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# *Jaffna College Miscellany*

December, 1935.

VOL XLV.

.No. 3.

## TO OUR FRIENDS.

We are making an effort to make the Miscellany a more worthwhile periodical. Are you willing to give us a helping hand?

Perhaps very few of you know that except for a little collection made by the Colombo O. B. A., up to now almost all the expenses incurred in bringing out the Miscellany have been met by the College. We do not think it is a credit to the Old Boys of the College that the College Magazine should be financed by the College.

Will you make it a point to send us your subscription by the end of February, 1936, at the latest? If you have a son reading in Jaffna College, send your two rupees through him. If not, there is sure to be some relation or neighbour of yours reading in Jaffna College. Well, if you are so unlucky as to be unable to avail yourself of the two methods we have suggested, you can fall back on the postal system and get a postal order for two rupees. Please remember it is yours to see that we do not revert again to this not too pleasant topic of money. Please note that all subscriptions are payable to K. Sellaiah, Esq., Manager, Jaffna College Miscellany, Vaddukoddai.

Thank you,

Yours Faithfully,  
The Editors.





A. VAIDIALINGAM

## OUR EDUCATIONAL PROBLEMS

(By Mr. P. De S. KULARATNE, B. A., B. SC.)

When I received the invitation to speak a few words on some Educational topic at the Annual Prize-Giving of your College I accepted it with pleasure. I am delighted to have the opportunity of paying another visit to Jaffna and of being invigorated and inspired by contact with your simplicity, energy, industry and perseverance. There is also the fact that I wished to renew my acquaintance with your Principal whom I met many years ago when we were both members of an Educational Commission, the report of which, however, I regret to say, seems to have been shelved. I have had the chance, too, of going round your school, and schools are my life. Opportunities of coming to Jaffna do not ordinarily come into my daily round and common task. Hence the readiness with which I accepted the invitation. I accepted with alacrity the invitation to speak, not because I enjoy making speeches nor because I am a good speaker, but because there is a great deal that needs saying on this subject of Education in Ceylon.

### WHITHER CEYLON?

We are perpetually asking ourselves whither Ceylon is heading politically, economically and educationally. Mr. Bicknell has wisely warned me off politics and insisted on my confining myself to educational topics, but politics is such a vast subject, including, as it does, all aspects of the life of a country, that I fear it will be impossible for me to refrain from making certain remarks which may border on prohibited territory.

### STANDARD DETERIORATING.

The Educational system of this country has been subjected to very severe criticism on the platform, in the press and at the hands of the expert. During the last 20 years a University College has come into being, teachers' salaries and pension schemes have been introduced, methods of assessing grants-in-aid to schools have undergone radical changes, more Assist-

ant Directors of Education have been appointed, the Inspectorate has been re-organized and a Rural Scheme of Education has been started in a few schools. But I have seen little or no change worth speaking about in most of our schools, nor do I feel that a really satisfactory effort has been made to meet the educational needs of our children. I do not feel that the products of the Sinhalese School today are as sound as they were 20 years ago and there are many who claim that the standard of the Secondary School too has suffered to some extent. If this is a true state of affairs, a full investigation of our Educational system and methods seems to me to be necessary. Some complain that we are spending more than we should on Education. Others point out that there are thousands of children for whose education no provision has yet been made. On the other hand I have often been asked the question, "What are we going to do with the youth of the country whom we are daily turning out of our schools?" I wonder whether this question could ever have arisen if we were educating our youth on the right lines. What would we do with them if they were *not* educated? How far is it the duty of the school to solve the problem of employment? These and similar questions demand our attention. I do not claim to be able to solve these difficult problems.

### FREE ELEMENTARY EDUCATION.

There are certain things, however, that I feel we ought to do for our children, and what we ought to do should be done well, too. I feel, and feel strongly, that immediate steps should be taken to provide the best possible free education to all our children between the ages of 5 and 16. We cannot spend too much for this purpose. The money spent in this connection must be considered a sound investment and if this work is done thoroughly efficiently, we will undoubtedly be able to reduce much expenditure on other heads. I do believe in the old saying, "Vydya Dadati Vinayam"—Education gives self-control. This is exactly what true education is expected to do. The best society for the prevention of crime is a good School which aims at teaching this self-control. Can we, however, with the best intentions in the world,



describe the present attempts at providing this free education as anything but a great failure? Has it not been more an attempt to establish schools to meet the demands of the educational ordinance than a really serious effort to give true Education? Is there not something wrong in the way we regard these children who attend these free schools? How do the free schools in the Municipalities of Ceylon compare with County Council Schools in London? Look at these school buildings. Are they suitable for learning or for teaching? They are not even called schools, but rightly termed school-halls and are more useful for holding public meetings and examinations. Do these schools of ours realize the importance of a sound body or of a sound mind? Do they not merely aim at sending out men who can satisfy a literary qualification? I feel that this is neither fair nor reasonable. State-aided Primary Education should be the same for the rich and the poor and should cost the same to the State. I have told you that it does not cost the same and if you will examine these schools a bit further, you will see that it is not the same. An unjustifiable distinction is made by giving children of the richer parents more expensive education through the medium of a foreign language. If this more expensive education is better, it is not because the medium is English, but because the staffs are better educated and the schools are better built and better equipped.

### THE STOCK EXCUSE.

I have deliberately painted the picture as black as possible not because an effort is not being made to improve these free schools, but because this effort is not being made on the right lines. There seems to me to be lack of courage in putting into practice our convictions. The excuse always given is finance, but if a thing is right in principle, no mere financial consideration can make it cease to be right. Financial considerations can only control the scale on which, or the manner in which we put the principles into practice. To give an illustration of what happens in Ceylon—years ago our educational experts insisted that there should not be more than 32 children in a class.

Today, the larger the number of pupils, the greater the praise. I cannot help pointing out that in former days the grant to the schools depended not on the number of teachers but on the number of pupils, while today the grant depends on the number of teachers, and the fewer the teachers, the less will be the cost to the State. Of course, it is quite possible that during this period the Educational Experimentalists of the world may have discovered that a teacher can deal with a larger number of pupils more efficiently, but I have not yet heard of the discovery.

### MEDIUM OF INSTRUCTION.

Let us for a few minutes turn to Secondary education. There is hardly any well organized system of Secondary education through the medium of Sinhalese or Tamil, though it may be said to be developing very slowly. The reason for this I think is quite simple, namely, that the Secondary Schools of the Island which use English as the medium of instruction neglected, and are still in most cases neglecting the study of the Mother Tongue. Our men and women who have received a higher education have therefore not yet been able to start teaching through the medium of the Mother Tongue.

### EDUCATIONAL WASTE.

A good many of us are directly interested in Secondary Schools. What has struck me most about these schools is the fact that they are attempting to give a purely academic Secondary education to a large number of students who are unfit for it and who would do much better in a technical or vocational school. This is a very serious problem which should be solved without delay. Parents who spend large sums of money find in a large number of cases that their children have to leave school without passing the School Final examination. There are also those who scrape through this final examination as a result of much cramming and coaching. It is these two classes of young men that join the ranks of the educated unemployed. The Principal of the University College has stated that there is a falling off in the standard of the under-graduates coming to him from Secondary

Schools. There must be some truth in this statement as he is in a position to judge and we who are interested in Secondary Schools should take very serious notice of this view. It has been said by educationists that the best schools are not necessarily those that produce the best results in public examinations. While this may be a source of satisfaction to some schools, I feel that there is a great truth underlying this statement. Good results can be obtained at the expense of the student, either by training him too much making him unfit for further studies, or by coaching or cramming too much, and thus not training the student in the art of learning, which is the chief thing that will come to his help at the University and after.

#### TEACHERS IN SECONDARY SCHOOLS.

I suppose that in spite of Professor Marrs's statement it will be admitted that on paper the qualifications of the Secondary School teachers today are better than those of a few years ago. In fact we are employing quite a large number of products of the University College itself. Is there, then, a falling off in the quality of the men attracted to the teaching profession or is there something wrong with the Training College and the University College? These are questions well worth inquiring into. There is however one thing that I may state without hesitation and quite independently of the results of such an investigation. If the Secondary Schools are to function efficiently, they must obtain from the University College a good supply of capable teachers. The Secondary School staff must be the products of a University. It is true that there are apparently very efficient teachers from an examination point of view, who are not University products. The educational context of such men in a good many cases is too poor, however, to give the pupils a thorough or true understanding of the subjects they teach. It is possible, for example, for a teacher to teach a pupil how to solve a quadratic equation without knowing much about the theory of equations, but it is quite possible that he and his pupil may, neither of them, know the principles underlying the solution of an equation. The practical usefulness of a good many subjects we

teach in a school is comparatively little compared with the usefulness of the subjects for the purpose of training the pupil's mind. A teacher who has not specialised in the subject cannot be said to be in a position to fulfil this function of making use of the subject to train the pupil's mind. Again the school has a corporate existence and the teachers of the schools must be men of sound education who have learned not only from books but by association with men of learning and culture. They must have the training necessary to fit into the corporate life of the school.

### CEYLON UNIVERSITY.

The delay in the establishment of the University of Ceylon must be considered as a serious draw-back to the development of our Secondary Schools. It is true that University College produces graduates, but all graduates are not necessarily good teachers, nor is the present University College in a position to give that training in corporate life nor does it at present encourage sufficiently the association between the under-graduates and the lecturers and professors, which is an essential part of a University training, particularly for the teachers we need in our schools. After a great deal of discussion and delay, it was decided to establish a residential University at Dumbara. Although at one time I was myself an advocate, for various reasons, of the establishment of a University in Colombo, I have changed my views and would now prefer the establishment of a residential University in healthy and beautiful surroundings, away from the neighbourhood of a town and under cooler climatic conditions than in Colombo. I believe that such a site could be found in the Kandy district. The expenditure may be heavy but it need not be so great as anticipated. If we haven't got enough money to carry out the original plan, we need not sink millions in the buildings, but content ourselves for the time being with something simpler. The difficulties of the Legal and Medical Colleges being in Colombo, I am sure, can be overcome, and I hope that the establishment of the University will not be delayed by the re-opening of the question of site. With the establishment of such a University, arrangements would necessarily be made by the University

to give a year's course of training to such graduates as feel inclined to take the teaching profession. In order to attract the best products of the University to our schools, an Educational Service should be organized which would offer good prospects to the best men in the service. The posts of Principals and Inspectors of Schools should be considered as normal promotions in such a service.

#### LOCAL EXAMINATIONS.

The establishment of a University has another important bearing on our Secondary Schools. The curriculum of our schools largely depends on the public examinations conducted at present by foreign Universities. Though efforts have been made to adopt the rules and regulations of these examinations to suit local conditions, it must be admitted that it would be more satisfactory for us to conduct our own school final examinations.

We would then study the subjects we need, and pay more attention to our languages, the History and Geography of our country and of our neighbours. We would draw up our own syllabuses and—what is more important—there would be complete change in our outlook. For example, we would not be answering Sinhalese and Tamil Language examination papers as English children answer a paper in French, but as they answer a paper in English Language.

#### VOCATIONAL EDUCATION.

I have now referred in brief to the Vernacular School, and the Secondary School and I have tried to point out the interdependence of the Secondary School and the University. I have in passing referred to the fact that some students would do better in a Technical or Vocational School. It is indeed a great pity that we should have neglected this aspect of Education. We have only one Technical College and a few Industrial schools with an attendance of 1400 pupils. When we consider that there are over 600,000 pupils in our schools this number seems to me to be very insignificant. It is however significant from one point of view and that is as an indication of the manner in which we have neglected Vocational education.

When I look at our country and see how schools have sprung up and keep on springing up here and there, I cannot help observing the absence of system and plan in our educational work. I do not want to go into the causes that have led to this situation but as a citizen and a tax-payer, I cannot help feeling that good money is being wasted in quite a number of places which have a multiplicity of schools, where one or two could serve the purpose. I cannot help feeling also that, with proper planning and organization, the money we spend to-day on education could be utilized to provide education in areas neglected by us at present.

#### CONSTRUCTIVE PROPOSALS.

I have gone in for so much destructive criticism in this short speech that I should like to say a few words by way of constructive criticism.

The first proposal I would put before the Department of Education and the Government is that they should undertake an educational survey of this country and divide it into areas, each of which would form a unit for educational purposes. In each of these areas I would suggest that Primary Schools should be well distributed so that the children of the District between the ages of 5 and 11 may conveniently attend them without having to go too far. These schools should be built in decent surroundings, with proper class rooms and supplied with suitable equipment. The school should have all the books that the children need. There should be sufficient land on the school premises for the children to engage themselves in play. The medium of instruction of these schools should of course be the Mother Tongue. But the conditions under which we live demand that we should be Bilingual; English should therefore be taught as a second language in these Primary Schools. This need not be done so that it will come as a heavy burden on the children. In Urban schools English could be taught right from the Kindergarten stage, beginning with one whole year devoted to conversation, reading and writing being introduced in Second year. In rural schools I would advocate the same plan so that as far as possible, equal opportunities may be given to these children among whom there must be as much

intelligence as in the town. But some may prefer to introduce English at a later stage, for example after passing the Third Standard, as they do in the Bilingual Schools today, but in such cases the children would need one extra year in the school before they could join a Secondary School.

### TRAINING FOR BILINGUAL SCHOOL TEACHERS.

Now there will be some who will hail this proposal as an impossible one on the ground of finance. The difficulty will be not so much on account of the buildings I suggest nor in the fact that more land will be required for the school premises, but in the problem of finding the money for the staff that such a school would require. Now I hold the view that just as the Secondary School staff should consist of men and women from a University, the Primary School staff should have had at least a Secondary School course along with a training as teachers. I believe that one of the immediate needs of the country is training schools for such Primary or Elementary School teachers. The necessary qualification for entrance to such a Training College should be a pass in a Secondary School final examination with Sinhalese or Tamil as a subject. If a reasonable salary scale is offered to men and women who are willing to enter such a Training College, I feel sure that there will be no difficulty in getting a sufficient number. These trained teachers, with the present Vernacular teachers, will be able to supply the staff necessary for the Primary Schools I propose. There may, of course, be parents, particularly in towns, who may not be satisfied with such schools for their children. They can be allowed to send their children to Primary Schools with English as the medium of instruction, but the State aid given per pupil should under no circumstances be more than the expenditure in the free school.

### SCHOOLS OF THE FUTURE.

Thus in our proposed educational unit we have a number of Primary Schools giving a 6 years' course of education. There should now in this area be established free Secondary Schools with the Mother Tongue as the medium of instruction giving a 5 years' course

of education. Such schools might be utilized for the Rural Scheme of Education or might in the later stages give courses in vocational instruction. Such a school should teach English, Pali and Sanskrit as optional subjects. Scholarships should be established to enable pupils who show special skill in any vocation to join a higher Vocational School to which I will refer later. At the same time there should be established Secondary Schools with English as the medium of instruction to serve the needs of these educational areas. In some cases one area may need one or more such schools, in others one school may serve two or more such areas. There should be established a system of scholarships for the intelligent poor children of each area tenable at these Secondary Schools. I have already discussed the problem of the staff of such schools. Pupils should be admitted to such schools only if they have passed a very comprehensive entrance test. It may even be necessary to have a Special class in the Primary Schools for such students as desire to secure scholarships at or join such a secondary School. There should similarly be established a Central Vocational School to serve the needs of one or more educational areas according to the circumstances. Such a school should be in a position to give advanced courses of Vocational instruction. It is not possible for me in this short speech to go into the details of the scheme outlined by me. I do not suggest that as things are it is possible to introduce such a scheme at once all over the country. The proposals outlined by me can easily be tried in a District which is not at present too well supplied with schools. Some of you may think that I have over rated the importance of free Elementary education, but I should like to point out to you that 90% of school-going children attend these free schools. The future development of our country, therefore, very largely depends on the product of these schools. I do not want to minimise the importance of the Secondary Schools which we have today or of the University we want to see established to-morrow. The University, providing the staff of the Secondary School, the Secondary School along with the University supplying the staff of the Primary School and the Primary School form the three essential units of a sound educational system.



## CONNECTED PROBLEMS.

There are other subjects connected with our problem. The school inspectorate for example should play a very important part in raising the standard and improving the usefulness of our schools. But this is a delicate subject. Beginning from the 29th inst. till the 23rd November, I have been informed that our school will be visited by the Kindergarten Inspectors, the Drawing, the Sinhalese, the Tamil, the Physical Drill Inspectors, winding up with the final attack on the 21st and 22nd November by the Divisional Inspector and his assistants. Under the circumstances, you will admit that just now discretion will be the better part of valour and therefore silence will be golden.

