ever before. The government is so pressed with the problem that it considers some schooling better than none. Compulsory education becomes ineffective unless inducements are offered in the form of free meals, school uniforms and books. A desperate attempt is being made to bring the poor children into schools. Our neighbour, the Madras State has organised a successful scheme of free mid-day meals costing 20 lakhs or more annually. This is not a matter for government alone. A truly national system of education demands the creation of a new spirit among our educated men and women so that they would regard the spread of education as a national obligation to all.

NATIONAL NEEDS

It's true universal primary education is Priority Number One. But education grows as a living organism does. Nothing is more vital to that growth than the reform of secondary education. In all free countries, secondary education provides the real training for national service in almost all except certain professional fields where university degrees are considered necessary. It must be the completion of education for the vast majority of the people, the entrance to life in various industries, crafts and professions. It must therefore provide a variety of courses whereby students of differing abilities and interests could be trained to produce the bare necessities of life for feeding, clothing and housing all. What is the good of all sciences and humanities, fine arts and the ceaseless

clamour about culture, if the very physical foundation of a people's life is being tragically undermined, sapped and made precarious? It is time that we took lesson from our neighbours and charted our immediate and long-range requirements; fixed the annual quotas of trainees in different fields; and made sure that the trained men found a ready opening for work. Is Education always a National Investment? The answer can be in the affirmative only when practical work is intelligently organized to unlock the latent energies of a vast majority of our children.

Education must play a big part in national reconstruction. It must lead to popular enlightenment. Present day governments live on the voice of the people. All sorts and conditions are making their demands on this voice. No live government can therefore afford to ignore this voice. The word and the printed and readable word at that should be the instrument that keeps a people and their government in contact. A programme of social education must therefore be taken up in all earnestness.

THE REVOLUTIONARY FACTOR

The most important link however in the educational chain is the teacher. It is often forgotten that the method of teaching is itself part of the curriculum. Our attention must be diverted from costly school buildings to better teachers and better teaching. The teacher has to help to bring about a psychological revolution in the minds of his pupils which is a necessary condition for the emergence of a better social order. This is a particularly difficult task in our country because the claims of the modern scientific outlook must be reconciled with our attachment to old culture. India's Defence Minister Mr. Krishna Menon aptly stressed this point in his masterly address at the Conference when he asked the educators of the world to find a universal sense of values for this interdependent world. This is indeed a tall order and teachers of Asia will watch with interest the Asian Programme of the World Confederation in this direction.

THE UNION WILL GO ON

PROPHETS OF DOOM WRONG

Throw Open the Membership to all Teachers

- TO HELP IN THE SOLIDARITY OF THE TEACHING PROFESSION
- TO IMPROVE THE STANDARD OF EDUCATION
- TO BETTER THE STATUS OF THE TEACHER

—GEN. SECY. A.C.U.T.

"A Union like the A.C.U.T. where men and women have worked with dedication towards the cause of education and the improvement of the teaching profession, cannot but grow" states a memorandum from the Gen. Secy. A.C.U.T. on "The Future of the Union" calling for suggestions from members of the Executive for the continuance of the Union as a stronger body.

There has been a favourite pastime continues the Memo, from time to time of certain people to predict the end of the A.C.U.T. with the changing of Government or the initiation of new policies in education. But these prophets of doom have always been proved wrong and the Union has grown from strength to strength. It cannot be otherwise.

PROUD RECORD

The Union can look back with justifiable pride on 41 years of solid achievement for the betterment of education and the improvement of the status of the teacher. It has been found that the Union has in some respects achieved better conditions for teachers in Ceylon than what their brothers in other parts of the world have been able to achieve.

With the changing conditions in employment and teachers getting grouped into Private School Teachers, Director-managed School Teachers, Teachers in schools vested in the Crown and Teachers in Government Schools, there has been a feeling of uncertainty and members have been wondering whether the Union can continue. If teachers with a sense of dedication have slaved for the Union for so long and have been able to make valuable contributions towards

educational thinking in this country, the Union cannot but continue to do the same service in future too. If the members decide to continue in association for the improvement of education and bettering the service conditions of the profession, the Union will go on.

FREEDOM ESSENTIAL

The Union is needed more than ever before to guard jealously against any encroachments on the rights of the teacher which teachers as the largest single group of educated people in our country will naturally resent. Professional freedom and political freedom are essential if the teacher is to play the part in the development of the country which he is capable of playing.

We have urged that in order to preserve this freedom teachers should be removed from Government control and schools should be administered by Statutory Boards or Local Authorities, so that there would be no person called the Government Teacher. But if the Government insists on bringing many more schools under Government control, we have to devise ways for the Union to exist even under this set-up.

AMEND THE CONSTITUTION

At present the Constitution gives membership to teachers in non-Government Schools, to teachers on the Staff of Assisted Training Colleges and to teachers on the Staff of the University. What is recommended is to remove the words "non-Government" and "Assisted" and to make any other change to open the membership of the Union to all teachers.

TEACHING SERVICE ONE AND INDIVISIBLE

This move is perfectly justifiable and is in fact the most logical step because the teaching service in Ceylon is one and indivisible. The teachers in Ceylon in whatever type of schools they teach whether Government or non-Government have the following in common :—

- (1) The names of all teachers have to be entered in the Departmental Register of Teachers.
- (2) The qualifications for all teachers must be such as are approved by the Director of Education.
- (3) All registered teachers are subject to approval by the Director of Education in order to enable them to teach.
- (4) The salary scales for all teachers are the same.
- (5) All teachers are eligible for the same pension and have to make a 4% contribution to the School Teachers' Pension Fund.
- (6) The widows and orphans of all teachers are entitled to the widows' and orphans' pension and all male teachers have to contribute 2% to the Teachers' Widows' & Orphans' Pension Fund.
- (7) The conditions of employment of teachers including conditions regarding leave are now the same and subject to supervision by the Director or his Agents.
- (8) No teacher even in a private school can now be discontinued without the approval of the Director of Education.

(Continued on page 7)

JAFFNA HINDU COLLEGE TEACHERS FOR DEMOCRATIC-SCIENTIFIC EDUCATION

"Judged by Asian standards, the educational system that obtains in Ceylon is one that need not plunge us in shame or despair. Nevertheless, our system is still denationalised in perspective, colonial in purpose, unduly academic in bias, and undemocratic in the denial of equality of opportunity to all", says the memorandum submitted by the Jaffna Hindu College Teachers' Guild to the National Education Commission.

The memorandum suggests that the educational system "should help to liberate our children from the inferiority complex that has so unfortunately coloured our attitude to the West and held us back in our national advance. It should help them to make their contribution, spontaneous and distinctively national, towards the cultural progress of the world at large."

Referring to the content of education, the memorandum states that the system should be "so reoriented so as to dissipate the halo that surrounds the administrative service and the learned professions and set the crown of respect and renown on science, technology, commerce and craftsmanship. Even if demand lags behind supply, more people should become technically qualified for the simple reason that in a developing economy, as ours has willy-nilly to become, unemployed technicians will not be the dead weight on society that the S. S. C. qualified unemployed are to-day."

The memorandum welcomes the recent Education Acts as "setting the necessary basis and tempo for the provision of equality of educational opportunity for all."

In reference to religious education, the memorandum states that education at the school level "should be completely secular in outlook and content, with the teaching of religion to be done in the places best suited for such teaching.....viharas, temples, churches, mosques.....by the staff best suited for the purpose.....the clergy."

The memorandum sums up its general recommendations by stating that "a unified national system of education should be not only unified and national but also democratic, secular and scientific in outlook, content and organisation."

Dealing in considerable detail with the provision of schools, the memorandum recommends the separation of the primary school from the post-primary, on the ground "that, where primary and secondary schools are combined, there is a tendency to neglect

the primary school children." It also suggests that the compulsory school-going age to be raised to five plus.

The memorandum suggests that the secondary stage of education be divided into two periods of three years and two years to form the lower secondary and the higher secondary respectively.

The memorandum says that at the lower secondary level "a diversified, compulsory, comprehensive course is considered ideal because the development of individuals takes place best through a variety of media." By following a comprehensive course at this stage, students, will to a certain extent be freed from the purely academic bias of present-day education.

Selection and differentiation are recommended at the stage between the lower and higher levels of secondary education, and the suggestion is made that students be streamed into three categories—the academic (humanities and sciences), the technical and the practical. The G. C. E. (ordinary level) examination would be taken at the completion of this stage.

After the G. C. E., students would go into the collegiate level, involving two years of study. Only the academic stream should have provision in the secondary school, while the vocational streams—the technical and the practical—should be provided with separate technical and practical schools.

With success at the university entrance examination the academic stream will lead to the university and then to the professions. The vocational stream would, on the other hand, go into technical and practical schools for a two years' course leading to a certificate or a diploma.

The memorandum qualifies its recommendation on the selection of students at the eight standard (age of 14) by stating that there should be room for re-adjustment at the end of the G. C. E. stage.

In dealing with the curriculum, the memorandum suggests that the swabasha should be the medium of instruction at all levels of school education, and that English, now a compulsory language over a large part of the school course, should be introduced only at standard six and that too as an optional language. The reasons are that the teaching of English in the primary school has been "generally unsatisfactory" and that "compulsory English has been a burden and a source of frustration to the majority of students".

Other points made in the memorandum are:

- Co-education should be confined to the primary and university stages of education.
- The government must introduce legislation for the compulsory acquisition of lands for school expansion.
- The disbursement of facilities fee should be entrusted to a committee elected by the staff with the Principal as Chairman.
- Hostels should not be run as profit making concerns.

- Administrative work in connection with G. C. E. examination should be decentralised on a zonal or provincial basis, with the Department of Examinations in Colombo functioning as a supervising and co-ordinating body.
- Similar to the Medical Council and the Law Society, an institution consisting of practising teachers must be set up, one of its functions being to maintain a National Register of Teachers.
- Publication of text-books in swabasha (original and translated) should be facilitated, encouraged and expedited.
- Non-teaching staff should be assigned an incremental scale with incremental credit given in consideration of age and earlier service. They should be paid direct by the government..

THE UNION WILL GO ON

(Continued from page 6)

- (9) All teachers are engaged in the same work, educating the children of this country.
- (10) In all matters regarding schools or teachers, whether in private or Government schools, the Minister of Education is the final authority according to Section 3 of the Education Ordinance No. 31 of 1939 and he has the right to rescind, alter or revise any order or determination of the Director of Education regarding schools or teachers and such decision is final and binding on all persons affected thereby.

Hence we must strive towards the recruitment of all the teachers in the country as members of the Union, so as to help in the solidarity of the teaching profession in the country and the improvement of the standard of education and the betterment of the status of the teacher.

MEMO FOR LABOUR MINISTER

But there is some difficulty in having one Union for all teachers, because of the Trade Union (Amendment) Act No. 15 of 1948 which restricts membership and prevents affiliation or federation. This matter has already been raised with the Commissioner of Labour and the Registrar of Trade Unions and a memorandum is being sent to the Minister of Labour to consider the Teaching Service as one.

CHANGES IN THE TEACHING OF PHYSICS IN THE UNITED KINGDOM

"No course in Science can be satisfactory if it does not attempt to cultivate powers of reasoning and a critical attitude, to develop judgment and even to engender [certain moral qualities as well". The writer examines how the usual practices in school laboratories in the U.K. measure up to these criteria.

P. E. Richmond B.Sc., A. Inst. P.,
Lecturer in Education, The University of Southampton.

Spectacular and far reaching scientific discoveries and technological developments during the past fifteen years have had a tremendous impact on the citizens of the world. People in every civilised country have heard of space-men and of satellites, atomic power stations are being erected all over the world, semi-conductors are being used not only in transistor sets but also to obtain electrical power direct from sunlight. The list of far reaching discoveries and exciting developments in the scientific field could be extended indefinitely and much of the new knowledge has arisen during the lifetime of children at school today.

Need for an Integrated Syllabus

Teachers of physics are well aware of the changes and of the necessity to integrate them into the curriculum of the school. Throughout the English speaking world the content of physics syllabuses is being rethought. In the United States of America the Physical Sciences Study Committee, helped by grants totalling over \$5,000,000 has destroyed the whole edifice of conventional physics as taught in schools and prepared a course of truly "fundamental physics", deliberately eschewing all practical applications. The Science Masters' Association in the United Kingdom has spent several years revising the examination syllabuses of physics, chemistry and biology in an attempt to incorporate modern ideas.

Radiation Physics

The most striking and important discovery of the war years was the release of nuclear energy, uncontrolled

in the atomic bomb, controlled in the early "piles" or nuclear reactors. Radiation physics is a topic whose understanding is of crucial concern for everyone. Here is a topic pointing the way to instruments of vast destruction or to great developments for the good of humanity. Here is a topic of great intellectual content and great depth, a topic susceptible to advanced theoretical treatment and involving experimental work of fascinating interest, a topic vital in the affairs of men. Can it be taught in schools? Should it be taught in schools?

Caution—The Keynote of the S.M.A.

In 1953 Dr. Grove of the Radiochemical Centre, Amersham, England gave an experimental lecture entitled "Radioactive Isotopes as Aids to Teaching Science" at the annual meeting of the Science Masters' Association. A sub-committee of this organisation was set up to discuss the inclusion of radiation physics in school syllabuses and the circuit of a simple Geiger Count Rate Meter was published in 1955 (1). In English schools science teachers developed experiments and approaches to the teaching of radioactivity but published results were few. Safety precautions were stringent, the Ministry of Education in conjunction with the Local Education Authorities forbade the use, without permission and close control, of discharge tubes operating at voltages greater than 5,000 volts, of all X-ray tubes and of all radioactive isotopes. Without question this was the right thing to do. The danger of X radiation from cathode ray tubes such as the "Maltese cross" tube, used for

many years by sixth formers, has been detailed elsewhere (2) and is very real. The results of the casual handling of powerful sources could be serious indeed.

The Ministry Makes no Firm Recommendations

The Ministry of Education in its pamphlet on the teaching of science in secondary schools (3 p. 122) shows its awareness of the importance of atomic physics but does not make firm recommendations. It suggests that "if the course in physics were re-examined it would probably be found possible to introduce such topics as the simple kinetic theory of gases, the phenomena of the electric discharge through gases at low pressures, the concept of the electron, and positive rays much earlier than is usually the case at present", but does not envisage a detailed discussion of the nuclear atom (p. 48) "the learning of the modern theories of the structure of the atom is no more than a piece of esoteric dogma, which has, nevertheless, been introduced at quite an elementary stage in some courses; it deserves no place there."

Present Trend—It's Possible to Present Atomic Physics Satisfactorily

The Science Masters' Association, after much discussion, decided to include a substantial section entitled "Atomic Structure and Nuclear Energy" in their intermediate phase (up to sixteen years of age) of their recommended syllabus. (4) The Americans too, in their P.S.S.C. course, include the consideration of nuclear physics and quantum systems for their eleventh or twelfth grade (sixteen or seventeen

year old) students. The older English student is catered for with an S.M.A. syllabus going quite deeply into nuclear theory. A detailed syllabus of work for the sixteen to eighteen year old is suggested. The full impact of these syllabuses, intended mainly for the most intelligent 20% of British secondary school children, has yet to be felt; the experimental work to accompany the course must be developed and it remains to be seen whether teachers will accept the suggestions. Some of the best teachers fear that too much theory and too many facts must be taken on trust, that the subject can only be taught from a textbook or the blackboard, that active participation by the student in experiment or demonstration will not exist and that a truly scientific approach is impossible. The next few years will show whether these objections are valid and insuperable. If they are found to be so then the teachers will ask whether the gains in general knowledge outweigh the loss of scientific content in this part of the course. The present indications are that a satisfactory method of presenting atomic physics is possible. Safe experiments in nuclear physics have for several years been demonstrated in German schools using apparatus developed by the Leybold Company. Mr. J. L. Lewis in England has produced a number of ingenious, home made pieces of apparatus for the same purpose and it is hoped that details will be published shortly.

