

Two palm trees are positioned on either side of the title, their trunks extending from the bottom towards the top of the page. The entire design is enclosed within a decorative rectangular border with ornate corner pieces.

JAFFNA COLLEGE MISCELLANY



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IMPRESSIONS

BY J. V. CHELLIAH, M. A.

FOREWORD

I have been asked to give an account of my journey to the West. The following is the first instalment of such an account. It strikes, I am afraid, too personal a note for the general reader. However, I have had in my mind's eye my boys, both past and present, who are interested in me and are, I know, anxious to find out my personal reaction

to things that I have seen and heard, and to enter into my intimate thoughts. I am not sure that the general reader himself will not enjoy the inmost thoughts that passed through the mind of a fellow-being placed in very unfamiliar circumstances. This is my apology for descending to personal, and perhaps trivial, details.

I. FROM COLOMBO TO LONDON AND NEW YORK

When a year ago I received a letter from Dr. J. J. Banninga of Pasumalai suggesting that I go to England to represent the South India United Church at the International Congregational Council to be held at Bournemouth, I thought the suggestion was too preposterous to be entertained. To ask me to go so far at this time of my life! I mentioned the matter casually to Mr. Bicknell, who said,

"Why not?" When I mentioned the matter to my son as a good joke, he too said, "Why not?" The other members of the family joined in the chorus. Then there was the thought that I should do my duty to the S. I. U. C. as its Moderator. Little by little I became reconciled to the idea and screwed up my courage to the sticking point. The matter did not end there. Could I not, it was sug-

gested, after going so far as England, cross over to America? For a time I thought I would draw the line at England, but my friends told me that it would be a pity not to accept the suggestion, as America is at present the country in the world most worth visiting, besides being the country with which Jaffna College is intimately connected. No doubt I looked forward to the journey with the joyful anticipation of seeing great countries and cities and wonderful scenes. Yet there was an undercurrent of fear when I thought of the terrors of the sea, the rigour of strange climates, and the inconvenience of unfamiliar food.

I sailed by the *Chenonceaux*, a French boat, on the 8th of April. I preferred the French Line partly because I had found the accommodation good when a few years ago I had travelled to Malaya in one of these boats, and partly because I was told that the treatment given to Asiatics was better in this Line than that given in the English Lines. I cannot endorse this opinion after my subsequent experience in the Atlantic in an English ship. I little anticipated the inconvenience I was to undergo in being shut up for eighteen days with passengers who could not, except in the case of a handful of Asiatics, speak English. The worst of it was that very few officers and servants in the ship could understand English. Fortunately I had as my cabin mate a Tamil Catholic pilgrim as far as Port Said. There were also a number of Chinese and Japanese students,

many of whom were going to France for study, and some to England and Germany. From some of these Chinese students I was able to learn of the irreligious spirit of young China. No doubt the Russian Bolsheviks had done their work only too well. There were also a number of Russian refugees fleeing their country, who had harrowing tales to tell of persecution by the Bolsheviks. A number of them were going to South America to seek a new home.

Thanks to a calm sea and the great tonnage of the vessel, the passage through the Indian Ocean was very enjoyable. The eastward bound ships which we passed now and then helped to break the monotony of the eternal sea. When after a week we awoke one morning and found ourselves in the port of Aden, what was our joy to see *terra firma*! When I looked at the town frowning upon us from a cheerless rock, the might and enterprise of England came home to me. Some of us wished to have a taste of solid ground beneath our feet and went ashore. Aden is built on a rocky island. There is scarcely any vegetation on it. A few of us motored through the town, and the quarters where the Arabs lived looked so like the description of Palestine that I could not but recall to my mind many a Bible scene. Another pleasant diversion was a sea-plane which was hovering over the ship. We steamed after a few hours towards Djibuti, a French port, which we reached in the night. The next few days we were in the Red Sea, which of course reminded me of

