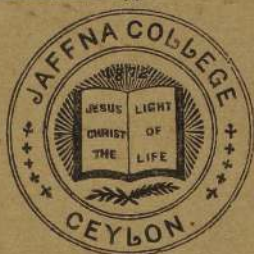


Jaffna College MISCELLANY



Vol. XXIV
No. 3

Third Term, 1914

One Rupee
per annum

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MISCELLANY

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Educational Theories: New and Old

Educational ideals and methods undergo change constantly and the last twenty years or so have seen a remarkable revision of old educational theories and methods. Many old time notions have been given up and new ones have taken their place. But here, as much as in other spheres, the tendency is to condemn old things as wrong because they are old, and to welcome the new because they are new. It is sometimes amusing to see the arrogance with which some people pour ridicule on old methods and the cocksureness with which they hold that brand-new theories are unconditionally true. No doubt, as time goes by, every branch of knowledge must undergo evolution and change for the better, and no one will dispute the fact that many wrong educational notions have been exploded, and sane and efficient methods have been introduced in their place. This, however, should not blind our eyes to the fact that a great deal of caution is necessary in rejecting any method that may have

been used with success for a considerable period or in adopting without qualification new theories however influential they may be backed. The rule of wisdom must be to keep clearly in mind the truth that any method that has been of universal acceptance through a long period of time must have some element of truth in it, and that any new theory that has gained wide popularity has similarly some kernel of good in it. We will illustrate our meaning by two or three examples.

There is the new theory that has gained wide acceptance, according to which all things should be made easy and interesting to pupils. Interest, as psychology teaches us, is no doubt a potent factor in enforcing attention, and, therefore, a powerful auxiliary in mental development. But it may be fairly asked whether a teacher cannot go too far in making everything interesting to the pupil. If *everything* is made interesting to the pupil by the teacher, where is the room for the boy himself to develop the capacity to take an interest in uninteresting things? Later in life, he will find that he has to cope with many uninteresting things, and such a boy is sure to go down in the struggle. It may be considered to be almost sacriligious to say anything against the kindergarten idea. Acknowledging the splendid principles underlying this system, we should at the same time note its weakness. According to the proverb, "all work and no play makes Jack a dull boy"; yet it is at the same time true that all play and no work will equally make Jack a dull boy. If young pupils are started with the idea that everything they do must be in the nature of play, they are sure to grow up disinclined to undertake unpleasant work. As to making everything easy for the boys, we think

that this is the bane of present-day education. Teachers do too much for the pupils and the pupils have no opportunity to help themselves. Life, instead of being full of easy and pleasant places, is full of hard and rough experiences. He is, therefore, a wise teacher who, while making too difficult things easy and interesting, does not forget to give opportunities to the pupil for self-help whereby he may harden his intellectual muscles for the battle of life.

Allied to the above is the new idea that pupils even in the elementary courses should be allowed to drop subjects for which they have no aptitude or which are not needed for their future vocation. A boy, for instance, is advised to drop mathematics, because he has no aptitude for it. But, it is not exactly the reason why it must be insisted upon that he should learn this subject in order to strengthen those qualities of the mind which a study of mathematics will give him, and of which he stands in sore need. Those who are for allowing students to pick and choose their subjects forget that certain subjects have an essential intellectual value, and so are needed for the general education which ought to be given to a pupil to make him a useful citizen. The problems that come up in life are many and varied, and no option is allowed there; and therefore a young person must be equipped with an education that has a broad foundation. On the other hand, we recognise the fact that the new idea has put an emphasis on the truth that, in order that education might make for practical efficiency, certain subjects have to be specialised at a certain stage. The mistake lies in allowing option before a broad foundation is laid in the primary and secondary courses, and in not waiting till the University course is reached.