Reasoning, Critical Attitude and Judgment—True Criteria

The role of practical physics in the school is again under review and the present trend of opinion is relevant to the difficulty of providing practical work with radioactive materials for the pupils themselves. For many years it has been traditional in the United Kingdom to include a considerable amount of practical work. At 'O' and 'A' Levels of the General Certificate of Education and even to Degree level it has been usual for students to spend up to half their time doing experiments, often repetitive and from work sheets. The advisability and efficacy of this approach is being actively questioned. English schools are as well equipped for class practical work as any in the world, apparatus for thirty or more children to work in pairs at experiments in all branches of science is common place but it is being asked

whether the maximum value is being obtained from the apparatus and from the time consumed. The Ministry of Education (3 p. 25) notes the widespread feeling in this country that "no course in science, whether general or specialised, can be satisfactory if it deals merely with the acquisition of knowledge and does not attempt to cultivate powers of reasoning and a critical attitude, to develop judgement and even to engender certain moral qualities as well". How do the usual practices in school laboratories measure up to these criteria?

Practices in School Laboratories

Dr. Boulind of Cambridge University has pointed out (5) that practical work has four aspects. It is useful for developing skills, it helps to inculcate the scientific method, it helps to maintain interest and it helps the learning of facts and principles. Also it makes phenomena more real to have experienced them oneself. All these are important components of the educational and training value of physics. They cannot be lightly set aside; can they be made more apparent, more real in the laboratory?

The current answer is that they can, provided there is much greater emphasis on the setting and solving of problems. One of the foremost characteristics of a good scientist is his ability to ask the right questions. A second requirement is that he should be able to devise and to perform experiments to find the answer. Children are seldom encouraged, in school, to ask questions which the pupils see as genuine problems whose solution they can themselves discover by reference to the apparatus available. The commonest procedure is for a set of instructions to be followed in order to achieve the "right result" which was well known beforehand. This method reduces intellectual curiosity and plays little part in developing any appreciation of scientific method. It is accepted that any way of organising practical work which entails problem solving is likely to be more time-consuming than the routine 'doing' of standard exercises. It is expected that any increase in time taken on individual investigations will be compensated by having fewer experiments but ones that are really worthwhile. Then more of the ground must be covered by demonstration by the teacher.

A Lot of Pre-School Scientific Knowledge in the U.K.

The training of young people in generalised manual skills not of specific vocational use becomes less necessary in the U.K. as mechanical toys, household appliances and apparatus enter more into the lives of children. Before entering school at five years old children are familiar with the operation of a screw. At eleven when they enter secondary school they may already have dismantled a bicycle or helped their father to repair a fuse or electrical apparatus. At school the curriculum may well include purely practical subjects such as metalwork and woodwork. In countries where machines of all sorts are less common and secondary school children have no out-of-school experience even of a hammer, screwdriver or pair of pliers individual practical work in the physics laboratory remains essential for the acquisition of skill and a working knowledge of what can be done with simple tools, apparatus and materials.

Science—A Humane Study

A new awareness of the importance of ideas and of the cultural value of physics lies behind much of the re-thinking of ways of teaching the subject. A report on the teaching of physics presented to the International Conference on Physics Education in July 1960 sums up contemporary thought (6 p. 217)

"it cannot be too strongly emphasised that science is one of the humanities. Physics is not a collection of 'facts' which can be learned; it is a highly imaginative intellectual structure of concepts that gives a meaningful and creative picture or model of such of man's experience of the world in which he lives as it has yet been possible to integrate into a consistent whole".

The science teacher is more and more aware of his duty to the community in educating all the children to an adequate knowledge and appreciation of science not as an aid to acquiring a good job or a good examination certificate but as a basis of appreciating the intellectual power of science and its great significance in history and the arts. The S.M.A. Policy Statement (71) recommends that all pupils take physics for the first five years of their

secondary school course and that science in some form be continued for *all* sixth formers so that none shall be denied an opportunity to examine and experience a variety of facets of the work of the physicist and his colleagues.

Changes—Gradual

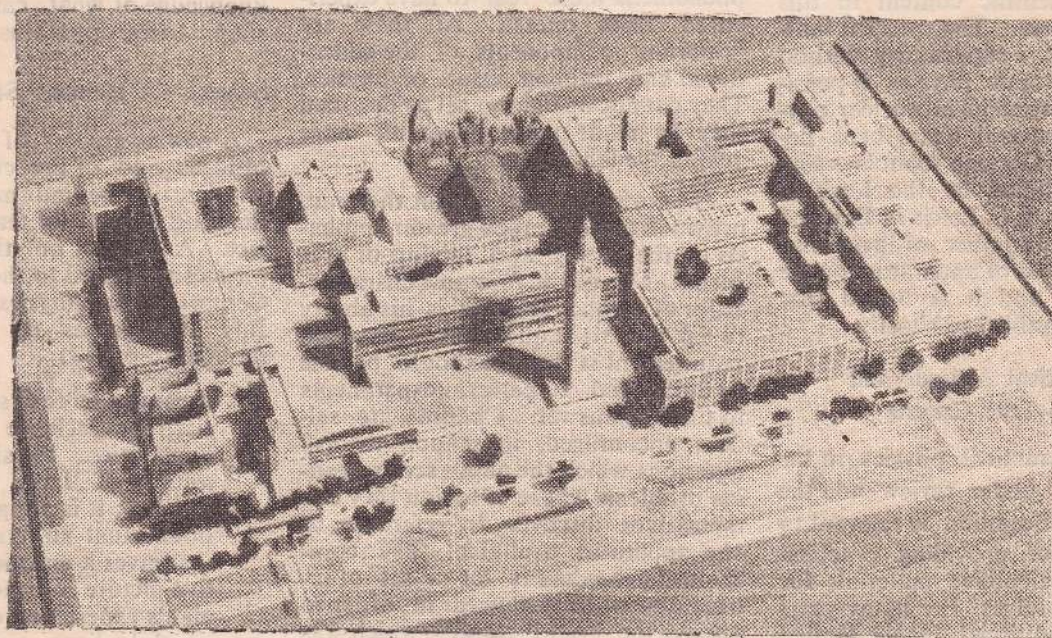
The changes discussed are not happening everywhere or with great rapidity. The English Grammar School teacher must ensure that the results of children taking examinations set by people unconnected with the school do not suffer unduly from his experiments.

But the results of experiments will slowly change examination requirements. The S. M. A. syllabuses are being carefully considered by all concerned with education, and controlled experiments are being carried out to discover their value. Substantial changes will take place—but slowly.

1. "A Simple Beta-Gamma Count Rate Meter" E. W. Pulsford School Science Review No. 129 Vol. XXXVI March 1955.
2. "Suggestions for Class Room Experiments with X-Ray and Discharge Tubes" K. Hecht, E. Leybold's Nachfolger, Koln, Germany.

3. "Science in Secondary Schools" Ministry of Education Pamphlet No. 38, Her Majesty's Stationary Office.
4. "Science & Education: Physics for Grammar Schools" Science Masters' Association. John Murray.
5. "The Place of Practical Work in School Physics Teaching" H.F. Boulting. Bulletin of the Institute of Physics & the Physical Society, Vol. 12 May 1961.
6. "The Teaching of Physics in Schools" Bulletin of the Institute of Physics, Vol. 11 September 1960.
7. "Science & Education: A Policy Statement" Science Masters' Association. John Murray.

THE IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY



The Imperial College of Science and Technology was established by Royal Charter in 1907, and became a School of the University of London in the following year. Linked within the framework of the Imperial College, the three constituent Colleges divide the work of the College between them while retaining their identity and proud traditions. The Royal College of Science conducts the work in pure sciences: chemistry, physics, mathematics, meteorology, pure geology, botany and zoology, to which will shortly be added a major contribution in bio-chemistry; the Royal School of Mines concentrates on mining, mineral technology, metallurgy, mining geology, oil technology and applied geophysics; the City and Guilds College concerned with the main branches of engineering: aeronautical, chemical, civil, electrical and mechanical. An architect's model showing what the Imperial College of Science and Technology will look like in a few years' time when the present £15,000,000 (Rs. 20 crores) rebuilding and expansion scheme is completed.

Courtesy—The U.K. High Commission.

SOVIET VILLAGE SCHOOL TEACHER

By Matvei Sazonov,

Assistant Professor, Krupskaya Teacher Training Institute, Moscow.

There are 1,900,000 school teachers in the Soviet Union. Half of them teach in rural school, playing an important role in raising the cultural standards of the rural population.

In Soviet times great changes have taken place in the village. Illiteracy has been completely liquidated. Farmers receive the same education as city residents. An eight-year education is obligatory for all Soviet children. Complete secondary and higher education is accessible to everyone.

The Soviet Government highly appreciates the work of village teachers. Tens of thousands of them have been awarded orders and medals of the Soviet Union, many bear the honorary title of Merited Teacher. Many teachers of village schools have been elected Deputies to the USSR Supreme Soviet as well as to the Supreme Soviets of the Union Republics. Tens of thousands of them are Deputies to the village, district, city, regional and territorial Soviets of Working People's Deputies.

Numerous Benefits

The Soviet Government displays great concern for the well-being of the rural school teacher and gives him numerous benefits. All village teachers are provided with living quarters and communal services. Those willing to build their own houses receive plots of land free of charge and for use in perpetuity, long-term loans and building materials. That is why many village teachers have their own houses with orchards and vegetable gardens.

The trade union of educational workers spends large sums of money on teachers and their children, providing them with accommodations at rest homes and sanatoria, and organising summer camps for their children. Some of the children are sent to children's sanatorium type forest schools. Much money is spent also on cultural services for village teachers.

A Typical School

We visited a secondary school in Chobotovo, not far from Moscow. More than 700 girls and boys study at

this school. It has a teaching staff of 40 people. They all have a specialised education. The school has different study rooms, laboratories, work-shops and a large garden. Vladimir Atarov, the school principal, told us about the living conditions of the teachers.

Five houses were built for the teachers by the school. Eight teachers built their own houses. All the teachers have comfortable, well-furnished apartments. They all have radio and TV sets. One of the teachers has his own car; several others have motorcycles.

Each teacher has his private library which he constantly replenishes with new additions of fiction and educational literature. These libraries contain books on teaching methods, political, scientific and reference literature, dictionaries, encyclopedias and reference books as well as fiction. Most of the teachers subscribe to complete works of their favourite writers. Every year the school provides 10 of its teachers with accommodations at rest homes and sanatoriums situated on the Black Sea coast, in the Caucasus, on the Baltic coast, on the Volga, in the Urals and elsewhere.

Living Conditions

We interviewed Yevdokiya Stolyarova, one of the teachers at Chobotovo School. Here is what she told us about her life.

"I have taught Russian language and literature at Chobotovo school for more than 15 years", she said. "My husband works at the editorial offices of our local newspaper. I have two sons, the elder is in the 7th grade and the younger is in the second. I earn more than 100 roubles a month and my husband gets 200. This is quite sufficient to cover all our needs. After the war we decided to build our own house. The local Soviet gave us a plot of land free of charge. Besides, we received from the State a long-term loan (to be paid off in 10 years). Soon we finished building our house and paid off our loan. We have laid out an orchard around our home.

"We have four rooms: the boys' bedroom, our bedroom, a study and a living room and a big kitchen. The money we earn makes it possible to keep our house and buy all the goods and clothing we need. We can also subscribe to books, newspapers and magazines, go to the movies and theatres. We buy 12 or 15 kg of meat, 6 or 8 kilograms of butter a month for our family, to say nothing of such things as sugar, bread, milk, flour, macaroni, fruit and vegetables.

"We constantly buy new books for our library, which contains more than 1,000 volumes. Among our books are the complete works of the Russian classical writers Pushkin, Lermontov, Gogol, Tolstoi, Chekhov, Turgenev and Nekrasov and books by the Soviet writers Gorky, Mayakovsky, Sholokhov, Panforyov, Katayev, Ostrovsky, and others. Besides, we have many works by foreign classical writers—Shakespeare, Goethe, Schiller, Heine, Hugo, Rabindranath Tagore, Zola, London, Cervantes, Balzac, Maupassant, Mark Twain, Jules Verne, and others. There are quite a number of books on education. All the members of our family are fond of viewing television.

"Last summer I was at a rest home. I paid seven roubles for my accommodation there which actually cost 30 roubles, the balance of 23 roubles was paid by the teachers' trade union. Both my sons spent their vacations at a summer Pioneer camp. We paid 9 roubles for each of them although the accommodation cost 30 roubles. In this case too the trade union took care of the rest. We often go to the capital to attend theatres and concerts and visit museums. This year half of our teachers got season tickets for concerts in Moscow."

At the end of our interview Yevdokiya Stolyarova said that village teachers have every condition for fruitful work. They are devoting all their energy and knowledge to the work they love, to bringing up the younger generation.

THE FELLOWSHIP OF THE MIND

"To impress the importance of education and training of young people for every kind of employment".

—BY ROB MANSFIELD

The other day I read a report that the 22-year-old son of a Chinese grocer in Malaya, Mr. Tan Hong Sian, had won the King George VI Memorial Scholarship worth £1,000. Mr. Sian will be taking a post-graduate course in electrical engineering in Britain. He will be joining about 47,500 other students from overseas who are in Britain receiving educational training of one kind or another.

The incident set me thinking. You can hardly pick up a newspaper these days without reading of some aspect of the co-operation going on in education inside the Commonwealth. The Commonwealth Technical Training Week (a scheme proposed by the Duke of Edinburgh) has just concluded; discussions have been going forward concerning the time and place of next Commonwealth Education Conference; new places are being created in British industry and in technical colleges for Commonwealth students.

Technical Training Week

Education provides one of the most remarkable examples of the growth in Commonwealth co-operation. During the Technical Training Week, all over the Commonwealth, this was in some degree (and in one aspect) brought home to very many people. For there were "open days" in firms and colleges, careers exhibitions and civic functions, a procession in London and a special service at St. Paul's. And all of this was fittingly designed "to impress upon all sections of the community the importance of the education and training of young people for every kind of employment."

The whole exhilarating picture of educational partnership will be revealed at the second Commonwealth Educational Conference, to be held in Delhi in January 1962.

It is nearly two years since the first such Conference was held (at Oxford). The whole idea stemmed from proposals made at the Commonwealth Trade and Economic Conference, held at Montreal in 1958, and it is most heartening to see how much of what was

promised at both Montreal and Oxford has been fulfilled.

Take that original target of 1,000 new scholarships and fellowships set by the Ministers at Montreal. The total number of awards that have been provided for is now close to that figure, and 14 different governments in the Commonwealth have contributed towards the total, each doing what it can. The United Kingdom has offered to provide for the support of 500 scholars at United Kingdom universities in any one year.

Training of Teachers

Apart from considering the Scholarship and Fellowship Plan, the Oxford Conference examined three major matters: first, the training of teachers; second, the supply of teachers for overseas service in countries of the Commonwealth; third, the scope of and prospects for technical education. Special attention was devoted to the problem of teaching English throughout the Commonwealth as a second language.

