

S. John's College Magazine

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Education and the Mother Tongue

Ninety years ago the battle between the Orientalists and the Occidentalists was fought in India. The advocates of English as the medium of all higher education claimed that their desire was to give to India the best that could be had through English literature. To many it was no doubt also an important consideration that through English education the necessary clerical help could be made available for the government at a much smaller cost than if young men from England were to be brought out to India to do such work. But it seems perfectly clear that it was not selfish political interests merely that led to the victory of the Occidentalists; there was a large element of educational idealism in the minds of the best representatives of that side.

We are not necessarily imagining ourselves wiser than a Lord Macaulay and a Dr. Duff when we ask for a thorough reconsideration of the whole question of English education in India and Ceylon. The alternative is no longer the course advocated by the Orientalists. Nobody would suggest now that the classical languages of the people of India, (Sanskrit) or of Persia and Arabia, shall take the place of English as the medium of instruction and study. It is the claims of the living languages of the people which now require to be considered. The experience gained in India and Ceylon since English education was introduced has added to the light which we get from similar experiences in the West during past centuries. We need not discuss whether the solution of this problem which was accepted in the

thirties of the last century was the best decision possible at the time. What requires to be considered is whether it is right to continue to be guided by that decision.

On one point all are agreed—that the expectations of the Occidentalists have not been fulfilled. Knowledge and ideas gained through English studies have not filtered down as rapidly and as extensively as had been expected. Many of us realise how difficult a task it is to share what has been learnt from English books and English lectures with those who are entirely unacquainted both with the ideas and with the form in which the ideas have been received. We are not at all inclined, therefore, to sit in judgment upon those who have failed to act as teachers in the home and in the community. But if the new ideas had been learnt in the same language in which the student speaks in his home with his mother and his sister, it would not have been nearly so difficult for him to do that work of an interpreter to which the Occidentalists rightly attached so much importance.

The people of Ceylon still appear to be satisfied that real education can only be given through the medium of English. In India that view has for sometime past been seriously questioned. The present day national feelings have added fresh force to the demand for a larger place to be given to the vernaculars, in the higher stages of education. But there is much more than political nationalism behind that demand.

Professor Karoe the founder of the Indian Women's University at Hingue near Poona, recently told a public meeting of the testimony borne

by one of their examiners of history. The same examiner had been valuing papers written by a corresponding grade of students at a Bombay University examination. The Bombay papers were written in English, the Hingue papers in Marathi (which had also at Hingue been used as the medium of all studies.) The examiner said of his own account, that he noticed a great difference between the Marathi and the English answers (they had entirely different question papers). The women students who had been using their vernacular throughout showed by their answers that they had more thoroughly assimilated what they had learnt. One does not forget that there are many factors which require to be considered before we can give the right value to the conclusions reached through such a comparison. But the testimony of this particular examiner is so completely confirmed by all our experience in the West that one feels no doubt whatever about the conclusion. The effects of education will be deeper and will contribute more to the development of a rich and harmonious personal life if it is given through the mother tongue than where a foreign language is used. And nobody will dispute that the value of education is to be tested by the contribution it makes to such a development of life rather than by the amount of ideas and words—which it puts into the mind and memory of the student.

That the effects of education are more harmonious when the mother tongue is used is the natural consequence of the closer co-operation which then becomes possible between the home and the school or the college. It is not in India only that the difficulties are known which arise

when children live in one world of language and ideas in the school, and in an entirely different world in their home. An experience of a very similar kind is well known among immigrants into the United States of America from non-English speaking countries. We have facts enough on which to base the conviction that where the language of the school is not the language of the home the value of the education received is inevitably lessened.

One other point is perfectly clear,—education can never become really democratic unless it is given in the vernacular. Much light is thrown on this side of the question by the history of Europe through the centuries, when Latin was the medium of education and study in schools and universities. A hundred years ago, Latin was still regarded as the only dignified medium for the expression of what scholars knew and thought. The literature of these centuries shows conclusively that education through the medium of a foreign language does not necessarily destroy depth and originality. But it does fix such a gulf between the learned few and the unlearned many as is entirely undemocratic. We may be in danger in our day of using 'democratic' and 'democracy' as rather empty catch-words. But even when that is the case, such use indicates that these terms are suggestive of certain values which most people are anxious to secure and to preserve. If we want to promote a democratic development in our countries, a state of things where no arbitrary and accidental differences shall be allowed to separate one class from another, we must strive to get the vernaculars to take the place

of English in the higher as well as in the lower grades of education.

It would be interesting to think of what is being done in this direction in India, both in unaided institutions like the Indian Women's University, and in the institutions connected with the new university of Dacca. For a full discussion of the question, it would also be necessary to consider the practical difficulties with which we are faced when such a change as is here proposed is to be carried out. But if we have realised that the change must be made, a way out of the difficulties will be found.

L. P. LARSEN



The "Nu Style"

This is how Gray's *Elegy* would look in the new style of spelling:—

The kurfu tols the nel of parting da,
The loing hurd winds slowly o'er the le,
The plowman homward plods his wery wa,
And leves the world to darkness and tu me.

Ful meny a gem of purest ra seereen
The dark, unfathom'd kaves of oshen bare;
Ful meny a flower is born to blush unseen,
And waist its sweetness on the desert air.

How od it luks! Wud yu like tu folow this "nu stile"?

College Notes

(BY THE PRINCIPAL)

Many events have taken place since I wrote the College notes at the beginning of last term, all, I hope, indicating steady progress. A new class room for the 2nd year A has been built,—a great acquisition inasmuch as the Lower School block of buildings is now complete and contains all the Lower School, and the 6th Standard has been able to go to a proper class-room of its own and leave the hall in the possession of the right number of classes viz., four, one in each wing. The seats for the hall arrived in the course of the holidays, and are the joy and wonder of all who see or sit upon them! No more standing and hiring and borrowing! Perhaps most important of all are the new sanitary arrangements. We can now boast of one of the best and most up-to-buildings in the Peninsula.