Another direction in which there is a conflict between the old and the new is the demand at the present day for commercial education in ordinary schools. It is asserted that there is no use in making boys who are likely to become clerks in the Government or mercantile offices go through such subjects as mathematics, classics and history, and that it would be better to fit them for their future vocation by giving them a course in short-hand, type-writing and commercial book-keeping. Those who argue for such a thing, entirely miss the object for which schools are established. Schools are intended to give a general education and not vocational instruction, for which there are other and better provisions. As to the contention that schools ought to prepare students for life, we may say that a general education does prepare a student in a higher sense in becoming an intelligent and useful citizen. A President of Princeton University said, "Truly vocational study is that which fits one to respond intelligently and with free conviction to the vocation of man—that higher calling which is the summons to no particular pursuit nor profession, but which is a world-wide and common call to every man to take his place, to do his work, and to play his part in the community of his fellows." There is another reason why such vocational studies should be excluded from schools. The ordinary schools cannot do full justice to such work. It would be far better to relegate such things to schools established for the purpose, or better still, to the offices themselves where students by a course of apprenticeship could gain far more practically useful knowledge and experience in the precise things needed for their particular work. One instance will show that our contention is right. The Technical College which was

established for giving a vocational training proved an utter failure as the instruction given there was pronounced to be inadequate for Government offices. If a College established for the special purpose of giving vocational instruction resulted in miserable failure, how can ordinary institutions, whose main object is to give general education, cope with the work successfully? On the other hand, it must be conceded that this clamour for preparation for life work has helped to point out certain deficiencies in the old curriculum. One important deficiency remedied is the provision made for manual training which will in addition to training the hand and the eye and giving quickness and accuracy in all the senses, develop skill in the rudimentary processes common to all trades. Another good resulting from the new demand is the teaching of such subjects as English, penmanship and arithmetic in a way more adapted to the future uses of the pupil.

We will notice one more divergence between the old and the new. There is the educational theory known by the name of Correlation of Studies. According to this theory, studies are divided into content studies and formal studies. The content studies are such as literature, history and science; the formal studies are such as arithmetic, penmanship, spelling and grammar. The advocates of this theory hold that instead of wasting a lot of time in teaching formal subjects separately, they may be taught in connection with the content studies. For example, arithmetic may be taught in connection with subjects like science, grammar could be taught incidentally with reading and composition, and penmanship and spelling could be taught with composition and other school exercises. It undoubtedly is a good idea

to illumine the history lesson with geography and *vice versa*; grammar should not certainly be divorced from the reading lesson, and penmanship should not be confined to formal copy-books. Yet the new theory is responsible for a great deal of harm. The incidental teaching of what are called formal subjects have resulted in a vague and inaccurate knowledge of arithmetic, spelling and grammar. The deficient knowledge of present day boys in grammatical parsing and analysis of sentences is a notorious fact to those who know anything of our schools. Such things no doubt serve only as mental gymnastics; but we do not see why boys should be deprived of an opportunity to develop their intellectual muscles by the training given by such things as parsing and analysis of formal grammar.

The above examples ought to make it sufficiently clear to any teacher that he ought, on the one hand, to be cautious in condemning *in toto* old ideas and methods of education, especially if they were once universally accepted. On the other hand, he ought to know that education as a science is rapidly advancing and that he should try to keep himself abreast of new thought and gather what good he can out of it. Let him test educational theories, old and new, by universally accepted educational principles and his own personal experiment. Let him not condemn the old because it is old, or reject the new because he has not been accustomed to it.



A newspaper or magazine is incomplete just at present without a reference to the all-absorbing subject of the day. The article by **The War** one of our senior students on the causes that led to the war will, we

hope, be profitable to such as have only a hazy idea of the ultimate cause of the war. The war may be deplored from various points of view, but we wish to draw attention to one which may not be prominent in the public mind. Germany has been associated more than any other country with learning and culture of various kinds. But the world to-day has been disillusioned, and the land of Hegel and Goethe stands conspicuous for its materialism and brute-force, and barbarities undreamt-of in this civilized age. 'German culture,' as the Kaiser was pleased to call it, will be a by-word and a subject of jest hereafter. The way in which moral obligations were lightly set aside, and solemn promises and treaties were considered to be 'mere scraps of paper,' will debar the German nation from taking an honourable position among the advanced nations of the earth. On the other hand, the fact that the British nation has so readily come forward to help the oppressed Belgians, and to pour out its life-blood for justice, honour and humanity, makes the world take heart and rejoice that spiritual and moral ideas still dominate great nations. England is now reaping her reward for the great and noble qualities she has exhibited in her treatment of her subject races. The spontaneous gratitude and loyalty that has been shown by the Indian people is proof enough to show that what will rule the world is not militarism but righteousness.