Pharoah and the Israelites. One of the small islands which we passed was Perim, a British possession. The heat was so great that people had to limit themselves to a minimum of clothing consistent with decency. At the end of the Red Sea is the town of Suez. At the entrance of the Suez Canal stands the statue of De Lesseps, the famous engineer, who constructed this waterway. What an imagination he must have had to think out such a stupendous scheme, and what ability to translate his dream into reality! His place is with the great worthies who have knitted the East and the West in close bonds, for he shortened the time and space needed for the intercourse of Asia and Europe. And yet, what a sad end did he have! He failed to carry out his other great scheme of the Panama Canal and died disgraced and bankrupt. Such is the mutability of Fortune! These thoughts passed through my mind as we sailed along this narrow canal bordered by the sandy desert. Now and then we passed small oases with date palms and clusters of houses. On one side of the Canal I noticed a road along which now and then motor cars sped along. The Canal is so narrow that two ships cannot freely pass each other, and one has to adjust itself to let the other go. Port Said is at the other end of the Canal and is the gate between the East and the West. We reached it at night and I had to postpone a visit to it till my return journey. At this point my pilgrim friend parted company with me. As we sailed away I could not but

cast a wistful look in the direction of the Holy Land where walked the sacred feet of our Master. The place of my Tamil friend was taken by a Russian Jew who had fled the persecution of the Bolsheviks and made England his adopted home. He spoke in the highest terms of the English people as the kindest and freest race in the world. When we entered the Mediterranean, there was an appreciable change in the climate, and I had to change into warmer clothes. The sea also began to show signs of impatience, and when we reached the neighbourhood of the island of Crete there was a regular storm blowing. I thought of the storm in which St. Paul was caught in one of his journeys near this island. Now was the time for testing my sea-legs. I was greatly surprised when one stormy morning I was one of the few who went to the dining room, the others being confined to their cabins. I felt glad that I was not such a bad sailor, after all. Ever afterwards the fear of sea-sickness did not haunt me, although I must confess that I was not exactly comfortable when the sea was boisterous. The journey thenceforward was uneventful till we reached the Straits of Messina. At the narrowest part it is about two miles. Here are Scylla and Charybdis, that have become proverbial. The former is a rock, and the latter a whirlpool. We passed the city of Messina which had been totally destroyed by the earthquake of 1908. It was indeed an interesting sight to see Sicily on the one side and Italy on the other. What thoughts

stirred in my mind when I gazed on Sicily, the land so famous in story and in song! I thought of the Eclogues of Vergil, the Pastorals of Theocritus, and the many incidents of Roman history. Far off we could see the snow-clad volcano of Etna which brought to my mind the story of the philosopher, Empedocles, who is said to have leapt into its crater. We sighted another mountain which a fellow passenger told me was Stromboli. The next important place sighted was Corsica, the birth-place of the great Napoleon. A diversion was created by the appearance of an aeroplane which circled the ship at a low range. The ship gave a deafening salute to the air-craft, which returned it. I found out afterwards that the Prince of Wales had returned from his African tour about that time, so that I could not but conclude that it was his aeroplane that we had met. When the ship's salute was given those in the cabins thought that France was sighted, and ran out to the deck shouting, "Marseilles, Marseilles," so eager were they to touch the French soil. At last we did sight Marseilles. On the 26th morning as we were nearing the harbour, an exciting event took place. A crazy soldier jumped into the sea just before day dawn and was noticed by one of the ship's officers, who threw a life-belt where the man had fallen. The man clung to it, and was saved by a boat which had to go some distance to find him. When the man was brought on deck he made the sign of the cross, and was none the worse for his adventure in the water!

Europe at last! As I landed in Marseilles it came to me with a thrill that I was, so to speak, in a different world. I felt nervous that I would become an object of curiosity. However, I was relieved to find that nobody stared at me. A Ceylonese shipping agent took me to a Ceylon restaurant, where I had a good feed of rice and curry which I had not enjoyed for nearly three weeks. I did not have time to "do" Marseilles and had to confine myself to seeing the magnificent church of Notre Dame. It is situated on a hill, from which I had a bird's eye view of the whole city. In the afternoon I tried to take one of the trains to Paris, but my repeated attempts failed, so crowded were they all. After much trouble and loss I managed to board the last evening train and had to stand for a time in the corridor. I can never forget the experience of that livelong night sitting wedged between an old man and a young woman. The rain was falling all night, and I could see nothing through the dripping panes of glass. The day dawned, and I could see strange trees, some of them without any leaves at all, and others with young shoots just coming out. It was the beginning of spring. We passed through fields which did not show much sign of vegetation, and through towns and cities which did not at all come up to my expectation. I arrived in Paris, and immediately changed to another train which I had to take at another station some distance from where I de-trained. In the compartment which