A report has just been issued on the subject of English teaching, following a conference held at Makerere College, Uganda, earlier this year. This conference was attended by representatives from 21 countries of the Commonwealth (including British dependencies) and made a number of important recommendations. One was that a Central Commonwealth English Language Information Centre should be established.

It was also emphasised that increased research in English language teaching was necessary, that there was an urgent need for more training materials and for simple, illustrated reading material for people whose knowledge of the language is slight.

There is a Commonwealth Bursary Scheme under which a large number of bursaries have been awarded to teachers from the Commonwealth overseas to enable them to obtain further training in the United Kingdom. Some 200 bursars come from Africa alone. An experiment is being made with the

training of teachers in Nigeria, refresher courses for whom will be conducted during this summer by 55 tutors flown out from the United Kingdom at United Kingdom expense. In addition, a number of Commonwealth countries overseas are taking steps to accelerate their own production of teachers.

Quite a large number of the teachers going abroad to Commonwealth countries, particularly from Britain, are also in the teacher-training field. At the Oxford Conference it was stressed that a "favourable climate of opinion" among teachers was necessary to induce them to serve abroad.

The National Council for the Supply of Teachers Overseas has been formed to familiarise teachers and their employers in the United Kingdom with the idea that service abroad for a period can constitute a normal part in the career of every teacher. It also has the function of devising safeguards for the interests of teachers who volunteer to serve abroad—looking after their promotion prospects, and domestic and financial problems—and this will certainly swell the annual "export" of such teachers, which has already been running at a yearly rate of more than 2,500.

Industrial Help

Technical training has received a remarkable impetus. As her own technical training facilities increase, Britain proposes not only to maintain the ratio of Commonwealth students, but to increase it. And the Board of Trade has set up a Committee with the major industrial organisations to help with any cases "which cannot be fitted into the many existing schemes under which training is given".

At universities in the United Kingdom during the academic year 1959-60, 4,516 out of the 7,123 students from the Commonwealth overseas were studying agriculture, medicine, engineering, pure science and other subjects lying outside the field of the arts. During the same year, Commonwealth

(Continued on page 19)

NEED TO DIRECT MEN'S MINDS TOWARDS CO-OPERATION

PRIME MINISTER NEHRU'S CALL TO EDUCATIONISTS

"Education for Responsibility." Yes. Responsibility to run some business, to run some big concern, to run your village or whatever it may be. It is true but ultimately to produce a person who can run himself properly, not others so much", said Prime Minister, Shri Jawaharlal Nehru when he inaugurated the Tenth General Assembly of the World Confederation of Organisations of the Teaching Profession in New Delhi.

Nearly 700 delegates from over 70 countries—twenty-five from Ceylon—participated in the Conferences which was held at the Vigyan Bhawan. The session was presided over by Mr. S. Natarajan, Vice-President of the Confederation in the absence of the President Sir Ronald Gould, who was held up in England because of important negotiations between the N. U. T. and the government.

WRONG THINKING

Continuing Shri Nehru said, "You meet today to discuss these problems here when in the world there are very serious, grave problems at issue and no man can say what may descend upon us in the course of the next few months. It is a difficult and very delicate situation and yet perhaps the very difficulty of the situation may lead us to think furiously as to what is wrong with our thinking—not ours here, but generally everywhere. Something must be wrong. On the one hand, we arrive at the conclusion that education must necessarily be the way to solve the world's problems—practical education whether it is scientific, technical or in regard to the humanities. All that is obvious.

But we find that most highly educated nations and peoples in the world, who have all the advantages of technical education, advantages of education in humanities who have succeeded in a large measure in getting rid of some of the ancient evils from which humanity has suffered like poverty, etc., in another continent not only do

not get on with each other but are full of violent hostility towards each other.

Now, what is the result of different types of education or lack of education? Does the education lead to greater hostility in spite of greater understanding? It is a problem which I will submit to you deserves consideration. I am quite sure that education is essential and I am not decrying education but the fact is education or, if I may say so, that the type of education that we have had has not led to that peaceful and co-operative international approach which has become so essential to the world's growth or even to the world's survival. That troubles me.

And in thinking about our own educational problems in this country—as we do very often, even a layman like me—we may argue as to greater stress sometimes on scientific training, technological training or may stress, as my colleague Prof. Humayun Kabir did here, I believe yesterday here or somewhere, about humanities, the importance of the humanities. I entirely agree with him but the fact remains that in spite of all this scientific training plus training in the humanities we have arrived at a stage, taking the world as a whole, when we are bitterly hostile to each other.

WHY BLAME OTHERS?

Is this some kind of a fate which we cannot get rid of and so we have to see this tragic drama unfold itself and be helpless spectators of it in spite of the tremendous advances that we have made, in spite of our education and the great civilisations that have been built up? What is wrong? How can we deal with this situation? It is obviously not enough merely to blame somebody for it. Somebody may be guilty, may be wrong. Somebody else blames the other party and so it becomes a competition in casting blame.

Whoever may be blamed, it does

not solve the problem. It does not create the conditions, the atmosphere for the solution of the problem. Problems may be difficult and they are indeed very difficult. But the first necessary thing for their solution is an atmosphere which is helpful in considering them or in solving them. That very atmosphere is absent.

CREATE THE ATMOSPHERE

How far does education help in creating that atmosphere. I venture to submit that it is worthy of your consideration. You are going to discuss training for responsibility which is a very good and desirable subject, an important subject that we, each individual have a measure of responsibility in discharging his obligations and duties. We claim rights but no right is ever divorced from a duty or an obligation and it is right that we should be trained in that.

But still responsibility for what? Responsibility for doing an odd job. Well, this is one thing and very necessary. Responsibility to our fellow citizens, our neighbour, responsibility for not only our neighbour but the man who lives the next door to him, may be further away, may be in another country, national responsibility or international because the world as it is too compact, too close together for is to ignore or to live apart from anyone else. The whole concept of national sovereignty indeed becomes weaker and weaker when you indulge in flying across numerous countries in a jet plane in a few hours and more so when you are on the threshold of the space age, all this business of national boundaries becomes rather out of date and yet our minds function in that previous age which is past, looking at things in a narrow way, narrow even from the nationalist concept.

In spite of all our growth a certain tribalism clings to us. In India we have the misfortune to have caste



Mr. Nehru arriving at Vigyan Bhawan, New Delhi, to deliver the inaugural address at the 10th Annual Assembly of the W.C.O.T.P. With him are Dr. William G. Carr, Secy. General of the W.C.O.T.P. and Dr. Shrimali, Union Minister of Education, India.

which is a kind of a continuation of tribalism and which has done us enormous injury in the past and today we are trying to get rid of it. There is no such thing as caste elsewhere but something resembling the consequences of a narrow tribal outlook still govern nations, even the highly civilized nations and they look upon the world as some kind of projection of their own thinking and when the world does not function in that way, one is dissatisfied, angry, why it doesn't.

Well, the world is a very varied

place, a very delightful place, I think a very beautiful place but a place which is not uniform. It differs. Human beings differ, their thinking differs, even to some extent their urges differ although in many matters they may be similar and this concept of introducing a measure of uniformity everywhere, regimenting people's thinking or living to one mould, is neither easy nor, I think, desirable. Therefore, one has to come to the conclusion that there are many ways of living, many ways of thinking although there may be common bonds in them.

TRUTH HAS MANY FACES

In fact there are many ways, many facets of the truth we seek and not the only one which we, in our limited minds, have only very partially grasped. It is a basic issue how far we think in our pride, that we possess the ultimate understanding or truth or reality and the way of life in everything and therefore how far it is up to us to impose it upon others.

Well, in the background of India with all our infinite number of failings, we have been rather tolerant in our outlook and we have thought that truth has many faces and no one has a monopoly of them, no country, no individual and therefore that does help in making one a little tolerant of others who differ.

It creates, as I said, an atmosphere where we can get on with others. Whether that is helpful or not, I do not know. But that of course, does not mean necessarily that we should get on with something which we consider thoroughly evil. That too is wrong. So all those difficult questions arise.

But basically the question that does arise is that in this world we have to tolerate each other and we must not imagine that it is our duty to push somebody aside or to sit on his chest and force him to do what we want".

Mr. Nehru referred to the efforts taken to solve the numerous problems of the country. "It is a big problem, he said, raising 430 million people and when you think of India and India's problems always remember that we have to face 430 million problems. We look upon this question not in some kind of a way, isolated from the individuals because those individuals in their millions are before our eyes but thinking is directed towards raising them, bringing them out of the traditional, in some ways a semi-feudal, structure into modern forms, modern structures. The mere size of the problem is staggering and if you look deep into it it becomes more difficult.

Yet it is being done and then I think with a measure of success though we often stumble and fall; we make mistakes but I think we shall succeed and even as we go on working there we think of other things. Yes. We shall succeed in providing enough food and clothing and housing and education and health and work and all that.

FUTURE : INTERNATIONAL CO-OPERATION OR INTERNATIONAL DESTRUCTION ?

What then ? Where does the country aim at ? What picture of the future we have in our mind ? What picture do we wish to project into our people's minds of the future, the future of which we see gradually developing all over the world, a future of very close international co-operation ? It is otherwise just international destruction. There is nothing in between.

BIG CHANGES

So these big revolutionary changes are taking place in the minds of the people apart from others in agriculture—in agriculture which is becoming a little more modernised and industries and power. Education, I think, is the most revolutionary factor in India and is changing the face of India. It is not so suddenly obvious

but any person who goes and sees the changes taking place is tremendously impressed by it.

Well, that is happening and that will continue to happen but the basic problem to which I referred right in the beginning remains for us. The problem is that even where the best education is given we are producing a pugnacious type of humanity, not a co-operative type. Now, how to get rid of this rather narrow approach which can only lead to conflict and conflict today is naturally and exceedingly a dangerous thing.

KNOW YOURSELF

May be all this is a little beyond the subject of your deliberations but in some way or other they must touch it. Education for responsibility. Yes. Responsibility to run some business, to run some big concern, to run your village or whatever it may be. It is

true but ultimately to produce a person who can run himself properly, not others so much.

And from the most ancient days the philosophers and great men have told us that the basis of real education is to know yourself—whatever that might mean—and sometimes it appears that in our quest for knowledge we achieve, we acquire a mountain of learning without much wisdom and so we do not know either ourselves or others although we may collect an enormous amount of statistical data about how much people eat and what they eat and what they do. We have big books about statistical data, economic and others and yet that quality of human wisdom may be lacking and if that is lacking then difficulties occur. **How to produce this quality—a touch of wisdom in our educational apparatus?** Well, it is a problem which is worthy of your study”.



Towards EAST—WEST Understanding

SHOULD SCHOOLS EDUCATE FOR RESPONSIBILITY?

"It is my conviction that despite the difficulties, and despite the charge of introducing a bias into education, the schools should do their utmost to educate for responsibility.....Schools tend to concentrate almost wholly, if not completely, on enabling students to mass enough knowledge to obtain the paper qualifications needed to compete successfully in a highly competitive society, with the inevitable result that the non-examinable tends to be neglected.

And yet enlightened teachers talk about the broadening of the curriculum, humanizing the scientists, and the importance of art, music, religion and morals. I am glad this is done, for some at least realize where all this is leading. These protests, however, would be more effective given two conditions. First, there should be greater provision of Secondary, University and Technical College places. Intense competition for places produces the narrowing of the curriculum and the narrowing of children's lives. Secondly, all teachers must consciously resist the tendency to turn schools into diploma factories. We must not fail the children or Society."

— SIR RONALD GOULD

A WORLD WITHOUT RESPONSIBILITY

I remember the Right Honourable George Tomlinson, when he was Minister of Education, telling of a meeting in Hyde Park, which as you may know attracts like a magnet all the exponents of the Platonic dialogue. The orator was declaiming: "Today you see the lordly ones dining and wining opposite the Park lane, whilst you will eat fish and chips, and drink beer. But, comrades, when the day of freedom comes you too will dine and wine in Park Lane." "I'd rather have fish and chips," interrupted a member of the audience. The orator ignored him and continued. "Today," he said, "you will see the lordly ones travelling up an down Park Lane in their limousines, whilst you go by the bus or train or on foot. But, comrades, when the day of freedom comes you too will travel in limousines." "But," again interrupted the awkward one, "I'd rather walk." And the exasperated orator replied: "Comrades, when the day of freedom comes, you'll do as you are blooming well told."

And I ask myself, is that the sort of world I want? A world where I have no freedom, no choice, no responsibility? I recoil from it in horror.

Quite recently Canterbury University College were seeking a suitable motto. An undergraduate suggested "I'm all right, Jack," and he supported his choice with reasons. It was easily understood. It was modern, and had the advantage of prior publicity. It would recall to many their years in the armed forces. It reflected the competitive element in University life. It

had no religious significance and would not offend the agnostic.

I have no doubt the undergraduate was guilty of exaggeration and cynicism, but is there no truth in what he said? There is, and it frightens me. Yet the alternative to this, the law of the jungle, is responsibility to others. The alternative to "I'm all right Jack" is "Are you all right, Jack?", and strain though it is on my moral resources, I know which I prefer.

THE NEED FOR RESPONSIBILITY

Do you recall how during the war Roosevelt defined the four freedoms? He said we needed to achieve freedom from fear, freedom from want, freedom of speech and freedom of religion. This clarified our war aims and the fight for freedom became real and vital. So, in the same way, seeing responsibility and irresponsibility in action in a number of concrete and everyday situations, shows how important is education for responsibility.

I pick up Bernard Shaw's "Candida" and am impressed by the high-minded, idealist clergyman Morrell. Yet his wife Candida turns on him with the cry: "When there is money to be given you give it; when there is money to refuse I refuse it." Just so! Any credit is his, any unpleasantness hers. For all his high-minded idealism, he is a weaker character, even somewhat contemptible, because he avoids responsibility.

RESPONSIBILITY IN BUSINESS

I meet a business man, who tells me he can get dozens of employees able and willing to carry out orders, but only rarely one who sees what needs

doing and does it on his own responsibility. No wonder Truman put in his room in the White House the motto "The buck stops here."

We teachers especially should remind ourselves that the degree of responsibility carried differentiates professions from trades. A professional man must be able to say "The buck stops here," for he does not merely carry out orders. He must make decisions himself, and disinterested decisions, too. When the professional man dodges this responsibility, by blindly following others, or when his actions are determined by being in the fashion or pleasing authority, he proves himself unfit to be in a profession.

RESPONSIBILITY IN MEETINGS

I attend meetings in which facts should be faced and important decisions taken. I listen with what patience I can muster to high-sounding platitudes (principles without a programme, as Bernard Shaw called them) and to vague foggy statements, committing their users to nothing.

I recall George Orwell's remark: "The great enemy of clear language is insincerity," and wonder whether this fogginess is due to an inadequate command of the language, or whether the trouble lies deeper, in a lack of moral fibre.

I notice the phrases used. "I may be quite wrong, but....." says someone. "Correct me if I am wrong, for I am only thinking aloud....." says another. "It is only a silly notion that crossed my mind....." adds a third. What do they mean? Is this humility or mental and moral cowardice? I notice how they begin sen-

tences. Do they unequivocally say "I think.....", "I believe....." or "I am convinced"? Oh no! They say "I feel..." and so avoid being committed. Yet our great democratic leaders, our Churchills and Lincolns never funk'd the responsibility of making decisions and declaring exactly where they stood. Lord Attlee, speaking to the Oxford Law Society, said: "Democracy is government by discussion, but it won't work unless people stop talking." It is a sober thought that democracy itself is endangered by mental and moral waffling, by an unwillingness to accept the burden of making decisions and of taking action.