It is quite possible that many of you may not agree with the views expressed by me, particularly with reference to the establishment of the University. However, I should like to thank you for the very patient hearing you have given me and Mr. Bicknell for having allowed me to unload on you some of my pet theories. Even if you do not agree with my views, I feel sure that to all of us education and problems connected with it are of vital importance. I shall feel very well satisfied if the few words I have said to-day have in any way encouraged you in your attempt to find a solution to those problems. We must all, parents and teachers alike, co-operate in the attempt to make a Ceylonese Nation, educated, self controlled and fit to live in harmony together in this beautiful Island which is our home.

*What sculpture is to a block of marble, education is to a human soul. The philosopher, the saint, and the hero,—the wise, the good, and the great man, very often lie hid and concealed in a plebian which a proper education might have disinterred and brought to light.*

Addison.

## சின்னத்தம்பிப் புலவர்

[ஆக்கியோல் கீரு. தல சபாநாதன்]

“பெற்றதாயும் பிறந்த பொன்னும் நற்றவ வானினும் நனிசிறந்தனவே” யென்றார் பாரதியார். எம்மைப் பெற்ற தாயைப் போற்ற வேண்டும். யாம் பிறந்த தாய் நாட்டைப் போற்ற வேண்டும். தாய்நாட்டு மொழியைப் போற்றவேண்டும். தாய்நாட்டுமொழிவல்ல புலவர்களைப் போற்ற வேண்டும் எனவே தமிழாராய யாம் தமிழ்ப் புலவர்களைப் போற்ற ஶ்ரீ குறைபடுதல் கூடாதென்பது கன்சூ தெரிகின்றது. மேனாட்டில் விளங்கிய புலவர்களாய Shakespeare, Milton, Wordsworth முதலியோரை அந்நாட்டவர் எவ்வளவு சிறப்பாகப் போற்றி அவர்களின் புகழைத் தம்மொழியிலன்றிப் பிறமொழிகளிலும் கிறிஸ்தீய கீழ்த்து கிற்கச் செய்து வருகின்றார்கள். தமிழர்களோ வெனின் தமது நாட்டிற் பிறந்த புலவர்களின் பெயரைத்தானும் அறியாதிருக்கின்றார்களென வெட்கத்தோடு தெரிவிக்கவேண்டியவனா யிருக்கின்றோம். இக்காலத்திலே “தேசியக் கிளர்ச்சி, தேசியக்கிளர்ச்சி” எனப் பலர் சத்தமிடுகின்றனர். அதாவது உள்நாட்டுள்ளேயொருகைப் பாவித்தல், உள்நாட்டுக் குணிகளை உபயோகித்தல், உள்நாட்டவர்க்கு உத்தியோகப் பதவியளித்தல்முதலிய எண்ணங்கள் நடமாடும் இக்காலத்தில் உள்நாட்டு மொழியைப் பேணும் கிளர்ச்சியும் அம்மொழியில் வல்ல புலவர்களைப் போற்றும் கிளர்ச்சியும் சேர்ந்தாலன்றோ ஒரு காடு சிறக்கும். இதனையாம் இன்னும் உணராதிருத்தல் வெட்கம்! வெட்கம்! பிற தேயப் புலவர்களைப்பற்றி யறியத் தொடங்கு முன் உங்கள் நாட்டிற் புலவர்களைப்பற்றி யறிதல் அவசியம். Shakespeare, Milton முதலியோரை அறியத் தொடங்குமுன் வள்ளுவன், கம்பன், மணிவாசகர் முதலிய புலவர்களைப்பற்றி அறிதற்காவது தெண்டியுங்கள். ஒவ்வொரு நாட்டவனும் தன தன் ஊரிலுள்ள புலவர்களைப்பற்றிப் பெருமை கொண்டு அவர்களைப்பற்றிய புகழைத் தன்னாட்டில்மட்டுமன்றி எந்நாட்டிலும் பரவச் செய்தல் வேண்டும்.

தமிழ்ச் சங்க காலத்தொட்டே இலங்கையிலும் தமிழ்ப் புலவர்கள் இருந்திருக்கின்றார்களென்பதற்கு அவர்கள் பாடிய பாட்டுக்களே சான்றும். முரஞ்சியூர் முடிசாகராயர், ஈழத்தப் பூதன்றேவனார் போலப் பல புலவர்கள இருந்திருக்க வேண்டும். இவ்வளவு சிறந்த நாட்டில் இற்றைக்கு ஏறக்குறைய

இருதூருண்டுகட்கு முன் பின்னாக நல்லூரில் வாழ்ந்தவரே சின்னத்தம்பிப் புலவரென்பர். ஊர்கட்குள் நல்லூர் ஒருநல்ல ஊர் என்றே சொல்ல வேண்டும். இவ்வூரில் தமிழாசர்கள் மாளிகை கட்டி அரசு புரிந்திருக்கின்றார்கள். இவ்வூரிலே தான் நாவலர் ஐயர் அவர்களும் அவதரித்தார்கள். எனவே வசனமும் செய்யும் சமுத்தில் சிறந்தது இந்நல்லூர்த் திறந்த அறிஞர்களா வென்பது தெரிகின்றது.

சின்னத்தம்பிப் புலவருடைய தகப்பன் பெயர் வில்லவராய முதலியார். கி. பி. 1707 இல் தேச வழமையினைத் திருத்தமாறு நிறுவிய சபையின் தலைவராக விருந்த வில்லவராய முதலியாரே இப்புலவரின் தகப்பன் என்பர் ஒரு சிலர். அவருக்குப் பின் 18 ம் நூற்றாண்டின் பிற்பகுதியிலிருந்த வேறொரு வில்லவராய முதலியாரே இப்புலவரின் தகப்பனாரென இன்னொரு சாரார் சொல்லுகின்றனர். அங்ஙனஞ் சொல்வோருள் தலை சிறந்தவர் முதலியார் இராசநாயகர் அவர்கள் ஆவர். இவ்வாராய்ச்சி இன்னும் முற்றுப் பெற்றிலை. பாருங்கள்! இதிலும் தமிழர்களுடைய ஊக்கமின்மை தெரிகின்றது. எவ்வளவோ ஆண்டுகட்கு முன்னிருந்த புலவர்களின் பிறப்பு இறப்புத் திகழ்களைச் கூட ஆராய்ந்து மேனாட்டார் நிலைநாட்டி விடுகின்றார்கள். தமிழர்களோ வெனின், கேவலம், ஐந்துறு அல்லது ஆயிரம் ஆண்டு சென்ற காலத்தைப் பற்றியதன்று, இருதூருண்டுகட்கு மேற்படாத ஒரு புலவரின் காலத்தைச் சந்தேகமின்றி நிச்சயிக்க முடியாது தண்டாடுகிறார்கள். இலங்கைத் தமிழர்கள் செய்கின்ற மதந்த கொடும் பாதகரென்றே கூறவேண்டும்.

இப்புலவர் பெயராத் சின்னத்தம்பி யெனினும் அறிவாற் பெரியதம்பியாய் விளங்கினார். இளமை தொட்கே கலைமகளருளாற் கவிபாசுந்திரன் வாய்க்கப்பெற்றவர். இதனைக்குறித்துப் பல சரித்திரங்களுண்டு. அவற்றுள் இரண்டொன்றை மட்டும் உங்கட்கு இப்பொழுது சுருக்கமாகச் சொல்லுகிறேன்.

இந்தியாவினுள்ள புலவரொருவர் வில்லவராய முதலியார் பீது ஓர் பிரபந்தத்தினைப்பாடி, அதனை அவர் முன்னர் அரங்கேற்றிச் சன்மானம் பெற்றுச் செல்வதற்காக நல்லூருக்கு வந்தார். வந்த புலவர் முதலியாருடைய வீட்டுக்குமுன்னொரு முறையேனும் சென்றிராதலின், அவ்வீட்டுக்குச் செல்லும் வழியினை யாரிடமாவது கேட்டறியலா மென்ற நோக்குடன்

அங்குமிங்கும் கோக்கினார். அப்போது பாக்குக் "கட்டி விளை யாடிக் கொண்டிருந்த சிறுபையன்களைக் கண்ணுற்று அவர் கட்கருகே சென்று, "பிள்ளைகள்! கில்லவராய முதலியார் வீடு இந்தக் தெருவீதியிலிருக்கிறதாம். அந்த வீடு எது வென்பதை உங்களுள் யாராவது காட்டிவிடமுடியுமா? எனக் கேட்டார். பிள்ளைகள் யாவரும் தங்கள் விளை யாட்டை நிறுத்தி விட்டுக் குறித்தவோர் பையனையே கோக்கி நின்றனர்: கலை மகள் அருள் பெற்ற இச்சிறு பட்டியஞ் சும்மா வீருந்திலன். முதலியார் வீட்டினைக் காட்டற்கு புலவரைக் கூட்டியும் சென்றிலன். பொடியன் வாயைத் திறந்ததும் பாட்டுத்தான் கிளம்பிற்று. அதனைப்பாடிமுடிக்க வேண்டியவனுயினன். அதுவும் எத்தகைய பாவெனின், புலவர் புலியென அஞ்சும்வெண்பா. இப்பாவே இக்கவியாகிய கற்பகதருவின் முதற்கிளையாகும். அதனை இப்பொழுது படித்துக் காட்டுகின்றேன்.

"பொண்பூச் சொரியும் பொலிந்த செழுந் தாசிறைக்கும்  
நன்பூதலக் தோர்க்கு நன்னிழலாம்—யின்பிரபை  
வீசபுகழ் நல்லூரான் கில்லவராயன் கனக  
வாசலிடைக் கொன்றை மரம்."

தெருவில் பாக்குக் கட்டி விளை யாடிக் கொண்டிருந்த மூடச் சிறுபையன் தட்டுத் தடக்கின்றி சொற்பூச் சொரிந்த திறனைக் கேட்டு வியப்பும் திகைப்பும் ஒருங்கெய்தியவராய் அச்சிறுவனைக் கட்டித்தழுவி முத்தமிட்டார். "இப்பிள்ளை யாருடைய புதல்வன்" என வினவி யறிந்தபின், தம்பி! நீயேர் பெற்ற வரகவியாக உனதுகாலத்தில் விளங்குதற்குரிய அருள் பெற்றிருக்கின்றாயென்பதற்குச் சந்தேகமில்லை. அங்கனமே சிறந்த விளக்குமாறு கருணையங் கடலாய் கடவுள் அருள் புரிவாராக. உன்னைப் பெற்ற முதலியாரின் பாக்கியமே பாக்கியம். உன்னால் உனது குலம் முழுதும் சிறப்படையப் போகின்றது.

"நன்றிகளும் பிள்ளையொன்று பெற்றாலும் குலமுழுதும்  
நன்மையண்டாம்

அன்றியறி கில்லாத பிள்ளை யொருநூறு பெற்றும் ஆவ  
துண்டோ

மன்றில் கடம் புரிவாரோ தண்டலையாரோ சொன்னேன்  
வருடம்தோறும்

பன்றி பல ஈன்றுமென்ன குஞ்சா மொன்றின்றதனால்  
பயனுண்டாமே" எனக் கூறிச்சொள்

ஊர் வடதேயப் புலவர். இதன் பின்னர் இவர் 'வாகனி' யென அழைக்கப்பட்டார்.

சின்னத்தம்பி இளமையிற் கல்வி கற்றலில் வெறுப்புற்று மாடுமேய்க்கும் பிள்ளைகளோடு ஆள்வாரிலி மாடுபோல கிளை யாடித் திரிவதில் அகிக் கிருப்புற்று, பள்ளிக்குக் கள்ளம் பண்ணித் திரிந்தாரென்றும் கூறுப இஃகியற்கைப் புலவர் கள நியல்புபோலும். கில்லவாய முதலியார் தமது கல்வி யறிவிற்கும் தகைமைக்கும் ஏற்பத் தம்முடைய பிள்ளையும் கல்வியறிவொழுக்கங்களாற் சிறப்புற்று விளங்கவேண்டு மென்னும் பெருவிருப்புடையாய் மகளைப் பள்ளிக்கூடத்திற் கனுப்புவது வழக்கம். என்னை "தந்தை மகற் காற்று நன்றி யவையத்து முந்தியிருப்பச் செய்வ" தாதலின். அன்றியும் தன்னைச் சிறுவயசுற் படிப்பிக்காது கிட்ட குற்றம் தந்தையினதேயெனப் பின்னர் பிள்ளை வருந்தவுங்கடும்.

“அள்ளிக் கொடுக்கின்ற செம்பொனும் ஆடையு மாதரவாய்ச் கொள்ளிக்கும் பட்ட கடனுக்கும் என்னைக் குறித்ததல்லால் துள்ளிக் திரிகின்ற காலத்திலே என் துடுக்கடக்கிப் பள்ளிக்கு வைத்திலனை தந்தையாகிய பாதகனை”

என்னும் குற்றத்திற் காட்படாமலிருக்க கிரும்பி பலவகை யாலும் பள்ளிக்கனுப்பவே தெண்டித்தார். கல்வி கற்றலைப் பார்க்கினும் தெருவினையாட்டில் கண்ணுங் கருத்துமான மக னைக் காணும்போதெல்லாம் முதலியாரவர்கட்கு மனவருத் தம் அதிகரித்துக்கொண்டே சென்றது. பன்முறை தண்டித்தும் பிள்ளை திருந்தும் அறிஞறி சிறிதளவேனும் தோன்றவில்லை. என் செய்வார் பாவம்! யான் அடையக்கூடிய சிறந்த செல்வங்களுள் மக்கட் செல்வம் சிறந்ததுதான். இத னுள்ளே, திருவள்ளுவராயனார், “பெறுமவற்றுள் யாமறிவ தில்லை யறிவறிந்த மக்கட் பேறல்ல பிற” எனக் கூறியிருக்கின்றார். எனினும் பெற்றோரெல்லாம் பிள்ளைகளல்லர் என்ப துண்மைதான். என்னுடைய பிள்ளையெனப் பெருமகிழ்ச்சி யுடன் யாவரும் அழைத்தற்குரிய தயத்தைச் செய்யாத பாகியானேன்.

“அச்சமுள்ளடக்கி யறிவகத் தில்லாக்  
கொச்சை மக்களைப் பெறுதலி னக்குடி  
எச்ச மற் றேமாந் திருக்கை நன்றே (நறுந்தொகை)

அறிவும் ஆண்மைப் பில்லாத மக்களைப் பேறுவதைப் பார்க்கிலும், பிள்ளையின்றிக் களித்திருப்பது நன்றெனவே எனக்குத் தெரிசின்றது. இவன் வீட்டிலிருப்பதினும் இல்லாதிருப்பது உத்தமம். எனதில்லம் நாடி வருகின்ற அறிஞர் கட்டும் புலவர்கட்டும் இம்முடனை எனது மகன் என அறி முகப்படுத்தி வைக்க என் மனமான்து தயக்குகின்றதே. கல்லாத வொருவனை உலகம் நாயெனக் கருதுமன்றோ?

“கல்லாது கீண்ட வொருவ னுலகத்து  
கல்லறி வாளரிடைப் புக்கு—மெல்ல  
கிருப்பினு நாயிருத்தற்றே பிராஅ  
துரைபயினு நாய்குரைத் தற்று”

(நாலடி)

யான் செய்தகினை இங்ஙனம்வந்து சூழ்ந்ததுபோலும்! எனப் பன்முறை சிந்தித்து மனமுடைந்தார் முதலியார். பிள்ளையின் செயல்கள் சிந்து சிந்தாக நெறப்பை யுண்டாக்கியதால் ஒருநாள் முதலியார் மகனை வீட்டினின்றும் தூத்தி விட்டார். பகற்குற்றதைப் பெற்றதாய் அறிந்து ஈன்ற மனம் பொருது அவனை ஆதரிக்க முயன்றான். முதலியார் இல்லாத சமயத்தில் வந்து சாப்பிடுவதும், வேறிடத்தில் தங்குவதுமாகச் சில காலம் கழித்தான். இங்ஙனம் மறைவாக வந்து திரியும் நாட்களி னொருநாள், முதலியார் கல்வளைப் பகுதியிலுள்ள கிராமம் மீது ஓர் செய்யுளியற்றத் தொடக்கி முதலிரண்டடியினையும் எழுதிக்கிட்டு ஏனைய கிரண்டடியும் அத்தருணம் மனதிற்படாமையால் அவ்வோலைச் சுருளை அறையி னொரு பகுதியிற் சொருகி வைத்து கிட்டுக் கந்தோருக்குச் சென்றார். சென்றபின் வழக்கம்போல் கிட்டுக்குவந்தபையன் சின்னத்தம்பி அவ்வோலைச் சுருளைக் கண்ணுற்றான். மூலை முடுக்குகளிலுள்ள பொருள்களை ஆராயும் இவனுக்கு இவ்வோலை தென்பட்டது வியப்பன்று. அவ்வோலைச் சுருளை கிரித்தப் பார்த்தான். பார்த்தபின் ஏனைய இரண்டடிகளையும் இலகுனில் நிரப்பி இருந்த கிடத்திற்குள்ளே வைத்து கிட்டுப் போய்விட்டான். பின்னர் அந்தப் பொழுதில் கச்சேரி வேலை முடிந்து கிட்டுக்குத் திரும்பி வந்த முதலியார், தான் முன்னர் எழுதிய செய்யுளின் ஏனைய கிரண்டடிகளையும் எழுதுவதற்காக ஒலைச் சுருளை கிரித்தப் பார்த்தபொழுது செய்யுள் பூர்த்தியாக்கப்பட்டிருந்ததைக் கண்டு வியப்புற்று தனது மனைவியிடம் சென்று “யான் இல்லாத நேரத்தில் இன்றைக்கு யாராவது வந்ததுண்டா?” என வினாவினார். “தனது மகன்

என்ன குறுப்பு விளைத்தானோ எனப் பயந்த தாயானவள்  
 “வேறொருவரும் வரவில்லை” என இழுத்திழுத்து விடையளித்தாள். முதலியார் மீட்டும்வற்புறுத்திக்கேட்டபொழுது  
 “அவன தம்பிகான் இன்றைக்குக் கொஞ்சரேம் வந்து  
 நின்றான், வேறொருவரோடும் யானறிய வரவில்லை” எனப் பயத்தோடு பதிலளித்தாள். இதைக் கேட்ட முதலியார் முதலமலர்ச்சியுடையராட்ப்புன்முறுவல் தோன்ற நின்றார். தனது மகன் வரவியெனப் பிறர் கூறியவுண்மையினை அன்றையறிந்தார் நடந்தேறிய செய்தியைத் தனது மனைவிகளும் கூறி மகிழ்ந்த மகனை மீட்டும் மீட்டுக்கு வரும்படி உத்தரவிட்டார்.

