Jaffna College MISCELLANY.

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Contents

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

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Editorial Notes

The Vernaculars and Secondary Education

The decision of the Secretary of State not to allow the vernaculars as optional subjects in the Junior and Senior Certificate Examinations has caused great disappointment especially in the North. We are glad to know that the North Ceylon Educational Association has taken action on the matter by preparing a memorial to the Secretary of State for the Colonies and by appointing a deputation to wait on the Governor in order to persuade His Excellency to lend his support to the memorial. Many of our readers will be aware of the fact that the suggestion of including the vernaculars as optional subjects came originally from the Board of Education in England, who on seeing vernacular instruction provided for in the Elementary and Higher courses naturally suggested that the gap must be filled by allowing Tamil and Singhalese in the secondary course also. But the opposition to this proposal was so strong among Colombo educationalists that the Governor with the advice of the Educatian Department made a recommendation against the suggestion. It is to be greatly regretted that the Ceylon authorities made so much

of the strong "local" feeling in Colombo, and so little of the equally strong feeling on the other side in the North and the East. From the despatches we may infer that the question is shelved for the present owing to the inadvisability of making too many changes when a new order of things is about to be inaugurated. Yet it is very necessary that a definite pronouncement should be made by the authorities on so important a question.

We do not propose to discuss the case for the vernaculars in all its aspects, as the question has been well thrashed out by the local press. We only wish to lay strong stress on one aspect of the question. It is a pity that the educationalists in Colombo view the question from a narrow, selfish point of view and think only of giving such education to their pupils as would enable them to readily earn a living for themselves by entering the Government service or the professions. Laudable as this object may be, they leave out of account the equally important consideration that the education given must be such as to enable them to serve the masses and be their leaders. Now, it goes without saying that without an adequate knowledge of the vernaculars it would be impossible for any one to communicate the benefits of the knowledge he has received to the hundreds that live around him. We are afraid that the charge brought by Governor MacCallum that the educated community is incapable of representing the aspirations and needs of the masses will become perfectly true if things are allowed to drift in this way. The Colombo men talk as though the goal in education in this country is to make the Ceylonese young man as much of an Englishman as possible. They make so much of a good acquisition of the English

language and so little of one's obligations and duties to one's less fortunate countrymen. There is one consideration in this connection that needs a great deal of emphasis. It should not be forgotten that the largest amount contributed for education comes from the common people, and therefore they have a right to demand that those who are educated at their expense must be so educated as to communicate to them the benefits of their education. This is a point of view that no statesman can afford to forget. It was Matthew Arnold that said that we must see education "steadily and see it whole." If only the authorities deal with the question in a statesmanlike way and see it "whole" they cannot but act on the dictum of "the greatest good to the greatest number."

Graduate Teachers and the Code

Those who have read the report of Mr. Bridge, the expert sent out from England, will have noticed the great emphasis laid by him on the want of highly qualified teachers in secondary schools. No doubt the necessity of trained teachers was adequately dealt with, but a careful reader will see that Mr. Bridge laid still greater emphasis on the necessity of highly educated men for manning these schools. He complained that most teachers were only a few chapters more advanced than their pupils. We are glad indeed to see so much encouragement given to the training of teachers. We cordially agree with the authorities in thinking that great efforts should be made to increase the number of trained teachers in our schools. But we ask, What about the higher teachers employed in teaching the Cambridge and London classes? Would Senior Local

men who have gone through the Training College mill give satisfaction? The answer cannot but be that teachers of these advanced classes must be men with university qualifications, and not simply men "a few chapters ahead of the boys." Why then has not the Code recognised this necessity? Why is there such disproportionate emphasis laid on the trained teacher, while the English or the Indian University graduate has no more recognition than the second class certificate man. We know that it will be argued that if so much encouragement is given to the trained man even at the expense of the graduate teacher, it is because of the difficulty in persuading men to undergo training, while the schools may be depended upon to look after their interests all right in providing themselves with graduate teachers. But then, it is plain that the non-recognition of the graduate teacher will result in managers of schools being less and less inclined to engage graduates, as it would be much more economical and more paying to employ a half-educated Training College man. What would be gained in the shape of training will be lost by the pupils being taught by men who do not have the necessary knowledge and culture to deal with higher classes. In India, we understand, the Code provides for grants to graduate teachers, in addition to those given for trained ones. We are glad to know that the North Ceylon Educational Association is paying attention to this matter and, if we are not mistaken, some Colombo educationalists are also thinking of drawing the attention of the authorities to this defect in the Code. The following interview which we take from the *Times of Ceylon* shows what a prominent educationalist like Mr, Fraser of Trinity College thinks on the question:—

