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IT PAYS
TO ADVERTISE
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AND
INTHUSATHANAM.

OUR EDUCATIONAL PROBLEMS

DEFECTIVE TEACHING AND LACK OF UNIVERSITY

FREE EDUCATION AND EQUAL OPPORTUNITIES

MR. P. DE S. KULARATNE URGES EDUCATIONAL SURVEY

Speaking at the Prize-giving at Jaffna College on Saturday last, Mr. P. de S. Kularatne, Principal, Dharmarajah College, Kandy said:

WHEN I received the invitation to speak a few words on some Educational topic at the annual Prize Giving of your College I accepted it with pleasure. I am delighted to have the opportunity of paying another visit to Jaffna and of being invigorated and inspired by contact with your simplicity, energy, industry and perseverance. There is also the fact that I wished to renew my acquaintance with your Principal whom I met many years ago when we were both members of an Educational Commission, the report of which, however, I regret to say, seems to have been shelved. I have had the chance, too, of going round your school, and schools are my life. Opportunities of coming to Jaffna do not ordinarily come into my daily round and common task. Hence the readiness with which I accepted the invitation. I accepted with alacrity the invitation to speak, not because I enjoy making speeches nor because I am a good speaker, but because there is a great deal that needs saying on this subject of Education in Ceylon.

Whither Ceylon?

We are perpetually asking ourselves whither Ceylon is heading politically, economically and educationally. Mr. Bicknell has wisely warned me off politics and insisted on my confining myself to educational topics, but politics is such a vast subject, including, as it does, all aspects of the life of a country, that I fear it will be impossible for me to refrain from making certain remarks which may border on prohibited territory.

Standard Deteriorating

The Educational system of this country has been subjected to very severe criticism on the platform, in the press and at the hands of the expert. During the last 20 years a University College has come into being, teachers' salaries and pension schemes have been introduced, methods of assessing grants-in-aid to schools have undergone radical changes, more Assistant Directors of Education have been appointed, the Inspectorate has been re-organized and a rural scheme of Education has been started in a few schools. But I have seen little or no change worth speaking about in most of our schools, nor do I feel that a really satisfactory effort has been made to meet the educational needs of our children. I do not feel that the products of the Sinhalese School today are as sound as they were 20 years ago and there are many who claim that the stand-

ard of the secondary School too has suffered to some extent. If this is a true state of affairs, a full investigation of our Educational system and methods seems to me to be necessary. Some complain that we are spending more than we should on Education. Others point out that there are thousands of children for whose education no provision has yet been made. On the other hand I have often been asked the question, "What are we going to do with the youth of the country whom we are daily turning out of our schools?" I wonder whether this question could ever have arisen if we were educating our youth on the right lines. What would we do with them if they were not educated? How far is it the duty of the school to solve the problem of employment? These and similar questions demand our attention. I do not claim to be able to solve these difficult problems.

Free Elementary Education

There are certain things however that I feel we ought to do for our children, and what we ought to do should be done well, too. I feel, and feel strongly, that immediate steps should be taken to provide the best possible free education to all our children between the ages of 5 and 16. We cannot spend too much for this purpose. The money spent in this connection must be considered a sound investment and if this work is done thoroughly efficiently, we will undoubtedly be able to reduce much expenditure on other heads. I do believe in the old saying, "Vidya Dadati Vinayam"—Education gives self-control. This is exactly what true education is expected to do. The best society for the prevention of crime is a good school which aims at teaching this self-control. Can we, however, with the best intentions in the world, describe the present attempts at providing this free education as anything but a great failure? Has it not been more an attempt to establish schools to meet the demands of the educational ordinance than a really serious effort to give true education? Is there not something wrong in the way we regard these children who attend these free schools? How do the free schools in the Municipalities of Ceylon compare with County Council Schools in London? Look at these school buildings! Are they suitable for learning or for teaching? They are not even called schools, but rightly termed school-halls and are more useful for holding public meetings and examinations. Do these schools of ours realize the importance of a sound body or of a sound mind? Do they not merely aim at sending out

A FEDERAL CONSTITUTION FOR CEYLON

By Politicus

C. S. R., Jaffna, has written a telling indictment against the State Council in pressing the case for a federal constitution for Ceylon. His several arguments are clearly stated and many will agree that they all square with actual experience of things during the last four years and odd.

When the idea of a federal constitution was canvassed in Jaffna, sometime ago, some of us thought it too fantastical to be practicable. We were inclined to treat it rather too lightly, for our disillusionment was not yet complete. The growing insolence of some Sinhalese members of the State Council towards minority interests, the air of patronage with which others guarantee reasonable claims of the minorities, the sphinx-like attitude of the more responsible Sinhalese members in the face of the revolting banalities issuing from the sooty corporation or Messrs. Bandaranayake, Karaliadde & Co., and the prospect of blank future arising out of the bitter experience of the past four years during which period Tamil areas were totally neglected—these join to make us seriously question if ever under the present constitution the Tamils could hope for justice and fair-play.

The analysis of C. S. R. is thorough. It is based on a careful observation of the trend of events. The only form of constitution under which the minorities can have the chance of full growth and realisation is indeed federal, though for a small island it is a big machinery.

As long as the Sinhalese are blatantly assertive and blindly act regardless of the minority problems, that long the Tamils cannot hope to get their share under the present scheme. The solution is the scrapping of the constitution and setting up another, if unitary form is to be adhered to, whereunder the minorities shall be entitled to definite, earmarked places and percentages, or a federal constitution under which the Tamil areas will form a compact whole working out its own destiny.

Things are heading to a crisis and the Tamils should under the leadership of the Jaffna Association come together for a big conference and decide on a plan of action. Will the Jaffna Association organise for an all-Ceylon Tamil Conference during X'mas week?

men who can satisfy literary qualification?

A Vicious Circle

Let us look at the teachers in these schools. They are the products of the schools themselves! The only outside association—and this too only in the case of one-fourth of the number—is that provided for by a Training College. These Training Colleges contain very few, if any, teachers who have had a higher education worth speaking about. There is here a vicious circle of teacher and pupil, a sort of inbreeding which cannot but be injurious to the school. Can a C.S. school produce the A.I. population that we need today? Let us for a moment look at the schools attended by the children of the richer parents. The staff and the buildings of these schools are much superior to those of the free schools and the net cost to the Government per pupil of these

Continued on page 3

Practice Of Meditation

Some Useful Hints

By Swami Sivananda Sarada

(Continued from our issue of 23rd Oct.)

IN Nidhidhyasan (meditation) you will have to develop the Swa-theeya vritti pravaha. Make the thoughts of Brahman or Divine Presence flow like inundation or flood. Do Vijnatheeya vaitti trishkar. Renounce the thoughts of objects. Drive them away with the whip of Vivek and Vicara. There is struggle in the beginning. It is trying indeed. But later on as you will grow stronger and stronger and as you grow in purity and Brahma Chintan, Sadhana becomes easy. You rejoice in the life of unity. You get strength from Atma. Inner strength grows when all the vishaya vrittis are thinned out and the mind becomes one-pointed (Ekagrata).

During meditation note how long you can shut out all worldly thoughts. Watch the mind very carefully. If it is for twenty minutes, increase the period to thirty or forty minutes, and so on. Fill the mind with the thoughts of God again and again.

