

CULTIVATION OF THE POWER SOLVING THE WORLD-CRISIS OF IMAGINATION

Creative Instinct In Children

So it is the emotions of man which are transfused into the world of reality and actuality and help to transform this matter-of-fact world into that of sentiments and idealism. Practical utility is not, therefore, the criterion by which the value of a work of art should be judged. Perhaps the very idea will be revolting to the artist in man. In the words of Tagore:

"Where there is an element of the superfluous in our heart's relationship with the world, Art has its birth. In other words, where our personality feels its wealth it breaks out in display."

Helping The Children

Quite apart from the fact that art serves the purpose of an important medium through which man expresses his personality—his emotions and sentiments, it plays a very important part in the education of children's imagination and the cultivation of their powers of observation and invention. So in schools children should be afforded ample opportunities of participating in creative activities, which call forth a good deal of their imagination, memory and inventive powers and serve to train them in the powers of observation

Their imagination as well as creative instinct is thus appealed to. Children should be taught to observe and appreciate whatever is beautiful in nature and the surroundings in which they find themselves. In schools, every endeavour should be made to inculcate the love of beauty upon children, with a view to developing their aesthetic sense and artistic tastes. Care should be taken that the environment in which they 'live, move, and have their being' is as beautiful as possible. So attempts should be made to surround children with beautiful things. Beautiful

surroundings, also, help to beget a love of beauty among them. Children may be called upon to observe and appreciate the beauty that exists in nature. They should be taught how to appreciate beautiful works of art—the beauty of form, colour, and arrangement as well as symmetry, proportion, and the harmony and contrast of colours. Some people are of the opinion that the love of beauty and the colour sense, which are inborn, cannot be cultivated. But practical experience has proved that the aesthetic and artistic sense of children can be developed and trained to some extent.

Incentive

Their eyes can be trained to observe the beauty of form, colour and arrangement in whatever they see, so that they may be able to reproduce and recreate that beauty in their own creation of art. Beautiful surroundings cannot but leave their impress on the plastic minds of children and serve as an incentive for creating beauty. Now the question is how to provide beautiful surroundings for children.

This may not always be possible in their homes, because the average middle class parents can hardly afford pretty gardens or beautiful works of art which are looked upon as luxury beyond their means. Hence the necessity and importance of school gardens, art-galleries, and artistic school buildings. Attempts should be made to develop the tastes of children on the right lines from their very infancy. So the cultivation and training of their aesthetic sense should begin even at the pre-school stage. A school garden is considered to be indispensable to a nursery school. The little ones may, also, be called upon to take part in gardening with a view to developing

a love of beauty among them. Small plots may be assigned to each class and children may be entrusted with the work of sowing seeds, preparing the soil, weeding, and watering plants. They can thus be taught to observe and love whatever is beautiful in nature

Appreciating Nature's Beauty

Their colour sense as well as powers of observation may well be trained in and through gardening which constitutes a good manual training also. In the course of gardening children may be taught how to appreciate the beauty of form, colour and arrangement. Symmetry, proportion, harmony and designing may be taught, when planning out the lay-out of a garden. Children's colour sense may be trained through the natural colours of flowers and leaves. Gardening may be of great help in developing the artistic sense of children, who may thus be induced to reproduce the beautiful things of nature in works of their own creation—drawing, painting, and modelling. A taste in decoration may also be developed through the furnishing of the school house and the decoration of the class-rooms on festive occasions. Children may be trained in that art of decoration in various ways. On special occasion they may be asked to arrange flowers in vases, to decorate the floors of rooms and verandahs by means of *alpona* designs, to paint the walls of class-rooms, to decorate the walls and gates of the school buildings with flowers, leaves, etc. The aesthetic sense of children may also be cultivated through needlework and the art of dressing. The colour scheme forms an important factor in decoration, dressing and needlework.

Provision of Art Galleries

Besides all this, children should be afforded ample opportunities of seeing beautiful works of art also. With this end in view,

(Continued on page 3)

Role Of The Individual

The world crisis is today a universally admitted fact. Yet when we are asked 'what is exactly meant by world-crisis?' or 'where is the world-crisis located?', the answers cannot be so readily given.