சின்னத்தம்பிப் புலவர் கம்பராமாயணத்தில் மிக்க பயிற்சியும் துணுகிய ஆராய்ச்சியும் உடையவரென்பதற்கு ஒரு சரித்திரமுண்டு. தமிழறிஞரும் அருங்கலை விரோதரும் சொடை வள்ளலும் எனப்புகழப்பட்டு வண்ணார் பண்ணையில் புலவர் காலத்தே வாழ்ந்திருந்த அந்தண குலதலைகம் கணேசையர் என்பவர் பலபுலவர்களை யழைத்த அவர்களுடன் தூல்கள் ஆராய்வதிலும் அவர்கள் அளவளாவலைக் கேட்டின்புற்றுக் காலக்கழித்து வந்தாரென்றும், ஒருநாள் கயூபராமாயணச் செய்து சொன்றிற்குத் தெளிவாகப் பொருள்கூற முடியாது மயங்கினார்களென்றும், அவ்வமயம் ஆங்கு உற்றுக் கேட்டுக் கொண்டிருந்த இளப்பலவன் சின்னத்தம்பி அச்செய்யுட்கு அழகியதோர் விரிவுரை அங்கிருந்தார் யாவரும் வியக்குமாறு கூறி அனைவரையும் மகிழ்வித்தா னென்றும், இந்நிகழ்ச்சியைக் கண்டின்புற்ற ஐயர் அவர்கள் “பண்டாரக் குளம்” எனும் பெயருடைய நெல்வயலை இப்புலவருக்குச் சன்மானமாகக் கொடுத்தார்களென்றும், பழைய கதையொன்றளது. இன்னும் இவர் கரவெட்டியிலுள்ள வேலாயுத முதலியார் மீது ஒரு கோவைப் பிரபந்தம் பாடி ஒவ்வொரு செய்யுட்கும் ஒவ்வொரு பொற்றேங்காய் பரிசிலாக வழங்கப் பெற்றாரென்ப.

இப்புலவரின் காலத்தை விரிவாக எடுத்துக் கூறும் விருப்பமிருப்பினும், எனக்குக் குறிக்கப்பட்ட சிறிது நேரத்துக்குள் அதிகம் கூறிகூட முடியாது. ஆகையால் அதை இப்பொழுது பேசாதுவிட வேண்டி யிருக்கின்றது. இவர் 18ம் நூற்றாண்டின் பிற்பகுதியிலிருந்தவ ரெனும் சொள் கையே சிறிது சிறிதாக வலியுற்று வருகின்றது. ஆனால் முற்றாகக் கொள்ளற்குத் தடைகளும் பலவுண்டு.

இவரியற்றிய நூல்களுள் மறைசையந்தாதி, கல்வளை யந்தாதி, பருளை விநாயகர் பள்ளு, கரவைவேலன் கோவையாகிய காண் சம் அச்சில் வெளிவந்துள்ளன. இச் செய்யுட்களிற் சொற்சிறப்பும் பொருட்செறிவும் ஒருங்கே யமைந்துகிடக்கின்றன. இவருடைய நூல்களுள் இவ்வருடத்திய வெளிவந்தது 'கரவை வேலன் கோவை' பெணும் நூலாகும். இது பிரம்மபுத்ரீ எஸ். சதாசிவஜயர் அவர்களின் குன்றுமுயற்சியால் வெளிவந்திருக்கின்றது. கோவைபென்பது தமிழ்ப் பிரபந்தங்களுள் அகப்பொருட்கு இலக்கியமாயமைந்தது. அகப்பொருட்டுறைகளை ஒரு வரலாற்று முறையில் சொட்பு பெறக் கோத்தமைத்து ஆயற்றப் பெற்ற காணாற்றின் மிக்க கலித்துறைகளை யுடையது. ஒரு கோவை பாடுதற்குப் பஞ்சலக்கண அறிவு வேண்டியதால், இந்நூலைப்பாடி முடித்தல் இலகுவான செயலன்று. "யாவையும்பாடிக் கோவைபாடு" என்பது பழமொழி. அதாவது பலவகைப் பாட்டுக்களையும் பாடிக்களை தீர்ந்த பின்பு கோவைபாட முயலுதல் வேண்டி மாம். இந்தக் கோவையில் புகழப்பட்டவர் கரவைடியில் இருந்த வேலாயுத முதலியார் எனும் வேளாண் பிரபு. இந்த முதலியார் சின்னத்தப்பிப் புலவருக்குப் பொற்றேற்காய் அல்லது பொன் புதைத்த தேங்காய் கொடுத்தாரென முன் சொன்னேன். அப்பொன்னோ இப்பொழுது மண்ணாகி மறைந்த விட்டது. ஆனால் புலவர் அளித்த பொருளோ என்றும் நின்று நிலவுகின்றது. வேலாயுத முதலியாரினும் பார்க்கப்பன்மடங்கு பணமுடைய சூபேரர்கள் அக்காலத்தில் வாழ்ந்திருக்கலாம். ஆனால் அவர்களைப் பற்றி இப்பொழுது ஒன்றுமே தெரியாது. இம்முதலியார் தமது பொருளைச் சிறந்த முறையிற்செலவழித்தமையால் இப்புலவரால் புகழப்பட்டு இவருடைய புகழை இன்றும் நாம் அறிந்து மகிழக்கூடியதாயிருக்கின்றது. செல்வர் அளிக்கும் பொருளினும் புலவர் அளிக்கும் பொருளே சிறந்தது என ஒரு புலவர் பெருமை பாராட்டுகிறார்,

“காவலீகைக் கருதுங்காற் காவலர்க்குப்  
பாவலர் கல்சும் பரிசொவ்வா—பூநினிலை  
யாகாப் பொருளை யபயனளித்தான் புகழாம்  
ஏதாப் பொருளளித்தேன் யான்”

புலவர்க்கு பெரும்பாலும் கொடிய வறுமையே பெரிய இடையூற்றை உண்டாக்கி வந்தது. இப்பொழுதும் அதுவே



அவர்களை வாட்டுகின்றது. கல்விச் செல்வம் நிறைந்துள்ள புலவர்கட்குப் பொருட்செல்வம் பெரும்பாலும் இல்லாதொழியும் சரஸ்வதி இருந்து மிடத்தில் இலக்குமி இருக்க மாட்டாள். உங்கள் விநிசனைப் போலவே மாமிக்கும் மாமகளுக்கும் ஒற்றமை கிடையாது. புலவர்கள் தம் வறுமையினை அரசர்களிடமும் வள்ளல்களிடமும் கூறி அதனைப் போக்க முயலுவார்கள். அப்பொழுது அவர்கள் வறுமையின் கொடுமையின் கொடுமையினை மனம கசிந்துருகுமாறு அழகிய செய்யுட்களால் எடுத்துக் காட்டுவார்கள். வறுமை கொடி தெனினும், புலவர்கட்குண்டாய வறுமை கவிதரவுலகக்கைச் செழிக்கச் செய்தது என்றே கூறலாம். சிறந்த செய்யுட்கள் பல இவர்கட்குண்டாய வறுமையின் காரணத்தால் வெளிவந்துள்ளன. குமணராசன தன் தமையனோடு கிரோதப்பட்டுக் காட்டில இருந்தபொழுது அவனி ம் சென்றிரந்த ஒப்பில மணிப்புலவர் சொல்வதைக் கேளுங்கள்.

“ஆடெரி படர்ந்த கோடுவாடுப்பில்  
ஆயி பூப்பத் தீம்பசியுழல்  
இல்லிதூர்ந்த பொல்லா வறுமலை  
சவைதொறுஞ் சவைதொறும் பாஸ்காணுமல்  
குழவி தாய்முக நோக்க  
மனை யெனமுகநோக்க யாமும்  
சிண்முக நோக்கி வந்தனம் குமணு”

அடுப்பில் காளான் பூத்தது எனவே பல் நாட்கள் சமையல் செய்யாது கொடிய வறுமைப் பினியால் முழுக்குடும்பமும் வருந்தினமை தெரிகிறது. அழியும் பொருளை யிந்தமையாலன்றோ பட்டினப்பாலை புறநானூறு முதலிய கிலைமதிப்புக் கடந்த அழியாப் பொருட்களைப் புலவர்கள் அளித்திருக்கின்றார்கள்.

பின்னைப் பேறில்லாது பணத்தைச் சேகரிக்கும் தமிழ் மக்கட்கு ஒரு சிறு புத்திமதி சொல்ல விரும்புகிறேன். உங்களுடைய மாண சாதகத்திலாதினும் (நீங்கள் உயிரோடிருக்கும்வரை ஈய மனம் வராத்தாலின்) உங்கட்குப் பின் உங்கள் பொருள் புலவர்களைப் பாதுகாத்தலில் செலவிட வேண்டுமென எழுதி வையுங்கள். புலவர்களாற் பாடப்பட்டோர் சுவர்க்கம் புகுவர் எனும் கொள்கையு முண்டாதலின், இந்த

வழியாலும் உங்கட்குச் சுகமுண்டு. உங்கள் புகழும் நிலவுலகத்திலே கீழித்து நிற்கும். ஏழைப் புலவர்களும் ஆறுதலடைந்து தமிழில் சிறந்த நூல்களை இயற்றுவார்கள். இக்காலத்தில் சிறந்த புலவர்கள் இல்லை யென நீங்கள் கவலைப்பட வேண்டாம். சுவாமி விபுலானந்தர், பிரம்மபுத்ரி வித்வானகணேசையர், சிவங்கருணாலய பாண்டியப் புலவர், பாரதியார், வண. ஞானப்பிரகாசசுவாமிகள், சீசாமசந்தரப்புலவர், பண்டிதர் மகாலிங்கசிவம், வித்வான் சப்பையாபிள்ளை, பண்டிதர் கணபதிப்பிள்ளை, முதலிய பல அறிஞர்கட்கு வேண்டும் வசதிகளமைத்துக் கொடுப்பின் தமிழுலகம் அடையும் பயனை அளவிட முடியுமா. ஈழம் செந்தமிழ் நங்கை நடம்புரியும் புண்ணிய பூம்பாகவன்றே மாநிகிடும். இது போலவே இந்தியாவினும் பல புலவர்கள் இருக்கின்றார்கள். எங்கள் காட்டிலே நீண்ட பெயருடன் ஆண்டுக்கொருமுறை விழாக் கொண்டாடும் சபைகட்குக் குறைவில்லை. ஆனால் இவற்றுல் பெறும் பயன் தான் மிகக்குறைவு.

போற்று மாதுளை மாணிக்க வித்தைப்  
 பொதிந்த சேரதிக் கணிபல நூக்குந்  
 தாற்றுவாழை யிலை சென்று மாகத்  
 தாணி மேலால வட்ட மசைக்குந்  
 தோற்று மாசினி முட்புறச் செம்பழஞ்  
 சுட்ட பொன்னின் சளை பலதாற்று  
 மேற்றுவாளை கழுநிற் குதித்திடு  
 மீழ மண்டல நாடெங்குடே.

பருளை விராயகர் இளஞ்.

# "THE OTHER HALF OF THE WORLD"

BY THEODORE OPPENHEIM, B. A., B. D.

[A TRIP FROM AMERICA]

One thing I know: people are more important than places. This has long been a favorite tenet of mine and now, after a journey through many places and among many people, I am more convinced of it than ever before. People *are* more important than places.

## I

Before starting for Ceylon from my home in America I had already come to the conclusion that people were alike no matter *where* they lived. Kipling had said that "East is East and West is West, and never the twain shall meet", but I felt that his judgment at this point was somewhat one-sided and superficial. People are the same, I thought, be they Western or Eastern. They have the same troubles and the same joys; they have the same sufferings and the same pleasures in life; they have alike good qualities and bad, pride and humbleness, selfishness and selflessness; above all they are all "passengers on the same planet" and one thing they all must have in common is, as Walter Judd has expressed it: "one life to live." I decided then, that I know something about the people of Ceylon for I too was a person and had associated with people; but I knew, too, that there would be many things about the far off Eastern people that would be different: their language, their customs, their dress, their food—all these would be different from anything I had yet known. But, as an American about to leave his home city, I had decided that the common life, the common problems and the common joys would mean much more than the differences—and so I have found it.

Before leaving America I had tried also to learn something of the place to which I was going. What was Ceylon like? Of course the people were more important than the place, but the place was important too. I read a few books; I heard a few stories; I was given many opinions. Most of my information belied the fact. Ceylon proved different from what I had expected. It had more "modern" conveniences: electri-

city, motor cars, movies and best of all, to an American, ice cream! It had also a regular and dependable railway system, paved roads, a good mail delivery system, and very up-to-date shops and supplies. And I had been so ignorant as to imagine Ceylon as an entirely backward and undeveloped country! Pity the poor American's lack of knowledge! Thus I had to fall back on that favourite belief of mine that after all, the people of Ceylon were more important than the place.

## II

Then I left America and became a "trans Atlantic passenger" on the Canadian Pacific Steamship "Duchess of Bedford". That trip too was entirely different from my expectations, but the people were not. Again people proved to be more important than places.

Of course the trip was interesting and revealing—especially so to such a novice at this game of travel as was I. The city of Montreal with its use of both the English and the French languages was interesting. The St. Lawrence River was beautiful. Sunset at Quebec and the city itself perched high on the river bank, defy description. Belle Isle at the mouth of the St. Lawrence, the Aurora Borealis or ("Northern Lights") the icebergs which looked so close but were really, several miles away and then the open Atlantic—all these were new and wonderful experiences. So too was the sensation of being on a ship from which one could look in all directions, day on end and see nothing but grey water—and then the climax—the coast of Ireland; the firth of Clyde, one of Scotland's clean looking and pretty inlets; and finally the great though busy and dirty port of Liverpool. But these are all the places of the journey and they, as I have said, were less important than the people.

It was a very pleasant surprise to find myself at a table with two young women and another young man, all of us travelling alone. We all seemed to have similar tastes and, when the choice of sweets came around, we invariably chose *two* or even *three* instead of the customary one. One evening we ate every sweet on the menu card! Our waiter entered into our fun and proved to have a keen sense of

humour; so, all in all, the table company alone was enough to insure a pleasant trip. However this was by no means all: we had sports tournaments, one of the events of which a "mixed doubles" of quoit tennis, it fell to my lot to run. When my young lady partner and myself won this tournament, it looked as if the "directing" might have had something to do with the winning! I assure you it hadn't: the girl was a good player.

Then there was a man on board who had won a fortune on the Irish sweepstakes. He was on his way to collect the money, and, strangely enough, there was another man travelling *first* class on the same boat (we others were "tourist") who claimed that *he* owned part of the first man's ticket! They had a merry row of it, I imagine, when they reached Ireland. Of course there were a number of men (and some women) who drank during most of the trip, but there were another group of us who enjoyed good, fun-full "song-fests." We stayed up late of nights, singing, and one night some of us fellows and girls did not finish singing and talking until 5 A. M! Finally there was the ship's carpenter: he was a fine chap and a good man. He became interested in making a "convert" of me and I did enjoy my talks with him—even though I failed to become a convert!