We have again several changes to record upon the Staff. The Rev. C. H. Vandenberg has passed his Latin class on to Mr. Peterson and is devoting himself completely to parochial work. We were very sorry that health reason compelled Mr. P. I. Matthai to return to his own country of Travancore but hope that his native air will now make a new man of him. Like most who have lived in Jaffna he is anxious to return to us later again. In the meanwhile we thank him for the good work he did as Boarding House Master, and for the enthusiasm he inspired for history and literature in the class-room. Mr. D. J. Peter has left us for evangelistic work under the Danish Mission amongst the most depressed classes in India. We wish him all blessing and success in this splendid work. Mr. G. A. Ratnavarathar has left us for a period by a transfer to Kopay, but we are glad to see him constantly among us in connection with dramatic and other activities.

Though we have said farewell to these yet the staff has been strongly reinforced by new comers, to all of whom we give a most hearty welcome. They are as follows:—

Mr. P. T. Matthai, B. A. Calcutta University, Mathematics, with 2nd class honours in English.

Mr. T. M. Matthai, B. sc. Calcutta University, Mathematics, Physics and Chemistry.

Not related either to each other or to Mr. P. I. Matthai! Both have had teaching experience in India.

Mr. C. E. Gunaratnam, late Senior Prefect, who takes charge of Form II B.

Miss N. Vanden Driesen, who comes to succeed Mr. Ratnavarathar as class teacher of 5th Standard B.

Mr. B. I. Doole, an Old Boy, who, for the time being, will be responsible for the 5th Standard A.

In the Cambridge examinations of December last we had many more passes than in the previous year, but we have to go on to something far better than this. We certainly ought not to be content with less than 75 % of passes. The Juniors had the better record, 20 out of 28 passing, and 18 of these 20 passing in the 1st half of successful candidates. Congratulations to all who obtained certificate.

The doings of the Cadets and Scouts are recorded elsewhere. We could not expect the cadets to take a high place in the inter-collegiate sports at Colombo as it was our first appearance in the competition, but as new comers we received our meed of praise from official quarters. Hearty congratulations to the Scouts on their achievements before the Chief Scout.

All who saw our Athletic Sports on Empire Day complimented the School on the keenness shown. It was a striking commentary upon the value of team work that Thompson House should have won the House Championship though the individual champions hailed from the other houses. It was bad luck that both our Senior and Junior champions received injuries at the very beginning of the inter-college Sports on the King's Birthday.

As we go to press the cricket season has opened auspiciously with two decided victories. All success to the XI for the rest of the season.

I will take this opportunity of making two announcements of an official nature.

The present term will be one week longer than originally announced, i. e. will go on till August 17th. From July 1st fees will be payable quarterly. The monthly system has always been found to be unsatisfactory and involves much unnecessary labour in the issuing of receipts etc. Fees will be due at the beginning of the first month in each quarter. For late payment fines will be imposed as before, but if fees are not paid up by the end of the first month the boy will be liable to be sent away.

With the fall in the cost of living boarding fees have been reduced Rs. 1.00 per month.

Welcome to the Vice-Principal

"Absence makes the heart grow fonder." It proved marvellously true. For when it became known that Mr. T. H. Crossette, our former Vice-Principal, was coming back, a sudden joy came upon all the school. Voices were in tune, masters and boys walked about with their heads a little higher up, even the trees looked more charming in their natural splendour, the very grass of the field grew fresher than ever. And on the opening day of the new term, the question was asked: Has the Vice-Principal come? When the nine o'clock bell pealed its joyful strokes Mr. Crossette entered the arena. A few pleasant greetings, a few handshakes, a few smiles, and he walked up to the platform.

Everywhere in the school they thought of a welcome. But all preparations were in vain. The groaning clouds would not permit a public demonstration. And thus, a few songs and a hearty clap of hands were the only items of greeting that day. The Principal however gave out a hope. There should be a fitting celebration some day. After weeks of weary waiting came the tidings that the event was fixed for Thursday the 3rd of February.

The Principal and the Staff were "At Home" on the occasion to Old Boys and friends of the school and a very pleasant afternoon was spent under the shady branches of the tamarind tree. Several special songs were rendered by Messrs D. J. Peter, J. T. Solomons, K. Vijayaratnam and Miss Clarence, with musical accompaniment. Refreshments were also lavishly served and every body seemed really to "enjoy" the function. After this, the customary *speechifying* ensued.

The Principal first stepped forward and accorded a hearty welcome on behalf of the school to Mr. and Mrs. Crossette. He felt sure with the advent of the Vice-Principal the College would be able to achieve greater and greater success in the days in front of them.

Mr. Nevins Selvadurai, B. A., who spoke next, referred to the sterling qualities of Mr. Crossette, his scholastic attainments, and his efficiency in tutorial work. He spoke of him as a great educationalist, a successful organiser, and a man of ripe experience in matters educational. He expressed the hope that S. John's would soon regain its old prestige.

Mr. A. M. Nathaniel, B. A. was the next speaker. He briefly dwelt on some pleasant reminiscences of the times which he and Mr. Crossette spent together in India and Ceylon. In the course of his speech he tendered a warm welcome to Mr. and Mrs. Crossette. His simile of the *Engine and the Driver* was very interesting and provoked uncontrollable merriment especially among the ladies present.

Mr. Crossette now rose to reply. Although he had been away from S. John's he had the welfare of the school at heart. He was very glad to be back again. He also thanked all who were present on the occasion.

So our Vice-Principal came back to his own and we trust the College will reap the benefits of the wider experience he has gained.

G. A. R.



Joseph Mazzini

(PATRIOT AND PRINCE OF IDEALISTS)

Italy, the paradise of the world, has been the birth-place of many a master mind. It was the cradle that rocked Michael Angelo the artist poet, Rienzi the patriot, Garibaldi the peasant general, and Dante the divine seer. It inspired Robert and Elizabeth Barret Browning to sing their sweetest songs, and fired Ruskin to break out into artistic frenzy. It was the home of Joseph Mazzini, though he lived the life of an exile, torn rudely away from the bosom of an aching mother's heart by monarchical intrigues and repressive laws.

Joseph Mazzini, patriot, musician, and essayist was born of a middle class family in Genoa in 1805. His father was a professor of anatomy in one of the universities.