We are in receipt of a booklet from the Association Press of the Indian National Council of Y. M. C. As. entitled, "Pioneers". It consists of eight studies in Christian biography and is edited for the use of study circles in schools and colleges. The

editor is Mr. K. J. Saunders, late professor of Trinity College, Kansas, and the well-known author of "Buddhist Ideals". The book is a compilation from larger studies by different authors. The Christian pioneers treated of in the book are the following:—Henry Martyn, a pioneer of the Cross; James Chalmers, the Great-Heart of Papua; Kalicharan Banurji, a great Christian layman; Joseph Hardy Neesima, a Pioneer of New Japan; Mirza Ibrahim, a Persian martyr; Sir George Williams, a pioneer of character-building; Dr. Arnold of Rugby, a great pioneer schoolmaster; Dr. Samuel Howe, a pioneer of social service. It is a well-known educational truism that "biography is the key to the teaching of adolescents." There is nothing that inspires the enthusiasm and patriotism of young men between the ages of 15 and 20 as the stimulus of great examples. The book contains some very useful hints as to how it may be used with great effect in classes. The general get-up of the book is excellent. It contains 164 pages and its retail price is only eight annas. We feel sure that a long-felt want has been supplied by this book and hope that it will be used by all associations in the colleges and schools in India and Ceylon. We thank the publishers for kindly sending us a copy.



Rabindranath Tagore as an Educationalist

The world knows the author of Gitanjali as a poet of rare power and inspiration, but very few outside India know of him as an educationalist. In fact, it is to educational work that Rabindranath has devoted his life, and it is to the support of

his model school at Rour that he has given all his income. Our readers may remember that he gave away the money he received as the Nobel Prize to this school. This school has gained some added interest lately by the fact that a Church of England clergyman, Rev. C. F. Andrews, who is known and loved throughout India, has resigned his connection with that Church to join the staff of Tagore's school. The New York *Independent* has in a recent issue an article on this school written by a Hindu, which shows how the Poet is striving for the regeneration of his country by imparting an education which combines the best ideals of the East and the West. The school is the outcome of the Poet's conviction that what India needs today is an education not only intellectual but spiritual. The school is called Brahma Vidyalay, and the object of the institution may be described in the words of the founder himself:—"To revive the spirit of our ancient system of education, I decided to found a school where the student could feel that there was a higher and nobler thing than practical efficiency—it was to know life itself well. I meant to banish luxury from the *ashrama*, and to rear boys in robust simplicity. It is for this that there are neither classes nor benches in our school. Our children spread mats under trees and study there; and they live as simple a life as possible. One of the principal ideas, to build the school in a vast plain, was to take it far away from city life. But more than that, I wanted to see the children grow with the plants; there would thus exist a harmony between the growth of both. In the cities children do not see much of trees. They are confined within the walls. Walls do not grow. The dead weight of bricks crush the natural buoyancy of child nature."

