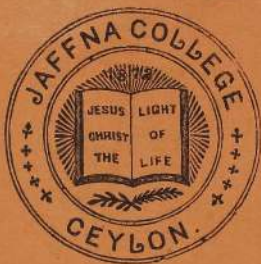


Jaffna College

MISCELLANY

Vol. XXII } Third Term, 1912 { Price 50 cts.
No. 3. } per annum



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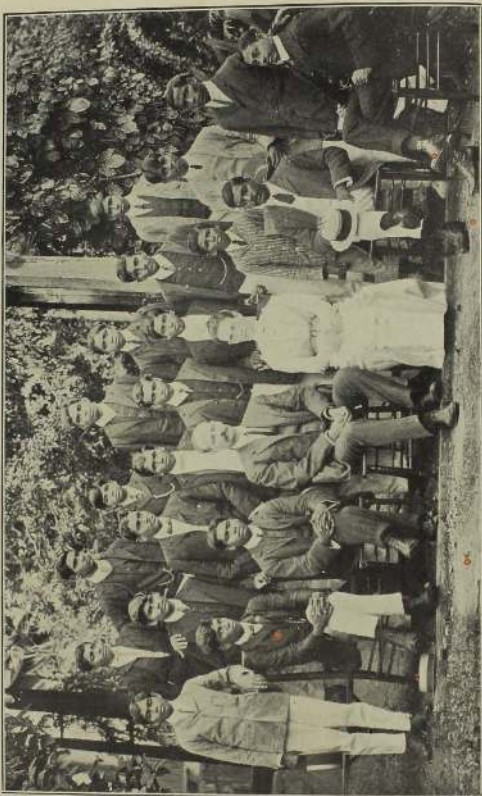
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MISCELLANY

Editor: J. V. Chelliah, M. A.

*Vol. XXII. }
No. 3. }*

Third Term, 1912

*{ Price 50 cents
per annum }*

The Report of Mr. Bridge

As was to have been expected, the report of the Educational Commission has received ample attention. Inasmuch as the recommendations of this body are likely to carry much weight in determining the educational policy of the future, it is very improbable that anything of value in this report will be lost sight of. Not so the case of Mr. Bridge's report, we fear: and yet it is particularly important that this report also be carefully considered, that we may get at the unprejudiced judgment of one who has no personal interests at stake, that we may honestly see ourselves as others see us.

As a foreword, we quite expected that a person with so brief an acquaintance with Ceylon as Mr. Bridge's would draw somewhat superficial conclusions, that his judgments would be in a measure hasty, unsympathetic, and impracticable. That the report which we review betrays scarcely a trace of these faults indicates unusual keenness and insight. Of course, it was inevitable that an educationalist like Mr. Bridge, fresh from the atmosphere of educational reform now sweeping over England, should be severe in criticisms of a system—or lack of it—which had become unendurable even to those who by long-established usage had become more or less blind to its defects. It was his duty to speak the truth as he saw it, and this he has done

with courage and fairness. No one expected that his report would be flattering to our vanity, nor are we disappointed in our expectations.

In one particular, however, the report is an agreeable surprise: we refer to the deep sympathy and kindly spirit in which all the criticisms are made. Mr. Bridge has been quick to recognize real merit, and the generous appreciation which he shows for every effort to raise the quality of the teaching—whatever the measure of success or failure which attends the effort—will be gratefully received by every true teacher. Many of his strictures on the average teaching given are caustic enough, and yet we lay down his report with the conviction that after all, his sympathies are chiefly on the side of the Ceylon teacher, that he feels that on the whole the teacher is the unwilling victim of circumstances, that the fundamental faults are to be found in the system by which education in Ceylon is circumscribed and stifled.

The limitation of space forbids an exhaustive treatment of this most interesting report. On most points there is a general agreement with the report of the Commission, so far as both cover the same ground. Both accept the principle that the vernaculars should be the medium of instruction until some other language has been fairly mastered; that there should be suitable admission tests to judge a pupil's fitness to pass from the lower to the upper English school; that a system of school leaving examinations should be instituted; that science and manual training are most desirable; that the Cambridge Local examinations be abolished; that the money expended by Government on Education be largely increased; that the Department of Education be strengthened and extended to permit an adequate school inspection; that greater attention be paid to the training of teachers in larger numbers; and that an institution of University rank be established. On a considerable number of points, however, the two reports do not coincide, partly in the ground covered and partly in the attitude taken. Even the large general questions enumerated above where there is agreement in a broad way, we often find considerable difference of opin-

ion as to details and sometimes in the very character of the reforms suggested.

In the first place Mr. Bridge finds that the educational system under which Ceylon has been working is so utterly unsound in principle and so conspicuously lacking in those results which education is supposed to bring about, that nothing short of a complete reorganization of the whole system is justifiable from an educational point of view. As to Mr. Bridge's opinion of the results of the system in vogue, we can do no better than quote the following, which represents a fair summary of his conclusion. He says:

At the end of seven, eight, or even ten years of 'English education', with its narrow curriculum and close concentration on examination requirements, not one-fifth of those who leave school, including those who have not had to learn English to begin with, can pass the Junior Local, and of those who do pass some $\frac{3}{4}$ are above normal age. And the result of the school system for the remaining four-fifths? At the best a smattering of imperfect English and whatever mental training can be held to accrue from mechanical methods, with the result that every employer who advertises for a clerk at a salary less than would command the services of a young servant is inundated with applications from youths of 'English education,' but has the greatest difficulty in finding one even moderately equipped either in attainments or in intelligence. It is evident that the system is actually retarding the very development it is intended to produce; it sacrifices all other considerations to the avowed aim of teaching English, and with this great sacrifice it fails signally to realize that aim.

It was expected that he would condemn the Cambridge Locals; he goes further than that, however, and condemns external examinations almost *in toto*. He says that unless an examination is designed 'to take full account of the circumstances of Ceylon and encourage... local development, ... its influence must clearly be one of depression.' He considers it very doubtful if the Cambridge Locals can possibly be modified to meet the above conditions, and thinks the only satisfactory solution is through a Ceylon Examination Board. This could be connected with one of the English universities so far as receiving criticisms and suggestions in the setting of examination questions and the grading of papers is concerned.

What is true of the Cambridge examinations is also true to a considerable extent of the Government code itself. This was designed primarily for English-speaking pupils, and its signal failure is due to its false principle—"the treatment of non-English-speaking children and English-speaking children as if their needs were identical." In addition to this, Mr. Bridge finds that "the syllabuses prescribed by the code are based on the assumption that the learning of the new medium and education through this medium can proceed *pari passu*. In so far as the introduction of a subject, e. g., geography, postulates the use of English to an extent that is beyond the range of the pupil's understanding, it postulates that education through the new medium can anticipate progress therein." Such a condition of affairs is characterized as 'a startling subversion of natural laws.' To this fundamental error, fostering as it does a type of mechanical instruction and unintelligent memory work, both of which are permitted by the absence of proper school inspection and by result examination grants, Mr. Bridge traces a large proportion of the undesirable results seen at present. He says.

The English school system in Ceylon . . . proceeding independently of understanding, bases its work largely on the mechanical use of the memory. The result is evident both in the very small proportion of pupils who attain to the standard of success indicated by the results of the Local examinations, and in the absence of almost all prospect of progress in the majority of those who reach even that standard . . .