Mr, Fraser thought that at present there was a tendency on the part of the Government Code to magnify the trained teachers from the Government Training College at the expense of other teachers. For instance, the trained teacher was recognised in a very practical way by drawing grant-money, whereas the University man,, whether English or Indian, was not. Mr. Fraser said that at Trinity he had three science teachers —one an Oxford University man, one a Madras University man and the third a Government trained teacher. Offers of services have come from Government to the first named two and yet it was the third alone who ranked as valuable in the eyes of the Code. The trained teacher was given by Government a bonus of a third of his salary every year, and in addition his pupils earned a higher grant so that a strong inducement was held out to men to go in for the Training College course with a view to their being employed by schools. They were elevated at the expense of other teachers. And yet as a matter of fact, very few were turned out from the Training College, and a large percentage of these very soon give up teaching. Competition to get the few that remained as teachers was consequently great, and yet after all, generally speaking, they were only half-educated men as compared with the despised graduate. The fault was not that of the principal of the Training College who did the best he could with the material at hand, but it was a menace to good work that there was in Ceylon no real recognition of many of our best teachers and that all were despised alongside men from the Training College. In so far, said Mr. Fraser, as the Code could depress their position in comparison with the Training College man it did so. What was wanted in Ceylon was a registration of teachers, and this Mr. Fraser said, he believed, would best be done as in other lands, *i. e.*, by the Principals and teachers themselves but most emphatically not by the department as was the case now.

Our Contributions

The article from the pen of Mr. Miller, our new professor, will no doubt be interesting to our readers. We hope to have the pleasure of publishing more articles from his pen on various subjects. Mr. Cumaraswamy's article will especially delight lovers of philology Mr. Cumaraswamy is the Head-Clerk of the Police Office, Jaffna, and is an old

boy of the College. Philological investigation is his hobby and he has given our readers the benefit of it more than once in these pages. The article from one of our Senior Local students, apart from serving as a specimen essay written as class work, will, we hope, be interesting as the subject is of such absorbing interest in England at the present day.

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The Scientific Attitude in Elementary Education

By Charles W. Miller M. A.

I vividly remember the long summer vacations which I used to spend as a child at my grandfather's home in the country. Here there was much to interest children and much to keep them busy. The old shop with its variety of tools, the gardens with the growing vegetables and flowers, the apiary with the hum of the busy bees, the orchard with its old apple trees and tempting fruit, the big barn with the meditative cows, complacent swine, and quarrelsome poultry: all appealed to me as offering a wonderful variety of interests for the expression and employment of the never-tiring activities of childhood.

There are two features of those happy days that have remained indelibly impressed upon my mind as illustrating in a characteristic way a certain attitude of mind in children and in adults to which educationalists have devoted considerable attention in recent years, because of a fundamental principle involved. In the long twilight of the summer evenings, when the robins were singing their last lullabys

and the monotonous cadence of the crickets together with the intermittent lanterns of the fireflies were reminding us of the gradual approach of darkness, grandfather and grandmother and the children were accustomed to spend a quiet hour in the comfortable rockers and hammocks of the vine-covered summer house under the great apple tree.

In this peaceful scene there was but one disturbing element. Clouds of mosquitos followed us to our retreat and pestered us with their persistent stings. Our good grandmother applied various remedies to the situation. A solution of spirits of camphor was rubbed over our hands and faces, joss sticks were burning, and every device that we could think of was brought to bear on the evil, but without avail. We boys retired to bed after a season with smarting hands, swollen ankles, and itching bodies. Where these insects came from and why there happened to be so many of them never occurred to us as a feature of the problem. For us mosquitoes existed, just as the fireflies existed and the grass and trees existed,—they just "were".