The writer gives the following interesting account of the daily routine of the school:—"The students and the teachers get up with the morning bell at 4.30. They make their own beds, and all come out singing songs and chanting hymns in praise of the Lord of the Universe. After washing, they put on white silk robes and sit down for individual meditation and prayer. Then they take breakfast of *luchi*, *halua*, puffed rice and milk or any other light food. The school begins at 7.30. The students fetch their individual mat seats, spread them under trees and without any books begin their class lessons, in literature, history or geography. Only for the experimental sciences they repair to the physical or chemical laboratories. The lessons are given orally, as the sun shines, the breeze conveys the sweet odour of flowers, and the leaves rustle to supply the music. No teacher is allowed to have more than ten students in a class: at times only one has all his attention. At 10.30., after three hours intensive study, the classes disperse as appropriate songs are sung. Soon after, the students and teachers go to take their daily bath. Bathing over, the boys chant hymns in praise of God and the Ashram Janani (mother hermitage). The second meal is served about 11.30. Then the boys study books or magazines in the library, or study their own lessons, or spend their time just as they like till school time. At 2 the classes assemble, again under the trees. In the class the teachers are not allowed to use canes or inflict any kind of corporal punishment. The school closes at about four. The boys then take a light lunch and rush to the playground to play foot-ball, cricket, hockey, tennis, *hadugudu*, or other games as the case may be. In games as in studies the Bolpur boys excel. In foot-ball and cricket they

have defeated many Calcutta College teams. In military drill they can vie with the best drilled in any military academy. To temper the boys in heat and cold, they are made to run for miles in hot days and are made to wet themselves when it rains. At times they are out walking twenty miles at a stretch. This Spartan training has made the Bolpur boys perfect in health Games over, the brahmacharins (students) take baths or wash themselves clean, and put on their white silk dhotis and spend about 30 minutes in prayer and meditation. Then the evening meal is served."

From the above description it will be apparent that a great deal of emphasis is placed on spiritual training. But this is not the only unique feature of the school. Cramming is altogether discouraged and the entire system is planned to develop the imagination and the faculty of observation of the students. Boys are made to observe objects and record their observations in a magazine published by Tagore. This does not, however, prevent their passing examinations successfully; in fact, it seems that the boys pass the University entrance examination in six years, whereas in other schools boys have to spend eight. Powers of originality are developed among the boys by their being encouraged to discuss things and especially to edit their own newspapers and compose original poetry. Another unique feature of the school is that the students are taught leadership and self-government by the entire management of the school being left to them. The following is the way in which the boys look after the discipline of the school:—"Every Tuesday the students elect a captain for a week. He is the chief magistrate. Every house elects its own leader. The leaders take notice of acts of misbehaviour

in class or outside. The cases are brought not before Tagore or the teachers, but before the students' court, which sits in the evenings on appointed days. The prosecuted student defends himself, or engages a brother student to defend him. If found guilty, the judge asks the convicted to choose his own punishment. The punishment is generally in the form of depriving himself of games for a day or so, or to some extra work to keep the houses and the gardens clean. Unkind words, like corporal punishment, are strictly prohibited in the school. And this is a great factor to cement friendship between teachers and pupils."

Another interesting feature of the school is the social work done by the older boys. In this respect Tagore desires to combine the Western ideal of social service with the Eastern spiritual tendencies. The older boys go out to neighbouring villages and preach to the people or look after the sick, or teach night schools. A further interesting feature is the regular teaching of music. It is said that Tagore himself lives in a very simple manner and mingles with the boys freely. Altogether, the school seems to afford to the future citizens an atmosphere of culture in which plain living and high thinking is the rule.



Jaffna College Old Boys' Association

(Colombo Branch)

The Colombo Branch of the Jaffna College Old Boys' Association celebrated its first anniversary on the 1st of August at the Victoria Masonic Hall, Colombo. There was a good attendance of Old Boys of the College besides numerous guests. The business meeting, for the electn of Office-

bearers for the year, commenced at 4 p. m. with Rev. G. G. Brown in the chair and the following gentlemen were elected:—

President,	Rev. G. G. Brown B. A., B. D.
Vice-Presidents,	Dr. E. V. Ratnam M. M. C., Messrs K. Balasingam, G. C. Lee, P. S., Charavanamuttu, R. C. Proctor, and T. N. Nathaniel.
Secretary,	Mr. J. W. S. Cooke.
Asst. Secretary,	Mr. A. S. Williams.
Treasurer,	Mr. K. Kanagaratnam.
Asst. Treasurer,	Mr. E. T. Hitchcock.
Auditor,	Mr. M. Kanapathipillai.
Committee,	Messrs H. Tiruvilangam, S. Somasundram, R. Dharmalingam, J. T. Bartlett, S. T. Karalapillai, T. Rajaratnam, J. C. V. Ratnam, T. Muttucumaru and S. Valupillai.