No more convincing proof of the unsoundness of the system could be adduced than the proportion of dull and backward pupils found in every school. In the larger schools they are organized into separate classes, the 'B' divisions of the forms, in others they work hopelessly on in the ordinary forms. Such pupils have become dull because of the futility of a system that divorces education from understanding, and they have learnt neither English nor anything else. Nor is it only that they have learnt nothing; their minds and powers are not far from a state that may without much exaggeration be described as intellectual paralysis."

With this point of view in mind, it is obvious what his attitude to the vernaculars must be. He finds that an exceedingly small percentage of the pupils in English schools come from homes which can properly be described as English-speaking. For the remainder education should be exclusively

through the medium of the vernacular until a good working knowledge of English has been secured. For the pupil of average ability entering school at the age of six, a proper dividing line would seem to be twelve years; this, of course, on the assumption that he is properly taught according to approved modern methods. This standard is decidedly higher of that deemed permissible by the Educational Commission, but we believe Mr. Bridge's contention here is unassailable. Of course it cannot be denied that it is possible to use English as a medium of instruction in place of the vernacular, but such a procedure contemplates the postponement of the study of geography, history, and similar subjects until English is mastered. In other words, it can only be brought about by permitting the thinking powers to remain undeveloped until a comparatively advanced age. In this connection we can do no better than to quote again from the report.

The mind cannot be educated by mechanical work: the powers of observation are left unmoved, the powers of thinking are dulled, and the imagination and interest untouched.

The essence of education of the young consists in the stimulating of a true intellectual interest and in the quickening of the imagination, and this is done through the contact of the child's mind with that of its teacher. How that contact can come about when the teacher is ignorant of, or may not use, the language in which the ideas of most of the pupils are contained, it is impossible to see.

It was to be expected that the schools would come in for criticisms as to staffing, equipment, and furniture. We are told that less than one-sixth of the teachers in secondary schools, including Europeans, have qualifications which would be accepted in any secondary school in England; that in the arrangement and equipment of many schools the very elements of school hygiene are ignored; and that "little attention is given in the majority of the schools to what Thring called "the influence of the almighty wall." Mr. Bridge sympathetically recognizes that much of this is due to the 'severe financial struggle' of most schools; but he points out 'that in some at least of the schools the only standard of equipment understood is

slate and text or exercise books': all this, we fear, is only too true.

One cause for the low educational standards Mr. Bridge finds to be the low scale of teachers' salaries. About 20% of the teachers are reported as working without any salary whatever. Of the remainder 66% receive Rs. 50 or less per month, 26% getting only Rs. 20 or under, and only 12% receive over Rs. 100 per month. And yet in spite of these low salaries paid to teachers, Mr. Bridge concludes that "this does not in the slightest degree effect the spirit of their work." Such a tribute in the face of so much adverse criticism is most welcome, even if this statement is qualified somewhat in other connections.

Another way in which the Government code has exerted a pernicious influence is through the narrowness of the curriculum which it allows. Contrasting this with the requirements laid down by the Board of Education in England,—which includes English language and literature, geography, history, mathematics, drawing, physical science (which must include practical work), one other language (except when specially excused), organized games, physical exercises, manual training, and singing,—Mr. Bridge shows how woefully lacking our code requirements would be even were they met in the spirit rather than—as they usually are—only the letter.

Mr. Bridge condemns severely the type of specialization commonly met with in Ceylon. He finds that specialization is not practised as subsequent to a thorough general education or with the real interests of the pupil in view: the chief consideration is too often a "desire of the schools to make the most of a few special pupils with a view to special successes in examinations." He properly points out that such pupils absorb an inordinate proportion of the best energies of a school at the expense and to the serious detriment of the other pupils. He might have added, we think, that parents of the 'average pupil' ought to be keen enough to perceive the above fact for themselves, but perhaps most parents prefer to be lulled into the delusion that their children are far above the average.

One side of the Ceylon schools Mr. Bridge finds above criticism, and that is the general school life. For the *esprit de corps* which they exhibit, for healthy spirit shown in games and athletics, and for the loyalty and regard

of the old boys for their school he has nothing but the heartiest praise. In this connection he writes, "The very marked success of the schools on that side of school life which is concerned with '*morale*' and character is a hopeful sign that they will gradually win to the same success on the intellectual side. In the former they have grown up with a natural and healthy growth, in the latter they have been warped by artificial conditions." This is a most encouraging thought.

In this scheme for reorganization of English schools Mr. Bridge finds a need for three distinct types, two of which would be secondary English schools—which he designates higher and lower—and the third frankly anglo-vernacular; these in addition to the College of university rank which he considers quite necessary. The higher secondary school which he proposes would be designed primarily to meet the needs of the wealthier class, and would be modelled largely on the grammar schools and high schools of England. It would provide an option of courses giving a sound general education to precede later specialization. Such schools would be essentially university preparatory schools, fitting students for matriculation in arts, science, and other specialized institutions of learning. These schools, he thinks, should have a liberal system of boarding scholarships, so that able students of poor parents might not be cut off from all chance of securing a higher education.

The lower type of secondary English school as defined by Mr. Bridge would be designed primarily to meet the local needs of the middle class, those who are unable or who do not care to give their children a university education, but desire only to fit them for the lower grades of Government service or for ordinary business careers. Such schools would be expected to provide a general foundation and train for some vocation. They would be largely local in character.

The third type of school giving instruction in English, according to Mr. Bridge's differentiation, should be the anglo-vernacular school. This type would be by far the most numerous, and would be for that vast mass of students of very poor parents whose chief ambition is to secure just enough English to qualify for some low grade of clerical work and the like.

Mr. Bridge's scheme would therefore raise the quality of the anglo-vernacular to the position now held by a large proportion of the schools at present classed as "English schools," so far as the acquisition of a workable English is concerned. The secondary schools proper would then be organized to give a maximum of efficiency not at all possible so long as they are permitted to compete with one another in every possible department of instruction. It would then become possible also to charge fees large enough to guarantee adequate staffing and suitable equipment, and thus provide a really high education for those who are mentally and financially able to take advantage of it. This scheme con-

templates rather drastic measures, but we are inclined to agree that it is the only *final* solution, however upsetting it may be to existing institutions.

In this connection, however, we note one recommendation which will undoubtedly be bitterly opposed on all sides: it is that the number of secondary English schools is much in excess of the actual demands,^{*} and should accordingly be reduced. He declares that a most unhealthy competition exists because of this excess of supply over real demand, and supports his contention by an appeal to the number of students presented by the various schools for the Cambridge examinations. As to whether or not he establishes his point completely is perhaps open to doubt, and it is certainly fair to question whether or not the increasing demand for a good English education may not in time catch up with the present supply of secondary schools, provided the weaker ones be required to become anglo-vernacular unless they come up to the standard set by his classification of secondary schools. On the other hand, it can hardly be denied that he has proved that, up to the present at least, the supply of English schools has kept well ahead of the demand as he uses the term.

There are at present over fifty registered secondary English schools in Ceylon. According to Mr. Bridge's figures these should be reduced to eleven (or possibly fourteen) of the higher rank and sixteen (with a possible eight more) of the lower type. Of these five (or possibly six) of the higher grade would be girls' schools and six to ten of the lower. Five to seven of the higher type and an equal number of the lower type would be located at Colombo; while Kandy, Galle, and Jaffna are allotted two each of both higher and lower (one each for boys and girls), with a possible additional school of the higher type for Jaffna boys. Other centers he considers would be adequately served by schools of the lower type.