The blossoming neem tree with all its wealth of beautiful new green leaves and wonderful white little flowers, representing the world of Nature flatly denies the existence of any crisis whatsoever. Flowers blossom as of yore. Fruits ripen. Bees go about sucking honey from flower to flower. Birds do actually sing even now! The moon really appears regularly. Mountains have not rushed to crush us. Rivers have not made any sudden violent changes of their courses. The oceans have not leaped up and swallowed our lands. The earth has not refused to supply us with the wherewithals of our life. The starlit sky is as awe-inspiring as ever. The sunset as sobering. Everything in the world, which does not depend on human functioning flatly denies the very existence of world-crisis. Nature has not changed its behaviour to any such degree which will justify our getting alarmed over it. Where then is this much talked of world-crisis located?

Without unnecessarily leading ourselves to any philosophical traffic jam we can, without fear of any sane contradiction, at once say that the crisis is located within man, and nowhere else. All what the term world-crisis may signify, is exclusively related to man and his affairs in the world, which are purely the products of his own mind reflected in his interpersonal, intergroup and international relationships. Man has become too monstrous for himself—that is all the crisis. There is no objective existence of any such thing as world-crisis, anywhere in the world. If you negate the human mind the crisis is simply non-existent.

"What about piles of atomic bombs and armament race and cold war? Are they non-existent, sir?"

Thought-Action Of The Human Mind

Yes, they are indeed undeniable frightful expressions of what is known as world-crisis. But mark please, that these

expressions are only the factual impressions of the functionings of the human mind in a certain direction. Armaments themselves are saintly in their non-attachment. They are profoundly impartial and have no enemies at all of their own. They do not ask to be made. They do not refuse to serve your purpose either. Why blame poor armaments? American a-bombs are not Kramlin-haters. You cannot make them so by spending the entire wealth of America after their education! Neither have Russian a-bombs any special impish liking to burst particularly over Washington. And if you want, and employ with precision the American a-bombs will with perfect equanimity destroy the proud American cities. Do not also think Russian bomb will

(VEDANTA KESARI)

hesitate to destroy Moscow if only you dropped it there. Yet if there are true neutrals in this belligerent world, they are only the weapons of war. Neither do the weapons fecundate themselves. They are wilfully fathered by human minds.

Mere Factual Impressions

So the world-crisis actual is not in the stock pile of dreadful weapons. It is in the procession of the thought-actions of the human mind in such a way as make for the stock-pile and race of armaments etc. The mere existence of geographical bodies arbitrarily named Russia and America etc. does not make for the world-crisis. It is only when men of different countries hate one another or have other designs against one another and appear to plan for their destruction that the world-crisis is born. That there are by nature different races in the world need not necessarily be deemed as anything but an excellent proof of Nature's refreshing sense of humour and variety. But when humans take diabolic pains to *mala-niss*, if one may use such a word, their minds, Nature's humour looms in the horizon of sinning humanity as a symptom of world-crisis. Now even if we accept the facts that the armament lunacies and the racial stupidities are the symbols of world-crisis, we have to agree on the point that these symbols with all

(Continued on page 2)



Hindu Organ

FRIDAY, MAY 30, 1952

Treasure These Thoughts

Hard, hard, hard it is to know the Self,
When lust, greed, anger and jealousy,
Attachment, egoism conceit and cruelty,
Are not destroyed in toto.

SPECIAL POLICE

ELECTION excitement cannot be bridled unless the people offer their whole hearted co-operation to the Government. It is a matter for appreciation that responsible men in public life have joined the Special Police Force organised in Jaffna for the purpose of keeping order and avoiding unnecessary clashes.

For any one to be of service to the public it is not necessary that one should be a politician. True it is that the political forum has supplied the country with eminent patriots. But there have been also several distinguished men outside the province of political activities who have rendered yeoman service to the people in other directions. Service acquires a great significance where the servants of the people strive to prevent clashes between factions during times of elections when feelings run high and preserve the peace of the land. Police duty during such periods of tension becomes difficult. Hence the value and worth of the service rendered to the country by the estimable gentlemen who have joined the special Police Force cannot be estimated.

We are glad to observe that the elections have been conducted without any untoward incident though the race for the verdict of the people has been keen. We hope that the remaining elections will add credit to the people by avoiding all unpleasant developments. The standard of ethical greatness of a people is determined best when they face a difficult situation and emerge unscathed. The march to the polls and the preparations which precede it cannot but be beset with difficulties. The

MARRIAGE

Pathmanathan—Rasaledchumy

Mr. S. P. Kandiah, Manager, Saiva Prakasa Press Jaffna and Mrs. Kandiah request the pleasure of the company of all friends and relations on the occasion of the marriage of their second son Mr. Pathmanathan of the Irrigation Office Ratnapura with Miss Rasaledchumy daughter of Mr. and Mrs. S. Sundarampillai of Kanderamadam on Thursday the 5th June 1952 at 7 p. m. and at the Reception at their residence on Friday the 6th June 1952.