### III

The next part of my trip was, of course, across England and then through Europe. If I were to tell of the *places* I visited I would merely be reiterating the same unintelligible list of details that is found in so many travel books. As I have said, though, I was not so much interested, even there, in the places as in the people.

Liverpool was a vast, thronging, and busy city. It was interesting to watch the hurrying people and to see the crowded trams and the many business places, but most interesting of all was my brief visit with the people at the offices of the C. P. Line and then with a friendly young man of a travel agency who helped me in booking a coach (bus) passage through to London. He was very nice to me and had no trouble at all in identifying my speech as that of an

American Lunch in a restaurant afterwards gave me a further insight into English customs and a movie in the evening gave me another opportunity of "rubbing shoulders" with the people.

Chester, the famous walled city on the River Dee, was my next step. It was a delightful place and the old Roman wall and the ancient flavor of the city-side by side with its modern conveniences intrigued me. Here a man and his wife, whom I met on the bus, were kind enough to show me to a lodging house and to help me get located—and *they* had been perfect strangers! Here too I was interested to see the many cyclists—especially those on the bicycles built for two, for many a young fellow and girl passed by, bound for a day in the country.

At Stratford-on-Avon, naturally, I saw one of Shakespeare's plays, the *Merry Wives of Windsor*, and enjoyed it immensely. But more interesting than this was the meeting of a young lady from my home town in America. She and I had a very pleasant evening together. Then, quite by accident, I became acquainted with an Australian couple who were motoring about England. We became fast friends and the next day they took me with them to Warwick Castle.

London was, of course, impressive and I was thrilled to be able to see the many places of which I had read in poem, story, and essay. Imagine, though, my surprise and delight to meet four friends from College—and that right in the middle of Trafalgar Square. We celebrated by having dinner together. Later a young English lady whom I had met on the boat and who lived in London drove me all around the town and then had me to dinner at her home. It turned out that her folks knew some people in Ceylon—but they *didn't* know what the place was like!

Paris. I didn't know any French except "*je ne parle pas Francais*" (I do not speak French!) so had tremendous difficulty finding a *cheap* hotel room! I was surprised to find that the room *next* to me was occupied by a fellow American—a graduate of one of our famous Universities and a member of the famed "*Russian Ballet*." That was not all, though, for

while walking along the Place de l'Opera I met a young fellow and girl—two friends of mine from my home town! They both spoke French so I was able to get along—with their help!

Lausanne in Switzerland; Milan Florence, Rome, and Naples in Italy. All these were most interesting too—but, as I said before, I don't want to be a guide-book! At Lausanne there was a fine young woman attendant who laughed always with the joy of living and a hotel keeper who was bed ridden but who enjoyed a discussion with me (in English). In Milan there was a young American who was staying at the same Pensione as was I. In Florence I wandered into a leather goods shop and had a pleasant conversation with a fine young Italian woman—who spoke excellent English and was most delightful to know. I bought there a leather book-cover and have a memento of that interesting talk. Later near Naples a talk with a fine Italian sailor on the train added much to the pleasure of the trip. So you see, the people I met were still proving most interesting. The places of course I enjoyed seeing but I noticed especially that beneath the wealthy and artistic appearance that the tourist usually sees, there is abject misery and squalor. The back streets and the narrow lanes of the slum districts are far more revealing than the impressive fronts of "artistic culture" In those back streets there are *many* people—and people whose lot brings home to one many a truth of life. Hardship, struggle, "man's inhumanity to man" dirt, filth, and yet Godliness, all these can be seen in the back alleys. Yes, people do mean much more than places.

#### IV

Naples to Colombo—the last part of the journey and, to me, the most novel of all. The East was even more unfamiliar than Europe and it would, I knew, be very different. There was Port Said with the clamor of the "bumboat" vendors and the insistence of the beggars and the petty tradesmen; there was the beautiful blue of the Mediterranean Sea; there was the insufferable heat of the Red Sea and the Gulf of Aden; there was Aden itself which, as the

soldiers posted there say, is just like a tunnel. Why? "Because it's a blasted hole." It is indeed the most forbidding spot I've ever seen.

Even on this trip, through the friendship and the acquaintances, and the conversations with people were more important than the places. There was the fine old gentleman who shared my cabin. He had taken his wife from New Zealand to see their son in England and she had died before reaching "home" as they call England. The old gentleman was a brave fellow and kept up a happy exterior but he was inwardly heart-broken and reached out hungrily for a sympathetic friendship. Then there were the ladies from Australia—three friends—who became my friends; another fine New Zealand man; and most companionable of all, a young man and a young woman from England—each travelling alone and bound also for Colombo. But this voyage was soon over and I was at Colombo and at the end of my journey.

## V.

Ceylon! Colombo! Jaffna! At last I had reached those hitherto all but fabled places. And they were, as I said, different from what I had expected. A greeting from the Principal, one of the teachers and one of the Colombo Old Boys who met me on shipboard was a pleasant surprise. Then followed a tea with the Old Boys and highly favourable first impression of Jaffna College. Here too, I learned of that championship football team with its last minute victories and of the excellent Cambridge examination results. Of course I was anxious to get to the College!

Now I've been here a while. I've learned much about Jaffna College. I've seen Jaffna and lived there a little while—and I like the place very much. In fact I like Ceylon so much that I hope to see more of it—Polonnaruwa, Sigirja, Anuradhapura, Nuwara-Eliya, Kandy, all these I want to visit. The places interest me.

But once again I come back to the people, to the boys at College and to the staff. These are what I like best about Jaffna, and Ceylon; and



it is the work with them, the discussions with them, the scouting with some of them, the football enthusiasm shared with them and above all, the friendships with both boys and staff that make me happy and eager in this new position of mine as a teacher at Jaffna College.

## CASTE AND ITS CURE

By Mr. A. M. K. CUMARASWAMY, B. SC., F. P. S.

(Substance of an address delivered at a meeting of the Round Table, Jaffna College.)

Despite the fact that for the correct assessment of the pros and cons of any question, a truly Scientific and dispassionate attitude of mind is *à sine qua non*, it is with the greatest difficulty that we can persuade ourselves to take a Scientific view of political or sociological issues. A corporate verdict on the thorny question of caste needs to be made without delay, if Jaffna does not wish to be left behind as an interesting and ineffective specimen of fossil remains. The writer of this article does not feel competent to pronounce on the question whether the Caste System is an ineluctable feature of Hinduism, but those who would like to believe otherwise have Mahatma Gandhi on their side. In any case, we may claim that many enlightened Hindus will agree that if "Caste" were an integral part of Hinduism, then so much the worse for Hinduism! .

The genesis of the Caste System was probably the incorporation by force of circumstances of a number of race groups into one community. Cultural or colour differences prevented intermarriage, and gradually the stronger groups arrogated to themselves the more dignified and the less exacting trades, and compelled the others to perform the less remunerative or more menial tasks. In primitive society, such a division made for efficiency and specialisation, and with the additional momentum given to the arrangement by the supposed religious sanction, invented by the priestly caste in their own interest, the Caste Sys-

tem assumed such a position in our Social Order that even those of us who are convinced of its utter folly and iniquity find it a gigantic task to give effect to our belief in the matter.

The race question and the caste question are so similar that our observations regarding the one should apply with equal force to the other. But here in Jaffna, the latter is the immediate issue. If we face the question frankly, we must admit:

(a) That those of us who are proud of our caste know that what we are proud of is something very flimsy, and that we do not really feel superior to a man from a lower caste, who in [culture and refinement may be our better.

(b) That those of us who have some flaw in our caste know equally well that we are superior in every respect to many Brahmans with whom we should be very slow to exchange places.

(c) That the most intricate blood analysis would not indicate different reactions to the same chemical reagent.

Is it then worth-while perpetuating this fiction, at such cost to our national progress, on a flimsy and unproven hypothesis? Shall we not say in the challenging words of Elijah: "How long halt ye between two opinions"? If caste be divinely ordained, let us uphold it, but if it be of the devil, or of man, let us demolish it forthwith. The tremendous progress America has made in so many directions is in no small measure due to the fusion of various racial groups, and the pooling together of elements of value. This alone should be an incentive to the people of Jaffna to organise a campaign to eliminate this dread incubus of caste from our midst. Could we really not so educate ourselves that we can all go to sleep one night for the last time with our diverse caste labels? The next morning surely there would be joy in Heaven, as we rise to greet the smiling sun in the words of Tennyson *mutatis mutandis*

"Saxon and Norman and Dane are we,  
But all of us Doves in our welcome o' thee"

We shall set in motion such a healthy Revolution that generations yet unborn will call us blessed. This is not mere theory, for we see that wherever caste as such has been banished from the social consciousness the result has been a homogeneity and a community solidarity which have conduced to marked progress. The Christians of the Punjab, the Muslims in India, and the Chinese as a people are cases which are inspiring illustrations. The black and white caste divisions in South Africa and the intense bitterness that arises between white and black in some American States are examples where, in the evolution of new Caste Systems, we see the worst features of an evil greatly accentuated. The English Social System has many attractive elements and we should be sorry to see it radically over-hauled. It is nevertheless true that a dilute form of the Caste System obtains in England. It is not so serious because a "Sudra" can become a "Brahman," by special decree of the King, who creates new Peers for various reasons. The fact that the new peer automatically becomes the progenitor of a line of blue-blooded peers, and the still more interesting fact that a peer or lord of, say, twenty generations considers himself more blue-blooded than a peer of the third or fourth generation—these do give colour to our suspicion that the caste system is not alien to England. But ours is a more atrocious form, and the fact that the evil obtains in a milder form elsewhere should not blind us to the danger of national suicide we are in, by our unkyppy caste divisions. No patriot or Swarajist can afford to allow this horrible system to continue even another decade in Jaffna.

While indiscriminate inter-marriages may not be desirable, it is most urgent that our young men and young women should be educated to move freely with one another so that engagements and marriages may be the result not of parental manipulations, but of the spontaneous and healthy attraction between souls who have discovered an affinity, one with the other. It is a consummation devoutly to be wished for, but some of our best friends will be up in arms against the suggestion. But we shall hope that they too will learn that not the caste question alone, not the dowry pro-

blem alone, but all our most depressing problems are awaiting a simple solution in this direction.

"A man's a man for a' that",

"All ye are bretheren", for "One is your Father",

## THOUGHTS ON EDUCATION

BY DR. W. BALENDRA

The purpose of education is neither to secure a safe job nor to appear learned in a social group. Real education promotes peace, understanding, and goodwill amongst individuals in Society. It tends to develop the qualities generally known as decent in man, and aids in suppressing the qualities termed vulgar and low. A sound education need not necessarily be in English. It can be given in French, Japanese, or Tamil. Perhaps Tamil lags behind English, French, and Japanese for want of technical words, and scholars may state that it is impossible to give a sound education in languages like Tamil, Singhalese, or Telugu. Even a language like Bengali which is spoken by a vigorous and energetic people with modern ideas, has the drawback of dearth of words for terms used in exact sciences as Chemistry, Physics, or Telegraphy.

"In what languages do you teach Chemistry and Physics at Shantineketan"? I asked a Professor in Tagore's much advertised seat of learning. "We teach them in English. In spite of all our nationalistic movements and highflown talk, we have so far been powerless to modernise our language", was the sad reply.

A people cannot become self respecting and energetic unless a sound education is imparted to them. A sound education in modern times does not limit itself to philosophic dissertation or observing religious rituals, or reciting poetry. Poetry, religions and art have their proper uses in modern education. Knowledge of the working of the mind, of the natural forces around us, about the economic fabric of social

units, and causes and development of legal systems contribute towards what is called a liberal education.

The idea amongst parents in this island that education has necessarily to take place in a building called a school or university is very prevalent. This notion is not quite correct, for some of the best educated people in the land were not conspicuous for their scholastic brilliance whilst at school. Sir Ponnampalam Ramanathan took pride in saying to his critics that his real education started after twenty five and his school career was noted for his great mediocrity. But Sir Ramanathan was noted for his brilliance in using both the English and Tamil languages with ease and distinction, whether in the domain of art, religion, commerce, or politics.

During the last decade vast strides have been made in matters pertaining to education. Education for the youth seems to be insisted on by the parents mainly to secure a job, and once the job is secured, interest in culture and broadening of the mind seems to narrow down considerably.

"Your outlook in life seems mainly to limit itself to primitive wants." The parents give a sort of an education to their children to get a job; they get a job to get married. Children come after marriage, and this eternal cycle repeats itself. This narrow vision of life accounts for the dearth of cultured leaders with wider interests," a learned visitor said to me after spending a dull three months' holiday in the Island.

"Your animals in the jungle are more interesting than the human beings around them. The monkeys display agility and cunning. The men around look lethargic and gloomy; perhaps Malaria has conquered man and not Man the Malaria," my learned friend continued "Your so called educated Ceylonese gentleman tends to swing towards two extremes. Either they tend to imitate the Englishmen minutely in their manners, dress and eating. Fancy wearing a thick woolen dress suit on a hot night for dinner simply because an Englishman wore it for dinner; or on the other hand dressing themselves in shabby cotton cloths which ill-fits them, and styling themselves nationalists. Nationalism does not consist in wearing a certain

type of dress. It is an attitude of the mind suited for particular needs and energies," concluded my learned friend

My observing friend has evidently delved into the Ceylon mind and its workings. As he stated there is a tendency to mix up education and nationalism. Education has a broad base and transcends nationalism, whilst nationalism has mainly to confine itself to a narrow platform. The Englishman and the Italian may both meet in a common platform of appreciating Shakespeare's or the Bible or the Bahavad Gita, but may have widely divergent ideas on the political situation. In modern times in Ceylon, there are two schools of thought in matters pertaining to education: one to lay over emphasis on a purely technical education in English, and the other school to emphasise education in the vernacular with a nationalistic bias. Perhaps the safe path lies midway; a purely technical education in English can never satisfy the instincts and temperaments of an Eastern race like the Tamils. The Tamil craves instinctively for a religious background and tradition. To whatever religion the individual belongs his true education should lay stress more on sincere belief in one's religion rather than the observance of mere formal religious rituals and incantations. The Englishman, the Italian and the Japanese can believe Christ's doctrine and still be nationalistic. Christianity has a definite message to a Tamil student, and the teachings of Christ should never be viewed with a narrow nationalistic bias. Christ's religion helps to ennoble man, and His teachings can be assimilated into the Hindu fold, if the Hindus view religion as means of developing the Divine in man. Education for a youth without a religious background can be compared to building a ship without a proper compass. In recent times we have heard divergent views on education; but a common fallacy seems to be a want of agreement on the purpose of education. If education is necessary as a means of earning one's livelihood, then the Income Tax Department can prove that education is not quite necessary for such a purpose. Some of the biggest incomes have been derived by individuals who are barely able to scribble their signatures in any language. This so called educated gentry continuously struggle to keep up appearances and their life-energy seems to be spent in keeping up a show of a higher

er standard of living incompatible with the income derived. This creates a mental conflict in the individuals. Pretending to show oneself in a better light than one actually is, is a dangerous pastime. It produces a mental canker. The danger of imparting a Western education to those who are intellectually and physically unfit to receive such an education is very vividly shown in the great number of so-called platform orators who mistake talk for action. Talk merely ends in talk; it leads nowhere. But talk propped up by action and service is a rare commodity in this land. Rabindranath Tagore realised the danger of uttering platitudes in the Indian mind when he wrote,

"Give me the supreme courage of love, this is my prayer—

The courage to speak, to do, to suffer at thy will,  
To leave all things, or be left alone." . . . .

Education without character is useless. The courage to speak, to do, to suffer denotes character. Development of character is one of the ideals of true education, but an individual may be educated without developing the will to action. Education without the development of character produces mental enslavement. Mental enslavement in spite of education tends to take the path of least resistance in facing life's problems. The craving to secure a Government job or a post in a Mercantile Firm among a section of the student class of this land on a poor remuneration is an attitude of mental enslavement. A Government job is a safe post which paralyses the mind and tends to make it static. The many avenues opened in commercial and agricultural undertakings is avoided by the student class owing to the risks of hardwork and hard thinking. The so-called educated class avoids Manual Labour and hard thinking, but for real success in life the twin requirements are hard thinking and hard work. If the safe job is not provided for this educated class, the individuals either become platform orators or disappointed citizens; and the consequence is that the rewards of business enterprise, and manual work, are reaped by foreigners. The greatest rewards are derived from the land and its development, but the educated class leaves this to the In-

dian and the European; but nevertheless the Ceylonese parent craves for more education. A plethora of lawyers and doctors do positive harm to a country, and the bankruptcy of our education is demonstrated by the large numbers of so-called English educated youths who state that they have no work to perform, whilst less than one third of the land of this Island is only developed, and the profitable business of trade is in foreign hands.