You will have to note very carefully whether you remain stationary in the spiritual path even after many years of spiritual practice or whether you are progressing. Sometime you may go downwards also if you are not very vigilant and careful, if your vairagya wanes and if you are slack in meditation. Reaction may set in. Some practice meditation for a period of 15 years and yet they have not made any real progress at all. Why? This is due to lack of earnestness, vairagya, keen longing for liberation and intense constant sadhana (Practice).

When you advance in the spiritual practice it will be very difficult for you to do meditation and office work at the same time daily. Because the mind will undergo double strain. It works in different grooves and channels with different samskaras during meditation. It finds it very difficult to adjust to different kinds of uncongenial activities. As soon as it comes down from the meditation it gropes in darkness. It gets bewildered and puzzled. It has to work in different grooves and channels. When you again sit for meditation in the evening you will have to struggle hard to wipe out the newly-acquired samskaras, you have gathered during the course of the day and get a calm one-pointedness of mind. This struggle brings in sometimes headache. The prana (energy) which moves towards in different grooves and channels, which is subtle during the meditation has to move in new, different channels during worldly activities. It becomes very gross during work.

It behoves therefore that advanced Grabasthi yogic students (householders) will have to stop all the worldly activities when they advance in meditation if they desire to progress further. They themselves will be forced to give up work if they are really sincere. Work is a hindrance in meditation for advanced students. That is the reason why

Lord Krishna says, "For a yogi, action is a bondage. The same sage who is a yogi in yoga (state of yogarudha) serenity is called the means." Then work and meditation become incompatibilities like acid and alkali or fire and water or light and darkness.

These are the benefits that are derived by the yogic students who practice meditation systematically. They are: Shanti (peace), Santosh (contentment), Fearlessness (abhaya), peculiar spiritual ananda (bliss), unruffled state of mind in worldly difficulties; Nischala sthithi (steadiness) inspiration, intuitive perception, sattvic qualities, absence of anger (akrodha), egoism and Ragadwesha (like and dislike).

In Vedanta or the path of Jnana the terms "Manana" (reflection) and "Nidhidhyasan" are very frequently used. Manana is Vijnatheeya vritti trishkar (driving away all the thoughts of worldly objects), and Swa-theeya vritti pravaha (increasing the thought currents of God or Brahman like a steady stream). Nidhidhyasan is deep and intense contemplation. It is anatma vritti vivadana rahita—atmakara vritti sthithi. The mind is perfectly established on the Absolute. No worldly thought will intrude now. The contemplation is like a steady flow of oil (taila dhara vat).

Train the mind in a variety of ways in concentration in the beginning. Concentrate on the Anahat sounds of the heart by closing the ears. Concentrate on the breath with soham repetition. Concentrate on any concrete image. Concentrate on the blue sky. Concentrate on the all-pervading light of the sun. Concentrate on the various chakras of the body. Concentrate on the abstract ideas of Satyam, Jnanam, Anantam, Ekam, Nityam, etc. (truth, wisdom, infinity, one eternal essence). Lastly, stick to one thing only.

In meditation do not strain the eyes. Do not strain the brain. Do not struggle or wrestle with the mind. Relax. Gently allow the divine thoughts to flow. Steadily think of the Lakshya (point of meditation). Do not voluntarily drive away intruding thoughts. Have sublime sattvic thoughts. Vicious thoughts will themselves vanish.

If there is much strain in the meditation reduce the number of hours for a few days. Do light meditation only. When you have regained the normal tone, again increase the period. Use your commonsense all throughout the sadhana. I always reiterate on this point.

When the mind becomes steady in meditation the eye-balls also become steady. A yogi whose mind is calm will have a steady eye. There will be no winking at all. The eyes will be red or pure white.

Those who meditate for four or five hours at one stretch can have two (Continued on Page 4.)

MR. P. DE S. KULARATNE'S SPEECH delivered at the prize-giving of Jaffna College on Saturday last raises a number of problems in connection with the system of education prevailing in Ceylon. He states frankly that he cannot solve these problems, but he stresses that it must be to exercise self-discipline for the society for the school is a good means at teaching this self-control. If our educational system could be made to serve this end, no money spent upon it will be spent in vain. He is perfectly clear that our schools do not work to achieve this aim. We quite agree. Our people are too much obsessed with examinations; and the pupil's desire for a pass amounts to nothing less than a craze, so much so that all his attention in the class is directed to the one point whether what his masters teach him will be useful to his answering 'probable questions'. We are told on unimpeachable authority that this mental disease is widely prevalent and furnishes the greatest impediment to enlightened teaching. The lack of general knowledge on the part of our students—even of our students of the Ceylon University College—is notorious and highly deplorable. Should they aggravate the consequences of this serious defect by sealing up the windows of their mind to everything but their examination? Our best endeavours to improve the quality of our education are bound to prove futile so long as our boys refuse to be rid of this disease of not wishing to look beyond the requirements of their examinations. Our immediate duty, therefore, is to see that our boys do get rid of this crooked view and entertain a saner and nobler conception of their work at school.

At the same time, we should see that life at school is related more closely to life in the world. The adjustment of the individual to his environment is justly recognised as one of the essential functions of a modern school. The gravest charge which the existing system has to answer is that it tries to mould all its votaries into a uniform pattern without taking any account of individual variations in tastes, abilities, and surroundings. To remedy this defect, Mr. KULARATNE recommends a re-classification and re-distribution of schools, a re-modelling of the syllabuses, improved facilities for the training of teachers and the establishment of vocational schools. We wish that those who are responsible for the education of our children would come together to discuss each of these recommendations on its merits and make an organized attempt to press their conclusions on the attention of the Government.

It is our firm conviction that schoolmasters actually engaged in the instruction of our children must be made to take a prominent part in the solution of our educational problems. Our education, unfortunately, has been

too often mishandled by amateurs and not infrequently by 'experts'. It has also suffered at the hands of old fogeys with vertebral columns none too erect. These have wrought enough havoc already by arrogating to themselves the whole field of education. Let them now share it with others better fitted to discharge their trust satisfactorily. We are convinced that, if only people actually engaged in successful teaching work, people who have made a careful study of educational problems here and elsewhere, and have been trained to cope with them properly in theory as well as in practice, people who may be expected to bring to bear on their work, not only experience and caution, but also freshness, courage, vision and originality—if only such people as these come forward to put their heads together and thresh out our educational problems, these problems will not long defy solution. We hope Mr. KULARATNE himself will take the lead in this matter and seek no rest until something substantial has been achieved in the directions indicated by him.

A TILT AT THE SYSTEM OF EDUCATION

(Contributed)

MR. P. DE S. KULARATNE WAS the principal speaker at the Prize Function on Saturday the 26th inst., in Jaffna College. The paper he read on the system of education in vogue and the possible improvements thereto showed thought and insight into the problem.

The system of elementary education in Ceylon was devised in the main to supply hands to the brazen wheels of Government and in a lesser degree to supply material (with some further training) for the local professions of Law, Medicine and Teaching. For over a hundred years the main structure has remained unaltered though the conditions of life in the country have meanwhile vastly changed.