Whatever may be the Government's conviction as to the theoretical merits of the above proposals, we venture the prediction that it will not attempt to carry them out—at least not without large modifications. Too many of the existing secondary schools have large sums of money invested. Besides, there would be the further difficulty of deciding between conflicting interests, a decidedly delicate task under the circumstances. It is perfectly evident that sound secondary education—judged by Western standards—can never be secured without the wasteful expenditure of enormous sums so long as the existing cut-throat competition between secondary schools continues, but so far we are unable to suggest any practical solution of the dilemma in which we are placed. It might be partially solved by a system of rig-

* When Mr. Bridge speaks of 'demand' he refers only to the best educational needs of a community or district as a whole, not at all to the selfish [Bright Start](http://www.brightstart.org) clamour of a village to get an English school placed [right at its doors](http://www.brightstart.org).

al requirements as to curriculum and staffing, penalizing a school with the loss of any "side" or department in which it fails to maintain the required standard of efficiency. If the size of the classes in any "side" falls below a certain minimum because of the duplication of work by competing schools in a given district, the Department of Education might well require one or more of the competing schools to omit that particular "side" or "course of study" from the curriculum. This would tend to the gradual elimination of the least fit, and would thus compel concentration in teaching and genuine specialization for efficiency. The energies of most schools have been sadly dissipated in the attempt to provide a more comprehensive curriculum than their staffing and equipment have warranted. It is high time we were less ambitious as to quantity and paid more attention to the quality of what work we do attempt.

In passing, it is interesting to observe the attitude of Mr. Bridge to the place of Latin in Ceylon schools, for this is one feature of the educational proposals which has been the subject of much acrimonious discussion. Mr. Bridge observes that many Ceylon students show a considerable aptitude for Latin, at least as compared with other studies,—but he adds "the great proportion do badly not only in Latin... but also in English—the main justification of the English school." He acknowledges that Latin is essential for acquiring the best understanding and use of English so far as the youth of England is concerned; but he contends that "until it comes about that English is the vernacular of the Ceylon pupil, any analogy drawn from the schools of England is patently inapplicable." He continues, "Until the standard of English is on a thoroughly satisfactory level throughout, anything which detracts from the attainment of that standard cannot be justified, and therefore the present amount of time and attention devoted to languages is a very serious defect in the schools... It seems evident that in no school should a pupil be allowed to proceed to the study of a second language until he has a really adequate knowledge of English, and only exceptional pupils should ever proceed to a third."

It should be noted that this does not contemplate the complete exclusion of Latin, but does insist that the study of it be deferred until the student has attained a command of English sufficient to place him more nearly in the position of the English boy when the latter begins the study of Latin. Guided by this principle, fewer Ceylon students would attempt the study of Latin, and there would result a much more economical expenditure of mental effort.

We conclude with the observation that we consider the report of Mr. Bridge a most discriminating document. It cuts through all pretenses and excuses to the real heart of the situation, and suggests lines for practical reform. At the same time, as we have hinted above, it must be admitted that there are serious difficulties in the way of

carrying out certain of Mr. Bridge's suggestions, and we fear that Government and vested interests alike will join hands in a compromise which will be more to their immediate advantage, however much it may defer the day when the children of Ceylon will be given a fair deal. But whatever may be the merits or demerits of the methods of reform which Mr. Bridge suggests, his report is of unquestionable value for having stripped bare the fallacies of certain proposals which have been loudly contended for in some quarters. We believe that this report will repay open-minded, thoughtful consideration.

H. C. Y.



The Principal's Report

Read at the Annual Prize Giving. July 11, 1912.

The report of Jaffna College which is given here covers the financial year of the school from May 1st, 1911, to April 30th, 1912. But the prizes which are to be awarded this evening are for the year 1911.

The work of the school has been conducted, in general, along the lines of the previous year, though there were certain modifications in the course of study which will be noted later on. In this report I propose to briefly review the work in a general way without going into unnecessary details.

The staff of the College remains as it was last year with the addition of a teacher of commercial subjects. Mr. Stephen Ignatius joined our faculty in 1911 and has taken his place with zeal and enthusiasm. He has entered into the life of the school as if he had always belonged here, giving his help in other work of the College besides his own special department.

I think I have not before spoken on a public occasion of the success of one of our teachers in his University Examinations. Though it did not occur in the year under review, yet, because of the lack of earlier opportunity, I have pleasure in now reporting that Mr. S. M. Thevathasan, after six months study in Madras, obtained his Master's degree. We all rejoice in his success. Still another honour and a very unusual one has come to one of our number. For many years Mr. Allen

Abraham has been making a careful study of astronomy. The visit of Halley's Comet in 1911 gave him a chance to use the results of his study in a very instructive way; and the public, through the press, has had the benefit of his work. This work, and many other of his public efforts, brought to him the favourable notice of the Royal Astronomical Society of London and early this year he was honoured by being elected a fellow of that society. Jaffna College, following the traditions of her great predecessor, the Batticotta Seminary, has had a worthy record in mathematical and astronomical research, and this honour comes to us all.

The whole number of students who attended classes during the year was 226, an increase of 42 over last year. Our highest enrolment was 188, our lowest 153, the average enrolment being 165. Our average attendance was 151 or 93% of our average enrolment. The boarders were about 75% of the whole. Our 84 new boys came from 21 different schools and include 52 Hindus and 32 Christians.

These figures show a substantial increase over last year. The attendance has been good on the whole. Usually there is a very decided tendency to slacken during the first term of the calendar year just after the public examinations, and during the first week of each term. But this year in January the register recorded the largest enrolment in the history of the school.

Of the personal and moral character of the boys who are coming to us I have no complaint. I think that our boys in these particulars are well up to the average or above it. But their preparation for their work is woefully deficient. This indicates a condition of affairs in our preparatory schools which is not encouraging. Irregularity in attendance is largely to blame for this. Besides we need a modernizing of our methods throughout the district.

The health of the boys, on the whole, has been very good. Indeed, in spite of the heavy rains, and severe winter weather during the last rainy season, I think the year has been above the average

in this respect. There seems to be a growing tendency among the boys to be more careful in their regard for the laws of health. Much of this is due to the introduction into the course of study of definite instruction in Hygiene and Sanitation, and these studies are among the most popular in the school.

Then, too, the improvements which have been made in the buildings have contributed to this general result.

The Cambridge Senior Local Examination has been our highest standard this year. Last year I reported that we had made an attempt to remodel our course of study along lines somewhat different from what has been done before, and we have carried that work on toward completion.

By the careful study and energetic work of Dr. York, the details of the revised curriculum have been elaborated, and a complete statement of our new plans was published in the College Calendar for 1912. We have adopted four different lines of study which we call the General English, the Classical, the Scientific, and the Business and Commercial courses. These courses are designed to meet the needs of a large variety of boys.