Another feature of especial interest was the old rain barrel to which the rain water was conveyed by means of a spout. This old barrel was the source of supply for the watering of the more tender garden plants. Of particular interest to us children were the reverberations and mysterious echos which proceeded from the depths of the old barrel when we called into it. The rain barrel also was temporary quarters for certain small fish which we used to delight in catching from the village mill-pond. But of chief interest were the thousands of little wrigglers that lived in the water of the barrel. These were little

worm-like creatures, varying in length from almost nothing to half an inch, moving up and down in the water by snapping their tails, bending their bodies double and straightening them out suddenly. Great was our fun in rushing up suddenly to the barrel, giving it a good jar, and watching the little fellows, which, undisturbed, seemed to spend most of their time hanging by their tails from the surface film of the water, go scampering to the bottom. Now whence these wrigglers came and whither they went was a mystery to us, and grandfather and grandmother were unable to enlighten us. True we many times discovered mosquitos resting on the dry part of the barrel above the water line, and we probably often saw the cast pupa skins floating on the surface of the water. But never was any connection of facts suggested to us from within or from without. And so in the care-freedom of childhood we went from play to play, from interest to interest, and only infrequently did the subjects of mosquitos and rain barrel have more than the merest passing interest to us.

As I look back now these two things have a very intimate and vital connection. It is a very easy thing for me now to "put two and two together" and to see the relation between stagnant water in the rain barrel and the numbers of mosquitos about my grandfather's summer house. But I regret that I did not have the inclination, and that those interested in me as a child did not have the interest to encourage me to work out those relations for myself. I would now consider such guidance to individual thought one of the most important steps in my early education; and, as a matter of fact, the lack of this very training has been, as it always will be in the lives of those who have not the matter pressed upon them

early in life, a serious handicap to high attainments.

One of the finest expressions of this idea is contained in a children's department of one of our best magazines where several pages are devoted to answers to questions which the children ask concerning various things they see in Nature. "Because we want to know," is the title of the department devoted to such questions; but if its value simply depended upon its answering hundreds of children's questions, it would not be worth mentioning. It is the stimulus that comes to the children in asking the questions, in being obliged to sit down and write in some detail some elements of the situation concerning which they wish information, that is of value. For therein are they encouraged to see relations and often in the very consideration of simple relations, they are able to answer the questions for themselves.

It is this simple idea which we call in the scientific departments of our universities the "laboratory method" which has already largely transformed higher education and is permeating our lower schools. In the university the student is required to perform a certain series of experiments to see things for himself, to get for himself the facts upon which he is able to make his own generalizations and to criticize those of others already made.

We find scientists of today not merely accepting a rich heritage of discoveries upon which to build new truth, but also carefully reviewing each step of the investigations of previous discoverers in order that they may acquire for themselves the relations involved, thereby placing themselves in the position of original inquirers after the truth.

Now the capacity for seeing the relation of things is in large part the measure by which a man adapts himself to his environment. Using the latter term in a very broad sense to cover our physical, mental, and spiritual lives, we may say that education is an attempt to aid the child to make for himself successful adaptations. Life is a continuous set of situations to each one of which the living being more or less perfectly adapts himself. That attitude of mind which seeks relations, which attempts to grasp the whole situation, is the one which makes the most successful adaptations. And master minds attain power to in some measure make and plan their own situations!

What has this to do with the discussion of educational methods? At present our whole educational system has been undergoing a searching criticism. And the feature most frequently mentioned is that our educational system has failed in helping the children to make really successful adaptations in life. "Education has not been related to real life," is the phrase we hear most frequently used. "The vitalizing of the curriculum," is the subject most frequently discussed. To meet these criticisms, subjects without number, have been introduced into the schools so that often, while the subjects seem practical enough in themselves, yet they dissipate the time and energy of the pupils to such an extent that fundamentals are lost sight of.

The Boy Scout movement in Europe and America has been one of the best expressions of this vital defect in education and its tremendous popularity and success in many countries is due to the fact that by this means boys get a training for real manhood. In scoutcraft, training in self-

reliance, skill, service to the community, honesty, purity, respect, honor, reverence, are so related by actual doing as to become a connected training for character. Knowledge without character adds nothing to the world's life, and if our schools do not consider positive character in the widest sense of the term as their ultimate aim in the training of the young, a character which enables the boy or girl to express himself positively by means of a trained will in response to situations that demand an efficient share in the world's life, they fail.

In our religious organizations, the Christian Endeavor of the young people has long been an expression of a vital need in our religious institutions. It is not enough that children learn by heart the valuable teachings of the Bible; it is not enough that they see the older people carrying on a definite form of service. They must learn for themselves by doing, by thinking, by obtaining for themselves the spirit which moves to right thought and action in the world in which they move toward an ever-enlarging life Godward.