Mr. Kularatne rightly deplored that the quality of education had fallen off in spite of increased expenditure and multiplication of education officers. Time was when the mother tongue was an aid to the work in English Schools; when English grammar and idiom received greater attention; when the progress of the pupil was subjected to an individual rigorous test. But now with more officers for inspection the work in the school receives only a cursory glance and teachers are quick in benefitting by the system in that they dress the exterior and neglect thoroughness of grasp by the pupil.

The Inspector is satisfied if the teacher keeps neat notes and schemes and the pupil answers in conversational English some surface questions. It has all resolved itself into the window-dress—pictures, charts, maps, exercise books, blue pencils, coloured crayons and such other trumperies. I do not say these are not wanted. But the potential pupil—his mental capacity and the knowledge it has soaked—is neglected for the show of work.

Mr. Kularatne rightly pleaded that the medium of instruction and examination in the elementary school should be the mother tongue. The language difficulty should not deprive the little one of acquiring useful knowledge in tender years. The peculiarities of a foreign language as medium of teaching the tender mind pro-

duce a stupor and stunt its growth.

The late Director of Education, Mr. Denham, condemned the system after having seen on a visit to India that the children of Elementary Schools there possessed far more useful knowledge of things than those of similar age in Ceylon. The difference is due to the medium of teaching.

Mr. Kularatne convicted the Principal of the University College out of his own mouth where that functionary said that there was a falling off in the quality of the entrants to the University College. He argued that the poor type of student who sought admission to the higher seat of learning was the product of the teacher who was in turn a product of Prof. Marrs or of the Government Training College and thereby indicated that reform was necessary right through from top to bottom.

As Gandhiji would say, there is more cry than wool. Teachers are paid high salaries; inspectors roll about in cars; the Director's office is packed with deputy and assistant dignitaries. But the tax-paying parent is bewildered when after all expenditure is called for and met, his young hopeful has no prospect of a job and the bewildered leads on to despair and sulkiness when he finds that his son has lost even that disposition to turn his hands to the garden at home.

There is nothing inherently bad in a degree but when educational pursuit develops into a mania for mere degree and into a "defunctness" of the limbs for manual labour than which nothing more dignified was known to our ancestors, we become pursuers of the shadow and incapable of distinguishing the zest of life and literature from the mania for vanity.

When Dr. L. P. Jacks pleads for the underpinning of the educational system in England by promotion of the skill of the physical limbs, where the plight of the common people is not half so hopeless as in Ceylon, should we not emphasise the dignity of manual labour, of skilled manual labour? Should we not emphasise the value of the educated man throwing up the fantasy of his importance and turning his hands to honest manual labour for winning his bread?

Mr. Kularatne put in a plea for technical education also. In the impulse to which the country has been reduced by a false sense of importance and values, there is only one way out and that is righting the attitude of the educated classes to physical toil. When this is set right, all else will follow and the question of the educated unemployed will be on the road to solution.

Posts in Government Service

The following posts are vacant and information may be had from the Government Gazette of October 25.

- (1) Travelling Ticket examiners
- (2) Demonstrators of Spinning, Weaving and Dyeing of coir, cotton and silk yarn
- (3) Assistants to Demonstrators
- (4) Superintendents of village works
- (5) Inspector of Weights and Measures
- (6) An Irrigation sub-Inspector.

LETTER TO THE EDITOR

MORE WILD (?) RUMOURS

Sir,—We who are interested spectators of our Local Council and its doings are much indebted to your learned contributor of "Obiter Dicta", your unceasing agitation in your editorial articles and to the letter of A Rate-payer on the subject of a Municipality for Jaffna.

Today the Jaffna U.D.C. is under the sway of a Dictator. He wants it and it is done. Legal difficulties are brushed aside. That Dictator, I must confess, is not the Chairman of the Council.

What is this story of a Motor Lorry and the Supdt. of Works' old car? Was this lorry garaged in the house of one of the monthly paid Overseers of the Council and used to supply metal for the Council? Section 237 of the Local Government Ordinance seems to be a dead letter as far as the Jaffna U.D.C. is concerned. It is refreshing to note its provisions. It says "(a) No Member, Officer, or Servant of any District Council or of the Local Government Board shall be directly or indirectly concerned or interested in any contract or work made with or executed for the Council. (b) If any such member, officer, or servant be so concerned or interested he shall be incapable of sitting as a member of the Council or Board or of holding any employment under this Ordinance and shall be guilty of a summary offence and on conviction thereof shall be liable to a fine not exceeding five hundred rupees".

Are our local Councillors aware of the scandal and the provisions in the Ordinance for the remedy? What have they done to prove this scandal and vindicate the good name of the officers concerned in this affair? After all it may be that there is nothing in all this rumour which we are advised by the Chairman is all false. But are not the tax-payers entitled to know the real fact? Are the facts the special property of the Chairman?

There is yet a rumour, wild it may be, to the effect that all "bona fide" contractors are not needed by the Jaffna U. D. C. Work is being done by the Officers of the Council under their immediate supervision. Sections 49, 50, and 51 of the ordinance and the interpretation given to these Sections of the ordinance in the Financial Rules and Regulations are got over by getting an obliging individual to lend his name for the honour of being called a contractor. This rumour is no doubt utterly false and baseless. But my curiosity was stirred the other day when I saw a new machine in the premises of the Jaffna U. D. C. Stores. It is a mixing and brick-making machine from Hayley and Kenny. I fail to understand the use the Jaffna U. D. C. has for this machine. The ordinance is very plain. All construction of buildings and latrines and similar works should be given on contract in which members or the officers of the Council should have no interest whatever.

Should we not as ratepayers of the Council know for what purpose this machine has been bought? After all is there any truth in the wild rumour? I am also told by one who was a member of the last Council that the Council unanimously rejected the proposal to buy this machine last year.

I am also informed that a stamping machine has been bought by the Jaffna U. D. C. at a cost of over Rs. 100/-. What is the saving effected by this machine? Every stamp stamped by this machine has to be paid for? I am told that the President of the Local Government Board expressed surprise and disapproval at this expenditure in his Report after his recent inspection. Money goes for these while the health and sanitation of the town are allowed to look after themselves.

I am &c.,
A Jaffna Man.

THE BATTLE OF THE CAUSEWAYS

COLOMBO JAFFNA YOUNG MEN'S VIEWS

Northern Councillors Reproved

Strong disapproval of the attitude adopted by three of the representatives of the Northern Constituencies in the recent debate on the report of the Ministry of Communications and Works recommending the construction of a Causeway between Velanai and Pungudutivu, was expressed at the 3rd Annual General Meeting of the Jaffna Young Men's Association held in the Vivekananda Society Hall, Hill Street, Colombo on Saturday, the 26th Instant.