I entered there were some English people, and I was overjoyed. For now I felt that I could communicate my thoughts freely to my fellow beings and understand their speech. Nor was this all. The kindness they showed me was in such great contrast to the conduct of the French people who would not help me when I tried to entrain at Marseilles. I was now able to see more of France, and my impression was that the north of the country was more fertile than the south. The boat that took us from Calais to Dover across the Channel was not as large as I expected it to be, and, as to comfort, was certainly inferior to the boats that ply between Talaimannar and Danushkodi. The crossing was pleasant except that the boat was unusually crowded owing to the large numbers returning to England after spending their winter in France. When I saw the chalk cliffs of Dover I felt supremely happy, and when I set foot on English soil I was overjoyed that I had come to the land of the free. From the first moment of my arrival in England till I left it I received nothing but courtesy and kindness from the English people. Here, again, the difference between French and English courtesy was brought home to me. There was no room in the train to London, and as I was walking up and down to find a place, a distinguished looking gentleman invited me to share his compartment; and, more than that, gave me his corner seat when he saw that I was taking a lively interest in the places we were passing through.

He also explained to me the various things of interest in the way. The landscape reminded me of the lines of the poet:

"O, to be in England,
Now that April's there!"

On this Sunday afternoon the sun was shining brightly on the fresh green grass. Sheep and cows were placidly grazing on the meadows. Flowers were just beginning to come out. In short, the splendour of spring had begun to burst upon the land, and I thought that no country, not even Ceylon, could be brighter. Suddenly my kind companion told me that we had come into London. And I looked around and said, "Is this London?" I had imagined a city in all its glory making one's eyes ache with its dazzling splendour. But here was a London with its forest of chimneys and smoke-begrimed buildings. I must say that the first sight of London was certainly disappointing. We steamed into the Victoria Station, and again I was disappointed. Instead of crowds of people jostling one another, everything was as quiet as, to use a Tamil simile, a funeral house. I looked in vain for the familiar face of my host; even a friendly porter was not to be found. With the help of my friend, whom I had discovered to be a Harley Street physician, I was able to move my heavy suit-cases to what is called the barrier, and there I was easily identified by the son of my host and taken to their home. The same quiet reigned everywhere. Then I learnt the secret of it all. It was a Sun-

day London! The Sabbath idea seems to be still strong in England, while the Continent celebrates Sunday in a very different way. I need not say that the next day I saw a different London and realised the appropriateness of the expression of the Poet, "London's central roar." I spent just a week in the city, and I reserve a description of it till I have given an account of my further journey to the other side of the Atlantic, especially as my thorough acquaintance of London was after my return from America.

It was a very wet and chilly day when I started from London to Liverpool on my way to America. It was indeed a wonderful country through which I passed. Green meadows, well-trimmed hedges, apple trees in blossom, and a hundred other things made the country look like a garden. At Liverpool I went on board the White Star Liner, "Adriatic." This ship is advertised to be the largest passenger steamer in the world and carries at times over 2000 passengers. The ship was not crowded on my outward journey, although it was, when I returned by the same ship. I had a comfortable cabin all to myself. The accommodation in the vessel was all that could be desired, and the attendants, who were all Englishmen, were extremely courteous and unremitting in their attention to the passengers. On our way we touched Belfast during the night, and then went on to Greenock, the port of Glasgow. The scenery as we went up the Clyde was entrancing. We passed several is-

lands on the way up the river. Then the ship steamed out into the wide expanse of the Atlantic. The first three days or so the sea was calm and the voyage was really pleasant. Then the weather began to be stormy, and it blew a gale for three days. The ship began to roll heavily and the creaking of the planks of the vessel was very alarming. I was not seasick, and yet I was extremely uncomfortable. I can never forget the last night of the storm. The rolling and creaking was terrific, and I was alone in my cabin conjuring up all sorts of terrors. I thought of the loss of the "Titanic" belonging to the same Line that was wrecked some years ago somewhere near the place where we were then. The day dawned, and the gale began to die down, and there was pleasant weather again. Except during those three days the passengers thoroughly enjoyed themselves, playing games, singing, dancing, and seeing cinema shows at nights. I must say that I was shocked by the behaviour of some of the American girls who were returning from a trip to Europe. I could also gather from the conversation of some men that there was a great deal of infidelity in America. Fortunately there were three missionaries on board, one going to Japan, and the other two returning to America on furlough from Africa. The account of the pioneer work they were doing among semi-savages in the Dark Continent was very interesting. We did a little missionary work among some of those scoffing men and thoughtless women, and I should say

