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CHARLES AMBROSE LORENZ.

THERE is nothing which can tend more effectually to lofty ideals and high aims than a study of the lives of men of real eminence. The statement partakes of the character of a platitude, which may be found enshrined in poetry and in prose. The proverb that example is better than precept is one way of expressing the truth; and we are all familiar with the personal application of "lives of great men." If a concrete illustration impresses one more than abstract reasoning, an object lesson taken from familiar surroundings should be more effective than one drawn from a distance, or presented in a strange frame work. Obviously, the biographies of men and women whose opportunities have been small, cannot—save in very exceptional circumstances—point to the heights to which the lives of those who have availed themselves of great opportunities may direct us. On the other hand, the lesson is more easily learnt which is set forth under conditions which approximate to those which surround one. In this view, the presentation of the lives of eminent men who have lived in our midst has an important practical object; and if so, the career of few, if any, of the many distinguished men whom Ceylon has produced, can teach as important lessons as should that of Charles Ambrose Lorenz. The distinguished public position to which he attained in the land of his birth, and the immense influence which he wielded among all classes of the community, were in no sense inherited. He was a poor man, the son of a poor man, when he started in life. His example, therefore, is one which must appeal to the vast majority of his fellow countrymen. Wealth is the portion of but few in Ceylon; influence the inheritance of a yet smaller number; and nothing can be a truer corrective to those who regard with envy the "good luck," as it is termed, of their well-to-do neighbours, than the lives of men like Lorenz.

The Burghers of Ceylon are as mixed and cosmopolitan a race as the British. The majority of so-called Englishmen can trace direct connection with one or more of the continental nations; and in recent years there have been inter-marriages which have introduced an Asiatic

strain into their blood. It has been seriously counted as merit in our King Emperor, that he speaks English with only a slight foreign accent! The term Burgher, originally applied to a few Dutchmen who elected to remain under British rule after the cession of the Island in 1796, and afterwards to persons of Dutch descent, is no longer so restricted. It is applied to all of mixed European descent. Charles Lorenz called himself a Burgher; and the Burgher community were never prouder of one of themselves than they were of him. But his father was a pure German. It is curious that his predecessor in the occupation of the Burgher seat in Council was Richard Morgan, who was, as may be judged from his name, of Welsh descent, his grand-father having emigrated to India in the eighteenth century. It would be difficult to name two more distinguished "Burghers" than these eminent lawyers, whose respect and admiration for each other were unaffected by their almost daily contests in the Courts, and by the strong differences in local politics which often arose between the loyal Crown Law Adviser and the people's most trusted and brilliant leader.

The father of Charles Ambrose was Johann Friederich Lorenz, who was born at Templeburg in Prussian Pomerania, in 1772. × Having lost his father, John André Lorenz, a Captain of Cuirassiers, when only five, and his mother shortly after, Johann Friederich was admitted as a free student to the Military College in Berlin, after a course at a school in Potsdam; and his children used to recall his stories of a visit to the College of Frederick the Great, shortly before his death in 1786, and of his having received a prize at the hands of the soldier-king. Partly through love of adventure, and partly through dissatisfaction with his treatment at the hands of his relatives, he left Germany when only 18, with a light purse and a bundle of his belongings on a stick over his shoulder. He found his way to Amsterdam, after an adventurous trudge of many months, during which his skill with the flute secured him hospitality in farm-houses, and even payment when he consented to prolong his stay and give a few lessons. Setting sail at the end of 1792 from Holland, he arrived at Galle the following year by the usual tempestuous route *via* the Cape. He had just time to learn Dutch and Portuguese before the cession of the Island to the British, when he set himself to acquire English and seek service under the new rulers against whom he felt no national prejudice. Governor North, afterwards Earl of Guilford, was impressed by the energy and intelligence of the adventurous foreigner, and appointed him to the Fiscal's Office in Colombo, whence he was appointed sitting Magistrate of Morawak Korale. On his retirement from Government Service in 1834, he was holding the Magistracy at Matara, where he was highly esteemed by successive Chief Justices whom he entertained when on circuit. He died in 1845.

This slight sketch of his father is useful as an introduction, in order to show the influences under which Charles Ambrose, the youngest of his children by his third wife, grew up, and how industry and perseverance helped to develop the tendencies and talents he may have inherited. There can be no doubt that the father was a man of more than ordinary intelligence and force of character. There is a touch of romance in the manner of his arrival in the Island, passing safely through prolonged trials on land in Europe, and perils on the water along the coasts of three continents. Though a stranger among strangers, the way in which he adapted himself to local circumstances, and acquired three languages within as many years, points, if not to a special gift, to considerable industry. That his knowledge of English was something more than superficial is attested by the appointments he held, with the duties of which he would scarcely have been entrusted, had the new Government not felt confidence in his ability to understand and administer the law in the new language. He was further a man with strong domestic instincts. Proof of this was to be found, even more than in the reverence and affection with which his children always spoke of him to their children and friends, in the fact that he himself taught them, not only accomplishments such as music, drawing, painting and dancing, but also the ordinary subjects of a primary education. By his first wife (Miss Roosmalecocq) who died three years after marriage, he had two children who predeceased her. His second wife (a daughter of Captain J. F. André) bore him two daughters, one of whom married Mr. P. J. Ludovici of Galle (father of Mr. Edwin Ludovici, the respected retired Secretary and Assistant Chairman of the Colombo Municipality), and the other Mr. Charles Vanderstraaten, whose sole surviving child is widow Mrs. Henry Fretsz. By his third wife (Anna Petronella Smith) to whom he was married in 1813, he had ten children, of whom the last two were sons, John Frederick, late Registrar of Lands, who was born in 1827, and Charles Ambrose Lionel on 8th July, 1829.

It will readily be understood that the up bringing of so large a family—albeit in an outstation like Matara—on the scanty salary of a Sitting Magistrate, did not permit of luxuries; but they were a happy, united family, keen in their work and simple recreations, and all without exception exhibiting a taste for Art, whether in needlework, music, painting, or drawing. It should not be matter for surprise that a boy of quick intelligence—even if, as the youngest, he was open to be spoiled—would have his natural wits sharpened amid such surroundings; but it is a fact that he out-stripped them all, both in capacity and versatility. If they cultivated more than one of the Arts, he cultivated them all. If an exception be made in needlework, in the artistic branches of which especially the sisters excelled, he would claim, in

after years, to have brought out the first sewing machine into the Island. And if anything went wrong with it, he would rub his hands with glee at the prospect of setting it right himself!

At 13, the father felt that the boy was getting beyond him in Latin and Mathematics, if not in English, and he sent him up to Colombo to the Academy (now the Royal College), then under the Principalship of Mr. (afterwards Dr.) Barcroft Boake. The change would have been beyond the means of the old man—then on pension at 70 years of age—but that the youngest of his daughters was married to Mr. John Driberg, one of the most prosperous Proctors in Colombo, and offered her youngest brother a home. The happy days he spent in the house at the junction of Old Moor Street and Dam Street, nearly opposite the Kachcheri, when attending the Academy, the affection and care bestowed on him by his sister, the strict discipline enforced by his brother-in-law—of all this he delighted to speak in after years; and not the least among the treasures of old times he used to show his intimate friends, were the letters of his old father, full of love and advice, not omitting mention of clothes, a list of which in a foreign hand showed both the smallness of the wardrobe with which young Lorenz began Public School life, and the womanly care the father was bestowing on his, evidently, favourite boy. These circumstances are mentioned as bearing on the poverty and the small beginnings which, as in so many cases, here and elsewhere, proved blessings in reality, rather than trials and hindrances to advancement, as men too readily assume them to be.

I regret that the information within my reach of the school life of Charles Lorenz is meagre; but his own enjoyment of it was hindered, neither by the strict discipline at home, nor the severity at school, with which the *regime* of Principal Boake, especially in the earlier years of his rule, was always associated. His popularity with his school fellows and the frequency with which he shared in their scrapes, of which he delighted to tell, point to the conclusion that hard work with Lorenz did not repress his animal spirits which, to judge from his vivaciousness as a man, must have been of exceptional robustness. If the first triumphs of the Colombo Academy are linked with the names of James Stewart (who when only 31 was chosen, though a Ceylonese, to act as chief law adviser of the Crown in 1851) and Richard Morgan, who later succeeded him permanently in that high office,—with the second batch of its *alumni* are always associated the names of the Nells and Lorenz. The eldest of that talented but erratic family (of whom the sole survivor is the retired Crown Counsel, spending the evening of his days in sunny Italy), Frederick Nell, maintained his character as a giant physically and intellectually to the end of his days. When at Cambridge he wrote in 1857 a pamphlet on the China question, then agitating Europe, which attracted

considerable attention in the world of politics. It speaks not a little for Lorenz's industry and gifts that he was recommended to share, in 1846, the Turnour Prize—then the blue ribbon of the school—with such a man, his senior in years and in collegiate training. The scholarly first Bishop of Colombo (Dr. Chapman), who was the examiner, reported highly of the papers of Nell and Lorenz and suggested a division of the prize; but the Government, with rather unusual generosity, elected to give the latter an extra prize of £5. Perhaps nothing can afford a finer illustration of the exceptional capacity of the "second batch" of the old Academy, and of their public spirit, than "*Young Ceylon*," which was started in 1850 with Frederick Nell as editor—the chief contributors, indicated by their initials, being Charles Lorenz, Louis Nell, Charles Ferdinands, James d'Alwis, John Prins, Dandris de Silva ("the Ceylon Macaulay," as his friends called him) and a Ceylonese of an older growth, Edward Kelaart, the accomplished naturalist, who had made a special study of the pearl-oyster. In judging of the literary merits of the periodical, the finest of its kind published in Ceylon, whose papers were almost uniformly of a high level, it should be remembered that the writers, who were just out of their teens, had been, with the possible exception of Kelaart, educated entirely in the Island, and had known no university graduate as their teacher save the Principal, who was then a B. A. of Trinity College, Dublin. One has also to keep the fact in view—as evidence of natural gifts and self-culture—in judging of the remarkable achievements of Lorenz in after life, and the eminence to which he attained.

The death of his father in 1845, when Charles was only 16, snapped a link whose memory he cherished with affectionate reverence to the end of his days, and made him more dependent than ever on his sister and brother-in-law, who had given him a home when he was first sent to Colombo. He continued to live with them, and, as an apprentice of the leading Proctor and Notary of his day, acquired habits of industry and neatness, and a familiarity with the details of a lawyer's work in matters great and small, which stood him in good stead in after years as Lawyer, Editor and Legislator. The lightheartedness and sociability of his nature found adequate control at the hands of the strict relative, to whose precision and business habits he always acknowledged his indebtedness. Passing as Proctor and Notary in 1849, when only 20, he soon acquired a desirable practice, while retaining his connection with his brother-in-law as guest and managing clerk, until he felt justified in the following year in undertaking the responsibilities of married life. The object of his choice was Eleanor Nell, the talented sister of his talented school-fellows; and within three years of his marriage he decided that his own small savings and "her portion" should suffice for a more ambitious career by means of plain living and high thinking.

It was a bold venture, over 50 years ago, with the present swift and certain means of communication then unknown, to leave home and friends and country, with an assured income of only about £200 a year, with a newly-married wife, in order to eat the regulation number of dinners—then a longer process than it has since become through liberal concessions—in order to be called to the English Bar. But youth, and a buoyancy of spirit which never failed him to the end, supplied the motive power; and the young couple left Ceylon in the Barque *Persia* for a three years' stay in Europe in February, 1853, their fellow voyagers being the brothers Frederick and George Nell, and their nephew Harry Anderson. Lorenz's enjoyment of the situation was keen.

Free from the trammels of work, hopeful in his anticipations of the future, his new experiences on boardship brought out both his exuberance of spirits and his skill with pen and pencil, to the great delight of his companions, as well as of the friends he had left behind who, from time to time, received his humorous sketches. "A Chapter of Autobiography" consists of eight thumb-nail pictures on a half sheet of flimsy letter paper—postage being a consideration those days, especially to those with limited means. One represents the artist himself, on deck, "Casting a longing, lingering look behind," at the home he was leaving; another his wife in her new surroundings, "Cribbed, cabinned and confined;" a third a "Sunday on board"—half a dozen passengers on deck in various attitudes of repose and comfort, among others his friend Frederick Nell clearing an obstruction in his pipe. Although it did not fall to me to meet most of those who found a place in his sketch book till 15 to 20 years after they had been limned, I found no difficulty in identifying them—such was his accuracy even in caricature. Most of those who knew Lorenz as a man, or had heard of him, were aware that he possessed the gift of portraiture and caricature in a remarkable degree; but few outside the circle of his intimates are probably aware, that even as a boy he excelled in the combined arts. It was from Principal Boake—whose interest in his old pupils never faded, and who esteemed none of them more highly than he did Charles Lorenz—that I heard, when I was one of his senior boys, that the walls of the old Academy bore evidence of the skill and humour of the two great caricaturists—the other being J. L. K. Vandort—and that unobserved he used to steal to their "corner" occasionally, after school hours, and was generally cheered and put into good humour by the clever delineation of the latest school incidents. In after years, the Bench and the Bar, and even the Legislative Council, used to be amused, if not convulsed, by his sketches; but how well he cultivated the gift when in England is proved by a variety of entries in his Note Book, and of valued mementoes in the possession of relatives, depicting incidents in

London and in his travels in Holland. One of them was Thackeray as sketched in an omnibus. Among his efforts which have secured some permanence here, are those embalmed in the volume of Christmas Debates in Council, published in 1866, and in *Muniandi*, the Ceylon *Punch* which had a brief existence; but Chief Justice Burnside, who recalled his old student friend in London at sight of a portrait in my drawing room in Kandy, told me that *Punch* did Lorenz the honour of accepting a sketch of his when he was reading at Lincoln's Inn, and sending him a cheque for five guineas for it.

But life in London was very far from being fun and amusement alone for the ambitious Ceylon student—highly though he enjoyed every opportunity for lightening his labours, which were not confined to reading for the Bar. The Roman-Dutch Law had a great fascination for him, apart from the fact that it was the Common Law of the Island. He wished to study some of the ancient tomes in both Latin and Dutch, to visit the great Libraries in Holland, and to make the acquaintance of the practising Lawyers and the learned Jurists who still maintained the traditions of the authors whose names are familiar, not only in our Courts and in those of the Continents and Colonies over which the Dutch once held sway, but in all countries whose jurisprudence is founded on the broad principles of law and justice, of which the Hollanders were among the greatest exponents. As a result of these visits and these studies, he published in 1856, after his return to Ceylon, his Treatise on *Namptissement*, or Provisional Payment, founded on Voet and Kersteman, the first instalment of a book which the pressure of professional duties prevented his ever completing. Another publication in 1860,—also the forerunner of a book he did not live to complete—was “Notes on Civil Practice under the Roman-Dutch Law.” Mr. Justice Wendt has, I believe, the first few pages of the *Isagoge ad Praxin Fori Batavici* (Leyden, 1694) which were actually printed—being a translation of a work of Grotius. These fragments afford evidence of the bent of his mind, and of his yearning for something more substantial than the emoluments and the dignity of the profession, of which he was the undisputed leader within two or three years of his return to the Island. His was eminently a legal mind, it was steeped in law, and he was ardent on Legal Reform—one of his great hobbies being the Law of Primogeniture as the remedy for the infinitesimal division of property, which was, as it still is, the cause of so much crime and so much idleness—one grave form of crime, surely,—in the Island. But I am anticipating.

His stay in England was as great a source of enjoyment and profit to his friends and relatives here as they were to himself. He excelled as a letter writer, and delighted to post by every mail sheets of

descriptive writing, brimming with fun and merriment, and illuminated with pen and ink sketches. If only these could be collected—and most of them, I believe, were religiously preserved by their recipients—what an inspiration they could be to the Biographer! The following poem, which he wrote at this period, appeared in “Fraser’s Magazine” (Sept. 1854), and bears pleasing evidence of another phase of his genius—the imagination and the skill of a poet and the yearning for Truth:—

THE WISHING WELL.

*“Quanto praestantius esset
Numen aquae, viridi si margine clauderet undas
“Herba nec ingenuum violarent marmora tophum.”*

Juvenal. Sat. III. 20.—

I.

Voice of this region fabulous!
For silent else is all the air,
None else remains to tell to us
The story of the things that were.

II.

Fair Fountain of this valley lone
That, falling with a ceaseless plaint
Into thy cup of sculptured stone,
Speakest of Fairy and of Saint.

III.

For name of either thou hast borne;
Time was, Titania round thee played,
And rings by elfish footsteps worn
Still linger in the magic shade.

IV.

But when the Benedictine came
To build upon these meadows fair,
He called thee by a holier name
And blessed thy source with book and prayer,

V.

And said the old belief was sin—
Yet still, so ran the mystic creed,
Strange voices sounded, faint and thin
By summer nights along the mead;

VI.

And whether it were saint or fay,
 Blessing or magic, who could tell?
 Men said that virtue in thee lay
 And lov'd thee as "The Wishing Well!"

VII.

And still thy chalice, carved stone,
 Though old beliefs have passed away,
 Though fairies and though saints are gone,
 Brims with clear crystal, day by day.

VIII.

And waiting here an idle while,
 And looking with a listless eye,
 I see beneath thy water's smile
 The changeless azure of the sky!

IX.

The changeless azure, flecked with gray,
 That was as deep, as fair, as clear,
 Or ever down the woodland way
 The first wild savage wandered here.

X.

Or ever man thy dwelling knew,
 And resting on the virgin sod,
 Looked wondering on the imaged blue,
 And blessed thee as the gift of God.

XI.

And if there still be power in thee
 To grant the wishes we conceive;
 If it avail implicitly
 The old tradition to believe:—

XII.

Give me, fair stream, not gold, nor love,
 Nor fortune high, nor wealth of days—
 Not strength to rise the crowd above,
 Nor the deceit of human praise!

XIII.

But this:—That like thy waters clear
 Though creeds and systems come and go,
 Unvexed within a narrow sphere,
 My life with even stream may flow—

XIV.

May flow, and fill its destined space
 With this, at least, of blessing given—
 Upward to gaze with fearless face,
 And mirror back some truth of Heaven.

C.A.L.

It will be seen from what I have already noted—though I have omitted all mention of his acquaintance with Dr. Elliott, the founder of the *Ceylon Observer*, and his contributions to that paper, and his support of that philanthropic, but militant, public man, during the troubles of Lord Torrington's *regime*—that he had all the qualities of a great public man—a leader of the people, as distinguished from one destined for official public service. But there was one period of his life when he all but enlisted as an official,—though in after life, when he was offered a place, he would laughingly say, “Nothing short of the Chief Justiceship!” As the term of his stay in London was drawing to a close, the uncertainties of the legal profession probably pressed on his mind, simultaneously with the steady diminution of his savings, and he decided on applying to the Colonial Office for an appointment.

But the seriousness of the outlook which suggested the step, did not diminish his sense of humour. And thus it happens that this crisis almost in his life has been preserved and handed down in a series of humorous sketches in his Note Book.

In the first, “It is proposed to address Downing Street,” is the explanation of the artist seated at a table with writing materials, and his wife peeping over his shoulders. In the second we find him in a posture of declamation, with the legend, “He previously settles upon the proper posture &c. to be assumed at the audience.” The third represents him fast asleep in a railway carriage, with nodding fellow passengers, interpreted by the words, “At night gets into a Train—off to consult an old friend.” The old friend, as appears afterwards, was the Rev. Dr. Mac Vicar, the scholarly Scotch Chaplain of St. Andrew's, Colombo, whose name is still remembered by a generation fading from view, the friend and confidant of Dr. Elliott and Mr. A. M. Ferguson in the 'forties and 'fifties. In the next sketch the Padre is shown in the Manse playing his violin, while another portrays the “Three remarkable results of the visit—Whiskey, Rappee, and presentation copy of ‘the Philosophy of the Beautiful.’” The flavour of the Scotch national drink had not then been wafted to this Island; but the lawyer shared with the cleric the scarcely elegant habit of snuffing, and was evidently delighted to possess a copy of the Padre's latest literary effort. The pensioned Scotsman probably believed in official salary; for the next picture represents the artist

himself bringing his clenched fist down on a table, with the declaration, "We come home, and declare on the bones of our fathers, that we shall get an appointment or—die!" Then follows the artist, pleading with outstretched finger, before an official listening attentively while lolling on a chair, "He goes slap-bang to Downing Street, sends up his card to Mr. Merivale"—Under-Secretary for the Colonies, probably—"and states his case as above." Next to it comes Mr. Merivale intent on a book—a presentation copy of Lorenz's translation of Vander Keessel's *Theses Selectæ*—while the author throws a backward glance at the figure, as he leaves the room. The next picture shows the artist smoking a pipe with Sir Anthony Oliphant (the retired Chief Justice of Ceylon) and his erratic son Lawrance, the gifted writer—whom also he had gone to consult—the conclusion being a disc with *spes est regerminat* on the rim, and below "Both (father and son) advise us to hope on."

The length at which I have written of the early days of Mr. Lorenz and on his preparation for his great career, leaves me little time and space for his achievements in his short manhood. But that is scarcely a drawback, at any rate from the reader's point of view. His brilliant successes seem events but of yesterday—though it is 36 years, to the day as I am writing, since he was called away—so green and fragrant is his memory; while there is more than interest, there is inspiration, in the knowledge of the cheery optimism and indomitable industry with which he used meagre opportunities to attain great ends. He returned to the Island in October, 1855, but not before he had had an interview with Lord John Russell, the then Colonial Secretary, in pursuance of his idea of obtaining a Government place, should the necessity arise. The illness of his wife, who had to be left behind in London with her relatives, was probably a factor in his calculations. Anyway, he was told that the outgoing Governor, Sir Henry Ward, had been made acquainted with his wishes; and shortly after his arrival in the Island he was offered the Acting District Judgeship of Chilaw, and accepted it. If this should seem a strange development in a career which promised great things, the event is probably an illustration of how little incidents—or accidents as they are sometimes called—control and shape the future of men's lives. What decided Lorenz to accept the minor appointment, in presence of his great opportunities as he landed so fully equipped for his profession, was the difficulty of setting up and keeping house unaided in Colombo, with all its social distractions, if he once got into the swing of work. A quiet outstation, where he could complete the translation, in which he was engaged, from the Roman-Dutch Law, and live economically until Mrs. Lorenz's return, suited him better.

But the banishment, so far from hindering his ambitions, furthered them in a wholly unexpected way. Sir Henry, in pursuance of the policy

which distinguished him of acquiring personal knowledge of every part of the country—a very different task from what it is now, over 50 years ago, without a mile of railway, and with most roads in a primitive condition—

informed Lorenz of his proposed visit to Chilaw, accepted his proffered hospitality, and was thus brought into direct contact with one, with the magnetism of whose personality no one who ever knew him failed to be impressed. It is not difficult to understand how a mutual liking arose between the bluff unconventional Governor, fresh from the free air of the House of Commons, and the witty accomplished young lawyer who could tell a good story, as well as enjoy one with his infectious guffaw. And among the most amusing of his stories—and these were probably retailed to the Governor—were the Chilaw collection, including the “English-speaking” Foreman of the Jury who forgot the word *Guilty* between the retiring room and the Jury box, and clutched at the word *Verdict* when the Registrar asked whether seven or more of them had agreed on a verdict; of the other who refused to bring in any verdict because the twelve were equally divided, and he the 13th was neutral—indicating the situation by the revolution of two uplifted fingers! And there was the “local inhabitant” who, at the informal Levee held by Sir Henry Ward at the District Judge’s residence, shouted Eh? when his name was called by the A. D. C.!

Lorenz’s official life was short—extending over a few months only. In anticipation of his wife’s return from England, he settled down in Colombo early in 1856, and at once acquired a large practice, which was greatly increased by the appointment of Mr. Richard Morgan—then the leader of the Unofficial Bar—as permanent District Judge of Colombo. Interest was at once made to secure the Burgher seat in the Legislative Council for Mr. William Morgan, elder brother of Richard, and himself an Advocate with a large practice and a considerable reputation as a speaker. But the Governor, unsolicited, personally offered the seat to Lorenz, whose acceptance of it, at the age of 27, when just starting on his professional career, proves at once his courage and his public spirit. One has only to remember that only a few months before Lorenz felt compelled to seek office, and yet, as soon as he felt he was on his legs, he forgot the slenderness of his resources and accepted a responsibility which meant considerable incursions into his time. There was no “honourable” gilding to attract the unofficial then into the Legislature; and eight years after he resigned his seat, as a protest against the Secretary of State’s interference in the disposal of our surpluses, with as much readiness as he had accepted it in the public interests. Among other things pleaded against Lorenz’s appointment was his youth; and, “Sir,” said Sir Henry Ward in his breezy way to the unnamed objector, “I consider *that* one of his best qualifications.”

And in the Legislative Council, as at the Bar, the qualities which distinguished him most—apart from his abilities—were his independence and his unselfishness.

That he did not labour merely for the emoluments of his profession was shown by his having undertaken, from the first year of his career as an Advocate, the compilation of Law Reports. It is amusing to find mention of this lawyer and that now in our midst as the Father of Law Reporting, when Lorenz's Reports for 1856-59 were, for years, the only records available to the Bar of the decisions of the Supreme Court on important points of law. One need not turn over more than a score or two of the first pages of the first volume to see that the Reports are not a mere lazy transcript from the Court Minutes, but what they profess to be, a compendium as well of the arguments at the Bar, with all the authorities noted, also luminous marginal notes and a full index. His pupil and protégé, when he began practice at the Bar in 1871, at once saw the hiatus caused by the cessation of law reporting since 1859, save in a spasmodic way—and with it the diminishing use of English and Roman-Dutch authorities in argument; and Grenier's Reports soon followed. But even Sir Samuel Grenier, with all his laborious industry and devotion to duty, had not the gift of compression which distinguished Lorenz, and his neat methodical way of making notes of cases. When the growth of his work made it impossible for Lorenz to enter, as he had done for years, in quarto foolscap books a summary of cases in which he appeared—pleadings, authorities, judgments—his briefs contained full and neat notes, with arguments *contra* as the case advanced, and these briefs were so methodically arranged as to be easy of reference. After his first serious lung trouble in 1870, when forbidden work in Court, and enjoying a change and rest at Teak Bungalow, Kalutara, he resumed with evident relish his Reports, which he had laid aside under stress of other work. Writing on 13th April, he says "Tell Jim"—his nephew, James S. Drieberg, called to his rest as this article is in the Press—"to hurry on the proofs. I have not much to do just now, and I cannot answer for correcting them as quickly in Colombo. Reporting is great fun! I can make poor old Temple talk the veriest rot with impunity, but he sometimes beats me, according to my contemporaneous notes. Old Sterling's lament, over what he called the "demise" of Sir William Carpenter Rowe, is the richest bit of Irish twaddle I ever read. Ask Jim to show it to you, when he comes to it." An amusing incident in connection with reporting arose when he wrote to Mr. (afterwards Sir) Harry Dias, his chief opponent, for his brief in an old case, as his own notes of the argument *contra* were rather meagre. Dias, who was by no means a model in neatness and method, sent his brief, on which the sole record of the argument was, "Licked Lorenz!"

Of his career at the Bar, it is not necessary to say much. He was its undisputed leader, almost from the day he commenced practice as an Advocate, after his return from England, up to the very end of his days. For the last eighteen months of his life he was practically forbidden the Courts, but the high reputation he had built up as a Lawyer and Conveyancer kept him engaged in chamber work as long as he was permitted to see any one. Even a few weeks before the end came, at Karlsruhe, whither he had removed shortly before from Elie House, I recall an important consultation in what was known as the Namasivayam case, which involved fine points of Roman-Dutch Law. It was a favourite case of his, but Mr. Berwick had pronounced judgment against him. A consultation was arranged on the afternoon before the hearing in appeal, at Karlsruhe, whither Advocates Dias and Cayley with Mr. John Prins, Proctor, drove direct from the Courts. Mr. Lorenz's brief had been passed on to me. He received us at the entrance to his office, looking very white, with shoulders drawn up, in a grey flannel suit. His table was laden with authorities, and as the judgment was read, clause by clause, he interposed with authorities, till he was overcome by a violent fit of coughing. Cayley begged for his notes and books. We must adjourn to Dias, and consider them there. Lorenz shook his head, and motioned to us to sit down again. After a short interval, and a dose of medicine, he resumed. Cayley (Deputy Queen's Advocate) with characteristic modesty said Dias would lead as senior. Dias, who had just returned from England, and had not appeared in the Court below, declined. "We *must* win" was Lorenz's final benediction, and the Supreme Court reversed the judgment. Cayley's splendid argument was prefaced by a touching expression of regret at the absence of his senior, and the cause; the Queen's Advocate (Morgan) and Ferdinands appearing on the other side.

If Lorenz's rapid climb up the legal ladder was hastened by Morgan's transfer in 1856 from the Bar to the Bench, his wits were doubly sharpened when Morgan once more, in 1863, took his place at the Bar table as Queen's Advocate, and appeared against the brilliant junior in almost every important case. They were foemen specially worthy of each other's steel—though lawyers of the eminence of Selby (Queen's Advocate) and his successor Byerley Thomson, Dias, Rust and William Morgan had often measured swords with Lorenz, till Ferdinands and Cayley came on the scene—and their cordial admiration of each other only rendered them the more wary when they appeared on opposite sides. Lorenz, though a ready, was not a fluent, speaker. Declamation was entirely foreign to his style, which was terse, incisive, luminous, thoroughly lawyer-like, and illuminated with flashes of wit. Then, in cross-examination, he was as successful in criminal cases with a

Jury as in civil cases before a Judge. Naturally genial, he had full control over his temper, and often carried the Jury with him by raising a laugh against his adversary. The Judicial testimony to his legal acumen—not reserved for panegyrics after his death—explains the confidence with which his opinions were accepted on all sides, and the immense practice he commanded in consultations, opinions, and settling of conveyances in the later years of his life.

It was not at the Bar alone that his independence of character showed itself. In Council he was as fearless in the expression of his views in opposition to Government. In a letter bearing date December 1858, written to Mr. Morgan when he was in England,—published in the *Life* by Digby—he complains of the way in which two Bills were pushed through in Council, and especially the unamenability to reason of the Governor (Ward) and Queen's Advocate (Thomson), and asks him "though a Government man (!) to remember the good of the Colony," and see if the Kandyan Marriage Ordinance at least could not be sent back for re-consideration, as "mischief must result from this extraordinary piece of patchwork." *Hansard* was not published then, and I have not been able to lay my hands on any paper containing a report of the proceedings—shorthand reports had not been started then—but Lorenz used to tell how the Governor came down on him, as he phrased it, "like a thousand of bricks." The Bill, with the most benevolent of intentions, was greatly in advance of the times, and would only lead to the perpetuation, in an aggravated form, of the evils which it was sought to remove, while rendering the law more uncertain through the omission to take full note of the legislation of eleven years before. Lorenz's caustic wit in anticipating the complications which would arise in the social life of the Kandyans, none too refined or wholesome through the existence of polygamy and the facility with which divorces were obtained, evidently exasperated the Governor. With a "Sit down, Sir," to the Colonial Secretary (Sir Charles Mac Carthy) who rose to reply, "I shall answer the Hon. Member myself," he forgot the traditions of the Chair in his House of Commons ardour, and denounced the opposition, standing. The legislation, he said, had been inspired by a desire to ameliorate the social and moral condition of the people of the country, and, instead of support and encouragement from those born in the Island, he was met by sneers, and ridicule, and hair-splitting. "If the Hon. Member delights in such pastimes, let him go to Hulftsdorp and quibble there," thundered the Governor in conclusion. When the work of the day was over, Sir Henry Ward evidently felt he had been needlessly severe, and motioned to Lorenz as he was leaving the Council Chamber, and whispered "Come and have a glass of wine at Queen's House." They evidently discussed the Bill over the wine, as Lorenz in his letter to Morgan

writes, "The Governor complained to me *privately*, that I had shown more than usual captiousness!" But that the opposition was not captious was proved by the fact that Lorenz's Protest availed, the Ordinance was disallowed, and another Bill had to be brought in the next year.

As if the pressing calls of an exacting profession—in which no one, especially against keen competitors, can hold his own long without up to date reading and close devotion to business—supplemented by Legislative duties, were not enough to exhaust his enthusiasm and tax his great capacity for work, he induced a few of his friends, chiefly Lawyers—including H. Dias, James d'Alwis, Charles Ferdinands and James Dunuwila—to join him in 1859 in purchasing the *Examiner* newspaper, then edited and partly owned by Advocate John Selby (brother of the Queen's Advocate), of which Louis Nell was constituted Editor. But a facile pen and encyclopædic knowledge are not all that is required of a modern Editor; and when the need of a firm settled policy, based on accurate information regarding men and measures, made itself felt, Lorenz himself assumed the Editorship, appointing as his Sub a law apprentice in whom, with characteristic benevolence, he was taking a kindly interest, because he had just lost his father, the mainstay of a large and young family. The unknown stranger was Samuel Grenier, whom he apostrophised in his first editorial—"Tis not in mortals to command success; but we'll do more, Sampronius—we'll deserve it!"—and the name Sampronius stuck to the young man, who emulated his benefactor's success at the Bar, until he was offered and accepted the Attorney-Generalship of the Island. With what conspicuous ability and self-denial Lorenz conducted the *Examiner*, until it was recognised, not only as the trusted organ of all classes of Ceylonese, but also as a power in the Island with which the Government had always to reckon in its administration and legislation—the older men still in our midst, European and Ceylonese, can yet recall. With all these manifold duties devolving on him, none of his contemporaries equalled him in good-humoured optimism and in keen zest for sport and social pleasures; and whether in the snipe field or the ball room, or at concerts and public dinners, he was the life and soul of the party; and with it all, he found time to qualify for the highest position in the craft as a Freemason; while no course of Popular Lectures was considered complete those days without one from the witty Charles Lorenz.* What wonder he was the beloved of the people—genial, sympathetic, accessible to all and generous—and that he wielded influence as a public man which has never been excelled in Ceylon, perhaps never even approached!

* One or two of his letters, published in the appendix to this article, may give some little idea of his many-sidedness.