The 3rd Annual General Meeting of the Colombo Young Men's Association was held on Saturday the 26th Inst. at Vevekananda Society Hall with Mr. S. T. Kanagasabai in the chair. A large and representative gathering of over 600 people from all parts of Jaffna now residing in Colombo filled the Hall and overflowed the verandahs. Mrs. Naessan Saravanamuttu and Messrs. G. G. Ponnampalam, Nevins Selvadurai and Mr. V. Ramasamy Iyengar were among those accommodated on the platform. Proceedings began with the singing of Thevaram followed by the reading of the Annual report. Several matters affecting the interests of Jaffna were discussed. The one item that created the greatest interest among the members was the necessity for constructing without delay a Causeway to link up Jaffna with the distant Islands Pungudutivu, Nainativu and Delft. The President in the course of his address outlined the programme which the Association had in view for the coming year. Dealing with the sharp difference of opinions that existed between the representatives of the Northern constituencies over need for the elementary facilities of communication to 25,000 people in the 3 Islands, Pungudutivu, Nainativu and Delft. Mr. Kanagasabai expressed his surprise and indignation at the conduct of the members of Jaffna, Point Pedro and Kankasanturai. Knowing them as he did he assured the members of the Association that they had made a mistake which they would be the first to admit and atone for if Associations like theirs supplied these Councillors with facts and figures as to the respective merits of the two proposed Causeways. He moved the following resolution:—

"That this meeting while strongly disapproving the attitude adopted by the Members for Jaffna, Point Pedro and Kankasanturai respectively during the recent State Council debate, in opposing the construction of Pungudutivu Causeway while wholeheartedly disapproves of and urges the Government to give effect to the report of the Executive Committee of Communications and Works recommending the construction of the causeway between Pungudutivu and Velanai first". Mr. K. K. Navaratnam seconded. Carried unanimously.

Public Meeting In Jaffna

A public meeting was held last evening at the Regal Theatre, Jaffna presided over by Mr. Nevins Selvadurai, M. S. C. Mr. J. C. Amarasingham, Principal, Training College, Chavakachcheri, was elected Secretary.

The meeting passed a resolution urging upon the authorities to take steps forthwith to have the Pungudutivu-Velanai Causeway constructed.

Messrs J. C. Amarasingham, K. V. Basiah, W. Rajagopal, K. Johupillai and N. Kandiah spoke in support of the resolution.

OUR EDUCATIONAL PROBLEMS

(Continued from page 1)

schools is more than twice that of the free school. I feel that this is neither fair nor reasonable. State aided Primary Education should be the same for the rich and the poor and should cost the same to the State. I have told you that it does not cost the same and if you will examine these schools a bit further, you will see that it is not the same. An unjustifiable distinction is made by giving children of the richer parents more expensive education through the medium of a foreign language. If this more expensive education is better, it is not because the medium is English but because the staffs are better educated and the schools are better built and better equipped.

The Stock Excuse

I have deliberately painted the picture as black as possible not because an effort is not being made to improve these free schools, but because this effort is not being made on the right lines. There seems to me to be lack of courage in putting into practice our convictions. The excuse always given is finance, but if a thing is right in principle, no mere financial consideration can make it cease to be right. Financial considerations can only control the scale on which or the manner in which we put the principle into practice. To give an illustration of what happens in Ceylon—years ago our educational experts insisted that there should not be more than 32 children in a class. Today, the larger the number of pupils, the greater the praise. I cannot help pointing out that in former days the grant to the schools depended not on the number of teachers but on the number of pupils, while today the grant depends on the number of teachers, and the fewer the teachers, the less will be the cost to the State. Of course, it is quite possible that during this period, the Educational Experimentalists of the world may have discovered that a teacher can deal with a larger number of pupils more efficiently, but I have not yet heard of the discovery.

Medium of Instruction

Let us for a few minutes turn to secondary education. There is hardly any well organized system of secondary education through the medium of Sinhalese or Tamil, though it may be said to be developing very slowly. The reason for this I think is quite simple, namely, that the secondary schools of the Island which use English as the medium of instruction neglected, and are still in most cases neglecting, the study of the Mother tongue. Our men and women who have received a higher education have therefore not yet been able to start teaching through the medium of the mother tongue.

Educational Waste

A good many of us are directly interested in secondary schools. What has struck me most about these schools is the fact that they are attempting to give a purely academic secondary education to a large number of students who are unfit for it and who would do much better in a technical or vocational school. This is a very serious problem which should be solved without delay. Parents who spend large sums of money find in a large number of cases that their children have to leave school without passing the school final examination. There are also those who scrape through this final examination as a result of much cramming and coaching. It is these two classes of young men that join the ranks of the educated unemployed. The Principal of the University College has stated that there is a falling off in the standard of the under-graduates coming to him from secondary schools. There must be some truth in this statement as he is in a position to judge and we who are interested in secondary schools should take very serious notice of this view. It has been said by educationalists that the best schools are not necessarily those that produce the best results in public examinations. While this may be a source of satisfaction to some schools I feel that there is a great truth underlying this statement. Good results can be obtained at the expense of the student either by straining him too much making him unfit for further studies, or by coaching or cramming too much, and thus not training the student in

the art of learning which is the chief thing that will come to his help at the University and after.

Teachers in Secondary Schools

I suppose that in spite of Professor Marra's statement it will be admitted that on paper the qualifications of the secondary school teachers today are better than those of a few years ago. In fact we are employing quite a large number of products of the University College itself. Is there then a falling off in the quality of the men attracted to the teaching profession or is there something wrong with the Training College and the University College? These are questions well worth inquiring into. There is however one thing that I may state without hesitation and quite independently of the results of such an investigation. If the secondary schools are to function efficiently they must obtain from the University College a good supply of capable teachers. The secondary school staff must be the products of a University. It is true that there are apparently very efficient teachers from an examination point of view who are not University products. The educational content of such men in a good many cases is too poor however to give the pupils a thorough or true understanding of the subjects they teach. It is possible, for example, for a teacher to teach a pupil how to solve a quadratic equation without knowing much about the theory of equations, but it is quite possible that he and his pupil may neither of them know the principles underlying the solution of an equation. The practical usefulness of a good many subjects we teach in a school is comparatively little, compared with the usefulness of the subject for the purpose of training the pupil's mind. A teacher who has not specialised in the subject cannot be said to be in a position to fulfil this function of making use of the subject to train the pupil's mind. Again the school has a corporate existence and the teachers of the schools must be men of sound education who have learned not only from books but by association with men of learning and culture. They must have the training necessary to fit into the corporate life of the school.

Ceylon University

The delay in the establishment of the University of Ceylon must be considered as a serious drawback to the development of our secondary schools. It is true that the University College produces graduates, but all graduates are not necessarily good teachers, nor is the present University College in a position to give that training in corporate life nor does it at present encourage sufficiently the association between the under-graduates and the Lecturers and Professors which is an essential part of a University training, particularly for the teachers we need in our schools. After a great deal of discussion and delay, it was decided to establish a residential University at Dambura. Although at one time I was myself an advocate, for various reasons, of the establishment of a University in Colombo, I have changed my views and would now prefer the establishment of a residential University in healthy and beautiful surroundings away from the neighbourhood of a town and under cooler climatic conditions than in Colombo. I believe that such a site could be found in the Kandy district. The expenditure may be heavy but it need not be so great as anticipated. If we haven't got enough money to carry out the original plan we need not sink millions in the buildings, but content ourselves for the time being with something simpler. The difficulties of the Legal and Medical Colleges being in Colombo, I am sure can be overcome, and I hope that the establishment of the University will not be delayed by the re-opening of the question of site. With the establishment of such a University, arrangements would necessarily be made by the University to give a year's course of training to such graduates as feel inclined to take to the teaching profession. In order to attract the best products of the University to our schools, an Educational Service should be organized which would offer good prospects to the best men in the service. The posts of Principals and Inspectors of Schools should be con-

sidered as normal promotions in such a service.