Now it is in our schools, our elementary schools, that this process of self-development must begin. To start the soul aright on the path of self-attaining freedom will take all the patience, tact, and sympathy any teacher can muster. But what a wonderful opportunity and what a glorious attainment for both teacher and pupil!

I have here neither time nor space to elaborate, in greater detail, the influence of the scientific attitude upon elementary education. We are yet in a period of uncertainty and reconstruction. But we can see ahead far enough to know that the education of the future will be related to life,

not merely by practical subjects in the curriculum such as sewing, cooking, and carpentry, but, more important still, in the fundamental development of the scientific attitude towards all life, which lies at the basis of successful adaptation to all situations.

A farmer had a garden in which he had planted many young cabbages. He noticed one day that some were lying wilted on the ground, and a little later he saw many robins in the garden vigorously digging with their bills around the cabbage plants. In great wrath he picked up his gun and killed four or five robins. A humane neighbor complained of the matter to the judge, who called the farmer to court. Upon being questioned, the farmer affirmed that the robins were destroying his property by pulling up his cabbages. Therefore he protected himself by killing the birds. The court retired to the farmer's garden to investigate the story. There they found other cabbage plants lying wilted on the ground and at the base of each, hidden in the earth, was a fine, fat, juicy cut-worm, in search of which destroyers the robins had been digging. "Mr. Farmer," said the judge, "No fine or punishment can be adequate retribution for your wanton destruction of life which was doing you a service. But I fine you twenty-five dollars for your stupid failure to make an attempt to see the relation of things!"

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The Origin of the Word "Ammi"

By S. W. Cumaraswamy

Ammi, or more properly *ammikal* (the grinding stone), which is presumably an invention of the stone age, is an article known to, and utilised by, the Tamilians from time immemorial. The name

is as simple and fanciful as the primitive people who devised this simple contrivance. The big slab of stone bears the pleasant but childish appellation *ammi kal* (mother-stone) in contradistinction to the small roller resting on it, known as *kulavi-kal.*

Uncouth as expressions of this kind are, they are linguistic monuments which reveal the age of their makers. In the infancy of a people there would certainly be employed such simple, easy, and to us odd methods of expressing thought as we observe in the language of children.

"To a little child not only are all living creatures endowed with human intelligence but *everything* is *alive.*" . . . . . .
"The same instinct that prompts the child to personify everything remains unchecked in the savage, and grows up with him to manhood."

The names *taychchi* or *tay-chaddi* (mother-pan), *tay* or *tay-peddi* (mother or mother-basket), *tay-kampu* (mother stick—a term in a children's game) and *tay-kan* (mother-eye, as applied to the hole or eye of a coconut), are other instances of the use of a word signifying 'mother' to denote the idea of bigness or importance. The older the expression, the more fanciful or poetical the idea it conveys.

With regard to the origin of the word *ammi,* there is little doubt that its root is *am* and that the termination *i* is a feminine suffix. The use of the word in the sense of *mother* is altogether lost in modern Tamil, nor does it figure with this meaning in any of the Tamil dictionaries extant. There is, however, another meaning given to it by our lexicographers—viz: aunt (அம்மை). In this meaning the word *ammi* is obviously the feminine of *ammān,* and is formed from it in the same way as *perumi* (originally a great or big woman, but now only a proper name) is from the masculine

peruman. But this new-made feminine *ammi,* has not at all gained currency, and has entirely failed to supplant *attai, mami,* and *ammami* (a name used in some parts of South India, particularly in South Malabar, as the feminine of *amman.*)

In view of the association of *ammi-kal* with *kulavi-kal,* which obviously means 'child-stone,' there can be little doubt that *ammi* did in olden times mean 'a mother'. The only difference in form between *ammi* and *ammal* (mother) lies in the form of their suffixes. In one case the suffix is *i,* while in the other it is *al,* but they are both feminine suffixes.

The reason why *ammi* fell into disuse in the sense of mother, is probably best explained by the circumstance that the grinding-stone had come to be known by the shortened name *ammi* instead of by its full name *ammi-kal.*

The Tamilian tendency to discard the gender suffixes (*an, al, i*) in the case of names applied to respectable persons, or to employ in lieu of them some such device as *u* or *an,* may have also contributed in some degree to the disuse of *ammi* in the sense of mother.