Mazzini's boyhood was not marked by any great intellectual achievement. He was educated at home and matriculated at the university. Then he took to the study of medicine, but latterly sickened at the sight of the dissecting room and turned to Law.

"The wind bloweth where it listeth." The call to Mazzini came on a Sunday in April 1821, while walking with his pa-

rents along the streets of Genoa. A shabby apology for a man, with a pinched and poverty-stricken appearance extended a begging palm to the trio for a contribution towards a fund for the refugees of Italy.

Italy was at this time under the despotic heel of the Austrian oppressor; and those sons of the soil who rebelled against the tyranny of the Austrian freebooter were exiled from their homes and they flocked to Genoa. Mazzini's soul was roused when he heard the tale of woe from the mendicant, and he writes in one of his essays that in the midst of the noisy tumultuous life of the scholars around him, he was sombre and absorbed and appeared like one suddenly grown old.

Immediately he set himself to work to free his country from the shackles of foreign tyranny. He steeped his mind in the Bible, and the works of Dante, Shakespeare, Byron, and Goethe. He held Byron to be one of the supreme poets. Byron's sympathy with every heroic endeavour and his exposure of egoism explain the high place which Mazzini gave him. Mazzini seems to have derived his best nourishment from Dante.

He sent his first appeal to the nation through the columns of a commercial newspaper "The Autologia." He joined the secret society of the Carbonari and began his work for the up-liftment of his people with a divine zeal. But despotic Governments dislike visionaries and dreamers. Mazzini was suddenly arrested ostensibly for being a member of the Carbonari; but really, as his jailer explained to him afterwards, for being a great student and a deep thinker. In prison, with a copy of the Bible and Tacitus, he elaborated his programme for the up-liftment and regeneration of Italian citizenship.

No sooner was he out of prison than he began his campaign again. "No nation deserves freedom or can long retain it which does not win it for itself," he wrote. He aimed his blow at servile habits and preached sacrifice as the path to moral development and social regeneration. He was arrested again and asked to decide between confinement in a small town and exile. His poetic soul could not brook the thought of being hedged in as it were within the walls of a house. His sphere of action was the world itself and the pivot on which he moved was liberty—liberty of thought, act, and word;—liberty arising from the firm conviction that a

Fatherly eye from above watched all things below with deepest affection and concern.

Having preferred exile to confinement he left with a band of faithful friends for Marsailles. This young band worked with undiminished enthusiasm, and articles, pamphlets, and tracts which flowed from the fervid pen of Mazzini were smuggled into Italy in barrels of pitch and bales of cotton. He bade the people of Italy to visit the workshops and tell the artisans whom they neglected of their rightful liberties and their ancient glory, and to point out to them the thousand forms of oppression of which they were ignorant.

Again diplomatic intrigues prevailed and Mazzini was banished from Marsailles. He left for Switzerland, but soon diplomatic notes poured into Switzerland too and he was asked to leave the Republic. He turned his eye to England and arrived at London in 1837. He became acquainted with some of the best English families. The Carlyles were his best friends. He repaid them with a series of the noblest letters a friend ever wrote to another. When the English ministers descended to the level of the common thief by tampering with the letters of Mazzini, Carlyle paid a public tribute to Mazzini in "The Times". He wrote, "I can with great freedom testify to all men that he (Mazzini) is a man of genius and virtue and nobleness of mind, of sterling veracity, and one of those rare men who are worthy to be called Martyr-Souls."

In London Mazzini began the publication of a journal in which a portion of the "Duties of Man" appeared. In Italy the people were roused by his utterances. They finally overthrew the foreign yoke and elected deputies amongst whom were Mazzini himself and Garibaldi. France outwardly came to terms with the young republic, but the French General Oudinot marched against Italy. Mazzini did not hope for victory, for he knew that the young Republican army could not withstand the treacherous attack of a well organised soldiery; but he was determined to vindicate the strength of Republican character. "His defence of Rome raised Italian character" wrote Jowett. Unwilling to face defeat, Mazzini protested to the last. When he had lost all hopes he left Italy for England. Enfeebled by age and great mental exertion he died in 1872.

To the world he not only left the legacy of his inspired and sublime thoughts, but also of a noble life. His poetic vision combined with his oneness of purpose raised him to the heights to which man rarely rises. He was an apostle of knowledge and he preached vigorously to the masses to educate themselves. "Men are creatures of education, and act according to the principle of education given them....."

The object of education is to teach them self-sacrifice and link them with their fellow-men without making them dependent upon the ideas of another. The object of their life is not to be more or less happy, but to make themselves and others better, that to fight against injustice and error for the benefit of their brothers is not only a right but a duty."

When Mazzini wrote these words, Italy was in a state of national lethargy. Are our students in this age of enlightenment made to realize that they are a unit in the great mass of humanity and that it is their duty to develop their minds not for their own benefit, but to be of help to their fellows?

The soul of Mazzini, the great Martyr-thinker, fled to the starry realms half a century ago to be numbered with the saints. His grand and inspired thoughts are yet with us to stir our manhood to action and to raise us triumphant over the barriers of national decay and mental mediocrity.

S. N. R. B.

Thoughts from Mazzini

"To be mistaken is a misfortune to be pitied; but to know the truth and not to conform one's actions to it is a crime which Heaven and Earth condemn.

"The Earth is not a sojourn of expiation and temptation, it is the place appointed for our labour of self-improvement and of self-development towards a higher state of existence.

"Your most important duties are positive. It is not enough *not to do*. You must *do*. It is not enough *not to do harm* but you must *do good*.

"Though superior to every other being by virtue of association with your fellows, you are when isolated, inferior in strength to many animals and weak and incapable of a complete existence. All the noblest aspirations of your heart, such as love for country, desire for praise indicate your inborn tendency to unite your life with the life of the millions who surround you.

"Education is addressed to the moral faculties. Instruction to the intellectual. The first develops in man the knowledge of his duties. The second makes him capable of fulfilling them.

"Without national education, from which alone a national conscience can issue, a nation has no moral existence."