We are all conscious how, with our own mental and physical growth, our estimate of men and things of our youthful acquaintance, undergoes a change in the way of diminution; and it has been suggested as a reproach, that I have in no way revised my opinion of Mr. Lorenz who befriended me, a stranger, in my inexperienced teens in 1866, when he asked me to take the place of "Sempronius," on his appointment to be the first Secretary of the Colombo Municipality. Not only did I see no reason to think less of my friend and benefactor during the five years I had the great privilege of knowing him; but the intimacy which ripened from acquaintance, between 1866 and 1871, only deepened my respect and admiration for him. Fuller knowledge but revealed greater depths of versatility, generosity, unselfishness, kindness of heart, public spirit and true patriotism. Burdened with professional and public duties, he lent a ready, patient ear to the grievances of people, however lowly. The growth of his own possessions and interests did not prevent his accepting the executorship and guardianship of those who nominated him at the time of their supreme trial. When he made over to me, as a sub-editor, his No. 4 of the seven accounts he had in the Oriental Bank, only two were his own. The others represented his labours of love. Childless himself, he found a home at Elie House at the same time for eleven orphan and needy nephews and nieces, whom he treated as if they were his own children, and one of whom, who still survives as a retired Lieut.-Colonel of the Indian Medical Service, he sent to Scotland for his education. Of relatives in want, or needing help, he had quite an army; and yet there was place in his big heart for the utter stranger—not alone for such as came to him for occasional help or a monthly pension, but also for those who, he thought, might with some encouragement serve the country or the State. It was only natural that one who thus regarded his duty to individuals would have a high conception of his duty to the public; and as a result there was no one in whom the public felt greater confidence, and no one in Ceylon was ever more widely and deeply mourned at his death. Grown up men—his contemporaries and seniors—some who had had sharp conflicts with him in the Courts or on public questions, were moved to tears or convulsed with sobs, as they approached the room in which his lifeless form was laid. And never was there a sadder or more reverent crowd than that which thronged the spacious grounds of Karlsruhe, and filled the newly opened Cemetery close by, on 10th August, 1871, when all that was mortal of him was laid to rest at Kanatta. If I found no cause to think less of him on closer acquaintance, I have failed to discover in the worthy and able men I have since been privileged to know, one that could dethrone him from his pre-eminence.

The reproach, *Laudator temporis acti*, can therefore hardly touch one who felt admiration for a man so widely admired and beloved. Nor is evidence of his eminence and versatility wanting from among those whose mature intellect was brought into contact with him as boy and man. The operations of the *Ceylon League*—an organisation led by Lorenz and George Wall to secure the reforms in the Legislative Council which the resignation of all the Unofficial Members in 1864 had in view—brought him into sharp conflict with the Government of Sir Hercules Robinson, whom he never cared to meet. Yet that Governor, who knew him only by his public writings and speeches, and by the help which the Queen's Advocate, Mr. Morgan, acknowledged he had received from him in difficult legislation, wrote to Mr. Morgan, on hearing of the death, that, in nearing the end of his administration, he regretted nothing more than that circumstances had conspired to prevent his cultivating the acquaintance of so distinguished and talented a public man. His old friend Dr. Boake—immortalized in pencil, on the walls of Teak Bungalow, as "our Master and Pastor"—writing to me from his retirement at Melbourne, gave expression to his love and admiration as follows:—

"I have not often received a letter which caused me more grief, than yours, announcing the death of my friend Charles Lorenz. I knew that his health was very precarious; but still I hoped that although he might be unable for the more active duties of his profession, still he might for years to come have devoted his mind in retirement to most important subjects, which I knew occupied his attention for many years. Had he lived, he might have succeeded, perhaps, by his writings, aided by his well-earned reputation, in persuading the Legislators of Ceylon to take some step towards preventing the subdivision of property, which I know that he agreed with me in regarding as one of the most crying evils of the country. Nor was his mind turned only towards evils affecting Ceylon in particular. I know that he felt deeply the necessity of devising some means for preventing those frequent defeats of Justice, which are the opprobrium of English Law and English Law makers. If I mistake not, he told me that he had already written something on the subject, and was only waiting for a season of leisure to put it into shape for publication. I sincerely hope that a memorial worthy of him may be erected. Judging from what appeared in the *Examiner* you sent me, I conclude it will take the form of a bust and a scholarship. I wish the bust could be made a statue. I am almost ashamed to put down my name for so small a sum as £5, but I am living from hand to mouth; and it is not easy to abstract anything unexpectedly from resources which have never yet been in excess of expenses. I cannot send it this Mail; but hope to do so next month."

Another distinguished cleric, who had crossed swords with the combative Principal of the Academy on educational and religious questions in the pages of the *Examiner*, wrote of his "sentiments of grateful veneration towards the memory of one whom he loved as an intimate friend, and whose deeds have made him indeed a benefactor to the country." While regretting his inability to subscribe himself, or to invite his people to subscribe, towards a scholarship in the Academy, he protested that he and his co-religionists should, however unintentionally, not have been precluded from taking part in a public movement "from which they had a right not to be excluded;" "and," added his lordship, "you must forgive me for saying that the policy which divides over his grave the numerous, and all equally sincere, friends of the dear lamented one, appears to me neither sound nor expedient!" Dr. Bonjean, as did most of Mr. Lorenz's friends in Colombo, favoured a statue as the most suitable memorial for so distinguished a public man; but a few of the more influential members of the community, chiefly lawyers—it was cynically said, because none of them would ever earn a statue—were opposed to a non-utilitarian memorial, and prevailed.

The *Ceylon Observer*, through Mr. John Ferguson, still unwearied in the service of the country of his adoption, described Lorenz in an article full of feeling and admiration, as having "stood head and shoulders above his own people in natural and acquired gifts," while he foretold—what has since been often felt, and occasionally sadly acknowledged—that the blank created by his departure would be realized by his countrymen with deeper intensity as the years rolled on. "Distinguished by brilliancy as well as marked ability," the generous estimate by a rival publicist proceeded, "as Lawyer, as Legislator, as public speaker and as writer, his opinions at all times secured an audience from the highest and best educated in the land." The tribute of the veteran Editor of the *Ceylon Times*, Mr. John Capper, who had experience, in adversity, of the value of a generous and loyal friend, concluded, "Those who have heard him in the Council Room or at the Bar, who have admired his trenchant sarcasms, his ready wit as a journalist, who have enjoyed his lively sallies, his genial flow of spirits at festive gatherings, will understand how great is the void, how vain to hope his place may be filled as we could wish, and will join in the feeling, 'we shall never look on his like again.' It will be hereafter we shall understand how much has been taken away from us in the *People's Friend*. Those who knew his worth need read no more: those who knew him not will not fathom his good qualities, though we wrote till midnight."

Could this be the testimony to an ordinary man—written, too, in the life time of seniors and contemporaries of eminence at the Bar and on the Bench, and of juniors, some his own protégés, just coming to the

front? And be it remembered the testimony, so far, is not that of his bereaved and over-wrought countrymen, but of men born and bred in more favoured climes, where talents and opportunities for distinction are by no means rare.

That jealousies or the intimacy of close friendship did not blind his own countrymen to his pre-eminent merits, was attested by the proceedings in more than one Court. The Queen's Advocate (Morgan) could not trust himself to speak, so keenly did he feel the personal loss, but asked his Deputy (Cayley, afterwards Chief Justice) to move the adjournment of the District Court. In doing so, the speaker—himself a protégé of Lorenz's, as he had come out to the Island in the place of a friend whom Lorenz had invited to make Ceylon his home, and had been a guest for some time at Elie House on his arrival—paid a touching tribute to "the high attainments and the pre-eminent zeal and ability of his deceased friend, whose death had created a gap in the Ceylon Bar which the present generation at least of lawyers would never be able to repair." Turning from the lawyer to the man, he bemoaned "a warm and kind-hearted friend—one ever able and ready to give sound counsel and real assistance to all who stood in need of them. Most of those now assembled in Court had had occasion to apply to him for these; and none had applied in vain." The District Judge (Berwick) who, if he had occasionally felt the pungency of his friend's criticism, yet owed much to his kindly advocacy of his claims to judicial office, in acceding to the motion, said "it was clear, from the grieved countenances of the unusually large assemblage in Court, that it would be impossible to carry on public business there with the necessary attention. It was more than the death of a private friend, or a professional associate they deplored. The event was one of general public concern.....Mr. Lorenz had devoted the advantages of his rare talents, his wide sympathies and his public opportunities, to the benefit and progress of his countrymen, with rare singleness and constancy of purpose, in the whole of his career, public and private ... In and out of his place as a Member of the Legislative Council, he exercised a far larger influence, and carried a far larger share of public sympathy, in the country than any other man of his day. As a Jurist, and as a depositary of Dutch Jurisprudence, the true law of the land, his loss was one which can never be replaced. His knowledge of this law of the country, in its practical application to the country, had done more to preserve to it the remains, and even the foundations, of the noble Civil Law from the encroachments of mere English Lawyers, than any one living." After referring to "his fame and powers as an advocate," to his "unflinching uprightness and honour in his professional conduct," the Judge spoke of him as "a true patron to his clients, to thousands of whom he was a benefactor and a friend;

and unlettered men, living in the villages of the interior, as well as the polished associates of his own society, would grieve long for the sad news of that morning." Mr. Berwick essayed to say more, but was overcome, and abruptly closed Court for the day.

The Commissioner of the Colombo Court of Requests, in acceding to a similar motion, referred to the loss as one which, not the profession alone, but the whole Colony would feel for many years, and "throughout the length and breadth of the land his memory would be enshrined, not only for the abilities and talents he possessed, but also for the noble and affectionate feelings he entertained towards all classes." Mr. Advocate James d'Alwis—his associate in Council and at the Bar, a man of exceptional courage and independence, in moving the adjournment of the Police Court, spoke of the loss to the profession of "one of its brightest ornaments," and to the general community of "a truly great and good man"—as an irreparable loss, "for there is no one who can fill his place worthily." Mr. Samuel Grenier, who was acting as Magistrate, could scarcely speak for emotion. He felt that Mr. Lorenz "would live in the hearts and memories of all who had known him, or had heard of him, and generations yet to come would revere his memory as that of one who, in truth, and in deed, was the people's friend."

The Supreme Court was not sitting that day in Colombo, but Mr. Justice Lawson who was presiding at the Criminal Sessions at Kandy, in adjourning Court, paid a warm tribute to the Advocate and the friend whom the whole country would mourn. And on the first day the Court sat in Colombo after the sad event, Chief Justice Creasy, before proceeding to the business of the day, spoke as follows:—

"At this, the first sitting of the full Court since the death of Mr. Lorenz, it is the wish of the Judges to express our sense of the loss which the Court has sustained, and our abiding admiration of the distinguished Advocate, of whose presence and assistance we are now deprived for ever. So large an amount of the business before this tribunal was conducted for many years by Mr. Lorenz that, without him, the Court seems maimed of one of its most important members. And it was not merely the amount of business conducted by him, but in a far higher degree, the manner and spirit in which he conducted it, that made the Bench regard and respect him as a worthy leader of the Bar. Always master of his facts, lucid and clear, and scrupulously accurate in his statement of them, he was also skilful and forcible, both in marshalling and urging his own arguments, and in controverting and eluding the points of those of his adversary. At the same time he never suffered his disputation to degenerate into either wrangling or quibbling. He was eminently logical; and when the demerits of his case stopped him from further reasoning, he ceased to talk. To these intellectual gifts he added

an extensive and sound knowledge of both English and Roman-Dutch Law. His thorough acquaintance with the latter was peculiarly valuable in this Court, where some, if not all, of the Judges are generally men trained at the English Bar, to whom it is a great advantage to be frequently reminded of the numerous differences between English and Roman Law—differences in which the Roman Law has in general so great a superiority. Of Mr. Lorenz's skill in obtaining verdicts we had not so good opportunities of judging as you, gentlemen, who were so often his co-adjutors or competitors in the District Court. But I have several times heard him conduct criminal cases, in which he had been specially retained here; and I noticed and admired the tact with which he cross-examined, and the ability of his addresses to a jury. Altogether, I would say of him what I remember to have heard said of a celebrated Advocate at home. I once asked Lord Denman his opinion of Mr. O'Connell as a Counsel. Lord Denman replied, 'I will tell you not only my own opinion but that of Lord Plunkett, who had very full means for estimating him. Lord Plunkett said that he never knew O'Connell at the Bar miss a good argument, or use a bad one.' I can unhesitatingly affirm the same of Mr. Lorenz. I do not mean to depreciate in the least the abilities and zeal of those present before me; but I am sure that you will all agree with me in feeling that the death of our esteemed friend, Mr. Lorenz, has created a void which can hardly be filled up in Ceylon for many years to come, if ever."

It was not the suddenness merely of his, humanly speaking, premature end, that lent poignancy to sorrow, and tempted men to what may be regarded as extravagant praise. Three years after the event, his close friend and keen antagonist at the Bar and in Council, Sir Richard Morgan, in unveiling Lorenz's portrait at the Colombo Town Hall, said that "the grief felt at his loss was as keen that day as it had been when he breathed his last in August, 1871. The secret of it was that the gift had been his which enabled him to win success without exciting jealousy," until he rose to be, "without exception, the brightest ornament of the legal profession As a Legislator, no one was better fitted, by his general attainments and accurate knowledge of the country and its wants, to occupy a seat in the first assembly of the country. His resignation of his seat in 1864 was in every sense a public misfortune." After referring to "the freshness and raciness of his writings as an Editor," to the purity of the motives which had impelled him to undertake the burden of journalism at a time when his profession had a claim to all his time and energies, to the freedom from malice which distinguished his wit and satire, Sir Richard added, "Where can we now look for the warm heart and open hand, ever ready to feel for and assist those who went to him for help? Not alone to his friends and dependents

were his sympathies and charities extended. His munificent offer to provide for the ragged children of the town, and to endow for their use a valuable property—St. James', Union Place—at a time when he was almost commencing life, an offer which fell through from no fault of his—is but one of many illustrations of his warm heart, and large charities.”

I have been led, I am afraid, by the fascination of the subject, to interpret too literally and with too great prolixity the invitation to make the sketch I was asked to write “as full as you can.” But I was tempted thereto by the object with which my aid was sought—“it would be a distinct boon to the new generation” to know something of the man of whom “too little has been published.” I have endeavoured to supply the omission. The testimony of his contemporaries to the immense range of Lorenz’s knowledge, to the extraordinary breadth of his sympathies, and to the power and many sidedness of the influence he wielded, is not only proof of the true greatness of the man. It has also its lessons even for men of smaller natural capacity and less varied equipment. It may be given to few to be as keen a lawyer as Lorenz, or as able a Legislator, as brilliant a conversationalist or as influential an Editor, as ready a debater or as cultured a writer—certainly to no Ceylonese has it yet fallen to be his equal in all these combined; but it is quite within the power of every one to cultivate the gift of winning success without arousing resentment, to emulate him in his unselfishness and in his generous appreciation of the merits, not only of his friends, but also of his opponents. The success which can be achieved by Ceylonese has been splendidly illustrated by Lorenz. Sympathetic Europeans realized their capacity long ago. Sir Anthony Oliphant, to whom reference has been made in the earlier pages of this paper, in congratulating Morgan on his appointment as District Judge of Colombo wrote to him in 1856, “I trust that Mr. Lorenz—then only 26—whom I saw shortly before he left England, will fulfil the high hopes I then entertained of him, and that he and yourself will, by your respective careers, prove to the world that native talents and acquirements are in nothing inferior to European.”

That was written when Lorenz had just started on his career as an Advocate, and the hopes thus generously expressed were amply realized. Testimony to that effect has already been quoted, from those who had known him in the daily concerns of life. General Studholme Hodgson came to know him casually, when administering the Government in Sir Hercules Robinson’s absence, and was so impressed by his brilliancy that, in acknowledging the toast that had been proposed by Mr. Lorenz at a public banquet in Kandy, he spoke of his talents as of an order which would have secured him a prominent place even at the

English Bar, had he decided to practise his profession in England. He cultivated Lorenz's friendship during his sojourn here as Commander of the Forces, and on his death he wrote to a friend expressing his great sorrow at the loss of so valued a friend. "It is a pleasing reflection to me," he added, "that, to the last, I kept up my intimacy with him. Another may replace him with the same excellent intentions, but where, with these, will be found, the same great talents, the same independence, the same courage? There is a large class in Ceylon, increasing rapidly in numbers and intelligence, who do not, I conceive, receive the support of the British community they have a right to demand. To them Lorenz is indeed a fatal loss; for he was ever their sound, judicious, brave adviser." And in conclusion the General asked that his name be added as a subscriber to any Memorial in Lorenz's honour.

There is a feeling undoubtedly among all classes of Ceylonese, that what General Hodgson considered their legitimate aspirations, are not receiving the attention and encouragement they should. Probably the time will never arrive when the rulers and ruled of any land will be in complete agreement on such questions; but the natural effect of the spread of education and of truer knowledge of each other should be to lessen, not to widen, disagreement. If there has not been a reasonable and natural rapprochement, a partial explanation may be found in the difference in the type of the ruling race which now flocks into the Island, as compared with the men of birth and position who constituted the comparatively large official class in the early days of British rule, and also in their less permanent interest now in the country, through the growth of luxury and facilities for travel. On the other hand, have not the interests of Ceylonese also materially suffered by the absence of men of the type of Lorenz—by the evil influence of men who place self before all else; whose ambition does not reach beyond the acquisition of wealth or the attainment of high position in their profession or calling; who regard public duty and public interests as a phantom; who, if not pledged to that heresy, yet habitually subordinate public claims to selfish, who lack the enthusiasm, the self-restraint, the fairness to those who differ from them, the straight-forwardness, the sense of proportion and of justice which alone can command the attention and the respect of those in whose hands are placed, under our constitution, the control of our affairs? If the effect of this inadequate sketch of one of Ceylon's great men—was he not the greatest?—be to turn men's minds to the above questions, it will not have been compiled in vain. And with the advent of a new Governor of broad views, and a lieutenant of exceptional force of character, the time for introspection and reform is doubly opportune.

FRANCIS BEVEN.

NOTE BY EDITOR:—A few typical letters of Charles Lorenz are given below. It is proposed to publish in a subsequent issue a collection of his letters of general interest, if a sufficient number be forthcoming. Holders of his letters are requested to be so good as to send them to the writer of this article, Mr. Francis Beven (Franklands, Veyangoda), who will return them carefully.

Caltura, March 16, 1870.

MY DEAR FRANCIS,

The article on Manners was first-chop, and I am sorry I omitted to tell you so. But then, you were gone before I read it. I hope Hormusjie will publish the names of the Ruffians, when he gets them ⁽¹⁾ *In return*, I hope my article on the Prince ⁽²⁾ is not too strong. The only fellow it will annoy will be dear old A. M. F., and him I am ready to tackle, on that subject especially.

I am glad you are going to commence Law-reading in earnest. As a commencement, stick to Taylor on Evidence and Warren's Blackstone. You can take up Contracts and Vander Linden by and bye. But above all things, you must cultivate Law Latin and the Civil Law. Acquaint yourself first with the sources of the Roman-Dutch Law, the arrangement of the Corpus Juris Civilis, †—some what of the history of the Rom. Law; and in the meantime, read Voet lib. XLII. tit. i *de Re Judicata*, with my translation of it in the Appendix to Lorenz's Namptissement—so as to be able to follow the Dutchman's style, and acquire a knowledge of legal terms and phrases. By and bye, you can take up Matthæus or Groenewegen, both of whom are more pleasant than Voet; also Smith's Mercantile Law, Broom's Maxims, and—(the Idylls of the Law) Smith's Leading cases.

When I return, I'll endeavour to resume my Lectures, and give you half an hour extra.

Yours very truly,

C. A. LORENZ.

† See Vander Linden's Preface, and Mackenzie or Mackeldie.

- (1) This refers to an attack made on Mr. Hormusjie by some European fellow-passengers in the Matale Coach.
- (2) Commenting on the disagreements disclosed in the entertainments in honour of the Duke of Edinburgh, then on a visit to Ceylon.

Caltura, April 13, 1870.

MY DEAR FRANCIS,

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I never knew such a manifest *non-sequitur* as you.

By the way, which case does *injuriar* govern—accusative or dative, as who should say “ne frigor aeris matutini *me* injurietur?” I have used *me*, but doubt whether it should not have been *mih*: not that I would maintain that the rest of the sentence isn't equally doggy.

Have you given Lep the inequalising increase? If not, put him down for £ 12 more—or if that overruns me, make it £ 6. *Est modus in rebus*: let there be an end of it—
(*per* Kenyon, C.J.)

I am smarting under the apprehension of an omission in yesterday's article; though I am not sure that there was an omission. The Prince Regent wished Turveydrop to have £ 40,000 *a year*. I am not sure that the "a year" was there. However—

We come back on the 23rd.—So they say. I hope Edwin Ludovici will remain in Colombo for some days beyond that. I have not seen enough of him this time,

So the Duke of Edinburgh would not agree to James Alwis' proposition that he would take an evening walk with him along Grandpass!

* * * *

I shot a *máviligoya* for the first time in my life last week. It is a bird of the pigeon species, dark-blue, and ashy breast, and of the size of a large hen. He passed overhead backwards and forwards 3 times, and I gave him 4 rounds of No. 7 shot during the first 2 trips; but failing to wound him, though I heard the shots twice rattle against his wings, I went in for a couple of No. 4 cartridges, and on his return swept him off "the celestial hemisphere" most effectually. There are 4 more of that lot in the neighbourhood, and I am watching them.

Scharenguivel was here on Sunday and gave me an eloquent and vivid account of the Ratnapura Kraal:—likewise of the Ball ⁽¹⁾ and **

Tell Jim ⁽²⁾ to hurry on the proofs, as I have not much to do just now, and I cannot answer for correcting them as quickly in Colombo. Reporting is great fun. I can make poor old Temple ⁽³⁾ talk the veriest rot in the world, with impunity: *but he sometimes beats me*—(according to my contemporaneous notes).

Old Sterling's ⁽³⁾ Lament over what he called the "demise" of Sir William Rowe, ⁽⁴⁾ is the richest bit of Irish twaddle I ever read. Ask Jim to shew it to you when he comes to it.

Did I congratulate you on your intended alliance? If not, consider it done. I wrote to my sister 10 or 15 days ago about it: and forgot it since. The *Examiner* is getting very compact. What with so many nephews, who were, or are, or are to be, its sub-editors—Nell, Grenier, Alfred, Jim, Edwin and yourself,—I am surprised it has not drifted into absolute nepotism. By the way, Lep stands, as he would say, *vice versa*, for his wife is a kind of aunt of mine!

By Jingo! What 'll he be to you?

Vide annexed sketch.

Yours &c.,

C. A. L.

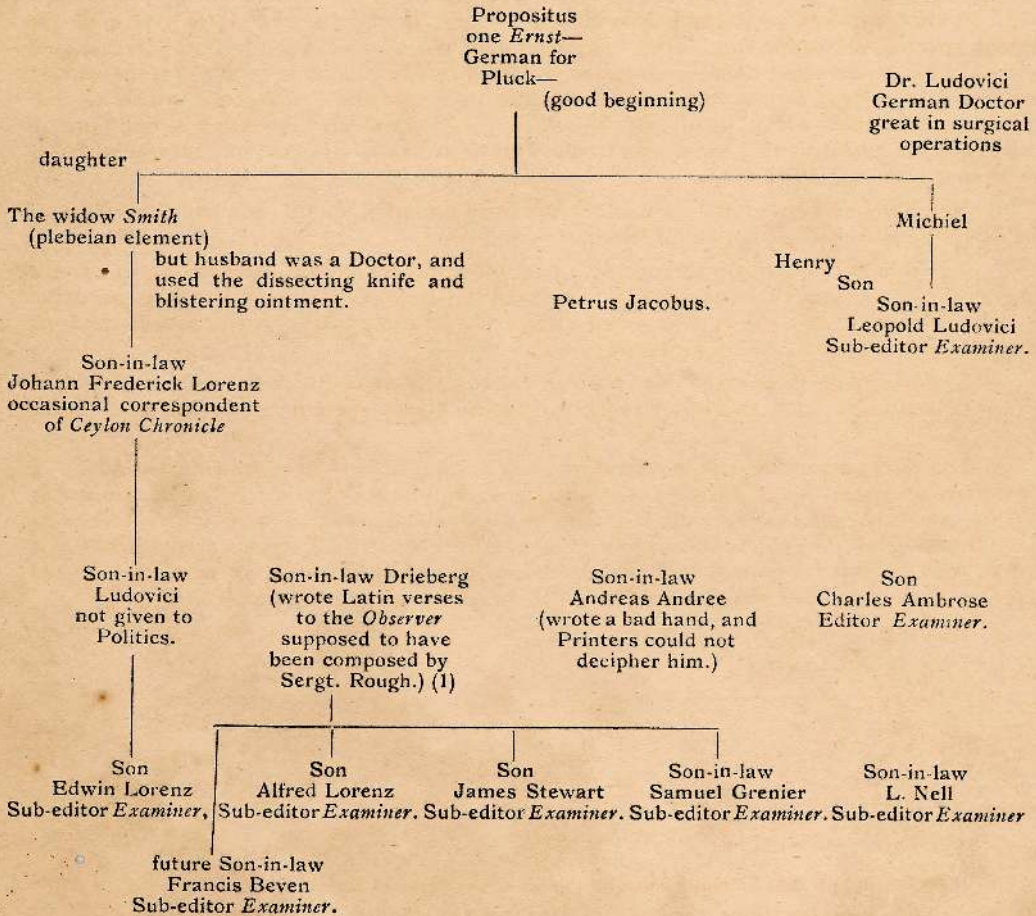
(1) The Public Ball on Galle Face in honour of the Duke of Edinburgh.

(2) The writer's nephew, the late J. S. Driberg, C. C. S.

(3) Puisne Justice.

(4) Chief Justice 1856—1860.

A Slight Sketch, or Table of Affinity
Concerning the past, present and future
Sub-Editors of the *Examiner*,
Shewing at one glance the ascending, descending and collateral
Relationship of each to the others.



(1) Chief Justice (1836—1840) whose Private Secretary Drieberg was.

[Sketch, not reproduced here, of three Ladies in Ball dress.]

Caltura, April 19, 1870.

MY DEAR FRANCIS,

Are you going to Soysa's Ball? ⁽¹⁾ If so, count the number of first-class warriors present there. I have not seen the *Observer* yet; but they say it contains an attack on them for refusing to attend the Ball. I have likewise heard from Colombo that the Revd—has *returned* the invitation! The matter requires careful handling, and individuals must be distinguished from the combining body (if such there be); and certain allowances must be made for *personal* dislikes, as distinguished from general class-feeling. I shall write on the subject for Wednesday next—with a Sunday intervening. But *nota bene*—as we shall be busy packing all the rest of this week, you must not depend on me for anything on Saturday next; though I shall not consider myself precluded from sending you a column, if the spirit duly move me.

Boake ⁽²⁾ was here on Sunday, and dined with us *en passant* on his way by water to Gikianakanda. He astonished the whole lot of us by a series of entirely new and astounding anecdotes.

Mem. I shot 2 snipe at one shot on Tuesday last—(accident).

Yours (8 p.m.)

C. A. L.

(1) Given by the late Mr. Charles de Soysa to the Duke at the house called after him Alfred House.

(2) Dr. Barcroft Boake, Principal, Colombo Academy (now Royal College),

PROGRESS OF EDUCATION IN THE BLAKE REGIME.

[*Extract from the Farewell Address of H. E. Sir Henry A. Blake to the Legislative Council, July 2, 1907.*]

THE past three and a half years have formed an important epoch in the history of education in the Island, inasmuch as there has been a systematic attempt to deal with the problems both of elementary and of higher education.

ELEMENTARY EDUCATION.

You will remember that during the year 1903 suggestions were made in the House of Commons that the provision for the education of the children of immigrant coolies on estates was not as extensive as it should be, and the opinion was expressed that some legislative provision ought to be made for extending it. The suggestions were unfortunately accompanied by serious misrepresentation of the educational work being done in the Colony, and the view of Government was that the neglected parts of the Island had prior claims to aid, and that, if there were any legislative action in favour of the immigrant cooly, it should form part of a larger measure for more general education among the permanent residents in the Island.

At the same time this question had to be considered from the financial point of view. The cost of education has inevitably increased with the increasing number of pupils, and the votes, which in 1896 amounted to Rs. 668,000 only, are for the current year Rs. 1,230,000. The question whether there should not be some limit to the contribution from general revenue received the consideration of more than one Committee previous to my arrival in the Colony, but no decision had been arrived at, and, as the general question of the educational wants of the country was at least as important as the financial issue, I appointed a small but representative Commission to deal fully with the subject of elementary education from the point of view of finance and local organization, and incidentally to advise me on the treatment of the children of immigrant coolies. The Commission, under the Chairmanship of the late Mr. H. Wace, c.m.g., devoted much labour to their work

and produced an able and careful report, for which they received the thanks of the Secretary of State. Their recommendations may be summarized as follows :—

(1) That it is desirable that the male population as a whole should receive some elementary education; (2) that in places where schools exist attendance should be made compulsory in aided schools as well as in Government schools; (3) that a conscience clause should be adopted as a guarantee that religious instruction is not given to those who disapprove of it; (4) that in all parts of the Island where the population is sufficiently dense, the establishment of schools for boys should be made compulsory, and that improved local organization should be introduced for the purpose; (5) that this organization should take the form of District School Committees and Divisional Committees; (6) that it is not possible at present to meet the cost by any new local rate or cess; (7) that the payment of salaries in Government schools and of grant-in-aid schools should continue to be met from general revenue; (8) that the local funds now devoted to the construction and maintenance of school buildings should be augmented by handing over to the District Schools Committee a portion of the tax now levied locally as road tax; and lastly (9) that as regards estates there should be no rigorous system of compulsory attendance, but that it should be made the duty of the planter to see that all cooly children, so far as is reasonably possible, receive some instruction, that the arrangements made by the planter should be inspected by the Department of Public Instruction, and that an ultimate power should be given to the Governor to provide instruction at the expense of any estate on which after clear warning no provision is made.

RURAL SCHOOLS ORDINANCE.

It will be seen that the Commission reported emphatically against the proposal to relieve general revenue by imposing anything in the nature of a new local rate or cess. Their views on this point have been adopted by Government, and you have recently passed an Ordinance which follows on the whole the recommendations made. It has been thought best, however, to modify the scheme proposed by the Commission, so that its essential objects are attained without any interference with the existing Village Communities' Ordinance and with the financial arrangements now existing under the Road Ordinance. The two main points aimed at by the new Ordinance are (1) to enable attendance to be enforced compulsorily in the existing grant-in-aid schools; (2) to provide for the more rapid extension of education by establishing a local authority for each district and placing funds at its disposal. On the question of the education of the children of immigrant coolies, the

Ordinance follows closely the recommendations of the Commission. The Commission had the benefit throughout of the advice of one of the most experienced members of the planting community, and in framing the Ordinance Government had the assistance of the Planting Member of Council. It is hoped, therefore, that the Ordinance will secure the objects aimed at without imposing upon planters any impracticable duties and without prejudicing their interests as employers of labour, or, on the other hand, without unduly curtailing the substantial value to the parents of the light labour performed by the children which is suitable to their age, and is an important branch of their education for their life's work. It is encouraging to note that even without legislation there has been considerable development of aided schools on estates since the question was first brought before the public in 1903, the number of such schools having risen from 41 to 99. During the first four months of the present year no less than 9 of these schools have been registered.

FEMALE EDUCATION.

On the important subject of female education, the advice of the Education Commission was as follows:—

“We think that there are many parts of the low-country Sinhalese districts in which the attendance of girls at school might be made compulsory when separate girls' schools (not mixed schools) are accessible, also that the provision of girls' schools should gradually be made compulsory throughout the greater part of the Western Province, of the Galle and Matara divisions of the Southern Province, and of the Chilaw District of the North-Western Province; but these steps should be taken cautiously under careful supervision of a competent local authority. In the rest of the Island everything should be done to encourage the establishment of girls' schools, but it will be better to defer for the present any attempt at compulsory action.” The Ordinance has been framed in accordance with these views, and leaves the question of making female education compulsory to the discretion of the new local authorities.

The number of girls receiving education in registered schools has increased from 53,879 in 1903 to 64,659 in 1906, and I may conveniently note here that Government has in the last few years paid special attention to the question of female education. Growth in material prosperity cannot lead to growth in real well-being, unless the general average of intelligence and education among women is so far proportionate to that of the male population as to enable woman to exercise her proper influence in raising the general tone and level of home life. The first object of female education is to enable women to make a proper

home. It is essential, therefore, that proper instruction should be given in needlework. Your Codes have always made this a compulsory subject for girls, and liberal grants have been attached to it in aided schools, but want of proper inspection rendered these provisions to a great extent a dead letter. In order to remedy this an Inspectress of Needlework was appointed in 1904, who now examines the needlework in all girls' and mixed schools. The excellent results that have followed from this step have induced me to take a step further and to place the entire examination of the work of girls' English schools in the hands of an Inspectress of Girls' English Schools.

TOWN SCHOOLS ORDINANCE.

The Rural Schools Ordinance is not the only educational measure which has been before you. Before the appointment of the Education Commission, I already had under consideration an Ordinance which had been drafted at the request of the Colombo Municipality to give that body the power to enforce compulsory attendance and establish vernacular schools. This Ordinance, the provisions of which were subsequently extended so as to give similar power to other Municipalities and small towns, was passed last year as "The Town Schools Ordinance, 1906." But while giving powers to the local authorities of towns to enforce compulsory education, it leaves it optional whether those powers shall be exercised. The result is that, when the Rural Schools Ordinance becomes law, you will have the curious anomaly that the rural local authority will be obliged to provide schools, while no such obligation will rest on the town authority. This inconsistency is unsatisfactory, and if after reasonable time has been allowed it is found that the local authorities of the towns do not voluntarily exercise the powers conferred upon them, you will probably consider it desirable to amend the Town Schools Ordinance so as to bring it into line with the one dealing with rural schools.

The Compulsory Education Ordinance provides that religious instruction shall not be given in Government schools. But while a compulsory system cannot include dogmatic religious teaching, I am convinced that education from which the moral teaching inculcated by all religions is excluded is but a dangerous weapon added to the too commonly unchecked propensity to evil. I have therefore instructed the Director of Public Instruction to prepare for inclusion in the curriculum of all Government elementary schools a course of moral lessons to which no sect or religion should object.

INCREASE OF SCHOOLS AND PUPILS.

The results of the important changes in the educational policy of Government which I have endeavoured to explain to you will not be apparent for some years, but you will agree that the foundations have been laid for a far-reaching expansion of educational facilities.