Local Examinations

The establishment of a University has another important bearing on our Secondary schools. The curriculum of our schools largely depends on the public examinations conducted at present by foreign Universities. Though efforts have been made to adopt the rules and regulations of these examinations to suit local conditions, it must be admitted that it would be more satisfactory for us to conduct our own school final examinations. We would then study the subjects we need, and pay more attention to our languages, the History and Geography of our country and of our neighbours. We would draw up our own syllabuses and what is more important—there would be complete change in our outlook. For example, we would not be answering Sinhalese and Tamil Language examination papers English children answer a paper in French, but as they answer a paper in English language.

Vocational Education

I have now referred in brief to the Vernacular school, and the secondary school and I have tried to point out the interdependence of the secondary school and the University. I have in passing referred to the fact that some students would do better in a Technical or Vocational school. It is indeed a great pity that we should have neglected this aspect of Education. We have only one Technical College and a few Industrial schools with an attendance of 1400 pupils. When we consider that there are over 600,000 pupils in our schools this number seems to me to be very insignificant. It is however significant from one point of view and that is as an indication of the manner in which we have neglected Vocational education.

When I look at our country and see how schools have sprung up and keep on springing up here and there I cannot help observing the absence of system and plan in our educational work. I do not want to go into the causes that have led to this situation but as a citizen and a tax-payer, I cannot help feeling that good money is being wasted in quite a number of places which have a multiplicity of schools where one or two could serve the purpose. I cannot help feeling also, that with proper planning and organization, the money we spend to-day on education could be utilized to provide education in areas neglected by us at present.

Constructive Proposals

I have gone in for so much destructive criticism in this short speech that I should like to say a few words by way of constructive criticism.

The first proposal I would put before the Department of Education and the Government is that they should undertake an educational survey of this country and divide it into areas each of which would form a unit for educational purposes. In each of these areas I would suggest that Primary schools should be well distributed so that the children of the District between the ages of 5 and 11 may conveniently attend them without having to go too far. These schools should be built in decent surroundings with proper class rooms and supplied with suitable equipment. The school should have all the books that the children need. There should be sufficient land on the school premises for the children to engage themselves in play. The medium of instruction of these schools should of course be the Mother tongue. But the conditions under which we live demand that we should be Bilingual; English should therefore be taught as a second language in these Primary schools. This need not be done so that it will come as a heavy burden on the children. In Urban schools English could be taught right from the Kindergarten stage, beginning with one whole year devoted to conversation, reading and writing being introduced in the second year. In rural schools I would advocate the same plan so that as far as possible equal opportunities may be given to these children among whom there must be as much intelligence as in the town. But some may prefer to introduce English at a later stage, for example after passing the third standard as they do in the Bilingual schools today, but in such cases the children would need one extra year in the school before they could join a secondary school.

Training for Bilingual School Teachers

Now there will be some who will hail this proposal as an impossible one on the ground of finance. The difficulty will be not so much on account of the buildings I suggest nor in the fact that more land will be required

for the school premises, but in the problem of finding the money for the staff that such a school would require. Now I hold the view that just as the secondary staff should consist of men and women from a University, the Primary school staff should have had at least a secondary school course along with a training as teachers. I believe that one of the immediate needs of the country is training schools for such Primary or Elementary school teachers. The necessary qualification for entrance to such a training College should be a pass in a secondary school final examination with Sinhalese or Tamil as a subject. If a reasonable salary scale is offered to men and women who are willing to enter such a Training College, I feel sure that there will be no difficulty in getting a sufficient number. These trained teachers with the present Vernacular teachers will be able to supply the staff necessary for the Primary schools I propose. There may of course be parents, particularly in towns, who may not be satisfied with such schools for their children. They can be allowed to send their children to Primary schools with English as the medium of instruction but the State aid given per pupil should under no circumstances be more than the expenditure in the free school.

Schools of the Future

Thus in our proposed educational unit we have a number of Primary Schools giving a 6 years' course of education. There should now in this area be established free secondary schools with the Mother tongue as the medium of instruction giving a 5 years' course of education. Such schools might be utilized for the rural scheme of education or might in the later stages give courses in vocational instruction. Such a school should teach English, Pali and Sanskrit as optional subjects. Scholarships should be established to enable pupils who show special skill in any vocation to join a higher Vocational school to which I will refer later. At the same time there should be established secondary schools with English as the medium of instruction to serve the needs of these educational areas. In some cases one area may need one or more such schools, in others one school may serve two or more such areas. There should be established a system of scholarships for the intelligent poor children of each area tenable at these secondary schools. I have already discussed the problem of the staff of such schools. Pupils should be admitted to such schools only if they have passed a very comprehensive entrance test. It may even be necessary to have a special class in the Primary schools for such students as desire to secure scholarships at or join such a secondary school. There should similarly be established a central Vocational school to serve the needs of one or more educational areas according to the circumstances. Such a school should be in a position to give advanced courses of Vocational instruction. It is not possible for me in this short speech to go into the details of the scheme outlined by me. I do not suggest that as things are it is possible to introduce such a scheme at once all over the country. The proposals outlined by me can easily be tried in a District which is not at present too well supplied with schools. Some of you may think that I have over-rated the importance of free Elementary education, but I should like to point out to you that 90% of school-going children attend these free schools. The future development of our country therefore very largely depends on the product of these schools. I do not want to minimise the importance of the secondary schools which we have today or of the University want to see established to-morrow. The University, providing the staff of the secondary school, the secondary school along with the University supplying the staff of the Primary school and the Primary school form the three essential units of a sound educational system.

Connected Problems

There are other subjects connected with our problem. The school inspectorate for example should play a very important part in raising the standard and improving the usefulness of our schools. But this is a delicate subject. Beginning from the 29th inst. till the 23rd November I have been informed that our school will be visited by the Kindergarten Inspectors, the Drawing, the Sinhalese, the Tamil, the Physical Drill inspectors winding up with the final attack on the 31st and 22nd November by the Divisional Inspector and his assistants.

CO-OPERATIVE HOSPITAL AT THOLPURAM

A New Line of Co-operative Activity

The dispensary and outdoor clinic of the Co-operative Union Hospital Ltd., Tholpuram was opened on 24th October 1935, at Tholpuram in a rented spacious building situated in the Manipay-Karunagar Road. As the building is not fully completed, no indoor patients will be taken for the present.

This institution is to serve the medical needs of the residents of Chulipuram, Manipay, Tholpuram, Moray and other villages. The nearest hospital is at Moray and is always ready to receive patients under the elected medical officer. The medical staff consists of three assistants and a society hopes to enlist more members and to have it registered under the co-operative ordinance.

Jaffna Hindu College O. B. A.

Colombo Branch

A meeting of the Managing Committee of the above Association was held on the 28th instant with Dr. C. Sivasubramanian in the Chair. Arrangements in regard to the Annual General Meeting and Old Boys' Day Celebrations fixed for 2nd November, 1935 were considered and owing to certain difficulties it was unanimously decided to postpone the celebrations to 30th November, 1935.