At 4.30 p. m. a garden party was held in the lawn adjoining the Hall and during the course of the evening a group photo was taken with the Rev. G. G. Brown as the central figure by a representative of the Colombo Photo Works and Stores Ltd. A party of Tamil musicians enlivened the occasion with fine music. Light refreshments were lavishly served and great conviviality prevailed among those present.

The public meeting began at 5.30 p. m. presided over by Rev. G. G. Brown. The chairman after a few remarks introduced to the gathering,

Mr. Joseph Grenier K. C., who in an excellent speech emphasized the importance of "Esprit-de-Corps" as an essential ingredient for the continued success of any organization. The speaker also appreciated the idea of young men partici-

pating in politics provided the term is viewed in its true significance. Mr. Grenier alluded to the excellent services rendered by Revs. Spaulding, Hastings and other missionaries in the cause of education in Jaffna.

Hon. Mr. A. Kanagasabai M. L. C., who spoke next advised young men to study public questions and partake in politics. The speaker paid a glowing tribute to Jaffna College as the premier missionary college in the North that imparted higher education. He also emphasised the excellence of total abstinence.

Rev. E. A. Restarick, B. A., recalled memories of the days spent by him in Jaffna and said that the true characteristic industry of the Jaffna people could be understood only when one viewed the vast amount of barren lands converted into fertile and attractive spots. The speaker touched on the excellence of Native Music if the art was cultivated properly.

Mr. T. Nathaniel B. A., gave a brief *resume* of the work done by the missionaries and commended the fact that Jaffna College furnished other leading Colleges in the North with teachers besides sending a large number to foreign places.

The Chairman informed the members of the changes to be effected in the College and spoke strongly of the necessity of introducing the vernacular in the school curriculum, and further added that he was glad that Jaffna College in spite of the cloud of uncertainty that hung over the educational atmosphere of Ceylon, was trying to maintain its past traditions, having as its goal education and education alone.

Mr. R. C. Proctor, Interpreter Mudaliyar, proposed a vote of thanks to the Chair saying that

Jaffna College was singularly fortunate in possessing as its head a person of the abilities of Mr Brown.

Mr. A. Talaiyasingham, Advocate, seconded.

Mr. Hudson Thamby Rajah, proposed a vote of thanks to the lecturers and guests of the evening and congratulated the Committee on the excellent selection of such an admirable set of speakers. On behalf of the Old Boys' Association he thanked the representatives from other Colleges.

The proceedings terminated with the singing of the National Anthem at about 7.30 p. m.



The European War

(By Alfred M. Brodie, Senior Local Class)

Today when the whole of Europe is ablaze with war in which all the civilized nations of the world are interested, it is a profitable and interesting task to review for the benefit of the student population of this country, of which number I am one, the immediate and ultimate causes that have led to the present European conflagration.

We were indeed taken by surprise when we received the news that war had broken out in Europe after the termination of a long and expensive war in the Balkan Peninsula and notwithstanding the strenuous efforts of some of the great European Powers to preserve peace.

On the 28th of June, 1914, when the Archduke Franz Ferdinand, the heir apparent to the throne of Austria-Hungary with his consort was making a tour in Bosnia, a province in the Austrian Empire, they were cruelly assassinated at Sarajevo, the capital of Bosnia. The assassin was a young Bosnian; but it became apparent that the plot had its origin in Serbia. The Austrian government became infuriated at this and sent an ultimatum to Serbia on the 23rd of July embodying its demands. The terms of the ultimatum were so severe that if Serbia had accepted them, she would have been greatly humiliated in the eyes of the other nations of the world. Serbia, a comparatively small State, after consulting with Russia, to which it had racial relationship, refused

to accept the ultimatum unconditionally, and consequently Austria declared war on Serbia on the 28th July 1914.