RESPONSIBILITY GROWING

From all this it might be thought I am pessimistic, that I believe that this is an irresponsible age. I do not. The young, sick and old are better cared for than they have ever been. Countries are gaining their independence; self-government is being established; imperialism and exploitation are on the wane. Isolationism is dead, or has little life. International effort and technical aid are increasing. Unesco has given priority to educational development, believing that it is in this field that we can help each other best. In my own country three thousand foreign students are taking courses in higher education, and other countries can parallel this effort. Teachers are volunteering in their thousands for service overseas. The very existence of WCOTP, our presence here in New Delhi, is evidence of a growing belief that we are members of one another and that we have responsibilities to each other.

FORCES WORKING AGAINST RESPONSIBILITY

No, I am not pessimistic. Yet it is clear that there are powerful forces at work, weakening and undermining personal responsibility. Earlier this evening I made a passing reference to the fact that human nature prefers the easy way. Most of us do not want to harm anybody, nor, for that matter, to help anybody. We prefer the even tenor of our lives undisturbed by effort, bad or good. We understand the preacher from the South of America who concluded his long impromptu prayer with :—

"Lawd, we he humble folk,
We doan aim to know de unknowable,
Nor to unscrew de unscrutable,
We just aim to co-operate wid de inevitable."

And because it is easier to acquiesce rather than resist, because it is easier to drift with events rather than control them, Nazism and Facism and slavery and colour-bars and other social evils can flourish.

Who are educated in the academic tradition need especially to be on our guard. For the ivory tower, the home of many academics, is a refuge from social and political responsibilities. I am never allowed to forget this, for a friend of mine was so concerned about the same point that he sent me a printed copy of this pertinent sentence from Plato for framing:—

"Academic persons, if they study not only in youth as part of their education, but also as the pursuit of their maturer years, often become decidedly queer, not to say rotten, and those who may be considered the best of them are made useless to the world by their very study."

Obviously we must be on our guard lest we, too, become queer, rotten, or useless.

AFFLUENCE & RESPONSIBILITY

Then, too, as society becomes more affluent, the pursuit of more and yet more of this world's goods tends to undermine moral responsibility. Most of us from the West have in our kitchens and garages more aids to comfortable living than Louis XV had in the whole of Versailles. Poverty has been suppressed; scourges and pests have been wiped out. Men's lives have been lengthened. Inventiveness has made us prosperous. And others we hope will soon enjoy the same advantages. And yet, clearly, there is something wrong. And what? Ourselves. "The fault, dear Brutus, lies not in our stars but in ourselves, that we are underlings." We, so competent in harnessing science to material standards, are much less competent in harnessing our intellectual and moral resources to improve the quality of life. We engage in a rat-race with bread and circuses as prizes. We seek to gain the whole world and are in danger of losing much which makes life worth living.

MORAL RELATIVISM AND RESPONSIBILITY

Besides this, in rejecting the religion of our forefathers all too many have drifted into a kind of moral relativism, which blurs the distinction between right and wrong. Chesterton once described sin as "a fact as practical as potatoes." "Whether or not a man can be washed in a magical waters," he said, "there is no doubt he wants washing." "But certain religious leaders," he went on, "have begun in our day not only to deny the highly disputable water but to deny the indisputable dirt." I think I see his point. Some of the intelligentsia not only doubt whether this or that influence can reform man, but even doubt whether he needs reforming. And clearly we think he does, or we should not be discussing education for responsibility.

SOCIAL ACCEPTABILITY AND RESPONSIBILITY

In these days, too, social disapproval is usually reserved for the trivial. Frowns, head-shakes or rebukes follow such solecisms as eating peas with a knife, calling writing paper note-paper, or table napkins serviettes. For these offences you are labelled "non-U." You are "out" and not "in", socially condemned for the trivial and unimportant.

But if you do not carry the responsibility you should in your Church, society or teachers' organization, or if you fail to do your duty as a citizen, it is unlikely that anybody will criticize or condemn you. Salt can lose its savour, trees bear no fruit, priests and levites go on their way heedless of suffering humanity, and without a word of condemnation. The word "idiot" in Greek times was used to describe one who failed to carry his political responsibilities. It is significant there is no modern equivalent.

POPULAR PSYCHOLOGY AND RESPONSIBILITY

I fear, too, that popular psychology and even more pseudo-psychology have undermined moral responsibility. Wrong-doers now, it is argued, not being responsible for their wrongdoing, should not be punished or condemned. They suffer from lack of security (as, alas, I do), from lack of love (as I do even more), or from a

split personality as I do. Like St. Paul I do what I should not and leave undone what I should do. Like Lancelot Gobbo I suffer from divided counsels, for when the fiend says "Budge", conscience says "Budge not". In Hollywood the immoral and anti-social are not blame-worthy. For the fault lies not in the person concerned, but in his youth or childhood, or with father, mother, sister, guardian, teacher, neighbour or the state. Such a person deserves pity not blame. He does not mean to do wrong; he just cannot help it. He is but a crazy, mixed-up kid with something deep within him twisted and warped. Listen to this from the modern musical, "West Side Story" :—

"Dear kindly Judge, your Honour
My parents treat me rough
With all their marijuana,
They won't give me a puff.
They didn't want to have me,
But somehow I was had.
Leapin' lizards—that's why I'm
all bad."

And again :

"Right!
Officer Knapke, you're really a
square.
This boy don't need a judge, he
needs an analyst's care.
It's just his neuroses that oughta
be cured,
He's psychologically disturbed."

And is this a reasonable view? Is man completely at the mercy of circumstance or can he choose? Whatever popular psychology may say, I am old-fashioned enough to believe he can be master of his fate and captain of his soul.

MASS MEDIA & RESPONSIBILITY

Then, too, mass media, newspapers, pictures, T.V. and radio have all to some extent been guilty of propagating anti-social values, which deny personal responsibility. Of course, there are many honourable exceptions. When, a few weeks ago, I was thinking about this address, I thought the Ten Commandments could be re-written on the basis of the values so often exemplified by the mass media. So here are the Ten Commandments, brand-new and up-to-date, not brought down from Sinai on tablets of stone, accompanied by thunder and lightning, but brought from a quiet London suburb on paper to the peaceful atmosphere of a teachers' international.

1st Commandment: Thou shalt have no other gods before thyself.

2nd Commandment: Thou shalt not make unto thee any graven image or any likeness of anything that is in the heaven above or in the earth beneath or that is in the waters under the earth. Thou shalt not bow down thyself to them nor to anybody else.

3rd Commandment: Thou shalt not call on the name of the Lord except in vain.

4th Commandment: Remember the Sabbath day and the Sunday to keep them wholly free from work. Five days, or less, shalt thou labour, but Saturday and Sunday at least are for thy pleasure. In them thou shalt not do any work, but that shall not prevent others working for thee.

5th Commandment: Honour thy father and thy mother whilst thou art very young and hast no alternative, but when thou hast reached thy teens treat them as the old fogies they are.

6th Commandment: Thou shalt not try to settle thy quarrels by reason but by force. Thou shalt be quick on the draw, for if thou dost not get thy man first he will certainly get thee.

7th Commandment: Thou shalt not be faithful to one man or to one woman.

8th Commandment: Thou shalt not steal carelessly or thou shalt be discovered. Rather shalt thou steal carefully, or fiddle or scrounge.

9th Commandment: Thou shalt not refrain from bearing false witness against thy neighbour, for every man must take care of himself.

10th Commandment: Thou shalt not covet thy neighbour's house if it is inferior to thine, nor, if inferior, shalt thou covet thy neighbour's wife nor his manservant nor his maidservant nor his ox nor his ass nor anything that is thy neighbour's. But if he has anything better than thou hast, covet it, for it is good for thee to keep up with the Jones'.

Is all this exaggerated? A little. Most speakers heighten effects with a little exaggeration, but there is more truth in it than I would desire. No doubt I shall be told that mass media give people what they want, that the worthwhile does not appeal—but is this true? I believe those who produce newspapers, films, radio and T.V. programmes would be surprised at the number of inarticulate people who nei-

ther wish to expose themselves nor their children to these influences and would gladly welcome something better. There is no reason why entertainment should be associated with low values.

Thus the frailty of human nature, the affluent society, moral relativism, popular psychology and the mass media all make more difficult the task of educating for responsibility.

EDUCATION FOR BOTH UNIFORMITY AND VARIETY

Now what should the schools do to encourage the idealism, and sense of responsibility of youth? Obviously one of the purposes of a school must be to strengthen the community spirit, and this involves establishing a degree of uniformity. Thus all schools provide knowledge of the mother tongue, or at least a common language, teach children to count in tens, and to understand the relevant legal and moral codes. This is an essential duty. But it should also be the business of the school to develop individuality. For whilst common characteristics make a community possible, uncommon characteristics of insight, discrimination and judgment make for progress, initiative and leadership. We should therefore develop the uncommon as well as the common. We should encourage children to compare and contrast, to get at the truth, to be skeptical of "angled" reporting, to resist the wiles of the hidden persuaders, to appreciate that racial differences can be explained by history and geography, to be critical of society and to arrive at reasoned judgments. As my old friend and colleague, Sir Fred Clarke, said: "We must educate to reproduce the type but must go beyond the type."

And to do this the teacher himself must have a lively understanding of ideas, men and affairs. He must humbly seek the truth, but never assume the knowledge of a Pooh-Bah. He must honestly admit he may be wrong. Thus the schools should be free institutions, microcosms of the world as it should be. And the freedom taught and practised should be an amalgam of the Greek idea of freedom as irreverent criticism, of the Christian idea as a state of grace, of the Teutonic idea, symbolically expressed, of being armed, and of the Roman idea of exercising civic rights.

WHAT ARE SCHOOLS FOR?

Now education has been used to destroy personal freedom. Germany and Japan used the schools to teach children to obey, to serve the State without question. Education in South Africa is not a liberal or spiritual agency, but a political weapon of great and dangerous potential power. Even in such circumstances it is difficult to make schools illiberal, for how can intellects be developed without encouraging some thinking and even dangerous thinking? But schools at their best are consciously liberalizing agents. They give freedom of opinion subject to keeping the peace, license playing with ideas, and concede the right to think, to discriminate, to question, to support or to contradict. They assume, as Socrates did, that a life devoid of discussion, without examination, without curiosity about others' ideas, is a life not worth living. They assume, as did Asoka, the Indian Buddhist King, that "You ought to allow others the same opportunity of converting you to their ideas that you wish to have in trying to convert them to yours."

Does this then mean I concede the right of a child to do as he likes? No, I do not. Because anti-social elements exist, law is needed, nationally and internationally, and rules and discipline are needed for schools. But does this mean I would allow children to question or to contradict the teacher? Yes, indeed, if courtesy is observed. Does this mean I would encourage government of the children by the children for the children? Yes, certainly, so far as their development allows.

WHAT MUST SCHOOLS DO?

But, some will protest, isn't this overdoing it? Can't we get on with the three R's and leave all this business of responsibility to the parents and the parsons? Well, you can, if you think schools should produce nothing but efficient machine-fodder, people who know how to earn a living, but not how to live.

But, others will say, can't we teach responsibility without all this freedom? No, you can't, for freedom and responsibility, like love and marriage (so the

song says), beer and skittles, fish and chips, and Sodom and Gomorrah, are inseparables. Man is only free if he has responsibility. Conversely he can only be held to be responsible if he is free. There is no freedom without responsibility and no responsibility without freedom. That is why Milton said: "None can love freedom wholly but good men (i.e. responsible men). The rest love not freedom but license." And this is a fundamental question: do we want the schools to produce good men and good citizens? Do we want schools to act as civilizing agencies? Good men and good citizens are those who freely accept responsibilities. Civilization is but the impulse towards ordering our lives on the basis of discussion, understanding and co-existence, and this involves personal choice, responsibility and effort.

No, the consequences cannot be evaded. If the schools are really concerned with goodness in men, in our political institutions and in society, freedom and responsibility must affect all that is done in schools. And this is not a matter of talk alone, but of action. Principles of themselves are not enough; they should be practised. As Aristotle said: "It is by doing just things that we become temperate." Thus the teacher's duty is not merely to talk of freedom and responsibility, but to give the children more and more of both, and consequently to make himself progressively less necessary.

CONCLUSION

In the dark days of 1943, Roosevelt said: "The basic issue of this war is the basic issue of those who believe in mankind and those who do not." That belief must be basic at all times, or there is no hope for the world.

And so I put this challenge to teachers everywhere—do you believe (as Kant did) that we should be human beings and treat everyone else as human beings? Do you really want a richer world, a healthier world, a freer world, a co-operative world, a world "where the war drums throb no longer"? All these depend on the quality of human beings, on their willingness to act responsibly. To achieve this, parents, workmates, playmates, churches, newspapers, cinema, radio, television and teachers should all play their part, but whoever else evades his duty and his responsibility, it must not be the teachers.

"These things shall be (declares the poet), a loftier race
Than e'er the world hath known
shall rise
With flame of freedom in their
souls
And light of knowledge in their
eyes."

I have no belief in this certainty, the inevitability of a better world. It will emerge only if we learn to act responsibly. I hope, teachers, in this respect, will set a great example everywhere.

Presidential address of Sir Ronald Gould to the Tenth Assembly of Delegates at New Delhi read out in his absence by Mr. John Archbold, an English delegate.

THE FELLOWSHIP OF THE MIND

(Continued from page 12)

students from overseas at technical colleges numbered nearly 7,000 excluding those studying arts subjects.

These efforts are being buttressed by the efforts of other Commonwealth countries, and it is fair to point out that the Colombo Plan continues to give greater results in the training of Commonwealth people. No less than 2,500 have come to Britain alone for technical training under this scheme. The new Department of Technical Co-operation shortly to be set up may be expected to obtain still better results.

One of the proposals for the expansion of technical training in the Commonwealth was the setting up of regional training colleges in various countries themselves, but Britain has already stated her desire to help with staff, equipment and training facilities.

The Earl of Home—then Secretary of State for Commonwealth Relations—told the Commonwealth Education Conference at Oxford two years ago: "the impetus and sense of urgency which has inspired your work in Oxford will keep its momentum".

Clearly, the Commonwealth Education Liaison Committee, which is centred in London, and which has been busily surveying needs, will have a very heartening progress report to make at the next Commonwealth Educational Conference.

EDUCATION—AN INSTRUMENT OF SOCIAL CHANGE

"Educational profession will become an effective instrument for the safeguarding of civilisation only to the degree that teachers are courageous, purposeful and united" said Dr. K. L. Shrimali, Union Minister of Education, India in his address at the Plenary Session of the W.C.O.T.P. Assembly of Delegates in New Delhi. In a stirring address, he asked the teachers of the world not to remain content in an attitude of vacillation and uncertainty but to show greater devotion and loyalty to democratic purposes.

ECONOMIC INEQUALITY

Teachers must not only take sides but give leadership to the democratic forces in the world—in Africa and Asia, which are struggling for the freedom of the common man. One of the major causes of tension among the nations is economic inequality. Two-thirds of the world's population lives in under-developed countries where the masses of the people struggle daily for bare subsistence and a tiny minority only can afford to live in comfort and in luxury. It is only by removing this radical disparity that we can attain greater political stability in the world. Science has placed at the disposal of man unlimited resources which if properly utilised and distributed equitably among the peoples of the world, can eradicate poverty, hunger, disease and illiteracy from the world and usher in a new era of peace and prosperity. It is tragic that just at the moment when through international co-operation and good-will man could fight against all the social evils, he should be engaged in the task of self-destruction. The present situation of the world therefore throws a tremendous responsibility on the teachers. If the world is to be saved from the impending disaster, they must commit themselves unequivocally to a world order in which no nation is allowed to repudiate its professions of peace. In this hour of crisis, it is the highest and the most urgent obligation of teachers to expose the conflicts between narrow nationalism and a rational and responsible international order. The present crisis in which the world finds itself today can only be averted through the creation of a world order in which appeal to reason would have replaced resort to violence and persuasion would govern the relations of men with one another. This is the most urgent necessity as well as the greatest opportunity. It is the crucial moment of choice. Any programme

of education which aims at developing responsibility among the citizens must make the people aware of the great dangers which confront civilisation.