245, Navalar Road,
Jaffna.

SECOND DAY ELECTION RESULTS

BANDARAWELA	B L Seneviratne UNP	18546
K V D Sugathadasa UNP	A C W F A Jayawardena BRP	735
Y G Jayasinghe NLSSP	Arthur Seneviratne NLSSP	475
L Jayasundera Republican	HAPUTALE	
839	Wilfred A Ratwatte UNP	2444
EDMTB PETHIYAGODA	B J Perera Ind.	820
S L F P	W P G Ariyadasa S L F P	650
670	V E H de Mel NLSSP	518
CHAVAKACHCHERI	W Arthur de Silva Ind.	432
V Kumarasamy T C	K Sivasamy Ind.	94
14,801	HORANA	
N Arunachalam Fed	M. D. H. Jayawardane UNP	21746
5,663	A Jayawardana VLSSP	8249
DAMBADENIYA	Wilfred Senanayake NLSSP	7367
R G Senanayake UNP	Mrs. Esme Perera Rep.	5145
22,003	JA-ELA	
Siri Wimalaratne C P	Gats-Mudla. D P. Jayasuriya UNP	18212
4,440	L. W. Panditha NLSSP	6308
Mrs D C R Gunawardene NLSSP	S Stock Anthony S L F P	5790
2,817	D F Hettiaratchige Ind.	1025
DEDIGAMA	KOTAGALA	
Dudley Senanayake UNP	U B Unamboowe UNP	2,711
21,206	J D Weerasekera Ind.	1,377
Hector Wijetunga NLSSP	U B Jayasundara Ind.	774
5,647	K M Bandara S L F P	741
Darrell Peiris S L F P	MADAWACHCHIYA	
1,136	M Senanayake UNP	8,112
DENIYAYA	A Pathirana S L F P	2,039
V G W Ratnayake UNP	MINIPE	
13,808	H B Rambukwelle Dissawe UNP	10,696
Edward Goonetilleke Ind	P B W Rambukwella S L F P	3,905
9,174	K B Mediawaka NLSSP	667
AGALAWATTE	NATTANDIYA	
C W W Kannangara UNP	Albert Peris	14,593
13,659	W I K Fernando Ind.	14,287
S A Silva NLSSP	NEGOMBO	
6,627	A N d'A Abeyesinghe UNP	22,721
A P Jayasuriya S L F P	Dr Hector Fernando NLSSP	9,396
3,480	N B G Kucera Ind.	3,396
W H Bodhidasa Ind	C M Fernando S L F P	3,207
3240	K C D Senanayake Ind.	459
B D Mathukuda Ind		
440		
ANURADHAPURA		
P B Bulankulama Dissawe UNP		
6280		
G Dahanayake S L F P		
2361		
D V Samarasekera NLSSP		
462		
Premalal Kumarasiri C P		
393		
BALANGODA		
A F Molamure UNP		
32233		
E W Mathew UNP		
20710		
M P Jotipala NLSSP		
16640		
C V Ranawake S L F P		
3337		
GAMPAHA		
S D Bandaranaikhe S L F P		
19417		

Government has done well to have stood the test and and so too have the people by their own conduct and through services of the patriotic men of the Special Police Force.

(Continued on page 3)

THREE JAFFNA ELECTORATES REJECT FEDERALISM

Confidence Vote For G. G.



The Jaffna Electorate returned a definite verdict against Federalism when the Tamil Congress Chief Mr. G. G. Ponnambalam defeated Dr. E. M. V. Naganathan by the imposing majority 4409.

Earlier at Chavakachcheri the T. C. Candidate Mr. V. Kumarasamy routed his Federalist opponent, while at Pt. Pedro the T. C. Candidate Mr. T. Ramalingam defeated three candidates and retained his seat.

At Kayts the T. C. candidate Mr. Thambyayah won by the comfortable majority of 3868, while the Federalist forfeited his deposit.