But even under the imperfect system that has obtained hitherto the progress of the last few years has been satisfactory. The number of pupils receiving education in registered and unregistered schools has risen from 238,259 in December, 1903, to 267,691 in December, 1906. Nor does this increase of 29,432 properly represent the actual progress that has taken place. The figures furnished by the unregistered schools are unfortunately not reliable, and the education given in the large majority of them is of little value. These unregistered schools in 1903 were credited with 39,805 pupils; in 1906 this number had fallen to 31,327. During the same period the number of pupils in Government and grant-in-aid schools, with regard to which we have some guarantee that teaching is carried on in a proper manner, rose from 198,454 to 236,364. The numbers in Government schools rose from 60,823 to 73,433, and in grant-in-aid schools from 137,631 to 162,931. The total increase of 37,910 in the pupils of those schools which are either under Government control or Government inspection considerably exceeds the development which has taken place in any similar period since the formation of the Department of Public Instruction in 1869.

It is also worthy of notice that the increase is not due solely to the opening of new schools, but also to improved attendance at existing schools. The number of Government schools has risen from 523 to 590, and that of aided schools from 1,460 to 1,631; but, notwithstanding the fact that many of these new schools are small ones, opened to meet the wants of thinly inhabited districts, the average number of pupils in each school has risen in Government schools from 116 to 124 and in aided schools from 94 to 100. We may fairly draw the inference that a considerable portion of the increase that has taken place is due to improved attendance at the existing schools.

TRAINING COLLEGE FOR TEACHERS.

But these measures for extension of education will be of little value unless they are accompanied by steps for providing capable teachers. With this view I have decided to extend the work of the Government Training College. A sum of money has been included in this year's Estimates for an extension of the present buildings, and you

will be asked to vote the funds necessary for starting a Tamil Department and a Sinhalese Female Department, besides provision for increased numbers in the existing departments for vernacular and Anglo-vernacular teachers. This institution was opened in January, 1903, with the special view of improving the teaching in English schools; and while it is doing valuable work in this direction, it has also given a new start to the training of vernacular and Anglo-vernacular teachers for Government schools, and this side of its work is certainly not less important than the other. The policy by which, about twenty years ago, the work of the old Government Normal School was first curtailed and then altogether abandoned was unfortunate, and it is only now that the generation of men who were trained in that institution is beginning to pass away that its disastrous effects are being fully felt by the Department.

ENGLISH EDUCATION.

The demand for English education still continues to increase; the number of schools in which English is taught has increased from 213 to 226, and the number of pupils attending such schools from 28,365 to 33,300. While certain of these schools are excellent institutions, the general standard of work in a large number of them has been of a very inferior kind, and the result of this have been only too painfully apparent in the inferior attainments and slovenly work of a large proportion of the candidates for employment under Government and mercantile firms. There are, however, some hopeful signs: there has been a great and general improvement in handwriting, due, it is believed, to the influence of the Government Training College, and the example of trained teachers is certainly tending to produce among teachers generally more careful preparation of their lessons and a more serious view of the responsibilities of their position.

HIGHER EDUCATION.

Important changes have been made during the past three years in the regulations bearing upon higher education. The Board of Education, which includes representatives of the various educational agencies in the Island, have long been anxious to place higher education in direct connection with the London University course in arts and science. As a result of a correspondence with the London University, initiated by Sir West Ridgeway, Dr. W. P. Osborne, M. B., D. Sc., Professor of Physiology at Melbourne, visited Ceylon in January, 1904, and after an exhaustive investigation of the present and prospective equipment of the Medical and Technical Colleges, assisted the Board of Education in drawing up a draft of revised regulations.

UNIVERSITY SCHOLARSHIPS.

The upshot of his visit was a proposal by the Board that Government should in future give two University scholarships instead of one, and should attach one to the Intermediate Art Examination and the other to the Intermediate Science Examination of the London University. This proposal has been adopted, and the University has made such modifications in the subjects for these examinations, and particularly with regard to the language prescribed, as render them a possible course for the highest classes in Ceylon Colleges. The new regulations were partially brought into operation in 1906 and came fully into force this year.

TEACHING OF SCIENCE.

This important change has very materially raised the standard of science teaching in Ceylon, and in order to meet the difficulties of colleges which are unable to provide the necessary laboratories and staff, not only have two laboratories at the Technical College been equipped, but the staff of the Medical and Technical Colleges has been strengthened by appointing professors of chemistry and physics, who will hold classes open to the schools and colleges of Colombo. I earnestly hope that advantage will be taken of the opportunities thus offered. If progress is to be made, there must be some self-sacrifice on the part of the schools, to the extent at least of abandoning the idea that their pupils should receive no instruction except such as is given by their own staff.

ROYAL COLLEGE.

The Royal College has been maintained as a Government secondary school, and there is no intention of departing from the policy of keeping up one Government institution of this kind. A vacancy having occurred in the post of Principal Assistant Master, this post has been converted into a Science Mastership, while the post of Mathematical and Science Master has been changed to that of Mathematical Master. This will enable provision to be made for science teaching on a more extensive scale; the subject will no longer be confined to those who have reached the highest forms, but a proper foundation will be laid by elementary teaching in the middle classes of the school.

TECHNICAL COLLEGE.

The Technical College has, not for the first time, been the object of considerable criticism, and the lack of students in some of its departments has pointed to some defect in the regulations governing its

relations with some of the Departments to which it is supposed to supply recruits. The object of the College has been to provide a sound training for those who desire to join the scientific and technical departments of Government, and also for those who wish to practise as engineers, surveyors, &c., in private life. There can be no doubt of the wisdom of the policy of providing a thoroughly well-equipped college for this purpose. Public economy and a regard for the interests of those who are permanently resident in the Colony alike render it desirable that these branches of Government service should be locally recruited as far as possible; but it is clear that no system of local recruiting can be satisfactory unless it is accompanied by a system of local training, and it is equally clear that purely departmental training, though it may in some cases have produced excellent officers, cannot be satisfactory as a general system. Notwithstanding, however, the close attention and liberal provision which my predecessor devoted to the College, and notwithstanding the construction of a magnificent new building for its work, it must be confessed that there has been a marked paucity of students entering it, while their standard has been painfully low. At the beginning of this year, therefore, I appointed a Special Committee to inquire into the whole working of the College, and I have recently received their report, which is clear and practical.

They recommend that the same openings for Technical College students should be offered in the Irrigation Department as have been offered in the Public Works Department, and that the relations of the College with the Survey Department should be placed on an entirely new footing, so that the College course in surveying will become the regular channel for admission to the lower grades of the Department, in which there is a large and constant demand for recruits.

COMMERCIAL EDUCATION.

The science classes for schools, which have been already mentioned, are an important addition to the work of the College. A further addition, under contemplation, is a commercial department. I have for some time felt that there was a want of proper facilities for education in the special commercial subjects that rendered young men useful in merchants' offices, but which do not form a part of the ordinary curriculum of schools. I spoke on this subject at the Wesley College some time ago, and since then I received from the Chamber of Commerce representations to the same effect. There seems to be a real demand for classes of this kind, and the Director of Public Instruction has submitted a scheme for starting them experimentally.

SCHOOL GARDENS.

Carpentry schools have been attached to four Government schools in villages in the Kandyan Provinces in the hope of encouraging the local population to meet the actual demands of their own districts in this industry. But for a rural population like that of Ceylon the kind of technical education most likely to be useful is one which will prepare them for the life of working agriculturists. It was with a view to providing something practical in this direction that the scheme for school gardens was started in 1901. The scheme has worked well, and has developed rapidly. The number of school gardens carried on under the scheme has risen from 55 on 1st December, 1903, to 132 at the present time; the inspecting staff has been strengthened by the addition to it of one of the most experienced of the Sub-Inspectors of schools, to whom has been assigned the special duty of bringing the school teaching into connection with the actual work in the gardens. The gardens have been divided into ten groups, and an annual prize of Rs. 20 has been given to the teacher of the best school in each group. This has been supplemented by funds voted by the Agricultural Society, from which rewards have been given to the best boys in each school which has either won a prize or has been honourably mentioned. It is right to add that the success of the scheme and of the work of Government schools generally has been largely assisted by the efforts of the Revenue Officers of the Provinces and Districts in which such schools are situated.

THE CEYLON UNIVERSITY MOVEMENT.

IN the latter part of 1906 the Ceylon University Association prepared and submitted to the Government a Plea for a Ceylon University, explaining at some length the need for the University, the lines on which it should be established, and its probable cost. The Plea was published in this Journal in October of that year. It was referred by the Government to the Director of Public Instruction for report. He made a report which was transmitted to the Association for its information.

Mr. Harward in the Report expresses his satisfaction that the University contemplated is a teaching University and not a University whose function consists in examining affiliated colleges. A local teaching University, he says, is certainly a desirable institution for every considerable community, in which the number of students justifies its establishment and the funds are available for its support. He deals with the Plea at length and comes to the conclusion that those conditions are not present in Ceylon. He estimates that 130 or 140 is a liberal estimate of the probable number of students available for a Ceylon University at the present time. He is of opinion that the London University course recently adopted after full consideration is better fitted for the present needs and conditions of the Island and should be given a fair trial. He hints also that the establishment of a University should be preceded and rendered possible by benefactions from men of wealth. His Report is published in full at the end of this Article.

The Committee of the Association, having duly considered the Report, replied to Government that, while acknowledging in the fullest measure the Director's deep interest and zeal in the cause of education, the Committee were unable to agree with him that the establishment of a Ceylon University is not desirable or practicable at present. "The Committee includes," continued the reply, "gentlemen who have practical experience of the methods and results of education in the Island—as teachers, parents, leaders of professions and industries—and an intimate and sympathetic acquaintance with the conditions and needs of the people. The Committee dispute many of the Director's premises as well as the conclusions he draws therefrom, and are prepared to establish before a competent authority the soundness of their contention that the establishment of a Ceylon University is indispensable for the proper

development of the educational life of the Island and for the moral and material advancement of the people and is practicable and should no longer be postponed.

"It is in the opinion of the Committee unfortunate that there has been no educational stock-taking in Ceylon for nearly a half-century. The last time this was done was by a Commission appointed in 1865. Their report led to the abolition in 1869 of the Central School Commission and to the creation of the Department of Public Instruction under a Director. In the period that has since elapsed the whole system of higher education has been revolutionized. Numerous changes have been made at the instance of successive Directors. It seems to the Committee that the time has arrived to take stock once more of the results. This has been done in India with great benefit by the appointment of the great Commissions of 1882 and 1902, not to speak of numerous minor Commissions and Conferences, provincial and imperial. Such an investigation is necessary for the formulation of a continuous and harmonious educational policy based on a true and sympathetic understanding of the country's needs."

The Committee, therefore, begged that His Excellency the Governor would appoint a Commission to consider and report on the present state of higher education in the Island, and the measures that should be taken for its advancement, and especially on the question whether and on what lines a University should be established.

When this letter reached the Government, the administration of Sir Henry Blake was fast drawing to a close, and he did not feel at liberty to deal with the question. He left it to the decision of his successor, Sir Henry McCallum. The following reply has now been received (under date 6th September, 1907).

"I am directed by His Excellency the Governor to inform you that the matter was laid before the Executive Council, but that the Council does not consider that the question is yet ripe for discussion. The Council is of opinion that the result should be awaited of the experiment of attempting systematically for some few years a part at least of a recognised University course as has just been arranged for with the London University after the fullest consideration."

A different answer could hardly have been expected under the circumstances—a Governor barely a fortnight at the helm, a Colonial Secretary with but a few weeks' experience of the Island, the other members of the Executive Council new to the question. It will be seen that the Governor commits himself to no opinion. The opinion communicated is expressly stated to be that of his advisers, and they recognize the London University course to be an experiment and ask for it a few years' trial.

The trial is not likely to be very protracted. Already staunch supporters are beginning to waver. Hear what Warden Stone says: "The London Matriculation is too wide in scope for the average Ceylon boy and the *experimentum in corpore puerili* must be dubbed a failure." All the Colleges have abandoned the London Matriculation and reverted to the Cambridge Senior. Some proceed no further. Others follow a hybrid course made up of Cambridge Senior and the London Intermediate. The Colleges in the Northern and Eastern provinces still prefer the Indian Universities. The candidates for the London Intermediate in Arts are few and far between; and only one College, the Royal, sends up candidates for the Intermediate in Science. The Principal thus records his experience: "In January of this year (1907) we sent up 6 candidates for the London Matriculation, of whom one passed in the 1st division, one in the 2nd, and four were rejected—a result which must be regarded as a very disappointing failure This year we have entered two for the London Intermediate Science and one for the Intermediate Arts. It appears to me that this is nothing like so large a number as we should and could send in if we had the material to work upon."

This only confirms what an experienced Principal (Mr. Woodward of Mahinda College, Galle) said: "I am still of opinion that the London University Examination will not be a success, and that a very small number indeed will ever reach or pass the Intermediate Arts or Science Examination. The new rules about the University Scholarship which make Latin and Greek compulsory, will shut out what few intending candidates there might otherwise have been. The standard of Greek, for instance, required for this examination (though only a Pass, not Honours examination) necessitates several years' study, and our Ceylon boys are severely handicapped in this respect, both because there are only two or three schools where a competent Greek teacher is to be found, and because such Greek knowledge as the boys acquire will not carry them far enough to compete with students in England who pursue the study of Greek to a higher standard."

The opinion of Principal Fraser (of Trinity College, Kandy), still more adverse, is on record:—

"The great majority of our youth start their school days by working in English as a foreign tongue. Slowly they learn to speak it and ultimately perhaps even to think in it. But meantime much of this work has been quite unintelligent and purely by memory. The Departmental reports prove that too much of the reading in our schools is painfully stupid. The reason is largely that the masters have been educated through the medium of at best a half-known tongue, and are now using it in order to teach others. But in spite of this our better

boys learn English well enough to speak it fluently and to pass the Cambridge Senior. They are then beginning to feel free to study in the tongue they have acquired, and commence to consider their choice of a University. At once the Department steps in and recommends of all B.A. degrees that of London. In other words, the unfortunate lad is to read for his Intermediate in Latin, French, Greek or German, and Mathematics. No sooner have they got beyond the memory and rote stage in English, no sooner is the path opening out before them to an appreciation of literature, a study of the sciences and philosophies, than the vision is shut and they are thrust back to another deadly struggle with grammar, prose and idiom. To us the London Intermediate seems the most unintelligent and pernicious examination in English. How many of its Western candidates appreciate and revel in the literary gems of Greece and Rome? Still fewer from the East will do so. The mental effort required here to cram the pass knowledge will leave no time for intellectual appreciation. Of course there will be much mental labour involved in a pass, but we fail to see its utility, and mere labour is of little value. We may admire the persistence of the lunatic who attempts to empty the sea with a bucket, and the muscles his labour gains, but the same persistence more economically applied would do him more good and recommend itself infinitely more to our judgment."

Mr. Harward rather makes it a point that Mr. Arunachalam, who drafted the "Plea for a Ceylon University," is inconsistent in condemning the London course which he had previously advocated. A personal argument of this sort is seldom effective in the discussion of large questions of public policy. But there is nothing in the argument in this case. There can be no doubt that the London course is an improvement upon the Cambridge Local Examinations, as it insists on a certain minimum of subjects necessary for a liberal education and leads to a degree. But that does not make the London course the best for Ceylon students, nor should it blind us to its obvious defects, some of which have been pointed out by Principals Fraser and Woodward. At the time Mr. Arunachalam urged the substitution of the London Examinations for the Cambridge, it was hopeless to ask for a local University. The times were not ripe. Public opinion had to be created. The way had to be prepared gradually. The Director of Public Instruction was wedded to the Cambridge Examinations as he is now to the London course, and opposed it as vigorously as he now opposes the proposal for a local University. If the London course had been adopted then, we should not now be waiting for the inevitable result of the experiment—its abandonment for a Ceylon University.

That result would be expedited by the appointment of the Commission which the Association have asked for. We should then

be able to establish to the satisfaction of an impartial tribunal the unsoundness of the Director's objections to a local University and the overwhelming necessity for its establishment. But even without a Commission we do not anticipate much difficulty in convincing the new Governor and the new Colonial Secretary, clear-headed statesmen both and free from prepossessions.

Mr. Harward's estimate of the probable number of students of the Ceylon University differs greatly from that of the Association: 130 or 140 against their 850. Granting his estimate to be correct, is the number insufficient for a University to *begin with*? Many Universities of the British Empire have begun with fewer students, and some have no more at the present day after many years' existence. The Indian Universities, which now count their students by thousands, began with two or three dozen. The University of Tasmania has but 62 students; five of the Canadian Universities have students ranging in number from 140 to 25! The University of St. Andrew's, five centuries old, has 500.

The Director has, however, greatly under-estimated the number. In the first place, he limits the period of the University course to three years. But the usual period, and the period on which the Committee based their calculations, is four years. The full advantages of a University can scarcely be realized under a scheme of shorter duration. This is the experience of Universities in the East as in the West, and most of them have framed their curriculum accordingly. Mr. Harward's estimate should, therefore, be increased by the figures of another year and will then be about 180.

Even this is below the mark. The Director bases his calculations on the number of those who have passed the Senior Cambridge Local and the London Matriculation. He excludes those who have passed the Cambridge Junior, as he assumes that this examination has been passed by all those who go up for the Cambridge Senior or the London Matriculation. The assumption is scarcely correct. The passing of the Cambridge Junior is not a necessary qualification for admission to the other examinations, and as a matter of fact quite a number of candidates for these examinations has not passed the junior.

It is still more incorrect to assume, as he does, that the Cambridge Senior and London Matriculation have been passed by those who are admitted as students in Law by the Council of Legal Education or in Medicine by the Government Medical College. A large number of the students, not having passed those examinations, is admitted upon a special entrance examination. The evil effects have become so manifest that the Council of Legal Education has been obliged from October 1907 to abolish this examination and to insist on the passing of a University examination as an indispensable qualification: an example

which will, it is hoped, be followed by the authorities of the Medical College. The Director's assumption, therefore, which was incorrect when made, has now become far more so.

He is mistaken also as to the number of law students. The Association put the number at 200: he has reduced it to 110. 200, however, is within the mark. The actual number, as furnished by the Secretary of the Council of Legal Education, of students on 1st January, 1907, was 215 of whom 54 were advocate-students and 161 proctor-students. The Director thinks that the proctor-students could not be required to take a University Course. Why not? He is of the same opinion in regard to the medical students, 100 in number. If he said that the majority of the law or medical students would not, except under some pressure, take up the Arts course of the University, he would be right. But there is no reason why pressure should not be put on them and the proctor-student required to pass at least the Intermediate in Arts of the University, and the advocate-student the B. A. In any case they would be students in the Faculty of Law or of Medicine of the University and should therefore be counted among the University students.

The training given to Law students by the Council of Legal Education and the quality of its examinations are thought so well of that Ceylon Advocates are admitted to the English Bar without further examination. Of our Medical course a distinguished London M.D., Dr. H. M. Fernando, who is a lecturer in the Ceylon Medical College, says: "When the Director of Public Instruction states that only a small minority of the students of the Ceylon Medical College would take a University Course in addition to their ordinary course of professional study, he is entirely mistaken as to the nature and extent of the course of studies made compulsory for the students of the local Medical College. The course of studies here is identical with the Medical course prescribed in the British Universities and exacts a much wider range of subjects from the students than the Diploma-granting bodies of the United Kingdom. Hence, once the Ceylon Medical student matriculates in the local University to enter the Medical College, he would be entitled to claim a degree in the University in medicine if he passes in the subjects now required by a candidate to obtain his Diploma, which includes all subjects which British Universities consider necessary. The Ceylon License in Medicine enforces not only study and examination in the preliminary sciences but also in Pathology, Legal Medicine, Bacteriology, &c., which constitute the difference in the qualifying tests between Medical Diplomas and University Degrees in England and Scotland. In fact it is on account of the completeness of the Ceylon courses of studies in medicine that such courses are accepted as satisfactory by not only the Licensing Bodies

of the United Kingdom but also by the Universities of London, Aberdeen and Durham. The recent concession by the London University to open the Preliminary Scientific Examination of its medical curriculum to Ceylon Medical College students fully bears this out; and even the concession for the Intermediate M. B. would have been granted if not for the difficulty of conducting the practical examination in Anatomy and Physiology in Ceylon. Hence the 100 Medical Students proper (exclusive of the Apothecary Students) of the Ceylon Medical College should be included as likely members of the contemplated Ceylon University."

The Director allows 12 students for the University from those who take the Calcutta course. The Calcutta University Calendar for 1905 (the latest available) shows that the Ceylon Colleges sent up 52 and 47 candidates for the First examination in Arts in 1903 and 1904 respectively, and 13 and 9 candidates for the B. A., or a yearly average of $49\frac{1}{2}$ F. A. candidates and 11 B. A. candidates: in all $60\frac{1}{2}$ candidates, *i.e.*, more than five times the number (12) allowed by the Director. An error of this magnitude does not argue much care in framing estimates and conclusions, though no doubt made in perfect good faith. His estimate (33) for the bulk of the University students, *viz.*, from among those who have passed the Cambridge Senior and the London Matriculation, cannot be proved equally conclusively to be erroneous for want of data, as the Cambridge Senior leads to no degree and the London Intermediate Examination has been introduced but recently. But would it be unfair to assume that the margin of error is, if not five fold, at least three fold? An indirect check on the estimate is possible. In the two years 1903 and 1904 the passes at the Calcutta Matriculation averaged 50, at the Cambridge Senior Local 117, at the London Matriculation 3, at the Cambridge Junior 175. Leave out the Juniors altogether, though some of them should be taken into account. Take only the Cambridge Senior and London Matriculation. The passes were 120 a year. If the Calcutta Matriculation with a yearly average of 50 passes from Ceylon yields 60 candidates for the higher examinations, the 120 Cambridge Senior and London Matriculation passes should yield 144 candidates. This is about five times the Director's estimate. Let it be only three times, and the number would be 100. Add the 60 students of the Indian course, and the number becomes 160. Multiply this by four years and you have a total of 640 Arts students for the University, instead of the 130 or 140 estimated by the Director.

Then there are the students of the Law and Medical Faculties: 200 of the former and 100 of the latter. Some of them would no doubt take the Arts course also. But leave that out of consideration, and you have 300 Law and Medical students to be added to the 640 Arts students. We may leave out also the Engineering students of the Technical

College and still have 940, or close on one thousand students, for the new University. Reduce it by 50 per cent. if you like, and there are left about 500 students.

Mr. HARWARD says: "A local teaching University is certainly a desirable institution for every considerable community in which the number of students justifies its establishment and the funds are available for its support." Is 1,000, which has been shown to be highly probable, or even 500, which is practically certain, an insufficient number?

As to funds, the Director seems to think that they should be provided by private benevolence. No doubt such benevolence will readily flow in this direction as soon as a University comes within the horizon. Wealthy men, here as in India, have founded and liberally endowed Collèges and will gladly contribute to the University. But if the Director means that the entire cost of the University should be borne by private benevolence or by the University students, we need only answer in the words of that great statesman, Mr. Joseph Chamberlain: "Money spent on higher education is the best of all possible national investments," and it is the duty of the State to make this investment. After all, the amount required, as was shown in detail in "A Plea for a Ceylon University," is only a hundred thousand rupees a year. This may be reduced by a half if the Royal College (which costs fifty thousand) be made the University College. What is an expenditure of fifty or even a hundred thousand rupees a year to a Colony having a revenue of thirty-six millions and for an object so useful?

The Director in one part of his Report says: "The impression left on my mind is that the question is viewed too exclusively from the point of view of the native races of the Island. Undoubtedly one advantage of a local University will be that it will afford facilities for the study of the antiquities and literature of the native races. But it is an essential point that the University, if we are to establish one, should be so organized as to adequately meet the wants not merely of the native races but also of persons of European origin and descent. It is true that these are numerically a small minority; but that portion of the native races whose circumstances bring them into any relation at all with a University scheme, is also a very small minority. The main object of a University will be to educate the best representatives of these two minorities as English-speaking British subjects, who along with other more temporary residents drawn directly from Great Britain will play their part in the development and administration of a British Colony."

There is a misunderstanding here which has probably biassed the Director against the University movement and may account for his unsympathetic attitude and pessimistic estimates. There is nothing in the proposals of the Association that clashes with the Director's

aim. His aim is in fact the aim of the Association, and will be more effectively promoted by their scheme. Higher education scarcely exists in the Island save in name, and will under the University be created and so organized as to adequately meet the wants of our best students, whether of European or of Ceylonese origin. Western knowledge and culture must be predominant in the University. It was emphatically stated in a "A Plea for a Ceylon University" that "if we are not to stagnate, we must keep in touch with the great currents and ideals of this civilization and try to assimilate it as far as we can." One of the main objects of the scheme was stated to be to make more efficient provision for the study of English and the assimilation of Western culture than is possible under a curriculum, whether of Cambridge or of London, framed without reference to or a knowledge of our local needs and conditions and breeding students who "are unable after a dozen years' study to write or speak English correctly or to feel any interest in good English literature, who restrict their reading to the gossip of the daily paper and to trashy novels and magazines, and remain strangers to Western culture, however much they may strive by adopting the externals of Western life—dress, food, drink, games, &c.—to be 'civilized' in the Western fashion."

It would be a retrograde and disastrous policy, it would be madness, to refuse to Western knowledge a predominance in the educational curriculum of this Island. But the predominance of Western studies in the University need not and should not deprive those who wish it of the opportunity of studying their own languages and literatures, history and antiquities. Such study should not be forced on the unwilling, but neither should it be denied to the willing. Has not the Director himself set the example by providing for the study of Sinhalese and Tamil and of Ceylon History in the Royal College? (Pali and Sanskrit are bound to follow.) By offering opportunities for this study under competent professors the University will in fact spread Western culture, and make it more effective and fruitful.

One of the greatest defects in the present system was thus stated in the Plea. "The few who have assimilated Western culture and whose mission it should be to interpret the West to the East, are disqualified for that great office. Having passed through a curriculum in which their mother-tongue is proscribed, they have grown up in deplorable ignorance of it. There is no prospect of the greatest need of the country being supplied—viz. a good Sinhalese and Tamil literature instinct with the best spirit of modern Europe. Only by the creation and spread of such literature can what is good in European civilisation be brought within the reach of the people and become part of their life and character." Again, "Then at last" (*i. e.* by the creation of such a

literature) "the masses of our people will be really influenced for the better by Western civilisation, which seems otherwise likely to leave no more enduring mark than the addition of some European words to our vocabulary and the incorporation of some European customs in our social life."

A gulf is growing, as a speaker said at the last Prize-day at the Royal College, between the English-educated classes, ignorant of the vernacular and classical languages of Ceylon and of its history, antiquities and traditions, and the bulk of the people to whom English is and will remain a sealed book. It is quite time that the English-educated Ceylonese were enabled to bridge the gulf, to share the blessings of Western culture with their less fortunate countrymen. The dissemination of it being the aim of the Director as of the advocates of the University, and the misunderstanding being now cleared, the University movement should be able to count on his vigorous support.

Nor can he be blind to the great dissipation of energy and the expense under the present system or want of system. Take *e. g.* Science. This is what a scientific man says: "One of the great advantages of a local University would be the saving gained by having one centre for the teaching of Science. At present the Ceylon Government maintains four laboratories and four highly paid teachers for the teaching of Physics and Chemistry, viz:—

One Laboratory and a teacher in Chemistry at the Royal College;
 One Chemical Laboratory and Lecturer in Chemistry, and one
 Physical Laboratory and a Lecturer in Physics, at the
 Technical College;

One Chemical Laboratory and Analyst at the Ceylon Medical
 College, viz. the Public Analyst.

The present Public Analyst (Mr. Browning) came out to teach Chemistry and Physics to the Medical Students and also do the work of the Public Analyst. An extensive laboratory with a new building had to be specially equipped for him at a cost of over Rs. 25,000. After a year or so he gave up lecturing in Physics as it was found to take up too much of his time, and now recently when the Chemistry and Physics Lecturer arrived for the Technical College, the Medical Students attend the Technical College for their lectures in Chemistry and Physics, whilst a large laboratory and a highly paid officer is maintained merely to do analytical work for Government for medico-legal and general purposes (except agricultural.) In all the Presidency towns of India the Public Analysts are at the same time lecturers in Chemistry in the local Universities and they conduct thousands of analyses a year as compared with a little over 200 done by the Public Analyst here. It is clear, then, that under a unified system of University education the

work now done in four laboratories and by four officers may be efficiently conducted by two officers and two laboratories. The saving under this head would more than provide for two new professors to the contemplated University."

Then consider the dissipation of energy, the waste of time and money, in the holding of numerous separate examinations in school subjects for admission to various Government departments and professional courses. All this labour and expense might be saved by insisting on the passing of a University examination as the test of general knowledge and adding (if required) tests in special subjects to meet departmental or professional needs. The education of the boys, too, would benefit by this. They would no longer be tempted to resort to crammers, keeping aloof from the regular schools and losing the benefit of discipline and organized instruction. With a local University established, its Matriculation examination might well take the place of these numerous entrance examinations and also serve as a Leaving Examination for schools such as is coming into vogue in England. It was introduced from Germany where it is not merely an examination test, but ensures that a youth shall pass a certain number of years under the best school teaching in the country, and it is the only door of admission to the Universities and to Technical and Art schools, and through the University to the learned professions. In the issue of this Journal for April, 1906, was sketched in some detail a Leaving Examination for Ceylon schools, which is understood to be engaging the attention of the Director of Public Instruction. A local University by systematizing instruction and by concentrating the energies now dissipated in various institutions for general and professional education would effect no little saving, while securing the best return for the money and labour spent.

Great as is the value of the University as a place for imparting knowledge, for professional training, for the prosecution of original research, its chief and vital function has been well said to be as "a place where great minds and generous hearts and noble souls are gathered to bring their wisdom, their love and their faith to bear upon the young, to develop and raise their whole being toward the ideal of right life, of perfect manhood." This is our greatest need, especially at this time when the old ideals, traditions and sanctions have disappeared and nothing has yet taken their place. Where in Ceylon have our youth the opportunities for that stimulus to intellectual and spiritual life, which the youth of more fortunate lands enjoy under the personal influence of professors of high attainments and culture, and amid the clash of opinions and the interaction of mind on mind from association and discussion with teachers and fellow-students? Absolutely none;

and many a promising youth is launched at an immature age into a professional career or an idle life to his own detriment, to the detriment of the professions, and to the lowering of the general tone of the community.

It is a satisfaction, therefore, to the Ceylon University Association that evidence is accumulating on every side which must convince the Director of Public Instruction of the unsuitability of the London University Examinations, and that the Government of Sir Henry McCallum will ere long be in a position to say that the experiment has been given a fair trial and found wanting and must be abandoned for a Ceylon University.

THE DIRECTOR OF PUBLIC INSTRUCTION

ON

"A PLEA FOR A CEYLON UNIVERSITY."*

THE movement with which this plea for a Ceylon University for Ceylon is connected, is an encouraging sign that interest is being taken in higher education. It is also satisfactory to note that the University contemplated in this pamphlet is evidently a teaching University and not a University whose function consists in examining affiliated Colleges. A local teaching University is certainly a desirable institution for every considerable community, in which the number of students justifies its establishment and the funds are available for its proper support. The question whether these two conditions are present in Ceylon is dealt with in the 1st and 5th sections of Mr. Arunachalam's pamphlet.

Mr. Arunachalam estimates that a Ceylon University would have about 850 students. This figure is obtained by taking 300 as the number who pass the Cambridge and London Examinations annually, by assuming that these are different persons in every year and that one third of this aggregate for four years will be students in the proposed University, and by adding to the total of 400 thus gained 200 Law Students, 100 Medical and 150 Engineering students. In giving these figures there has, I am sure, been no intention to mislead; but this array of students can only be compared to a stage army. In the Cambridge Local total Juniors are counted as well as Seniors: but all who pass the Senior have passed the Junior in previous years. Those who pass the London Matriculation have passed the Cambridge Junior in their day and many of them have passed the Cambridge Senior as well. The Law and Medical students are also persons who have been through the same school examinations in their day.⁽¹⁾

* Report made by Mr. J. Harward to the Hon'ble the Colonial Secretary on "A Plea for a Ceylon University" submitted to Government by the Committee of the Ceylon University Association.

(1) It is hardly correct that all who pass the Cambridge Senior Local or the London Matriculation have previously passed the Cambridge Junior. The passing of the last is not a necessary qualification for admission to the other Examinations; and quite a number go up for them who have not passed the Junior. It is still less correct to say that the Law and Medical Students have passed the Cambridge or London Examination. A large number, not having passed those Examinations, is admitted through a special Entrance Examination. The evils of this have become so manifest that it has been abolished from October, 1907, by the Council of Legal Education, and the passing of a University Examination is now indispensable for admission as student of law.

In attempting to estimate the probable number of available students we may either approach the question from the point of view of the schools and calculate the average yearly output of students who would be likely to take a University course, or we may consider the number of those who have left school and are in preparation for the professions, and calculate how many of these might be expected to take a University course. We may very well use these two methods of calculation to check one another. But if we add the two totals together, we shall be counting the same persons twice over.

We may therefore first consider the school examination figures. In doing so we must omit the Cambridge Junior altogether: for those who pass this examination, if there is the slightest prospect of their reaching a University standard, go on to take the Cambridge Senior or the London Matriculation or both.⁽²⁾ It will also be best to confine our figures to male students: for though females would certainly be admitted to the University, it is probable that their number would be very small indeed. The number of male candidates who have passed the Senior Cambridge in the last four years is 367; this includes a few who have passed the examination more than once. The Cambridge standard is not very high and a considerable number of those who pass the Cambridge Senior would certainly not go on to take a University course. If we assume that one-third might do so, we shall be taking an outside estimate. This gives us an average of about 30 annually from this source. The number of Ceylon male candidates who have passed the London Matriculation in the same period is 33: but before we deal with this figure we must omit 21 of them, who had also passed the Cambridge Senior. This gives a yearly average of 3, and brings up our yearly figure of possible students to 33. During the same period the students of some Jaffna Colleges have taken the Calcutta course: it is difficult to estimate how many students from this source would join a teaching University situated at Colombo. But as the total Tamil population, including immigrant coolies, is 36 per cent. of the non-Tamil population, it will certainly not be unfair if we add 36 per cent.⁽³⁾ to the yearly figure we have already obtained. This gives us 45 students yearly, and if the length of the University course were 3 years,⁽⁴⁾ as it probably would be, we should have a University of about 135 students.⁽⁵⁾

(2) Some who pass the Junior Cambridge do not proceed to the Senior, as it leads to no degree.