The unreasonableness of the demands of Austria and the little time allowed for consideration leaves us no room to doubt that Austria expected the rejection of the ultimatum and desired war.

When war was declared between Austria and Serbia, Russia, which could not bear to see the small state of Serbia crushed, mobilized her troops. Now Germany, which was preparing for war for the last twenty-five years, since the accession of the present Emperor, found that this was the opportunity to gratify her ambitions and demanded the object with which Russia was mobilizing, and receiving no reply which she considered satisfactory declared war on Russia. It must be noticed here that one of the greatest ambitions of Germany was to annex France or at least a great part of it as she wanted more outlet into the sea to facilitate her growing commerce. So without formally declaring war on France, Germany attacked the neutral state of Luxemburg and invaded France. Thus France too was compelled to join the war. At this juncture our Emperor, George V, tried to bring about peace by proposing to call a conference of the European Powers; but this attempt was not successful mainly owing to Germany.

Now Germany finding the Eastern frontier of France strongly fortified with a series of fortresses proposed to march her troops through Belgium, a neutral state and asked Belgium for permission. This was against international agreement to which Germany itself was a party. Belgium was unwilling to comply with the German demands, and Germany began military operations against Belgium. Then Belgium appealed to England for protection. England which had for a long time taken a great interest in Belgium at once intervened and asked Germany to recognise the neutrality of Belgium. But on receiving an unsatisfactory reply, England declared war on Germany on the 4th of August.

It would be interesting to look into the historical background of the war and notice the circumstances that gradually led up to this crisis. First, I will take Serbia.

Serbia is now a small State in the Balkan Peninsula and was once very powerful. In course of time it fell an easy prey to the invading Turks. During the seventeenth and eighteenth centuries, the Turks were driven out by the Austrians with the help of the Servians from Hungary. Serbia was herself declared independent of Turkey by the Treaty of

Berlin in 1878. From that time forward the Servians had an ambition to unite all the Slav States into one Kingdom. In this Pan-Slavic movement they were greatly encouraged by Russia whose inhabitants are Slavs. The annexation of Bosnia and Herzegovnia, two Slav States by the Austrian Government was a great blow to this movement. The Bosnians, and the Herzegovinians, as well as the Servians were greatly discontented at the new change. It was this discontentment that manifested itself in frequent riots and rebellions and which caused the present assassination of the heir-apparent to the throne of Austria. In this case it is still a matter of doubt whether the Servians had anything to do at all with the conspiracy, but it is not at all improbable that Servia would have given its assent to it under the above circumstances. We should also note here that Russia was also greatly interested in all that happened in the Slav States as she herself belonged to that race.

By the term "The Austrian Empire" is meant the dual Kingdom of Austria and Hungary. It is not a nation but a syndicate of nations that hate one another at the head of which is the Emperor Francis Joseph. He is a sturdy old man of eighty-four and it was through his efforts that this impossible union was brought about in 1867. Austria's annexing Bosnia and Herzegovania in 1908 is to be considered only as the beginning of her attempt to acquire territory in the Balkan Peninsula and thus to bring the whole of the Peninsula under her sway. This desire is the result not only of political ambition, but springs from her conscious desire to reach the Mediterranean and to prevent Russia, her hereditary enemy on the north, from reaching it. Thus we see that Austria from her position and ambition cannot but be on unfriendly terms with Servia and Russia who were in the way of gratifying her ambition.