DEMOCRATIC PLANNING

It should be one of the important tasks of education to prepare the younger generation to equip itself for the new responsibilities which it will have to face in the twenty-first century. The social and political organisations in the world have already undergone tremendous changes in the first half of the twentieth century and we may witness further transformation during the remaining period of this century. It will be hazardous and presumptuous to predict the future course of events but if we are to judge from the present trends of the world, we cannot escape the conclusion that the age of individualism and *laissez-faire* is gone, once for all, and a new age with its emphasis on the group, is emerging. A citizen of the modern society must learn to limit his own freedom to enhance the freedom of the society. The individual left to himself cannot resolve the contradictions, conflicts and frustration which are found among people everywhere in the world. The old economic order based on the profit motive and personal gain is giving way to new social forms as a means of realising the full possibilities of development both for the individual and the community. The choice before us is not between individual freedom and collectivism but between a collectivism regulated by a dictatorship and a collectivism which is the outcome of democratic planning. In a planned society the individual is asked to curtail his freedom in order that the masses of people may enjoy greater political and economic freedom. In the long run the individual will realise his true freedom and fulfill his social responsibilities more effectively by identifying himself with the group as a whole. It is only when the individual identifies

himself with the group and subordinates his own narrow interest to that of the group that he is truly free and acts in a responsible manner. Planning which restricts individual selfishness and greed is not only opposed to the democratic way of life but is, in fact, the very basis of democratic action in the social sphere.

SOCIAL CHANGE

Education for responsibility requires on the part of teachers an unequivocal commitment to the democratic ideals. In the face of a continuing crisis when the democratic forces are carrying on a relentless struggle against the strongly entrenched forces of reaction, the teaching profession cannot remain neutral. It must raise its voice against racial discrimination, remnants of colonialism, narrow nationalism and all those anti-democratic forces which create tension and conflicts in the world. It must give strong support to the common people who have begun to assert themselves and are beginning to discover their strength. If education is to be the instrument of social change, teachers cannot remain content in an attitude of vacillation and uncertainty. They must show greater devotion and loyalty to democratic purposes. They must not only take sides but give leadership to the democratic forces in the world—in Africa and Asia, which are struggling for the freedom of the common man. They must harness these forces for bringing into existence greater human solidarity and peace. Educational profession will become an effective instrument for the safeguarding of civilisation only to the degree that teachers are courageous, purposeful and united. They will be successful in educating the younger generation for responsibility only to the extent that they understand their own responsibility towards the society.

A REPORT ON THE EDUCATIONAL EDITORS' WORKSHOP

ORGANISED BY THE W.C.O.T.P. IN NEW DELHI

The Inaugural Session of the Educational Editors' Workshop was attended by nearly one hundred people. The preliminaries were on a very high level and the Inaugural Address by His Excellency the Union Minister for Education, Dr. K. L. Shrimali, set a very high tone and Prof. G. C. Chatterji, Chairman, National Book Trust of India, followed with a sterling address on the role of the Educational Press which is reported elsewhere in this issue.

After scaling the heights, the editors (varying from 35 to 50 in numbers) came more into their own field when two responsible experienced editors introduced them to their own task. Discussion at the outset led to the decision that the broad question of textbooks—choice, subject matter and tone—lay outside the initial scope of the workshop, but might be included if there were time later.

As editors introduced themselves and their journals it was obvious that there was wide variety in the approach of editors and their organizations to the problems of administration and finance. There were three main types of journals. Those depending largely on funds allocated by their organizations from membership subscriptions, those which depended completely or almost completely on advertisements; and those which are commercially independent and were sold on the open market for journals, and those which were subsidized in various forms by government assistance.

On the distribution side, some journals were given free as part of the services provided by the organization for its members. Some were paid for by separate subscription dues. Circulation depended on the size of the organization, the policy of the editors and, perhaps, above all, on content, format, and business acumen of the production staff. As the various editors each contributed to the discussion, it became obvious that their greatest need was technical advice and assistance to

improve the quality of their journals. Part of any editors' workshop should include specialist technical advice on production methods, particularly format, layout, use of colour, line, space and illustration. Many of the editors confessed to having learned these techniques only slowly and by hit-and-miss methods.

The visiting editors and other invited speakers introduced the editors to the qualities of their own productions and methods, emphasising the content and purpose of their journals and in addition introduced such subjects as readership assessment, analysis of coverage of items and the relationship of the policy of the organization to the contents of their journals. On this latter point, there was naturally very much discussion particularly on the recurring theme of whether journals (or should it be organisations?) should give more, or less or no space to the welfare aspects of teachers' organizations. It was clear, that some journals were not primarily concerned with this aspect while others considered it one of their primary aims. Where union officials were mainly concerned with welfare rather than professional matters, their organizational journals usually reflected this but quite a number of editors were primarily concerned with purely professional matters. The function of the workshop is to improve the quality of educational journals and while there were wide differences in the type of emphasis editors would give this or that element of policy, there was no doubt that all were learning by the reasoned discussions that followed after the presentation of some new aspects of their work. There was general agreement on the fundamental task of an educational editor to be responsible first to his readers who were members of the organization; second, to the advancement of education in general; third, to the community; and fourth to the "employers" of his readers. On other matters however, such as special emphasis and balance of items and features, the relation of the

local journal to national journals and the scope of the editor within financial and other limits, a variety of opinions were expressed. Practical exercises given to participants proved useful and to visits arranged for the editors to newspaper offices much appreciated.

The session on international responsibilities was thought-provoking and brought out the endemic problems of journals published by teachers' organizations. Two major points arose at the discussion which were to be passed over to the Executive. The one concerned Panorama which had earlier been discussed in relation to the 'content' question. The suggestion arose as to whether or not it was fulfilling its function as the organ of the W.C.O.T.P. There was no agreement on this—nor had there been earlier. What did emerge was the need for some form of publication, say a newsletter or other periodic supplement, giving publicity to the welfare elements in the work of teachers' organizations and indicating that the world organization was prepared to assist at least in the publicity side in problems of this nature. A suggestion was made that a selected member of the National Union of Teachers (England) might be approached to give a brief review of the situation in the United Kingdom at the present time, as that Association faces a crisis in its history. This might be used as a news item of the kind which some of the editors felt should be part of the W.C.O.T.P. news service to all national organizations throughout the world.

The editors at the workshop also made special reference to the booklet prepared by the International Committee on Educational Journalism—Handbook for Editors of Educational Journals. This was found to contain the type of practical information needed by editors to improve the quality of their work. Sections of this booklet might well be used as specialized themes for future workshops.

ROLE OF THE EDUCATION PRESS

"A State which attempts to shackle the minds of its youth within a narrow framework is sowing the seeds of its own disruption, for it will breed a nation of automats and not of intelligent and sensitive human material."

"I personally consider that the policy of too much regionalisation at the University stage is absolutely fatal both to the maintenance of University standards, as well as the intellectual and cultural unity of the country. So far as University Education is concerned, I believe that we should have stuck to English till we could substitute it by a National Language."

"Rewrite History by all means, but be sure that you are writing history and not faking it as the colonial power had done it in its own day. By all means let our children dream of the glories of our ancient past but do not delude them with the fiction that we had discovered all about nuclear fission and cosmic flights thousands of years ago. In other words, do not mix up History with Mythology, and Science with Magic."

—PROF. CHATTERJI.

At the Elementary Stage the book is less important than the teacher and his methods. There is a gradual shift in the relative importance of the book-teacher equation as we advance higher in the educational process. The book begins to count far more as we advance from the Elementary Stage to the Secondary and from the Secondary to the University stage. But at no stage can we dispense with the teacher and rely on the book alone. Even when we get to the post-graduate or research stage, we still require a guide, and when we have advanced still further of being engaged upon original work of our own, we need consultation and exchange of views with co-workers in our own field. What is more, the fruits of research have to be tested in the class room if they are not to lose contact with reality and become a barren series of abstractions. It is at this stage that the teacher-pupil relationship is in a sense reversed. Almost all the world's great thinkers, innovators, and discoverers have admitted their debt to their pupils.

THE CONSUMER ASPECT

I said at the beginning that I had been more concerned with books as a consumer rather than as a producer. So far I have been talking as a student consumer. In later stages of my life my rôle has still been chiefly that of a consumer, but as a teacher, and still later as a Director of Education, who had some voice in deciding what the younger generation should consume in the way of text books, and to some extent what they should consume outside the class-room in the way of library books and prize awards. Curiously enough, as a college teacher, in whatever institution I served, I was very soon put in charge of the Library. What is more, the Punjab University at a fairly early stage of

my career elected me as a member of its Library Committee. This probably was due to the fact that the Library Committee carried less patronage than any other standing Committee of the University Syndicate. Finally during the last three or four years before partition of the Punjab, I became Chairman of the University Library Committee, in which office I had considerable administrative responsibilities.

From an Address to the
Educational Editors'
Workshop in New Delhi
under the aegis of the
W. C. O. T. P.

by

Prof. G. C. CHATTERJI,
Chairman of the
National Book Trust, India.

In all these different rôles, I was still mainly concerned with the consumer aspect of educational publishing, although I had to decide not merely what I should consume, but what thousands of other people, both teachers and pupils should be privileged to consume.

But in all these matters, I did not and in fact could not act according to my own whims and fancies. I had a host of advisers in all branches of specialised learning, and it was rarely that I turned down their recommendations unless they were exceeding their budget allotments, which they frequently did. Even this I looked upon with an indulgent eye. For I found that while some heads of departments were keen to obtain books, others were largely indifferent. I gladly transferred

funds from the non-spending departments to others who were keener to have their sections well stocked.

POOR ECONOMIC RETURN

When I became a Vice-Chancellor, I did have something to do, with the producer side of publication. Most Universities in India have what is called a Publication Fund. What they publish are short monographs or learned or semi-learned articles by teachers of the University or its affiliated Colleges which others have refused to publish. These publications do not command any sale. A very large number are distributed free to more or less distinguished people with the compliments of the author. The only economic return is in the way of exchange arrangements with other Indian or Foreign Universities.

I must apologise for this long and somewhat rambling introduction, and more specially for its egotistical flavour. But I have done this not in order to project my own personality on this workshop, but to tempt others, specially our foreign visitors, to contribute something from their own experience which may throw further light on this consumer aspect of Educational Publication.

THE PRODUCER ASPECT

Strictly speaking, it is only within the last year or less that I have become involved in what may be called the producer aspect of educational publication. As Chairman of the National Book Trust, India, I along with my Fellow Trustees am expected to produce better books in India either directly through the Trust or indirectly through others. This you will agree is a very tall and at the same time a very vague assignment. Luckily for me, I am not the first to shoulder this responsibility. The Trust was

created in 1957, and its first Chairman was Dr. John Mathai, an ex-Finance Minister of the Government of India, and at the time of his appointment as Chairman of the National Book Trust, Vice-Chancellor of the University of Bombay. Dr. John Mathai started without a skeleton staff or even premises in which the work of the Trust could be carried on. During the six months or so of his Chairmanship not a single meeting of the Trust could be held. He resigned for what in diplomatic parlance are called "reasons of health".

He was succeeded by Dr. C. D. Deshmukh, another ex-Finance Minister, who already held the office of Chairman of the University Grants Commission. The N. B. T. owes a great deal to Dr. Deshmukh's drive and administrative capacity for having put its business into working shape and planned out its initial policy and broad outline of programme. He resigned in September, 1960 after a tenure of three years, as he felt that the expanding responsibilities of the Trust required a whole time Chairman. It was under these circumstances that I was asked to become his successor and so got involved in the production side of educational publication. But ten months during which I have held this office is too short a time in which to learn even the A B C of this complicated business of publishing.

BIBLE OF THE PUBLISHER

Sir Stanley Unwin has remarked in his "Truth About Publishing," which has come to be accepted very widely as the Bible of the Publisher—"It is easy to become a publisher, but difficult to remain one: the mortality in infancy is higher than in any other trade or profession". The business of the N. B. T. is still at a stage at which it is not yet safe from the risk of infant mortality. My main reason for agreeing to inaugurate this workshop is the hope that I may get the benefit of your advice as to the up-bringing of the infant entrusted to my care so as to prevent its untimely demise.

WHAT IS EDUCATIONAL PUBLISHING?

What exactly is educational publishing and how does it differ from other types of publishing business? The objective of all publishing is to produce books and to sell them in as large a quantity as possible.

From our point of view we may start with a two-fold classification, viz. books which are intended to instruct and improve the mind of the reader and those which are intended to amuse him and provide him with mental recreation. At the outset one is tempted to say that educational publishing is concerned with the former and other kinds of publication are concerned with the latter. But such a hard and fast distinction is difficult to maintain when we face actual facts. Many a book which is intended to instruct, may also, at least in parts, be highly entertaining, and many a book which the author had intended to be mainly entertaining may also have great instructional value. To the first category belong such books as Hogben's Mathematics for the Million, or the same author's Science for the Citizen. Many of R. L. Stevenson's books, such as Treasure Island or Kidnapped or even Travels with a Donkey, while written mainly to entertain, have many a useful lesson to teach us. Or take the works of the great Dramatists of the world, the plays of Sophocles and of our own Kalidasa, or those of Shakespeare and coming nearer to our own times, those of Ibsen and Bernard Shaw, do they merely provide entertainment or have they not great instructional value as providing insight into both the comedy as well as the tragedy of human life. What I have said about Drama, applies equally to the novel, to Poetry, to books of travel and adventure, and indeed to any kind of book production, except such excrescences as modern Comics and Wild West stories. But perhaps even this judgment is a little too harsh. I remember that in my childhood I derived not only amusement but also much instruction from such books as the Boy's Own Annual. But in spite of this over-lapping, in a broad sense there is a valid distinction to be made between books the primary aim of which is to instruct and those in which the primary aim is to entertain. It is mainly with the first type of book with which the educationist is concerned, but he must never forget that the school boy must have his fun, and he must provide as much of it as he can in his instructional books and leave some reasonable proportion of time at his disposal for recreational reading. It is here that the School and College Library must come to his aid.

Most school and College Libraries in India are very poorly equipped, and

the tendency is to load them up with the serious and stodgy type of book. In recent years there has been a considerable effort to provide more funds for school, college and university libraries in India. But even today these libraries are full of old junk, and in the purchase of new books, not enough allotment is made for what I have called entertainment reading.

TEXT BOOKS

I will turn now to the question of Text-Books. I have already touched on this subject from the consumer angle. I now propose to deal with it from the production angle. Text-books are very important at all stages of the educational process. At every stage of this process, the pupil has to study a number of subjects. The text-book provides him with the material which he must absorb if he is to benefit from the instruction which he is receiving at his particular stage. What text-books he is to read is not for him to decide. The decision rests with those who are to guide his education.