(3) The number allowed is very much below the mark. In 1903 and 1904, the latest years for which figures are available, there was an average of 50 F.A. and 11 B.A. candidates for Ceylon at the Calcutta Examinations, a total of 61 or more than five times the number (12) allowed by the Director. His estimate (33) of the probable University Students from among the Cambridge Senior and London Matriculation passes is probably quite as wide of the mark. If the margin of error is taken at three times, the number would be 100, which added to the 60 Calcutta candidates = 160 a year.

(4) Why not four years? That is the usual period, and the period on which the Association framed its calculations.

(5) The number at 160 a year for four years = 640 Arts Students, instead of the 135 allowed by the Director.

This estimate may be checked by considering the number of those who are preparing for the professions. The number of Law Students is 110 (not 200).⁽⁶⁾ Of these, 26 are Advocate students and 84 are Proctor students. The Advocate students might fairly be expected to take a University course as part of their professional preparation: but nothing of the kind could be required from the Proctor students,⁽⁷⁾ and it is not to be expected that more than a very small number of them would do so. The number of Medical students is about a hundred, as estimated in the pamphlet, but only a small minority of these would take a University course in addition to their ordinary course of professional study.⁽⁸⁾ On the whole about 70⁽⁹⁾ students seem an outside estimate for those who would take University courses in Law and Medicine. The number of engineering students at the Technical College is usually about 15, not 150.⁽¹⁰⁾ We may also suppose that some few students would take an Arts course as a matter of general education, or with a view to the Teaching Profession, to ordination as Clergy, or to Journalism. But even if we add liberally to our estimate on these accounts, it seems clear that the figure suggested in the last paragraph is certainly not an underestimate.

We have thus arrived at the conclusion that about 130 or 140⁽¹¹⁾ is a liberal estimate of the probable number of a Ceylon University at the present time. But I cannot hazard an opinion as to whether anything like this number would actually be reached. There are no data upon which a reliable opinion can be based, and there can be no data until we have tried the experiment of attempting systematically for some few years a part at least of a recognised University Course. We are now just embarking on this experiment. Government has voted funds to assist it. The London University has modified its examinations so as to meet our local wants as far as possible. This policy has been adopted after the fullest consideration by the Board of Education on which all the educational interests are represented. An experimental period of this kind has preceded the granting of a charter in the case of the new

(6) 200 is right: it is within the mark. The actual figures (furnished by the Secretary to the Council of Legal Education) on 1st January, 1907, were 215 law students, of whom 161 were proctor-students and 54 advocate-students.

(7) Why not? The new Regulations of the Council of Legal Education require for admission as proctor-students the passing of the London Matriculation, Cambridge Senior or the F.A. of an Indian University. Why should not the Ceylon University insist on its Intermediate in Arts being passed? In any case they would be University students in the Faculty of Law, if not of Arts.

(8) They would all be University students in the Faculty of Medicine, if not of Science. See Dr. H. Fernando's observations at p. 335.

(9) Should be 300, viz. 200 law students and 100 medical students.

(10) This was the total number furnished by the Superintendent, Technical College, but apparently it includes other than Engineering students. They may all be left out of account, and the revised total of University students would be 200 Law, 100 Medicine, 640 Arts students; or, in all, 940 *i.e.* close on a thousand. Reduce it by half and you still have about 500.

(11) Much below the mark. It is nearer 1000. See last note.

English Universities referred to in the pamphlet: Manchester, Wales, Birmingham, Liverpool and Leeds. It is not too much to expect that Ceylon should in the same way show that her students are in earnest.

If the position thus indicated is adopted, and it seems to me the only sound one, it becomes unnecessary to dwell at present on the details of any scheme for providing the necessary funds. It ought however to be pointed out that in the case of the new English Universities, which have very properly been alluded to as examples for this Colony, the establishment of the University has been preceded and rendered practically possible by extremely large benefactions from men of wealth in the localities concerned.

Sections II, III and VI of the pamphlet are devoted to the advantages which will be gained by the establishment of a Ceylon University. The impression left on my mind by these sections is that the question is viewed too exclusively from the point of view of the native races of the Island. Undoubtedly one advantage of a Local University will be that it will afford facilities for the study of the antiquities and literature of the native races. But it is an essential point that the University, if we are to establish one, should be so organised as to adequately meet the wants, not merely of the native races but also of persons of European origin and descent. It is true that these are numerically a small minority: but that portion of the native races, whose circumstances bring them into any relation at all with a University Scheme, is also a very small minority. The main object of a University will be to educate the best representatives of these two minorities as English-speaking British subjects, who along with other more temporary residents drawn directly from Great Britain, will play their part in the development and administration of Ceylon as a British Colony.⁽¹²⁾ I presume that Mr. Arunachalam has no other ideal than this: but his pamphlet is not always fortunately expressed: for in one passage he complains that industrial enterprise in Ceylon "is almost entirely in foreign hands."

Section IV is devoted to showing that the London Examinations are "detrimental to the life of the Island." This is a point with regard to which Mr. Arunachalam's views seem to have undergone some change. In 1900 he submitted to the Governor a long memorandum, half of which was devoted to higher education: and the main point which he urged was that Government should encourage students to study for the examinations of the London University and should bring the University scholarship into connection with them. In 1903 Mr. Arunachalam was one of those consulted by the Board of Education on questions connected with reorganisation of higher education: his reply was to urge again the

(12) See observations at pp. 337-8.

same policy. Since that date Government has adopted the very policy which he advocated: if its effects are going to be so disastrous it is unfortunate that he did not discover this sooner.⁽¹³⁾ The main change in the position since the date just referred to is that the University has granted concessions which make the examinations much better suited to Ceylon than they were. Sanskrit or an extra English subject can be taken in the Intermediate instead of the Modern European Languages. This concession was granted before the publication of Mr. Arunachalam's pamphlet, but he does not seem to have heard of it. Since he wrote, Greek has ceased to be compulsory,⁽¹⁴⁾ and applied mathematics or a science subject may be taken as part of the Arts course. The complaint that the English examination is too antiquarian and philological would have been not unjust a few years ago, but it is certainly not true of the examination as it now stands.

Mr. Arunachalam's last point in this connection and the point which he urges with most emphasis, is that the Intermediate Examination in Science is much too difficult. Surely it is a little premature to take up this attitude before the examination has been tried.⁽¹⁵⁾ Exactly the same criticisms were made against the Cambridge Examinations at the time of their first introduction. Let us at least give the examination a fair trial and not discourage students by telling them that they have no chance of doing successfully what is done by people of no greater ability in England. The main difficulty in the examination lies in the fact which renders it most likely to be really of use in Ceylon, viz:—that it can only be passed by students who are well grounded in practical work.

J. HARWARD,

19th December, 1906.

Director.

(13) See observations at p. 333.

(14) Greek is compulsory for the Government Scholarship Examination which is decided on the results of the Intermediate Arts Examination. But for bait of the Scholarship even the few candidates who present themselves for the Intermediate Examination would cease.

(15) The Royal College alone sends up candidates for this examination. No other College has or is likely to provide the required scientific teaching or laboratory, nor cares to avail itself of the facilities offered at the Government Technical College.

SINHALESE IDEALS AND EDUCATION.

MR. PAUL PIERIS, C.C.S., AT A VILLAGE SCHOOL.

UTTARAMULLE Pirivena was established ten years ago by Petiyagoda Dhammadassi Therunnanse in connection with the vihare at Godagedera in Siyane Korale of which he was the Incumbent. The pupils are both priestly and lay, the former being partly supported by the Incumbent and partly by alms. All teaching is imparted free and the year's progress is tested by a priest sent for the purpose from the Vidyodhya Pirivena at Maligakande. There are two teachers—Rambukpota Pannasara Thero and Kirikittamulle Sumanatissa Thero—who of course receive no remuneration. The school is a good example of the numerous educational institutions which are to be found in the Sinhalese villages, and which draw their inspiration from Maligakande.

The annual prize distribution took place on 25th August, when Mr. P. E. Pieris, District Judge of Kalutara, presided. His address to the pupils, which was delivered in Sinhalese, was as follows:—

I have first to express to you the great pleasure which I feel at having been invited to be present here amongst you to-day. As you know, yours is a district to which I am proud to belong; of the recollections of my youth, the pleasantest are those which centre round this neighbourhood; for two hundred years my father's family have had their little share in the history of this Korale. Circumstances now compel me to move about Ceylon, but when in my old age I retire from active public life I look forward to settling amongst you and doing what little I can for you. It is, therefore, a gratification to me to recognise that I am not forgotten by you and that you still claim me as a member of Siyane Korale.

I have next to congratulate your Principal on his school; but more than that, I have to congratulate the school upon your Principal. The greatest misfortune that has happened to us in the Low-country is this: from various circumstances those who by their birth and ancient connection with the people are the natural leaders of the Sinhalese are gradually drifting away from us; several of us have adopted a foreign religion; the conditions of life to-day compel those of us who are obliged to mix with foreigners to adopt to a certain extent the manners and customs of foreigners, and this immediately raises a wall to separate us from the rest. Foreigners control our system of education; we do not expect them to understand us or our ways of thinking; they have their own ideas and their own language which they desire us to learn; and if

we wish to get on with them, we are compelled to direct our education along the lines indicated by them, neglecting our own systems. Thus you see everything to-day,—religion, manners and education—tends to create cleavage amongst ourselves, and that is why I find reason to-day for congratulating you on your Principal. He is sprung from one of the noblest of our families in the ancient principality of Uva; he bears a name which is honoured wherever a Sinhalese man is found. He has been brought up in an atmosphere purely Sinhalese; and he represents in his person the ideas and ideals of the Sinhalese. He has given up all the attractions of this world, and abandoned the position which his abilities and birth would have secured for him; he has left his relatives and his home to live amongst you and to spread amongst you the knowledge and learning which he possesses.

From my words you will have realised what great weight I attach to the predominance of the Sinhalese element in all the circumstances of your life; and my desire to-day is to emphasise a few of those characteristics which ought to be prominent in the lives of all of us Sinhalese. First and foremost, the pride which we all feel in our country and in our race must be fostered till it develops into the one guiding passion, controlling all our actions and directing all our ambitions. And that pride must be no senseless pride based on ignorance and conceit; for the greater our knowledge, the more cause we shall find for patriotic pride. Examine our history from that full moon day in Wesak when Buddha attained Nirvana and the Prince Vijaya, his kinsman, landed here; trace it through the various invasions of foreign foes, Tamils, Portuguese and Dutch; the thoughts we then thought, the deeds we then achieved, are written in our books; the works which we then wrought in their majestic ruins still amaze the foreigner. Great deeds come into being only under the spur of great thoughts. So read over and over the books of our country, till our great deeds of old are to you as matters of everyday life, till your minds are steeped in the thoughts of your ancestors, and your spirits imbued with their spirits; but always be on your guard to reject what experience has proved to have resulted from those errors to which man, so long as he is man, must be subject. And as your knowledge grows, your pride in your country and your race will grow; and you will learn how simple was the life led by the greatest of our race; how everyone was proud to take his share in the noblest of all pursuits, the cultivation of the soil; how the richest did not find it necessary to flaunt his wealth in the face of his poorer neighbours; and how the noblest born and the humblest worked together for the common good. And as you read and ponder on these things, I hope and I believe that you will also learn to lead the same simple life, to take a proper pride in your everyday pursuits and to help each other to be useful, honourable Sinhalese men.

PENSIONS FOR TEACHERS.

IN the last number of this Journal was published an article by Mr. F. L. Woodward, Principal, Mahinda College, on Pensions for Teachers. In response to a request for opinions, the following have been received, which are published with further remarks from Mr. Woodward. It is hoped that this discussion will result in the formation of a Teachers' Association to take further action.

MR. C. HARTLEY, M.A., Principal,
Royal College.

As for my views on Pensions for Teachers; such as they are, you are welcome to them. Being entitled to pension myself, I have the fullest sympathy with those who are not.

In all countries, as far as I am aware, assistant teachers are underpaid; and in consequence the best material is not attracted to the profession. Nor is promotion to the highest offices always a proof of the possession of the best qualities.

Anything that tends to the improvement of prospects in a profession is certain to lead to greater efficiency.

DR. W. G. VANDORT, M.D.

I quite agree with Mr. Woodward, the writer of the able article on Pensions for Teachers, as to the urgent need of some provision for a retiring fund for poor teachers unfit for further active service, both as a due acknowledgment of faithful service worthily rendered in a profession, whose importance and value are far too little recognised either by the Government or the general public, and as a means of raising the status of the teaching profession so as to render it attractive for a higher class of teachers than those who enter it now, content to eke out existence on what is often barely a living wage. But the question is too large and complicated to be disposed of in a brief reply to a query as to one's opinion on the subject, and certainly the first step to be taken should be the formation of a Teachers' Association, to consider the question in all its bearings by the men who are the most interested in the matter.

MR. E. HUMAN, A.M.I.C.E., A.I.E.E.,

Superintendent, Ceylon Technical College.

I agree with Mr. Woodward's plea for providing Pensions for Teachers as set forth in his article in that Journal, and I consider it a matter that deserves attention.

MR. H. G. RAWLINSON, B.A.,

Royal College.

Mr. Woodward seems to me to be very right in urging upon the Teaching profession the necessity of a definite retiring age and pension scheme. Is he equally well-advised in postulating that Government is morally bound to supply that pension, or a greater part of it? Many publicists are deploring the steady growth of communistic tendencies in the modern state. The air is full of old age pensions, free meals for school children, and so forth; we are, in fact, more and more taxing the nation for the purpose of supporting a part of it. No one should make poverty a crime; but that is no reason why we should make it a merit.

Mr. Woodward says "the Teacher is the servant of the State." So is the butcher and baker, by the same token. Herbert Spencer, it may be remembered, objected to free education because it lessened the sense of responsibility of parents. We should always be on our guard against a scheme which tends to lessen our responsibility as citizens. Cannot, then, an association be formed, *without appealing to Government*, for arranging a suitable mutual pension fund, analogous to the English Association of Assistant Masters? "God helps him who helps himself."

Since writing the above, I have collected some details about the status of Secondary Teachers in other colonies of the Empire, which may be interesting for purposes of comparison. In South Australia there is a compulsory Superannuation Fund and the same system is adopted in Quebec, the age of retirement being fifty-six (not sixty). This fund appears to be not state-aided. In Hongkong, Natal, and Burma, the teacher is a civil servant, and pensioned accordingly; but education seems to be less universal in these colonies. In British Columbia there is no pension system.

MR. J. W. SMALL, Principal,

Victoria College, Jaffna.

It is quite certain that teachers are the most sinned against. Practical rewards are not "held out to them in the shape of a fair wage for a fair day's work, just tenure and a competence in old age to look

forward to"—"Practical men" do not therefore enter the profession, and even if some do, the treatment accorded to them damps their enthusiasm and blunts their sense of duty; and the children are not properly trained—the result is that crime is on the increase notwithstanding the untiring zeal of Government. Neither the jail nor the gallows can mend this state of affairs. The man who goes to murder another says, "even if I am to be hanged, I shall slay the fellow." The change must come from within.

" 'Tis education forms the common mind,
Just as the twig is bent, the tree's inclined."

Men must be trained to curb their passions and to think correctly while they are young, and this is the most important duty of the teacher. For the teacher to do this, he must be a very good and able man and he must be encouraged in all possible ways.

The three points (1) fair pay, (2) just tenure, and (3) pension are very correctly arranged in the article in the Journal, in descending order of importance and urgency. I am therefore surprised that the Association considers the last point before considering the other two. I wish to submit that this is a preposterous method. If, therefore, you intend approaching Government on the subject of raising the status of teachers, I would strongly advise you to take up at present the subject of the salary and tenure, and I give below my thoughts on it.

The Department of Public Instruction insists on having efficient teachers in schools. It has to go a step further and enforce the appointment of good men and fix a minimum starting salary and rates of increase for the various grades. I propose the following scheme:—

ENGLISH SCHOOLS.

Specialists to start with	Rs. 1000 to Rs. 1800 by annual increments of Rs. 100
Graduates of Indian Universities	} Rs. 700 to Rs. 1000 by annual increments of Rs. 50
Holders of Second Class Certificates	
	} F. A. or Equivalent Rs. 500 to Rs. 700 by annual increments of Rs. 50 Not F. A. &c. Rs. 450 to Rs. 600 by annual increments of Rs. 50
Holders of Third Class Certificates	
	} F. A. or Equivalent Rs. 400 to Rs. 550 by annual increments of Rs. 50 Not F. A. &c. Rs. 350 to Rs. 500 by annual increments of Rs. 50

The above are compulsory; but managers may give any amounts higher than these according to qualifications.

For vernacular schools, I believe Government has a scheme for its schoolmasters. The salaries must be raised a little and the scheme made compulsory on all aided schools.

Government may slightly increase the grant if managers find some difficulty. Government is also benefited by such arrangements.

If the Association takes up this subject as a means to diminish crime and to raise the tone of society in general, and not as an end, it is a laudable attempt. In that case, I venture to suggest that the internal working of schools is in a very rotten state, that the teacher besides being the most sinned against is also the greatest sinner, that the Department never cares for the essential work of forming the character of pupils and keeps its eye only on the trashy book-instruction that is imparted and this serves to misguide even sensible teachers. In my opinion some schools do greater harm than good, and I consider it better for children to remain illiterate than to attend many of the schools. I am sure if the Department wills, it can do a world of good in this direction; and it is a great pity this great fact has escaped your notice. If you intend entering into this subject, I shall be happy to give my suggestions on it.

I do not think the time has come to consider "Pensions for Teachers."

" B "

Mr. Woodward's article on the above subject is really worth a good deal. He has now kindled the flame and it is, as he says, now the duty of all schoolmasters to unite and agitate for a pension and keep the flame burning till a pension scheme is brought into force.

But is any pension scheme a likely thing in the near future? No. What, then shall we do? It is of no use agitating simply and waiting for some Ceylon Carnegie to come forward with his useless millions to help the poor teachers. Why should not the teachers themselves combine and adopt a provident scheme for themselves? At least the managers of schools ought to take up the subject for the sake of their assistants, who they know so well are paid such miserable pittance monthly, nay, are not even paid regularly in the majority of cases. Is there any such scheme that can be adopted for the present and which would be a help to teachers. I think there is, if only the managers and teachers mutually help one another. It is quite obvious we cannot expect managers to start a pension scheme, and we also know that Government cannot adopt any means to remedy this evil. The only course therefore is to start a provident fund for teachers under the same management. I shall give mere outlines of a scheme which has to be worked out by each individual manager as it suits him and his assistants.

Briefly then the idea is this :

(1) Let each teacher contribute a certain amount, say 5 cents per every rupee he earns as his pay in school, and an equal amount or at least a certain proportion of the amount contributed by the teacher should be supplied by the manager.

(2) The whole amount to be called "College Teachers' Provident Fund" may be deposited in a bank and the administration of the fund may be vested in a committee of the representatives of teachers and managers.

(3) The teachers must serve a certain number of years to entitle them to receive their share of the manager's contribution. In case a teacher retires before that period he can receive only the amount of his own contribution.

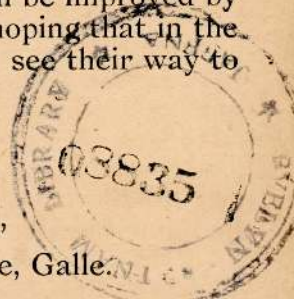
Some one might take exception to the third rule but then it is so often proved that Ceylonese take up work as a teacher only to earn some money till they are able to embark on a better-paying profession. No one will blame them for it till the service is put on a better footing. But such a teacher cannot be expected to work as earnestly as he ought, and a scheme like this ought to exist only for the encouragement of really good teachers.

These then are a few points which of course can be improved by better trained minds and I leave the matter for others hoping that in the near future the managers of the different schools will see their way to help the poor assistants.

MR. F. L. WOODWARD, M.A., Principal,

Mahinda College, Galle.

As I pointed out in my article on this subject, I wrote to stir up thought and discussion, not by any means expecting a speedy realization of the scheme I put forward. I agree with Mr. Rawlinson when he says that it is good to be independent of Government, for in certain cases experience has proved that individual enterprise is better than state-control, as may be seen by comparing the condition of British Railways with that of state-managed ones on the continent and elsewhere. Responsibility is thus accentuated. Whether the State should control education, however, is a much discussed question, such control being thought likely to bring about a dull uniformity and stifle the individual-striking-out on new lines. When Mr. Rawlinson compares the 'butcher and baker' with the teacher, as being also State-servants, I do not think the parallel holds good, for obvious reasons.



Mr. Small maintains that the first item on my programme should be first considered, and I am quite willing to agree with him. The pay is miserably poor and the grant is small. The fierce competition between many schools of different denominations has led to the lowering of fees. I would have no free scholars in English Grant-in-Aid Schools, or would reduce their numbers to a minimum. The knowledge of English is practically a luxury in a country like this and should be paid for. On the other hand I consider that it is the duty of Government to train all children in the vernacular free of charge. But this is by the way. Fees must be gradually raised and larger salaries will be payable. I have done this steadily myself during the last four years.

Dr. vanDort and "B" suggest an Assistant Masters' Association. It is what I have long had in my mind. Even in England, however, it is only in the last few years that such a body has been formed, and it was with the greatest difficulty that Assistant Masters were induced to shake off their sluggishness. The Association is now doing good work, is drawing the attention of Government to abuses, and has undoubtedly a deterring influence on autocratic headmasters of the old school. It is a question whether any Association formed in Ceylon will last long, after the first enthusiasm is over, and again, whether the different religious bodies will combine for common action in this matter. If such an Association could be firmly established, I believe it would be an excellent thing. I agree with B. that a beginning might be made by contributions to a superannuation scheme on the part of Masters and Managers jointly, and that eventually Government might be induced to help. Meanwhile I hope to see further light thrown on the subject at issue.

Since the above was in type, the following has been received from

MR. L. E. BLAZE, B.A., PRINCIPAL, KINGSWOOD COLLEGE, KANDY.

The proposals in Mr. F. L. Woodward's paper on "Pensions for Teachers" deserve far more serious attention than they seem to have so far obtained. To criticise them is easy, even for those who are not skilled financiers, but to suggest an alternative is difficult, and is naturally avoided. Yet there is no subject connected with education which requires more serious or more urgent consideration. As Mr. Woodward remarks, "a full meal twice a day and offerings of flowers," are no longer sufficient for the Ceylon Schoolmaster. If good men are to be drawn into the profession, they must be adequately provided for, or all the Codes, Certificates, and Training Colleges that can be formed will fail to improve the education of our children.

It is scarcely probable that Mr. Woodward meant his scheme to be adopted without discussion and modification. If it is, however, taken as a basis, men skilled in these matters can, if they wish it, come to some definite conclusion.

As one of the unskilled, I have nothing worth saying on the scheme itself, and I intrude only to suggest something which may help in a slight degree to improve the teacher's position. The suggestion is that a Teachers' Mutual Provident Association should be formed on the lines of the Ceylon Mutual Provident Association. Each member pays a fixed sum monthly, and on his death, his nominee receives what remains to his credit, after proper deductions, together with a contribution from each member. There are some 1,400 Grant-in-aid Schools in the Island, and therefore no fewer than 3,000 teachers. If only half this number joined the Association, a teacher's nominee would receive (on the scale of the Ceylon Mutual Provident Association) Rs. 3,000 together with the balance at the teacher's credit.

FEMALE EDUCATION IN CEYLON.*

THE number of girls attending Government and aided schools in 1906 was 64,659, showing an increase of 1,758. The number of girls' schools is 470, and of mixed schools 991. It must be remembered that a large majority of the so-called mixed schools are only boys' schools in which a few small girls are taught. The number of girls returned as attending unaided schools is 6,405. This gives a total of 71,060 girls under instruction, about 28 per cent. of the girls of school-going age.

2. *Higher Education and English Education.*—The number of girls attending registered English schools in 1906 was 4,907; in the previous year it was 4,512. The results of the Senior Cambridge Examination were very satisfactory; out of 35 girls presented 27 passed, 4 obtaining honours. The careful preparation of the girls presented for this examination has been noticed in previous reports. In the Junior Cambridge Examination, out of 70 girls presented only 36 passed, and only one of these obtained honours. The work in the junior examination shows the same inferiority to that of the seniors which has been pointed out in previous years. Much the most important part of the work of these schools is that of the main body of girls who are not presented for either of these examinations. The question whether the education which is now being given in these schools is of a really useful and practical kind has often been raised, not only by the Department, but by Managers of schools and others interested in them. It is easier to criticize the methods of teaching and the course of study prescribed than it is to suggest steps which will actually have the effect of making the work more practically useful. It was clear, however, that the first step ought to be to put them under competent female inspection. With a view to this Miss A. G. Gibbon, M.A., was appointed Inspectress of Girls' English Schools, and assumed duties on 1st May. The following is her first report:—

REPORT OF MISS GIBBON, M.A., INSPECTRESS OF GIRLS' ENGLISH SCHOOLS.

“Between 1st May, 1906, when I assumed duties, and 26th February, 1907, the date of writing, I have either examined or visited incidentally (or both) all the schools on my list, with one exception. But as twelve

* Extract from the Administration Report of the Director of Public Instruction for 1906.

of the forty-one schools have not been examined, and two of these are important, the data are insufficient for a full report. The following notes are to be regarded rather as the impressions of a newcomer.

The incidental visits mentioned are very useful to an Inspector. It is not only that one can then see the defects in organization and method which must inevitably lead to failure in result, but also one has a chance of realizing the very valuable work done which in the nature of things cannot be tested fully or at all in examination. Here, as in England, one is very much impressed by the importance of the personality of the Principal. Even where there is a school "tradition," teachers and children reflect in a remarkable way the characteristics of the head and, where she does not accept her responsibilities, there is a slackness—a lack of grip—which is very painfully evident. Some managers also take a very practical and useful interest in the school; others are almost strangers in it. In a boarding school, the impression made on the girls is much more evident and must be much more lasting than in a day school.

I mention such differences in the schools partly as illustrations of the very great variety which makes it difficult to summarize. Examination percentages scarcely bring out the contrasts. There may not be very much difference in the percentage of passes in all subjects of a school in which the work never goes beyond the narrowest interpretation of the Code schedule, but which produces excellent mechanical reading and needlework, and the percentage in other schools of a very different type. In these, at the cost of much patient, well-directed effort, the work of the children is careful, methodical, and also intelligent; the non-English-speaking girls are taught from the beginning to understand what they are doing, and they have constant practice in conversation; the ordinary work in all standards is as interesting as the means at the disposal of the teachers can make it; the old girls are loyal and helpful, and have the enviable reputation of being capable and trustworthy. Such girls may in any work they undertake be considered well-educated, whether they have had the opportunities of a prolonged school education or not. The schools which produce only good mechanical reading, good needlework, and the like are not to be despised; they give at least a discipline and, in some kind, a practical training, which are conspicuously absent in other schools—sometimes more ambitious. But they do come short of the goal of true education. For example, this mechanical reading, expressionless, inaudible, unintelligent, is the sign, not of modesty, as seems to be supposed, but of ill-directed teaching. Granted that many Sinhalese and Tamil girls are suppressed at home; the self-suppression of Eastern women is due to their innate politeness, which, under the wise guidance of some teachers, shows them that prompt and

audible answers are the truest courtesy to those who, as teachers, claim their respect. It is hardly fair to compare most of the schools in this country with those in an English town, the conditions are more like those in English country places where a teacher has two or even three small classes together. But a Ceylon teacher has the additional difficulty that the age and previous knowledge of the children in one class vary considerably; along with little children, she may have big girls who have come to the English school straight from a village home or from the fourth standard of a vernacular school. And she has the greater difficulty that some, many, or almost all the girls know no English before they come to school, and do not speak it at home. Yet all their school work is now in English. Only one of the forty-one Girls' English schools offers vernacular literature as a subject for examination. As far as I know, only one school has Sinhalese teaching throughout the school, regular, but not offered for examination. In these circumstances, if the English teaching is not understood the girls must be wasting a great deal of time. To a newcomer, working on the principle that a school is a place of education, it seems that the strain imposed on teachers and pupils alike by such conditions must be great.

In the mechanical type of school, however, no insuperable difficulty is apparently found in the matter of at least of grant earning. Year after year the children are put through the standard work successfully by a process which seems to have very little educational result. I have found girls in the fourth standard who have been more than three years in the English school directing all their energies to English, and who yet cannot answer the simplest question intelligently. It is quite common to find girls higher up than that who cannot even complete a sentence without the help of a reading book and cannot relate a simple incident orally or in writing. Even in the eighth standard they cannot write a letter on a familiar subject in correct English. Problems in arithmetic are, I fear, only a matter of guesswork, though where the teaching has been conscientious, if unintelligent, examples of rules are worked neatly and correctly. The training of English-speaking children in such schools is not much more satisfactory. They probably gain more information, but no demand is made on them for honest effort, and they seem quite brilliant compared with their neighbours who are learning in a foreign language. Can one be surprised that they are generally indolent and inexact, and that they do not seem to understand the meaning of the expressions which they put together so badly? For these girls the comparative strenuousness of preparation for the Cambridge Locals is a real gain.

But, as I said before, there are better schools, where an attempt is made to fight fairly and not to shirk the difficulties. Here the strain

is fully realized, and here naturally the teachers become most conscious of their own deficiencies and make brave efforts to improve their methods. There are all kinds of teachers, as of schools. I know some who do not even correct the children's exercises, much less prepare for the teaching of their lessons.

False ideals of middle and upper class education are prevalent in some quarters. Compared with European and American schools of the *present* day, our education is bookish, and too much a thing apart from the needs of daily life. If this literary study were indeed keeping the ideal alive among us, one would not complain. But, as I have tried to point out, it is the husk only of a literary education that we offer. Poetry is learnt for elocution, not for the meaning; I am told our reading books, even for the little ones, treat of English life; science is learnt from text-books, not from personal observation and experiment; a smattering of French is learnt (as a dead language) for the purpose of the Cambridge, or as an addition to the dowry. Physiology is not sufficiently practical. In a few schools domestic economy is taught theoretically and from books, and in one school there is a class in practical home-nursing, but the majority of the future home-makers leave school with no knowledge of the laws of health or the care of the sick, and too often with a disposition to regard the home cares which occupy their mother as unworthy of an educated girl. The sad result in their own home-lives, doctors and nurses tell. Needlework is the one link with a useful home-life, and yet in many cases even the one garment required yearly by the Code shows the minimum of sewing, and it is not always producible. Occasional lectures on the virtues of domesticity can be of little use, practice, not precept, is needed—the habit of treating things domestic as the special domain of every girl. Already there are complaints from parents of the uselessness at home of their educated daughters. Why should not Ceylon take a short cut to the present position of Europe and America, and save herself their generation of accomplished and learned, but helpless ladies? The learning and accomplishments need not suffer even now if girls will be content to go slowly, and there can be no doubt of the benefit to the next generation of a more practical training in this.

It should not be necessary to insist on the importance of the primary standards. Yet I find, again and again, children in their most impressionable years in the charge of pupil teachers or of ignorant girls who are not sufficiently interested in their profession to read books on school method, far less to study for a teachers' certificate. The Principal in such cases is often almost fully occupied with the work of the higher standards or Cambridge Class, and naturally finds it heavy. Occasionally teachers of the lowest standards do not know the local vernacular, and yet most of their children know no English. These teachers are

not extreme direct-methodists; for they are probably using no pictures or object-teaching and giving no regular conversation lessons; they simply do not know the elements of their profession.

To emphasize the importance of the primary standards I may point out (1) that the difficulties of teaching are greatest here owing to the more complete dependence of young children upon the teacher and the larger proportion of non-English-speaking children; (2) that the primary standards of girls' schools often include many boys under ten, sometimes even exceeding the girls in number, so that the characters of both the boys and girls of the middle and upper class are being moulded here; (3) that only a small minority of the girls stay on beyond the sixth standard, *i.e.*, have the privilege of the best teaching in the schools, as generally staffed. To sum up, the primary standards are the most important and the worst taught. It is for these that teachers most need professional training, and adequate training is not available locally."

3. I have given Miss Gibbon's report in full because first impressions of this kind are most valuable, and I feel sure that the criticisms will be taken in good part by those engaged in the work. It is unnecessary to point out that the severest criticism really falls on the Department, which has allowed the work to be carried on under schedules which in some respects are not adapted to local wants. At the same time the report emphasizes more fully than any which has yet been published the extreme difficulty of the educational problem which the work of these schools presents. The question of a whole-sale revision of the present schedules is now before the Board of Education. Education in Ceylon has not yet reached the stage at which prescribed schedules can be allowed to disappear from the Code, and the Board has to solve the problem how to prescribe what will encourage intelligent work, and will not lead merely to cram.

4. *Needlework*.—Mrs. Evans, Inspectress of Needlework, continues to be in charge of the needlework of all schools, English as well as vernacular. She has personally conducted the examination in 154 schools, and has visited 67 other schools, besides marking the sewing tests forwarded by Inspectors for 1,002 girls' and mixed schools. The great importance of her work becomes more apparent every year. There is no subject more valued than needlework by the parents of Sinhalese girls in villages. At the same time there is a great difficulty in getting teachers in schools to realize its importance and to carry on their work in a manner that is likely to be practically useful. The object of the Department is to ensure that the actual work in the schools should consist as far as possible in the making of articles which can be worn by

the girls or used in their homes. The tendency among too many of the teachers is to confine their work to teaching the necessary stitches on scraps of material, and to making the one article which has to be shown on the day of examination, the making of which is often postponed till the last moment. There are, however, undoubted signs of improvement both in the industrial schools and in the others. Five of the industrial schools are taking up embroidery according to the improved schedules introduced into the Code; two have been allowed to take higher lace-work according to a syllabus offered by themselves, which gives two years' further work in addition to the three years prescribed by the Code schedule, and it is hoped that others will extend their lacework in the same way.

HUGH CLIFFORD AS LITTERATEUR.

AN APPRECIATION AND A CRITICISM.

TO MR. KARL LEONARD ("POSTE RESTANTE," BANKOK.)