A knowledge of English and a casual study of Shakespeare and a few elements of Mathematics, and history or geography do not constitute education; and yet our local newspapers take pride in calling this class an educated class. It may be safe to call them a 'miseducated class';— for it is a class which is ashamed and afraid of manual labour and honest hard work.

In this educated class a new problem is created by the system of education given to women of this Island. The growing girl is taught Shakespeare's *Tempest*, but unfortunately if she attempts to act the part of a *Miranda* towards a prospective *Ferdinand* the oriental society in which she lives mistakes an innocent flirtation for a serious crime. The growing girl grows up in an atmosphere of English social themes derived from English fiction, with the result, she neither makes a hard working, obedient Eastern wife nor a European wife who is a companion to her husband. The poor English educated Tamil girl drops between two stools and is a further source of unhappiness amongst this so-called educated class. Some of the problems which confront educationalists in this country cannot be solved, because the problems are peculiar to a European colonial system; but a great many of these difficulties, which face Ceylon, can be solved by allowing 'Reason' to conquer 'Sentiment.'



## PRINCIPAL'S REPORT.

*(Read at the last Prize-Giving on Oct. 26, 1935)*

Once more it is my privilege on behalf of the Directors, the Staff and the students of Jaffna College, to extend to you all a most hearty welcome to this Inunction. We accept your presence as an earnest of your interest in our progress and count you all as on the roll of our well-wishers.

You may remember that last year I reminded you of the request of the founders of Batticotta Seminary to the Ceylon Government that they give that institution a charter as a University; and that I, on the strength of that, stated what I would have been doing in the way of granting degrees, had the request been heeded. To-night I wish to repeat that performance and to suggest that I might be conferring degrees upon our speaker, Mr. Kularatne, and our prize-distributor, Dr. Carr. In that case I would be saying something like this: Mr. Kularatne, in recognition of your very marked service to the cause of education as a Principal, as a member of many educational boards, as an advocate of liberal ideas, I hereby confer upon you the degree of Doctor of Education, admitting you to all its rights and privileges. Dr. Carr, in recognition of your most devoted and unflinching labours for a record time which has resulted not only in the erection of a plant that awakens the admiration of all who see it; but also in the erection, in the hearts of thousands, of a temple of gratitude and loving regard, not built by hands; I bestow upon you the degree of Master of Arts, admitting you to all its rights and privileges.

Keats, in his Ode to the Nightingale, speaks of the song which he hears as the same heard thousands of years before by Ruth, who,

“when sick for home,  
She stood in tears amid the alien corn”.

As I launch out into this report I wonder whether some of you are not thinking much the same as did Keats; that you are to listen to the self-same notes you have heard before; and are not feeling much the same as did the Moabitish maiden in the Israelitish field—“sick for home”.

To give a bit of appearance of variety let me start out mentioning the changes in our Staff. This is something different because, as a usual thing, I am speaking of the stability, the permanence of our Staff. During the period that has elapsed since we last met here four of our teachers have left. Two of these were men of long service with us, Mr. Chelliah and Mr. Thurairatnam—and two were from America Mr. French and Mr. Sitlinger. The farewell functions for all of these gave an opportunity for expressions of appreciation for their service, so I need not dwell on it here; but it is altogether fitting there should be some official tribute in this report. The encomiums pronounced upon Mr. Chelliah, of which you may find a record in the current issue of the Miscellany, make it plain that he will have a high and enduring place in the memory of those who sat at his feet; which means a very large percent of all the Old Boys now living. As a teacher par excellence, as a master speaker, as an ever-ready counsellor, and as the first Tamil to be at the head of Jaffna College he steps down from the exacting task of teaching many periods per week, and looks about for new worlds to conquer. Mr. Thurairatnam left us in the prime of life to take up a task for which he is well fitted and to which he is evidently inclined. We rejoice in having thus fulfilled what is, manifestly, a part of our mission: the providing of men to fill posts that may arise as devolution progresses. We follow him with sympathetic interest, and with a confidence which comes from our recognition that he has filled a niche here, and filled it well.

Mr. French left us in December after two years. His effervescent, contagious enthusiasm stimulated all about him and served as an effective therapeutic for some incipient cases of carcinoma of ambition, and atrophy of will. Mr. Sitlinger went in June, having extended his stay for a year beyond the three year term and thus having compensated for the shortage in the term of Mr. French. That he did not stay longer was due wholly to him. To him, a task assigned was a task to be done, and to be well done. The importunity of the Biblical widow was little more marked than his; and the lesson he taught us of seeing a thing through is one for which we should be everlastingly grateful.

The other changes in our Staff have been in the way of additions: Mr. Handy Perinbanayagam returned after a year's absence. Mr. Theodore S. Oppenheim arrived from America in August.

Two Roosevelts have been Presidents of the United States: Theodore and Franklin D. They were enough alike; so one might think of them as relatives, as they are. But their wives are very different as you will recognise when I report what *Mrs. Theodore Roosevelt* once said. It was that a married woman should have her name in the papers twice during her married life: once when she is married and again when she dies. Whether she was right, or the present *Mrs. Roosevelt*, we may not decide, but doubtless you will agree we treat our teachers, in the matter of publicity, much as *Mrs. Theodore Roosevelt* thinks married women should be treated. We mention them only when they leave or come, while there may be much more deserving things than either coming or leaving. If they are not mentioned, you must not conclude they are not doing good work any more than you should conclude from the absence of wires in Babylon that they had wireless telegraph in those days. Rather you should think that in the life of a teacher, as in the life of a nation, it is a blessing to have no history.

Permit me to say a few words in general of our Staff. They are many of them at a period when they are capable, from years of experience, of doing a very high grade of work. I cannot make any blank statement that will send them all forth 'trailing clouds of glory'; but may say they are, as a Staff, doing their work faithfully.

In our weekly meetings by classes or subjects, and in our monthly meetings in the Round Table we seek for interchange of ideas on the progress of the pupils, methods of teaching, and topics of interest from a wider field. These are supplemented by occasional meetings of the Teachers' Associations and recently by the valuable conferences held under the auspices of the Divisional Inspector. In our Library is a stock of books and magazines on education available for those who would keep in touch with the best educational literature.

Some of our teachers are studying to better equip themselves and I have great pleasure in announcing to-night that Mr. C. A. Gnanasegaram has passed the London B. A. in the second division.

*The Students.* Our student body has grown a bit, so we are over the 500 mark now. The tendency, noted last year of growth in the upper classes, continues, with the result that our Matriculation and Cambridge Senior classes are very large. There has also been a slight increase in the Lower School.

There has also been a corresponding increase in our Boarding, though there is still the tendency to travel further morning and evening in order to board at home. Parents and children in Jaffna seem to be very strongly attached, for, in the case of boarders, there is constant pressure on the part of both, for permission for the students to spend the week ends at home. Even the Old Boys who extol the old custom of compelling all students to be boarders and remain at the College, clamour, with the rest, for this home-going of their sons.

#### *Students' Activities. Examinations.*

In examinations we fared badly in December, getting only 9, which is a low water mark for us for a long time. We really should count with these the 4 who passed the London Matriculation in January. Even this total of 13 is not very impressive. Our Junior was nearly as bad, as we got only 15 there. No doubt we have an alibi in the fact that the chickenpox epidemic struck down a number of our likely candidates. However, we heaved a sigh of relief and noised a psalm of praise when the June results came showing we had passed over 80 per cent, one of our best records and a record that put us well out toward the front among all who took this examination. Our results for the Inter have not arrived yet, but last year we did fairly well getting 3 each in Arts and Science.

#### *Sports.*

Co-operation is a magic word in these days, but too often we stop with the word. It is my pleasure to-night to report to you a very recent instance where our students lived up to the full meaning of

the motto 'opera non verba'. Yesterday morning, when announcing the Football match to be played in the afternoon, I said to the team, "Remember there is a prize-giving tomorrow night and the Principal must make a report." They understood and made my task this evening much easier by defeating the opponents, St. John's, 2 to 1, in a well contested match. What the outcome of the season may be it is too early to report, though I may say that of the three games already played three have been won. I may, however, report this: as last year we lined up our victorious Cricket eleven on this platform, we might this year line up the victorious Foot-ball team of last season and thus revive your memories of those thrilling last minute victories. Perhaps it is as well, however, not to make such exhibitions annual. There is too much truth in the generalisation attributed to Solomon: "Pride goeth before destruction and a haughty spirit before a fall" for this to be safe. In fact, our disappointing showing in Cricket last March may be cited as an instance for establishing the wise man's induction.

As in Cricket, so in Athletics, we made a poor showing though we had some very good performers. These games, and the preparation for them, surely are revealers of character. Whether they are developers of character depends entirely upon the way they are carried out and the way the individual performers enter into them.

#### SCOUTS.

The revival in Scouting, reported to you last year, turned out to be a permanent awakening. We are now reminded of the days when Scouting was at a high pitch in Jaffna College, under the inspiring guidance of the Old Boy who is now the Northern Province Scout Commissioner. The close bid of our troop for first place in the recent contest, held at Old Park, is an indication of what is being done. The visit of Sir Ramaswamy Aiyer, at the time of his presence in Jaffna for the delivery of the Sir Ponnampalam Ramanathan Memorial Lectures, with the revelation that he was an Eagle Scout and thoroughly believed

in the Movement, has given a new impulse to the already prospering Troup.

#### COURSE OF STUDY.

Along with many other Secondary Schools we have been shifting from the Cambridge to the London Matriculation Examinations. This December is likely to see the shift completed and to mark the close of a quarter of a century's connection with Cambridge. From an educational point of view there seems to be no very good reason for the change, but from a practical point of view it appears the right move. The London Matriculation course will fit in a bit better with our work in the higher classes, the Inter Arts and Science.

Regarding our work in the Inter classes it seems that the University College authorities are coming to believe that Secondary Schools should do something in the way of post-matriculation work. It is a welcome sign. We may expect that they will come to see that there is need, not only that some do this post-matriculation work, but that a few do Inter work. This will relieve their congestion and give an opportunity for those who cannot take the University course, as a whole, or even in part, to get a start on an Inter course outside the University College. But the immediate reason for this suggestion is the necessity that some candidates who pass the London Matriculation should get more training before they go to University College.

This leads us to consider another phase of the situation: The whole relationship of the Secondary schools to the University, that is to be, as well as to the University College that now is. We may indulge in the hope that this relationship will come to be one in which the Secondary Schools are given a very large freedom in determining their own course. One of the evils of the external examination system is that it creates a situation in which the course to be taken is imposed from without. This is undesirable. The Secondary Schools should determine their own course of study and training; and the examinations should be set to fit the course, rather than the course be set to fit the examinations. This is the

distinctive trend in American education in these days and the recent movement by several Universities in Great Britain to recognise certificates, or some sort of certification, by the heads of Secondary Schools, as qualifications for admission, is along the same line. It is encouraging to see some evidence that our University College people are thinking much the same, for it has been intimated that in selecting the entrants the recommendation of Principals would be taken into account. This would be a most desirable addition to the suggestion of our representative in State Council, who is also one of our Directors, that detailed results should be consulted.

Those who are interested in getting the Secondary Schools to move away from the regular course of study they now have, and want it to get out of the present groove, would do well to consider whether they should not heartily advocate this new relationship between the University College and the Secondary Schools.

To make this revolution complete there should be some general recognition in Government and business circles of certificates given by the Principals of Secondary Schools. When this is done we may expect to see schools branching out with much more boldness into the deep of an enriched and diversified course of study.

To make the revolution still completer there should be, of course, a University in Ceylon. With the coming of the University we will have laid the corner stone of an educational system which will fit this land, if that stone is well and truly laid.

#### OUR PLANT.

Occasionally I read, in print, something I have said or written. This is a dangerous procedure; one is likely to get Quetta shocks from it. Things seem so different on the printed page, even if the record is correct. Then there is the chance that the printer's devil has been busy. I had an illustration of what must have been the work of the latter the other day when I turned to the Principal's Notes in the Miscellany. There I read "The College House must be amorphised into a form that will bring it into con-

formity with the rest of our buildings". That word amorphised looked and sounded a bit strange. I couldn't recall having written it: I couldn't even remember having seen it: I wasn't able to figure out what it or the sentence might mean. At last it dawned on me that something had been omitted. There should be a 'met' there: the thing needed for the College House was that it should be *metamorphised*. Of that I need not stop to convince you. Perhaps I do need to assure you that order will ever come out of the present seeming chaos and that some day you may see a two-storey frontage, similar to that of Ottley Hall, on the *East*; and a one storey, flat parapetted roofed ell or wing running to the West, and *facing* the North; which will contain quarters for the Y. M. C. A. Let me warn you that this consummation is not to be expected in the near future unless those who subscribed to the Jubilee Fund recover from the blow dealt them by the depression and send in their subscription.

The other big feature of our metamorphosis during the past year has been the continuance of the stupendous task of filling Cooke field. That is nearing completion, so that we are about to be provided with a field that will be quite adequate to our needs and enable us to carry out a full athletic program for all the students.

There are many other minor improvements in our plant that involved a considerable expenditure though not making much of an impression upon the casual observer.

#### RELIGIOUS ACTIVITIES.

There is no lack of religious instruction or of spiritual and moral exhortation in Jaffna College. Week in and week out, day in and day out, at morning chapel, Sunday services, daily and weekly Bible classes, the students have placed before them high ideals and have expounded to them the principles and the fundamentals of our Christian faith. Fortunately in this we have our own pastors, pastors from other Churches, teachers from schools, and people of many kinds from the broader world, India, Europe and America. This year has brought us an unusual number



of outsiders including Dr. Jones, Miss Margaret Wilson, Mr. Robert Burns, Miss Wilhelm, and many others.

There is too an attempt made to give an opportunity for activity in religious matters on the part of our students and teachers. The carrying on of several Sunday Schools, the support of the work on the Island of Elayative, the Social Service within our own walls in the little ministries of boy to boy, the helping of various Churches in many ways are forms of student activity. Among the part played by the teachers we may mention that four of our number are serving on the Executive Committee of the Council, one of them is Chairman of the Committee of Work for the Young, many of them are in Church Committees, several of them conduct services from time to time, and one of them is the Editor of the "Morning Star", through which the Church finds a means of expression to the community.

With the completion of the new Y. M. C. A. quarters we expect to have a suitable small chapel which will serve as a quiet place for boys who wish to step aside for a period of communion; and may be used, also, for small devotional meetings. We now have such a room in this building.

### *Affiliated Schools.*

Our Affiliated Schools have had a good year. In numbers we have evidently reached the turning point and are again, on the up-grade. In successes in the examinations they have done remarkably well in certain cases, one school getting 10 passes out of 11 sent in; another 11 out of 13; another 7 out of 12; another 11 out of 28; another 3 out of 3; another 1 out of 3; another 2 out of 6; another 4 out of 9.

In the case of one school, after reading the Inspector's report I was able to write to the Headmaster that it made pleasant reading. That is something to say of the report of an Inspector. There are, as a usual thing, too many strictures for one not to wince under the stinging blows and not to find the experience of going through the report something other

than pleasant. This case was not alone, however, in the past years' experience.

Another feature of the work of our Affiliated Schools, to be noted, is the record of those who come from these schools to Jaffna College. We find some of them excellent material. No doubt that is partly due to the fact that they are the elect from the whole number. Whatever may be the cause, the total achievement is something worthwhile supporting.

This generally good work in our schools may be expected from the type of men we have, serving as Headmasters. They are, in most instances, men of long experience and of devotion to their task.

During the last year, Mrs. Canagaratnam of the Driberg English School departed this life and left a great void. Few have been more efficient and none more beloved. We have suffered one very severe loss by her death in the ranks of our Affiliated School teachers.

Mrs. Chinnappah has been appointed to take the place of Mrs. Canagaratnam and bids fair to fill it well.

Mr. S. J. K. Hensman has retired from the Tellippalai English School after 15 years' service in various schools. For a time he was in the Lower School of the College. Wherever he has been, he has been one upon whom we should rely to do most painstaking work. There was no chance for any Inspector to catch him with his work shabbily done.

Miss Philips of the Manipay Memorial English School, who has gone to take a course in the Training College, has been succeeded by Mrs. R. Hensman. At Tellippalai Miss Bissell was succeeded by Mrs. K. Somasundaran.

### *Our Old Boys.*

I lack the temerity to launch out into any detailed report of the achievements of the Old Boys of Jaffna College. Tomorrow morning some one of them might appear at my front door with a shot gun, ready to execute me for leaving out his name. The number of those who have been promoted is legion.