Notes and Comments

(BY THE EDITOR)

The long Easter vacation has come to an end and nearly all the Colleges have resumed work. While a favoured few have been able to enjoy the "bracing" atmosphere on the hill-tops, the rank and file of the teachers have been content to endure the sweltering heat of isolated Jaffna. What a boon would it be both for their physique and for their intellect if our paternal Government would grant at least one free Railway pass a year to all teachers! The Government is gradually relenting and shows greater consideration towards teachers, and while we are thankful for this it may not be too much to hope that this privilege will also be granted soon.

* * * *

It is interesting to note that Madras has forged ahead of the other parts of India in granting the franchise to women. Mr. Krishnan Nair, member for Malabar, has to be congratulated on the motion he so boldly and so successfully piloted in the Council. After a long and animated debate, on which closure had to

be applied, the motion was passed by an overwhelming majority amidst much applause. Is it time for Ceylon to follow suit?

* * * *

The opinion has of recent years been gaining ground that the system of examinations as a means of testing efficiency is a necessary evil, and the sooner it is done away with the better. The first step in this direction has lately been taken in America where the entrance examinations at the Universities have been dispensed with, in favour of certain tests based on the principle of mental alertness. The new test, we are told, eliminates many applicants who may succeed in gaining admission under the time-honoured method of examinations, which in comparison with the new method is called an "academic camouflage." The new test is designed not to find out what the student knows—or still oftener, what the student does not know—as usual, but to measure his grasp of the basic principles and the intelligence and rapidity with which he could apply them. Oral problems, repetition of a series of words or numbers, moralisation from simple fables, are a few of the tests applied. The Benet-Simon scale, as it has been called, is however open to the objection that it is designed to pick out the smart boy and not the thoughtful boy. To overcome this, the mentimetre of Dr. Trahave has been devised. There is still scope for further improvement and who can say what effects this may produce in our present educational methods.

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The hurry and bustle connected with the elections for the Reformed Council is over. We con-

gratulate Mr. F. W. Duraiswamy, who has been elected in Jaffna by a large majority. Being a graduate of Calcutta University he will, we have no doubt, take a special interest in matters educational.

* * * *

It is gratifying to know that His Excellency the Governor has considered the subject of Education as deserving of special representation in Council and has nominated the Acting Director of Education as a member. We respectfully offer our sincere congratulations to the Hon. Mr. Edwin Evans on the well deserved honour conferred on him and look forward to great educational advances in the near future.

* * * *

It is our painful duty to record the great loss to the whole country by the death of Mr. Armond de Soyza, the Editor of the Ceylon "*Morning Leader*". A powerful writer, a bold champion of the cause of right, an inflexible critic, and a forceful speaker, his death at this critical period in the Island's history is an irreparable loss. His career from the lowest to the highest rung of journalism should in itself be an inspiration to the rising generation.

* * * *

We also regret to chronicle the death of Mr. T. S. Thillainayagam, Inspector of Schools. After being for several years a school master, he rose to the rank of a chief Inspector. Not only were his services appreciated by the Department, but he was popular with teachers wherever he went. He was the first Tamil to rise to the distinction of Chief

Inspector and we hope there will be others to follow in his wake. His steady adherence to duty, and, during the past few years, his calmness and placidity in the teeth of much physical discomfort and even suffering, were worthy of admiration.

* * *

This number of the Magazine is out much later than we expected. The proverb "there's many a slip betwixt the cup and the lip" has been amply proved in this case, but we hope our readers will none the less relish the *sip*! The contribution from the pen of the Rev. Dr. Larsen deals in a concise but powerful manner with an important question which must sooner or later become a question of practical politics even in Ceylon. Himself a foreigner to both English and Tamil, and yet a scholar in both, words coming from the Principal of the Bangalore Theological College, must be given the consideration they deserve. There is a moral aspect to the question which Dr. Larsen also points out, and we trust the article will kindle thought among our educationists and political leaders.

* * * *

The article entitled "Use your Dictionary" calls imperative attention to an important aid to the intensive study of English. The cultural value of a diligent use of the dictionary under proper guidance is no doubt very great, — and even on the lines of what Dr. Larsen says, a more thorough — going grasp of the English language and a deeper study of its literature are necessary equipments for the development of

a vernacular literature suited to modern requirements.

The article on 'Mazzini and his Times' should bring home to the minds of the readers, how, at a time when the new spirit of Democracy is moving the hearts of people, valuable lessons may be learnt and inspiration gained by peeps into the pages of the world's history. We commend these articles to our readers.

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We are glad to see that the Teaching Profession is gradually coming into its own. In the distribution of the King's Birthday Honours it has received its due quota. Mr. Nevins Selvadurai B. A. Principal of the Jaffna Hindu College and President of the Jaffna Teachers' Association has been made a J. P. He is an ornament to the profession and in honouring him the Government has honoured itself. Our congratulations both to the giver and the receiver! We also note with pleasure that Mr. H. C. Jayasinghe has had conferred on him the rank of Mudaliar in recognition of his 40 years' meritorious services in connection with Trinity College, Kandy.

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As we go to Press we learn with pleasure that in pursuance of the recommendation of the Hon. Mr. Evans, the Acting Director, with regard to the re-organisation of the Inspectorial Staff, Mr. H. VanderWall has been appointed Divisional Inspector for the North. We welcome his appointment, and feel sure that under his able and sympathetic supervision the cause of education will make rapid headway in this Peninsula.

Old Boys' Column

Hon. Dr. H. B. Mailvaganam, has been appointed. P. C. M. O. of Mysore and is also given a seat in the State Council.

Messrs Ratnasingham and K. Mailvaganam, have passed out as Proctors of the Supreme Court and Messrs R. R. Selladurai and J. F. Philips have passed out as Advocates of the Supreme Court.

Mr. M. M. Kulasegaram, has passed the Bachelor of Science examination of the London University.

Mr. E. T. Saravanamuttu, is a member of the Royal College of Surgeons, England.

Mr. P. Ramalingam, is a member of the Indian Civil Service.

Mr. Albert Chellappah, has returned from South Africa, where he went on War Service and has resumed duties at the Ceylon Treasury.