To understand the attitude of Germany today in the war, it is very important for us to trace its history from its formation by the great wily statesman Otto Von Bismark. He upheld the power of the monarchy and set his heart upon the aggrandisement of Prussia. He was a man of unbounded courage and iron will and his diplomacy was as astute as it was unscrupulous. To him the then Germany was nothing and Prussia was everything. In 1867 the North German Confederation was formed, the president of which was the king of Prussia and treaties and alliances were made with the south German States excluding Austria. Bismark now determined to

crush Austria which he did by a war. The Franco-German war which broke out in 1870 was only the outcome of the sudden growth in power of Prussia. Napoleon, king of France, favoured the war as he thought that a successful war with Germany would firmly establish his dynasty on the throne. On the other hand, Bismark wanted war with France as he found that that was the only way of gratifying his ambition, viz, the consolidation of the Northern and Southern German States into one strong German Empire. According to the plan of Bismark, the south German States joined the North German states in the war and the French were completely crushed. During the war, the French Empire fell and the new German Empire came into existence. At the close of the war, France was compelled to pay a huge indemnity of £200,000,000 and to concede Alsace and a part of Lorraine to Germany. The annexation of these two provinces which were French in sympathy, and their remaining so for the last forty-three years, was the cause of bitter hatred between France and Germany and the increase of armaments in Europe during the latter half of the nineteenth century. France recovered more quickly than Germany expected from the effects of the war of 1870. Bismark would have attacked her under some pretext or other if France had not formed an alliance with Russia in 1891.

After the Congress of Berlin, the relations of Austria and Russia became rather strained and Germany whose foreign policy was friendship with Austria formed an alliance with it in 1879 that if Russia attacked Austria, she would go to the help of the latter. Later Italy too joined the alliance and the Triple Alliance was formed between Germany, Austria and Italy in 1882. After the accession of the present Emperor, Bismark was dismissed from office and the present Kaiser followed his own foreign policy and renewed the hostilities with France. In opposition to the Triple Alliance, a Dual Alliance was formed between France and Russia in 1895. How necessary this was for France is seen from the bullying attitude Germany took towards France when Russia was weakened by the Japanese war. Thus we see that from the time the France-German war was concluded in 1871, the relations of the two countries were very hostile and one was waiting for an opportunity to pounce upon the other and this matter of dispute between Austria and Servia was taken as a pretext by Germany to gratify her ambitions of conquering France.

It is now necessary to examine closely the relation of Great Britain to France and Germany during the last thirty years. During the first part of this period, the relationship

between France and Great Britain was very unfriendly, constant friction having arisen on the British occupation of Egypt and on the various colonial questions. When Edward VII, the great peace-maker, became King of England, all their disputes were settled and in 1904 the *entente cordiale* began. From that time forward the relations between the two countries have been the most cordial. Later on, the Triple Entente was formed between Great Britain, France and Russia or in other words Great Britain favoured the Dual Alliance. Britain's friendship with France was the effect of a change of policy with Germany. During the Franco-German War British sympathy was wholly on the side of Germany and she viewed very favourably the formation of the new German Empire. The friction came about when Germany embarked on her colonial policy. Although Britain at first viewed her policy unfavourably, yet she did not in any way interfere as it was thought to be a legitimate desire for Germany to have colonies. But Germany entertained deep-rooted envy at the colonial possessions of Great Britain. The famous congratulatory telegram of the present Kaiser to President Kruger on the failure of the foolish Jameson Raid is a result of this feeling. Germany hoped that the enmity between the Boers and Britain in South Africa might lead to the establishment of her power there. Since that time Great Britain has changed her policy toward Germany. The building of a very huge navy by Germany which was unnecessary for her commercial and colonial welfare in the time of peace aroused the suspicion of the British that the former had deeper designs.

This evident hostility made Britain draw closer to France to strengthen her navy and later to form an agreement with France that if she kept her ships in the Mediterranean she would keep hers in the North sea. It was this agreement that made Britain explain to Germany when she threatened France that she must protect the coast of France and her colonies. The agreement that Britain has made with France and the guarantee that she has given for the neutrality of Belgium, alike demand her participation in the present war. Great as are the horrors that this war involves, yet war is better than dishonourable peace, and such a time has come in the history of the British Empire. In short she has unsheathed her sword in the interests of justice and liberty in which she has the assured sympathy of her vast dominions.