Further, were I to make such a chronicle it would be a very incomplete record of achievements. They have been growing in their own sphere without any promotion to show the world. It may be that many a tadpole has developed into a frog though he has made no spectacular leap. It must suffice to set down here my growing satisfaction with the way our Old Boys are performing their tasks and meeting the tests put upon them by the matter of fact world. There is a man in the Government service; there is another in the University College; there is still a third in the profession of law; a fourth in the ministry; a fifth in the role of teachers, all of whom come back to call their Alma Mater blessed.

I am constrained to speak of a marked scholastic achievement of one of our Old Boys, the report of which came but two days ago. Ampalavanar Vytialingam of Araly, who was a student of the College, for many years and passed the Cambridge Senior Examination from here, has gained high distinction in the University College, having passed the B. Sc. (Honours) in Mathematics, first class, thus winning the scholarship for study in England. This was not unexpected to those who have been watching him in his studies in Jaffna College, and University College, where he has won the University Entrance Scholarship and the Khan prize for Mathematics and has been appointed visiting lecturer.

To this marked achievement of Vytialingam we may add, because it is so recent, having been announced in this morning's paper, the names of four of our boys who passed the Intermediate from Jaffna College and have now passed the B. A. or B. Sc. from University College:—Snppliah Saravanamuttu B. A. (Hon. in Math.), Kandiah Sivarajah, B. A., Kanapathippillai Sittampalam, B. A., Veluppillai Thamboo, B. Sc.

I should make mention of some who have answered the summons to join.

“The innumerable caravan, that moves  
To that mysterious realm, where each shall take  
His chamber in the silent halls of death.”

George G. Lee, Esq., teacher in Mission Schools

in India and Ceylon died January 28.

J. C. Stickney, Esqr., 22 years a teacher at the Udaivil Girls' Boarding School, died February 14.

M. S. Joseph, Esqr., M. A., B. D., Principal of Jayu Tutorial College and formerly teacher at Trinity College died May 25.

J. M. Dharmaratnam, Esqr., Assistant Inspector of Schools, died June 5.

Rev. Daniel S. McClelland died on June 16, (after being for nearly half a century in the ministry of the Methodist Church, and serving in every station of the North Methodist Circuit.)

K. Kandiah, Esqr., Preacher of the S. I. U. C., and a teacher died October 5th.

"When I consider life and its few years -  
 A wisp of fog betwixt us and the sun;  
 A call to battle -and the battle done  
 Ere the last echo dies within our ears;  
 A rose choked in the grass, an hour of fears;  
 The gusts that past a darkening shore do beat;  
 The burst of music down an unlistening street,--  
 I wonder at the idleness of tears,  
 Ye old, old dead, and ye of yesternight,  
 Chieftains and bards, and keepers of the sheep,  
 By every cup of sorrow that you had,  
 Loose me from tears,--and make me see aright  
 How each hath back what once he stayed to weep;  
 Homer his sight, David his little lad."

*Do not worry over your own actions; once you have done your best, accept with indifference the criticism of others. Don't ever explain. Don't ever complain. There is your receipt for happiness.—*

Andre Maurois.

**LIST OF PRIZE DONORS FOR 1935.**

<i>Name</i>	<i>In Memory of</i>
1. Dr. K. Rajah	Mr. W. E. Hitchcock
2. Mr. C. H. Kadirvetpillai	Dr. Hastings
3. Mr. T. C. Rajaratnam	Rev. G. G. Brown
4. Mr. T. Arumainayagam	Mr. Allen Abraham
5. Mr. K. T. Kanagarayer	Mr. E. A. Kingsbury
6. Dr. T. Kulnayagam	Rev. J. K. Sinnathamby
7. Mr. A. S. Paerairavar	Mr. Allen Abraham
8. Mr. J. S. Ambalam	Mr. Allen Abraham
9. Mr. M. M. Kulasegaram	Rev. G. G. Brown
10. Mr. P. J. Thambiratnam	Mr. L. S. Pouniah
11. Mr. A. R. Subramaniam	Mr. Allen Abraham
12. Mr. B. K. Somasuudram	Rev. J. K. Sinnathamby
13. Mr. P. Vythialingam	Rev. R. C. Hastings
14. Mr. T. S. Selviah	Rev. R. C. Hastings
15. Mr. R. T. Chelliah	Mr. T. P. Hudson
16. Dr. S. W. Ratnesar	His brother Ratnesar died while studying at Jaffna College
17. Dr. S. K. Chinniah	Mr. W. E. Hitchcock
18. Mr. C. Cumarasuriar	Rev. Samuel Howland
19. Miss A. Hudson	Mr. T. P. Hudson
20. Mr. S. R. Arianayagam	Mr. T. P. Hudson
21. Mr. K. Kanagaratnam	Rev. G. G. Brown
22. Mr. J. A. J. Tisseveera- singhe	Mr. Henry Martin
23. Mr. V. C. Katheravelu	Dr. Howland
24. Mr. K. T. Chittampalam	Rev. G. G. Brown
25. Mr. R. C. S. Cooke	Scouting
26. Mr. L. G. Edward	
27. Mr. A. S. Kanagaratnam	



## Second Form B.

K. Kulathungam	Latin
P. Kanagaratnam	Scripture
A. Poopalasingam	Tamil

## First Form A.

M. Sarasvatby	General Prof., Mathematics, Tamil
Jacob George	General Proficiency, Geography
K. Nadarajah	General Proficiency, English.
C. Sivasubramaniam	English 11.

## First Form B.

D. Nesaratuam	General Proficiency, English 11, Tamil
N. Selvarajah	General Proficiency
A. Paramalingam	Mathematics
J. Jesudasan	Mathematics 11.
B. Selvarajah	Geography
K. Sabaratnam	Tamil 11.

## Std. V. A.

N. Savundranayagam	General Proficiency
M. Kandiah	Arithmetic
S. Kandiah	Arithmetic 11.
K. Rajaratnam	Writing
B. Rajadurai	Writing 11
C. J. Rasanayagam	Tamil

## Std. V. B.

R. Thevarajah	General Proficiency
C. Muttukumarasamy	Arithmetic, Writing 11.
S. Parameshwaran	Writing

## Second Year A.

K. Kumarasamy	General Proficiency, English, Arithmetic Scripture, Tamil, Writing.
K. Rasammah	General Prof. English 11, Scripture 11.
S. Balakrishnar	General Prof. Writing 11
K. Kailasanather	Arithmetic 11.

## Second Year B.

Ruby Appadurai	General Proficiency, English, Scripture, Tamil, Writing.
K. Selvarajan	English 11, Writing 11.
S. Kanagaratnam	Arithmetic, Drawing.
A. Velupillai	Arithmetic 11.
S. Ponmanay	Scripture 11.

## First Year A.

A. Navaratnam.	English, Scripture.
S. Balaraman	Arithmetic, Scripture 11.

## First Year B.

K. Selvaratnam	Arithmetic.
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## Perfect Attendance

## Senior

E. Jeyaveerasingam
A. Thirusittampalam

## Pre Senior A.

S. J. Ratnasingam
S. Manickasingam
K. Kandasamy

## Pre Senior B

N. Nadarajah
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## Junior A.

K. Sivagurunathan
D. A. Nicholas
M. Rajasingam
K. Kathiravetpillai

## Junior B.

N. Rangunather
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## III. A.

S. Rasanayagam
M. Balasingam
N. Jeyaratnam
V. Kulasingam



## III. B.

K. Navaratnam  
S. Nadarajah

## II. A.

Raju Cooke  
N. Arumugadasan

## II. B.

M. Edirveerasingam  
C. Nadarajah

## V. A.

Monie Elias.

## Special Prizes.

DECLAMATION	Lower School	K. Selvarajah
	Forms	R. Thevarajah
	Junior	A. Navaratnam
	Senior	R. Y. Fitch
ORATION	Tamil	M. Sebaratnam
DECLAMATION	Tamil	Edwin Rajah
BEST SCOUT PRIZE		K. G. George
Scout Inter Patrol Cup—	"Peacocks" Donated by Mr. L. S. Williams.	

## Inter-Class Sports.

Cricket Shield	Inter Science.
Football Shield	London Matric.
Track Shield	London Matric. A.
Basket Ball Cup	London Matric.
Thatchie Cup	Junior B.
Volley Ball Shield	Senior
Senior All-Round Shield	London Matric. A.
Junior All-Round Shield	Second Form A.

**Crest Winners.****Cricket.**

Rajanayagam, S.  
Abraham, T.

**Football.**

Beadle, S.  
Kengaratnam, C.  
Chelliah, S. V.  
Sivarajah, S.  
Devan, C. S. B.  
Muttucumaru, M.  
Brodie, P.

**Track.**

Thaliasingam, T.

**Cricket Prizes**

Batting Prize	W. T. Hunt
Bowling Prize	Victor Williams
Fielding Prize	M. Muttucumaru
All-Round Prize	W. T. Hunt

**Special Prize:-**

Century	S. Rajanayagam
50 Runs	George Evarts

**Athletic Sports**

Senior College

Champion: W. T. Hunt

Intermediate

Champion: Muttucumaru, M.

Junior College

Champion: Raju Cooke.

**THE PRIZE-GIVING**

The Annual Prize-giving took place on Saturday, the 26th October at 6-30 P. M. in the Ottley Hall.

The Principal presided, and those accommodated with him on the platform were Dr. (Miss) I. H. Curr, Mrs. Bicknell, Mr. P. de S. Kularatne, (the speaker of the evening), Mr. W. Duraiswamy, Mr. J. V. Chelliah, Mr. T. H. Crossette, Mr. K. S. Arulbandhy, Rev. G. M. Kanagaratnam, Rev. R. C. P. Welch, Mr. S. C. Arnold, Mr. C. H. Cooke and members of the College Staff.

The proceedings began with prayer by the Rev. G. M. Kanagaratnam, after which the Hymn "Now

thank we all our God," was sung by the College Choir. The Principal's report followed this. (This is published elsewhere in this issue).

After the reciting of a poem by Mas. K. Selvarajah of the Lower School, the prizes were distributed by Dr. (Miss) I. H. Curr. The president then called upon Mr. P. de S. Kularatne, the principal speaker of the evening, to address the gathering. (A report of this speech appears elsewhere in this issue.) Mr. T. H. Crossette, one of the oldest Old Boys present, proposed a vote of thanks to the chief speaker and to Dr. (Miss) Curr, who distributed the prizes. Mr. Thilliampalam, an Old Boy from Kuala Lumpur, seconded the vote.

The proceedings terminated with the singing of the College Song and the National Anthem.

*It is a pleasure to stand upon the shore and to see ships tossed upon the sea; a pleasure to stand in the window of a castle and to see a battle and the adventures thereof below; but no pleasure is comparable to the standing upon the vantage ground of truth, and to see the errors and wanderings and mists and tempests in the vale below—so always that the prospect be with pity and not with sicelling and pride.*

Francis Bacon.

## THE BROTHERHOOD

DATE	CHAIRMAN	DEBATE	PRINCIPAL <i>AFF</i>	SPEAKERS <i>NEG</i>	RESULT
5. 10.	K. Sithamparapillai	That native medical treatment is preferable to English treatment.	T. Saravanamuttu D. Danforth	S. Rajaratnam W. N. Paul	Negative won
12. 10.	A. Kulasingam	As civilization advances poetry necessarily declines	C. Sivapragasam K. G. George	P. Samuel	Negative won
9. 11.	V. Vanniasingam	The Cinema is detrimental to students.	R. Y. Fitch. K. E. Thambiraja S. Kularatnam	D. T. Wijeyanathan	Negative won

S. Rajanayagam,  
Secy.

## THE LYCEUM

After the few changes that have been introduced into the programmes of our meetings there is more interest and enthusiasm shown by the students. Now many of our meetings are presided over by students, and the Patron forms one of the audience. The following are some of the subjects discussed in the meetings:-

Ceylon should be given self government.

Foreign liquor importation should be stopped.

பெண்கள் கல்வி வகைகளில் பெருகவேண்டும்.

Co-education should be encouraged in Jaffna College.

The study of Tamil should be given first place in Jaffna schools.

Vegetarianism is preferable to meat-eating.

Eastern ladies should not follow the style of Western ladies.

Foreign rule has not been beneficial to Ceylon.

கல்விச் செல்வம் பொருட்செல்வத்திலும் மேம்பட்டது.

Inter-Collegiate sports in Jaffna should be abolished.

Development of the mind is better than that of the body.

The Pen is mightier than the Sword.

கமலத்தொழில் எழுது பாடசாலைகளில் அபிப்பிராயிக்கப்பட வேண்டும்.

The present situation of Jaffna College is ideal for education.

S. SABARATNAM,  
Hony. Secretary.

## THE ROUND TABLE

Three meetings were held this term.

- 25th. Sept., 1935. Mr. A. M. K. Camaraswamy, B. Sc., spoke on "Caste, its Origin and Cure".
- 16th. Oct., 1935. This meeting was postponed owing to the death of Mrs. T. P. H. Aralam-palam, wife of one of the members.
- 13th. Nov., 1935. Miss L. G. Bookwalter, M. A., spoke of her impressions of America during her recent visit.
- 4th. Dec., 1935. Mr. K. A. George, M. A., (a member) spoke on "Relativity."

A. M. BRODIE,  
Hony. Secretary.

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## LATEST ADDITIONS TO THE LIBRARY

1. *Woolf, Leonard*. Imperialiam and Civilisation (Presented to the Library by Mr. K. Sivasangaran, Karaveddy.)
2. *Nevins, William*. Elements of Logic (தமிழ்மொழி) (Presented to the Library by Mr. K. Sivasangaran, Karaveddy.)
3. *Thillayampalam, Miss E. M.* Introduction to Biology (Presented to the Library by the Authoress.)
4. *Parker, H. Tr.* Village Folk Tales of Ceylon, Vol. 1, 2, and 3.
5. *Evans, B. I.* etc. Eds. Selections from Coleridge.
6. *Saunders, K.* A Pageant of Asia: A study of three civilisations.
7. *Westaway, F. W.* Endless Quest: Three Thousand Years of Science.

8. *National Geographic Magazine*, bound volumes:  
 April, May, and June 1934.  
 July, August and September 1934.  
 October, November and December 1934.  
 January, February and March 1935.  
 April, May and June 1935.
9. *Christananda*, Swami J. N. *Mysticism*.
10. *Christananda*, Swami J. N. *The Divine Orchard*  
 (40 meditations for  
 Lent.)
11. *Kothiravatpillai*, C. W. Pub. *Logic* (தரிசுநெயர்) (Presented to the Library by Mr. C. H. Cooke, J. P., Jaffna.)
12. *Lloyd George* by Mr. Punch with an introduction by W. Algenon Locker. (Presented to the Library by Mr. A. M. Brodie.)

Donors are heartily thanked for their gifts to the Library.

## THE SCOUTS

This term has been the busiest during the lifetime of our troop. We are sorry to record the loss of the Troop Leaders, J. Samuel and K. S. Manian, who left us. K. G. George fills the place of T. L. now.

As previously announced, our Inter-Patrol competitions were held at Thiruvadinilai on the 20th and 21st September. The competitions were well organised and carried out successfully. The "Peacocks" won the 1st prize, while the 'Lions' were runners up. Our thanks are due to Mr. L. S. Williams for having kindly donated a Cup for the 1st prize, and to K. Sivasubramaniam for the runner-up cup.

We also took part in the Inter-Troop competitions and came out a close second to Hartley College.

During the course of the term eight of our Scouts won their Second Class badges, one the First Class.

and three their Proficiency badges. We have now formed ourselves into three Patrols.

The Cup Pack was started under the leadership of C. Sivapragasam and it came out second in the Inter-Pack competitions.

Our congratulations to K. G. George for winning the prize for the best Scout. We thank Mr. R. C. S. Cooke for the prize.

We welcome heartily Mr. T. S. Oppenheim as our Scout-Master.

A. T. VETHAPARANAM  
G. S. M.

## OLD BOYS' DAY

Saturday the 26th October was Old Boys' Day.

The celebrations began with a Thanks-giving Service at 10.30 in the morning conducted by the Rev. S. Kulandran at which there was a fair gathering of Old Boys present. Nearly a hundred sat to lunch in the College Dining hall, at which a very pleasant time was spent.

At 3 p. m. the business meeting of the O. B. A. was held in the Otteley Hall, presided over by the President, Rev. J. Bicknell. Among other things it was decided to fix the Old Boys' Day on a Saturday in July and independent of the College Prize Day.

The following officers were elected for the ensuing year:—

<i>President:</i>	The Principal, <i>ex-officio</i> .
<i>Vice-Presidents:</i> —	Messrs K. Balasingham, J. V. Chelliah, T. C. Rajaratnam and K. Kanagaratnam.
<i>Secretary:</i> —	Mr. B. K. Somasundaram.
<i>Treasurer:</i> —	Mr. J. P. Ponnampalam.
<i>Additional Members of Committee</i> }	Messrs S. K. Kanaganayagam, T. Arumainayagam, A. M. Brodie, and Rev. S. Kulandran.
<i>Auditors:</i> —	Messrs R. C. S. Cooke and I. P. Thurairatnam.