that they heard us gladly. I suspect that Christian truths coming from the lips of an Indian must have been quite a novelty to them. We were on board during two Sundays, and impressive services were held in the mornings by the officers of the ship, while our little group held prayer meetings in the evenings. At last land was in sight. There was Long Island stretching out far in the horizon, and I could see that the Americans on board were excited and pleased. I envied them, and wished that I was going towards Colombo seeing the palm fringed shores of my beloved Island. My heart began to be heavy as I was nearing New York. No doubt there was the undercurrent of pleasure in seeing the sky-scrapers and other marvels of that far-famed City, and yet I could not get away from the sense of loneliness that came over me. Would there be a friendly face to welcome me in that strange city? How could I thread my way to the American Board's office through the labyrinths of that gigantic city? The terrors of the Ellis Island, where undesirable aliens are quarantined, came to my mind and sent a quiver of fear through my frame. As we came into the New York harbour I was agreeably surprised to see the beautiful green grass and trees that were seen on the left. Then there was the famous Statue of Liberty holding a torch aloft standing in the harbour, a bond between the great Republic of Europe and her trans-Atlantic Sister. And the City! It was unlike anything I had seen before. The sky-scrapers loomed

more like huge towers sending a defiance to the skies. As the ship reached the pier, there were to be seen hundreds of eager faces scanning the passengers on the deck to identify their friends. I looked at the crowd with curiosity, but not at all expecting any one to welcome me. Suddenly I heard my name called, and with pleasure and surprise I saw Miss Clarke waving her hand to me. I should say that at least for the moment my home-sickness disappeared. Then there was the Immigration and Customs ordeal to be gone through. We were told that the examination would last all day, and we were grouped under different heads, and once more my fears and doubts began to be revived. An Immigration official came up my way and called out my name. My heart stood still. Why single *me* out? A candidate for the Ellis Island? I went with the officer to another and more imposing one, who politely asked me to be seated, took my passport, stamped it, asked me a question about my luggage, shook hands with me, and told me that I could land!! It seemed too good to be true. I hurried along with pride to meet my friend who was waiting for me, but that was not yet to be. A number of newspaper reporters with cameras in hand buttonholed me. What was surprising to me was the amount they knew about me and my mission. And then, did I not come from the land of Gandhi? Of course I should have been pleased with all this lionising, but my impatience to get "home" was too great for me to appreciate the cross-examination I

underwent for well over an hour. Here I must say a word of apology. I should not have had any doubt about the reception that would naturally be arranged for me by my American hosts. I felt very foolish when I discovered afterwards that the almost princely treatment that was accorded to me by the Immigration officials was due to some arrangements made by my hosts.

Now I was driving with Miss Clarke through the streets of New York to the home of the Nichols's, the parents of Mr. E. G. Nichols, lately teacher in Jaffna College. Part of our way we drove along the Riverside Drive bordering the Hudson River. Here I must stop, and I reserve for a future issue an account of my further perigrinations, my impressions, and my mission to the West.



EDUCATION IN THE PHILIPPINE ISLANDS

BY REV. J. BICKNELL, B. A., M. ED.

By the Philippine Islands is meant a group of islands, 3141 in number, lying south east of China between degrees 4 and 21 north latitude and degrees 111 and 126 east longitude, and having a population of 12,000,000.

These islands are of interest to the educational world because there has been carried out there, during the past 30 years, an experiment in education that has few parallels in the world's history; and because the results of that experiment have been made available for the study of educationists.

After the United States of America had been ceded these islands as a result of her victory over Spain in their war at the close of last century, and after she had subjugated the people of islands who questioned her right to rule them, she set about the erection of an educational system that should be

thoroughly up-to-date. This was patterned after the American scheme; English was used as the medium of instruction; the people were exposed to Anglo-Saxon ideas and modern scientific thought. The attempt was made to educate all the children.

The attention of the educational work has been drawn to this laboratory experiment by the report of the Commission appointed in 1925 to make a study of the situation. This Commission consisted of nine experts, with Paul Monroe as chairman, and thirteen others thoroughly qualified in educational lore. These men came with previous experience themselves and with a knowledge of what other like commissions had done. For four or five months they gave themselves to this subject. They actually visited hundreds of schools; tested over a thousand teachers and 30,000 pupils; gave and examined 223,710

achievement tests alone. It was no arm chair report they were able to bring forth. A large sum of money was spent on the Commission; the single item of transportation of a number of these commissioners from America being no small part of it.

This report shows us what has been done during this quarter of a century to educate the Philippine youth. Some of the figures are imposing. In 1901 there were 160,660 pupils in the schools of these islands; in 1925 this number was increased by about 1,000,000. By 1931 there must be over a million and a half. The money spent has grown from about 4,000,000, to about 30,000,000 pesos, a peso being about the equivalent of a rupee and a half, making 45,000,000 rupees. In Secondary Schools there were in 1925 some over 50,000 pupils, and it is estimated that there are 100,000 now. In their University there were, in 1925, 3,500 taking the regular course and something like 2500 taking irregular courses. In their Normal, or Teacher Training institutions they had 6,300 in 1925 and must have well over 7,000 by now. The achievements in organization have also been rather remarkable. They have built up a very efficient, centralised administrative system with regular inspections, written reports, standardised examinations, an elaborate code of regulations and detailed instructions of procedure.