MONOPOLY

At the Elementary and the Middle School stages, it is the Directorate of Education which decides what are to be the Text-Books. But the machinery for this purpose was, in my time, cumbersome and open to many abuses. The matter in most States was handled by a Text Book Committee which had all kinds of interests represented on it. The number of experts on those Committees was very small, and all kinds of extraneous considerations influenced their decisions. The British firms had a predominant share in all books for English teaching. The printing of other books was entrusted to a particular firm which enjoyed a monopoly for a term of years. Although fresh tenders were called for after every three years, in practice the old firm was so well entrenched that newcomers had no chance against it. In the Punjab, for instance, the same firm held the monopoly for the publication of Departmental Text Books for over fifty years.

The High School examination was conducted by the Indian Universities till very recent times. Consequently text-books for this stage were prescribed by a School Board set up by the University, which was presided over by the Director of Education, and had a few head-masters of High Schools on it, but the majority consist-

ed of College, and University Professors.

PATRONAGE

The High School Board commanded a very rich field for patronage and very full advantage of this was taken by the University members of this body. The consequence was that most Text Books for the secondary stage were written by college professors, who had no actual experience of High School teaching, and were more concerned with what would be required of the High School boy when he came to college, rather than what he could actually absorb by way of instruction at that stage.

CORRUPTION AT THE UNIVERSITY STAGE

At the University stage selection of text books in each subject was in the hands of Boards of Studies. Most Universities had a rule debarring a Board from recommending any book written by a member, and if they did so, requiring them to state their reasons why in a particular instance the rule had to be set aside. But in spite of this restriction many individuals got over it by having a secret share in the sale proceeds of books they had helped to place on the selected list.

AFTER INDEPENDENCE

This was broadly the picture before the advent of freedom. There were of course vigorous protests against what came to be called the Text-Book Scandal even in pre-partition days. Since independence, all kinds of efforts have been made to reform the system. One of the major reforms which has been brought about is that Secondary Education has been taken out of the control of the Universities, and has been entrusted to the care of Boards of Secondary Education. In most states, the Director of Education is the ex-officio Chairman of these Boards and there is a more adequate representation of the Heads of Higher Secondary Schools. The University representation has been reduced, but there is a general complaint that they still have the preponderant voice.

So far as the Pre-Secondary Stage of University education is concerned, several States have been experimenting with what is described as Nationalisation of Text-Books. The motives behind this scheme are to rule out profiteering at the expense of school children, and remove abuses which we

may classify under the general heading of nepotism. To my mind neither of these aims has been achieved. In their anxiety to lower prices the quality of subject matter, paper, printing and general get-up, has gone down even lower, and newer sources of nepotism have crept in. In any case, I suggest that your workshop may devote some attention to these schemes of Nationalisation of Text Books.

Where Secondary Education is concerned, there has been a shift from a rather tightlaced scheme of subject studies, to what is called General Education and education in crafts. New subjects like General Science, and Social Studies have been introduced. There is a great dearth of suitable text books in these subjects, and I do not think that this has been adequately met.

Most Boards of Secondary Education have already prepared or are preparing their own text books in these subjects. But the quality of these is very poor. In my opinion the Central Ministry of Education should undertake the preparation of books in this subject, which would ensure both a high standard of quality and also some uniformity of content in these subjects in different parts of the country.

MEDIUM OF INSTRUCTION

There is one other very major change since Independence which has affected and is likely to affect still further, educational publication in this country. This is the change in the medium of instruction both at the Higher Secondary and the University stages from English into the regional languages. I personally consider that the policy of too much regionalisation at the University stage absolutely fatal both to the maintenance of University standards, as well as to the intellectual and cultural unity of the country. So far as University Education is concerned, I believe that we should have stuck to English till we could substitute it by a National Language. I think that even now we should make an all-out effort to alter this fatal and suicidal policy. At any rate, for the time being the regional mania is at large and has affected educational book production with a new type of bug. Instead of the old standard text books which were prescribed in all the English-speaking countries at the University level, we now have hastily prepared texts in regional languages which are often the result of pilfering from other authors without acknowledgment, and

without the ability to organise the material thus gathered into a consistent whole. What is worse, both teachers as well as pupils find even such texts beyond their capacity and come to rely more and more on what are called Bazaar Notes.

STIGMA OF INFERIORITY

With the advent of freedom, another new trend has shown itself in the field of educational publishing. So far the educational system, as well as the curriculum, were designed on a colonial pattern. Since we were a subject race, it was the ruler who decided what we should read, and how the minds specially of the younger generation should be moulded. It is true that the British were a more tolerant race than many other colonial powers. But even the most tolerant foreign domination desires that the subject race should be trained to look up to it, and admire its achievements. No doubt there was a Macaulay and an Adams, and a few other eminent Britishers who thought that the highest achievement of the British Raj would be to train Indians for the art of Self-Government. But their number was small. The average Britisher in India, if he thought at all, thought more along the Kipling way i.e. he believed that the Indian had a few slave virtues, but he belonged to a species far inferior to that of the ruling race.

REWRITE FROM A NEW ANGLE

This stigma of inferiority has now to be wiped out from all our educational publications. Thus has arisen a desire to re-write our text books, especially in History, Civics, Politics and other social sciences from a new angle. This desire is perfectly laudable provided we do not carry it to the opposite extreme. Re-write History by all means, but be sure that you are writing history and not faking it as the colonial power had done in its own day. By all means let our children dream of the glories of our ancient past, but do not delude them with the fiction that we had discovered all about nuclear fission, and cosmic flights thousands of years ago. In other words, do not mix up history with mythology, and science with magic.

This leads me to the question as to how far text books should be used for indoctrinating young person with a particular political ideology.

(Continued on page 29)

EDUCATIONIST'S DIARY

AT RAJGHAT

Mahatma Gandhi is revered as much overseas as he is in India, especially by teachers who attempt to mould the future citizens into the pattern of potential greatness Mahatma Gandhi's example has set to the world.

The World Confederation of Organizations of the Teaching Profession, that met in New Delhi, paid homage to Gandhi's memory by laying a wreath on his Samadhi at Rajghat on 31st July, 1961. W.C.O.T.P. was represented by the Officers, Dr. William G. Carr, Secretary-General, Mr. S. Nata-

the W.C.O.T.P. Every year, more and more countries are represented in the annual assemblies of the W.C.O.T.P.

Sir Ronald Gould as President and Dr. William Carr as Secretary General have been associated with the World Confederation since its formation in 1951. Firm believers in strengthening educational ties between teachers all over the world, they have been working towards this end the whole of their professional lives. Sir Ronald Gould's absence at this year's Assembly in New Delhi on account of a crisis in the teachers' affairs in England drew forth

political affiliation, economic and social ties or tradition, but by the strong and compelling desire of all teachers to work together not only for their own good but for the good of the children they teach.

THE GROWING VOICE

As the 700 delegates and observers converged on New Delhi for the 10th W.C.O.T.P. Annual Assembly the growing voice of over four million teachers was heard. They considered the year's theme "Education for Responsibility." There was concern for the teaching world—teachers in Socialist Countries with the exception of Yugoslavia—which was not represented at the W.C.O.T.P. One sensed the deep desire in neutral hearts to bring them closer to the W.C.O.T.P. and make it a real World Confederation. Issues were raised and decided which however affected the thinking of some twenty million pupils who represent the destiny—and the future—of the World.

INSPIRING ADDRESS

Prime Minister Nehru was the biggest attraction. His presence at the inaugural sessions was a great honour for the august assembly. His address was both inspiring and instructive. Professor D. C. Sharma, President of the All-India Federation of Educational Institutions delivered the welcome address. Shri S. Natarajan, Vice-President, W.C.O.T.P. in the absence of the President Sir Ronald Gould conducted the meetings of the Assembly with acceptance.

THEME

Then as the Conference got under way, participants discussed in terms of responsibility, how much influence the teacher will have in moulding the thoughts of future generations, with regard to the family and personal obli-



HOMAGE TO MAHATMA GANDHI BY THE W.C.O.T.P.

rajan, Vice-President, Dr. Paul S. Welty, and Mr. John M. Thompson, Asst. Secretaries General, and Mr. Wilhelm Ebert, Director, Paris Office. Members of the Executive Committee present were Mr. E. Bennett Caulley, (Ghana), Mrs. Sarah C. Caldwell (U.S.A.), Mr. Denis Forestier (France), Mr. Theophil Richner (Switzerland), Mr. Ricardo Castro (Phillipines).

LEADERSHIP OF THE CONFEDERATION

A United Teaching Profession throughout the world is the goal of

the comment that the Conference was "Hamlet without the Prince of Denmark." His eloquent and learned address which was read out by an English delegate was as usual a feast for the mind. Dr. Carr during the course of his career has visited many countries and served on many committees connected with international education. As W.C.O.T.P. Secretary-General he has seen come to fruition many of his dreams and hopes for a United Nations of the Teaching Profession. He has seen gatherings where teachers are drawn together, not by

gations, the community and traditional way of life and the law and the duties of citizenship.

THE PEAK

Next to darshan of Shri Nehru was the visit to the Taj at Agra by 'de luxe' Express kindly provided by the Indian Government. The Conference culminated in the grand reception given

in this Conference. I am sure that the deliberations of this Conference and contributions made by the Ceylon delegation will help to promote good will and mutual understanding among all peoples of the world. Please convey to the Conference my sincere good wishes."

The Conference adopted a resolution of thanks to the Prime Minister of Ceylon for her gracious message.

The Ceylon Team consisted of: President Mr. R. S. Jayawickreme, Gen. Secy. Mr. J. D. Asseervatham, Mr. M. A. Aliossen, Mr. E. M. C. Amunugama, Mr. I. R. Ariaratnam, Mr. K. Arunasalam, Mr. A. D. D'Abrera, Mr. G. B. A. de Silva, Mr. M. J. H. Dias, Mr. J. Edward, Mr. C. T. M. Fernando, Mr. J. A. Gajanayake, Mr. K. S. Gunaratne, Mr. J. O. Mendis, Mr. S. P. Nadarajah, Mr. W. D. E. Perera, Mr. J. Santhiapillai, Mr. F. R. Ragel, Mrs. F. P. Ratnaike, Mr. E. Sabalingam, Mr. N. Sabaratnam, Mrs. H. C. T. Somasundaram, Mrs. C. Shanmuganayagam, Mr. J. D. Varnakulasinghe, and Mr. T. Viswanathan.



A VIEW OF THE CEYLON DELEGATION

by Dr. Shrimali, the Union Minister of Education at Rashtrapathi Bhawan at which Officiating President, Dr. S. Radhakrishnan was the Chief Guest. The Ceylon delegates and members of the W.C.O.T.P. Ex. Co. also had the privilege of being the guests of Sir Richard Aluwihare our High Commissioner in New Delhi at an Evening Party. We are very grateful to the High Commissioner for the kind courtesy extended to us.

OUR PRIME MINISTER'S GREETINGS

The Prime Minister of Ceylon, The Hon. Sirimavo Bandaranaike sent the following message which was read out by our President Mr. R. S. Jayawickreme, the leader of the Ceylon Delegation, at the Conference.

"I am glad to learn that the teachers of the world are meeting in Asia this year in a country so near to us. I am very happy that twenty five delegates from my country will be participating



Dr. Carr at the Editors' Party quips in: "This is a veritable workshop".

SEMINAR ON TECHNICAL & VOCATIONAL EDUCATION

Theme: The Recruitment, the Training and the Retention of Technical and Vocational Teachers.

This seminar took place in Vigyan Bhawan, New Delhi on July 31st and August 1st and was attended by representatives of the following countries: India, U.S.A., Ceylon, Venezuela, Uruguay, Tanganyika, Nyasaland, Colombia, Mexico, Italy, Pakistan and Ireland.

The seminar was inaugurated by Professor Humayun Kabir, Minister of

Scientific Research and Cultural Affairs, Government of India.

The organisations affiliated to W.C.O.T.P. have been asked to submit their views on the theme of the seminar.

Mr. A. D. D'Abrera of Ceylon surveyed all the replies received and read a paper introducing the theme.

Recommendations

The following is a summary of the agreed views of the participants in this seminar:

- i. In order to examine the teachers' position it is necessary first to examine the elements of the structure of vocational and technical education.
- ii. Here industry and commerce on the one hand and agriculture on the other are treated separately.
- iii. We deal first with non-agricultural education, and it is our view:
 - (a) that in the age-group 5-11 all children should have the benefit of some education in handwork;
 - (b) that in the age-group 11-14 both academic and practical education should exist to an extent which would permit the student to determine where his or her talents lay;
 - (c) that in the age-group 14-18, technical education may be whole-time schooling, or industrial experience with related school studies. We consider, however, that the education of the young industrial worker would always be the responsibility of the education authorities. It appears to us too that in developing countries it is probably necessary to arrange for whole-time technical education at this level since industry is often not sufficiently developed to provide related industrial training.

We therefore suggest that a large technical institute might be established to serve, at the beginning, a very wide area. This institute would be staffed by very highly qualified teachers at the technician level, and it would be poly-technic in character: it was suggested by some participants for example that such an institute might be established for South-East Asia. From this institute could come technicians of a high quality and it could furthermore stimulate the creation of similar institutes in the surrounding areas.

The Asian Programme

Of special interest to us is the Asian Programme adopted by the General Assembly which includes (i) A Leadership Training Seminar in Bangkok (ii) A Regional Council to survey Educational Policy in Asia (iii) A survey of the status of the teaching profession in Asia (iv) Financial assistance for National teachers' associations and Fellowship schemes for their leaders (v) In service training programme for teachers (vi) A Regional Conference in Japan in March 1962.

The Editors' Workshop

The Editors' workshop had its meetings for four days prior to the General Assembly at which our Editor Mr. N. Sabaratnam represented the Union. Our delegates also participated in Health Education Seminar, Adult Edu-

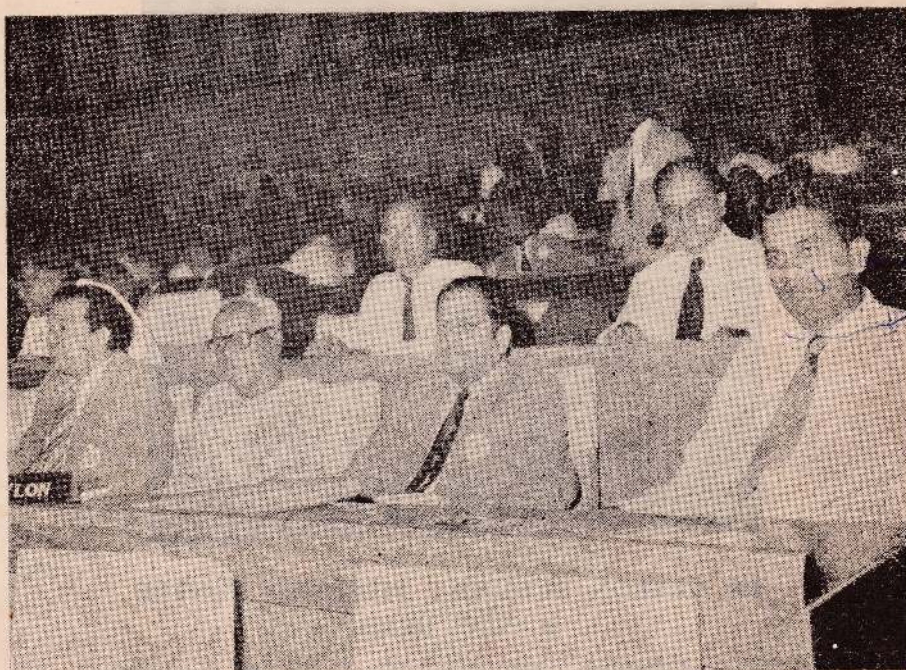
cation Meetings and the Seminar on Education for Teaching.