Free Treatment at Govt. Hospitals

The Executive Committee of Health considered the question of free treatment at Government Hospitals, and have decided that all those whose incomes are below the Income Tax level should receive free treatment at Government Hospitals.

Review

JAFFNA COLLEGE MISCELLANY: The September issue of this interesting College Magazine is aptly called the "Chelliah Number." The bulk of the Miscellany is devoted to the functions connected with the retirement of Mr. J. V. Chelliah, M. A., J. P. who after graduating at the College joined the staff and gave of his best for over forty years and retired as the first Tamil Vice-Principal of the Jaffna College. The Rev. Dr. T. Isaac Tambayah's interesting address on "Word Melody" is published for the benefit of the readers. Usual college news and notes also appear.

Under the circumstances you will admit that just now discretion will be the better part of valour and therefore silence will be golden.

It is quite possible that many of you may not agree with the views expressed by me particularly with reference to the establishment of the University. However I should like to thank you for the very patient bearing you have given me and Mr. Bicknell for having allowed me to unload on you some of my pet theories. Even if you do not agree with my views I feel sure that to all of us education and problems connected with it are of vital importance. I shall feel very well satisfied if the few words I have said to-day have in any way encouraged you in your attempt to find a solution to those problems. We must all, parents and teachers alike, co-operate in the attempt to make a Ceylonese nation, educated self controlled and fit to live in harmony together in this beautiful Island which is our home,

Practice Of Meditation

(Continued from Page 1.)

asanas either Padma or Vajra or sid dha and vajra in the beginning. Sometimes the blood accumulates in one part of the legs or thigh and gives a little trouble. After two hours change the asana from Padma or siddha to Vajrasana. Or stretch the legs at full length. Lean against a wall or pillow. Keep the spine erect. This is the most comfortable asana. Join two chairs. Sit on one chair and stretch the legs on another chair. This is another contrivance.

You must daily increase your vairag meditation and satvika virtues such as patience, perseverance, mercy, love, forgiveness, Vairag and meditation, Meditative qualities, bhavana body as a step up the

White veils you, you can take it up for your advantage just to elevate the mind and then continue your prolonged meditation.

In contemplation you are in spiritual contact with the unchanging Light. You are cleansed of all the impurities. This light cleanses the soul which touches it. The sun glass is exposed to the light of the sun and the straws that are underneath catch the fire. So within yourself if you have an open heart devoutly lifted up to God, the Light of the Purity and Love illumining this open soul will consume all your shortcomings in the fire of Divine Love. The Light brings enhanced energy and great comfort.

This purifying process leads to a deeper insight into Truth. This is the action of the Grace of the Lord upon the soul in meditation. In this inflowing Grace there forthwith arises that light of the mind into which God is sending a ray of His unclouded Splendour. This light is vastly potent.

Oh fools! why do you close your eyes during meditation? Open your eyes and meditate. You must keep your balance of mind even when you are in the bustle of the city. Then only you are perfect. In the beginning when you are neophyte you can close your eyes to remove the distraction of mind as you are very weak. But later on you must meditate with eyes open even during walking. Think strongly that the world is unreal, that there is no world, that there is Atma only. If you can meditate on Atma even when the eyes are open you will be a strong man. You will not be easily disturbed.

All the visible things are Maya. Maya will vanish through Jnana, for meditation on Atma. One should exert himself to get rid of Maya. Maya hovers through the mind. Destruction of the mind means the annihilation of the Maya. Nidhidhyasan (meditation on A.M.) is the only way for conquering Maya. Lord Buddha, Raja Bhartrhari, Dattatreya, Akbar of Guzerat, all had conquered Maya and mind through deep meditation only. Enter silence. Meditate. Meditate.

You can meditate when the mind is beyond all anxieties only.

When sushumna nadi is working i.e., when the breath flows through both the nostrils, meditation goes on with ease and joy. The mind is calm (prasauna state). There is an increase of satva guna when sushumna is operating. Sit for meditation the moment sushumna nadi begins to flow.

Considerable changes take place in the mind, brain and the nervous system by the practice of meditation. New nerve currents, new vibrations, new avenues, new grooves, new cells, new channels, are all formed. The whole mind and the nervous system are remodelled. You will develop a new heart, a new mind, new sensations, new feelings, new mode of thinking and acting and a new view of the universe (as God in manifestation.)

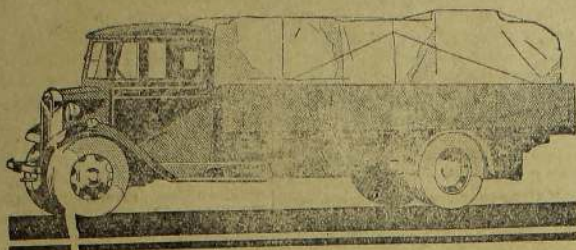
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A S I listened, Sir, to my venerable senior from Jaffna, as other members must have listened, I felt he was perhaps making the most dangerous appeal that could be made on the floor of this House. With that peculiar appeal of his and with that mellifluous flow of language, I felt the House was in imminent danger of allowing the sentiments of this venerable gentleman from the North to run away with their reason.

Sir, the picture that he drew of having to walk, at his age, a distance of three-fourths of a mile through sand and slush and water must necessarily affect the hearts of hon. members here, particularly when one contemplates the possibility of the repetition of that performance in the near future.

Sir, it was an extraordinary generous speech also in some respects that the Hon. member for Kayts made, because he seems not to be unmindful of the reasons that would commend themselves to Hon. members of this House why the Peninsula of Jaffna should be connected to the mainland of the Northern Province. I am very glad, and I offer my tribute to him, for not allowing any parochial consideration, any consideration of personal benefits, to outweigh the consideration of national good. Against me, the Hon. member for Kayts cannot level the accusation that he levelled, I think rightly, against my colleague from Jaffna. I have visited the Island of Pudukutivu. I have done more. I have visited Pooneryn too; and I have also visited some of the other Islands. I know the proposed routes, and, Sir, I wish hon. members to understand that I am taking a thoroughly dispassionate attitude in this matter.

An Undesirable Policy

I will concede at the outset that for the purpose of catering to the convenience, to the comforts of the poor inhabitants of this Island, if a causeway can be given, nobody can possibly object to it. But what one does object to is this, this repeated phenomenon of making these causeways vie with one another, compete with one another, for funds for construction. This is the phenomenon that has been repeated with regard to the construction of one of these causeways in the Jaffna District for a number of years. And I may say this: that that policy of Government seems to be continued even today of making two interests vie with one another. It is a very undesirable policy. It is inevitable that in the process some hon. member may be guided by immediate and narrow reasons. I sincerely hope that the Hon. Minister of Communications and Works and his Committee will accept the opinion of hon. members of this House in the spirit in which it is offered.

I had a personal conversation with the Minister and with other members of his Committee, and from what I could understand it seems to me that this report was a means by which they were here to obtain the opinion of this House upon this very important question affecting the welfare of the whole of the Northern Province. Therefore it is that they had alluded to the other causeways but ultimately recommended one. I sincerely hope that as a result of the verdict of this House upon this question the Hon. Minister and his Committee will deem it fit to accept the decision of this House even if that decision is not the same as the decision of that Committee.