The proper names, Chinnan, Sidevan, Ponnu and Chetu owe their novel terminations to the above-named cause. The older and more correct Chinni and Sidevi, have been here replaced by Chinnan and Sidevan and it is therefore not improbable that the name *amman* (mother) has supplanted the older *ammi* (mother)

Irish Home Rule

By A. Ponnampalam (Senior Local Class)

Ever since the English conquest, Ireland was looked upon as a field for English trade and enterprise. The poverty of the Irish people caused the prosperous English settlers to be looked upon as the enemies of all Irish well-being. Many attempts at English colonization were savagely frustrated by Irish clan chieftains. At last by the joint efforts of the settlers and the British Government a firm footing was attained in the country of Ulster. Thus was sown the seed of all the present trouble in the reign of James I A band of desperate English and Scottish settlers settled in the province. The constant fear of the Irish and the impotence of the English Government to suppress the Irish nurtured in them a spirit of hardihood and importance. They thought themselves to be an English garrison stationed there to maintain English rights in the land. They identified their policy with that of the Government and grew in their favour. The settlement became the seat of all Irish trade and manufacture. Ulstermen were the landlords, Government and Church officials, and in short they became the privileged order of Ireland. Very little was left to the Irish farmer by the English landlord. Poverty and misery was everywhere. People went away to America to save themselves from starvation and from the tyranny of the English landlord. Hatred against the English grew high. There was unrest and discontent everywhere.

To complete the difficulties, religious prejudice was introduced. A State Church was established and three-fourths of the people of Ireland who would never set their foot into this Church were required to pay a tenth part of their income towards its maintenance. Every Catholic peasant was ready to resist the foolish policy. The Government soon realised the weakness of their situation and the dis-establishment of the Church followed.

At the out-break of the French Revolution, new ideas began to occupy mens' minds; and Irishmen seeing the miseries under which their countrymen were labouring set out to work for reforms. Even the British politicians could be no longer blind to the sufferings of the Irish. Rebellion threatened Ireland. Pitt promised emancipation for the Catholics and thus induced the Irishmen to join the Parliament at Westminster. Pitt's colleagues who were not in favour of emancipation with-

drew from him. He soon went out of office and the Catholics were left to labour under their disabilities for another twenty-five years.

The Irishmen who treated with Pitt for the union found themselves cheated by his colleagues. They patiently took their seats in the British Parliament with the resolute determination of getting what they wanted. The Irishmen who formed a small minority could not work independently with any great success. The almost equal division of the House of Commons gave them an advantage. Having no course of their own to follow they gave their votes to the party who promised them help. The party so helped to power remained under obligation to the Irish; they supported their claims in Parliament. Thus the Government discussing the Irish question had not enough time and energy to look after their own affairs. If they failed to support the Irish they would go over to the opposition and the Government party would go out of power. This influencing of the Government by a handful of Irishmen made sensible Englishmen indignant and ashamed. They are tired of Ireland and would gladly see its removal at any cost.

The Irishmen were so persevering that they succeeded in bringing Mr. Gladstone to their side. He and other Liberal politicians found out the weakness of their Irish policy. Mr. Gladstone was so convinced of the Irish grievances that he introduced his first Home Rule Bill in the face of opposition from the Throne and two Houses. His bill passed its two readings in the Commons but was defeated in its third. His second Bill passed the Commons but was rejected by the Lords at its very appearance. He knew how to deal with the Commons, but he did not know what to do with the Lords. The Irish Leaders with the aid of the Liberals began to work against this despotic power of the Lords. The Veto Bill of 1910 destroyed the power of the Lords. Now Mr. Asquith has taken up the cause of Ireland. The Bill has passed its three readings in the Commons and will be brought into force in a short time, after formal readings in the House of Lords

We may be sure that the Parliament at Dublin will be devided into two such parties like the Catholics and the Protestants in which the Protestants will occupy a minority. The interests of the Ulstermen are likely to be neglected. This fear among the Protestants is the cause of all the present anxiety. But who can assure that there will not rise a third party with whom the Ulstermen could make their own terms as the Nationalists have done with the Liberals?

The cry of the Ulstermen against Home Rule carries with it an air of superiority and special merit over the rest of Ireland. It is an injustice and a political blunder for any English statesman to see these special claims. Some party politicians of limited foresight have looked upon the Ulstermen with a favourable eye and have brought their country to the verge of a national calamity.