The Commission was not primarily concerned with these items of growth and administration; they were seeking to find out the actual achievements in education. From

this point of view their findings are quite disconcerting. At the risk of creating a worse impression than the report as a whole warrants, we may make some random quotations. 1. Regarding teachers: "For the most part the teachers employed in the secondary schools are professionally untrained, inexperienced and dissatisfied"; "The lack of skill on the part of teachers is crucial." 2. Regarding text books: "The books now used in the schools are cast from American models". 3. Regarding lack of initiative; "The development of initiative is almost totally lacking from Philippine class rooms". 4. Regarding retardation of pupils: "The story of progress of pupils through the elementary grades is a story of non-promotion". "The whole system is characterised by the extreme maturity of its pupil body". "Many high-school pupils remain in school for two, three, or even four years beyond the normal period". 5. Regarding special lack in reading ability: "The Philipino achievements in reading are so deficient as to warrant the most intensive analysis by the bureau of Education. 6. Lack of honesty and integrity: "One of the greatest deficiencies is the low standard of honesty and truthfulness" 7. Regarding the Elementary Schools: "Summing up the whole situation, the Elementary School comprising 95% of all the pupils in the Philippine system needs to be radically improved."

Regarding Secondary School graduates: "So strong is the aversion towards all forms of manual labour on the part of high school graduates, that rather than return to

their father's farms, they sometimes establish themselves as parasites on the economic organism.

9. Regarding the whole effect of education: "Conditions, however, have so changed that education itself becomes a problem, and who knows but a menace to our progress and civilization."

Taken thus *en bloc* these criticisms are devastating. We should remember that they are the criticisms of idealists in education whose views are such that they would be likely to speak most disrespectfully of any system of education in existence. We should, further, not stop with these detached sentences but should carefully go into the details of the report. We may not encompass the whole report and will do well to limit ourselves to certain phases of it.

What about the use of English as the medium of instruction? How far is this responsible for the unsatisfactory situation? These will be questions of interest to those of us who are working in the English schools in Ceylon.

They went into this subject with the greatest thoroughness and energy. Tests were given to teachers and pupils in the hundreds of thousands, to find out the ability in understanding, speaking, writing English. This examination was carried on with an appreciation of the problem before them, as is shown by their opening statement in this section, viz, "All educational problems in the Philippines have been foreign language problems."

In brief their findings are that the children show about as much ability to understand spoken English as do American children; that they are much less efficient in their understanding of the written or printed page; that in expression they are poor. In fact, they say that the children do not learn enough so that they can be expected to continue the use of this language after they leave school, and that, when they do continue, it will be of a different standard from the English used in America, so much so as to be another tongue almost.

In spite of this they declare as their conclusion, though one that may not be always maintained, that "English should be maintained as the medium of instruction." This means not that English should be used as the medium of instruction for one tenth of the children in the schools, as in Ceylon, but for all the pupils in the schools.

What can be their reasons for this? They deem it necessary for a national culture. No one of their six major tongues, to say nothing of the 87 dialects, can provide an adequate medium for that. Further they require a source from which to draw the culture materials of the common world civilization. It is necessary for union and for teacher training. Without it there can be little progress. They deem it possible in spite of the comparative failure up to the present time. Their hope of this springs from their observation as to what has been done in some places in the islands where pupils

have been taught according to approved methods and have been kept in school long enough so they were able to get a grasp of English. In some schools there appeared to have been quite a complete overcoming of the handicap of studying in a foreign tongue. Their exact language is, "Enough schools are already reaching a relatively high level of attainment so as to give promise that the desired command of English can be developed even under the handicap of having to teach in a difficult foreign tongue."

We cannot here go into the details of the methods used in the successful schools, but can point out that it is heartening to those in Ceylon who are teaching Tamils or Sinhalese in English to learn that this Commission believes that it is possible to succeed in this endeavour. Surely if they can do this with all the pupils in the Philippine islands we can do it with the pick of the pupils in Ceylon.