College Notes

—Mr. F. V. Slack, the Secretary of the Student Christian Association of India and Ceylon, visited the College during the first part of August and made a number of helpful addresses to the students.

—Mr. M. G. Brooks, the Travelling Secretary of the Ceylon Young Men's Christian Association visited the College just after Mr. Slack left, and made three useful addresses at chapel time.

—The following members of the staff visited Colombo during the term:—The Principal to attend the Old Boys' Association; Mr. J. V. Chelliah to attend the meeting of the Ceylon Sub-Committee of the Student Movement; Messrs. L. S. Ponniah and S. Ignatius, to attend the lectures on Sanitation.

—Mr. Stephen Ignatius, our Commercial Instructor, has severed his connection with the College. During his stay in the College he made himself very useful in various ways. He was an excellent instructor in his subjects and his pupils passed the Birmingham Examinations creditably. He took a great interest in athletics and made his influence felt among the students by his good Christian character. He goes away as the Commercial Department has not been a success financially. We heartily wish him success in his future career.

—Mr. L. R. Danforth has been appointed one of the instructors in the College. He was educated at the Royal College, Colombo, and appeared for the London Inter-Science examination last July.

—The new foot-ball field was opened on the first of October and a match was played on that day between our College and St. John's. Our boys won by two goals to one. The present field is a spacious one and supplies a long-felt

want. It is hoped that the field will be further extended after some time.

—The Prize-Giving exercises were not held this year owing to the demolition of a part of the dormitory and the preparations made for erecting the Science Hall. Unfortunately, the building work has not progressed much, as, owing to the war, the drafts from America could not be cashed.



Alumni Notes

Mr. T. C. Rajaratnam, Student-at-law, has received an appointment on the Staff of Trinity College, Kandy.

Mr. W. Duraiswamy B. A., Advocate was appointed to act as District Judge, Jaffna during the absence of the Judge.

Mr. T. N. Devadason, Post Master, Siputch, F. M. S. has been transfer to Ipoh on promotion.

Mr. R. A. Fitch of the Hatton Bank and Agency Co. has been appointed Secretary of the Hatton-Dickoya Local Board.

Mr. M. C. Arumugam has passed the examination for clerks and draughtsmen held by the Survey Department.

Mr. C. Tambippillai, Post Master, Vaddukkodai, has been promoted to the first class of the Postal Service.

Mr. James S. Mather has been appointed Honorary Travelling Secretary of the Laymens Missionary Movement for North Ceylon.

Mr. P. Vytialingam B. A., Advocate, acted as Police Magistrate, Point Pedro and Chavagachcherry for a few days in August.

Dr. A. C. Devasagayam has been transferred from Bandara-wella to the Vaddukkodda dispensary.

Mr. Ampalavanar, Teacher, Chetty Street School was married to Miss Chellammah Thamothersampillai at Vannarponnai on the 7th September 1914.

Mr. M. Kanapathippillai, student-at-law was married to Miss Srimuthpuwathiammal Kandiah at Vaddukkodai on the 7th September 1914.

Mr. J. W. Arudpragasam B. A. of St. John's College, Panadura was married on the 2nd September 14 at Karadive Church to Miss Mary Pakkiam Tillampalam.

Miscellany Receipts

V. Ponnampalam Esq., Straits	thro.	1914	Rs.	2. 99
Dr. S. H. Gnanamuttu, Karaikal	"	"	"	1. 00
A. Marnickam Esq.,	"	"	"	1. 00
M. Nalliah Esq., Mannar	"	"	"	2. 50
R. Gnanamuttu Esq., Maturatta	"	1913	"	2. 00
W. E. Hitchcock Esq., Uduppiddi	"	1914	"	1. 00
P. Thampusamy Esq., Straits	"	"	"	1. 00
Dr. Ratnavale, Hambantota	"	"	"	1. 00

 Total Rs. 12. 49