Then the Principal and Mrs. Bicknell were At Home to all Old Boys at their bungalow.

The *grand finale* to a great day was a Soccer match between the retired champions of the Soccer field and the present boys. The amusing antics and joyful gyrations of the elders must have interested the youngsters and the match ended in a draw.

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## OLD BOYS' COLUMN

(The Editors will be thankful if Old Boys of Jaffna College will communicate to them news about themselves or their friends for this column).

*Messrs C. A. Gnanasegaram, K. Sittampalam and K Sivaraman* have passed the B. A. Examination of the London University.

*Mr. A. Vaidialingam*, whose photograph appears as the frontispiece of this issue, has won a Scholarship as a result of his passing the B. sc., examination with First Honours in Special Mathematics. He is at present visiting lecturer of Mathematics at the Ceylon University College.

*Mr. S. Saravanamuttu* has gained Honours in English in the last B. A. Examination.

*Mr. T. Thampoe* has passed the B. sc. (London)-

*Mr. A. Thangarajah Saravanamuttu* has been appointed District Engineer, Pallai.

Our congratulations to Rév. and Mrs. William Joseph on their reaching the twenty-fifth anniversary of their marriage.

*Mr. P. T. Cooke*, has been appointed Agriculture Instructor for the Jaffna East Division.

The following Old Boys have passed the following examinations.

### LONDON INTER ARTS

- C. Arasaratnam
- C. Nitkunanathan
- S. K. Gnanamuttu
- C. Nagaiah
- V. Salliah

N. Vijayadharma  
 C. E. Rajasingham (Referred in Logic)  
 INTER SCIENCE

T. Sabaratnam  
 Rajakone Winslow (Referred in Chemistry)  
 S. Rajaratnam (Referred in Botany)  
 • Ratna Cooke (Referred in chemistry)

The death occurred of Mr. K. Kandiah, Preacher, J. C., S. I. U. C. on the 5th of October.

Our congratulation to Mr. V. Somasundram of the Irrigation Department, Rediyagama, on his marriage with Miss Ladchapathy Rajah.

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## PRINCIPAL'S NOTES

The decision to discontinue the Cambridge Senior and Junior examinations next year terminates a long experience with these examinations. As examinations go these have been fairly satisfactory. The substitution of the London Matriculation examination appears to be very logical as well as fashionable. Whether we may take some other examination in place of the Cambridge Junior, and, if so, what, is still unsettled.

Mr. Cumaraswamy's address to the Round Table on Caste was a reminder that much remains to be accomplished in that direction before we can say we have no caste problem. It is good to see that some cannot rest at ease so long as there is so little progress towards the elimination of such distinctions.

The speech of Mr. Kularatne at the Prize-Giving has stirred up considerable discussion. Until we tackle the question of our whole educational system we can make no satisfactory progress towards meeting the needs of the Island.

The visit of the four Negroes, Prof. and Mrs. Thurman and Rev. and Mrs. Carroll, was stimulating and gave an opportunity to see what some of these people have been able to do in the way of cultural development.

As the Principal writes, the monsoon is blowing a gale and there is a torrential down-pour of rain. One

of the coconut trees in the quadrangle has fallen to join many of its former companions. The upper dormitories are too wet for the boys tonight; so they will be moved into Otley Hall where they will be very snug.

We were fortunate to be able to get Sir, Ramaswami Aiyer to speak at the College while he was in Jaffna giving the Sir Ponnambalam Ramanathan Memorial lectures. If plans do not miscarry, we are assured by Lady Ramanathan and the Principal Nadesapillai that Jaffna College will be given the privilege of a visit from these lecturers in years to come.

The electric lighting system has been extended, so there will be some ten more houses in Vaddukkoddai supplied. To realize what a blessing this is, one needs but to recall the days when in the monsoon wind we were kept busy trying to keep our kerosene or gas lights up to a candle-power by which we could do any reading.

November is the month of many inspections, three of the Affiliated Schools, Drieberg, Atchuveli and Uduppiddy and the triennial inspection of the College.

Two visitors of the American Board are expected in Jaffna next term. Dr. Hugh Vernon White, a Secretary of the Board, is to arrive on the 21st of Jan. and remain until the 24th. Dr. Alden H. Clark, Secretary of the Board and Secretary of the Trustees of Jaffna College, will arrive about the 25th of Jan. and stay until the 7th of Feb.

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*If people do not know much do not laugh at them,  
for everyone of them knows something that you do not.*

A Gipsy Proverb.

## EDITORIAL NOTES

(Only the Editors are to be held responsible for views expressed in these notes.)

### *Mr. Kularatne's Address*

We publish elsewhere the full text of the address delivered by Mr. P. de S. Kularatne at our Prize-Giving this year. Neither Mr. Kularatne nor his views need any commendation from us. That Mr. Kularatne's best energies have been dedicated to the cause of Education, all of us know. Hence there is nothing amateurish or half-baked about the views he has set forth. To any one who reads between the lines, it is clear that what Mr. Kularatne demands by way of an educational policy is his barest minimum. The worth of his contribution is enhanced by his studied modestation.

Our Educational Policy is verily chaotic. Some one, who had been particularly cruel to his deceased wife, is tormented by a conscience that refuses to be quieted. What does he do to make atonement? Why, of course, he builds a Tamil School to perpetuate her memory and to bush his own. In the same village there dwells another far-seeing magnate, who knows, that, some six years or so hence, when his numerous friends and well-wishers present a petition to the Governor urging his claims for a Muhandiramship, they must have something substantial to mention. So he goes and builds another Tamil School. Now comes a third, who regards these two philanthropists as upstarts who have no status in his village. So he mortgages all he has and starts another school. Then some Denomination discovers with horror that there are in this village three children who profess its faith, and whose spiritual needs are not paid any heed to, for the three existing schools are run by other Denominations. So they go and start another school specially to serve the needs of these three children. So the game goes on merrily and the State must subsidise all of them, for is not the State pledged to Religious Neutrality?

The foregoing is no doubt a caricature. But any one who has watched the rise, decline and fall of

schools in our country must see how alarmingly near the unvarnished truth, the caricature is. Whether all Education should be controlled by the State is too big a question for us to enter into, in these brief notes. But a final coordinating agency with a definite Philosophy of Education and having, at its command, the resources of the nation is utterly indispensable, if anything like a National Educational Policy is to be devised and pursued.

“And Life is Colour and Warmth and Light  
And a striving evermore for these”

So sang Julian Grenfell. If this be Life, how few there be that find it? For Education that alone can lead man to life is even now the privilege of the few. Warmth and colour and light are to be found only in schools attended by children whose parents are able to pay for the warmth and light, etc. But children coming from homes, where life is synonymous with squalor and want and dirt and drabness, are to be satisfied with a perfunctory education, where no effort is made to remedy the serious impoverishment which the child brings with him to school through no fault of his own. Private philanthropy is too eccentric a factor to be allowed to determine the happiness of such a large number of our children. Here at least, in the domain of Primary and Kindergarten Education, state initiative and a nation-wide organisation of Education are imperative.

### *Caste and its Cure.*

Mr. A. M. K. Cumaraswamy's article on “Caste and its Cure” is a thoughtful contribution on the outstanding social evil of our land.

While ancient Varnashrama Dharma is a natural and scientific economic adjustment, modern caste is a monster of degeneracy, surviving by the inertia inherent in all human institutions, and artificially bolstered by people, who somehow are unable to see that the Sabbath is always made for man and never man for the Sabbath.

Ancient Varnashrama Dharma had a four-fold division of men, corresponding to the natural division in any human Society—(1) The Priests and intel-

lectuals (2) The warriors (3) The Traders (4) The manual workers. Even the injustice of allowing birth to determine the work one was to do in life, was, if scholars like Sir Radhakrishnan are to be believed, softened by the flexibility of the principles that governed the relationship between castes.

Sir P. S. Sivaswamy Iyer in his Kamala Lectures, on the "Evolution of Hindu Morals Ideals," does battle with the Sanatanists who claim for the Hindu Dharma Sastras an inspiration, plenary and absolute and a validity that defies time. In the course of these lectures after exposing the illogical and irrational attitude of these champions of obscurantism and orthodoxy, Sir Sivaswamy Iyer points out the lines along which his countrymen should advance, if they would remain faithful to their past and at the same time take into account the imperative needs of the present and the future.

#### *Chinnathamby Pulavar.*

All great Literature contains two elements—one universal, the other particular—; some thought or emotion that is for ever true is caught at a particular moment and in a particular setting. Although the universal element is, philosophically speaking, the more valuable, from an aesthetic point of view, the particular is the more potent. The 'Local Habitation and the name, have a power which few can resist. 'Hardy's Wessex' Novels are accompanied by elaborate maps depicting the different towns and hamlets where the scenes of the stories are laid. We who have gone to English Literature for our delights have missed something vital. The place, names and their associations, references to local customs and folk-lore were all lost to us. The throb that an Englishman must feel when he learns that the Hero whose career he is following with breathless interest comes from the same Public School as himself, foreign readers can never experience. The present writer's memory goes back to the time when he read of 'Faber' pencils and 'Palmer' tyres in Sherlock Holmes and to the uncontrollable excitement he experienced when he saw in a book, the names of those two articles, with which he was familiar. Unfortunately, even the Tamil

Literature one reads has an Indian setting and an Indian atmosphere. These however near home, are yet not home itself.

Speaking of Sarojini Naidu's early adventures in English verse, Edmund Gosse says, "The verses which Sarojini entrusted to me were skilful in form, correct in grammar, and blameless in sentiment, but they had the disadvantage of being totally without individuality. They were Western in feeling and imagery. I am not sure that they did not even breathe an atmosphere of Christian resignation. I laid them down in despair. I advised the consignment of all that she had written in this falsely English vein to the waste paper basket. I entreated her to write no more about Robins and Skylarks, in a landscape of our midland counties, with the village bells some where in the distance, calling the parishioners to church, but to describe the flowers, the fruits, the trees, set her poems among the mountains, the gardens, the temples, to introduce us to the vivid populations of her own voluptuous and unfamiliar province."

Chinnathamby Pulavar, the subject of an article, by Mr. K. Sabanathan is a poet of Jaffna. His works are set amidst the scenes of rural Jaffna. Kalvalai in Chandilippay and Paralai near Chulipuram furnish the back ground and atmosphere for his two poems, the Kalvalai Anthathy and Paralai Vinayagar Pallu. The Pallu man and his two consorts, the chief characters in the Pallu, are full blooded children of the Jaffna soil, although according to our poet, the Junior 'Palli' is a stranger from India; she is mistress of Jaffna ways and Jaffna Idiom. There is a nominess about this Pallu, that is well-nigh irresistible. No lover of the Good and the Beautiful in Tamil can afford to leave Chinnathamby Pulavar, especially the Paralai Vinayagar Pallu, unread.

#### OUR OTHER CONTRIBUTORS.

**Dr. W. Balendra**, whose 'Thoughts on Education' we publish elsewhere, is a gentleman, who, despite his busy professional life, finds the time and the energy to devote to public questions. Ethnology, Art, Religion, Literature have all claimed his attention, and

it is with unmingled delight that we welcome his contribution.

**Mr. Theodore Oppenheim**, who makes his *debut* in this Number of the Miscellany, has already been introduced to our readers. He seems to think persons are more interesting than places. We share his conviction on this question. The freshness and fervour of his enthusiasm is contagious. If you doubt it, wait till you read his article.

#### CHRISTMAS

"Some of you are familiar, I expect, with the wonderful novel of Dostoevsky, in which occurs the fable of the Grand Inquisitor. I will not tell it at full length, but compress it as follows. In the days of the Inquisition, the fable runs, our Lord returned to earth and, visited a city where it was at work. As He moved about, men forgot their cares and sorrows and all was joy and happiness. He healed the sick folk as of old, and, meeting with a funeral procession, where a widow was mourning her only son, He stopped the procession and restored the dead boy to life and to his mother. That was in the cathedral square; and at that moment, through the great doors of the cathedral, came out the Grand Inquisitor, an old man, ninety years of age, clad, not in the gorgeous Cardinal's robe (in which on the previous day he had condemned a score of heretics to the stake), but in a plain cassock, with two guards in attendance. He saw what was done and turning to the guards, he said, "Arrest Him." They obeyed, and the Inquisitor sent his Prisoner to the dungeon.

That night the Grand Inquisitor visited his Prisoner, and to all he said the Prisoner made no reply. "I know why Thou art come", said the Inquisitor; "Thou art come to repeat Thy great mistake in the wilderness and to spoil our work. What did the great and wise Spirit offer Thee there? Just the three things by which men may be controlled: Bread and Authority, and Mystery. He bade Thee take bread as the instrument of Thy work; men will follow one who gives them bread. But Thou wouldst not; men were to follow Thee out of love and devotion, or not at all. We have had to correct Thy



work, or there would be few to follow Thee. He bade Thee assume authority; men will obey one who rewards the obedient and punishes the disobedient. But Thou wouldest not; men were to obey Thee out of love and devotion, or not at all. We have had to correct Thy work, or there would be few to obey Thee. He bade Thee show some marvel that men might be astounded, and believe; they will believe in one who is wrapped in mystery. But Thou wouldest not; men were to believe in Thee out of love and devotion, or not at all. We have had to correct Thy work, or there would be few to believe on Thee. And now Thou art come to repeat Thy great mistake and spoil our work; but it shall not be, for to-morrow I shall burn Thee."

The Inquisitor ceased; and still the Prisoner made no reply, but rose from where He sat, and crossed the cell, and kissed the old man on his bloodless lips. Then the Inquisitor opened the door; "Go," he said. The Prisoner passed out into the night, and was not seen again.

And the old man? That kiss burned in his heart, but he did not alter his opinion or practice."

The above extract is taken from Dr. William Temple's "Christian Faith and Life." The moral is obvious and we shall not labour it. With too many of us, Christmas is just one more excuse for over-eating. We are not ascetically minded and we have no quarrel with those who delight in the good things of life. But to be satisfied therewith and look no further, is, to say the least, a sin against the Holy Spirit in man. Therefore, while wishing our readers a very joyful X'mas tide, we would also ask them to ponder for a while on the inescapable implications that this event, we are celebrating, has for our social and personal values.

## NOTES FROM A COLLEGE DIARY

*Tuesday, September 10*—The Third Term commences. Mr. T. S. Oppenheim, the new teacher from America, is welcomed.

The Principal in the morning assembly congratulates the June Matriculation Team on their splendid results in the last Matric. examination. 15 out of 19 pass.

*Sunday, September 15.*

The Principal takes the Evening Service.

*Monday, September 16.*

At the Teachers' Study Circle, Mr. C. A. Gnana-segaram reads a paper on "The Herbartian Psychology as applied to Education," by Adams.

*Wednesday, September 18.*

- Dr. K. Jayaram, the Medical Inspector of Schools, Jaffna, speaks at the Y. M. C. A. meeting on "The Health of the Adolescent."

*Friday, September 20.*

The Boy Scouts hold a Camp at Thiruvadilalai.

*Saturday, September 21.*

The Inter-Patrol Competition of the Scout Troop takes place at Thiruvadilalai. The Peacocks win the cup, presented by Mr. L. Savantharam Williams of the College Staff.

*Sunday, September 22.*

Mr. T. S. Oppenheim preaches at the Evening Service.

*Wednesday, September 25,*

Mr. A. M. K. Cumaraswamy of St. John's College, Jaffna, speaks at "the Round Table" on "Caste in Jaffna: Its Evolution and Cure."

- Mr. W. J. Beling, Inspector of Art, speaks at the Y. M. C. A. meeting on "My Experience of Christ."

*Thursday, September 26.*

Miss Margaret Wilson, the Secretary of the Y. W. C. A., India, Burma and Ceylon, addresses the morning assembly. The drawing inspection takes place.

*Friday, September 27,*

The first match for the Football season is played in the College grounds. Our team meets a team from St. Henry's College, Illavalai, in a friendly tussle, S. H. C. beats us by five goals to one. The Scouts from the various Colleges are in camp in the Old Park, Jaffna. Our Scout Troop joins.

*Sunday, September 29.*

Mr. K. A. George takes the Evening Service.

*Monday, September 30,*

At the Teachers' Study Circle, Mr. C. A. Gnana-segaram continues his paper on "Herbartian Psychology as applied to Education," by Adams

*Tuesday, October 1.*

Another friendly Football Match. Our team meets the "Jubilee Team" from Jaffna and loses.

*Wednesday, October 2.*

Mr. T. S. Oppenheim speaks at the Y. M. C. A. meeting.