Mr. E. A. Lawrence, has passed the First Professional Examination of the Ceylon Medical College.

Mr. R. R. Crossette Tambiah, has passed the London Intermediate examination in Arts and Mr. Raju Niles has passed the same examination in Science.

Mr. Edward Mather, has been appointed as Managing Director of the Jaffna Commercial Corporation Limited.

Mr. S. Kanagasabai, acted as Commissioner of Requests and Police Magistrate, Jaffna, on several occasions.

Mr. J. V. Gunaratnam, has secured his B. D. degree in India.

Dr. Isacc Thambiah, Barister-at-law, is a Doctor of Divinity of the Oxford University.

Mr. A. Cathiravelu, J. P. U. P. M. is a permanent Additional Police Magistrate of Jaffna.

Mr. W. Wadsworth, District Judge of Colombo, has come to Jaffna as District Judge, for a period of six months. We give him our heartiest welcome.

Mr. George Philippiab, has been appointed District Inspector of schools, Jaffna.

Mr. A. J. R. Vathavanam E. A., has been appointed master of Method, Government Training College, to act for a few months.

Weddings of Old Boys

Mr. C. Yogaratnam, Proctor, was married to Miss. Saverimuttu in Colombo,

Mr. L. R. Danforth, was married to Miss. Sabapathy at Teluk-Anson on the 29th April.

Mr. E. A. Arnold, was married to Miss. Cooke on the 30th of March and Mr. S. T. Ankettel was to married to Miss. Hoole.



IN MEMORIAM

Stephen Sinniah Ramalingam. Born at Tinnevely of an orthodox Hindu family in 1866. After a course in St. John's (Chundicully Seminary) in the early eighties, he began his career as a conductor in an estate, of which some years afterwards he became a partner. He went to the F. M. S. in 1894 and for some years was employed as a stationmaster in the Government Railway Department. Later on he established himself in independent business as Contractor, Broker, Insurance Agent, Planter &c. He was very successful in life, but died some months ago after a brief illness. He married Miss Sarah Sellammah Knight in 1891. He leaves behind his widow, four daughters, and five grand-children.

IN MEMORIAM

Karthigasu Nagalingam. Born in 1892. Passed the Cambridge Senior from St. John's in 1909, and being first in the list of passes was awarded the Ryde Medal. Leaving College, he was employed for a few years as a teacher in the Branch schools. Entered the Government Training College in 1914 where he had a bright career. He won the Oratorical Contest prize, and very acceptably filled the post of Secretary and Treasurer of the Training College Literary Association. After training, he joined the staff of St. Anthony's College, Kandy, where his services were highly appreciated. The following tribute was paid to his memory by the Principal in his last Report:—

“About a month ago death deprived us of a most able and painstaking teacher in Mr. K. Nagalingam, who worked indefatigably on the staff for the last four years. He had in him not only the qualifications, being a 1st class trained teacher, but also the sterling qualities that go to make an ideal teacher. His unstinting devotion to duty, his ready sympathy and amiability of disposition had endeared him to his fellow-workers and pupils alike. His loss is irreparable, and his memory will be long cherished at St. Anthony's.”

The Training College Literary Union

Annual Oratorical Contest*

The annual oratorical contest of the Training College Literary Union was held last evening at the Training College. There was a good attendance.

The Hon. Sir Henry Gollan, Mr. F. A. Hayley and the Hon. Mr. James Peiris acted as judges. Before the contest commenced, Mr. A. S. Harrison on behalf of the Union gave the judges a cordial welcome.

The following were the contestants, and the speeches declaimed:—

Mr. W. B. Wickramasinghe (William Pitt, Earl of Chatham, on being taunted in the House of Commons.)

Mr. S. J. Gunasekeram (Richard O Lalor Sheil on Jewish Emancipation.)

Mr. E. Rode (Cato on being asked by the Senate for advice on the Catiline Conspiracy.)

Mr. D. J. Ranasinghe (Pitt on the War of American Independence.)

Mr. C. L. W. Dahanaike (a War Speech [of Mr. Lloyd George].)

Mr. A. F. Bandaranaike (Robert Emmett on his trial as a rebel.)

The decision of the judges was announced by Sir Henry Gollan, who also made a few remarks. He said that Mr. Peiris, Mr. Hayley, and himself had spent most of their time

* [W publish this extract sent by a correspondent with pleasure. He writes: "St. John's may justly feel pleased at this success of one of her sons; but she has cause to be gladder still, for the winners of this coveted prize during the last three years have been all Old Johnians; viz. A. M. Brodie (1919) S. A. Allagaratnam (1920) and now S. J. Gunasekeram (1921)". Congratulations to Mr. Gunasekeram—*The Editor*.]

in listening to the oratorical efforts of others. The standard reached by the competitors was a high one. The selections extended over a wide field, there being some two thousand years between the first orator and the last. (Laughter.) On the whole it was rather pleasing to realise that modern eloquence bore very fair comparison with ancient eloquence. They were often brought up to believe that the moderns were somewhat decadent and could not enter into competition with the ancients. He really thought that Mr. Lloyd George's speech which was declaimed that day showed that there were still elements of eloquence in the life of the present day. He hoped that a future generation might find in the speeches delivered in the Legislative Council models for declamation so that judges would have to compare not the living with the dead, but the living with the living. The speaker then offered some criticism and gave valuable hints on elocution. Continuing, he said that they were pleased to find that what had been delivered had been well understood, and that that did not always happen in Oriental contests. (Laughter). There was one other point and that was the question of action, which they had taken into consideration that day. He wished, as one who was a listener, to suggest to the competitors that there seemed to have been a little too much of over emphasis and exaggeration of gestures. All great speakers used an economy of gestures and he hoped that that point would be observed. Sir Henry then announced the result of the contest. He said that in their opinion Mr. Gunasckeram was the best and Mr. Banadanaika came second. (Applause.)

Mr. S. J. Gunesekeram then spoke a few words and proposed a vote of thanks to Sir Henry Gollan, Hon. Mr. Pieris and Mr. Hayley. The vote of thanks was carried with applause.

Daily News



Use Your Dictionary!