What about the curriculum of studies? So far as the Primary and Elementary Schools are concerned there appears to be quite a satisfactory condition. It is in the secondary course they find striking defects. This course is not articulated with the social life of the community. The schools do not function in the democratic situation about them. While the Filipino people are an agricultural people and should be trained to that work, they are being educated to despise the labour involved in tilling the soil and caring for the crops. They come from these schools unwilling to compromise their dig-

nity by stooping to such menial occupation.

They find that the high schools are academic in their course and that the number of such schools should be reduced. Five types of secondary or high schools, should be established: the Agricultural, the Normal, the Academic, the Trade, and the Commercial. The principle laid down in determining the course to be taken should be "the material of instruction should all be selected with the single object of achieving the purpose for which the school is established".

Should we not consider, here in Ceylon whether it is wise for every school to aspire to become a Secondary school and for every Secondary school to adopt the academic curriculum? Would we not be doing more effective work, work in relating the pupils we educate to the life they are to live after leaving the school, were we to leave it to certain schools to carry on the academic work and others to take up the other forms of instruction? Could we escape from the heresy that the academic school is of a higher caste, we might venture out into the new fields.

Another subject of vital interest to the Commission and to us all, is teacher training. Here is the great defect in the system as they view it. The rapid increase in school and pupils has made it necessary to rush in teachers with not only little or no training, but with little education. Hundreds, yes, thousands, of teachers have been in the sorry plight of being only a lesson ahead of the pupils.

It is pointed out that the same mistake has been made in this rapid development of the school system, beyond what the equipped teachers would warrant, as was made before in America: a mistake which Poland, in its attempt to develop its school system, is not avoiding.

The Commission recommended that there should be a very great increase in the facilities for training and improvement in the staffs of the Training Schools. There were, in 1924, some 6000 teachers in training, and they proposed that the schools, manned with American teachers, should be so enlarged as to be able to send out 3000 trained teachers each year.

It was strongly urged that it could not be expected that lack

of training could be "neutralized" by such detailed and specific directions as the Education Department has been sending out to the teachers in years past.

It should be possible for us to know, within a few years, something of the results of the changes the report of this Commission has affected in these islands. A study of these results, as well as the present conditions, would be of special value to Ceylon. These conditions in so many respects resemble those in the Philippines; both being insular, in the Tropics, under the rule of an English speaking nation, having before been under the rule of another Western nation, both being somewhat heterogeneous as to language, and both having rapidly spread their school systems.



REPORT OF THE JAFFNA COLLEGE FORUM

The Forum is the literary association of the Cambridge Junior Classes of Jaffna College. It was started in 1923 and was carried on successfully all these years.

The Forum enjoys democracy to the utmost and has liberty of speech to its brimful. Now we can proudly say that there is no association in the college more thoroughly democratic than the Forum.

The order of the day of an ordinary programme is always a debate. We have very interesting and heated discussions on Political, Social, and Religious subjects.

The following were some of the subjects discussed in the Forum during the third* term 1930:

1. "Boys should attend the Theatre"
2. "History is more useful than Science"
3. "Agriculture is more honourable than Trade"

4. "தீண்டாக்கதியாருக்குத் தந்தாம் வேண்டாம்"

5. "The physical side of education is more essential than the intellectual side"

6. "Science has helped the progress of the world."

7. "Women should be given the same status as men in politics."

8. ஆண்களும் பெண்களும் வித்தியாசமின்றி பாடசாலைகளில் கற்படவேண்டும்."

The meetings were carried on successfully even in the absence of our Patron. A good percentage of the Cambridge Junior Class Boys attended the meetings of the Forum.

S. RAJENDRAM
Hony. Secy.

THE BROTHERHOOD

REPORT FOR THE THIRD TERM 1930.

At the beginning of the term we had the pleasure of welcoming back into our midst our Patron, Mr. J. V. Chelliah, who returned after his visit to England and America. Mr. Chelliah comes back to us looking younger and healthier than ever. May we look forward to his patronage for still a good number of years!

During his absence Mr. L. S. Kulathungam acted as our Patron. We take this opportunity of showing our appreciation for his services and of thanking him for having guided us, in keeping with our best traditions.

Our meetings have been held with the usual regularity and order. During the latter part of the term, our elder brothers, the Seniors, had to part from us and instead of attending the meetings, they spent their time struggling with queer Latin constructions, and involved Logarithms, or busy handling test tubes and pipettes. We hope that they have been benefited and that they will reap the harvest of their labours. We wish them all success in their examinations. Though we were handicapped a little by the absence of those with a richer experience than ourselves, nevertheless, we

conducted our debates with very keen-enthusiasm. We also felt very free to express ourselves and this has prepared us well to carry on our work next year better than ever.