JAFFNA	KAYTS
G. G. Ponnambalam T C	A L Thambiayah T C
12726	9517
E. M. V. Naganathan Fed.	M A Thiagarajah Ind.
8313	5649
	C Balasingham Ind.
	5090
	R Navaratnam Fed.
	1420
	Senathirajah Ind.
	234

SOLVING THE WORLD-CRISIS

(Continued from page 1)

their associates, or better, the totality of the world-crisis itself, is entirely rooted in the human mind. It is, therefore, the whole of truth to say that to effectively grapple with the world-crisis the entire work has to be done in the human mind alone. So it is only a piece of calculated realism to observe that the one problem before humanity, from which all other problems arise, is that of *chittasuddhi*, purification of human mind. Those who are genuinely concerned about the world-crisis and earnestly mean doing something towards solving this crisis must understand this point about the root of the problem absolutely clearly. Any amount of work done without understanding the root of the problem can only complicate the problem further. Inevitably, therefore, we have to answer the question: how to work in the human mind?

How can I influence the affair-of the world for better or worse? Who is going to hear me unless my salary is increased? Which rotten paper will care to publish my thoughts and sayings? How can I then work in the human mind?

Purity Of Subjective Mind

Well, it is all modern superstition to think that one could work in the human mind only through pet, press, platform, publication and radio. Our ancients knew the truth about the exposition through silence and talking without uttering words. They knew perfectly well that working in human mind was possible only through essential purity of subjective mind. In this age of blustering demagogues, this most urgent truth is seldom remembered. Of all great political leaders of the present times it was only Mahatma Gandhi who consistently worked in the light of this truth.

I am an insignificant man, a non-gazetted temporary officer drawing only 99 rupees (dearness allowance included).

Cultivation Of The Power Of Imagination

(Continued from page 1)

art-galleries should be taught at this stage too, provided in schools, where possible, and wherever funds permit. If an art-gallery proves too expensive, pupils may be called upon to equip one, on a small scale, with the best specimens of their own production. Children may, also, be asked to collect beautiful pictures, curious and other odds and ends for the purpose of equipping an art gallery in their school. Thus their collective instinct, too, will be appealed to. Where possible, occasional visits to art-galleries and art-exhibitions should be arranged, so that children may be given ample opportunities of looking at beautiful productions of art by eminent artists of the day. They will thus be made to appreciate art and beauty, and will develop a taste for the beautiful. Such pupils as possess artistic talents will be able to realise that they are also endowed with the power of creating art and reproducing the beauty of art and nature in their own work.

Course in Handiwork

There seems to be very little method or purpose in teaching the kind of handiwork or art that is usually taught at the average school in West Bengal at the present movement. The little that is taught is anything but well-graded and systematic. Attempts should be made to evolve and follow a well-thought-out scheme of hand-work. At the pre-school stage, children may be asked to cut out beautiful coloured pictures or to fill in the outlines of things drawn with suitable colours. Various designs and models may, also, be taught by means of paper cutting and paper folding. Coloured paper may be cut out by children in the shape of flowers, fruits, or animals. Their powers of observation may be trained through these exercises. Stories and nursery rhymes may well be illustrated with coloured pictures and charts to be prepared for the purpose. The matching of colours and the art of dressing may be taught through needlework as well as play. The little ones may be called upon to make garments for their dolls, and to dress them in the up to date style. Some clay-modelling and toy-making with simple waste materials may be

Training of the Senses

However crude and humble children's attempts at self-expression may be, these should be encouraged by all means. In the junior schools, i.e., at the primary stage, some clay-modelling, paper-cutting, paper-folding, and paper-modelling, the cutting out and colouring of pictures, chalk drawing and the like are generally taught at the present moment. There is no denying the fact that this type of handiwork has got a value of its own, in as much as it helps to cultivate children's powers of observation and is of great help in training their senses. An important purpose is served thereby, as the training of the senses should form the basis and corner-stone of the education of children. But so far, very little efforts have been made to provide a well-graded course of handiwork, which should be perfectly adapted to the physical and psychological needs of children, and which should harmonise with their physical and psychological development. Gradation is an important factor, which should not be lost sight of, when drawing up the art syllabus. The co-ordination of the smaller muscles of children's eyes and hands is not perfect until they attain the age of six or seven. At this stage, such exercises as involve "wide sweeping arm movements and broad hand movements" should be set. From seven to fourteen the power of accuracy in detailed movements is acquired rapidly. A well-arranged course of art or handiwork must be based on the principles of gradation, and should be consonant with the order of the development of muscular co-ordination. The smaller pupils should, therefore, be mainly taught "Free-arm Drawing" and the "Modelling of general mass." We know, "The mind apprehends wholes before details," and preception and muscular co-ordination develop simultaneously. So the representation of the finer details in drawing and modelling should be aimed at, at a later stage, after the co-ordination of the smaller muscles has become more perfect. In

(Continued on page 4)

NOTICE

IN THE DISTRICT COURT OF POINT PEDRO

Action No. 4188

Kandar Pandaram Kandavanam of Puloly West Plaintiff.