MY DEAR KARL,—When I last heard from you, you had just returned from your second mining expedition into the heart of the Malayan Peninsula, prostrate with jungle fever, and worn out with your toilsome and perilous labours, but plucky and cheerful as ever, and already meditating another adventurous flight into a new region, the Shan territory. Laden this time less with rich specimens of valuable ore and rare minerals than with precious *finds* of interesting folk-lore and quaint legends and stories, picked up at first hand from the various groups of rude tribes with whom you fraternised, wherever you encountered them in the course of your wanderings, you were hoping, as soon as you recovered, to arrange these stories for publication. You intended to interweave them with your thumb-nail sketches, with pen and pencil, of curious phases of savage and semi-savage life, of bits of picturesque scenery, with portraiture of strange and rare types of Malayan and Negroid character, and personal experiences of thrilling adventures with man and beast "by flood and field," which you feared would give you the reputation of a Rougemont—even though you supported them with a solemn affidavit. Let me advise you, my dear boy, to suspend your literary efforts till you have read "*In Court and Kampong*" by Hugh Clifford, late British Resident at Pahang, but whom Ceylon has annexed as its Colonial Secretary. If you cannot secure a copy of this book, (hardly likely from what you tell me of such a god-forsaken place as Bankok,) buy, beg, or borrow his "Sketches in Brown Humanity," or his "Bush Whacking." Of these I have read the first and the last, and a few stories and sketches by the same author in back numbers of "Blackwood" and "MacMillan" which, I believe, form part of the substance of the second. You will find, I am sorry to say, that you have been entirely anticipated, forestalled, *pre-empted*, (if that be the right technical term), in just that plot of ground in No Man's Land which you had staked out as your own, by virtue as you believed of earliest discovery, but which you will find had already been explored, and its richest ores carried away. In nearly all the three books I have named, you will find just that literary style which you hoped to

adopt—*cinematographic* as you called it, (after Mr. Gustave Kahn, the French critic)—where the author transfuses his personality not only into his characters, but into his style; and where either amidst a *chiaro-oscuro* of local atmosphere, typical of the forest gloom, or in chequered scenes of sunlight and shadow, in harmony with the varying emotional colour of village life, the *dramatis personae* introduced reveal, through the medium of narrative, dialogue or action, their peculiar inner life, their primitive conceptions of men and things, their superstitious beliefs in magic and witchcraft, in ghosts and demons, in were-wolves and changelings and other forms of double personality in the *bête humaine*. Just that very style of personal description and impersonal reflection of the phantasmagoria of life which you hoped to seize and convey through the medium of legend, story, folk-lore, not only anticipated but developed to its highest artistic expression. As you know, it was Pierre Loti with his inimitable word-painting and his romantic idealisation of the Japanese *Mous' me* that brought this style into vogue, quickly caught up and elaborated by Rudyard Kipling in his "Plain Tales and Short Stories." But if Mr. Clifford—whom I shall refer to hereafter, in a circumlocutory fashion, as the "Artist in Sepia" or some such cognomen, just as your forest-Malay calls a tiger "*Si Pudong*"—"He of the Hairy Face,"—for fear of being overheard, has not the "insatiable *preciosity*" of the former, he surpasses him in versatility of style, and vividness of presentation and the simplicity and sincerity of his story-telling art; and if Kipling, whose style is reflected in everyone of the pages of these "Brown Sketches," excels our author in virile force and clear incisiveness of expression, there is far more of genuine sincerity, and manly sympathy with the characters depicted in these Malayan Sketch Books by their author—far more of his own personality indirectly revealed therein, and it is just that "touch of nature which makes the whole world kin," which constitutes their special charm. Like Kipling he too recognises the responsibility involved in the "White Man's Burden" in dealing with the Brown Man or the Black—"The new caught sullen peoples—half-devil and half-child," (as both are never tired of calling them),—but he is entirely free from that personal "political twist" of Kipling's, which makes him drag his gospel of Imperialism into every poem or story—as Mr. Dick in "David Copperfield" used, despite himself, to drag his pet obsession—King Charles's head—into everything he wrote. Indeed the author of these sketches is so utterly free from cant, from conventionalism, and especially from that insufferable arrogance displayed by certain unworthy types of Englishmen in the East, engendered by the over-weening spirit of pseudo-Imperialism, that he loses no opportunity of protesting stoutly against this insulting and contemptuous attitude assumed by the white

man in dealing with native races in the East. In one of his earliest and, in my opinion, the most charming of his novels "Since the Beginning," he makes one of the subordinate characters—[a veteran Civil Servant, Resident of one of the Malay States, who is introduced as a wise, and experienced Administrator, who knew how "to rule with a fine blending of strength and tact,"]—describe, "how our delightful fellow-countrymen appear to natives and to the few of us who can see as natives see." The passage is too long to quote extending over some half-a-dozen pages, but you will recognise at once the several types: the Englishman "who treats natives with a cold reserve, which commands respect, if you like, but dries up the fountains of confidence at their source, and makes all comprehension of the other's character and feelings mutually impossible"—tempting one "when a man puts on frills like that, to side with the Malay and to ask the beggar what he has ever done to justify the assumption of such a lot of side,"—next, the Englishman "who knows nothing about natives at all and don't want to, who behaves with a careless light-hearted rudeness that is pretty sickening to see, but which only comes from the fact that he regards the brown man as a very insignificant speck in his own life's horizon"—which is "rather cheap when you remember that this is the brown man's country and that we are only justified in being here by the supposition that our presence makes the natives better and happier than they would be without us;"—then the Englishman "who is simply brutal to every native he comes across,"—"the most disgusting type of all, since they only dare to knock natives about, because they are sure in their own minds that retaliation is almost impossible"—but which type is fortunately "growing rarer and rarer each year."

But to return to the sketches and short stories: "*In Court and Kampong*" and "*Bush Whacking*." It goes without saying that they are not all of equal merit—some of them, like the first sketch for instance in the book last-named, are even a little tedious from their length; but by far the largest number are skilfully handled, and for vigorous writing, brilliant description, original and impressive portraiture, well conceived plot, (whenever the sketch is interwoven with story or legend, which is usually the case), these sketches will well stand comparison with the best of Kipling's Eastern Stories. What has impressed me most however is that note of genuine sympathy with the characters which the author places on his canvas. He describes one Raja Haji Hamed—"chief of my followers, a band of ruffians"—as a notorious brigand, murderer, villain; gets him to relate some blood-curdling experiences of his past life, and then goes to sleep side by side with this old rascal, merely muttering philosophically, "Verily

life, in an Independent Malay State, like Adversity, makes us acquainted with strange bed-fellows." In another sketch entitled "among the Fisher Folk" he supplies the last survivor of a band of pirates,—whom he has no hesitation in acknowledging as "*an intimate friend of mine own*"—with a valuable shroud as a "token of the love he bore him" and willingly aided to "lay in his quiet resting-place, the last Pirate on the East Coast." With his thorough mastery of the Malayan language, including most if not all its many dialects, he appears to have penetrated into the very spirit of the alien speech, so difficult as it is so repugnant to most Europeans, and through it to the very heart of the inner life of people, especially of the ruder tribes in the interior, while his sympathy with their simple habits and ways, their unsophisticated character, enables him to discern virtues and commendable traits in aspects of life where the average Englishman would see only vices and brutal instincts. A wise and lofty philosophy is that which, disregarding the narrow limitations and sanctions of conventional ethics, can trace the source of all morality not to legal codes and religious ordinances, but to the social instincts and sympathies, themselves derived from the warmth, the kindly feelings, the beauty and the holiness of family life. And what are these again but the coarser instincts of the brute, elevated and purified in the evolution of man? And so our author is broad-minded enough and keen-sighted enough, if I apprehend him aright, to recognise—as Dr. Woods Hutchinson pointed out long ago—that passion is but blameless healthful appetite run riot, hatred but righteous resentment become morbid—envy a jaundiced desire to excel—&c., &c., morality in the ultimate analysis being everywhere and always a question of heredity and environment, and even amongst the most civilised a question, as Dr. Hutchinson puts it of balance, of moderation, of self-control.

Hence it is that while admitting in his preface to the above, that the only salvation for the Malay in his unregenerate state is in the increase of British influence and the spread of civilisation, he does not hesitate to say that the same individual, in his natural state, is more "attractive" than he is apt to become under the influence of that "dead level of conventionality which we call civilisation," which "stamps out much of what is best in the customs and characteristics of the native races," and which, "though it relieves them of many things which beset and oppressed them ere it came, injures them morally almost as much as it benefits them materially." And very sensibly indeed does he proceed to remark that "what we are really attempting is nothing less than to crush into twenty years the revolutions in facts and in ideas which even in energetic Europe six long centuries have been needed to accomplish." Hence it is also that in contrasting "the sadly dull, limp, and civilised Malay" of the past 20 years of British protection with the unregenerate

Malay of the East Coast, he can admire the latter because he can "still think boldly from right to left," and display "those manly virtues which made him attractive to those who knew and loved him in his truculent untamed state," and "whom, in spite of all his faults and foibles and ignorance and queer ways, *I love exceedingly*." And everywhere in his short stories and sketches when he depicts their animal instincts, their passions, their faults and their follies, which he does with masterly force and impressiveness, it is the sin, the crime, the folly that meets with his stern reprobation; for the poor, ignorant, weak victims of heredity and fate, who "know not what they do," he has ever a word of pitying tenderness, of compassionate excuse.

I have dwelt at such length on these short stories and sketches that I fear your patience will be exhausted—if it has not evaporated long ago—were I to attempt to criticise the two novels (which I have before mentioned) by the same author, that I have been lucky enough to have had a chance of reading. But it is not necessary. Although more elaborately and artistically constructed, written with a broader conception of life, a deeper insight into character, greater force of emotion, more vivid portraiture, than his short stories, the scenes, the local atmosphere and colour, the principal types of character, are about the same in both—the favourite theme the same in both, his or her heart's desire (you remember Coleridge's distinction—the desire of man is for the woman, the desire of woman for the man's desire)—the wickedness or the weakness of man, the witchery or the winsomeness of woman. Always, too, that dominant note of sincerity which impels the author to present everything from his own point of view, through no veil of conventionalism, but just as he sees it, however strange, unfamiliar, startling it may be to the reader.

Do I then mean to say that these novels are perfect specimens of imaginative literature—that they are flawless? By no means. But it is easy enough to pick holes in any novel, especially for an amateur critic whose only canons of criticism are, as a rule, his personal tastes and prejudices. Take, for instance, the hero of the novel entitled "A Free Lance of To-day." Can any but a reader prejudiced against the Dutch—to the same extent, as I fear, the writer is—admire the character of an Englishman who not only secretly supplies the enemy of the Batavian Government with arms and ammunition, while a friendly relation exists between England and Holland?—and not only takes an active part with the Achinese against them in open hostilities, but permits them to be stealthily decoyed into an ambush and then massacred in a horrible fashion. He is represented as the victim of circumstances, it is true, once he had got into the enemy's stronghold; but the same excuse will not suffice when he contemplated the

original act of treachery—(for treachery it undoubtedly was)—and all for the greed of gold. And as for his fellow-countryman, that loathsome monster of iniquity who betrays the Dutch to the Achinese, and the Achinese to the Dutch, who seems to be simply (and is designedly depicted as) an incarnation of nearly all the vices and villainies known to humanity but is yet endowed with such rare magical powers (acquired by means of simple *espionage* on the secret arts of the native magician to whom he had been sold as a slave)—that he not only transforms inanimate objects into living ones, but himself into the form of any animal at will,—is such a monster conceivable? Is it indeed presentable as coming within the bounds of verisimilitude, except in such fantastic or paradoxical works of fiction as those of H. G. Wells or Jules Verne, where the reader is prepared from the very outset to accept everything however improbable as possible, for the sake of the entertainment and delight he expects from the story?

Now any genuine critic will ignore these defects, or rather not admit them to be such. He will most likely contend that if any conception of life or character be faithfully derived from the author's own observation and experience, however incredible it may seem, and however different from ordinary experience, we are bound to accept it as *authentic, if it serves the purpose of his art.*

So you see I do wisely in keeping well within my limitations—to discern qualities worthy of praise where I can honestly do so, and distrust my judgment where I think I notice faults.

Now that I have given you my honest impressions of these Sketches and Stories in Black and White, or rather in Sepia and White, by a "belle-lettrist" who, whatever his official or social function, is to me but a littérateur in the Republic of Letters, pray do not for a moment suppose that I am setting him up to you as a model for slavish imitation, or that I am trying to discourage you from cherishing a worthy ambition to win your spurs in the same field in which the ex-Resident of Pahang has set you so worthy an example.

I can quite fancy your giving way to a momentary feeling of annoyance or disappointment—ready to echo the petulant imprecation of Horace on the poets who had anticipated some of his choice ideas *Pereant qui ante nos nostra dixerunt*;—or more likely perhaps, to agree with Charles Lamb, who once on hearing the virtues of some saintly man dinned into his years by an old lady who was sure of what she said because she "knew the man so well"—exclaimed "Ah! I don't then, and therefore d-d-damn him at a venture."

But there is no reason why you should not try your luck so long as you have something to say—something true or beautiful or good—something which has been faithfully drawn from your own experience

or knowledge—something which is not a mere echo or imitation of what others have seen or said before you, though it may happen to be derived from the same or nearly the same materials. Your work, if it be entitled to any merit at all from its style, its structure, its sincerity, or its truth, will surely receive due recognition from every unprejudiced reader. And as a leading journalist in a recent magazine says, in his advice to his fellow journalists, and this applies equally to every literary writer,—“Never forget that, if everything has been done, nothing has been done for the last time; that nothing was done yesterday as well as it can be done to-day; and most important of all, that a new public grows up for (the fiction-writer no less than for) the journalist almost every day, certainly every year.”

Since I last wrote to you I have been reading over copy of the lengthy epistle I sent you, and I feel I must, even at the cost of boring you interminably, remove a wrong impression I may have created, (thereby doing the author a grave injustice), by speaking of his novels as a mere elaboration of his short stories. They are that indeed, but they are a good deal more, and they need to be to satisfy the requirements of the highest art.

The Short Story represents but an incident in the drama of life, and however excellent in its form, and however complete in itself, can deal with only a phase of life, a brief page as it were in life's history. It has not and never will have, according to the best critics, any recognised standard of excellence. You will remember the vast difference of critical opinion which were pronounced, not only by the leading American reviews, but by the very judges who awarded the \$5,000 prize in the Short Story Competition, (instituted by “Collier's Weekly” two years ago, and for which some thousands of writers competed), on the story which won the prize. It was entitled “Fagan,” and this very story, before it was sent up for competition, had been *rejected* by two American magazines to which it had been sent by its author.

According to Bret Harte, who is generally credited with the invention of the American short story, though the Yankee journals which pay him this honour, must surely have forgotten Nathaniel Hawthorne and Edgar Allan Poe, the secret of the short story is the treatment of characteristic phases of life as exhibited among a special class, (like the Californian miners for instance), or among a special race, needing a thorough knowledge of its peculiarities and sympathy with its methods, “with no fastidious ignoring of its habitual expression, or the inchoate poetry that may be found hidden even in its slang, with no moral determination except that which may be the legitimate outcome of the

story itself, with no more elimination than may be necessary for the artistic conception, and never from the fetish of conventionalism."

Substitute Malayan idioms for slang, and the sketches and stories I have been commending to your notice fill out Bret Harte's requirements completely, while they have the added merit of graphic description &c., &c., which I have already mentioned and need not therefore repeat. But the novel or rather romance—for the two works of fiction I have named before—"Since the Beginning" and "A Free Lance of Today,"—are really romances and not society novels, or problem novels, dealing with social questions, or the psychological analysis of character) is a conception of life viewed as a drama, in which every individual introduced plays his part as in real life, exposed to the same chances and changes, to the influence of surrounding circumstances, whether good or evil, to the influence of his fellow-men, and that of his own moral character; and he succeeds or fails according to the moral attitude taken by the creator of the character as to his or her true aim or end in life. Granted the dramaturgic faculty to create a story full of life and movement (but with a due sense of proportion) which will hold the reader's interest to the end; granted the artistic temperament with its quick and delicate perception of the picturesque, the beautiful, and even of the weird, the grotesque, and the horrible, to serve as a contrast or counterfoil to the former in addition to the sincerity or truth of description and portraiture, and the power of literary expression, and the novelist who possesses these qualities will hardly fail "to stir our feelings deeply, to enlarge our horizon of ideas, to interest or to amuse us, to stimulate our curiosity, or to satisfy our craving for the beautiful"—and if he succeeds in producing any of these results, his book is bound to be a success.

Now the author of the novels abovementioned has been singularly fortunate not only in fulfilling all the three conditions which Tolstoi considers necessary for the production of a true work of art—the conditions just mentioned, of *a true moral attitude* towards his subject; a clear expression or, what is the same thing, *beauty of literary form*; and *sincerity* or unfeigned love or hatred of what he depicts—but in his choice of a Malayan setting for his stories, which is new or unfamiliar to most of his readers. So that the scenes he describes have nearly always a local atmosphere full of charm, while the human interest, which forms the secret of all art, is based as a rule on the passions and impulses and motives of conduct of a race which has hardly emerged from its primitive state of social organisation. Further this interest is not unfrequently heightened by the introduction of startling occult and magical agencies; and as Chesterton, with his usual love of paradox, says in his preface to one of Gorky's novels: "It is from these fresh and untried and unexhausted nationalities—from countries which may even

be called barbaric—that are derived everything that is most sad and scientific, everything that is most grave and analytical, everything that can be called most modern, everything that can without unreasonableness be called most morbid.”

Let me give you a brief analysis of his novel “Since the Beginning” to show you his “moral attitude towards his subject,” the first of the Tolstoian requirements.

It is the story of a young civilian, Frank Austin, who begins his official life in the Malayan Peninsula, “full of high hope and boundless ambition, blessed with a feverish energy, a limitless curiosity concerning his surroundings, a large heart overflowing with sympathy for the brown folk about him,” and equipped with a thorough knowledge of the Malayan language which he had mastered by living among the people he loved in spite of their primitive ways and crude ideas of morality. Does it not suggest the author’s own personality at this early stage of the hero’s career, though it changes subsequently in the course of the story? Despite the friendly warnings he receives from an older friend—a veteran civilian, who speaks from his own experience of the danger of exposing his moral sense to too great a risk by contracting too close an intimacy with the natives in his desire to study their life thoroughly, Austin’s love of adventure and insatiable curiosity carry him to Pelesu, the capital of a Native State; and it is there, while residing close to the Palace as the Rajah’s guest, that he meets with an adventure which forms the key of the whole story. You will ask at once: “Who is *she*? *Cherchez la femme!*” Here is the answer. A strikingly handsome girl of the Royal household, Malayan by birth but with Arab blood in her veins, “a girl of seventeen or eighteen, strangely long of limb and lithe of figure for a Malay, with a wealth of coarse, black, glistening hair twisted gracefully into a knot at the back of her slender neck,” whose “olive tinted oval face, high clean-cut features, almost aquiline nose, tiny delicately formed ears, and strongly marked arching eyebrows” showed her Arabic origin—and whose strong passionate nature, had it but been moulded from infancy, “might have resulted in a character instinct with nobility and all the higher attributes of womanhood”—since “her strength of will, her steadfastness of purpose, her hatred of wrong and of oppression were qualities such as go to the forming of this world’s heroines.” Fiercely resenting the cruel treatment she receives at the hands of a Princess who is jealous of her beauty, she plans to escape from her life of slavery in the Englishman’s boat, and falls in love with the Englishman himself—a love which is kindled into a frenzy of passion when she happens to be rescued by him from assassination at the hands of her jilted Malay lover. For a long time Austin resists her witchery. “But suddenly one night she appears before him on board

the raft which he occupied as a sleeping place.* Her great black eyes, softened and deepened by the love of which she spoke, gazed up entreating, imploring, with just that trustful innocent expression which may be seen in the face of a child, who cannot believe that any one will find it in his heart to refuse the trifle for which the request is made so prettily. Frank drew in his breath sharply and felt that he was behaving like a brute. It was difficult to recognise in this wheedling plaintive girl before him the fierce savage creature whom he had seen spurning the dead body of (her former lover) so short a time before. He was not naturally a cox-comb—indeed like so many men he found it hard to believe that he was capable of inspiring love in the breast of a woman—but Maimûnah's words had a very genuine ring in them, and the thought of her love for him was intoxicating, since her beauty appealed more strongly than ever to his senses. Still, he was not quite lost to reason, and he was as thoroughly convinced as ever, that, quite apart from all questions of morality he would be guilty of an act of immense folly, were he to allow himself to become involved in an intrigue with a woman of the Palace while he continued to reside at the Court of Pelesu." And so after a prolonged interview in which the conflict between desire and duty, passion and conscience, temptation and self-control is powerfully depicted, the hero rises superior to the weakness of the moment, and sternly sends her away.

But Fate, "whom he had flouted," trusting too much to his reason and strength of will, proved too much for him eventually. "An innate weakness of moral purpose, which," as he himself confesses later on, "allowed him to dally with temptation for a while, brought about his undoing." The same moral weakness prevented his casting her off definitely when once he had repented having yielded to the temptations of this Malayan Delilah. So that when a few years after he goes to England and brings back with him an English wife—"the sweetest, fairest, most innocent type of loving, gentle, civilised womanhood"—this passionate native woman who had never ceased to love him with all her heart and soul, never ceased to count on his return to her, when he returned from Europe, growing mad with jealousy at the sight of this fair and gentle creature who had robbed her, as she believed, of her prior right to her lover's affection, watched her opportunity, and during

* "Tuan," she said softly, "this night I may whisper in thy ears the quatrain made by the men of ancient days:—

The sun stands high in the Heavens above,
The kine which he smites with his rays expire.
For long, O Lover, I've sought thy Love;
At last I have won thee—my Heart's desire!

You will be able to appreciate the last two verses in the original—as given by the author.
Sekian âdek menchâri, Bhara ini âdek men-dâpat.

Austin's absence once for a few weeks on Government duty, deliberately poisoned her. Austin returns only in time to nurse his wife for a brief while before she expires in his arms. Heart-broken at her loss, and with the consciousness that her life might have been saved had she been anywhere else, but in the remote station which he had purposely selected to be safe from his former mistress, at the sacrifice of official promotion, his evil fate in the person of Maimūnah once again appears before him—the "little sin" which he had thought lay dead and buried and almost forgotten by God and man, "reared its head" once more and confronted him—and when she calmly confesses the deed she had done, he pursues her to inflict his vengeance on her, stumbles, falls senseless on the ground, and awakening to consciousness only to realise that he is in a manner his wife's murderer, snatches up a pistol and puts an end to himself.

As to literary form and beauty of expression, let me quote this time from the sketch entitled "Among the Fisher Folk" one of the finest bits of picturesque writing I have come across—not that there is any difficulty in picking out similar passages from the novels by the same author, but they are mostly too lengthy for quotation:—

"This is a land of a thousand beauties. Nature, as we see her in the material things which delight our eyes, is straight from the hand of God, unmarred by man's deforming, a marvellous creation of green growths and brilliant shades of colour, fresh, sweet, pure, an endless panorama of loveliness. But it is not only the material things which form the chief beauties of the land in which we dwell. The ever-varying lights of the Peninsula, and the splendid Malayan sky that arches over us, are, in themselves, at once the crown of our glory, and the imparters of a fresh and changeful loveliness to the splendours of the earth. Our eyes are ever gluttoned with the wonders of the sky, and of the lights which are shed around us. From the moment when the dawn begins to paint its orange tints in the dim east, and later floods the vastness of the low-lying clouds with glorious dyes of purple and vermillion, and a hundred shades of colour, for which we have no name, reaching to the very summit of the heavens; on through the early morning hours, when the slanting rays of the sun throw long broad streaks of dazlingly white light upon the waters of sea and river; on through the burning noonday, when the shadows fall black and sharp and circular, in dwarfed patches about our feet; on through the cooler hours of the afternoon, when the sun is a burning disc low down in the western sky, or, hiding behind a bank of clouds, throws wide-stretched arms of prismatic colour high up into the heavens; on through the hour of sunset when all the world is a flaming blaze of gold and crimson; and so into the cool still night when the moon floods us with a sea of light only one degree less dazling than

that of day, or when the thousand wonders of the southern stars gaze fixedly upon us from their places in the deep clear vault above our heads, and Venus casts a shadow on the grass: from dawn to dewy eve from dewy eve to dawn, the lights of the Peninsula vary as we watch them steep us and all the world in glory, and half intoxicate us with their beauty."

With regard to the third requirement necessary for artistic perfection according to Tolstoi—sincerity—unfeigned love or unfeigned hatred of what he depicts—that appears in the portraiture of every character. It is at least as genuine and true as any form of sincerity can be in a work of fiction—not unlike the nigger's definition of an oath. "Do you know the nature of an oath, Sambo?" "Yes, Massa, it means if I speaks a lie I sticks to it."

GOOD-BYE

PRIZE-DAY AT THE ROYAL COLLEGE.

THE annual distribution of prizes at the Royal College came off on August 1st, 1907, in the Lower School, which was gaily decorated for the occasion, with greenery and a profusion of blue and gold flags—the colours of the College. His Lordship the Chief Justice, Sir Joseph Hutchinson, presided—in the lamented absence, through illness, of the Acting Governor—and gave away the prizes, before a large and interested gathering of old boys and their families. The entrance to the school was adorned with a handsome pandal, bearing an inscription of welcome to the Chief Justice, while the entire length of the carriage drive was lined with bamboo arches hung with greenery. About 4 o'clock, Sir Joseph and Lady Hutchinson arrived, and were received by Mr. C. Hartley, the Principal of the College, and Mrs. Hartley.

The attendance was very large and included the Hon. A. G. Lascelles and Miss Lascelles, Mr. and Mrs. E. M. de Coucy Short, Mr. P. Arunachalam, Mrs. C. Hartley, Hon. Mr. S. C. Obeyesekere, Mr. and Mrs. Hector VanCuylenburg, Mrs. H. R. H. VanCuylenburg, Mr. J. H. de Saram, Mr. and Mrs. James Pieris, Mr. and Mrs. J. R. Weinman, Miss Johnson, Mr. and Mrs. J. E. R. Pereira and the Misses Pereira, Mr. A. St. V. Jayewardene, Mr. Francis Beven, the Rev. O. J. C. Beven, Dr. Solomon Fernando, the Rev. C. A. Koch, the Rev. N. A. Stone and Mrs. Stone, Mr. Felix Dias and Miss Dias, Mrs. W. VanLangenberg, Mr. T. G. Jayewardena, Rev. H. Highfield, Mr. C. M. Fernando, Mr. G. Rawlinson, Mr. F. J. de Mel, Mr. E. W. Perera, Dr. A. C. Hewavitarane, Dr. S. Hallock, Mr. A. P. Savundranayagam and very many others.

THE PRINCIPAL'S REPORT.

The proceedings began by the Principal, Mr. C. Hartley, reading his Report, which was as follows:—

The chief event to be noted in the Royal College records for the year is the great impetus given to the teaching of science by the conversion of the post of Principal Assistant, held by the late Mr. Nicholas, into a science appointment.

Our new lecturer, Mr. A. F. Joseph, began teaching Chemistry and other scientific subjects last October, enabling Mr. Walker to devote himself more exclusively to Mathematics instead of having to teach both,

as formerly. A considerable number of science hours have been added to the curriculum of the Upper School, and scientific object lessons are given regularly to all Forms of the Lower School.

In addition, since the beginning of this year, special classes in Physics for schools have been held at the Technical College by Professor W. S. Templeton, at which our most advanced boys have been prepared for the London Intermediate Science Examination; and the boys immediately below them have received more elementary instruction.

The system is on its trial, but promises to be highly successful.

Early in February last, Mr. Walker was summoned to England on urgent business, and his place as Lecturer in Mathematics has been filled by Mr. Poulier; while the latter's work has been taken by Mr. G. C. Lee, late of the City College. Mr. Walker is expected in Ceylon in the course of this month. I regret to record the very recent break-down in health of our Lecturer in Classics, Mr. Rawlinson, who is also Honorary Captain of our Cadet Corps, and who is obliged to apply for nine months' leave. Since his illness his work has been taken by Mr. A. P. Savundranayagam, M.A., London; but the arrangements for the future have not yet been settled.

The numbers of the school in 1906 averaged 326 and the attendance 296.51, a percentage of nearly 91. For the first half of 1907 we have had an average number of 337, attendance 309.74, percentage nearly 92.

In January of this year we sent up six candidates for the London Matriculation Examination, of whom one passed in the First Division, one in the Second, and four were rejected, a result which must be regarded as a very disappointing failure in what has otherwise been a very successful year. All passed in Latin, but rejections occurred in English, Mathematics, French, Chemistry and Mechanics, proving the weakness to be general rather than particular.

In December, 1906, we entered 23 senior candidates for the Cambridge Local Examination, and 42 junior. Of the former 4 obtained Classes, 15 passed satisfactorily and 4 failed. Of the juniors, 7 obtained classes, 26 passed and 9 failed. One distinction was gained by the juniors in Latin and 3 in English. We also carried off 2 out of the 3 junior Scholarships and the Hewavitarane Prize for experimental science.

These results show a decided advance on those of recent years, and the success of boys from Remove A. and VA. in particular is greatly to the credit of Messrs. Jansz, Poulier and Fernando, the Masters chiefly concerned. It is worth noting that all our six candidates for experimental science passed, and that for the first time in my recollection no single failure has occurred in Arithmetic.

One of our V Forms and four of the Lower School Forms were examined in December by the Cambridge Syndicate. The report of the examiners was in general highly complimentary, their criticisms being confined chiefly to the choice and range of subjects.

As regards the University Scholarships, last year we sent up one candidate in Mathematics and Science, and none in Classics. This year we have entered two for the London Intermediate Science and one for the Intermediate Arts Examination. It appears to me that this is nothing like so large a number as we should and could send in if we had the material to work upon. In my opinion, our VI Form, especially in the highest divisions, is far too small in numbers: and I would gladly see six boys working each year for the Intermediate Arts and as many more for the Intermediate Science. Unfortunately, parents look upon their sons' admission to the Lower VI as the crown of their education, and are only too ready to remove them about the age of 18 after a few months in that Form, which should be regarded merely as the preparation for higher studies. We are continually losing very promising boys in order that they may enter a profession or some other career at an age which in England, where the opportunities for a thorough grounding are far better than in Ceylon, would be considered immature. This course cannot be good for the boys themselves, and the VI Form suffers for want of competition and the stimulating effects of numbers.

The list of school prizes grows longer each year. In addition to the many valuable rewards for study which have appeared in the past, I have to chronicle the addition of the Hewavitarane Prize for experimental science among junior Cambridge candidates, which has been carried off in its first year by a Royal College boy.

An interesting prize named the Ashmore Prize has also been founded by the Hon. P. Arunachalam and friends of the late Lieutenant-Governor, and is awarded for eminence of character rather than of intellect. The principle of selection consists in a combination of votes given by the Assistant Masters, the VI Form, the Cricket and Football Elevens and the Cadet Corps; and in its first year, it has fallen to one who is also our foremost scholar.

A new subject has been added this year to our school curriculum in the shape of Ceylon History, which is studied in Mr. Arunachalam's "Sketches of Ceylon History" in three forms of the Upper School.

It is not unknown that Empire Day was celebrated this year by the schools of Colombo with more than former enthusiasm; and that a Championship Cup was presented by the Ceylon Planters for the winners of the greatest number of points in a series of races. It is pleasant to record that the Royal College won the Cup by a very large majority of points; especially as of late years the proficiency of the schools in sports has not been up to its old standard.

We have to deplore the untimely death of an Old Boy, Dr. Andriezen, after a brilliant career in medicine.

Among the honours which have fallen to Old Boys we have to congratulate L. W. A. de Soysa on taking his degree at the Agricultural College, Cirencester; A. Padmanabha of the Middle Temple on passing his examination in Roman Law, Constitutional Law and Legal History; A. Mahadeva of Christ College, Cambridge, on passing his Mathematical Tripos, though we hoped it would be in a higher Class than the third; A. E. Keunemann of Pembroke College, Cambridge, on taking a Second Class in the History Tripos in his second year; Captain T. G. Jayewardena on his appointment as Acting Adjutant of the Ceylon Light Infantry; and Mr. C. Dias, lately our Science Demonstrator, on carrying off the first Law Scholarship in the Intermediate Proctors' Examination.

The question of new buildings for the Royal College is still unsettled. A site has been selected and plans prepared, though, I believe, not yet sanctioned. All boys, past or present, will, I know, join me in hoping that it will be no long time before the foundations are laid.

THE PRIZES.

The CHAIRMAN then distributed the prizes, according to the following list, Mr. Hartley calling out the names of the winners:—

SPECIAL PRIZES.

Turnour Prize	...	...	...	P. L. Jansz
Director's Prize	...	...	...	P. B. Herat
Shakespeare Prize	...	...	...	J. J. O. Beven
Junior Mathematical Prize	...	...	...	E. Sameresinghe
De Soysa Science Prize	...	...	...	C. Tamby
Hewavitarane General Science Prize	...	...	...	E. Sameresinghe
Rajapakse Prize	...	...	...	E. Sameresinghe
Ashmore Prize	...	...	...	P. L. Jansz
Old Boys' Prize, Senior	...	...	...	A. E. Christoffelsz
Old Boys' Prize, Junior	...	...	...	T. Goonetilleke
Mitchell Reading Prize (Presented by the Assistant Masters)	...	...	...	A. S. Buultjens
Mr. J. E. R. Pereira's Reading Prize, Junior	...	...	...	V. A. VanGeyzel
Mr. E. W. Jayewardene's English Prize, Senior	...	...	...	J. J. O. Beven
Mr. E. W. Jayewardene's English Prize, Junior	...	...	...	N. E. Ernst
Mr. Mohamed Ali's Arithmetic Prize	...	...	...	H. V. Perera
Mr. James Peiris' Essay Prize, Senior	...	...	...	H. R. Kriekenbeek
Mr. James Peiris' Essay Prize, Junior	...	...	...	L. M. D. de Silva
Captain T. G. Jayewardene's Drill Prize	...	...	...	E. L. Mack
Mr. F. A. Obeyesekere's Batting Prize	...	...	...	V. S. de Kretser
Mr. F. A. Obeyesekere's Bowling Prize	...	...	...	P. B. Herat
Mr. J. C. Rodrigo's Shorthand Prize	...	...	...	W. L. Abeyanayake
Librarian's Prizes	...	...	...	P. B. Herat, J. J. O. Beven, H. R. Jayewardene, E. L. Mack.

DISTINCTION PRIZES.

Junior Cambridge Local Examination :—

N. E. Ernst	...	...	...	Latin
C. F. Deutrom	...	...	...	English
J. R. Blazé	...	...	...	English
L. M. D. de Silva	...	...	...	English

FORM PRIZES.