It is of course too much to say that this plan is working perfectly; but we feel that we are working along the right lines and we hope gradually to evolve a course which will meet the educational needs of our constituency. Not every boy should take a full classical course leading to a university career or to the learned professions. The courses of a school like this should be planned partly to meet the needs of that large class of boys who must very early in life undertake the earning of their own living. It was this consideration which moved us to open a commercial course, and we hope that as time goes on we shall be able to make it more and more profitable. We have three typewriters for the use of the students and Mr. Ignatius has made a good beginning in establishing a course which will really train the boys for practical office work.

One other comment I wish to make before I leave the subject. You all know Kipling's remark about the futility of trying to "hustle the East." But there is one department of life in which the East, at least this little corner of it here in Jaffna, manifests a most blameworthy tendency to rush. I mean the desire to pass rapidly from one standard to another without adequately mastering the work of the lower standards. This should be strictly checked, and our course of study is planned for slower, steadier, but surer growth. It was certainly a great gain to make the Senior Local Class take two years after passing the Junior Examination. The same principle applied in lower departments, even if some boys do leave and go to other schools, will in the long run prove to be the best policy.

Our annual Government inspection should have been held in November but on account of changes in the Department it was postponed till February. The Inspector Mr. Krickenbeck, spent several days here going into the work and making helpful suggestions. The public is well aware that our grant is on the "lump grant" system. This system does not give us as much money as the "result system," but we are sure it is much better for the school and is in the interests of better education. Our grant was Rs. 1465, which is slightly in excess of that of 1910. This was for the year ending October, 1911.

The unsatisfactory results of the Cambridge Local Examination last December furnish us food for serious consideration. The causes for our losing the first place among the Colleges of Jaffna are of two kinds, immediate and remote. The immediate cause is no doubt our permitting some boys to appear for the examination when our better judgment prompted us to withhold them. The temptation to err on this side is very great. Another immediate cause is the inability of the boys to tell all they know in correct English.

For the remote causes we look back to the sources from which the boys come, and find them to be chiefly the village English schools where con-

versation in English is not rigidly insisted upon, and where very careful written work is not required. A heavy task is laid upon the College to correct and to make up these deficiencies, and, when I think of what some of our successful students were a few years ago in their use of English, I am often led to wonder, not that we fail to make a better record, but that we succeed as well as we do.

I am beginning to suspect another weak spot in our lower schools which contributes to failure in the upper standards. I refer to the system of making boys who have joined an English school after passing three standards in a vernacular school, cover the English of the first four standards in two years. I am beginning to think that this is an example of what I have already condemned—rushing the children along before they are really ready. Perhaps this criticism would be groundless if all the teachers of the primary classes were thoroughly trained and the staff of each school large enough to give a reasonably small number of pupils to each teacher. But few schools are so ideally equipped. A large measure of reform may be worked by having the College control the teaching and the methods down to the primary classes thus unifying the teaching through the primary and the secondary grades. Changes recently made in Vaddakkoddai High School along these lines do not belong to the report of the year now under review.

From our experience we learn wisdom for the future and hope for better results another year. But I cannot forbear expressing the hope that in a short time these public examinations will be abolished and a system of education introduced in their stead.

I am glad also to report that since last prize-giving four of our old students have passed their final B. A. examination in the University of Madras. They are, D. S. Seevaratnam, R. H. V. Daniel, K. Arumugam, and S. Alalasundram. These students all did their full First in Arts work with us and much of the B. A. work which has led to their present success. A prominent English educationist in

Colombo said to me recently, in condemning the Indian University courses,—“We do not want the country flooded with B. A.’s”; I really do not know what he meant or what danger was in his mind. But I think that you will agree with me that these four young men will not be a menace to society because they have attained this honour, and I am sure you all unite with me in congratulating them.

It may well be asked, “What are we doing in training our students in habits of real scholarship?” “Are our boys learning how to attack their problems alone?” “If they go to higher institutions to pursue an advanced course, has their training been such as will enable them to take their places worthily beside students of other schools?” Education should be judged not by quantity but by quality, and I think we can honestly say that the quality of the work done here will compare favourably with any in the district. I am aware that is no great boast, but we are striving to raise the standard and we think that among our students are those who in time will take their place honourably among educated men as independent thinkers.

We are also trying to improve methods. Through the efforts of Dr. York, a Teachers’ Institute for the teachers of all English schools has been established for discussing modern methods, and the problems of our work. The discussions at these meetings have been helpful and have stimulated us all. We have added to our library many books on modern educational methods, and have in our reading room several up-to-date periodicals on method. Then too, our equipment has been improved. New desks, black boards, maps, globes, and scientific and other apparatus, are all making it possible to do more for the boys than in times past and we believe that their scholarship will be improved by these added facilities.

Especially we believe that the increased facilities for scientific training are producing good results and it will be our aim to strengthen this side of our work yet more.

In this connection I would mention the addition

to our library of the latest edition of the Encyclopaedia Britannica, a gift from the American Trustees. It certainly is a very great boon to have such a monumental work of the most recent scholarship. We all greatly appreciate the generosity of the Trustees.

A Principal's report should take notice of the various interests of the students outside their classroom. This last year has been rich in results in this field. All the students have an opportunity to be connected with some literary society and the majority avail themselves of the privilege. During the year they have given several literary entertainments which indicate their ability to do things for themselves. The most notable of these was the staging of the scenes in the British Parliament during the passage of the Veto Bill. This was done by the Jaffna College Brotherhood which consists of the older boys of the College, and it was one of the most instructive entertainments ever given here.

The boys of the Third Form creditably performed a simple adaptation of some of Shakespeare's plays, not only at the College but at several neighbouring High Schools in vacation. They had taken the story from Lamb's Tales, and made up the dialogue largely themselves.

In February the Junior Literary Club conducted a Mock Legislative Council with great success.

The year has been almost devoid of inter-collegiate athletic contests, but among ourselves interest in athletics has been kept up and the physical needs of the pupils have not been neglected.

During the year the work of the Y. M. C. A. has been carried on as usual. One little item of news in connection with this association gives me special pleasure. Most of you know that our association is the oldest College Y. M. C. A. in Asia. Some time ago Mr. Harte, General Secretary of the Association for India, suggested that we place a tablet in this Hall commemorating its founding. Accordingly I appealed to the old students for subscriptions. The cordial way in which they responded has been a great joy my heart. Plans are going forward and

we hope to call you all together before the end of the year to place the tablet and to worthily commemorate the founding of this association. A movement has also been started to raise funds for a good Y. M. C. A. building. Of this you will hear more later.

During the year our College Magazine, *The Miscellany*, has received increased attention and we have tried to make it more worthy of the College. Mr. J. V. Chelliah is the Editor and has worked hard to make it a success. It is now issued four times a year at the close of each term, and it is intended not only to keep our constituency in touch with the activities of the College, but is also intended to furnish some thoughtful and instructive reading. I am glad that subscribers have been sending their subscriptions promptly; some have paid well in advance. Issuing four numbers a year instead of three has increased the expense so much that the subscription price will be slightly raised beginning with 1913.