It is with feelings of regret that we have had to bid farewell to some of our numbers who have left us at the end of the year. We hope they will always remember with pleasure the good days they spent in the Brotherhood. We wish them all success as they enter on their various spheres of work.

The following were some of the subjects discussed during the third term.

1. "Students should not engage themselves in Politics."
2. "East is East and West is West,
And never the twain shall meet"
3. "The World is progressing."
4. "It is better to have loved and lost
Than never to have loved at all."

"தமிழ் நாட்டில் ஆங்கிலத்திற் சல்லி
+ நப்பதிலும் பரக்க தலம் கொழியில் கற்பது
இறத்தது."

V. R. NAVARATNAM
Hony. Secy.



AT THE CROSS ROADS

BY V. E. CHARAVANAMUTTU, PH. B., BARRISTER-AT-LAW.

Our present age seems to be one full of perplexities and contradictions. Scholars like Russell and Huxley in their writing challenge the existence of God and deny the necessity for religion. While on the other hand, books on religion and religious subjects are among the best sellers.

One hears of the growing tide of materialism and the decline of spiritual forces, but on any Sun-

day you see a crowd of people waiting to get admission to the services at St. Martins-in-the-Fields or the City Temple, London. On one page of a newspaper we read of the brutal lynching of a negro in America, by a white mob, while on another we see the account of a marvellous reception given the negro actor, Robeson, in London. One day you get turned out of a restaurant in Chicago because

you are dark skinned, on another you are addressing a few thousand leading people at the Civic Club of that city.

The whole world is in a state of flux. The future seems to be uncertain. Every country and people have battles of great consequence to fight. India is going through the birth pangs of a free nation. Spiritual forces are being opposed by lathi and rifle and the governed are challenging their governors. Europe is face to face with colossal problems. Unemployment is rife in every country. Petty jealousies are fanning the fires of hate and discord. France after a marvellous recovery from the devastation of the Great War looks with suspicious eye on the growth of Germany. The dream of empire and thirst for power consume Mussolini and the Italian people. Egypt, India, and vast unemployment threaten to undermine the stability of Great Britain. America is no longer what it is painted to be, a land flowing with milk and honey. Hoover, the apostle of prosperity, is being discredited. Bank failures, unemployment, corruption in the public services and the power of the gangsters are some of the darkest clouds on the American horizon.

We in Ceylon are not without our problems. We are on the eve of a great constitutional experiment based on universal suffrage. Trade depression, and unemployment have dealt a severe blow to our prosperity. What is in store for us in the future, nobody can tell

with any accuracy. We are the custodians of the future. Youth is face to face with a real challenge today. How truly can we say,

"Blessed it is in this dawn to live,
But to be young is very heaven" !

Nationalism is the password of our times. Every land is full of nationalists of one description or another. There are various types of Nationalism. The Nationalism of Gandhi is quite different from that of Hitler or Mussolini. True nationalism is that which prepares the way for and leads on to internationalism. It is quite opposed to the attitude of the Chicago Tribune with its slogan, "My country right or wrong. My country!" The world is shrinking and we are daily being brought closer and closer together. The other day, I heard the Japanese Premier, President Hoover, and Ramsay MacDonald speak over the radio on the Naval Treaty. Their voices were as clear as if they were speaking in the room adjoining mine, though in fact several thousands of miles separated them.

The following lines catch one's eye as his ship enters Port Said:—

East is East.

West is West.

VanHouten's Cocoa

Is the Best,

This is the spirit of our times. The whole world is the market for one's goods. We are dependant on the whole world for our food and other necessities of life. We can no longer be nationalists

unless we are at the same time internationalists. Independence is useless unless we realise how interdependent we are. No man, no race, no nation can live unto himself or itself alone. The world is a neighbourhood. Let us make it a real brotherhood. The challenge to youth is to rise above petty differences of race, class and creed and then realise our common humanity. As Tagore says: "Down below race, rank and religion there is one fundamental humanity—man as man." How do we appraise a man's worth today? In rupees or lakhs of rupees, not in deeds. What is the world-wide greatness of Gandhi due to? Not his worth in filthy lucre, but his life of service and his spiritual ideals. Our race, our land, our world, can be better places only when we rise

above material things and live lives motivated by spiritual forces.

We are now at the Cross Roads. Which road are we going to tread? The luring path of pleasure, gain, selfishness and greed with its transcendent joys; or the hilly path of service, sacrifice, and usefulness leading on to real permanent happiness for us and our fellows?