Vs

1. Vallipuram Pasupathy of Alvai South.
2. Murugappillai Somaskandar of Puloly West.
3. Thinakariar Vallipuram of Alvai South.
4. Kanapathippilli Sinniah of do.
5. Vallipuram Konamalai of do.
6. Suppar Kandiah of do.
7. Murugesu Kandiah and
8. Wife Thangammah of do.
9. Ponniah Kumarasamy and
10. Parupathy of Alvai North
11. Kadirippillai Sidamparam and
12. Wife Packiam of Alvai South.
13. Mooththar Thamotharam
14. Kandappar Knagasabsi
15. Wife Sellachy of Alvai South.
16. Sabapathippillai Kanapathippillai of Alvai North
17. Kanapathippillai Ramalingam of do.

Defendants.

SECOND DAY ELECTION RESULTS

(Continued from Page 2)

NIKAWERATIYA	POINT PEDRO
Kavisena Herat UNP 11,999	T Ramalingam TC 11609
H M Rasnayake S L F P 6,999	P Kaudiah CP 8616
	K C Nadarajah Ind. 5512
	C Balasingham N L S S P 2208
	TALAWAKELE
	H E P de Mel UNP 1198
	E Wangasekera S L F P 846
	M Chandar de Mei N L S S P 133
	WARIYAPOLA
	Iv n T Dassanaike UNP 19,622
	A M A Adikari S L F P 7,090
	S B Peiris Ind. 250
	WATTEGAMA
	A Ratnayake UNP 14264
	P N Dharmasena Ind. 5381
	C Amunugama S L F P 2908
	WELIGAMA
	Montague Jayawickrema UNP 16397
	C P Illangakoon Ind. 13806

It is hereby notified that action No. 4188 has been instituted in the District Court of Point Pedro on the 16th day of January 1952 under the Partition Act No 16 of 1951 for the partition or sale of the land called Aththai in extent 39 1/2 Lms V. C. and situated in the Village of Alvai, Vadamarschdy Division, Jaffna District. The Defendants in the aforesaid action are summoned to appear in Court on the 16th day of May 1952, at 10 o'clock of the forenoon.

By order of Court
S. VELAUTHAR
Clerk of Court
(O, 16 27 & 30)

Our Astrological Feature

WEEKLY FORECASTS

"SRI PATY"

FROM 1-6-52 TO 7-6-52

ARIES *Aswini, Bharani, Kartikai 1st part [Medha Rasi]*

You will not be lacking in comforts this week. Friends and relatives will help you a good deal. Avoid hasty decisions and you are bound to succeed. Some domestic troubles or ill-health to children shown week-end.

TAURUS *Kartikai 2, 3, 4, Rohini, Mirugasirisha 1, 2 [Idapa Rasi]*

There will be much opposition to your affairs this week. But it will all be a storm in a tea cup. After some hardships you are bound to succeed. Health should improve and gains through landed properties promised before week end.

GEMINI *Mirugasirisha 3, 4, Thiruvathirai, Punarpusam 1, 2, 3 [Mithuna Rasi]*

A successful week as far as finances are concerned. But some troubles likely on the personal side and you will find it difficult to get a good name. Mental worries and troubles through secret enemies also shown.

CANCER *Punarpoosa 4, Poosa, Ayilya [Kataka Rasi]*

Vehicles likely to cause you much expenditure this week. Relatives also will be on the war path. You will have to lie low and keep your temper under control if you want to succeed. Avoid deals with wife's relatives.

LEO *Maha, Poora, Uttira 1, [Singha Rasi]*

You will gain a lot through your father or father's relatives this week. A favourable time for business trips also. Opposition will melt away and you are bound to succeed in new ventures. But domestic upset likely week end.