In conclusion let us take a look forward. That is a somewhat difficult task; nevertheless I venture to undertake it. I wonder how many of you in this room have ever passed through a very long tunnel on a railway train, say a tunnel from half a mile to two miles in length. In the mountains of Switzerland, or in any hilly country, even on the way to Nuwara Eliya, now and again the train suddenly plunges into darkness. The noise of the wheels becomes a deafening roar; the smoke from the engine comes in at the window; and for a few minutes the whole world seems to be nothing but black darkness, roaring noise, and suffocating smoke. In long tunnels the lamps will be lighted; but commonly the train simply dashes forward in absolute darkness. Soon, however, a faint light dawns, and in a moment's time we pass out into the day-light, and a new and oftentimes a wholly different landscape bursts upon our gaze. In mountainous countries like Switzerland the experience of the traveller in emerging from darkness to a new world is very delightful.

During the last year we of Jaffna College, at least those of us who are close to the heart of

things, have been passing through a tunnel in our experience. It has been a year of doubt, pain and anxiety; we are still in the tunnel; we still feel the oppression of the situation; but we are plunging forward, and we know that ere long we shall come out into the light. Unlike the traveller in the tunnel, we look forward with a little feeling of dread because of the uncertainty of the future. There are some things however which we may consider as fairly certain. Whatever the light reveals it will be different from the past. The situation of five years ago or even of one year ago cannot arise again. We shall be face to face with something new. The long-looked-for report of the Educational Commission will surely be published sometime; and surely the Government will not, after all that has been said, pass by higher education without some provision for it. Whatever its course, Government will offer tempting inducements to boys to pursue its offered curriculum. That means that we in order to meet the needs of our constituency will have to fall in line with the Government's policy; but beyond these general terms we cannot predict the outcome. As far as we are concerned, there are certain elements in the situation which are full of encouragement. During the last few years we have conserved our resources, so that financially we are better able to meet a new situation than we were five years ago. It is a source of satisfaction to know that our debts are all paid and our building funds are still intact and not expended in what might have proved to be unwise projects. It is also a satisfaction to know that much of the money paid out during the past few years has been expended along lines which are preparatory to future development. Equipment in the library and scientific laboratory, furniture for hall and for class rooms and dormitories are all of permanent value. No matter what the future brings forth, these are needed.

Also our attempts at organization are all of value for the future. An efficient organization will always be needed. So although the future is not all clear, yet it is not all gloom. Here my figure of the dark tunnel breaks down. I have said that in long tunnels the lamps are lighted; and in this situation also there is some light. We look forward with confidence

that when Government does deign to take the public into its confidence we will be ready to go forward in whatever new path is open for us.

I thank you one and all for your kindly presence here this evening, and for the interest which you have manifested in our work.



The Annual Prize-Giving

The annual prize-giving of the College came off on the 11th of July beginning at about 6 p. m. with the Principal in the chair. After the devotional exercises a song was rendered by the College choir. This was followed by the Principal's report, the full text of which is published in this number. After another song from the choir, Mas. K. C. Ratnam, the prize-winner in a declamation contest held previously, delivered his piece, and Mas. A. G. Kanagaratnam, the prize-winner at the singing contest held in the Alumni Meeting, sang a Tamil lyric. The prizes were then distributed by Mrs. G. G. Brown, M. A.

The way in which the prizes were adjudged to the students created great interest among those present. Prizes were given for all the subjects in the curriculum—there were about 90 prizes in all, and they were not given according to the results of a single examination, but according to the sustained work of the students during the whole year. Further, the prizes were not competitive, but were given to every one who attained a certain standard fixed by the faculty. More emphasis was laid on general proficiency than on merit in individual subjects, by the giving of prizes of greater value. Two of the speakers on the occasion, one of great educational experience in India and the other, the manager of Hindu College, spoke in cordial commendation of the new method as the right one worthy of being adopted in other colleges.

Mr. James Hensman, one of the principal speakers on the occasion, impressed on the minds of the audience the fact that the work of a College should not be judged merely by examination results—a fact very much ignored in Jaffna—but by the way it tried to impart knowledge and culture to the students. The only College in Jaffna that reminded him of the Indian Colleges with which he had been associated for a long time, was Jaffna College. A College ought to enable a

young man to enjoy the best of every thing in life, and judged by that standard, he thought that Jaffna College stood pre-eminent among Colleges in Jaffna. He was glad that the College was getting a lump grant; as to result grants, he thought that the process of weighing and measuring the work done by a College was an insult to that College. Referring to the simile used by the Principal in his report, that the present educational situation was like the passage of a train through a dark tunnel, he said that it was wrong on the part of the Government to delay the train too long in the tunnel, and hoped that an early settlement would be made of the educational problem. He pointed out that the South was making a mistake in putting too much emphasis on a classical education, and went on to show at great length why an ideal curriculum ought to be an all-round one.

In his opinion, it would be a great blow to higher education in Ceylon if it was concentrated in the proposed university college in Colombo, as only the wealthier classes could then avail themselves of its advantages. He concluded by commending the physical education given in the College.

Dr. T. B. Scott was the next speaker. His subject was the advantages resulting from stern necessity. He illustrated his theme from the development of the Israelites under the stern discipline and the severe treatment of the Pharaohs. He showed how the same stern necessity was advantageous to higher education in Jaffna, by referring to the abolition of the Batticotta Seminary, where bricks were made with American straw, and the rise of Jaffna College, mainly the result of the efforts of the people to help themselves. The speaker thought that even now some foreign straw was being burnt in the shape of bursaries, and hoped that stern necessity would again interfere and make the Jaffnese provide their own straw in this respect also. Speaking generally of the education of the country, the speaker felt that vernacular education should be entirely supported by the Government; but as to English education, elementary and higher, the people ought to do even more than the Government in trying to regulate the fees, and by the insistence upon a certain proportion of teachers being certificated. He hoped that these rules would become still more stringent, as, in that case, the people would be forced to pay more, and for a better

class of teachers. He then spoke of the necessity of experts, men trained in the art of teaching, for colleges. The speaker was sure that the people of Jaffna were able to pay for bringing about these reforms, as Jaffna is very prosperous, as is evident from the number of stone houses and carriages one sees everywhere. He also hoped that stern necessity would give us a Director of Public Instruction who would be a great educational leader.

Mr. Casippillai congratulated the College on the excellent way in which it was being conducted. He disagreed with the previous speaker in the statement that Jaffna was a rich country and that the outward signs were a sure index of its prosperity.

Mr. Advocate Niles said that the proposed University College in Colombo would result in great injustice to the Tamils in that it would bestow its advantages mainly on the Burghers and Singhalese in the South.

The Principal then thanked the speakers and the audience for making the function a success. The proceedings of the evening came to a close with the singing of the National Anthem.



The Annual Alumni Meeting

As usual, the annual meeting of the College Alumni Association was held on the Prize-giving day beginning at 3-30 p. m. The Principal was in the chair and opened the meeting with devotional exercises. After the reports of the Secretary and the Treasurer, there was an interesting singing competition in Tamil in which a number of students took part, the alumni present being judges. Master A. G. Kanagaratnam was assigned the first prize and Master Green the second. Mr. K. Arumugam, B. A., an alumnus, read a paper on "Tamil Antiquities." After a few remarks from the Chairman, the following officers for the ensuing year were elected:—

President

The Principal

Vice-Presidents

A. A. Ward, B. A.

T. H. Crossette, M. A.

Secretary

C. H. Cooke.

Treasurer

S. M. Thavathasan, M. A.

The meeting came to a close with prayer. The alumni then adjourned to the house of the Principal where refreshments were served to them.