Sir, with all the good intentions in the world the Minister and the members of that Committee will have to yield from the point of view of actual and personal contact and actual and personal experience of the conditions of the Northern Province to the representatives of that Province.

In Favour of Both

Sir, I wish at this stage that I was, like my venerable senior from Jaffna, a pedagogue. I wish that the walls of this Assembly were adorned by a large-sized map of the Northern Province. I do not think then I need have worried hon. mem-

bers of this House for more than five minutes. The case would have been apparent on the face of it. I request—I do not want to go into names. It might lead to confusion—I hope hon. members will realise this, that if it is possible to construct both causeways, I am in support of the construction of them both. But if the question to be decided is one of priority, then the thing resolves itself into a very simple and straightforward question: whether one island belonging to the outer ring of islands of the North should be connected by a causeway—this is not a continuous causeway according to the report because there is going to be a gap of 2,640 feet which is not proposed to be bridged, and it is proposed to spend Rs. 350,000. This is a phenomenon which is going to occur in both cases—or whether on the other hand a causeway should connect the over-crowded, congested, and poor Peninsula of Jaffna with its teeming hundreds of thousands, to the smiling fields of Pooneryn.

The Two Schemes

I wish Hon. Members to differentiate between the purpose underlying the two schemes. (Interruption). I hope, Sir, sincerely that hon. members will differentiate between the different objects that are aimed at by these two proposed causeways. On the one hand it is to cater to the convenience—to add to the amenities of civilised existence of an island population of about six to seven thousand. I do not propose to join issue on that question. I am afraid the Executive Committee has slightly over-rated the rate of increase of population. The rate, fast as it is, in the North, does not warrant figures which throw into the shade entirely the Malthusian doctrine, because I have here a Sessional Paper issued at the instance of Government printed in the year 1930, quoting the census report of 1920, which gives the population as 5,800 odd. (A member: 10,000.) Now, Sir, it is suggested that it is 10,000. That will be very nearly a hundred per cent increase in five years, which will be a phenomenon of not merely interest, but of absolute alarm.

The Hon. Senanayake: Fifteen years.

Pungudutivu

All right, fifteen years. The Hon. Minister of Agriculture and Lands seems to think that nature and humanity are both prolific and fecund enough to justify a hundred per cent increase in 15 years. Let me assure him that such a state of affairs does not exist even in the Island of Pudukutivu. Well, that is neither here nor there. The only question is whether, even assuming that there are 10,000 people, an expenditure of Rs. 35/- per head of the population is justified. If there are conflicting interests—I am not suggesting that any expenditure is unjustified—but if that Rs. 350,000/- is to compete with the expenditure of the same amount in another place, this is the question I put before you: whether the expenditure of Rs. 35/- per head of the population for a causeway—which, it is admitted, is merely to add to the amenities of civilised existence, the comforts of

the village population, not, Sir, for the purpose of expansion, of development, of colonisation, not for economic reasons—I ask you, Sir, whether this is justified? Or, on the other hand, whether a causeway, which, although estimated without the bridge at Rs. 750,000 which will cater as an outlet for over 300,000 of my countrymen in the peninsula—and, Sir, cater to what District?—the Island of Pungudutivu, covers an acreage of nearly 20 square miles or thereabouts.....

Mr. Selvadurai: Twenty five.

Pooneryn

All right 25; we will not quarrel about that. The cultivable district Pooneryn extends to over 590 square miles.....(A member: What is the population?) The population is very nearly double. The population in the District, that is to say, the permanent population, not the floating population, not the population that is made use of by the absentee landlords for the purposes of cultivation, but the actual static population of that District is double that of Pudukutivu, an acreage of over 20 times—a population that is double,—a population that has got to be maintained without hospitals, without schools, without roads, a population which has got to cultivate paddy purely from rain water. There are, as the Hon. Minister of Agriculture will agree with me—and I might even inform hon. members of this House, tanks, one of which comes under the category of major tanks. It has fallen into disuse. I am referring to the Vanneri tank. There is another tank called Ariarukulam. These have fallen into disuse. From a soil that is more fertile than other parts of the peninsula these unfortunate men have been eking an existence under the most adverse conditions.

Sir, if that was the only picture that I am able to present to this House, I should have said that my case is well presented. But that is not all. Very recently Jaffna has been faced with a certain situation that must appeal to hon. members as being of a very serious nature.

Jaffna Man's difficulties

The Jaffna man with his pioneering spirit went out to the utmost limits of the Malayan peninsula and the Federated Malay States there to settle down and whenever possible to bring back to his native home the fruits of his labours and his endeavours. Recently, I will not give the reasons why, most of them have had to be repatriated. They have come back, some of them practically in the prime of life and have now to depend upon the small pittance doled out by the Malayan Government as their pension.

The Peninsula is already far too over-crowded. It is a well known fact that the increase of population is 20 per cent in 50 years. Every square inch of cultivable land is being made use of. It will be an object lesson to hon. members to go to some of the villages in the North and see for themselves the work the villagers are doing. Every available inch of land has been cultivated with vegetable or paddy. What is the possible outlet for these people? There are two possibilities, one of which is the Karachchi Scheme

which was started years ago. Over two-million rupees have already been spent on the Karachchi Scheme.

The Karachchi Scheme

The cultivation of paddy in this Island, we are all agreed, has been neglected to a great extent, and it was the correct thing to have endeavoured to open out the vast lands lying round the Iranamadu Tank. But in spite of the expenditure of 2 million rupees on the Karachchi Scheme, in spite of every irrigation facility that is provided for that scheme and in spite of the fact that the main trunk railway goes practically adjacent to the Iranamadu Tank, the acres that are actually under cultivation in those areas is proportionately small—in the neighbourhood of 5,000 acres. That is in spite of every assistance that has been given. Why?

It is not that the Jaffna man has a partiality for any other part of the Northern Province, but because of the fact that the Karachchi Scheme is malaria-ridden, and unless and until we have got that District completely under malarial control it will be impossible to expect a great deal of advance in the matter of cultivation or colonisation.

Colonisation Scheme

I think a step in the right direction has been taken under the aegis of the present Ministry of Agriculture in the effort to start a peasant colonisation scheme. I have the honour, at the nomination of the Hon. the Minister, to belong to the Advisory Board appointed to get the right type of men to settle down as colonists. In the first instance we are trying to get only a group of 50 families. I would ask that to be compared with the ease, the readiness and the alacrity with which the people from the Peninsula have gone along and settled down and opened lands and cultivated fields in the Pooneryn division of the Northern Province, in the absence of all facilities and in the absence of State aid given to them. That is because the Jaffna man appreciates the fertility of the soil of that district and bad as it might be in regard to the amenities of a comfortable existence it is free from malaria. They have opened up 4000 acres of rice and 5000 acres of coconuts. I am given to understand that the yield per year can be doubled before long and that the acreage under cultivation can be multiplied. I ask Sir, how are these young men who have returned from Malaya to spend the mid-day and the evening of their lives unless some opportunity is given to them to go and open out Pooneryn? Where is the excess population of the Peninsula to be directed unless it be Pooneryn? Sir, these two causeways fall under very different categories. This Council has been rightly engaged during the last three or four years of its existence in devising ways and means and embarking upon measures that will increase the prosperity of the people by increasing the acreage under cultivation.