VIRGO *Uttira 2, 3, 4, Atta, Chittirai 1, 2 [Kanni Rasi]*

You will make some money this week but you will find it difficult to save. Favours from friends of the opposite sex promised. If interested in cloth or jewel business some unexpected gains likely week end.

LIBRA *Chittirai 3, 4, Swathi, Visaka 1, 2, 3, [Thula Rasi]*

Opposition in your affairs will melt away this week. Domestic harmony and happiness through children promised. New ventures will bring in good results but you may have to invest some money first.

SCORPION *Visaka 4, Anusha, Kettai [Vrischika Rasi]*

Domestic troubles likely this week. Some misunderstandings with marriage-parties likely to upset you mind. Brothers and sisters will prove useful but you may have to give in to their views.

SAGITTARIUS *Moolam, Pooradam, Uttiradam 1. [Thanu Rasi]*

Except for petty domestic troubles this week will prove of much help to you. Some unexpected good news from distant places promised. If awaiting a transfer or promotions favourable results can be expected.

CAPRICORNUS *Uttiradam 2, 3, 4, Thiruvonam, Avittam 1, 2. [Makara Rasi]*

Except for the first day this week is favourable from the business point of view. But clashes on personal affairs likely. Friends will help you but you may have to go out of the way to oblige them in return.

AQUARIUS *Avittam 3, 4, Satayam, Pooraddati 1, 2, 3 [Kumbha Rasi]*

A week of domestic upsets and restlessness. Monday, Tuesday and Wednesday morning the worst out of the lot. Avoid new deals and do not trust your friends very much if you want to succeed.

PISCES *Pooraddati 4, Uttiraddati, Revati. [Meena Rasi]*

The first half of the week favourable for changes and fresh negotiations. Wednesday afternoon Thursday and Friday morning must be spent with care. Week end turns favourable again.

CULTIVATION OF THE POWER OF IMAGINATION

(Continued from page 3)

the earlier stages of teaching, modelling should precede drawing, the latter being a more abstract and artificial mode of representing solid forms than the former. Of course, both can be made to illustrate and supplement each other throughout. It should always be borne in mind that mass-drawing in colour should be taught before outline-drawing.

Mass - Drawing

Drawing in mass should, therefore, be introduced soon after modelling has been begun. Coloured chalks, instead of the brush, should be used at this stage. At a later stage, however mass-drawing with the brush and water colour may be taught along with outline-drawing with a pencil. Each may be made to supplement the other. Throughout an effective course, the originality of work should be encouraged by all means. Mere copying should not be resorted to, when teaching either drawing or modelling. Children should be asked to draw from nature and to reproduce things from memory and imagination. This will help to develop their powers of observation, memory, and imagination. At the primary school stage, children may be told stories, and, later on, they may be asked to illustrate those with pictures. The stories need to be told in such a way that children may be able to visualise the pictures conjured up in the course of narration and to draw them from memory and imagination. A clever and resourceful teacher should never try to keep too closely to the syllabus, and should always try to provide as much variation as possible. In art of work, attempts should be made to do away with the rigidity of a cut-and-dried syllabus.

Worthy Place For Handiwork

It is a great pity that at the average school in West Bengal, very little importance is attached to handiwork. Even in those few schools where handiwork has been included in the time-table, it is seldom treated seriously. Very often handiwork is looked upon as a subject by itself without any relation, whatsoever, to the other subjects of the curriculum. Probably only a

handful of teachers specialise in a course of handiwork and are properly equipped for the purpose of teaching it on sound, rational and systematic lines. They seldom care to think out and evolve the type of handiwork best suited to the requirements of the children of different ages. Nor do they know how to teach it on efficient lines. Very few of them have any idea as to how handiwork can be turned into an important educational method. There is a tendency on the part of the average teacher to consider handiwork art to be a subject of the curriculum, rather than an educational method

Educational Method

Handiwork of art if properly employed, comes to the aid of much of the school instruction on every subject, and its correlation with other subjects of the curriculum admirably lend themselves to concrete illustration by means of charts, models, pictures, etc. Thus the correlation of quite a number of subjects with drawing, painting, modelling and gardening may be effected. Drawing, and painting may be taught in correlation with nature-study, History, Geography, Hygiene, gardening and needlework. Similarly modelling may also be correlated with History, Geography, Hygiene, and Nature-study. Art of handiwork thus constitutes an educational method, the value of which cannot be emphasised too strongly, inasmuch as it involves the psychological principle of "learning by doing". The charts and models may be prepared by the pupils, on a co-operative basis, for the purpose of the illustration of lessons, each contributing his or her share to the work. Teaching can thus be reduced to an art, and children will naturally enjoy the lessons. If instruction is made agreeable the teachers will find it much easier to command the attention of their pupils and to maintain discipline in the class. Such concrete illustration will help to get things fixed in children's memory.