Editorial Notes

One of the most absorbing problems of the present day in Ceylon is the educational question. We expected that with the publication of the Educational Report there would be a thorough discussion in the Press of the different recommendations made. Although there were here and there attempts to consider them cursorily, a full and thorough discussion is yet to come. In view of this, Dr. York's article is opportune, and one calculated to stimulate the thoughts of those interested in our educational system. The fact that the writer hails from the land which John Stuart Mill declared to "surpass all countries in the amount of mental cultivation which it has been able to make universal," ought to make his opinions doubly welcome.

The account of the first Student Camp in Ceylon by one of the students who attended it from the College, will, we hope, be read with interest by our readers. The place selected for the camp may be said to be one of the loveliest spots in the Island. The arrangement of the programme and the happy selection of leaders and students made the camp a splendid success both from the social and spiritual points of view. The simple, unaffected, unconventional life led during the five days made everyone feel that those present almost belonged to the same home. The leaders had, therefore, a splendid opportunity to get the young men under their personal influence. From the remarks made by different students at the close, it was evident that some at least would consider the camp an epoch making event in their lives. The spirit of service exhibited in the camp was one of its most striking features, and St. Paul's advice, "in honour preferring one another", was thoroughly carried out. The pathetic remark of one of the students, that he was glad that his arm was injured because of the great love and care shown to him by all, shows the spirit of love and service reigning in the camp. It was truly wonderful that men who had not known one another before, Punjabee and Burgher,

Singhalese and Tamil, Englishman and American, felt themselves united in such a short time as brothers in the service of Christ. As one of the men remarked at the close, the oft-quoted line of Kipling,

"East is East and West is West,

And never the twain shall meet"

was proved to be wholly wrong.

The present camp has so demonstrated its usefulness that we feel strongly convinced that the holding of a camp annually is a necessity for the Christian students of Ceylon. We say a necessity, because we think that for want of a few finishing touches to the Christian education imparted in the Colleges, many young men are not won for effective Christian life and definite Christian service. The finishing touch cannot be so effectively given as in conferences of this kind where the young men come in personal contact with leaders from different places. We hope that the camp will become an annual affair, and that every Christian College will make it a point to send a good delegation to such gatherings.



College Notes

—The new term began on July 23rd after 10 days vacation. The tests for Cambridge Local classes were held during the first week and the applications of 22 Senior candidates and 22 Junior candidates were sent up.

—Examinations in various commercial subjects of the Institute of Commerce, Birmingham, and Pitman's Special Examinations in Short-hand were held during the 2nd week by a special committee consisting of Messrs. J. V. Chelliah, S. M. Thavathasan and J. K. Kanapathipillay.

—The following attended the student camp at Negombo:—Professors York, Chelliah and Thavathasan; Miller, Williams, Ariyanayagam, Meadows, Charles, Kanagarayer, Kanagasundaram and Kulasagarampillay of the Senior Local A class, and Green of the Senior Local B.

—Mr. Crutchfield of the Colombo Y. M. C. A. spent a few days in the College and delivered a few addresses to the students at Chapel and preached on Sunday evening in the Church. He also addressed the Brotherhood on "Milton's Conception of a Poet."

—Naval Church was the scene of a very pretty wedding on Wednesday the 11th inst. The contracting parties being, Mr. S. M. Thavathasan M. A., one of our

Professors, and Miss Elizabeth Joy Gnanabaranam Stockton, daughter of the late Mr. Appia Stockton. The Rev. G. G. Brown B. A., B. D., assisted by Rev. W. Joseph officiated. The Church was quite full although the invitations issued were few. After the service the bride and the bridegroom were photographed by Dr. York. Afterwards the bridal party with their friends and well-wishers repaired to the bride's place where a reception was held and while refreshments were being served special songs composed for the occasion were effectively rendered by a choir consisting of six boys from Jaffna College. The bridegroom and the bride were the recipients of several presents from their friends and well-wishers. The happy function came to a close at about 8 p.m.

—The number on the rolls for the month of September is 189. The daily attendance varies from 170 to 183.



The Student Camp at Negombo

One of the most important events of the year to some of the senior students of the College was the Student Camp at Negombo, which was held during the middle part of August (17-22.) The spot selected was a lovely place by the seaside. Nine students of the upper classes and three Professors of the College left for Negombo on Friday the 16th August. The journey was tedious at the beginning, but as evening came we felt cooler and enjoyed ourselves very much. We got down at Negombo at about half-past eight the same evening and were led to the camp, which was situated very close to the sea.

Many young men from the different colleges in Colombo, Galle and Kandy were also present. Besides these, two earnest Christian workers, Messrs. Carter and Slack came all the way from Calcutta and took an important part in the meetings. Other missionaries and professors of the various colleges also took part, either leading the Bible Study circles or in devotional periods or in the platform meetings.

The premises occupied by us were those of the Girls' Boarding School in the Wesleyan Mission compound which was next to the sea-shore. The compound was full of green trees and cocoanut palms, green foliage, luxuriant grass and a refreshing sea breeze, all of which would, of course, afford the greatest enjoyment to men coming from the dreary North.

The sleeping accomodations were on the whole satisfactory. Camp beds were provided, but as they were insufficient, some young men volunteered to sleep on the floor on straw mattresses in the hall and verandas. We enjoyed the cool sea breeze of the night very much.

Our daily work began with a sea bath early in the morning, although some contented themselves with watching the breakers as they were too afraid to get into the water.

The next duty was our private devotions, when some went to quiet spots under the trees and some to the sea-shore, for spending a quiet hour. Early tea followed at 7.30 A. M. and the scattered people were brought together by the sounding of a gong. The dining room was a low but well ventilated schoolroom, where tables were ready set with hoppers, plantains and cups of tea.

After a short period of recreation, the men gathered under a spreading tamarind tree for a devotional meeting. This was followed by Bible classes, on the subject of prayer. The young men were divided into various groups and were taught by the leaders under the trees, everyone squatting on the smooth grass.

Then a platform meeting was held at 10.30 A.M. when strong, earnest and practical addresses were delivered by able men, both by those in the Camp and by outsiders.

The gong for breakfast sounded at 11.30. A.M. The regular meal was rice and curry (either beef or mutton) in addition to cakes, bread, tea and plantains. The delegation from the different colleges took turns waiting on the table. After a good period of rest, sectional conferences were held in four sections. The subjects of discussion among the different groups of young men were (1) Vacation Opportunities (2) Social Work (3) Personal Work and (4) Bible and Mission Study.

After this came athletics and sports and this was followed by a sea bath. Seaside meetings began at 6. P. M. when we sat down by the shore in view of the glorious light of the setting sun, and enjoyed the refreshing cool sea breeze. Sitting there our minds were powerfully drawn towards the Almighty Father above. A platform meeting then followed: some of those that addressed these meetings being, the Hon. Mr. Fairlie, Messrs Crutchfield, Slack, Carter, Nevins Selvadurai Pillai and J. V. Chelliah.

Dinner was served at 7.30 P.M. with the usual sounding of the gong, the meal being almost the same as the breakfast. Just after the meal the delegation meetings were held. All went to bed at about half-past nine to a good refreshing sleep to be ready to enjoy the usual programme of the next day with added interest and further vigour.