Food Production

The policy pursued by this Council has been to make Ceylon independent of any other country in

regard to its food supply. I sincerely hope that hon. members will consider the advisability of giving the Jaffna man too opportunities for increasing the food supply and make him independent of countries like India, or Burma for his food supply. The other question is one of cost. Sir, when I think of the question of costs and of the remarks of my hon. friend the Member for Kayts, I begin to suspect the Greeks who bear gifts. The Hon. member seems to be so concerned about the causeway that he says, "Give them the causeway, but it must be with the bridge." When he asks for the causeway he does not want the bridge between Pudukutivu and Velanai.

Star With Pooneryn

I have seen the representation made by the Jaffna man from the Jaffna Peninsula. They think they are a better way and his Commission will be perfectly made. A start in the work would be an encouragement to them as they will feel that it will be completed in the course of three, four, or five years. Spread it over a period of years. Let us know, Sir, that after all the Gods have been pleased to smile on us too. That will be a sufficient encouragement to the hardy countrymen of mine.

Mr. Rodrigo's Recommendation

There is one other point. It might be said in the last resort that we cannot help being unjustly biased one way or the other. I fear that the Hon. Member for Kayts, or Jaffna, or Kankasanturai is interested in the causeway concerned. But let us for a moment inquire into the opinions expressed by the administrators of the Northern Province ranging from, I do not know whom, and ending up with Mr. Rodrigo who was the last Government Agent of the Northern Province. I think Mr. Rodrigo was very deeply concerned in the opening up of the Northern Province. He was, I believe, along with the Minister of Agriculture, the person who conceived the idea of colonisation under the Karachchi Scheme; and his opinion on this matter is worthy of consideration. I believe it was he who said that the most essential, the most immediate, need that should be supplied in the Northern Province is the construction of this causeway. He was a man who had travelled and moved about extensively, in the entire Province, and for him to make that categorical recommendation, in a fashion that can permit of no equivocation, shows that it is an opinion that is well worth consideration by Members of this House.

Mr. Brayne's Support

Now I will refer to the opinion of another person, one who has been intimately connected with development schemes, with land schemes, with the opening up of the country as a whole, an officer whom hon. members of this House, I believe, met on his departure from the Island, I refer to Mr. Brayne. He was one of those responsible for this Sessional Paper, upon which, I understand, the Hon. Minister for Communications and Works and his Executive Committee relied. Sir, I do not normally believe in quoting anything in extenso, but hon. members will perhaps bear with me if I quote barely seven or eight lines of a report that Mr. Brayne submitted to the Public Works Advisory Board in the year 1930.

"The first essential therefore....." he says ".....is the causeway, and I would strongly urge its immediate construction. The cost, though heavy, is nothing in comparison with its importance to the future development of the country. The Jaffna people will only begin really to spread into Pooneryn after the means of

(Continued on page B)

Battle Of The Causeways

UNASSAILABLE CASE FOR POONERYN

Mr. G. G. Ponnambalam's Convincing Speech

The State Council took up for discussion last week the report of the Ministry of Communications and Works recommending the construction of the Pungudutivu-Velanai causeway and by a majority vote has referred the Report back to the Committee with the amendment that the Pooneryn Causeway should be taken up first.

The following is the full text of Mr. G. G. Ponnambalam's speech delivered on the occasion:

BATTLE OF THE CAUSEWAYS

(Continued From Page A)

communication has been provided....."

In another place he says, "In spite of the absence of irrigation a large area of land is already under cultivation.....The causeway is the key which is going to open the door to development in Pooneryn, and I would earnestly commend its construction as well as the extension of the road South."

I think, Sir, the opinion of one who made an impartial, detached, disinterested examination of the question, one who went into the question from a disinterested point of view, is a complete and careful one before

Mr. C. J. I view
Last of the voice of our of us in this House who represent the major portion of the population of Jaffna, but there is the voice of one who is dead. I refer to the late Mr. Kanagaratnam, with whom I believe certain hon. members of this House, including the Hon. the Leader of the House, had the privilege of working in the last Legislative Council. It is not for me to speak to the type of man he was, but even he, Sir, as early as 1929 submitted a memorandum upon this subject and he ended up in this fashion:

"The cause of the causeway, as a great development scheme and an urgent relief measure for the existing population of the people of the West part of Wanni of the Northern Province and Pooneryn, ought not to be sacrificed for considerations arising out of competition of different schemes in regard to details. As the most important major work of development for the province in an area badly in need of development and close to the congested Peninsula of Jaffna, I trust this causeway will receive the prompt and earnest consideration of all these responsible for the promotion of the welfare of the Island."

The Road to Mannar

That, Sir, was the voice of one who represented the interests of the entire Province, whose appeal cannot lightly be dismissed as that of one actuated by local patriotism or a parochial outlook. Sir, in addition to that I have one more reason to urge. I am sorry the Member for Mannar is not here, but hon. members might remember that I urged strongly that the Pooneryn-Mannar road must be constructed, because, indirectly, by the construction of this causeway, not only are you helping the entire Peninsula

and opening up nearly 500 odd square miles of cultivable land in the Pooneryn District but you would be opening up an entirely undeveloped portion of the Island, the mainland of the District of Mannar.

It is a curious phenomenon that in spite of all advance, in spite of all the roads built, in spite of all the facilities for communication afforded to the people of this country, the people of Jaffna when they want to get to Mannar, instead of travelling on a motorable road for a distance of 60 miles, have to travel a distance of nearly 150 miles. You cannot expect any development to take place if there is no cohesion between the different districts. There are vast areas entirely unopened, without the shadow of a possibility of being opened up, unless this very essential avenue of approach is given.

I hope hon. members will realise that and take my appeal in the proper spirit. I do not want these two causeways to compete against each other. That would be a cut-throat policy. I merely say this: that both causeways are good and desirable, but they fall into entirely different categories. If the money could be provided for both, I do not think any pleading is necessary if the facts I have placed before the House are considered.

Claims of Pooneryn

The first causeway to be constructed should be the causeway to Pooneryn as it is a major scheme of development. That should be the first boon that should be offered to the people of the Peninsula. The question now arises how one is to deal with this question. I know my Hon. friend the Member for Kankesanthurai will support me in what I have said as the hon. Member for Jaffna has done. I have no doubt that the big gun from Welimunda or Kirklees, the hon. the Nominated planning Member (Mr. Villiers) will range himself against us, I feel sure that during the time he was Acting Minister, he would have convinced himself of the absolute necessity of the causeway between Pooneryn and Jaffna. I do not know whether his acquaintance with the hinterland of Pooneryn and Jaffna is as elusive as the pronoun-

ciation of Velanai by the Hon. Minister for Communication and Works who insisted on pronouncing it as Velanai.

Be that as it may, I hope the nominated member's acquaintance of the District and the causeway is slightly more than that of the permanent Minister for Communication and Works. I also hope that he will not be moved by any picture that was presented to him by the sight of poor people having to wade through shallow waters between Pankudativu and Velanai.

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