If we select the hilly path we will be working to bring about the day when

These things shall be! A loftier race
Than e'er the world hath known shall rise,
With flame of freedom in their souls
And light of knowledge in their eyes.
They shall be gentle, brave and strong
To spill no drop of blood, but dare
All that may plant man's lordship firm
On earth, and fire, and sea and air.
Nation with nation, land with land,
Unarmed shall live as comrades free;
In every heart and brain shall throb
The pulse of one fraternity.



EDITORIAL NOTES

Ourselves.

We have to apologise to our readers for the late appearance of this number. Various circumstances have prevented our issuing this at the end of the last term. Our Old Boys would like to see our magazine serve a larger purpose than being a mere school magazine and have articles of general interest. We cordially echo this wish, and beg to point out that this can be done only by the co-operation of our numerous Old Boys. We need not say that there

are among them men distinguished in the various walks of life who are in a position to enlighten their countrymen on matters of vital importance. The need of a good magazine for Ceylon is a pressing one. Is it too much to hope that a magazine issued by a College like ours might fill the gap at least for some time? We may say here that the old Editor has resumed the charge of the Miscellany.

Mr. Charawanamuttu, whose contribution appears in this number, is the son of a distinguished Old

Boy, and, having received an education in America and England, speaks with a first hand knowledge of his subject. The block from which the Vice-Principal's picture is printed belongs to the London Missionary Society, and was lent at the request of the Principal. We thank the Society for lending it for our use. We hope to print the picture of Mr. Bicknell in our next issue. A very interesting speech made by professor Kilpatrick, whose visit to Jaffna will be remembered by many of our readers, on Indian Education with a special reference to Tagore's schools will appear in our next number.

Au Revoir

It is perhaps too early to say good-bye to the Principal and Mrs. Bicknell. But then, it will be too late for the next number, and we wish to take this opportunity to do so. If anyone needed or deserved a good long holiday, it is Mr. Bicknell. He has been Manager, Principal, Banker, Builder, and Missionary all rolled into one. There is a proverb in Tamil which says that, because the sugar-cane is sweet, we should not pull it by the roots. We ought to allow gladly Mr. Bicknell to go away and

forget for a time his worries and anxieties. And then there are two persons whom he is looking forward to see. His son, John, will soon be entering a university. Mother Bicknell, who was 79 to a day when the present writer saw her last year, is in vigorous health in spite of her reaching the extreme limit set by the Psalmist. Mrs. Bicknell too requires a good rest especially after her breakdown sometime ago. She has bravely done her duty in this trying climate. We wish them both God-speed and pray that they may enjoy their stay in their homeland and return to us ready for another spell of work.

A New Councillor.

Our hearty congratulations to the Hon. A. Appadurai on his being returned to the Northern Seat of the Northern Province. This brings up the number of our Old Boys who are Councillors to three. Mr. Appadurai passed his First in Arts Examination of the Calcutta University from the College, and then qualified himself as a Proctor. His services to the farmers of Jaffna have been thus recognised by them.



COLLEGE NOTES

—Mr. and Mrs. Bicknell expect to leave Jaffna for America on furlough about the 20th of March. They expect to return after a

stay in their country for a little over a year.

—The annual meeting of the Board of Directors was held on

the 8th of February. Mr. J. V. Chelliah was elected Acting Principal and Treasurer of the College. The Hon. K. Balasingham, A. K. Subramaniam Esq. and Rev. J. K. Sinnatamby were elected President, Vice-President, and Secretary respectively.

—According to the Report of the Principal the number on the rolls is 549. There has been an increase in the number of students in the Upper School. The numbers in the London Inter Classes have increased, the present numbers being 26 in Arts and 23 in Science. The new Inter Classes were formed at the beginning of the year.

—Rev. M. H. Harrison has gone to the Bangalore Theological College as Professor, and his place in the Madura Mission has been

taken by Rev. E. G. Nichols, who arrived in Jaffna with Mrs. Nichols and Baby during Christmas week and spent a few days here.

—Messrs. Bonney and Kanagaratnam have left the staff, and the new additions are, Messrs. Niles and Ponnudurai, both graduates of the Training College. There are at present 15 graduates and 9 Trained teachers on the staff.

—We are sorry to record the death of Mr. E. S. Abraham, B. A., the Headmaster of the Drieberg English School, Chavakachcheri. Mr. Abraham did valuable service for education in Jaffna for a generation, and his place at the School is hard to fill. We extend our heartfelt sympathy to his sorrowing family.