Form VI.	...	...	...	Classics and English, P. L. Jansz Mathematics and Science, M. Mune- singha
Remove A	...	...	...	1. A. E. Christoffelsz 2. H. V. Perera
Remove B	...	...	...	1. T. A. de Silva 2. E. P. Wijetunge
Form V. A.	...	...	...	1. E. Sameresinghe 2. N. E. Ernst
V. B.	...	...	...	1. N. A. Joseph 2. B. P. Fernando
IV. A.	...	...	...	1. J. R. Blaze 2. J. M. Arunachalam
IV. B.	...	...	...	1. S. C. Abayawickrama 2. K. B. Abdue
III. 1 A.	...	...	...	1. G. F. Ernst 2. A. H. Ernst
III. 1 B.	...	...	...	1. A. S. Buultjens 2. H. E. L. Buultjens
III. 2	...	...	...	1. V. A. Van Geyzel 2. A. H. Abdul Cader
III. 3	...	...	...	1. H. L. Austin 2. J. L. C. Rodrigo
II.	...	...	...	1. R. C. de Fonseka 2. W. De Soysa
I.	...	...	...	1. G. W. Karunaratne 2. N. B. Jansz

THE CHIEF JUSTICE'S SPEECH.

Sir JOSEPH HUTCHINSON then rising addressed the gathering as follows :—Mr. Hartley, ladies and gentlemen and boys: You are all of you very sorry that the Acting Governor is not able to be here to-day, but none of you, I am sure, are so sorry as I am, and I hope that those of you who belong to this Island are properly ashamed of your climate for treating him so badly. There is another face which you all miss here to-day—a man who would naturally be in a prominent place here to-day—Mr. Harward, who I am sorry to say is also ill; but I was glad to hear this afternoon better accounts of him. You all know that I am only

AN EMERGENCY MAN

brought here on short notice to take the place of the Acting Governor. You will therefore be prepared and glad to hear that I shall not detain you very long.

When Mr. Hartley came to me last night and asked me to give away the prizes to-day, I naturally refused as long as I could, but when I consented I said: "Of course you will not expect me to speak for more than two or three minutes?" But he said "On this occasion every year—a great occasion for the College—we always expect an address on the subject of Education in general and the Royal College in particular." I am afraid I am not competent to do that, because I have no special knowledge of the subject, either of Education in general or of the Royal College in particular; nor have I had the time to think of it; and I know very well that in this country more than in most places that I have been in, one has to be mindful of his p's and q's and be very careful not to tread on people's toes, and therefore the longer I speak I am the more likely to rub up somebody the wrong way. As an outsider, with no special knowledge of the subject, I feel that it is difficult to pretend to give advice or hints to the Director or to Mr. Hartley or the Masters as to what they should teach or how they should teach it, just as I should think it rather an impertinence on the part of people coming to give us lessons in the way in which we administer the law and deliver our judgments. Therefore I must necessarily confine myself to just a few generalities. At the same time, I must tell you that I did know something about this College long before I came to Ceylon. Not that it is a very famous place known all over the world—but about thirty-five years ago, when I first went to Cambridge, I made friends with

A YOUNG FELLOW FROM CEYLON,

who had gone there to the same College as myself, from this Royal College. You know him very well. We did not call him then by such a long name as we do here, Ponnambalam Arunachalam, nor shall I give you the name we called him. It would not be fair; but I did hear something from him about the Royal College, which I did not forget. And in after years I knew two gentlemen very well-known in and connected with Ceylon—Sir Walter Sendall and Sir Chas. Bruce, both of whom were connected with education in this Colony, and are well remembered by many of you here. Well, the first generality that occurs to me to speak of is to say that it is a very good thing for the Island to have an institution like this, and that this College does excellent work in the place; and I am glad to hear from the report you have just heard read

that the numbers keep up and the attendance keeps up, and that the College holds its own pretty well in competition with other institutions in the matter of examinations and prizes. It is interesting also to hear that there is some prospect of your soon having larger buildings and more suitable for the work the College has to carry on, which will be necessitated if the College increases as it is natural to do, if it is properly conducted. It is also interesting to hear the change of subjects which I understand from the Report is being gradually introduced—the introduction more and more of what I may call scientific subjects. But there are two other generalities which the Report reminds me of and with which I might just occupy a few minutes with. One is that

SUCCESS IN EXAMINATIONS

is not always the best test of whether a school is a good school or not. Boys will quite agree with me when I say that examinations are a necessary evil. There are certain subjects which are the foundation of the education of every educated man, and the knowledge of them can only be tested, and must necessarily be tested by examinations. Such things as ordinary reading and writing, and a certain amount of knowledge of history, geography, algebra, some slight knowledge of how a steam engine is worked—a boy should not leave a school absolutely ignorant of the manner in which it is worked—the way in which his own body works, the way in which plants live and propagate—all these elementary things are necessarily tested by examinations; but when a boy gets into the higher classes, there is a larger range and choice of subjects, so as to give scope for the different capacities of different boys. And it is very easy to overdo the competition amongst boys in the higher classes. I had that well instilled into me a great many years ago or more, when for half-a-dozen years I examined in some of the larger schools in England. There was

ONE FAMOUS SCHOOL

with a famous head-master, where I examined one or two years in succession, where the head-master thought that he knew better than anybody else, what his boys ought to be taught and he discouraged outside examinations as much as possible. Any boy who wanted to win that head-master's favour had to go in for athletics, cricket, swimming, and so on; he had a garden—the head-master provided a plot of ground for every boy who cared for it; and every boy had to learn something of carpentry, and so on. He had his higher boys examined by the Oxford and Cambridge Examinations Board, and I went down as a member on.

that Board, and the head-master rubbed his ideas into me. Another school—Charterhouse—carried that idea even further. I went there, not to examine for any Board, but at the request of the head-master, and he said to me: "We have got certain prizes for each class, and I want an outsider to examine and tell me which is the best boy, but I do not want any comments on the work, or the tone of the school or anything of that kind. That is my business—my business is to see that the things are taught and to keep the masters in order." He also discouraged examinations. He did not at all encourage his boys to go in for prizes and scholarships and the result was that that school had not a great record in the Universities in the way of winning prizes.

A third school where I examined, and also taught at for a little while was entirely the opposite. Examinations were everything. Competition by the boys amongst themselves and competition with outsiders was the sole thing that was thought of. I see over that door a motto which had caught my eye before I got up—that was the motto in that school. "You must learn or go." Every boy had to get into a certain form by a certain age or out he went. The result was that that school won more scholarships and prizes in proportion to the number of boys than any other school in the kingdom. Yet, if you had taken the opinion of the men who knew something about education and took an interest in it, you would have found that the most successful school was an easy third; that the schools which discouraged examinations by outsiders but which laid more stress on the training of boys and the tone and *morale* of the school—those were the schools of which men would say if you asked them: "Those are the schools to which I should like to send my boys."

Another thing that occurred to me on hearing the report was about the

TEACHING OF SCIENCE.

I daresay the teaching of Science has great advantages, and masters, I know, are handicapped in the choice of the subject which they insist upon most, by the requirements of the governing body, and also by the requirements of the parents. But I have always thought that it does not very much matter what the subjects are that are taught—it is the way and the method in which they are taught. If they are taught thoroughly, if boys are taught habits of diligence and painstaking, it does not matter whether they devote themselves to Latin and Greek solely, or to Science exclusively. When they go out into the world, the boy who is to devote himself to Science starts with a little different equipment from the other boy, who has devoted himself to Classics; but

I am not sure whether the advantage is not more on the side of the boy whose time has been devoted more to the study of literature—the form in which great thoughts have been put and the substance of great thoughts and great ideas. Whatever be the special line which a school may take under the guidance of its masters or of its governing body, the product of which the school is proud is naturally the boys who go out from it with

CHARACTERS RIGHTLY FORMED

boys who have learned above all things to be proud, too proud to tell a lie or to do a mean thing; who have learned habits of self-restraint, diligence, honesty and truthfulness. If boys are turned out largely with habits of that kind formed, then the school is a good school and the masters have been successful, whether they have succeeded in winning a large number of prizes in competition with other schools or not. And as one knows very well what the best product of a school is, so one appreciates the enormous responsibility that is placed on the masters. I took a master-ship myself for some time, and I remember how impressed I was with that responsibility. Think of a man impressing his own character on a large number of boys with whom he comes in daily contact at the most impressionable period of their lives; very many of them cannot help taking their tone from their teacher, whether they like it or not. We all know—all who have grown up to manhood have known very many men who have had their characters moulded on that of some able teacher; we all know the man who has admired and

REVERENCED SOME PARTICULAR TEACHER

and has remembered that man in after life, and at critical moments has been determined in the right course by thinking of what that revered master would have liked him to do, by thinking that he would not like him to do a thing which he would be ashamed of if that man got to know of it. On the other hand, if a man is despised by his boys; if a man becomes a schoolmaster and the boys find out—and boys are pretty sharp, sharper even than grown-up men in finding out these things,—that he is not “straight,” much better for that man to throw up his post and earn his living by sweeping the streets or by begging.

I think I have come to the end of my generalities and have exhausted my five minutes. I will just say before I sit down one word to the boys exclusively and specially. Those boys who have come up and received prizes—I congratulate them and I advise them not to be too much puffed up and think they are very superior to the other boys because they are a little sharper or have had a better training. I do not

know whether the Sinhalese boy knows the meaning of the English word "prig:" it is a very well-known word.

A "PRIG"

is a person—a boy or man who—well, it is rather difficult to define, but I may say that it is a person who knows very well that he is much wiser and much better than other people—a boy or man who thinks and believes that he is a better fellow or wiser—wiser because he has got prizes through some little extra smattering of knowledge which his associates have not got, better or wiser than his father or mother or people with whom he has been brought up. That is a prig.

That is a thing to be avoided. Much better to be a dunce than a prig. To boys who have not been successful in winning prizes, I would say don't be too disappointed or discouraged. Be quite sure that it is much better to try than to have succeeded very easily. I have never been in this Hall before, I am sorry to say. It is my own fault—but I see you have three mottoes here. On the wall in front you have, "You must learn or you must go." On the left of me you have in Latin "Let the best boy win the prize." And on my right I see, in the older and the finer language—a motto which literally means "may the right win." Let me conclude by repeating these words: "May the best boy win; may the Right win;" and may the College prosper.

Mr. HECTOR VAN CUYLENBURG, who was called upon by the Chairman to address the gathering, made an interesting speech in the course of which he said:—

One remark the Chief Justice made with regard to one of the masters of this school, of the old Academy, whom he had known has suggested to me that I should with your Lordship's permission just make a very rapid retrospect of the history of this College—a most interesting history.

It was established about 1837, under the name of the Colombo Academy, and the Rev. Joseph Marsh was the first Principal. I was connected with the Academy in the early sixties and I remember that when I joined the school the Principal was the Rev. Dr. Boake. He was a very big man, and I remember appearing before him for admission and being filled with dismay at the thought that I should have to attend day after day at his school. I think it was about 1859 that Dr. Boake was appointed Principal of the Academy. When we joined we found—at least I did—that amongst the boys of that day there were as many what I may be permitted to term hero-worshippers, as there are to-day. When we joined there was nothing but talks of

JAMES STEWART AND RICHARD MORGAN.

These were the men who filled the hearts of the boys of 1860. Every boy wished to be what Stewart and Morgan were. These were the early products of the Academy. They were both born in the same year—these two distinguished boys; they were head and shoulders above their fellows; they were rivals in school; they joined the legal profession when only nineteen years of age, and they were rivals in their profession. At thirty-eight James Stewart was called to be the Queen's Advocate or Attorney-General of the Island, and Sir Richard Morgan, after ten years of office as Queen's Advocate, lived to refuse the Chief Justiceship of the Island on the score of health. Those two boys were educated at the Academy. They had no other education but what the Academy imparted, so that naturally we who came after them looked forward to follow in the steps of those two great men. After Dr. Boake took up the management of the institution, he sent out men like Charles Lorenz, Charles Ferdinands, John Prins, the Nells, and others; fitted them for the battle of life, and they all made their mark in their day. We regard these men almost with veneration. After Dr. Boake we had a series of Principals. There was Mr. Todd, Mr. Marsh, Mr. Cull and others; and those Principals, too, sent out into the world of Ceylon men, some of whom Your Lordship may have brought under your notice almost every day. I ought to have mentioned that in the case of

MR. LORENZ,

he was one of the pupils of Dr. Boake, and that a late Chief Justice, Sir Anthony Oliphant, who was Chief Justice for about fourteen years in this Island, spoke of him in the very highest terms. I have the original of a letter which Sir Anthony Oliphant wrote from South Africa to Sir Richard Morgan congratulating him on his appointment as District Judge of Colombo, and these are the terms in which he referred to the Ceylon boy:—

"I trust that Mr. Lorenz, whom I saw shortly before he left England will fulfil the high hopes I then entertained of him, and that he and yourself will, by your respective careers, prove to the world that *native talent and acquirements are in nothing inferior to European.*" This was the unsolicited opinion of a man who had rare opportunities of judging—a man who had sympathy with the people of this country, and a man who did not hesitate to express his opinion freely. These two men as I have told you, amply fulfilled the hopes that the Chief Justice had entertained of them.

We are come now, my Lord, to a time when

A NEW CHAPTER

as it were, of the history of Ceylon is opening. We have a new Chief Justice, recently arrived, who has already given ample evidence of his sympathy with the people, who in the different parts of the Island that he has already visited, accompanied by Lady Hutchinson, has won golden opinions from everybody. People in those outstations have been surprised and astonished at the kindness they have received at your hands, and the interest you show in them and their belongings. In addition to a new Chief Justice, we are expecting a new Governor. A new Colonial Secretary has already arrived amongst us, and therefore, as I said we are beginning as it were, a new chapter in the history of Ceylon, and simultaneously we find that there is a feeling prevalent that there is the dawning of a new spirit in the land and among the people. The educated boys of this institution who have been going out into the world of Ceylon and taking their places with credit in the different professions and in other Colonies, are beginning to feel that some

CHANGE IS WANTED IN THE MANNER OF THE GOVERNMENT

of this Island. They feel that they are entitled to a little more consideration; that they are entitled to be consulted, and that they are entitled to have a voice in the Government of this Island. The system of Government of the day is what was established in 1833, and I am sure that I am not expressing too hopeful a wish, when I say that with a new Chief Justice who can see and decide for himself as to the character, standing and ability of the young men and others about him; with a new Colonial Secretary and with a new Governor, we shall have fulfilled the natural aspirations which impel educated men—that is to have a voice in the Government of the country. After a hundred years of British rule, Ceylon is undoubtedly the first of Crown Colonies. We feel in Ceylon that under the British Government we have enjoyed privileges which would have been impossible under any other Government. For these we are truly grateful; and the loyalty of the people of this country is beyond question. If there is any necessity for supporting the statement that I have made as to the loyalty of the people of this country, if your Lordship will permit me, I shall quote an authority or two on the subject. One of the most popular Governors of Ceylon, and one of the ablest—one who sympathised thoroughly with the people and their aspiration—I refer to

SIR WEST RIDGEWAY

—just before his departure said in a speech at one of these functions :

"In some countries where a deep gulf separates the different races, where their interests are diametrically opposed, where their habits and customs come into collision at every turn, where mutual dislike and antipathy are instinctive—there it may require a more supple hand than mine to hold the scales evenly. But not so in this happy Ceylon, in Ceylon where all men, whatever their descent, be it English, Dutch, Sinhalese, Tamil, Malay or Mohammedan, where all vie in loyalty to the Crown, where all love England and are proud to be members of the great Empire which is the heritage of us all." On this occasion he spoke of the policy of Government with regard to the people of this country. He was one of the greatest advocates of the policy of retaining the Royal College. At that time educationalists in Ceylon, particularly the Missionary bodies, naturally felt that to compete with a Government institution was difficult for them, and they thought that Government should abolish the Royal College. Attempts were made on several occasions, but Sir West Ridgeway it was who put his foot down firmly and for ever put aside the proposition that the College should be abolished. He told us what the policy of the Government was. It was, he said, to encourage the employment of Ceylonese in the Public Service. "They have many admissible qualifications for it. There is no lack of brains, considerable indifference of character, there is a singular absence of caste feeling and race prejudice, and above all the Ceylonese are distinguished for fervent loyalty to the Crown. The word

"SEDITION" FINDS NO PLACE

in the Ceylonese vocabulary. For these reasons I am most anxious to follow in the footsteps of my predecessors and to encourage the advancement of the Ceylonese in the Public Service."

I have thought it proper to quote Sir West Ridgeway on this subject of loyalty. Of late we have had news from the opposite continent of disaffection; but my Lord, there is no such thing in Ceylon. We may be dissatisfied, but there is not disaffection.

And now, my Lord, on behalf of the Old Boys, I have to express our very great satisfaction at seeing your Lordship in this chair. There are many Old Boys here around you to-day who have listened to what you have said with very great pleasure. We have also to thank Mr. Hartley for working up the institution as he has done. Mr. Hartley will I hope, be able to open the new College at the Cinnamon Gardens. I know that a lot of us Old Boys did not care to leave this locality for old associations' sake. There are the classic shades of the banyan trees, as a friend of mine once remarked. But we have all got over this feeling, and are prepared to go over to the Cinnamon Gardens.

But it is certainly a pity that when the new building was sanctioned long ago, after eighteen months we have not seen the foundation stone laid, I do not know who is to blame for this, but there is the fact that

NOTHING HAS BEEN DONE ;

and I hope that Mr. Hartley will take to heart what I am saying now and that he will press upon Government the necessity for making the laying of the foundation stone one of the first acts of the Governor who is coming here. I wish to impress upon you, as I said before, that it is not my intention to give you any advice, I wish to impress upon you that you have before you a glorious future—a future such as we, when we began life, had not before us. I have lived to see the doors of official preferment gradually open wider and wider. I hope to live to see it opened to its fullest extent—and that every one will have a chance that offers in fair competition. Of course, you cannot all expect to be Lorenzs or Morgans; but you can all be worthy citizens of the great Empire. You cannot command success, but I think you can do something better—you can deserve it.

DR. SOLOMON FERNANDO, another old boy, who was then called upon, impressed on the boys the ideal of a life of devotion to duty, and dwelt on the unique position of Ceylon in the world, in that a liberal education was here deemed complete without

A KNOWLEDGE OF THE VERNACULAR OF THE LAND.

In that respect, we are unique indeed among all civilised nations. It is indeed a curious fact that our medical authorities demand a knowledge of French from every young lad who aspires to be a medical man; but they send these young doctors to stand by the bedside of a sufferer listening to his tale of woe and trying to unravel the mysteries of some obscure complaint, with sometimes a cooly for his interpreter! In the Legal profession I believe things are not so bad, but I have heard it said by lawyers that a man with a knowledge of the Vernaculars has special and distinctive advantages over those who do not possess it, and I am sure that a knowledge of the Vernaculars would be a great advantage in the administration of justice. It is not only in the learned professions but also in all other walks of life that a knowledge of the language of the land is of great benefit. It is the principal means of learning and understanding native character, native modes of thought, native aspirations and native habits. You devote in these Colleges a great deal of time and energy to the acquirement of such foreign languages as French and German, but if you will only devote a fraction of that energy towards your own language—language in which you are able already to converse,

with which you are already somewhat acquainted—if only you devote a small fraction, I say, of your time to it, you will place yourself at a positive advantage, you will soon be able to read your great historians, great poets and great philosophers, who have during the past ages of this country's history been lights in their day. You may not, perhaps, appreciate those thoughts and the wisdom of that day in the light of the present, but you will not fail to admire those who have gone before you; you will not fail to be proud of those who led the way; and the consequence will be that you will be proud of them, and, being proud, you will acquire benefits untold to yourself and the people around you. You will feel a fellowship with the great past, and you will equally feel in sympathy with the people round about you, in spite of the great differences of culture and education between you and them. There is, however, a great difficulty in the way. This great desideratum in your educational curriculum has unfortunately no market value at present. Your Cambridge and your London University Examinations do not countenance them. We have seen the learned professions ignore the Vernaculars, but I believe a small effort is just now being made to introduce into this College the learning of Sinhalese. It is perhaps an experiment, but I trust that it will soon cease to be an experiment, and will soon be appreciated as a really useful knowledge. An institution like this, supported by the people, and looked up to by them, has no right to exist unless it is for the benefit of the people—unless its humanising influences filtered down into and permeated the masses. But the filtering medium, namely the common language, is lost, and a great gulf has been forming between the educated and the uneducated classes, and this gulf has been widening of late, and it will be for you, by the cultivation of your own language, to stem this tide—a tide of alienation which is threatening the common weal. This is what has been spoken of on previous occasions as the tendency to denationalise. Whatever it be, it is time that we woke to our unique position and wiped away this great blot.

Mr. R. G. ANTHONISZ in moving a vote of thanks to the Chair, said: My Lord, ladies and gentlemen,—It has fallen to my lot on this occasion to perform a duty which year after year some old boy of this College has been called upon to fulfil. I should have been glad had the task been committed to some one better fitted by profession or calling than I am, but I yield to no one in my desire to be of service to the College and in the feeling of thankfulness which I am sure I share with all other old boys towards those in high office who come here to grace this time-honoured institution. I have, therefore, much pleasure in proposing a vote of thanks to the Chief Justice for his kindness in presiding at this prize-giving. I know we all regret the absence of

the Acting Governor and the circumstances of it, but we have been proud to welcome His Lordship the Chief Justice, and to congratulate ourselves upon the most interesting remarks which he has offered us and the boys this evening. On every occasion when some high official, whether Governor or Lieut.-Governor or Chief Justice, comes here for the first time to make his personal acquaintance with this institution, the minds of those who are interested in the welfare of this institution are naturally exercised as to what impression he will carry away with him. I think that from what His Lordship has seen and heard to-day, we may indulge the hope that he will feel kindly towards the aims and objects of this venerable College—venerable, considering that it had its foundation within forty years of the British occupation of the Island. It is a matter of concern to us that those high in authority in this Island should fully appreciate the heavy weight of responsibility that rests on the shoulders of the Principal and his assistants in this College. The standard of education in the Island which the Royal College as a Government institution is intended to set, has thus far been well maintained. That it should continue to do so is a matter of the deepest concern to all who are interested in the welfare of this country. We all know how much depends upon the men whose labours are devoted to the task of fulfilling the objects for which this institution exists. And I think we ought to appreciate at their full worth the zeal, skill and the patience with which their irksome duties—I say irksome advisedly, for teaching, however noble and honourable, is at all times an irksome task physically—are performed. The Royal College has had the misfortune, in recent years, of losing the services of some important members of its staff, notably that of Mr. C. B. Nicholas, the Principal Assistant, who died in March, last year. Mr. Nicholas has passed away, and others also have left this College, leaving their places to be filled by newer men, but we may trust, with Mr. Hartley at the helm, that the excellent work of the past will still continue, and that the traditions of this College will always be maintained. I would claim the privilege of an old boy—not a distinguished old boy such as Mr. Van Cuylenburg mentioned, but as one of the older generation, for my school days go back to the time of good old Doctor Boake—I would claim the privilege of addressing a few words to the present students of the College, but I feel that I must not take up any more time. There was one thing, however, which impressed itself upon me during the reading of the Report, and that is, the new

ASHMORE PRIZE

that was offered for “excellence of character” in commemoration of the late Lieut.-Governor. I would wish to point out to the boys that while

excellence in study, skill and practice on the cricket field and in athletics—things which seem nowadays to engross the whole attention of College students—will themselves go a great way to prepare them for the battle of life, yet there is one thing needful without which they will fail to win the respect and the confidence of their fellow citizens, and that thing is uprightness of character. I hope every student of this College will bear this in mind, and that he will endeavour, whatever the position he may aspire to occupy, and whatever he may eventually reach, to prove himself worthy of this institution by always trying to be loyal and true and faithful to duty and upright in all his dealings. I am sure all present will join in the vote of thanks which I propose to His Lordship the Chief Justice for his presence here this evening.

This terminated the speech-making, and the gathering repaired to the lawn, on the invitation of the Principal and Mrs. Hartley, and discussed light refreshments to the accompaniment of the Coronation Band. The guests dispersed about 6.30, after a very pleasant social evening.

PRIZE-DAY AT S. THOMAS' COLLEGE.

THE 15th August, 1907, was prize-day at St. Thomas' College and the proceedings were marked throughout by that spirit of thoroughness and enthusiasm that characterises the Thomians. The proceedings commenced at 4.15 p.m., and by 4 o'clock the Hall of the College was filled to overflowing with a large crowd of friends and supporters, the parents of the boys of the school predominating. The Hall was profusely hung with flags and wore a most inviting appearance, while a profusion of greenery lent an air of coolness to the surroundings. Sir Joseph Hutchinson, Chief Justice, who presided, was received on arrival with Lady Hutchinson, by the Cadets of the College under command of Capt. J. E. Perera, and escorted through the Hall to his seat on the dais by the Rev. W. A. Stone, Warden of the College and His Lordship the Bishop. The following occupied seats on the dais, to right and left of the Chairman:—His Lordship the Bishop, Hon. Mr. S. C. Obeyesekere, Dr. Gerald de Saram, the Ven. the Archdeacon, Mr. R. W. Evans and the Warden.

THE ATTENDANCE.

Among those present, besides those already mentioned, were Lady Hutchinson, Mrs. Copleston, the Rev. C. A. Koch, the Rev. D. Tweed, the Rev. J. C. Ford, Dr. and Mrs. Heynsburgh and the Misses Heynsburgh, Mrs. W. H. Meier and the Misses Meier, Dr. and Mrs. Lucian A. de Zilva, Mrs. Gadd, Mr. and Mrs. Walter Jansz, Mr. and Mrs. Jno. Fernando, Mr. and Mrs. Crowther, Mrs. Gauder, Mr. and Mrs. Justin Vandersmaght, Mrs. Nelson, Mrs. C. Albrecht, Mrs. H. D. Jayasinghe, Misses Toussaint, L. Meier, Eda Daniel, Dunuville, Reimers, Van Cuylenburg, Wootler, Beling, Grigson, Aserappa, Muttukistna, Joseph, Mr. J. L. Stewart-Walker, Mr. C. P. Dias, the Rev. Jayasekera, Mr. Rajah Muttiah, the Rev. C. David, the Rev. W. J. Wijesinghe, the Rev. W. A. de Mel, Inspector Eliyatamby, Dr. Homer, Messrs. J. E. Muttukistna, P. E. Morgappa, Pullenayagam, Sol. R. Pullenayagam, J. T. Alwis, D. C. Samaranyake, D. W. Wijesinghe, J. Purnayagam, W. P. Satukavaler, J. E. Muttukistna, V. de Livera and Thomas Joseph.

THE REPORT.

The proceedings commenced with the reading of the Report of the School by the Warden, which was as follows:—

YOUR LORDSHIPS, LADIES AND GENTLEMEN,—We welcome to-day with much pleasure the presence of the Chief Justice at our annual prize-giving, and the more so as S. Thomas' has always contributed largely both to the Bench and Bar of Ceylon, as I trust it will ever do. The College was inspected last December, and the results compare favourably with previous years. Mr. Krieckenbeck reports that the work of the two lowest classes was very satisfactory; in the next two poor, with the exception of handwriting about which he speaks in very favourable terms. The Lower Fourth were very satisfactory in Arithmetic and Grammar, Handwriting being almost uniformly good. In the Upper Fourth Arithmetic was fairly good, and English Composition idiomatic Latin was well answered and Algebra very satisfactory. In Geometry the book-work was well done throughout.

In the Cambridge Locals, 12 passed the Junior and six the Senior with four distinctions, a moderate result. Storer, keeping up the tradition, was awarded the Ceylon

Mathematical prize. Of the College Form one passed the London Matriculation, which will in consequence not be taken again except in special cases, the Senior Cambridge being re-adopted, as more suited to the previous work, and distinctly better for the purposes of education. This seems an amiable way of explaining ill success, but I would point out that other Colleges had last year a similar experience. Apart from the double cost in fees, the London Matriculation is too wide in scope for the average Ceylon boy, and the *experimentum in corpore puerili* must be dubbed a failure. Despite this, one boy has not been deterred from entering in January next, and if hard work can do it, he should get through.

The attendance throughout the year was very fair between September and December, 1906, when Colombo was, as your memories will remind you, unhealthy; very good between January and April, 1907, when 80 boys in the Lower School made full attendances, and good in this term just ended, when 58 in the Lower School were present every day, and many others missed once or twice only. On the score of attendance the College has, I think educated the parent as well as the boy, and the truant ranks with the dodo and other extinct and inferior species.

The Laboratory ended its period of probation last year, and in December next a large number of boys will take Chemistry both in the Senior and Junior Locals. I have every reason to be satisfied with the thorough way in which the teaching of elementary Physics and Chemistry up to an advanced stage has been steadily pursued and carried forward by Mr. Handel Smith. To begin and to succeed in less than three years in teaching these subjects single-handed to five forms numbering 145 boys is a distinct achievement, which I think few could undertake with success if Classics or Mathematics were similarly begun as quite new work. It would have been easy to cram a few of the best boys and score passes in 1906, but class-teaching and education in Science are my aim in this as in other respects; and I have no doubt that the results in the future will justify a steady and uniform method, which produces steadiness of character in the boy.

The last year will always be remembered as one in which the College carried off both University Scholarships on the first occasion when two were offered. Our late Sub-Warden has given us two University Scholars in G. E. H. and L. H. Arndt, the former of whom will be ordained to the Diaconate in September, a few weeks after his younger brother joins University College, London. L. H. Arndt we hope will one day do as well as Mr. Tampoe, and enter the Indian Civil or Colonial Service; in the meantime he will read for Modern Languages and qualify himself for the Bar. We lose in him our best Classical boy and a brilliant cricketer, who after winning the Scholarship acted as a Master for a year.

The Cricket Eleven had a successful season, defeating the Royal, Trinity and Prince of Wales' Colleges, and being beaten by S. Joseph's by a few runs in the second innings. We have yet to win this last match. The Football Eleven was moderate this term, and were badly beaten by the Royal.

It is with gratitude that I report the revival of the Theological School in the College. For nine years past the small income coming in on this account has been saved till nearly Rs. 9,000 lies to its credit. The Society for the propagation of the Gospel has now given Rs. 1,000 a year for six years, an anonymous donor the same, and the Standing Committee of the diocese a grant and a large sum for repairs. The guest house has been prepared to receive six students and the Professor, who will probably begin work in October. This will be, as the original trust deed intended, the real nucleus of the College in its Missionary work, and a constant reminder of the chief end to which all work should be directed, for S. Thomas' is not secular but religious in its foundations by Bishop Chapman. The Divinity Professor, Rev. G. B. Ekanayake, has qualifications which no other priest in the Island can claim, a double first in Theology at Cambridge, and he possesses an intimate knowledge of all classes in Ceylon, and the high character which is demanded by his responsible work, the training of candidates for holy orders.

The post of Sub-Warden was accepted by Mr. Williams, an Oxford Graduate, who was unfortunately unable to come out owing to his wife's health. The position is not to be filled by any Oxford or Cambridge man who applies, and already several applications have been declined, on account of want of experience. The old boys may rest assured that Warden Miller will not choose, or the Bishop sanction, any but a really competent University man, who is anxious to take up Missionary work, and by his ability and character is able to take the place of Mr. Arndt.

Among the honours which fall to old boys this year I mention:—The Maha Mudaliyar has received the honour of Knighthood from His Majesty, Mr. Walter Pereira, k.c. has been appointed Acting Attorney-General, Mr. G. S. Schneider acts as Additional District Judge of Colombo, Mr. Louis Maartensz is appointed third Crown Counsel, and Mr. W. N. S. Aserappa is confirmed as P.M. of Negombo, Mr. H. Tiruvalingam acts as Deputy Fiscal for the Western Province, Dr. F. C. H. Grenier is studying at the School of Tropical Medicine in England, Mr. A. A. Gomes has passed the final examination of the Ceylon Medical College, Messrs. B. E. Bartholomeusz, E. de Silva and J. A. Sethukavaler have passed the Proctors' final examination, Mr. Edwin de Livera is a Muhandiram of the Governor's Gate, Mr. E. H. Modder having passed through the School of Forestry, Darjeeling, has obtained an appointment in North India, Mr. P. W. Hallock has qualified for the diploma in Engineering in the University of London. Three of our younger old boys enter at Oxford, Cambridge and London for Theology, Law and Modern Languages.

I wish to thank Mrs. Wijewardene for founding an annual prize for Science, to be awarded to the boy who passes best in the London Intermediate, or the boys who do best in the Senior and Junior Locals. The donors of prizes have always been generous in the past to the College, and I offer them my sincere thanks for their kindness. For an old boy there is no better investment.

The staff have given me every support in the work, and I have real pleasure in saying that what I have done for them as masters, has been received in the most loyal spirit, the desire to secure good work and to make good boys.

THE PRIZES.

The CHIEF JUSTICE then gave away the prizes, the Warden calling out the names of the winners, who came up amidst a ceaseless *feu-de-joie* of plaudits from their fellow-students.

The following was the Prize List:—

BISHOP'S PRIZES FOR DIVINITY.

College Form	...	...	...	E. Bartholomeusz.
Upper School	...	...	...	E. M. Philips.
Lower School	...	...	...	F. J. Beling, C. A. Maartensz.

SPECIAL PRIZES.

The Archdeacon's Liturgy Prize	...	...	...	J. Wilson.
Victoria Gold Medal (Presented by Mrs. Muttiah)	...	...	...	L. A. Arndt.
Miller Mathematical Prize founded by the Old Boys' Association	...	...	...	J. Wilson.
Mr. J. C. Mendis' Junior Mathematical Prize	...	...	...	T. Jayah.
The Hon. Mr. S. C. Obeyesekere's Classical Prizes	...	...	...	1. E. C. S. Storer; 2. E. Bartholomeusz.
Dr. Ebell's Prize	...	...	...	E. W. Arndt.
An Old Boy's Prizes for English Composition	...	...	...	1. J. Wilson; 2. S. M. Baptist
Pieris-Sriwardhana Gold Medal for English Composition (Presented by D. G. Pieris, Esq.)	...	...	...	L. J. Gratiaen.
Rajapakse Prize for Classics (Presented by Tudor Rajapakse, Esq.)	...	...	...	L. A. Arndt.

PRIZES FOR DISTINCTIONS IN CAMBRIDGE LOCAL EXAMINATIONS.

Ceylon Mathematical Prize—Senior	...	...	...	E. C. S. Storer.
For Mathematics and Applied Mathematics—Junior	...	...	...	E. C. S. Storer.
For Latin	...	...	...	G. H. Gratiaen.

THE UNIVERSITY SCHOLARSHIP FOR 1907, L. H. ARNDT.

FORM PRIZES.