In these days when the watchword of Education has been pronounced to be "English, more English, and better English," one cannot fail to be struck by an irony in the situation, should one notice the fact that the use of the Dictionary is at a very low discount among our students. Time was when every student was expected to have a Dictionary, and the practice of writing out what has called a "Words-book" or "Meaning-copy" formed an indispensable part of a student's routine of work, strictly enforced by the teacher. All the difficult and the more unusual words in the reading lesson were catalogued on one side of a page, and their meanings were hunted out from the Dictionary and put down against them on the other side. Indeed the system was so much in vogue that even teachers of subjects like History very often adopted a similar course.

Ideas of education and methods have undergone vast changes within the past decade or two, and it must be acknowledged that they are, taken all in all, not only better than the old but superior, as being the result of a natural evolution. It is the subject-matter of the lessons taught that receives almost exclusive attention now a days and the study of words and their meanings have been almost banished out of the programme of work. Our present-day Inspectors seldom or never put any question on this head, they only test the student's knowledge of subject-matter. Indeed some of them go so far as to lay it down as an injunction that the teacher should not "bother" himself with the meaning of words. If the students comprehend the general meaning of the lessons learnt and are able to express the knowledge they have acquired in their own words, the beau-ideal of education is reached. The Inspectors presumably have the support of the Department in this matter. And what about the teacher? He finds that he has to do such a number of subjects, and to cover such a wide range in them within the limited time at his disposal. He therefore thinks that he will "cut the coat according to the cloth" supplied, and the pattern recommended: and the result is he makes many an ugly cut, and very often the coat does not even "sit" on the wearers

There are many experienced teachers who find this method the only way out of the existing condition of things, and the recommendation of it has even become a fad with some. This is no doubt a "short-cut" to the acquisition of knowledge, and to the passing of examinations. The students who are turned out of our schools are sufficiently equipped to meet the requirements of Government offices, mercantile firms, tea estates, and other employment bureaus. The teachers congratulate themselves upon the results produced, the parents are thankful that the money they have spent has been turned to good account, and a paternal Government contemplates with eminent satisfaction that the seeds of education are being sown broadcast in the country.

The question, however, is whether the ends of education are served by merely imparting a working knowledge of English to our youths, and fitting them to eke out their means of livelihood. Should not the educational policy be laid on broader, deeper, and more liberal lines, designed not only for the furnishing of a vocational training, but also for producing a truer culture and a more accurate scholarship in our students? In spite of the vaunted boast one often hears of Ceylon being ahead of India in the matter of education, one cannot help asking why there is such a lack of patriotic zeal or of literary effort or of original thinking in Ceylon as compared with India. The daily newspaper—there is enough of it! Journalism of an ephemeral kind—there is any amount of it! But books or even magazines of a permanent value which record the results of original thinking or of original research, either in English or in the vernaculars, are a desideratum. It is almost a truism that no man could rise to any high distinction as a thinker or writer, unless the community in general has attained to a high level of thought and culture. The great man is really the product of the age in which he lives.

One of the remedies—and a very practical one too—for the improvement of the present condition of things is tersely expressed in the title of this article. The Dictionary should once again be restored to its honourable place, and should become an indispensable *vade mecum* to every student of English. Be the methods of teaching, adopted by the teachers or recommended by the Inspector, what they

may, the writer pleads that the student should be encouraged to make a constant use of the Dictionary; which by the way, should be a decent one, and not any of those pocket editions that may sometimes be found. It is not pleaded here that we must revert to the old state of things. That is neither desirable nor possible. The cry is against the present tendency to "modernise" education with a vengeance, and for a re-adjustment of things. English is a foreign language to our students and teachers, and to enter into the inner spirit and genius of the language, and for a true appreciation of its literature, the Dictionary should be a *sine qua non*.

Many are the uses and innumerable are the pleasures that may be derived from the pages of a Dictionary, but no more is possible on this occasion than to make a bare mention of some of them. Pronunciation and derivation, the growth and development of words and their meanings, syllabification and accent, synonyms and idioms, may all be seen to cluster around a word at a moment's glance. And then, there is no surer method of mastering the intricacies of spelling than by a constant reference to a dictionary. The time and labour spent, the attention bestowed, and the interest taken in this process, all help to impress the facts learnt in the memory. The present writer has often, when not disposed to continuous reading of any kind, turned to the pages of a Dictionary and derived pleasures and delights of the most fascinating character. A Dictionary is a fairy-land where the most interesting discoveries and wonderful revelations open out to the mind's eye. Treasures of history and geography lie buried within its leaves. Many of the 'ologies'—such as phonology and philology, ethnology and mythology, sematology and morphology—lie fossilised in its pages. It affords a study by itself of the greatest interest, and is withal an invaluable companion—a *bon camarado*—adding zest and pleasure to all reading. As a means of mental discipline, why rack the brains of students with the mental gymnastic of conning Latin and Greek terms, when an infinitely more profitable and pleasurable exercise may be found in the study of English itself!

"Well and good," some one says, "but where is the time?" This is no doubt a serious objection in these days "when every hour has to sweat its sixty minutes to the death." But it must be said that the difficulty presented on thi

score will gradually vanish if the practice is once for all adopted. Indeed very soon it will be found that it even leads to a real saving of time. As the months follow, one another, the number of times one needs to make reference to a Dictionary will rapidly diminish, and teacher and student alike will be able to make more rapid progress in their respective spheres of work.

It is earnestly hoped in the interests not only of "English, more English, and better English", but also of deeper culture and sounder scholarship, that teachers and students will see to it that the foundations of learning are laid on a wider and deeper basis, and amongst other things begin to make a more assiduous use of the Dictionary.