*Saturday, October 12.*

Our first Inter-Collegiate Football Championship match for the season is played on the J. S. S. A. grounds. We meet Hartley College and win by three goals to two. An auspicious start!

*Sunday, October 13.*

Mr. A. M. K. Cumaraswamy of St. John's College, Jaffna, preaches at the Evening Service.

*Monday, October 14.*

Sir C. P. Ramaswamy Iyer, K. C. I. E., Member of the Executive Council of His Ex

cellency the Viceroy of India, pays a visit and delivers a lecture on "Some Tendencies in Education."

*Wednesday, October 16.*

The death takes places of Mrs. Arulampalam, the wife of Mr. T. P. H. Arulampalam of the College Staff. Hence the Round Table Meeting, which was fixed for this day, is postponed.

*Friday, October 18.*

The second of the Football Championship matches takes place. We beat Jaffna Hindu College by two goals to nil.

*Sunday, October 20.*

Miss E. Scowcroft, of the Girls' High School, Vembadi, Jaffna, preaches at the Evening Service.

*Monday, October 21.*

Dr. Nelson Christanandha, a South Indian Sadhu, addresses the Morning Assembly.

*Wednesday, October 23.*

The preliminary Elocution Contests are held.

*Thursday, October 24.*

The results of the Final Examinations of the London University, held in June last, are out. The College is jubilant at the success of Mr. C. A. Gnanasegaram of the College Staff in the B. A. Examination.

We also rejoice to see a number of our Old Boys among the successful candidates—particularly to hear of the winning of the Mathematics Scholarship by our Old Boy, Mr. A. Vaidialingam, of the Ceylon University College.

*Friday, October 25.*

Football match against St. John's College—We win by two goals to one. A most deserving victory to our team!

*Saturday, October 26.*

The Old Boys Day Celebrations and the Prize-Giving take place. A day of renewal of friendships. "When friends meet, hearts warm."

*Sunday, October 27.*

Mr. D. S. Sanders is the speaker at the Evening Service.

*Wednesday, October 30.*

The match against Manipal Hindu College is postponed owing to rain.

*Thursday, October 31.*

The Flag Day of the Jaffna Council of the South India United Church is observed. Great enthusiasm prevails and the blue flags are very much in evidence.

*Friday, November 1.*

The College is vacated in order to enable the teachers and students to attend the Annual Festival of the Jaffna Council of the S. I. U. C. held at Udavil. Quite a number from College attend. Our Scouts help in the day's activities.

*Sunday, November 3.*

The Fellowship meeting of the North Ceylon Student Christian Association is held in the afternoon at the College. Prof. and Mrs. H. Thurman, and Rev. and Mrs. E. G. Carroll, constituting the Negro Delegation from the S. C. A., America, are present and address the Fellowship.

Later in the evening, Mrs. E. G. Carroll preaches at the service in the Vaddukoddai Church.

Mr. C. S. Ponnudurai, the President of our Y. M. C. A., is elected the President of the North Ceylon Student Christian Fellowship.

*Monday, November 4.*

Rev. E. G. Carroll of the Negro Delegation pays a visit to the College.

*Wednesday, November 6.*

Football match against Manipay Hindu College ends in a draw. We come out first in Group A and enter the championship finals.

*Thursday, and Friday, November 7 and 8.*

Tamil Inspection takes place.

*Sunday, November 10.*

An Evangelical Band from Malayalam South India, takes the Evening Service at the Vadukoddai Church.

*Wednesday, November 13*

At the meeting of the Round Table, Miss L. G. Bookwalter of the Uduvil Girls' English School speaks on "Some Recent Impressions of America."

*Sunday, November 17.*

Rev. G. M. Kanagaratnam conducts the Evening Service.

*Monday—Wednesday, November 18—20.*

Triennial Inspection of the College.

*Tuesday, November 19.*

At the Teachers' Study Circle, Mr. L. S. Kulathungam reads a paper on "Moral Man and Immoral Society" by Reinhold Niebuhr.

*Thursday, November 21,*

The College is vacated owing to heavy rains.

*Friday, November 22.*

Carpentry Inspection. The Withdrawal Tests for the Cambridge Examinations begin.

*Saturday, November 28.*

The Final match of the North Ceylon Inter-Collegiate Football Meet is played between our Team and Parameshwara College Team.

A most exciting match ends in a win for our Team by four goals to three.

A fitting finale to a very successful season!

*Sunday, November 24.*

The Principal is the speaker at the Evening Service.

*Monday—Wednesday, November 25—27.*

The withdrawal Tests for the Cambridge Examinations are held.

*Thursday, November 28.*

Our Champion Football Team leaves for Kandy at the kind invitation of the Dharmarajah College, Kandy. Drill Inspection.

*Friday and Saturday, November 29—30.*

Our Football Team plays a match against Dharmarajah College and wins by 3 goals to 2.

*Sunday, December 1.*

Mr. Oppenheim takes the Evening Service. Miss L. K. Clark of Uduvil gives a Violin Recital.

*Monday, December 2.*

At the Teachers' Study Circle, Mr. T. S. Oppenheim reads a paper on "The Religious Experiences of Various Men" by William James.

*Wednesday, December 4.*

At the Round Table, Mr. K. A. George, of the College Staff, speaks on "Relativity."

*Saturday, December 7.*

The College Football Team, the Principal and Mrs. Bicknell, the Physical Director and the Coach were entertained at a complimentary Dinner by Messrs. P. Sri Skanda Rajah, B. K. Somasundram, E. J. Jeyarajah and I. P. Thuraiatnam at the Mission House, Tellippalai. The toasts of the College, the Champions, the Jaffna Schools Sports Association and the Guests were enthusiastically drunk.

*Sunday, December 8.*

The Principal preaches at the Evening Service.

*Monday, December 9.*

Cambridge Examinations commence and continue till the end of the week.

Term Tests are also held this week.

*Friday, December 13.*

College closes for the Christmas vacation.

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## COLLEGE CALENDAR FOR 1936.

### FIRST TERM.

Opens 8. 40 A. M. Wednesday, January 15.

Closes 4. 00 P. M. Friday, April 3.

### SECOND TERM.

Opens 8. 40 A. M. Monday, May 18.

Closes 4. 00 P. M. Friday, August 21.

### THIRD TERM.

Opens 8. 40 A. M. Tuesday, September 15.

Closes 4. 00 P. M. Friday December 18.

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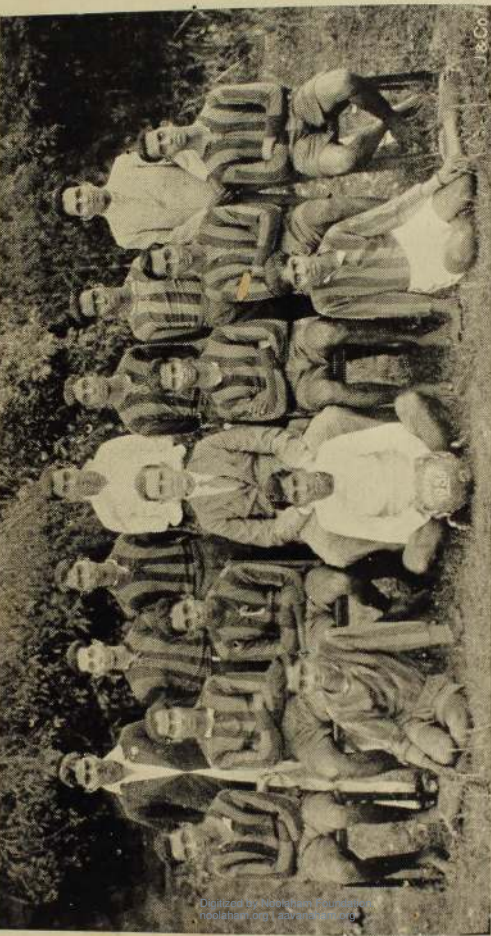
## ACKNOWLEDGMENT.

We acknowledge with thanks the receipt of the following Magazines:

- St. Thomas' College Magazine, Matara.*
- Richmond College Magazine, Galle.*
- St. John's College Magazine, Jaffna.*
- The Uduvil Magazine.*
- The Central, (Central College, Jaffna).*
- The Peterite, (St. Peter's College, Colombo).*
- The Madras X'tian College Magazine.*
- American College Magazine, Madura.*
- St. Joseph's College Magazine, Trichinopoly.*
- Pachaiyappa's College Magazine, Madras.*
- Blue and White, (St. Joseph's College, Colombo).*
- The Crescent, (Zahira College, Colombo).*
- St. Benedict's College Magazine, Colombo.*







*Standing left to right* :—Mr. R. J. Thurairojah (Physical Director), K. Mahalingam, T. Abraham, N. Besdle, M. Muthucumaru,  
 V. Murugesu, Mr. K. A. Selliah, (Coach).  
*Seated left to right* :—Victor Williams, R. Ganason, C. Ganeshadas (Capt.), Rev. John Bicknell (Principal), W. T. Hunt,  
 T. Sittampalam, S. Rajanayagam.  
*On the ground* :—  
 C. Kengaratnam, S. Kanupathipillai, V. G. George.

## ADDENDA

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### THE FOOTBALL CHAMPIONSHIP.

EDITORIAL NOTES. (Continued)

Addison said " 'Tis not in mortals to command success  
But we'll do more . . . we'll deserve it "

And Chesterton has parodied these lines thus:  
" 'Tis not in us mortals to deserve success,  
But we'll do more—we'll obtain it. "

That we have obtained an enviable success in securing the Inter-Collegiate Championship in Football again, this year, is a hard fact. Whether we deserved it, let others say; but we refuse to believe that our triumph was altogether undeserved. In contests of this nature, there is a 'glorious uncertainty' and the 'ifs and if nots' they give rise to are legion.

Even our adversaries, we are sure, will not grudge to admit, that our team fought manfully for the title and that if they have been lucky, they have been plucky too. We congratulate Captain Ganeshadasan and every member of his team for the heroic game they played. The masters responsible for the training of the team, Messrs K. A. Selliah and R. J. Thurairajah also are entitled to all the appreciation that we can give them.

### JAFFNA COLLEGE O. B. A.

ANNUAL DINNER OF COLOMBO BRANCH

The Colombo Branch of the Jaffna College Old Boys' Association held their annual dinner on Saturday at the Central Y. M. C. A., Colombo.

The Principal of the School (the Rev. John Bicknell) presided and the chief guest was Sir Baron Jayatilaka.

Covers had been laid for over a hundred.

After the loyal toasts were pledged, Sir Baron gave the toast of the College. He said that the College was an ancient institution and had, during its long existence, produced a very large number of men who had held and were holding high positions in the public life of Ceylon.

One thing he had found out about the College which testified to the good work that was being done there and that was that they had an Old Boys' Association which had now lasted 22 years. The Colombo Branch of the Association consisted of over 250 members. That was exceedingly creditable and showed that the Old Boys were loyal to their "Alma mater."

He had taken a great interest in educational matters for quite a long time. He did not attach much importance to examination results although they were a necessary "evil" these days

The work done at a school could not be judged by the number of students that passed out brilliantly at public examinations or by the number of students who rose to pre-eminence in the public life of the country, because their number was extremely small.

The real value of a school could only be found out, he said, by the sort of education that was imparted to the large majority of the students who could not possibly attain pre-eminence to make them honest and straightforward men of the world.

He had no doubt that Jaffna College was imparting the correct sort of education so that the students might be honourable and useful members of society.

The Rev. John Bicknell replied.

Mr. A. W. Nadarajah proposed the toast of the Sister Colleges to which Mr. S. Kandasamy replied.

The toast of the guests was proposed by Mr. T. K. K. Curtis and Dr. A. Kandiah replied.

#### ANNUAL MEETING

The 22nd annual meeting of the Association preceded the dinner and was presided over by Mr. Bicknell.

After the preliminaries were over the following were elected office-bearers for the ensuing year:—

President: The Rev. John Bicknell (ex-official);  
Vice-Presidents: Mr. K. Balasingham, Dr. E. V. Rat-

nam, Messrs G. C. Thambiah, W. H. T. Bartlett, Dr. W. S. Ratnavale, and Mr. K. Kanagaratnam; Hon. Secretary: Mr. M. Ramalingam; Hon. Treasurer: Mr. P. Thambiratnam; Auditors: Messrs K. Nagalingam and A. Ponniah.

The following were elected member of the Executive Committee: Messrs W. W. Mutturajah, M. M. A. Raheem, A. W. Nadarajah, S. Manickavasagar, V. K. Kandasamy, K. T. Chittampalam, S. Peraeravar, S. Rasanayagam, S. Sinnatamby and V. Sabapathy,

### SILVER JUBILEE

The question of celebrating the Silver Jubilee of the Rev. John Bicknell's connexion with the College was discussed, and it was decided that the same Committee as last year be appointed and that the celebration be fixed for a date in July, 1936. The Secretary was authorised to confer with the Secretary of the Old Boys' Association in Jaffna and arrive at an early decision to proceed with the arrangements.

*The Times of Ceylon*

### THE ANNUAL REPORT, 1935

This report covers the period beginning 3rd, November, 1934, ending 30th, November, 1935. The total membership of the Association stands at present at 255 as against 175 in 1931 and 215 in 1934. The keen interest shown by the members in the affairs of the College was an encouragement to the Committee.

A meeting of the Committee elected at the last Annual General Meeting to take steps to celebrate the Silver Jubilee of Rev. John Bicknell's connexion with the Jaffna College was held on the 14th, December, 1934. It was resolved that the celebration should take a form which would permanently perpetuate the memory of Rev. and Mrs. Bicknell. It was decided to have a celebration in which all Old Boys of the College resident in the Island might take part. It was also decided to carry out one or more of the following suggestions:—

- (a) To found a scholarship called the Bicknell Scholarship to enable a promising and deserving student of Jaffna College to receive part assistance at the University College.
- (b) To found a scholarship available at Jaffna College for deserving boys in the higher classes.
- (c) To offer suitable prizes at Jaffna College.
- (d) To present Mr. and Mrs. Bicknell with a souvenir worthy of the occasion.

The Secretary was asked to communicate with the Secretary of the Jaffna College Old Boys' Association in Jaffna and to enquire whether the Executive Committee of the Association there would join in the celebration and if so which of the above suggestions would be acceptable to them. Accordingly, a letter was addressed to the Secretary of the main association in Jaffna and a reply was received that their Executive Committee had not met, and that the Association there was prepared to co-operate with us in any manner we desired.

A second meeting of the Jubilee Committee was held on 1st May, 1935. At that meeting the following names were added to the Committee:—Messrs. A. Arulpiragasam, S. Peraeravar and P. Sathasivam. A third meeting was fixed for a week later when it was proposed to discuss in more detail plans for the Silver Jubilee. At this time another matter of an urgent nature engaged the attention of the Executive Committee and that was giving a reception to Mr. J. V. Chelliah on the eve of his retirement from Jaffna College and in honour of his being appointed a Justice of the Peace. This reception was held on the 8th June last after which it was felt that the Silver Jubilee should be postponed to the following year as the activities of the Association for the year would become too crowded and as there would not be sufficient support from members.

The reception to Mr. J. V. Chelliah of which mention has already been made was held at the Zahira College grounds and was largely attended. There

was a Garden Party followed by a public meeting presided over by Mr. K. Balasingham. An address of congratulation was read by the Secretary, Messrs. N. Selvadurai, T. B. Jayah, R. O. Bnell, and K. Kanagaratnam spoke on the occasion.

The Annual Tea given by the Principal and Mrs. Bicknell to the Old Boys in Colombo was held in the lawn of the Y. W. C. A. on 7th September. An account of the Tea has already appeared in the College Miscellany. My thanks are due to Mr. M. Ramalingam, the Hon: Treasurer, for having made all arrangements for the tea at very short notice during my absence from Colombo.

S. VIJAYABATNAM,  
Hony: Secretary, J. C. O. B. A.

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*It is a pleasure to stand upon the shore and to see ships tossed upon the sea; a pleasure to stand in the window of a castle and to see a battle and the adventures thereof below; but no pleasure is comparable to the standing upon the vantage ground of truth, and to see the errors and wandering and mists and tempests in the vale below—so always that the prospect be with pity and not with swelling and pride.*

Francis Bacon.





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swords once conquered their bodies.  
If you carry a message of good  
for humanity in your heart, print it  
with type, clearly, boldly and strik-  
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so that it may reach the ends of  
the earth, making people believe !

# THE OBJECT

## OF OUR EXISTENCE

The Foremost Object of our Existence  
is to Satisfy our Customers.  
We believe that Good Service, PLUS  
Personal Attention to every Sale has  
enabled us to continue to be the  
Largest and Best Equipped  
Sports Goods Concern in  
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which we shall  
always strive to  
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