College Form	...	...	...	S. Chellappah
Sixth Form (a)	...	...	...	D. W. B. Gunawardene
" " (b)	...	...	...	E. M. Philips
Fifth Form (a)	...	...	...	H. Kanangara
" " (b)	...	...	...	P. Saravanamuttu
Upper Fourth (a)	...	...	...	H. Marthelis
" " (b)	...	...	...	W. Bartholomeusz
Lower Fourth (a)	...	...	...	M. S. Jayaratne
" " (b)	...	...	...	P. Tennekoon
Upper Third Form (a)	...	...	...	P. Kandiah
" " (b)	...	...	...	C. Tennekoon
Lower Third Form (a)	...	...	...	M. M. Jayaratne
" " (b)	...	...	...	N. K. Choksey
Second Form	...	...	...	A. E. A. Crowther
Preparatory	...	...	...	D. Bandaranayake

THE AMELIA DE SARAM CHOIR PRIZES.

(Presented by Dr. G. H. de Saram.)

- 1 E. E. M. Casiechitty
- 2 F. G. de Silva
- 3 E. S. D. Ohlmus

CRICKET PRIZES.

Batting	...	...	...	E. G. Goonewardene
Bowling	...	...	...	R. E. Wanduragala
Dormitory Challenge Cup (given by W. B. de Saram Esq.)				
Won by Rev. A. Handel Smith's Dormitory	...	...	...	Captain E. Bartholomeusz

CADET COMPANY.

Challenge Cup for Marksmanship (presented by G. S. Schneider Esq.)

...	...	...	...	A. C. Philips
Prize to best N. C. O.	...	...	...	T. V. Saravanamuttu
" " Private	...	...	...	E. M. Philips

(Presented by Rajah Muttiah.)

THE CHIEF JUSTICE'S SPEECH.

Sir JOSEPH HUTCHINSON, then rising, addressed the gathering. He referred to that function as the beginning of the holidays. All work and no play makes Jack a dull boy, is an old saying, and holidays are very nice things and I wish I could join the boys in a holiday now. When I was at school, the names of the prize-winners were not announced until the very last moment, when we were called up to get our prizes, or to see others get their prizes, and the excitement was kept up till the very end, and when the prizes were given I remember how we waited impatiently until we could get out of the school. I daresay it is the same with you boys. I see from the way in which you applauded the boy who is good in athletics much more vehemently than the boy who is good at his books, that you all love sport. Besides being the beginning of the holidays, this, I suppose, is also the end of the school year. I daresay it is an important time for

some of you. There are probably some boys here who cease to be boys to-day, who are not coming back again, and who are anxious to take their place in the world and see if they can keep their heads above water. I will not offer any warnings to them; but this I can say, they will never have such a good time again, as they have had in the school and College. But I would rather offer them encouragement, and wish them success. To those who are responsible for the government of and the teaching in the school,—for them also this is an important day. It is the beginning of a holiday for the masters, and I always think that there are hardly any people in the world who so well deserve a holiday as school-masters. It is the beginning of a time when they can get away for a short spell from the little details of school work and the anxieties of their every-day life, and look back over the year, or look back, perhaps, for several years, and look forward too—look forward, not only to the next term, but to the next generation, and ask themselves whether everything is well; whether the College, which they know very well is doing good work, is as perfect as it might be, or whether there is room for improvement, I did not know very much about this College until to-day. The day before yesterday an old gentleman who has lived for sixty years in Colombo, came to call on me and asked me to make an appointment for four o'clock this afternoon. I was obliged to tell him that I could not do it, because I was engaged here. He was surprised to here that this was prize-giving day at St. Thomas' College, because he was connected with it himself. Considering that he was a man who has lived here nearly all his life, and who had at least one son here, and as there are many bearing his name in the old boys' list—I thought I would ask him what sort of a place it was, I sounded him cautiously and asked him how St. Thomas' compared with the other educational establishments in Ceylon. And he said, "Oh, splendid; No comparison; Nothing to compare with it." But on further enquiry I found that what he really meant was that you have the finest buildings of any school in Ceylon. Pursuing my enquiries further, I got to learn that this was a very excellent Institution—one that he who knew the place thoroughly well, admired and loved, and recommended to his own children and relations. Some thirty, forty, or fifty years ago, everybody was quite sure that education was the best thing in the world for everybody—for all classes and all nationalities. I remember, when I was a boy, I knew in England many people who were not paupers,—who were respectable, moderately well-to-do men, who could not read or write. Well, there was a great deal of agitation about education in those days, and it ended in 1870 with the first great English Education Act which for the first time placed elementary education within the reach of every child in the kingdom; and that idea naturally spread in the Colonies and possessions of England as well, and everywhere from that time we have seen the Government providing, more and more, (I do not know whether they have always done it in Ceylon) considerable sums for the education of the people, so as to enable every child—the poorest child—to obtain some education. I was at a breaking-up lunch at a school in Birmingham about thirty years ago—a school with which the late Col. Secretary Mr. Joseph Chamberlain had something to do as Governor. His right-hand man in those days was Mr. Jesse Collings, who is an ardent Radical, and I still remember a sentence in a speech he made there, which at the time I thought rather extravagant. He said "I believe that future ages will regard it as one of the lingering relics of barbarism in England that they actually made a man pay for the education of his children in the nineteenth century." I thought it rather a wild notion, but it has come true. Now in England every man can have his children educated for nothing, if he chooses to send them to Board Schools. But now—just lately—we have seen something of a reaction. People have noticed that, in spite of the education, there is a good deal of crime and wickedness and misery in the world, and many people have begun to attribute some of the evil results that they think they see, to education. Since I came here I have several times read in the local and English newspapers the notion expressed, that there is a great deal too much education—that education, as it is at present carried on, turns out a much too large

supply of young fellows who want to be clerks, who want to be lawyers, or doctors—who want to do anything which will enable them to wear a good English coat—anything to avoid working with their own hands and wearing moderately dirty clothes. I have heard it said that the unrest which is talked of so much in India now, is a good deal due to the education being made too cheap, and to the schools and colleges turning out too large a supply of educated young fellows who cannot do anything or who will not do anything except literary work. Well, we cannot help admitting that there is some truth in it. I do not know whether that evil exists in Ceylon. I have not heard of it. I rather think that it does exist in India, and before I came here I certainly thought that it existed to some extent in other places where I was, particularly in the West Indies. But, of course, no human institution is perfect, and even the best educational establishment carried on by men who are competent for their work, and who devote themselves to it with all their hearts and souls, will sometimes fail to turn out the very best results. Of course, the criticism merely comes to this, that the education often given is rather too much of a purely literary and intellectual character. One way in which it is met, for a good many years now, is by providing boys at school with the means of learning how to use their hands, and by training them to be true artisans. Schools are provided to teach boys carpentry work, the use of tools, and so on. But that is of course what every school cannot do, because it takes up time and is expensive. So far as it can be done, it is a very good thing to supplement the literary part of education in that way. Another matter for every schoolmaster worth his salt is to do his best to teach his boys something more than book learning—to try and improve their minds as well; and it is very natural and right that masters and governing bodies of schools should think that one of the best ways of doing the last thing is to teach them religion. Whether we are Church of England or Wesleyan or Roman Catholics or Buddhists—whatever we are, we all feel sure that the fundamental rules of right and good conduct are practically the same in all those religions. In this place, which as you have all heard stated in the Report to-day, is essentially a religious establishment, where you have a Bishop as the founder and the Bishop before you a Visitor, and where you have as Warden and masters, men who are trained in the great traditions of the English Church—here there cannot be any danger that that side of school life will be neglected. I was glad to hear that your Cricket Club is doing well, and that you have beaten some other places in cricket matches. I think it is always a good sign when the Athletic Clubs in a school are doing well. I was looking through your year-book the other day and I see you have a great number of Athletic Clubs; also chess, and lastly you have a Debating Society. That struck me as being the only thing that I could not commend, because I have suffered a good deal in my time from people who acquire, or have got by Nature and have improved by art, the capacity for making speeches. I rather think that the Sinhalese is naturally a man who can make a speech at short notice. He is naturally, I think, a man who rather likes the kind of thing that is a fearful bore to an Englishman, namely to get on a platform and make a speech. But as regards your Debating Society, I should like to come and hear one of your debates. Until then I cannot pronounce an opinion. But I have come from a country where, as perhaps in Ceylon, every man is an orator. They can make a speech and talk on anything without any preparation, and I had to spend a great deal of my time in listening to speeches; I find that speech-making is a thing which is not to be encouraged. Shakespeare had, I believe, that kind of thing in his mind when he spoke of,

“One whom the music of his own vain tongue,
Doth ravish with enchanting harmony.”

To the boys who are going to leave school to-day I wish every success. I do not mean to tell them that they will have a better time in future than they have had here, but I think they will find that the world of men is not at all a bad place if they keep their heads up and “play the game fairly.” To the other boys I wish a pleasant holiday and may they come back cheerful and refreshed.

THE BISHOP OF COLOMBO.

The Rt. Revd. Dr. E. A. COBLESTON, Bishop of Colombo, next spoke a few words. Addressing the Chief Justice and those present he first of all thanked the Chief Justice for what he had told them on the subject of education. He valued the latter part of what had been said, especially with regard to the need of supplementing their literary education. He thought there was that same danger which the Chief Justice had alluded to as existing in the West Indies, and which was present in India, and which certainly, was to some extent, present in Ceylon; and there was also the danger of not only the difficulty of finding employment and not striking out in fresh directions, but there was also the danger produced by a mere literary education unbalanced by a moral and religious one. He was, however, thankful to think in that College that element was quite conspicuous, and balanced the other part of education given there. There were one or two points in the Report to which he wished to refer. One was to again call attention to the generosity of Mrs. Wijewardena in founding the English Prize for Science. As visitor of the College he wished very heartily to express their gratitude to her. Another matter which was of very great interest and importance, to which the Warden alluded in the Report, was the re-establishment of the Theological training school. It might not be known to all there that it was quite hoped that the school would have been opened a month or two ago; but their Divinity Professor who was expected to fill the office, the Rev. G. B. Ekanayaka, unhappily, owing to ill health had to go to England for a certain small operation, and it would be some time yet before he would be able to return. He had had a letter from him only that week asking for an extension of leave which he had that day unhesitatingly granted to him because it was absolutely necessary, of course, that he should return in good health and strength for the new work which he would admirably perform, and he was happy to feel that the Theological College would now be put upon a sound financial basis through the kind assistance of the Society for the Propagation of the Gospel and their own Diocese, and a generous friend in England, and through the resources of the College itself. The Warden had expressed to them the debt of gratitude and appreciation for the work which Mr. Handel-smith had so remarkably accomplished in the past three years. He had had an arduous task; and it was remarkable that now in the Junior Cambridge Examinations the boys should be in a position to take up such a subject as chemistry after so short a time since the establishment of the Laboratory in that College. He wished to allude to another officer in the College who was on that platform, to whom he was sure the Warden and himself and the trustees of that College owed a great debt, and that was to their Bursar, for the way in which he kept the important and intricate accounts of that College and the funds administered there. While he thus spoke of two, he did not wish to single them out as if the other masters were not deserving of praise. Far from it. He was sure that the Warden himself and the masters did their part loyally and energetically and those masters had in the Warden one who had a masterly control of the details and complications of the College. He now wished to allude to two points which came before him lately. He had that day and during the past day or two been helping in the examination of candidates for the English Teachers' certificates, and it had been his part to hear a candidate taking a class, and many things had been impressed on his mind, but there were two which he would select, because they were not only applicable to candidates who were to become teachers but to teachers themselves, and that was the absolute need of pursuing their studies and more especially the methods of teaching. The Department of Public Instruction were bringing in very considerable changes in the schedules of public schools and just to speak of one great principle which was coming out very prominently in education—an appeal was being made very much more now-a-days even in the younger classes to the reasoning powers than to what he might call the naked memory. How far that system would be for the best remained to be seen. But it was the case that even in the lower classes an appeal was made to the reasoning powers. He

trusted that would not be to the loss of strong memory. In the case of some of those who came up he observed that their appeal was directed much more to the naked memory than to the reasoning powers and such a system certainly would not do in those modern days of education, and the candidates for teachership, and teachers themselves, must study the modern problems and methods of teaching, and they must thoroughly take to heart the fact that mere knowledge would not constitute a teacher. That was another point which had been brought out in their examination. Several of the candidates seemed to have come up because they had passed some examination, and seemed to think therefore they could qualify themselves to be teachers in their schools without thoroughly studying the methods of teaching, and, watching teaching that they should become teachers in their schools. There was only one other point which he would allude to, and that had come before him in two directions, one at that College and the other in conversation and that was the use of the English Language. He noticed that some of the younger candidates for teaching came into the class and used very long and difficult words which their pupils certainly could not in the least understand, and therefore they misled and threw into confusion the minds of their pupils who could not understand the statement he was making. All teachers should learn to use a simple word rather than a difficult one, an English word rather than one from a foreign language, if they could find it. He would give them just one instance in the case and the use of the very simple English word "give." They found in many cases instead of that simple word that the word "donate" and also the word "gift," a barbarous introduction, and they had the words "he gifted something" and "he donated something." Why should not they keep to the far better and more simple and true English word "give"? That was simply one illustration which came before him and he put it to them as an instance of the way in which sometimes long and barbarous words were brought in to take the place of good simple words. Teachers must both pursue their studies and learn the problems of the present day and learn simplicity of language. That should be borne in mind by teachers and older boys who thought of becoming teachers. Once more he very heartily thanked the Chief Justice for the words he spoke to them.

The Hon. Mr. S. C. OBEYSEKERA said that he had to offer the Chief Justice their most hearty thanks for the sound advice given that day and the encouragement he had afforded them by being present at that distribution of prizes. After the advice he had given them he was bound to act up to it.

Dr. GERALD DE SARAM seconded and the proceedings terminated.

The gathering then adjourned to the spacious grounds where under the historic banyan trees, tea, cakes, cooled coffee and ices, lavishly served by the Cadet Officers and the senior pupils, were discussed. A very enjoyable entertainment terminated shortly after dusk.

PRIZE-DAY AT RICHMOND COLLEGE, GALLE.

RICHMOND College, the chief educational institution in the Southern Province, was the scene of much rejoicing on the 17th August, 1907, the occasion being the opening of the new Darrell Boarding House, the unveiling of the photograph of the late Rev. J. H. Darrell, M.A., Christ's College, Cambridge, late Principal of the College, and the prize-giving. The College grounds were prettily decorated, the roadway leading to the buildings being lined on both sides with arches made of bamboo, while several pandals erected along the route called forth much admiration. The Rev. W. H. Rigby and the Rev. W. J. T. Small, B.A., B.S.C., met Sir Joseph and Lady Hutchinson on arrival and conducted the former to the parade ground where he inspected the guard, under Capt. A. A. Dias Abeysinghe and Lieut. A. R. Seneviratne, and expressed himself pleased with the turn out.

The proceedings commenced with the singing of the hymn "All people that on earth do dwell" and a prayer by the Principal (Rev. W. J. T. Small.)

The Rev. W. H. Rigby, acting Chairman of the South Ceylon Wesleyan Mission, then gave an address. He said that when twenty years ago he arrived at Richmond Hill for the first time he saw some old buildings where the present College stood, which were quite unsuited for their purpose and which tumbled down later. The Rev. A. Triggs made a satisfactory commencement in the way of erecting new buildings. They all knew what a gifted man Mr. Darrell had been and with what devotion he had given himself to the work at Richmond Hill. He (Mr. Rigby) was glad to think that these buildings will always perpetuate Mr. Darrell's memory. The Wesleyan Missionary Society had provided funds for the erection of these buildings which have aggregated many thousands of rupees. The aim of the College was to make the students followers of the Lord Jesus Christ, but even if conversions did not take place with frequency, there was no cause for disappointment so long as the institution sent out good upright men. In conclusion he thanked Sir Joseph and Lady Hutchinson for the honour done by their presence that day.

Mr. Small followed with a financial statement; after which he handed Sir Joseph the key of the building and took Sir Joseph to the door of the main hall which he opened by inserting the key, asking the gathering at the same time to join him in wishing the institution every prosperity. The visitors entered the hall and proceeded to inspect the premises, where tea was shortly afterwards served.

At 5 p.m. the prize-giving took place in the College Hall. The chair was occupied by the Chief Justice, Sir Joseph Hutchinson, while the others on the platform were:—Rev. W. J. T. Small, Rev. W. H. Rigby, and Mr. C. Hartley, Acting Director of Public Instruction. After a prayer offered by Rev. W. H. Rigby, Visitor of the College, and the unveiling of a portrait of the late Principal subscribed for by the boys, the Chairman called upon the Principal to read the Report.

THE REPORT.

Your Lordship, Ladies and Gentlemen.—It is now two years since a prize-giving was held in Richmond College. Those years have witnessed a crisis in the history of the College. I refer to the death of the late Principal, Rev. J. H. Darrell, whose ten years of noble service here has done so much to raise the College to its present proud position, as the leading centre of education in the Southern Province. I do not propose to deal with the year's work which preceded his death, but only with that which has followed

it. Indeed it is only fair to mention that prizes are being presented to-day for the last year's work only. This is hard on some who would otherwise have won prizes. But much as I should have liked to reward them, I found it quite beyond my means to do so. This has had the advantage of enabling me to avoid many embarrassments. I have received letters from old boys, many of whose names I had never heard of, stating that they were entitled to certain prizes. To one and all I have been enabled to reply that at the prize-giving this year prizes are being given on this year's work only. In future I hope there will be a prize-giving every year for many years to come and that the prize-list will grow continually longer and longer. I may also mention in this connection that owing to the invitation lists being two years old, it has grown to be in great need of revision. I would apologize sincerely to all who on this account have received no invitation to the prize-giving this year. I need hardly assure you it is not a studied insult.

I said just now that the College has passed through a crisis and that crisis has been both educational and financial. I can speak of it all the better because I think I can truly say the crisis is now over. Many of the elder boys left after the death of Mr. Darrell, including some of the best. But there is now growing up a new generation of boys who will worthily fill their places. Along with decreased numbers came still more decreased fees, which is a very serious matter, seeing that the fees and Government Grant are our only sources of income, and the latter is not $\frac{1}{5}$ of the year's salaries alone. I am glad to say now, that things are steadily improving. Our numbers are even now only 276 as against 290 at last year's examination, and the average attendance for the year only 205, but 35 new boys have been admitted during this term, and with the new boarding open I anticipate that our numbers will soon reach and surpass 300. That the crisis I have spoken of has been so quickly passed, is I think chiefly due to two causes. The first, the admirable organisation which was left behind by Mr. Darrell, and second, the work done by Rev. Stanley Bishop, as acting Principal, during a very trying time.

I would like to say a word here with regard to the attitude I have adopted towards petitions for tuition free or at reduced fees. When I took charge of the College, I not only found about 70 free scholars or boys paying reduced fees in the College, but I was besieged with petitions on all hands to reduce the fees of boys attending the College, and to admit new boys as free scholars. Very few of these have been granted, and some free scholarships have been taken away. Probably some people have thought me hard-hearted. I may be, but I have a reason for it. I hold that no boy should be made free unless he is both poor and bright. To make a poor dull boy free is no true kindness. He does little good in the school, he finds it hard to buy the necessary books, he keeps other boys back, and at the end he is fit for very little. It is far better for such a boy to get a sound vernacular education. Of course, I always make and always shall continue to make an exception in the case of the sons of our own ministers, catechists and teachers. And that, not from any idea of bigotry, but because it is one way in which the Mission can help to repay their often scantily paid servants.

Turning now to the outside tests of the work of the College during the past year, I regret that the results of the Government Examination are not yet to hand. Owing to the causes already mentioned the number of boys presented was smaller than last year, only 200 as against 223. The lower standard results are known, and are fairly satisfactory. Some results are also known in the higher standards and these reveal a weakness in Arithmetic. I mean to do my best to remedy this during the coming year. The Cambridge Local results are fairly satisfactory as regards the Seniors, 7 boys passing out of 10, one of whom gained third class honours and distinction in mathematics. The results in the Junior are very disappointing, only 6 succeeding out of 15 boys presented. The one redeeming feature is the brilliant success of Jayasooriya, who obtained first class honours with distinction in arithmetic and mathematics, being the only junior in Ceylon to obtain

the latter distinction and coming out 4th in the order of merit. At the London Matriculation Examination last January, two candidates were presented, both of whom passed. For the Scholarship examination no candidates were presented.

In this connection I would remark that the present regulations appear to me to present one or two anomalies which should be speedily altered. In order to win the Arts Scholarship a boy must take Greek, while, if he goes in for science, he cannot take the higher mathematical papers. This is particularly hard on a boy with a decided bent for Mathematics. He must either learn both Latin and Greek in addition to stiff English etc., an almost superhuman task, or he must take science, in which case he can make practically no direct use of his Mathematics. Richmond College is at present handicapped for competing for the Science Scholarship by the lack of a laboratory and of scientific apparatus. A small beginning has been made this year, and I hope the time is not so very distant when at any rate a small laboratory may be added to our present buildings.

Turning now to general matters, the boarding establishment has been of necessity reduced owing to lack of accommodation. During this term we have been full to our utmost capacity with about 35 boarders. The new building, however, opened this afternoon, will enable us to accommodate about 25 more, and I anticipate that these new buildings too will soon be full.

It is well-known that at the time of Mr. Darrell's death and for some time after, there was much sickness on the Hill. A thorough examination failed to discover the cause. Whatever that cause was, it is now entirely removed. I am profoundly thankful to say that since my arrival on November 3rd of last year, there has not been a single case of serious illness at Richmond Hill, and I believe that there is no Boarding House with a finer situation in the whole of Ceylon.

In Athletics the College has hardly held its own. This is largely due to the number of bigger boys who left last year, hardly any of last year's cricket or football teams being available. There is however plenty of promising material, and I anticipate much better results next year. In cricket we have been strong in bowling, but weak in batting. In this connection some of those present may have remarked the omission of the "R. Club Prize for Batting" from the prize list. This is due to several reasons, the chief being that the score book, containing the records has been lost and there is no outstanding batsman in the team. Another reason is that I only discovered yesterday what the Richmond Club is. Next year I hope that the bat will be duly presented and thoroughly deserved. The larger area now available for the cricket ground will be a great advantage. In Athletic Sports, so called, the boys are somewhat handicapped by lack of room and I have not seen so much keenness as I should like. Richmond College came out a very poor second to St. Aloysius at the Empire Day sports. I hope we shall have a very successful "Old Boys' Day" and sports next term and that this will act as an incentive to the boys to train themselves.

The Cadet Corps under the able and energetic management of Capt. A. A. Dias and Lt. R. A. Seneviratne is in an excellent state of efficiency. Camp was visited as usual this year and the corps acquitted itself most creditably.

As to the general tone of the College, it is difficult for me to speak. But I believe the influence of Mr. Darrell is still felt and I trust that we may never cease to feel it. I have great hopes of the College, both as an agent for training up boys in character and manliness, and as a direct agent for the spread of Christianity. During the past year two of the elder boys have been baptised and I am glad to say that I almost always find that Christianity and good work go together.

In conclusion I would refer my thanks to the staff of the College, on whom so much depends, for their thoroughly satisfactory work during the year; also to the donors of special prizes—the Old Boys' Association, Messrs. J. Panditeratne, J. S. Jayewardene, J. E. Wickremesinghe, C. P. Obeyesekera, A. C. Mahamado, A. A. Nethasinghe and J. E. Perera, the last three of whose prizes are being presented for the first time to-day. Also to the

Examiners Rev. H. Highfield, Rev. T. W. Bray, Rev. G. Francke, Rev. C. H. S. Ward, Rev. P. T. Cash, and Mr. F. L. Woodward, as well as several members of the College staff. Last but not least, I would tender my heartiest thanks to you, Sir, and to Lady Hutchinson for so kindly consenting to be present with us to-day.

The prizes were then presented to the successful competitors by Lady Hutchinson.

The following was the prize list:—

Senior Parke Scholarship	...	...	J. H. Jayasuriya
Junior Parke Scholarship	...	...	G. E. Abeyawardena
Jubilee Scholarship	...	...	H. Warnakulasuriya
Gunawardena Mathematical Prize	...	...	C. H. Wickramanayake
<i>Proxime Accessit</i>	...	...	H. Warnakulasuriya
Old Boys' Essay Prize	...	...	H. Warnakulasuriya
Panditaratne Drawing Medal	...	...	J. H. F. Jayasuriya
Jayawardena Science Prize	...	...	J. H. F. Jayasuriya
Mr. J. E. Wickremesinghe's Latin Prize	...	...	H. Warnakulasuriya
<i>Proxime Accessit</i>	...	...	Vincent Dias
Mr. C. P. Obeyesekere's History and Geography Prize	...	...	E. S. Jayawickrema
Mr. A. C. Mohammado's Reading Prize	...	...	C. H. Wickramanayake
Mr. A. A. Nethsinghe's Prize for Languages	...	...	C. H. Wickramanayake
Mr. J. E. Perera's Reading Prize (Junior)	...	...	G. E. Abeyawardena
Principal's Prizes: Mathematics (Vb.)	...	...	S. K. P. de Silva
Cadets	...	...	Col.-Sergt. A. de S. Adhihetty
			Lce.-Cpl. E. S. Jayawickrema
London Matriculation Certificate	...	...	C. H. Wickramanayake

CAMBRIDGE UNIVERSITY CERTIFICATES 1906, JUNIOR.

3rd Class Honours	...	H. Warnakulasuriya, J. H. F. Jayasuriya E. S. Jayawickrema.
Passes	...	G. M. R. Gunawardena, W. Dahanaike, J. de S. Weerasekera, Vincent Dias.

CAMBRIDGE UNIVERSITY CERTIFICATES 1907.

Senior	...	C. L. Wickremesinghe (3rd Class Honours and Distinction), A. de S. Adhihetty, S. K. H. de Silva, E. Amerasinghe, E. S. Jayawickrema, C. Wijeratne.
Junior	...	J. H. F. Jayasuriya, (1st Class Honours and Distinction), M. W. Gunesekere, W. Samarasinghe, A. D. Abeygunawardena, G. C. Abeygunawardena.
D. P. I.'s Distinction Prize in Arithmetic and Mathematics: J. H. F. Jayasuriya.		

FORM PRIZES.

Form VIb	...	H. Warnakulasuriya
" Va	...	A. C. M. Abdul Cader
" Vb	...	S. K. P. de Silva
" Remove	...	J. A. C. W. Jayasekera
" IVa	...	C. Gunawardena
" INs	...	D. S. Balasuriya
" IIIA	...	A. C. Alles
" IIIB	...	H. L. Edwin
" IIa	...	H. K. Barnis-Silva
" IIb	...	A. Madanayake
" Ia	...	C. B. Gogerley
" Ib	...	E. T. Silva
Ib Special Latin Prize	...	D. B. Seneratne
Prep. III	...	E. P. Wickremesinghe
Prep. II	...	E. Wijesundera
Prep. I	...	E. B. James

SCRIPTURE PRIZES

Form	VIB	...	...	...	E. S. Jayawickrema
"	VA	...	...	...	J. William
"	VB	...	...	...	G. E. Abeyawardena
"	Remove	...	...	...	J. A. C. W. Jayasekera
"	IVA	...	...	...	A. Jayawardena
"	IVB	...	...	...	L. H. Wickremesinghe
"	IIIA	...	...	...	W. D. Jayasinghe
"	IIIB	...	...	...	C. A. Samarasinghe
"	IIA	...	...	...	H. K. Barnis-Silva
"	IIB	...	...	...	A. Madanayake
"	IA	...	...	...	C. B. Gogerley
"	IB	...	...	...	P. B. D. Peiris
Prep.	III	...	...	...	N. D. E. Richard
Prep.	II	...	...	...	R. H. Goonawardena
Prep.	I	...	...	...	F. W. Ratnaika

THE CHAIRMAN'S SPEECH.

The CHIEF JUSTICE then addressed the gathering. He referred to the interesting and successful function which they had with pleasure witnessed that afternoon and hoped, as no rain had come down to spoil the bonnets and frocks, he wouldn't mar the afternoon's proceedings with a long speech. At first he was reluctant to accept the kind invitation from Mr. Small after the August Festivities and all the dinners and dances connected therewith. He, however, was here on good advice—which he always accepted—the good advice tendered him by Lady Hutchinson. Four months ago he had visited Galle accompanied by Lady Hutchinson and thought he saw all that was to be seen in Galle but found now that he had then missed the best sight of all—Richmond College. He had not even known the existence of Richmond College till on Empire Day he saw a lot of smart young men in uniform on the Esplanade who, he was then informed, were the Cadets of this College. Richmond College, in his estimation, was superior to either the Royal College or St. Thomas' College in point of buildings, and he hoped in the matter of boys too in holding their own against these Colleges. He was glad to visit a Wesleyan Institution for two reasons. First, Englishmen coming out to Ceylon ought to know, as all sensible people do, that in matters of this kind there is practically no difference in the different denominations of the Church. His second reason was that he had during his first six or seven years in the Colonial service met several friends amongst Wesleyans for whom he had a great regard, and in the very first Colony he served—the Gold Coast—where education was practically in the hands of the Wesleyan and the Basel Missions, aided by a very meagre grant from the Government, he had made some excellent friends. The English officials were too absorbed in their own work to notice the great help rendered to both country and people by the non-official ministers and schoolmasters of the missions. The officials came out, not because they had a call to benefit the people but because they were paid to do so. This, however, was not the case with the men he had spoken of—the Missionaries on the Gold Coast—they were there not with the hope of retiring on a pension but they came to work and in many cases to live and die there. The officials laid up their treasures on earth; the Missionaries in heaven. There was a point of great difference between the schools in the Gold Coast and these in Ceylon. There they had sent many a scholar to England who had returned a doctor, a lawyer and sometimes a surveyor, but they had not forgotten the technical part of education. Attached to each school were workshops where the sons of the soil were given the opportunities of learning a handicraft. One good result was that, at the time of which he was speaking, 20 years ago, in the French, German, Portuguese and English colonies for a thousand miles or more down the West Coast of Africa, practically every artificer had his training in one or other of the Gold Coast Schools,—the Wesleyan or the Basel Mission. Another result was

that in these places, where there used to be a chaos of languages, the one universal language—English—was now spoken. Walking down to the Hall this evening in the company of Rev. Rigby, he was told that this place was originally designed for an Industrial school. Such training added particularly to a boarding institution like this would be an excellent training to boys in after life and tend to break down the prejudice he had found here of a boy keeping to his father's trade. The fact that the College had failed to wrest some prizes at the competitions on Empire Day was no criterion by which one could presume that it was not doing excellent work. Competition in this wicked world was an absolute necessity, for a man must fight against other men. At the same time there was very little difference between success and failure—that little difference was often due to the training in the school. He advised the boys to equip themselves to fight against the others and to prepare themselves to get above the average. He knew the holidays were close at hand and he as a boy always welcomed the holidays and felt disgusted when they came to an end. Now-a-days boys were pleased when holidays were over. He hoped that these boys were of this kind. So saying, he wished them a pleasant holiday and hoped they would cheerfully return to their work.

Mr. G. E. ABEYSEKERA, in proposing a vote of thanks to the chair, said that he had received an order from the Principal and as an old boy he could not disobey it. It gave him great pleasure to welcome the head of the legal profession and to hear from the Chairman his high appreciation of the buildings and beauty of the surroundings of the place. He proposed a vote of thanks to the Chair which he felt sure would be heartily received. In seconding the vote of thanks, Mr. SMALL asked the Acting Director to speak a few words.

Mr. C. HARTLEY said that it was a memorable day with him for three reasons, firstly because it was his first public appearance as Acting Director of Public Instruction; secondly because it was his first speech at a prize-giving in any school except his own, and thirdly because it was the first time he had set foot in Richmond College, and he sincerely hoped it would not be the last. He claimed one superiority over His Lordship in being longer than he in the Island and heard with horror that Richmond College was unknown to him. He had always heard the best of Richmond College and especially so in the days of the late Principal, during whose tenure of office he regretted he was unable to visit the College. He thought he was right in saying that Mr. J. H. Darrell, whose photo was just unveiled behind him, sacrificed his life in his effort to spread abroad education and religion. His name will long be cherished. The speaker considered himself a stop-gap chosen by the Acting Governor to fill the vacancy caused by the illness of the D. P. I. who, having gone on sick leave, would return to the Island in October. He could not help congratulating the College on the advantages of having this magnificent hall, where they were able to sit at ease and hear every word spoken. Compared to this the Royal College hall was disreputable. He wished the boys a pleasant holiday.

PRIZE-DAY AT KINGSWOOD COLLEGE, KANDY.

THE annual distribution of prizes in connection with this Institution came off at the Wesleyan Girls' High School room. The Hon'ble Mr. J. P. Lewis, Government Agent, presided, and the others on the platform were:—Mr. L. E. Blazé, the Principal of the College, the Revs. Mr. W. J. Noble and W. S. Senior and Mr. J. D. Jonklaas. The school room was crowded to its utmost, every available seat being occupied. The chief feature in the event was the keen interest displayed by the old boys of the College, a large number of whom came into Kandy from their respective stations to be present.

The programme opened with a prayer from the Revd. Mr. Noble, after which the hymn "Thou art the way, by Thee alone" was sung,

Mr. L. E. Blazé the Principal then read the following interesting report:—

THE REPORT.

The period on which I have to present a report this evening extends from July 1906 to June 1907. It has been a year of many changes and of some disquiet, but never have we had reason to be more hopeful of the school, or more satisfied with its progress than to-day. The school is only sixteen years old, and its present position shows that an Institution with its aims and methods was certainly needed. The average number of pupils on the register was 157 and the average daily attendance was 126—a percentage of 80. This is a slight decrease on last year and it is due to the fact that admission into the school was made more difficult. Had all the boys been admitted who applied for admission, we might have easily doubled our numbers; but we have no room for many more boys, and the average applicant who wanders from school to school is not the sort of boy who is likely to benefit by attendance at this school.

The manager of the school is the Revd. W. J. Noble, who succeeded the Revd. W. H. Rigby in March this year. I may be permitted to say that more sympathetic and helpful managers it would be hard to find.

Four teachers left us during the year. Mr. R. de Alwis left in September; Mr. E. H. Spencer (whose place was for a short time taken by his brother Mr. H. Y. Spencer) left in November; Mr. C. Van Eyck (an Old Boy) in December; Mr. E. F. C. Ludowyke in February; These have all done such excellent work that their loss is much felt, especially that of Mr. E. H. Spencer who for nine years identified himself so thoroughly with the school. It has been very difficult to get suitable teachers for our work, but our staff is now again both strong and sufficient. It was only to be expected that these changes in the staff, taking place at critical times, should have some effect on the position of the school at the Government inspection in April. Our percentage of passes has fallen to 59, but we hope soon to make up for any deficiency. For the Cambridge Junior Local Examination, we sent up four candidates, all of whom passed.