WORLD TEACHERS CALL FOR RECOGNITION OF MORAL, SPIRITUAL VALUES

An appeal to the teachers of the world to recognize the importance of the fundamental, moral and spiritual values was made by the Tenth Assembly of the World Confederation of Organizations of the Teaching Profession before it concluded its weeklong deliberations.

This appeal was made in WCOTP's main resolutions of this year's theme "Education for Responsibility."

The main resolution declared that "Education for Responsibility grows out of the convictions held by society with regard to fundamental, moral, spiritual and rational values which include the worth and dignity of every person and the necessity of helping every child to become the best person he is capable of becoming..... The complexity of the forces affecting students in all parts of the world points out the urgency for teachers to demonstrate, by example as well as by



Another View of the CEYLON Delegation

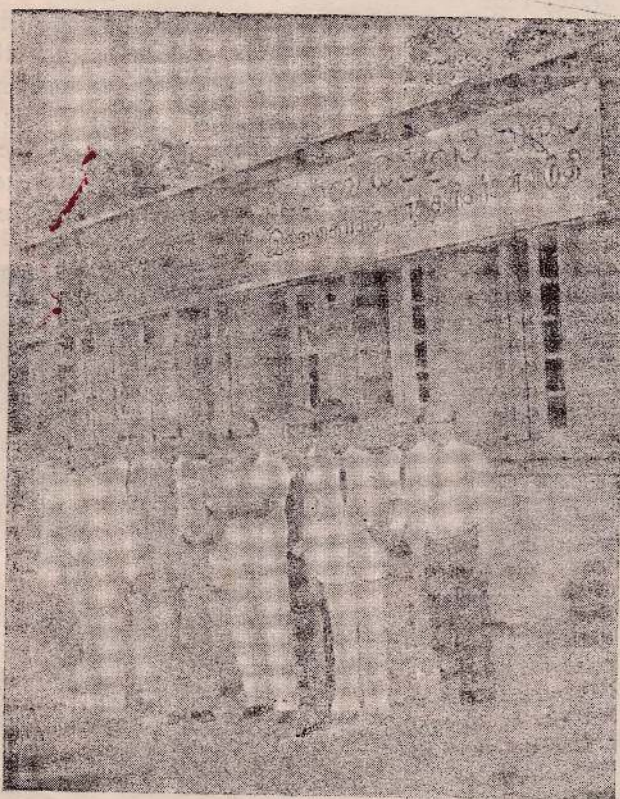
direct teaching, their respect for these fundamental values, their concern for service to others, and their willingness to participate in civic affairs."

To this end, the W.C.O.T.P. resolution recommended that teachers should recognize the importance of (1) the fundamental moral and spiritual values on which just law, family and society are based; (2) the inculcation of a right attitude to and a respect for law; (3) the development of a critical attitude so that the individual retains the right to object to and/or amend the law; (4) the encouragement of an inquiring mind to help the individual make sound judgments; and (5) action in accordance with the principles underlying the declaration of human rights.



THE CEYLON DELEGATION—Yet Another View

UNDER THE BANNER OF COMMUNAL HARMONY



The CEYLON BUDDHIST PILGRIMS' CENTRE
in NEW DELHI

A Group of Delegates who stayed there with Mr. Gunasekara
The Officer-in-Charge.

Another resolution declared that if the teaching profession is to meet its responsibilities it is essential that "the economic and social status of teachers is raised to a level commensurate with the importance of the profession."

Other resolutions dealt with the W.C.O.T.P.'s "deep concern" over the "situation in which British teachers find themselves"; co-operation with F.A.O. in its "freedom-from-hunger campaign"; and further steps by W.C.O.T.P. to develop information exchanges with the International Federation of Teachers Unions—Communist bloc Association of Teachers.

In its final resolution the assembly thanked the Government of India for its help.

On Monday India's Defence Minister J. Krishna Menon addressed the plenary session. He told the teachers that the main problem before them was to educate themselves, even apart from the children, "for the world that is to be is not isolated" from the teachers. Mr. Menon said the teacher has to find a "universal sense of values" in the world of today.

LOSS OF TEACHER LEADERSHIP—A NATIONAL CALAMITY

*Teacher's Freedom—Touchstone of his Self-Respect
Monolithic Structure of Education Undesirable*

—M. de KAUWE
President, C.T.A.

"The essence of democracy is freedom and some measure of freedom in education is the best guarantee of the democratic structure of the country", said Mr. M. de Kauwe in his Presidential Address at the 41st Annual General Meeting of the Colombo Teachers' Association.

"What is the impact of recent events upon us as teachers?" asked Mr. de Kauwe. "We fear certain rights which we have so far enjoyed might be lost—Our political and civic rights. But the consequent loss of leadership from among the ranks of teachers can only be regarded as a national calamity. All parties have recognised this fact. We however, shall not despair of the wisdom of our rulers," said Mr. de Kauwe.

POLITICAL INTERFERENCE

There are other things that engross our attention. A National Education Commission is now sitting. A National System of Education is in the offing. But teachers without self-respect and without contentment cannot help in the education process on a national scale. An egregious omission is that we do not have an Arbitration Council or, some consultative machinery between teachers and their employers. With the increased Governmental control, political interference, in such matters as teachers' transfers and the like, seems now inevitable. Though, increasing salaries may improve the economic status of teachers and help in the recruitment and retention of better and more qualified teachers and though greater security in their jobs may rehabilitate teachers in the public eye, yet freedom of expression, as an inalienable right of a teacher, is the touchstone of a teacher's self-respect.

CRAFT INTEGRATED CURRICULUM

Reforms in education are inconceivable

without a reform in the curriculum. In our primary schools, we need more Activity-methods and less book-centered learning. Another requirement is an introduction to Science in a more interesting and realistic way than at present. At the end of the Primary school our Practical Education should commence. However practical education must for most of our children be based on agriculture but some differentiation into industry like carpentry, may be possible in certain areas. Further, craft-rooms, workshops and Home-science rooms should provide the motivation for other courses of practical education. Thus, with a variety of practical courses in our Schools, and the expansion of Junior Technical Schools, some headway would be made in supplying the demand for technical workers.

DIVIDED WE PERISH

One last word to our colleagues who stand aloof from teachers' organisations. The dictates of honour demand our unstinted support of our teachers' organisations. Criticism, unsupported by certitude, or unrelieved by justice can only dry up wells of goodwill. Let us rather reflect that our strength is in our numbers, and the measure of respect we merit from the Government will depend on our own support for our Unions. So Let us all unite, impelled by a common interest imbued with the heroic vision, transformed by a dynamic purpose-service to the nation's children, and let our glory be in the self-realization of our pupils. If we do not stand together, we shall each perish ignominiously and irretrievably."

THE ANNUAL REPORT makes History by including Sinhalese and Tamil summaries—"We are thankful to the Government" states the Report that in the new legislation, safeguards urged by the Union, have been provided for teachers. But for these safeguards, quite a number of teachers could have been faced with the threat of summary

dismissal. In the wake of these changes, however, there followed a spate of interdictions and penal transfers, due to the interference of politicians but we are happy to record that on representations by the A. C. U. T. they have been redressed.

A PROBLEM

A problem that now looms large is the matter of political rights of teachers; and here it is gratifying to note that a number of Members of Parliament including the Minister of Education have been teachers. Is it too much to expect that they would allow to other teachers the freedom they themselves enjoyed?

Office-bearers for the ensuing year:—

President: Mr. M. de Kauwe,
Vice-Presidents: Mrs. F. P. Ratnaik,
Mr. R. M. Abeywardhana,
Mr. F. Premawardhana.
Secretary: Mr. Basil Perera,
Treasurer: Mrs. H.C.T. Somasundaram



MR. M. de KAUWE

ROLE OF THE EDUCATION

(Continued from page 24)

INDOCTRINATION

Mr. Birley, Headmaster of Eton, speaking of his experiences in Germany after the Second World War, when he was acting as Educational Adviser to the Military Government, said that the Nazis had completely corrupted school text books used in Nazi Germany. The trouble was that the Allies could not agree in what manner they were to be revised, the Anglo-American group wanting one kind of a purge, while the Russians wanted quite a different kind. Eventually they solved the problem by dividing Germany and each group had its own type of revision. The moral of this example is too obvious for me

to work it out in any detail.

School Texts have to be graded so as to ensure that the intellectual diet provided for the pupil is suited to the stage of his mental development. The process of gradation of material should be governed by psychological considerations rather than by political or religious ideologies. A State which attempts to shackle the minds of its youth within a narrow frame-work is sowing the seeds of its own disruption, for it will breed a nation of automatons and not of intelligent and sensitive human individuals.

HELP AUTHOR

Educational publication is not a lucrative field and neither publishers

PRESS

nor authors can expect to make a fortune out of it. Nevertheless the incentive of economic gain cannot be entirely ruled out from it. No one will wish to enter this line without expecting to make a reasonable living out of it. So far as the private publisher is concerned, he will no doubt take care of himself. It is the poor author of educational books for whom I have much greater concern. I believe that in this country at least he has had a very poor innings so far. The labourer is worthy of his hire, even though what he labours at is the writing of educational books. It is only when educational authorities realise this obvious truth that we shall have a really good Educational Press in this country.

TEACHERS AND POLITICAL RIGHTS

Sir,

The report that the Schools' vesting order of the Education Department carries with it the denial of political rights of the teachers in those schools should be a bitter disappointment to the teachers who have been hoping that the take-over of assisted schools by the government was by no means a prelude to the denial of the teachers' political rights as the opponents of the take-over maintained. If teachers can have political rights unrestricted by the take-over one is at a loss to understand the attitude that vesting should make a denial of them. It is a flimsy view to take on a vital matter as the civic and political rights of teachers in a democratic society that vesting which is a transfer of school property from the defunct managers to the government should take away

the political rights of teachers. The government's attitude, one may guess, does not seem to spring from any positive policy towards the professional rights of teachers. It appears to be carried away by its vesting orders which it considers to be the logical sequence of the take-over but which neither by the policy statements at the time of the take-over nor by the expectations of the teachers in the post take-over period presuppose a denial of rights at one stroke. That the issue of political rights should in any way be associated with the vesting orders only smacks of a desire to extend the status quo in government schools to Director Managed schools as well. What is required is an open mind to the question of political rights of teachers in a democracy on its own merits. Educationally, it is a hopeless and im-

possible position to take that teachers should be denied political rights while they are professing to educate for democracy. It would also be untrue and unimaginative to run into a morbid alarm that the grant of political rights would make politicians out of teachers. The grant of political rights has not by and large dragged the teachers into the hurly-burly of politics. But what should be cherished in a democracy is the contingent freedom of the teacher to exercise his political rights. It would do well for parents and the public to speculate on Education imparted to their children by teachers whose minds are in the last resort geared to a government apparatus.

Karainagar,
22nd Aug. '61.

A. NADARAJAH.

BOOK REVIEWS

SIMPLE SCIENCE I

Power (in Sinhalese) by V. O. de A. Gunawardane. Published by the Associated Newspapers of Ceylon Ltd., with the assistance of Unesco. 52 pages. 72 illustrations. Price 1-50.

This is a child's book and is the first in a series of books on Simple Science in Sinhala at the primary school level. The book explains the various sources of energy and shows how they are utilised by man in his daily life. The answers to many of the questions any normally intelligent child would ask are found in this book and are well supported by a large number of illustrations. This provides good background reading in science for the child in the primary school. S. S.

* * *

SIMPLE SCIENCE II.

Things that help us (In Sinhalese) by Dyras Kumarasinghe (Published by The Associated Newspapers of Ceylon Ltd.,) with the assistance of Unesco. 122 Pages. 16 Chapters. 111 Illustrations. Price 2-00.

This book is the second in a series of books on Simple Science in Sinhala for the Primary School.

Written in simple language, this book deals with air, water, heat, light, sound, electricity, and their use in daily life. The knowledge of such use is made intimate to the child through experiments he can perform and with many illustrations. There are however certain sections like a Thermometry which could have been made more simple. S. S.

* * *

SADAHAM MAGA V.

(In Sinhalese)

by Ven. Narada Thero
128 Pages 41 Illustrations.
Price Rs. 1-70

Postage -35 cts. extra.

This is the sixth of a series of textbooks on the Dhamma published by the Associated Newspapers of Ceylon Ltd., Colombo. It is intended for children in Std. V.

This book contains 33 lessons written in simple language, with exercises specially prepared for children. Illustrations in support of the text will make

the book more interesting to the children. S. S.

* * *

Environmental Studies (In Tamil) for Std. VIII.

by V. Mahalingam, B. A. (Ceylon). & Mrs. S. Vimalendran B. A. (Ceylon).

Published by The Srikantha Press, Jaffna. Price Rs. 1-50.

Environmental Studies as a substitute for the Study of History, Geography and Civics may not satisfy the needs of students who wish to pursue higher education as they will have to study them as separate subjects. However it does help them to gain some insight into those subjects in an integrated form.

This book supplies the appropriate historical, geographical and social background for the study of the subject outlining those three aspects from the early times to the present day. It is well planned and the language is simple and the content is suitable for use in the J.S.C. classes. Maps and illustrations would have proved more useful and exercises on practical work would have made the text more effective. M. E.

Summary of Recommendations on Teachers' Salaries and Conditions of Service

by the Wilmot Perera Commission.

The Commission recommends 6 Grades into which all Teachers would be divided for purposes of Salary Scales. The following are the Grades and Salaries recommended :-

(1) Grade 1 A—Uncertificated Teacher

Scale : Rs. 150-10 x 6-210
E. B. at Rs. 180

The holders of the following certificates would fall into this Grade :-

1. English S. S. C.
2. S. S. C. Sinhalese / Tamil.
3. Temporary Science Assistants (S. S. C.)
4. Temporary Science Assistants (S. S. C.) with one subject in H. S. C.
5. Teachers of Handicrafts (S.S.C.)
6. Teachers of Music & Dancing (S. S. C.)
7. Teachers of Home Science (S. S. C.)
8. Teachers of Arabic (with & without (S. S. C.)
9. Teachers of Art (S. S. C.)

Note.—Teachers in Grade 1—A will continue into Grade 1—B on reaching their maximum viz. Rs. 210.

Grade 1 B—Part-certificated Teacher

Scale : Rs. 180-15 x 6-270
E. B. at Rs. 240

The holders of the following certificates would come under this category:-

1. H. S. C.
2. Provisionally Certificated—English, Sinhalese or Tamil—3rd Class & 2nd Class.
3. Service Certificated—English, Sinhalese or Tamil—3rd Class & 2nd Class.
4. English Assistant Teachers' Certificate.
5. Teachers' Certificate—3rd Class English, Sinhalese & Tamil.
6. Teachers of Handicrafts (Industrial Teachers' Certificate in one subject)

(2) Grade 2—Certificated Teacher

Scale : Rs. 200-25 x 10-450
E. B. at Rs. 300

The holders of the following certificates would come under this Grade :-

1. Intermediate / G.C.E. Advanced in Arts or Science.
2. Teachers Certificated, 2nd & 1st Class—English, Sinhalese & Tamil.
3. Vidya Visarada / Vidwan Certificate.
4. University Certificate / Diploma in Sinhalese / Tamil.
5. Vidwans and Pulavars.
6. Pundits.
7. Pracheena Pundits.
8. Commercial Certificate (Lower)
9. Physical Training Certificate (Lower)
10. Drawing Certificate (Lower)

(3) Grade 3—Trained Teachers

(3) Grade 3—Trained Teachers
Scale : Rs. 225-25 x 15-600
E. B. at Rs. 375

The holders of the following certificates would come under this Grade :-

1. Provisionally Trained English—Sinhalese / Tamil.
2. Trained Teachers, English, Sinhalese or Tamil.
3. Vocational Trained Teachers.
4. Bilingual Trained Teachers.
5. Anglo-Vernacular Trained.
6. Diploma in Science.
7. Diploma in Home Science.
8. Diploma in Music / LRSM / LT CL etc
9. Commercial Certificate (Higher)
10. Physical Training Certificate (Higher)
11. Drawing Certificate (Higher)

Note : Provisionally Trained English, Sinhalese or Tamil teachers should stay on the initial until

they pass an appropriate examination to proceed along the scale)

(4) Grade 4—Graduate Teachers

Scale : Rs. 375-15 x 15,5 x 25-725
E. B. at 525

The following teachers will come under this Grade :-

1. Graduate Teacher (Pass)
2. Graduate Teacher (Honours)
3. Pundits approved for H. S. C. Teaching.
4. Special Posts, Grade III.