The amendment of Mr. Asquith that Ulster could look after its own affairs for six years, and that a final settlement will be made after the lapse of that period is likely to bring a lull to all present excitement. If once the Irish walk out of the English Parliament, then they cannot influence the Government to their advantage as they do now. With the help of the Government they may perhaps force the Ulstermen into their fold; but when in the Parliament at Dublin, their chances would be by far less.

College Notes

Among the chief events of this term is the departure of two of our teachers to India to continue their studies. Mr. G. D. Thomas, who has served the College faithfully and efficiently for over seven years has gone to the Bangalore Theological College to prepare himself for the ministry. The qualities he has shown as a student and teacher, and especially the interest he has always shown in Christian work, eminently fit him to take up the work of a pastor in one of our churches. We fervently pray that God may use him in the larger service to which he has dedicated himself. Mr. Sanders, one of our younger teachers, who has worked for about a year, has gone to Allahabad to take up University studies. Mr. Sanders, during the short time he has been here, has shown himself to be an excellent teacher and boarding master. His ultimate object is to study Theology. The students in recognition of the esteem and love they had for these two, held farewell meetings and gave them suitable presents.

Mr. S. N. Nelson and Mr. E. V. Rasiah, two of our old boys, have been recently appointed teachers. Mr. Nelson who was studying for his B. A. in Calcutta came to us in May and Mr. Rasiah assumed duties only a short while ago.

Mr. Arianayagam, one of our younger teachers and five students went to the Kandy Student Camp. Mr. Amarasingam, one of our students, has been appointed Secretary of the next Student Camp which will be held in Jaffna.

Alumni Notes

Dr. M. Somasundaram, Medical Officer, Beruwala, was married on July 6th to Miss Pakkiam Parsons of Araly.

Messrs R. M. Thevathason, of the Registration Department, Mannar and J. S. Navaratnam, Headmaster of the Chavagachcheri English School have passed the B. A. examination of the Madras University.

Messrs T. V. Kanagarayer, Hudson Tambirajah, and Appadurai, have come out successful in the final examination for Supreme Court Proctors and Notaries.

Mr. Rajah Daniel John, Station Master in the F. M. S. was married to Miss Margaret Ratnam Joshua in the Chankanai Church on the 27th May.

Mr. James S. Mather, was married at the Uduvil Church to Miss Florence S. Chaktivelpilly on the 3rd June.

Mr. B. K. Vijaya of the Klanang Estate F. M. S. was married on 27th May to Miss Rosaline G. Kathiravelpilly.

Mr. S. Chinnadury, B. A. has passed the Forest College examination of the Madras Presidency. He has come out first in the order of merit and has obtained a gold medal. He is now employed by the Forest Department in the Cudappah District.

Mr. W. P. A. Cooke, the Government Agricultural Scholar in Poona College has passed the intermediate examination.

Mr. Henry M. Hoisington B. A. of the Anglo-Chinese school Singapore was married to Miss Hannah Selina Thamboo at the Wesley Church, Singapore on the 18th of April.

Mr. S. E. Seenivasagam, who returned from the F. M. S. owing to illhealth, on the 9th April passed away in the Manippay Hospital on the 16th of the same month.

Mr. S. R. Charles, having obtained a Science Scholarship offered by the Government to be trained as a Science Master, has joined the Technical schools, Colombo.

Mr. W. Duraisamy B. A., Advocate, was acting as Police Magistrate Jaffna and Kayts and District Judge for several weeks in May and June.

Mr. T. S. Chinnatamby, has been admitted as a clerk in the second class in the C. G. R's Office, Colombo.

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

Mr. R. Manikkavasagar, who passed the Railway examination held recently, has been appointed clerk in Matale.

Mr. T. C. Rajaratnam, student-at-law, has received an acting appointment on the staff of Trinity College, Kandy.

Mr. Samuel Eliatamby, the eldest son of Rev. S. Eliatamby has passed the B. A. examination of the Calcutta University. He was in Jaffna for two weeks and returned to Calcutta to complete his studies for the B. Sc., degree.

Mr. H. V. Ponniah, Teacher, Victoria Institution, KualaLumpur, is in Jaffna on 6 months' leave.

Obituary. We are sorry to record the death of Mr. Elijah Nalliah Welch at Uduvile on the 8th of July. He belonged to the first batch of students that graduated from the College.