I must now briefly state the general impression and the valuable effects of this Camp. While we were living in the Camp, we felt that we were members of the same family. We can never forget the friendships formed there. The cordiality, fellowship, the spirit of service and the absence of all differences due to caste or race are some of the impressions that will never be effaced from our memory. The highly spiritual atmosphere of the Camp has really uplifted the hearts and minds of those who attended it, and has aroused the young men to a sense of the duty they owed to their countrymen. In short, the impressions were so good and so great that we actually desired to stay there longer. We hope that these Camps will continue to be held year after year.

E. A. WILLIAMS.

The Jaffna College Brotherhood

The second anniversary of this society was held in Otley Hall on Saturday, the 7th of September, at 5. p.m. From 5 to 5.30 p.m. the College students who do not belong to this Society were received, and refreshments were served. Then began the literary part of the programme when many of those invited were present. The Rev. G. G. Brown, the Principal, presided. The proceedings began with prayer by the chairman. A "Welcome Song" specially prepared for the occasion was given by J. A. Kanagasundram. The secretary, P. K. Vaityalingam read the annual report, which showed the progress of the society during the past year. The next item on the programme was the reading of the Tamil paper, *Kalaig-nanrpothini*. The articles it contained were very interesting and written in pure, elegant Tamil. Then J. Tamblayah Miller delivered a speech on "What Ceylon Expects Her Young Men to Do." The speaker treated the subject in an able and practical manner. After a song was sung by the Glee Club, Mrs York presiding at the organ, an essay on Social Reform was read by Vanigaratnam Snell. The essayist placed before the audience the reforms that are necessary for the betterment of his country and urged that steps should be taken by young men to carry them out. Then came an interpretation exercise. S. Arumugam made a speech in English which was translated by K. S. Kanagarayan into Tamil. The subject of the speech was, The Influence of Occidental Civilisation. Afterwards S. R. Arianayagam, the editor of the *Literary Star*, read his paper. This dwelt mostly on current events. In addition, a short and interesting farce was acted. Among the actors, special mention should be made of Green and Gnanapiragasam. The meeting came to a close at 8. p. m. Then the guests were invited to the Principal's Bungalow, where arrangements, were made to entertain them at dinner after which post-prandial speeches were indulged in. Dr. York was the Toastmaster. The following toasts were proposed—The King—Dr. York; Faculty—A. C. Sundarampillay; response, Rev. G. G. Brown; Old Members of the Society:—K. Murugasu; response, D. S. Sanders; Sister Societies, S. W. Charles; response, A. Brodie, the Secretary of St John's College Literary Society; Guests—K. Vaityalingam; response, Dr. Mod. Curtis. Thus ended the proceedings of a most enjoyable evening with the singing of the National Anthem.

P. K. VAITYALINGAM,
Secretary.



A New Basis of Prize Awards

I have been requested to explain the new system which Jaffna College has recently adopted in awarding its annual prizes. I have called it a *new* system, but as a matter of fact it is new only in the sense that it has been newly adopted by Jaffna College and is, perhaps, new to Jaffna and Ceylon generally. It is really simply an adaptation of a principle which is advocated generally by modern educators, and has been for some time practised in schools in America.

Its distinctive features are two in number:— first, the inclusion of the full year's work of the student in estimating his fitness to receive a prize; and second, the awarding of a prize on the basis of individual merit regardless of the number of prize-winners in the class or the relative ranking of the individual student. In other words, no student is awarded a prize on the basis of a single examination or a single spasmodic spurt, but only for steady consistent work throughout the whole year. This we believe to be a sound principle. As a rule, too, it rings true to the tests of later life, for which the school should be a preparation. It may be urged by some that the result examination system is still largely employed in determining the fitness of candidates for honours in the various walks of life, but a little reflection will show that this is far less real than it appears to be at first thought. The public examination is usually but a *part* of the full test; and as a rule, other things being equal, it is the steady faithful daily worker who wins the top rank.

The second distinctive feature of the basis of award means that a prize and an adequate prize, too, will be given to each and every student who attains a certain grade in his studies for the year. It thus becomes possible for every boy in a class or even every boy in the school to win a prize. On the other hand it may happen that no student in a certain class wins a prize. If the class as a whole is a good class, it will win a large number of prizes; but if the class is particularly poor, it may win few or even no prizes. First, second and third prizes, awarded in our last prize giving do not therefore mean the first, second and third students in a class in order of rank, but rather that their scholarship averages for the year was excellent or very good, as judged by their teachers without regard to the ranking of other students in the same class. Those who were present at the last prize giving function may have noticed that the prizes of first rank were considerably outnumbered by the corresponding prizes of second and third rank. As a matter of fact, out of the whole number of about 125 prizes awarded, a little over 80 were strictly for scholarship. Of this number only about 15 per cent were of the first grade. It will thus be seen that our first, second and third prizes correspond somewhat to the first, second, and third grade honours in the university examinations. Under these conditions, no student can claim to be a

high grade scholar merely because he happens to head his class list; nor, on the other hand, can he offer as a reason for not having won a prize the excuse that another boy in his class happened to get a fraction of one per cent higher mark than he did. Competition there will be and should be, but deserved merit will not fail to receive just recognition under this system.

There is a third feature which I ought not to pass over without some mention. I refer to the emphasis which was placed on the prizes for general excellence; that is, the specially large prizes which were given to those students who maintained an exceptionally high average for the year in all their studies or at least in a majority of studies, provided they carried the full amount of work. These prizes are of generous size (the first prizes being Rs. 10) and are unrestricted in number like the others. They were made large in order to encourage the largest possible number of students to work for them, believing that our students are more in need of general all around foundation work than specialization in one or two subjects. The latter should be reserved for university degree work. In the year under review only 18 students won these general excellence distinctions, but we expect that as the conditions become better understood a much larger percentage will strive for these honours. At the same time we are trying to keep the parents in touch with the work of their sons by frequent reports, and hope that they will cooperate with our earnest efforts to stimulate the best in the students under our care. In conclusion I would say that we are very much encouraged by the way this system has worked in the brief and somewhat imperfect way we have been able to test it, and look for much better results in the future.

H. C. Y.

Prize Winners for 1911

General Excellence

Grade I, "Summa cum laude"

Kulasakaram M.	Senior Local "B"
Sangarapillai M.	Junior Local "A"
Chinnadurai N.	Form III.

Grade I, "Magna cum laude"

Veerakatty A.	Senior Local "B"
Nagalingam A. S.	Junior Local "A"
Kanagasabai A.	Form III.
Namasivayam K.	Form II.

Grade II, "Cum laude"

Kanagasundram A.	Senior Local "A"
Veeravagu K.	Senior Local "A"
Sanders D. R.	Junior Local "A"

Sellamuttu V.	Form III.
Kathiravelu A.	Form II.

Grade III, Honourable Mention

Chelliah P.	Senior Local "A"
Miller J. T.	Senior Local "B"
Murugesu K.	Senior Local "B"
Paul S.	Junior Local "A"
Rathnam K. C.	Form III.
Thampirajah S.	Form I.