The following words from Mr. Welfon, an authority on Education, with regard to the teaching of English to English boys must come with double force here in the East.—

"When we compare the four or five hundred words which form the common speech of the uneducated with the fifteen thousand words or so of which Shakespeare's vocabulary consisted, we see how little the unconscious picking-up of language by imitation of those around him will do to enable a child to read with any understanding works expressed largely in what is to him a foreign tongue. We are always apt to be misled by general terms. Because 'English' is a common name for the meagre and slovenly speech of ordinary intercourse and for the language of some of the greatest writers the world has ever seen, we are too ready to assume that all who can use English in the former sense can understand it, even if they do not use it, in the latter! This is a profound mistake. Literary English is practically a foreign language to a large number of English people. Many of the words convey little, if any, meaning to them It follows that the school must teach the *mother-tongue* remembering that it is largely an unknown tongue to the pupils, and that unless it is mastered to some considerable extent, nearly the whole realm of literature is closed to them. When the pupils leave the school it is absurd to expect them to find enjoyment in books whose language they have but imperfectly mastered. Still more absurd is it if their whole contact with books has been such as to convince them that the reading of books is a repellent and utterly uninteresting task."

A. M. N.

The Implications of Democracy

(SUMMARY OF A LECTURE BY DR. JOHN MATTHAL, PROFESSOR
OF ECONOMICS, PRESIDENCY COLLEGE, MADRAS.)

India, was now at the beginning of Democracy. It was necessary to know what exactly were the ideas for which democracy stood as it had become one of the vaguest words in political literature. The ruling ideas of democracy were freedom, fellowship and equality. Freedom in the democratic sense meant freedom for self expression, to demonstrate one's self rationally. Every individual human being had distinct powers to exercise and distinct purposes to fulfill. These powers could be developed and the purposes fulfilled only in fellowship, that is by men being associated with one another. This was recognised by Aristotle who said that man was a political animal. Equality did not mean equality in comforts, luxuries and all the good things of life, but equal opportunities for self development which meant equal right to possess rights. This implied the right to a minimum standard of life and good life. Life meant security of person and subsistence, and good life meant leisure, education, freedom of thought and utterance, and worship. Democracy was not merely political but it extended to other spheres of life, economic, religious and social. For a complete fulfilment of the higher ends of democracy, a society organised, as far as possible, on democratic basis all round, was wanted. England and America with a capitalistic industrial system, Ireland with a

dominant priesthood, India with an age-long caste system, and Bolshevik Russia with an inherent proletariat oligarchy were all, in varying degrees, instances of partial or unfulfilled democracy.

On the political side, democracy fulfilled itself by means of responsible or parliamentary Government. As a system of administration, it possessed two characteristic features, namely, representative or the elective system, and political parties or groups. Ancient democracies were in the main direct democracies, i. e., every enfranchised citizen participated directly in Government. But now on account of the larger areas involved, the increased complexity of Government, and the disappearance of slavery as an institution, representation had become essential. But representation involved certain difficulties, practical as well as theoretical. The theoretical difficulty was whether the elective system really secured the expression of the general will. If the general will was something higher and bigger than the aggregate of the individual wills, though it comprehended them, how could they get at it by simply adding up the individual wills? They do not get the properties of a chemical compound by adding up the properties of its constituent elements. It was nevertheless true that the elective system was the best approximation they had attained so far. Political democracy was utterly unworkable without the convention which required a minority to yield for the time being to a majority. Even those who had honest doubts as to the metaphysical basis of the theory had to accept it as a working

theory because the only alternative to it would be the destruction of ordered life.

The second feature of Responsible Government, viz., the existence of parties or groups on an organised basis, also raised immense practical difficulties. What made the party or group system workable and effective was a two-fold force: (1) a conscious, sometimes over-whelming feeling of common purpose and end, which was called nationality in the case of countries, and local patriotism in the case of smaller areas, and (2) an instinctive habit of mutual adjustment without any necessary reference to a common end. The two things often overlapped, but the distinction was rather like that between people in a family and a railway compartment. Where the feeling of nationality was not very strong and could not be relied upon in a moment of crisis, the only hope for political democracy lay in the habit of mutual adjustment which people happened to possess. In India, where nationality was not yet a fully-achieved thing, it was of the greatest importance to cultivate the habit of mutual adjustment, of compromise in its better sense. In England, this was developed, in the various organs of local self-Government, in the ancient public schools and universities, on the cricket-field, in the mediaeval Church, and trade guilds, and in the modern joint-stock companies. The Labour Movement in England was based, in the main, on the experience gathered in friendly societies, trade unions and Co-operative Societies. In India, the main problem with regard to democracy was to find such voluntary associations in which people might develop the

habit of mutual appreciation, persuasion, surrender and adjustment. That was why it was so important to develop the Co-operative side of their educational system. Such opportunities could be found in purely voluntary bodies like the Co-operative Societies and other social institutions and in public bodies like Local Boards, Municipalities and the new District Educational Councils. The platform was a very sub-ordinate and inconsequential feature of political democracy. The really important thing was the organisation of small voluntary groups for sustained, constructive activity and thought.

Selected.



St. John's College Scout Troop

The display of our troop at the Havelock Race Course, last term on the occasion of the visit of Sir Robert Baden Powell, the Chief Scout, proved very successful and was much appreciated by all who witnessed it. *Koladdam* one of our "ripping" national games, carried out most gracefully to "time" and music by our boys, not only drew crowds of admirers but also won the warmest compliments from the Chief Scout, Mrs. Baden Powell, and other officers. Special mention should be made of I. T. Solomon one of our enthusiastic scouts who got the first prize in the Scout Natural Exhibition show. These have been the latest "feats" of our veteran troop. Our sincere thanks are due to Mr. S. Chinniah who put us up and treated us so kindly during our stay.

The Cadet Corps has attracted most of our Senior Scouts. The Cadet Corps is and has been everywhere a menace to the progress of Scouting. These two movements can rarely live together in one college amicably. The one often interferes with the other, and it often happens that scouting proves the sufferer. This is what might be said to have happened at St. John's. Yet we Scouts remain undaunted. We whistle and smile, hoping that rain and sunshine would attend on us in the future as it had done in past years. The progress that our troop made in the past was a unique one. The progress has been arrested this term however—arrested by the Elder Brother, the Cadet corps.

A set of 'freshers' have come in, thirty two in number. One can just imagine their state when one is told that not a single recruit of the thirty two can be called a "Tender Foot." They are very very "tender" indeed. However they are on the high road to becoming "tenderfeet."