The Silver Medal for History given by the Hon. Mr. J. Ferguson, C. M. G., is this year awarded for the third time; and for the first time the Latin prize for the Middle School given by an Old Boy in memory of the late Mr. J. H. Eaton. The prize for English given by Mr. Advocate Dornhorst is awarded for the eleventh time and is still the ambition of every boy in the Upper School. It is a source of much encouragement and pride to us that Mr. Dornhorst allows his name to be connected with this school and that his interest in us continues, though he himself is absent from Ceylon.

Our Cadet Company attended the Diyatalawa Camp stronger than ever. It was one of the two Companies complimented by the Commandant of the Volunteers.

I much regret to record the death during the year of three boys, S. T. Poulter, T. B. Giriagama, and W. F. A. Solomons; also the death of an Old Boy W. A. Perera, who had so good a record at the Government Training College in Colombo as pupil and as teacher.

There are other Old Boys to mention. S. L. Toussaint took first place in the Final Examination for Apothecaries last year at the Ceylon Medical College, C. W. Pate took first place—winning prizes in all subjects but one—in the Final Examination for Veterinary Surgeons in the Bombay Government College. Two Lieutenants of the C. L. I., A. C. Jonklaas and W. E. Gratiaen, passed qualifying Examinations at the Diyatalawa Camp in July. S. D. James passed second in order of merit in the Final Examination for Notaries. A. D. S. Laxana, last year's winner of the Spencer Challenge Cup has joined the Police, C. B. Barber last year's winner of the Cup for Old Boys won the Championship of all Ceylon at the Amateur Association Meet last September, Mr. Edwin Boulton is now a teacher and a tower of strength in the School.

The Kingswood Union of Old Boys flourishes, and the Athletic Meet—so long managed by Mr. E. H. Spencer—will this year be held under its management. This Union exercises an influence that is both real and wholesome. There is much that might be said of its members; but it will suffice if I give it as my deliberate opinion that whatever success this School has attained is due (so far as human agency can affect it) not so much to its Teachers or to its methods as to the personal character and the enthusiastic and proved loyalty of the pick of its Old Boys as represented by the Kingswood Union.

The following prologue was next delivered by A. E. Bartholomeusz:—

Prize-Days are now a danger. Who can tell
 What phrase unguarded shall destroy the spell
 Of dull, decorous silence, that o'erpowers
 A Prize-day audience in these crowded hours?
 What argument of state, or maxim trite,
 Which to the speaker seems both wise and right,
 But which an Independent public, none the less,
 Debates in Public Meeting, or the Press.
 Once said a Judge—whose name in high regard
 This land will cherish—"Boys, don't work too hard."
 We don't. But then, upon some fatal day,
 The Inspector comes and gives us all away.—
 Then England's Premier, in his happiest mood,
 Just lately counselled—"Boys, don't be too good."
 We won't. But what young prophet can descry
 The limits of this New Theology?
 Or let a great man tell us—what is true—
 That schools and school boys have their failings too,
 Some candid friend will miss the kind intent,
 And find a gloss the speaker never meant,
 Darken clear counsel, make a friend a foe,
 Rake up spent fires, and set the heap aglow.

When men so eminent take risks so great
 How shall *we* venture on affairs of state?
 When Liberals and Tories disagree,
 With whom shall *we* express our sympathy?

Alas! it matters nothing; for we note
 That ev'n for Local Boards some have no vote.
 So, voteless, we look on, and hear the roar
 Of Tariff men, when Churchill bangs his door,

* * *

While youthful Californians cannot stand
 The yellow children of the Sunrise Land
 And Students in the Indian'Varsities
 For courts and exile leave their loved degrees.

Assembled here, from regions near and far,
 We meet to-night beneath a brighter star,
 To keep the bond of ancient friendship fast,
 To link again the Present with the Past;
 To vow again, thro' failure and success,
 The pledge of Loyalty and Manliness.
 Old comrades meet, and live again the life
 Of boyish comradeship and boyish strife,
 Fight the old fights, recall each well-known name,
 And swear the new is good, but—not the same!
 What can the youngsters do that they have done
 In those grand days when Spencer led the fun—
 Spencer, whose genial smile and loyal heart
 We'll miss to-morrow while we do our part?
 So speak the old, and such may be our speech
 Years hence, when we to higher levels reach;
 Enough for us to-day this clearer aim,
 To do our best and always play the game;
 Enough for us if scattered near or far,
 We follow Honour as our guiding star,
 And keep within our hearts this living rule,
 "None for himself but all, ALL, for the School!"

THE CHAIRMAN'S REMARKS.

The Chairman, the Hon. Mr. J. P. LEWIS, said that they now came to an item in the programme which most of the audience would probably be glad to find omitted, and no one more glad than the Chairman himself. He had heard people who had been to a prize-giving generally talk of it as a bore, and he supposed that it was probably the Chairman's speech that chiefly bored them. It was expected that the Chairman at a prize-giving should not merely perform the mechanical duty of the supposed distributing the prizes, but must make what was called a speech, and there was no way out of it. He could not say much about Education, as he was not an expert on that subject, and no one should speak on what he did not well understand. As Government Agent he was concerned chiefly with Elementary Education, and he did not go beyond the requirements of the Sixth Standard, or the Sixth Primer, or whatever it was called. He was afraid therefore that what he had to say on Education would not be of much value, as he was not an "Educationalist" or an "Educationist"—he observed that experts in Education called themselves, or were called, by both names. The prologuist had warned us that "Prize-days were a danger." A speaker might on one of these occasions find himself in danger of being held up to execration in the public press. But it was not merely the Chairman who was liable to get into trouble in this way. Other speakers made mistakes also. He read the speech of one who did. It was not at Kingswood, or, he believed, at a prize-

giving but at a meeting of old boys of a school not in Kandy; and it was not the Chairman of the meeting, but an old boy who made the speech. It had been the fashion for the last two or three years—it began about two or three years ago—to compare European with Eastern civilisation, rather to the disadvantage of the former. This speaker followed the fashion, and among other things observed that while Eastern civilisation was spiritual, European civilisation was materialistic. This sounded very fine, but he did not know if there was any meaning in it. It was, at least, calculated to tickle the ears of the groundlings, and so served its turn. One civilisation was not necessarily antagonistic to the other; one did not require to be an Oriental, for instance, to appreciate the advantage of washing one's face. There must also be a good deal of borrowing, one from the other. The West had borrowed something from the East—our religion, for instance, and some of the sciences, he believed. There were some things it was necessary to borrow from the West. Music was one. He had heard that there was such a thing as Eastern music, but he had never been able to appreciate it. That there was something called Eastern music he had good reason to know, for he was treated to it three times a day, or rather, twice in the night and once in the day. So far as he could see, Eastern music was characterized, first by noise, then by monotony, and thirdly by reiteration. It seemed to have no beginning and no ending, though fortunately it did come to an end. There were other things that the East had to borrow from the West. It had borrowed its educational systems, and the existence of Kingswood was itself a proof of that. Another thing that the East had borrowed from the West was its games. Whatever might be said for Eastern games, the games of the West appeared to be more popular. They certainly were at Kingswood, and he congratulated its boys on their good taste in this respect. The same speaker went on to remark that European civilisation was only about three hundred years old. He had an idea that it was much older. However, the speaker did make a concession: he went so far as to say that if Roman and Greek civilisation were taken into account, it might be a thousand years old. But he had heard of Socrates, and Socrates lived some five hundred years before Christ. There was also Phidias, who lived about the same time. Phidias may not have been civilised, but he was a celebrated sculptor, and his works were appreciated even in these days. Horace, Virgil, and Ovid also lived about fifty years before Christ. The Augustan age of Roman literature, which depicted a high state of civilisation in the Roman people, was at this time. That would take European civilisation back to over two thousand years. He could not understand then why European civilisation should be only a thousand years old at the most. However, we lived and learned. He had nothing more to say except to congratulate this flourishing institution on the success it had achieved. It was a credit to Kandy. The school was in its seventeenth year, and was self-supporting. He congratulated the Wesleyan Mission on it, especially as it helped to relieve the Government of some of its obligations in regard to Education.

THE PRIZE LIST, 1906-07.

SCRIPTURE PRIZES.

Upper School	...	...	...	...	De Vos, G. B.
Middle School	...	...	...	...	Blok, D. E.
Lower School	...	...	...	...	Gray, H.

FORM PRIZES.

Upper IV	...	...	...	...	Wanigasinghe, A.
Lower IV	...	...	...	...	De Vos, G. B.
Upper III	...	...	...	...	Jayasinghe, D. C.
Lower III	...	...	...	...	1 Ismail, M.
					2 Mendis, G. C.
II	...	...	...	...	Blok, D. E.
I	...	...	...	...	1 Hannan, T. H.
					2 Dissanayake, K. B.
Third Standard	...	...	...	...	1 Boniface, S.
					2 Jumar, M. H.
Second Standard	...	...	...	...	1 Salim, S.
					2 Chunchie, S.
First Standard	...	...	...	...	1 Murray, J.
					2 Bartholomeusz, R.
					3 Hillman, B.

SPECIAL PRIZES.

General Proficiency	...	...	...	...	Bartholomeusz, F. R.
Cambridge Junior	...	...	...	...	Bartholomeusz, A. E.
Certificates	...	...	...	...	Barber, P. C.
					Smith, R. O.
					Chunchie, T. A.
Mathematics	...	...	...	...	Bartholomeusz, A. E.
Eaton Memorial (Latin)	...	...	...	...	Ismail, M.
History (Silver Medal)	...	...	...	...	Bartholomeusz, A. E.
The Dornhorst Prize	...	...	...	...	Chunchie, T. A.

Rev. Mr. NOBLE said; He thought the old philosopher who was reported to have said that the strongest force in nature was silence, would have revised his dictum if he attended a Kingswood prize-giving. About the silence there could be no doubt whatever. He noticed the prologist spoke with some diffidence of dull and decorous silence. The function that day might be decorous and dull. It was anything but silent. During his short association with the College he found the boys ever ready to help even an unfortunate speaker; that was an advantage, specially to a nervous man like himself. That continuous applause broke the thread of one's thoughts and it ruined rather a good speech. Speakers were cheered at the beginning as well as at the end. Cheering at the end might mean either a general approval of the speech or an expression of their relief at its conclusion. It was gratifying to him to find such deep and abiding enthusiasm on the part of the Old Boys. The Kingswood Old Boys' Association yielded to none in its loyalty, enthusiasm and determination, that the school should prosper. He was glad to see that many of the Old Boys had subscribed most liberally both to the Prize and Sports funds at considerable self denial, and many of them had attended that function at considerable sacrifice; and to display such enthusiasm there must be a great deal of merit in the College. He observed that they carried that enthusiasm into every walk of life by rising to positions of honor and dignity not to speak of affluence.

Mr. JONKLAAS said he could not tender the plea that he was unaccustomed to public speech-making, as the profession to which he belonged necessitated public speech making daily; but he could not say whether speeches of that kind would be acceptable to an audience such as this. He never had the privilege of addressing such a large gathering before. They had heard the excellent report read by Mr. Blazé the Principal of the College. It was a worthy report of a worthy Principal who might well congratulate himself. He remembered this institution when it was started. It was then called "Blazé's School." It was then a weakling but nevertheless it gave promise of the future. It was now a robust and strong institution, and its present vigorous life was chiefly due to the

indefatigable efforts of Mr. Blazè, who had carefully nourished it by the excellent principles laid down by him as Principal of the College. He was not here to praise Cæsar or bury him. It would be superfluous for him to say much as he felt sure that one and all present knew the excellent qualities and talents of Mr. Blazè. The charm of his conversation would testify to the fact. He was beginning to feel shy, but before he resumed his seat, he could not allow this opportunity to pass by without saying a few words to the boys of Kingswood College. He was a boy himself, but perhaps they might not believe him. The memory of that time when he was a boy was still quite fresh. To drop sentiment, what he wanted to tell the boys was to apply themselves to acquire manliness. He wished that every effort of theirs would be directed to this object, and hoped that it would be their guiding star and object in life. By this he did not mean to say that the intellectual part of their life should not be cultivated. Intellectuality and manliness would be a grand thing, and one who possessed both these rare qualities would indeed be a perfect man. Intellectuality was as important as manliness but the greater of the two was manliness.

The Rev. Mr. SENIOR, Principal of Trinity College, next addressed the gathering. He said that last year it was his privilege to bring them a message from Mr. Fraser, and on that occasion little did they expect that Mr. Fraser, would be called away to England so soon. It was a real pleasure to him to bring the same message again this year. The enthusiasm displayed by the Kingswood boys was characteristic of that College, and Trinity owed a debt to Kingswood for one of its most enthusiastic masters. He referred to Mr. Edwin Boulton whom he heard recently taking a lesson, and it certainly was a lesson that interested the boys. Mr. Fraser and himself had brought out the idea of brotherhood amongst the boys and in Kingswood he found it carried out in actual practice. He might refer again to a matter Mr. Noble mentioned in his speech. The Principal had given him chapter and verse for what Mr. Noble had said about the self denial of the old boys. That had stirred in him a noble envy. The undoubted success of Kingswood was due to the fact that it had but one Principal and therefore had a continuity of tradition and policy. He then concluded with the following quotation from Tennyson:

"Not once or twice in a rough Island's story
The path of duty was the path to Glory."

The Hon. Mr. W. D. GIBBON said he was an unexpected item on the programme. He rejoiced very much when he read the programme, and found that he had nothing to do with the prize-giving, but then that joy was only momentary for he was not very long within the precincts of the Hall, when the Principal of the College approached him and asked him to do something. He was asked to take the place of one whom the Principal stated was a shy lawyer. He hoped that the audience would not think that he was the reverse of a shy industrious planter. The duty entrusted to him was a pleasant one—it was to propose a hearty vote of thanks to the Hon. Mr. Lewis for presiding on that occasion. The appreciative remarks made by the Chairman were to the point, and they would be more so when they appeared in print in the local papers. He had great pleasure in proposing a hearty vote of thanks to the Chairman.

The KINGSWOOD song "Hill throned where nature is gracious and kind" was well rendered by the boys, Miss Lena Vanderstraaten presiding at the piano.

The proceedings were brought to a close with the singing of the National Anthem.

PRIZE-DAY AT KOLLUPITIYA GIRLS' SCHOOL.

SIR JOSEPH HUTCHINSON PRESIDES.

THE annual prize distribution at the above school took place on the 20th August, 1907, in the Scott Memorial Hall. Sir Joseph Hutchinson, Chief Justice, presided; and the others who were on the platform were: Lady Hutchinson, the Rev. W. H. Rigby and Miss G. Parsons, M.A. (Dub.), Principal. Before the proceedings commenced the hymn, "O God our Help in Ages Past," was sung; prayer was offered by the Rev. P. M. Brumwell. The Principal read her annual report.

THE CHIEF JUSTICE'S SPEECH.

Sir Joseph Hutchinson said it was not yet the custom for ladies to come forward and speak, and Lady Hutchinson had asked him to say a few words in her name. They had both been about during the past few weeks, giving away prizes to boys, and on these occasions he always found something to say to boys, as he had himself been a boy once, and he knew something of the feelings, wishes, wickednesses and virtues of boys. But he felt that he was not competent to say anything to the girls. However, one thing he could say safely, and that was that if education in schools was a good thing for boys, it was equally good, and perhaps more necessary, for girls. The girls were quite an important part of the population because the average woman, he thought, had greater influence than the average man. The girls were not so selfish as the boys, and they were certainly prettier. Therefore it was more desirable that the girls should be trained in their minds, in knowledge, thinking for themselves, in the powers of observation, in the duties of self-restraint, in habits of industry, kindness and consideration. As their school motto said "We scatter light," the girls should strive to attain that end. If the question was asked why did managers of schools spend money and labour in teaching them, the answer would be that it was in order to fit them better in their lives, to fit them better in the places which they would fill, to fit them as good mistresses, and to train them how to get on with those ignorant boys and men in after life. His lordship was glad to see in the Report that they had done well in higher education. Although their Arithmetic was bad, in Algebra they were fairly good. In the Report he also observed reference was made to singing, drill and music. A few minutes ago, a note was handed to him by one who was capable of making observations on music, and in that note he found that the girls in Ceylon had not the difficulty in moving their fingers freely as in England or Germany owing to climatic conditions. It was a physical pain in cold climates to play the piano without a fire in the room on a winter's day, but in Ceylon there was nothing of that sort, and all Ceylon girls had the advantage of learning music without that ordeal. Technical exercises in music should not be despised, and a child or a woman who had spent much time in technical exercise would have the enjoyment of playing better music than one who had not devoted so much time. Another point which His Lordship wished to impress upon them was hygiene, or how to live a healthy life. He thought hygiene was even more necessary in Ceylon than in a colder country, where dirt spread a great many diseases. He had seen the Registrar-General's quarterly returns containing the enormous number of deaths which occurred in Ceylon. A great number of those deaths might have been prevented, he

thought, by attending to the laws of hygiene. Health was a great thing and His Lordship's motto had been for a long time past "the first wealth is health." The girls, who were young now, in a very short time would have a great responsibility on each and every one of them. They would have brothers, husbands and children, who depended upon them. Now was the time to equip themselves for those responsibilities, so that at the time came each girl might be a capable mistress in her own house. The chief thing was to know how to govern the family and the servants, and that was far more important than dress, for which girls all over the world had a natural aptitude. Far more important was the management of the house than their dresses. Far more important was the room than the front garden; and the kitchen and the back yard than the best room. The kitchen should be kept clean and tidy and then the front would be all right. Lady Hutchinson wished him to say that it gave her great pleasure to be there, to see their good room, and the beautiful surroundings, and on behalf of herself and himself he wished the school every success.

Lady Hutchinson gracefully distributed the prizes. The Rev. W. H. Rigby next addressed the gathering. This over, an enjoyable cantata was successfully gone through by the pupils. The various parts were well played. The singing was good and the rendering of the parts received well-merited applause.

TRINITY COLLEGE OF MUSIC, LONDON, (COLOMBO CENTRE)

ANNUAL PRIZE-GIVING.

THE annual distribution of prizes and certificates awarded by the Trinity College of Music, London, on the results of the examinations held at the Colombo Centre, took place on the 22nd October at the Ferguson Memorial Hall, Cinnamon Gardens. The hall, which had been very tastefully decorated for the occasion, was taxed to its utmost capacity when the function commenced at 5 o'clock. The presence of the Chief Justice and Lady Hutchinson, who had kindly consented to give away the prizes, added interest to the proceedings. Besides Sir Joseph and Lady Hutchinson, the following were accommodated with seats on the platform:—Mr. P. Arunachalam, Miss G. J. Kerr, the local Secretary, Miss Hands, Mr. A. J. Gordon Field and Mr. R. W. Evans.

The large gathering included Mr. W. R. Peacock, Miss Nixon, Mr. and Mrs. Dunn, Mr. and Mrs. Jas. Peiris, Mrs. O'Halloran, Miss M. Keith, Mrs. Sauliere, Mrs. Solomon Fernando, Mrs. N. D. B. Silva, Misses de Mel, Mr. Baron de Livera, Mr. Cyril A. Jansz, Miss Brown, Miss Webb, Miss Muriel Walbeoff, Miss Eva Orr, Miss Morton, Miss Fretsz, Mrs. J. L. Vanderstraaten and Miss Vanderstraaten, Mrs. W. B. Kelaart and Miss Kelaart, Mrs. Vanderstraaten, Mrs. Guthrie, Mrs. Harris, Miss Beatrice Harris, Miss H. P. Rooke, Miss Ferguson, Miss Maartensz, Miss Hands, Sister Bertha Mary, Sister Dorothy, Mr. R. G. Boustead, Miss de Livera, Mona Kingston, Mr. D. J. Caspersz and Miss Caspersz, Mr. W. H. Taffs, Miss M. Schokman, Miss Rankine, Miss Muriel de Silva, Miss Mary Fairweather, Miss Ethel Dias Abeyasinghe.

THE REPORT.

Proceedings commenced with the reading of the following report by Mr. Gordon Field:—

The entries have been well maintained since our last prize-giving of over a year ago, both as to number and quality. As regards the former we have 142 entered for this year against 144 in 1906, whereas we had only 13 four years ago. There is a notable increase of candidates for the practical examinations more particularly in the higher divisions. This also occurred in those of the Theoretical, which shews steady persevering study. One candidate is to be especially congratulated—Mr. A. W. van der Ziel, who passed the Practical Junior, intermediate and senior divisions all within thirteen months, whereas an interval of two years is always recommended between each division. It means very diligent work to have attained so much in so short a time.

In December, 1906, we had a candidate who passed first in the Colombo Centre for practical examination, whereas she then belonged to Kurunegalle which has its own Centre. As this was a first occurrence, the Committee decided to give her a prize, also the two next who tied for marks and belonged to Colombo. It has been decided since, that in the event of this occurring again the candidate who attains highest marks, wherever she be entered from, gains the only prize. It has also been decided that a limit of age should be considered in awarding prizes, and in future in both the Practical and Theoretical

examinations no candidate will be eligible for a prize above the age of 16 for the Junior Division, and 14 for the Preparatory. The teachers are to be congratulated on the much improved standard of work shewn during the time under review.

It is to be regretted that, owing to present and recent severe illness, Miss Mary Curtis and Mr. A. W. van der Ziel have been forbidden by their doctors to attend to-day the pieces that are mentioned in the programme.

The prize-headings have not been posted into the literature prize in time. The candidates should already possess a similar copy. Should this be the case, the Local Secretary has arranged with Messrs. Cave & Co., to effect an exchange where desired.

DECEMBER 1906.

PRACTICAL.

SENIOR.

Miss H. P. Rooke

C. M. S. Ladies' College

INTERMEDIATE.

Miss Hilda Cave (prize)
Mr. A. W. van Der Zeil
Miss Muriel de Silva
„ Mary Fairweather

Miss J. G. Kerr
Bishop's College
„ „

JUNIOR.

Miss Margery Lourensz (prize)
„ Mary Curtis (prize)
„ Beatrice Harris (prize)
„ E. S. Beven
„ Margaret Keith

Mr. C. B. Lourensz
C. M. S. Ladies' College
„ „ „
Bishop's College „
„ „

PREPARATORY.

Miss C. E. Guthrie (prize)
„ E. M. Mack
„ Emy Schulze
„ Eleanor Gunesekara
„ Daisy Oxtan Jones
„ Nita Pinto
„ Mona Kingston
„ Nellie Pinto
„ A. A. E. Weinman

Mrs. A. E. Holsinger
C. M. S. Ladies' College
Mrs. A. E. Holsinger
C. M. S. Ladies' College
„ „ „
The Convent, Kotahena
C. M. S. Ladies' College
Bishop's College

THEORETICAL.

SENIOR.

Miss Ethel Dias Abeysinghe (prize)
„ Maartensz

C. M. S. Ladies' College
„ „ „

INTERMEDIATE.

Miss Myra Garvin (prize)
„ Irene Johnson (prize)
„ Evadnie Gunesekara
„ S. A. Roberts
„ Florrie Silva
„ Delcie LaBrooy
Mr. A. W. van Der Zeil
Miss Muriel de Silva

Mrs. H. K. Johnson
C. M. S. Ladies' College
Mrs. A. E. Holsinger
Bishop's College
S. Bridget's Convent
Bishop's College
Miss G. J. Kerr
Bishop's College

JUNIOR.

Miss Nellie Pinto (prize)
 " Flora Hall
 " Lilian Jayatilleke
 " Peiris
 " Fernando
 " Herft
 " de Livera
 " Fernando
 " Beatrice Harris
 " Clarice Jansz
 " E. S. Beven
 " G. A. C. Swan
 " Anne de Saram
 " Emy Schulze (left Ceylon)
 " Daisy Oxtou Jones
 " L. M. Scowcroft
 " Muriel Fonseca

C. M. S. Ladies' College
 " " "
 Miss Kelaart
 C. M. S. Ladies' College
 " " "
 " " "
 S. Bridget's Convent
 C. M. S. Ladies' College
 " " "
 Miss E. A. Jansz (Panadure)
 Bishop's College
 " " "
 C. M. S. Ladies' College
 " " "
 " " "
 Bishop's College
 S. Bridget's Convent

PREPARATORY.

Miss Trixie Kelaart (prize)
 " Elsie de Zylva
 " Lily Gunatilleke
 " Bunice Caspersz
 " Charlotte Peiris
 " A. Padmavati
 " Eleanor Gunasekera
 " Gladys Gunatilleka
 " C. E. Guthrie
 " A. Manonmani
 " Alix Siebel
 " Jessie Taylor
 " Gertrude Jayatilleke
 " Ethel Mack
 " Ida Schofield
 " Daisy Skeen
 " Nellie Bassett
 " Beda Caspersz
 " M. N. Allsop
 " Ellie Rankine

C. M. S. Ladies' College
 " " "
 " " "
 The Convent, Kandy
 C. M. S. Ladies' College
 " " "
 Mrs. A. E. Holsinger
 C. M. S. Ladies' College
 Mrs. A. E. Holsinger
 C. M. S. Ladies' College
 " " "
 The Convent, Kandy
 Miss Kelaart
 Mrs. A. E. Holsinger
 The Convent, Kandy
 C. M. S. Ladies' College
 The Convent, Kandy
 " " "
 " " "
 C. M. S. Ladies' College

JUNE—JULY 1907.

PRACTICAL.

SENIOR.

Mr. A. W. van der Zeil

Miss G. J. Kerr

INTERMEDIATE.

Miss Louise Peiris (prize)
 " Mary Fairweather
 " C. Morton
 " Beatrice Harris

C. M. S. Ladies' College
 Bishop's College
 Miss G. J. Kerr
 C. M. S. Ladies' Colleg

JUNIOR.

Mr. L. W. Fretz (prize)
 Miss R. B. Hepponstall
 " Elsie de Zilwa
 " Flora Hall
 " A. Mahesvari

Mrs. Vanderstraaten
 Miss E. A. Jansz
 C. M. S. Ladies' College
 " " "
 " " "

This was followed by Lady Hutchinson distributing the prizes and certificates the winners being enthusiastically applauded as they walked up to receive their awards.

SPEECH OF THE CHIEF JUSTICE.

At the distribution of prizes Sir Joseph Hutchinson addressed the gathering in a very interesting speech. He said that those who had come there as strangers could with good reason congratulate them on having had such a successful year. He was glad that the numbers and the quality of the work had both been well maintained. A lady who was well-qualified to express an opinion on the musical part of the programme which had just been given, had told him that some of the items were very good indeed. She had also had a look at the syllabus and found that the questions that had to be answered at the examination were fairly difficult. He had looked at it himself, and found that he would not be able to answer any of those questions. Sir Joseph went on to say that there was a time not long since in this country when music was played simply because people liked it, and not with any scientific training. He referred to the beating of tomtoms, an old kind of music, but which was a detestable thing especially when it was played at night and disturbed one's rest. It was not by any means "all play" for one to acquire excellence in music. Once the drudgery of it had been passed, one had something more than certificates and prizes as a reward,—that was to enjoy things which other people were not able to fully appreciate. Sir Joseph referred to the importance of examinations as the means of testing the ability of the student. He asked the children not to be satisfied with merely winning a certificate, but avail themselves of all the opportunities that were afforded them and go on improving. In conclusion Sir Joseph said that he was very pleased to be present at the function and meet so many nice girls and happy faces. On behalf of Lady Hutchinson and himself, he had to thank them for the kind reception which had been accorded to them. Although Lady Hutchinson had herself never won a prize, she was pleased to come there and present the prizes.

A vote of thanks to the Chief Justice and Lady Hutchinson proposed by Mr. Gordon Field and carried with acclamation concluded the proceedings.

EXAMINATION INTELLIGENCE.

THE UNIVERSITY OF LONDON.

MATRICULATION EXAMINATION, JANUARY, 1907.

PASS LIST.

FIRST DIVISION.

Herat, P. B.	...	...	Royal College, Colombo
Jansz, H. D.	...	...	Private Study

SECOND DIVISION.

De Silva, S. K. P.	...	...	Richmond College, Galle
De Silva, W. C.	...	...	Private Study
Naganathan, N. S.	...	...	do
Schokman, H. E.	...	...	Royal College, Colombo
Sellappa, S.	...	...	St. Thomas' College, Colombo
Strange, C.	...	...	Central College, Colombo
Wickremesinghe, C. L.	...	...	Richmond College, Galle

MATRICULATION EXAMINATION, JUNE, 1907.

SECOND DIVISION.

De Zylva, St. Leger Hope	...	...	St. Thomas' College and the Government Training College
Jayasuriya, S. M.	...	...	St. Joseph's College
Mendis, T. G. F.	...	...	Government Training College
Sadasiva, J. T.	...	...	Government Training College
Samerewitrema, W. A.	...	...	St. Joseph's College
Warnakulasuriya, H.	...	...	Richmond College, Galle

INTERMEDIATE EXAMINATION IN ARTS, 1907.

Cader, M. B. A.	...	...	Wesley College
De Silva, M. W. H.	...	...	Wesley College
Jansz, P. L.	...	...	Royal College
Karunaratne, W. A. E.	...	...	St. Joseph's College
Rama-Rau, S. S.	...	...	Private Study
Rodrigoe, E.	...	...	St. John's High School, Panadure
VanReyk, A. P.	...	...	St. Joseph's College

INTERMEDIATE EXAMINATION IN SCIENCE, 1907.

Munasingha, M. L.	Royal College
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1907.]

EXAMINATION INTELLIGENCE.

PRELIMINARY SCIENTIFIC EXAMINATION, 1907.

Experimental Physics only.

F. G. O. Colombo Technical College

THE COUNCIL OF LEGAL EDUCATION.

2ND PROCTORS' PRELIMINARY EXAMINATION, 1907.

Out of 29 candidates the undermentioned passed:—

1	W. E. V. de Rooy	6	J. L. Perera
2	Fidelis Andris Silva	7	P. Chelvadurai
3	C. A. Niles	8	L. O. Goonetilleke
4	A. Gerald Ekanayake	9	G. H. Molligode
5	L. A. Wanigasuria	10	F. T. Proctor

CANDIDATES EXEMPTED FROM THE PROCTORS' PRELIMINARY EXAMINATION IN MARCH 1907, AND SUBSEQUENT MONTHS.

1	Oswald Nicolle	...	...	...	4-3-07
2	B. Kanakasundra	...	...	...	12-3-07
3	A. R. Samarawickrame	...	...	...	14-3-07
4	Simon Herbert de Silva	...	...	...	27-3-07
5	Arthur H. Eknelligoda Molamure	...	...	...	5-4-07
6	J. P. Simon de Silva	...	...	...	11-4-07
7	Peter D. F. de Croos	...	...	...	22-4-07
8	M. Ariyawardene	...	...	...	22-4-07
9	K. Somasundram	...	...	...	23-4-07
10	A. R. Savundranayagam	...	...	...	1-5-07
11	S. K. Heron de Silva	...	...	...	15-5-07
12	C. Wijeratne	...	...	...	28-5-07
13	Edmund P. Wijetunge	...	...	...	11-6-07
14	E. G. Goonewardene	...	...	...	20-6-07
15	F. W. de Silva	...	...	...	18-6-07
16	C. L. Selvaratnam	...	...	...	18-6-07
17	A. L. J. Ederesinghe	...	...	...	20-6-07
18	E. W. V. Cooray	...	...	...	25-6-07
19	R. A. Wijayatunga	...	...	...	27-6-07
20	Emmanuel Roche	...	...	...	6-7-07
21	M. Tikiri Banda Ilangantilekka	...	...	...	11-7-07
22	Arthur V. Perera	...	...	...	18-7-07
23	George W. Tamber	...	...	...	19-7-07
24	C. Murugasapillai	...	...	...	22-7-07
25	M. Subramaniam	...	...	...	22-7-07
26	James P. Evarts	...	...	...	24-7-07
27	Lancelot H. Kretser	...	...	...	29-7-07
28	Michael D. A. Dissanayake	...	...	...	7-8-07
29	Wilfred Gunsekera	...	...	...	15-8-07

30	V. T. Swaminather	...	...	...	28-8-07
31	R. William Lenore	...	...	...	21-9-07
32	Wytilingam Sathasivam	...	...	...	23-9-07
33	Francis P. Mudannayeke	...	...	...	28-9-07
34	Stephen A. Jayasekere	...	...	...
35	Samuel Robert Ameresekere	...	...	...

2ND PROCTORS' INTERMEDIATE, 1907.

Out of 26 candidates the following passed :—

1	P. Tambiraja	10	H. J. Pinto
2	B. O. Pullenayagam	11	H. D. Abeyeratne
3	J. P. Amaratunga	12	V. Fernando
4	D. Mahavidana	13	J. A. Tissawerasinghe
5	V. V. Subramaniam	14	R. S. Tennekoon
6	D. L. Welikala	15	G. R. Rambukpota
7	W. O. Jonklaas	16	F. Markus
8	Timothy de Silva	17	E. F. Modder
9	A. M. Rupesinghe	18	W. E. Peries

2ND PROCTORS' FINAL, 1907.

Out of 33 candidates the following passed :—

1	James M. Swan	4	C. H. Gomes
2	E. Joseph	5	Eloy C. Misso
3	S. Henry Perera		

1ST ADVOCATES' PRELIMINARY, 1907.

Out of 22 candidates the following passed :—

1	Patrick George Frederick de Soysa	3	E. G. P. Jayetilekke
2	A. R. H. Canekeratne	4	R. Kandiah

1ST ADVOCATES' INTERMEDIATE, 1907.

Out of 5 candidates the following passed :—

1	Buell Eliatamby
2	M. A. Masilamane

1ST ADVOCATES' FINAL, 1907.

Out of 6 candidates the following passed :—

D. P. Fernando

NOTARIAL FINAL EXAMINATION, 1907.

The following have passed this examination :—

To practise in the English language :—C. Krishnapillai.

To practise in the Sinhalese language :—D. Y. Samaratunga Randunu, S. A. Don
es, Don James Agostinu, H. Dharmasena, R. H. D. C. E. Gunasekera, K. Joronis
nando, P. A. Solomon Fernando Gunawardane, J. W. Perera, M. D. Agoris Appuhami,
Bastian Perera and D. J. Jayawardana.

To practise in the Tamil language :—T. Omanathapillai, C. Krishnapillai, K. S.
guru, A. Ponnampalam, R. K. Kanapathipillai and N. Arumugam.

Admitted under the proviso of section 6 of Ordinance No. 1 of 1907 :—M. B.
he.