Prizes in Individual Subjects

Senior Local "A" Class

Arianayagam S. R.	Latin (Grade II)
Chelliah P.	Physics (Grade III)
Kanagasundram J. A.	Mathematics (Grade III)
Veeravaku K.	French (Grade III)

Senior Local "B" Class

Kulasakaram M.	Arithmetic (Grade II), Scripture (Grade III), English (Grade III)
Miller J. T.	Latin (Grade II), Mathematics (Grade III), Book-keeping (Grade III)
Murugesu K.	English (Grade III)
Vanigaratnam A. S.	English (Grade II)
Veerakatty A.	Stenography (Grade III)
	Arithmetic (Grade III), English (Grade III), Latin (Grade III)

Junior Local "A" Class

Nagalingam A. S.	Arithmetic (Grade II), English (Grade III), Mathematics (Grade II)
Paul S.	Algebra (Grade I)
Sanders D. R.	Bible (Grade III), Latin (Grade III)
Sangarapillai M.	Arithmetic (Grade II), Bible (Grade II), English (Grade II), Latin (Grade II), Mathematics (Grade I)
	History (Grade II), Physiology (Grade III)

Form IV.

Gnanasubramaniam S.	Algebra (Grade III)
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Form III.

Chinnadurai N.	Arithmetic (Grade II), Bible (Grade II), English (Grade II), Latin (Grade II), Mathematics (Grade I), History (Grade I), Science (Grade II), Physiology (Grade III), Tamil (Grade I)
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Coomarasamy A.	Tamil (Grade III)
Kanagasabai A.	Bible (Grade III), Latin (Grade I)
	Algebra (Grade I), History (Grade III), Tamil (Grade II)
Nagalingam R.	Algebra (Grade II), Tamil (Grade II)
Batnam K. C.	History (Grade III)

Form II

Kathiravelu A.	Tamil (Grade I)
Namasivayam K.	Arithmetic (Grade II), Bible (Grade II), English (Grade II), History (Grade I), Geography (Grade II)
Nelson D. S.	Algebra (Grade II)

Form I.

Kandiah A.	Arithmetic (Grade III)
Nalliah S.	Algebra (Grade II)
Sundram M.	Latin (Grade II)
Thambirajah S.	Bible (Grade III)
Thirunavakarasu T.	Algebra (Grade III)
Thuralappah K.	Latin (Grade II)

Prizes for English Essay.

P. Thampusamy I
K. Namasivayam I.
J. T. Amerasingam II
T. Seevaratnam III

Names	S. Local A.	Hand writing	Names	Third F. B	Hand writing
Arulampalam R. K.	"	I	Coomarasamy A.	"	I
Arianayagam S. R.	"	II	Sellamuttu V.	"	I
Ampalavanar M.	"	II	Ponniiah V.	"	I

Names	S. Local B.	Hand writing	Names	Third F. B	Hand writing
Murugasu K.	"	I	Nagalingam T.	"	I
Vaigaratnam A. S.	"	I	Kanagasabai A.	"	II
Arulampalam G. S.	"	I	Rajanayagam S.	"	II
Miller J. T.	"	II	Arunachalam A.	"	II
			Chinniah J. V.	"	II

Names	J. Local A.	Hand writing	Names	Second F.	Hand writing
Marnickavasa-			Nathaniel V. S.	"	I
gar R. N.	"	I	Kathiravelu A.	"	II
Suppliah V. S.	"	I	Murugupillai K.	"	II
Paul S.	"	II			

Names	First F.	Hand writing
Chinnakoen A.	"	I
Nalliah S.	"	II
Thirunavukarasu T.	"	II
Kannuthurai B.	"	II

Alumni Notes

Mr. Advocate C. Balasingham has been appointed to act as Additional District Judge, Colombo.

Mr. M. Veluppillai, B. A., barrister-at-law, has been admitted to the Ceylon Bar. He took his oaths on the 2nd August.

Mr. A. M. Richards, Veterinary Surgeon, Trichinopoly, has been promoted to Coimbatore as Veterinary Inspector of Hospitals.

Mr. A. M. Thevathasan, who recently passed the Telegraph Inspector's Examination, has been appointed Inspector of Telegraphs.

Mr. William S. John M. A., who had for sometime been conducting an educational institution at Matale has gone to Allahabad to join the educational department there.

Rev. S. K. Ponniah B. A., has been ordained a Priest by the Bishop of Colombo.

Mr. W. P. A. Cooke, who obtained the Agricultural Scholarship awarded by the Ceylon Government is prosecuting his studies in the Agricultural College at Poona.

Mr. N. Chellappah has been transferred to Pandaterup-poo as Postmaster.

Mr. G. S. Mather has come off successful in the examination in Practical Pharmacy at the Royal College of Surgeons and Physicians in England.

Mr. V. Ponnnsamy B. A., student-at-law, passed away on the 23rd July at his residence in Tellippalai.

Messrs N. Sanders and N. Sampander have been appointed Excise Inspectors.

Mr. N. Sampander married Miss Satkunamanyammal Ponampalampilly on the 13th September.

D^r. A. C. Evarts M. B. C. M., has been appointed lecturer in Central College, Jaffna.

Mr. S. V. Chinniah has been enrolled as a law-student.

Mr. V. Sabaratnam has joined the staff of the Uduvil Girls' English School.

Mr. S. M. Thevathasan M. A., married Miss E. J. Stockton on the 11th September.

Rev. S. Somasundaram B. A., has been elected a Director of the Board of Jaffna College.

Mr. S. Rajaratnam B. A., married Miss Ulagammah Sinatamby on the 31st August.

Mr. B. K. Vijaya, who was employed in the Principal's office for nearly a year is now a conductor on Klanang Estate, Banting, Selangor, F. M. S.

Y. M. C. A. Notes

Nine of our students attended the Student Camp at Negombo August 17th—21st. It proved a most delightful and profitable week for all.

Mr. W. W. Grutchfield of Colombo spent a week with us recently. During that period he gave a number of addresses, besides holding conferences with our workers and meeting students for informal and personal talks. Such visits are much appreciated.

Funds for our proposed Y. M. C. A. Hall come in slowly; too slowly, in fact. We are sure that our alumni and friends intend to support this effort liberally, but we suspect the good resolutions are not acted upon as soon as the *Miscellany* arrives, and so the matter passes out of mind until the next number appears. We fear, too, that our friends do not fully realize how critical and urgent is our need for such a hall in order that our association may not actually lose ground. So please get your name on the "Honour Roll" by sending in your subscription without giving yourself another chance to forget.

And oh, for one of those Rs.1000 or Rs.750 or Rs.500 subscriptions to build or equip one of the rooms as a personal or family memorial!

Subscriptions to date;—

Previously acknowledged	Rs. 420.00
G. G. Brown	.. 50.00
Victor Joshua	.. 5.00
N. G. Nathaniel	.. 2.00
L. B. Fritts	.. 14.81

Total Rs. 491.81

Note:— By an error, the name reported in the last *Miscellany*, under subscribers to the Y. M. C. A. Hall fund, as S. Raj should have read S. Rajasundram. We regret the mistake.



MISCELLANY RECEIPTS.

S. M. Kandiah Esq, Head Master, Training School, Tollippallai. Paid through 1913	Rs. 1.00
Dr. I. H. Curr, Inuvil Hospital, Manipal, Paid through 1913	.. 1.00
Dr. M. Somasundaram, Govt. Civil Hospital, Kandy, Paid through 1912	.50
Rev. N. G. Nathaniel, Curate, Christ Church, Jaffna. Paid through 1913.	1.00

Total. 3.50

Y. M. C. A. Memorial Fund. Rs. 256.49.