Age For Specialisation

Besides the educational handiwork mentioned above, children may be taught a few useful handicrafts, too, which may be

of some use to them in earning their livelihood or supplementing their family income in later life. So, where possible, there should be an arts and crafts section, attached to the high and middle English schools. Many children, who may not turn out to be good scholars may be very clever at handiwork. Want of proficiency in academical subjects does not necessarily mean want of dexterity in manual skill. Such children as are intellectually backward and will not go in for a higher academic career or University education may specialise in art or handiwork. So provision for a vocational course should be made at schools, wherever funds and space permit. It may not always be possible for the average high and middle school to run an arts and crafts section, on a very big scale, on the lines of *Kala Bhavan* of Santiniketan. But the course to be provided must needs be sufficiently varied, so as to enable the pupils to discover and develop their own special taste and to ascertain the kind of occupation that is most congenial to them and for which they are most fitted. In high schools, the teaching of art should be made compulsory up to class VIII. Children should be afforded ample opportunities of discovering their own tastes and aptitudes, before they decide upon a specialised course. So specialisation should not begin until at the age of fourteen.

(Modern Review)

ORDER NISI

IN THE DISTRICT COURT OF
JAFFNA
Testamentary Jurisdiction
No: 1419

In the matter of the intestate estate of the late Ramalingam Ratnasabapathy of Moolai Deceased
Assaimuttu widow of Ramalingam of Moolai
Petitioner
Vs

1. P. Kathiravetpillai
2. and wife Saraswathipillai alias Theivanayakipillai both of Kuala Lumpur
3. Ramalingam Sabaratnam of do
4. Ambalavanar Paramalingam and wife
5. Sivapakiam both of Vadukodai
6. Ramalingam Varatha-

ORDER NISI

IN THE DISTRICT COURT OF
JAFFNA
Testamentary Jurisdiction
No. 1389

In the matter of the intestate estate of the late Marie Theresa Rajendram wife of Nicholapillai Joseph Rajendram of Jaffna. Deceased Nicholapillai Joseph Rajendram of Jaffna presently of Colombo. Petitioner.

Vs.

Minor: Annette Angelina Ma-

rajah of Moolai

Respondents

This matter coming on for disposal before K. D. de Silva Esquire District Judge Jaffna on the 14th day of March 1952 in the presence of Mr. T. Vannianathan Proctor on the part of the petitioner and the petition and affidavit of the petitioner having been read and filed of record: it is declared that the petitioner, as mother of the deceased, is entitled for grant of letters of administration of the Estate of the abovenamed deceased unless the respondents abovenamed or any other person shall on or before the 27th day of June 1952 show sufficient cause to the satisfaction of this court to the contrary.

This 14th day of March 1952

Sgd. K. D. de Silva
District Judge

Drawn by
Sgd. T. Vannianathan
Proctor for petitioner
(O 17 30 & 3)

norance Rajendram

- 2 Joseph Gunanayagam Rajendram
- 3 Josephina Bernadette Selvarance Rajendram
- 4 P. J. Constantine all of Jaffna.

Respondents.

This matter coming on for disposal before V. S. Jayawickrema Esqr., District Judge Jaffna on the 10th day of December 1951 in the presence of Mr. J. Patrick Proctor on the part of the petitioner and the affidavit of the petitioner dated 29-11-51 having been read:

It is ordered that the abovenamed 4th respondent be appointed guardian ad-litem over the minors the 1st 2nd and 3rd respondents and that the petitioner be declared entitled to have letters of administration to the estate of the said deceased and the same issued to him unless the respondents or others interested shall on or before the 15th day of February 1952 appear before this court and show sufficient cause to the satisfaction of this court to the contrary.

It is further ordered that the petitioner do produce the said minors in court on the said date.

This 10th day of December 1951

Sgd. K. D. de Silva
District Judge.

Time to show cause is extended and reissued for 19-5-52,

Sgd. K. D. de Silva
District Judge.

Time to show cause is extended and reissued for 21-7-52

Sgd. Wm. G. Spencer
D. J.
(O. 15, 27 & 30)



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