We mean to work hard next term. There is no reason for our losing courage. Every member of the troop is fresh and young and every 'kid' in it is "fit as a fiddle" to do his best for himself and his college.

Let me also take this opportunity to thank our energetic Principal, an ideal Scout in all his dealings, for the kind encouragement he has given us,

Chas. T. SOLOMON
Scout Master

Tennis Club

As a result of the heavy and unusual rain in the beginning of last term the court suffered a great deal of damage. In spite of the abundance of grass on the court it was noticed that the soles of the players' shoes were wasting fast, owing to the projecting pebbles. The Court underwent a thorough overhauling and relaying in February under the supervision of Mr. C. H. Kathiravelupillai. The court is now smooth and we hope to go forward to what we surely hope will be a rosy future.

We held two socials this term. One on the 28th January and the other on the 11th March. On these occasions we were pleased to see so many outside friends responding wholeheartedly to our invitations. We take this opportunity of always sincerely welcoming all friends and Old Boys to our club.

At the desire of most members a series of singles were arranged, within ourselves, with a view to select a Captain for the club, the unbeaten one in a series of the 'best of three' to be considered selected. Almost all the members took part, not even excluding the ladies. The games were in all cases very keenly contested, although only twice games of 3 sets (in one case 4) were necessary to decide.

In the semi-finals between Mr. V. Muttucumaru, Maniagar, Jaffna, and Mr. Peto, the games proved very interesting and exciting. On both sides the services and returns were hard, the back-hand strokes good and the 'placing' superb. The games kept even all through, and most points were counted after "deuce." This was one of the two occasions where a third game was played and when it was dark the score stood 6 6. A fourth game was, therefore, played and ended in favour of Mr. Peto.

The captaincy lay between Mr. Rasiah and Mr. Peto who did not meet owing to an accident which the former met on the court and which indisposed him for a time.

At the close of the term, a few visitors—Medical Students from Colombo who were spending their holidays in Jaffna,—were anxious to meet us. Some of us, therefore, gave them a few games—two singles and two doubles—The results are shown below.

For the Captainship

1st Rounds

1.	Mr. H. Peto beat	Mr. D. H. Chinniah	6-2,	6-0
2.	" C. T. Solomon beat	Mrs. P. P. Workemeister	6-2,	6-0
3.	" A. S. Abraham beat	Mr. H. Peto	6-2	6-0
4.	" E. V. Rasiah beat	" S. N. R. Breckenridge	6-2,	7-5
5.	" V. Muttucumaru beat	" B. E. W. Jehoratnam	6-4,	6-4

2nd Rounds

1.	Mr. Peto beat	Mr. Abraham	6-1,	6-3
2.	" Solomon beat	" L. R. Danforth	6-0	4-6,
3.	" Muttucumaru beat	" P. I. Matthai	6-4,	6-1

Semifinals

1.	Mr. Rasiah beat	Mr. Solomon	6-4,	6-2
2.	" Peto beat	" Muttucumaru	4-6, 6-2, 6-6,	6-0

Finals

1.	Mr. Peto and Mr. Rasiah	(not met.)
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Visitors vs. S. J. C. T. C.

Singles

1.	Mr. S. N. R. Breckenridge (S. J. C.) beat	Mr. Durai Rajah	6-4,	6-2
2.	R. W. Crossette (Visitor) beat	Mr. Peto	6-4, 6-2,	4-6

Doubles

1.	Mr. Breckenridge and Mr. Jehoratnam (S. J. C.) beat	Mr. Sivalingam and Mr. Kanaga Ratnam	6-4,	6-4
2.	Mr. Durai Rajah & Mr. Arunachalam (visitors) beat	Mr. Matthai & Mr. Kathiravelupillai	6-2,	6-4
		B. E. W. J.		
		Hon. Secy.		



School Officers, 2nd Term 1921

Prefects

E. M. Ponnuthurai, Senior Prefect, Captain of Pargiter House,
Cricket Vice-Captain, Lance-Corporal of Cadet Corps

J. N. Kadirgamar, Captain of Johnstone House.

N. Jeremiah

S. T. Navaratnam, Sec. of Social Service Union, Lance Corporal of Cadet Corps.

J. M. Singanayagam, Cricket Capt: Capt. of Handy House,
Platoon Sgt. of Cadet Corps., Sec. of S. J. C. Literary Association.

Monitors

D. R. Gunasegaram, Sec. of Christian Union.

J. H. Banda, Capt. of Thompson House.

S. J. C. Literary Association

President : The Principal.

Vice-Presidents : The Vice-Principal.

The Headmaster.

Mr. B. E. W. Jehoratnam

Mr. A. S. Abraham.

Treasurer : Mr. G. A. Ratnavarathar.

Secretary : J. M. Singanayagam.

" *The Eagle*" English Editor : D. R. Gunasegaram.
Tamil Editor : S. Elagupillai.

S. J. C. Christian Union

President & Treasurer : The Principal.

Vice-President : Mr. A. M. Nathaniel.

Sec. & Asst. Treas : D. R. Gunasegaram.

S. J. C. Boarders' Union

President : Mr. B. E. W. Jehoratnam.

Vice-President : Mr. P. T. Mathai.

Secretary : J. M. Singanayagam.

Cadet Corps

(Senior and Junior)

Officer Commanding

Mr. A. S. Abraham, Lieut. C. C. B.

Second in Command

Mr. B. E. W. Jehorathnam, Sec. Lieut. C. C. B.

Third Jaffna (S. John's) Scout Troop

Scout Master : Mr. C. T. Solomon.

Cricket Master : Mr. A. S. Abraham

Athletic Master and Drill Supervisor : Mr. E. V. Rasiah.

Tennis

President : Mr. H. Peto.

Secretary : Mr. B. E. W. Jehorathnam.

Treasurer : Mr. E. V. Rasiah.



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Mr. M. R. M. Jeparathnam	2	00
“ Geo. Aiyadurai	2	00

J. K. Arnold,

Hon. Secy. O. B. A.

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Dharmarajah College Annual and the Telescope

Trinity College Magazine

Young Men of Ceylon

The Central.

St. Thomas' College Magazine