(5) Grade 5—Trained Graduate Teacher

Scale : Rs. 450-10 x 15-10 x 25-850
E. B. at 600.

The following teachers come under this Grade :-

1. Trained Graduate (Pass)
2. Trained Graduate (Honours)
3. Special Posts, Grade II

(6) Grade 6—Selection Grade Teacher

Scale :- Rs. 700-10 x 30-1000

Holders of Special Post Grade I would come under this Grade.

NOTES BY THE COMMISSION ON THE SCALES

Minimum Qualifications

1. No person should be registered as a teacher in any capacity unless he possesses an educational qualification of the S. S. C. or G. C. E. (Ordinary Level) in 6 subjects obtained on one and the same occasion.

Teachers should be assigned the salary scales proposed, only if they teach the subjects in which they have qualified to teach, for example, a teacher who has obtained a degree in 3 subjects such as English, History and Geography should not be able to draw

the Graduate teacher's scale unless he teaches one or more of those subjects.

Grade I

2. For Grade 1—A and Grade 1—B teachers a practical test in teaching should be given before they are allowed to proceed beyond their efficiency bars. The certificate issued to teachers after 10 years in Grade 1—A should be called the Lower Certificate.

Provisionally Trained

3. The Present Provisionally Trained Teachers should be required to sit for an examination before they proceed on the Trained Teachers scale, but in the future "this device of condoning failures by regarding them as Provisionally Trained" should be abolished.

Grade 3

4. For teachers trained in the teaching of Mathematics, Science and English as special subjects, the Commissioners suggest 5 increments at the initial or at any subsequent point on that scale at which they enter. This recommendation "would be a token of their training in special subjects which are of value to our educational development and should not in any way be associated with the fact that this training had been obtained at Mahara-gama or Palaly".

Grades 4 & 5

5. Regarding Graduates the Commissioners comment "In the fields of science and engineering, Pass Graduates as well as Honours Graduates have been found to be equally competent in the Public Service and no distinction is made between them as regards salary scales. To make such distinction in the teaching profession would we think be invidious".

The Commissioners state "We have included in Grade 4 a new category to provide a higher scale for trained teachers who obtain an University Certificate or Diploma in Sinhalese/Tamil and are approved for H. S. C. teaching. The Department considers that this advantage should be provided for Trained teachers alone because it is only in their case that the obtaining of these additional qualifications enhance their value".

Grade 6—Selection Grade

6. The Commissioners recommend the abolition of Special Posts. They propose "that these Selection Grade posts should be open only to teachers who obtain post-graduate qualifications". They think that "it should be an essential condition that the particular post-graduate qualification should be one of a selected list of such qualifications stipulated by the Department" and "individuals proceeding to obtain them should do so with the express consent of the Department". The Commissioners say "many qualifications which are now described as post-Graduate do not in fact signify any special achievement since they are either conferred on individuals or are to put it bluntly sold at a price. We would definitely exclude that type of qualification from the Selection Grade".

Efficiency Bars

7. These Bars should involve a review of the teacher's work and the practical test of his competence. In any case where there is some doubt regarding the standard of the qualification possessed by a teacher this efficiency bar should also include an appropriate test or examination. This would occur, for instance in the case of the special subjects such as physical training, drawing, music, and dancing etc..... We would also suggest an examination in the case of Certificated Teachers and trained teachers where we have equated those qualified in the Swabasha medium with those qualified in English..... We suggest that the examination should include compulsory subjects such as the principles and methods of teaching and educational psychology, together with 3 optional subjects. We also recommend that such examinations should be applied in other cases where teachers are included in a grade, the maximum of the scale of which is considerably higher than the total emoluments represented by the maximum of their present scale.

Training Colleges

8. Training Colleges at Mahara-gama and Palaly should be confined only to those who are trained in special subjects such as English, Science and Mathematics and other subjects such as Commerce, Handicrafts, Agriculture,

etc., should be removed from these Training Colleges and be transferred to other Training Colleges. For entry into all Training Colleges, other than the Specialised Training Colleges, there should be one centralised test. The final examination for all trainees, except those at specialised Training Colleges, should be a single examination.

Special Posts

9. "The Burnham Report established 'graded posts for teachers undergoing special responsibility, special work of an advanced character, or for other reasons which, in the opinion of the Authority, justify such posts' and assigned the special posts to schools on the basis of a certain grouping. We commend for consideration the formulation of a new scheme for special posts in Ceylon on the same lines".

Teachers possessing the required qualifications should be enabled to compete for special posts by means of a central examination or other procedure for testing their competence. Special posts for which teachers in a particular grade would be eligible, should carry the salary scale of the next higher grade. For example, a Certificated Teacher in Grade 2 should be eligible to qualify for special posts, the salary scale of which should be that of Grade 3. There should be no limitation of special posts to what are called English Schools. In the determination of conditions and requirements of special posts in each Grade the greatest care will have to be exercised. The Commissioners recommend that this task should be entrusted to an Expert Committee drawn from the field of Education.

Incremental Credit on Transfer from one School to another

10. "The concession of incremental credit at the rate of an increment for every two years of service in the lower category was recommended by the Salaries Commission of 1946 with a view to encouraging teachers to Graduate.....No such incremental credit is allowed in the Public Service, and we cannot for a moment agree to its being allowed in the Teaching Profession..... Its continuance in the future is quite-illogical if only for the reason that the output of graduates is now by

no means adequate". In the event of a teacher in a particular grade obtaining higher qualifications and entering a higher grade, there should be no incremental credit for service in the lower grade but his conversion to the higher grade salary scale should be in accordance with the principles the Commissioners recommend in their Chapter on Conversions.

Head Teachers and Principals

11. A teacher appointed Head Teacher or Principal should draw a salary of the Grade of teacher to which he belongs plus an allowance which will depend on the grade of the school. This allowance should be regarded as non-pensionable in the first instance but should be converted into a pensionable allowance at the time of retirement provided the officer has held the post of Principal for a period of not less than 10 years.

Vice-Principal

12. In the case of Vice-Principals as well as Principals the Commissioners state "We would like to see the Burnham System applied to determine their remuneration. As a working rule we would suggest that the allowance to be paid to Vice-Principals and Deputy Head Masters (or Senior Assistants) might appropriately be 50% of the allowance paid to the Principal or Head Master....." We see no reason why the Vice-Principal and Principal of Royal College and Royal Primary should have special scales assigned to them which are for higher than the scales assigned to those in comparable schools. We suggest that these special scales should be abolished as soon as the present holders retire".

Allowances for Principals and Head Masters

13. (a) For allowances to be paid to Principals and Head Masters the following grading of schools is recommended :-

(1) Primary Schools—

- Grade 1 Schools with 300 pupils and under
- Grade 2 Schools with over 300 pupils

(2) Junior Schools—

- Grade 1 Schools with 300 pupils and under
- Grade 2 Schools with over 300 pupils

N. B.—The lowest Grade of a teacher eligible for appointment as Head Master in a Primary or Junior School should be a Certificated Teacher (Grade 2).

The Head of the School should be designated "Head Master" or "Head Mistress".

(3) Senior Schools— (Schools which provide instruction up to and including the G.C.E. (Ordinary Level) and these schools should be sub-divided into—

- Grade 1 Schools that provide instruction in Arts and/or Sciences at G. C. E. (Ordinary Level) with not less than 40 pupils in classes at that level.

- Grade 2 Schools which provide instruction in Arts and Science at G. C. E. Ordinary Level with not less than 40 pupils doing Science at that level.

Note —The Head of the School should be designated Principal and the lowest Grade of Teacher eligible for appointment should be a Trained Teacher (Grade 3).

(4) Collegiate Schools— (Schools which provide instruction up to and including the H. S. C. and these may be sub-divided into—

- Grade 1 Schools providing instruction in Arts and Science at H.S.C. level with not less than 40 pupils in classes at that level.

- Grade 2 Schools which provide instruction in Arts and Science at H.S.C. level with not less than 200 pupils in classes at that level, of which not less than 40 should be studying Science.

Note—The Head of the School should be designated 'Principal' and

the lowest level of eligibility should be a Graduate Teacher (Grade 4).

(b) Any school that fails to qualify for inclusion in any particular grade should fall into the next lower Grade for the determination of the allowance to be paid to its Head.

(c) The service qualification for appointment as Head Teacher or Principal is as follows—

Grade of School	Qualification of Principal
Primary School—	10 years in Grade 2
Junior School —	or 5 years in Grade 3
Senior School —	10 years in Grade 3 or 5 years in Grade 4

Collegiate Schools—

10 years in Grade 4 or 5 years in Grade 5

(d) Additional Allowances to be paid are as follows :—

Grade of School	Allowance to Principal
Primary School—	
Grade 1	Rs. 20/-
Grade 2	Rs. 40/-
Junior School—	
Grade 1	Rs. 30/-
Grade 2	Rs. 50/-
Senior School—	
Grade 1	Rs. 75/-
Grade 2	Rs. 125/-
Collegiate School—	
Grade 1	Rs. 150/-
Grade 2	Rs. 300/-

NOTES ON CONDITIONS OF SERVICE

Inducement Allowance

1. The words "Inducement Allowance" should be applied "to cover all allowances paid in respect of risks, hardship or other conditions of service which are peculiar to particular individual or groups of individuals". The Commissioners say "considerable difficulty is experienced by the Department in persuading teachers to go on transfer to certain remote areas". The In-

ducement Allowance may be paid in such cases. The Commissioners suggest that the Inducement Allowance be equivalent to one or more increments on the scale subject to a minimum of Rs. 10/- per month and a maximum of Rs. 50/-. The allowance would be non-pensionable and it would be paid only when the Officer is employed on the specific job for which it has been approved.

Sessions in Schools

2. The Commissioners recommend that one-session schools having 180 sessions should now work 210 sessions and two-session schools having 360 sessions should now work 420 sessions.

Transfers

3. Regarding transfers the Commissioners say that "transfers effected for the purpose of enabling an officer to acquire a variety of experience should be confined to the first 10 years by which time his particular aptitudes should have been discovered".

Leave

4. The Commissioners state that "We see no compelling reason to perpetuate the different categories of leave, such as casual leave, vacation leave, sick leave etc..... All should be eligible to a single type of leave termed 'annual leave'. "In the case of teachers who are generally on vacation for practically 3 months of the year, the quota of annual leave would be 24 working days per annum". But there would be no changes in the grant of special leave like Maternity Leave, T.B. Leave and duty-leave.

The recommendations regarding study-leave for Government servants are similar to the present rules for teachers. Hence there would be not much change regarding conditions of study leave for teachers.

Leave Prior to Retirement—"With the exception of minor employees and teachers, public officers are now allowed, on the eve of their retirement, to

take the vacation leave for which they are eligible". The Commissioners recommend "that the privilege of taking leave prior to retirement should apply to all officers without discrimination, and that the amount of such leave should be limited to the annual leave available in the year of retirement plus the accumulated unused leave of the two previous years, subject to a maximum of 48 days". **Regarding accumulation of leave** the Commissioners suggest that "out of the quota of 36 days annual leave allowed to Government Servants, an officer should be permitted to accumulated unused leave up to a maximum of 18 days per year, and that the maximum leave so accumulated which may be taken on any one occasion should not exceed 72 days. Accumulated leave may be taken after annual leave has been exhausted or concurrently with it, and would normally be allowed on grounds of illness, certified by a Government medical officer or for other valid reasons, such as holiday, etc., at the discretion of the Permanent Secretary.

(We presume that the teachers would be entitled to the same conditions regarding accumulation of leave but in proportion to the annual leave they are allowed to take).

Pensions

5. The Commissioners suggest the establishment of a single contributory Pension Scheme for all employees paid from Government funds, after an appropriate actuarial evaluation of all the existing schemes.

Retirement with Changing Conditions

6. The Commissioners state that officers who are affected adversely by the withdrawal of such privileges or by any of the proposals made by them should be allowed the option to retire with compensation if necessary..... For instance all officers adversely affected would be cases where there has been a reduction in their incremental rate or a reduction in the maximum emoluments they may have expected in their present grade; the imposition

of new efficiency bars coupled with examinations, a break up of a single grade into two grades, thus affecting their prospects of progressing to certain maximum emoluments and so on. They add "We consider that it would be cheaper to retire such officers even with compensation, than require them to continue in service, disgruntled".

Age of Retirement

7. The Commissioners recommend that the retiring age should be 60 years of the completion of 40 years' service whichever is earlier. The latter would only be permissive, and all officers should be eligible to continue in service until they reach the age of 60 years. On reaching that age, an officer may be allowed an extension of two years solely at the instance of the Government to take him up to the age of 62 years, at which age retirement will be compulsory. During the period of 2 years he should not have to apply for an extension at the end of the first year, but he should not be debarred from retiring at any time within that period, on giving the necessary notice.

Appeal Tribunals

8. The Commissioners recommend the setting up of Appeal Tribunals to which may be referred cases of disciplinary action which need inquiry. The Tribunals should consist of 3 persons selected from a panel of retired Public Servants or Judicial Officers.

Political Rights

9. The Commissioners state "While there appears to be no strong reason for withholding the granting of political rights to strictly industrial grades such a step would not be practicable at the present stage having regard both to the general level of political maturity as well as to the implications of conceding these rights only to a limited section of the Public Service".

Implementation of the Scheme

10. The Commissioners recommend that the Salaries Recommendations should be implemented with effect from 1st October 1960.

IF IT IS LABORATORY EQUIPMENT

CONSULT

THE COLOMBO TRADERS LTD.

294, UNION PLACE,

COLOMBO—2.

Telephone: 78785.

**Agents for the World-renowned
Firms of**

BAIRD & TATLOCK (LONDON) LTD.

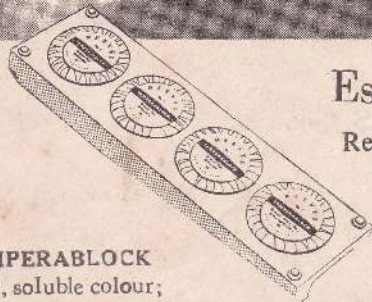
HOPKIN & WILLIAMS LTD.

W. B. NICOLSONS (SCIENTIFIC INSTRUMENTS) LTD.

W. WATSON & SONS LTD.

FLATTERS & GARNETT LTD.

THE AEROGEN COMPANY LTD.



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

Essentials for modern art education...

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

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

REEVES



Printed at St. Joseph's Catholic Press, Jaffna for Mr. N. Sabaratnam, Editor, A.C.U.T., 7, Victoria Road, Jaffna.
Registered at the G.P.O. as a newspaper.