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T. JOHN'S COLLEGE MAGAZINE

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A FRIEND OR TWO

*There's all of pleasure and all of peace
In a friend or two;
And all your troubles may find release
In a friend or two;
It's in the grip of the clasping hand
On native soil or in alien land:
But the world is made—do you understand
Of a friend or two.*

*A song to sing and a crust to share
With a friend or two;
A smile to give and a grief to bear
With a friend or two;
A road to walk and a goal to win,
An inglenook to find comfort in
A pipe to smoke and a yarn to spin
With a friend or two.*

Wilbur D. Nesbit



EDITORIAL NOTES

The Proposed visit to our Old Boys in Malaya.

We are very glad to announce that a strong delegation from the college consisting of the Rev. H. Peto M. A., Principal, Rev. J. T. Arulanantham, B.sc. Vice-principal, and Mr. E. M. Ponnudurai, B. sc. of the College Staff will visit the Old Boys in Malaya during the Easter vacation. We invite the attention of Old Boys in Malaya to the letter from the Principal to the Malayan Old Boys.

We are sure that the delegation will receive a very warm welcome from Old Boys and friends throughout the length and breadth of that great country.

We recall in this connection the former visits to Malaya by representatives of the college, Mr. T. H. Crossette, in 1914. Rev. Jacob Thompson in 1915 and though not primarily to visit Old Boys, recent visits by other members of the staff who have all brought back happy recollections of the kind hospitality that is characteristic of our country-men across the seas.

Apart from other considerations, we believe that this visit will strengthen the ties between the college and its alumni. It is really a kind of taking the college to those who do not get any opportunity of visiting their Alma Mater for long spells of time. It must be a source of inspiration to Old Boys to have the message of the college thus personally carried to them

and, no doubt, it is a source of strength to the college to feel the loyalty and support of its older members.

Most of the Old Boys will have opportunities of meeting the delegation and learning from them of the vast strides of progress made by the college in recent years in various directions, notably the extensions of last year. Parents of present boys too, among whom we count a good number, will like to meet those who are having their sons in their charge. And the delegation will renew old friendships and form new ones for St. John's.

We wish the Principal and his colleagues bon voyage, a happy sojourn in the midst of our Old Boys and we shall look forward to hearing from them a splendid narrative of their trip.

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We reproduce elsewhere in this magazine some extracts from a short but careful survey of the Educational System of Japan written by Mr. K. Nesiah and published in booklet form by the Northern Province Teachers' Association.

A perusal of this timely publication suggests some obvious lessons for Ceylon. There is 99.58 percent literacy in Japan, though her population is seventy millions; elementary education, from the age of six to fourteen, is free and compulsory; a liberal system of public and private scholarships makes it possible for any deserving pupil to have the advantage of almost any kind of higher education, secondary, technical

or University. Japan spends from public revenues nearly Yen 600 million (a Yen is almost 80 cts.) on her education which is a higher amount than her normal expenditure on her huge army or navy; but roughly speaking the cost of Elementary education is borne by town and village authorities, the same authorities are responsible for the continuation schools, the provincial governments meet the cost of secondary and technical education, while the national treasury finances all higher education.

The fact that all education from the Kindergarten to post graduate research is conducted through the medium of the mother-tongue makes it possible to devote less time to that language and what is more, to introduce many subjects in the curriculum. An interesting point is the greater popularity of technical and commercial education compared with Academic Secondary education and the consequent absence of unemployment.

Physical education for boys and girls is a conspicuous feature, as also, the revival of ancient national physical exercises.

Japan would really seem to be an illustration of the success of an education of the people, by the people and for the people.

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We have often seen the suggestion urged that teachers should be prepared both to make a generous sacrifice in the matter of salaries and to devote themselves completely in and out of

school to this cause. That many of them do spontaneously give their whole time and energy in the service of the schools to which they belong is an undoubted fact; but we fail to see why of all professions and services, the teachers alone are singled out for making sacrifices. Perhaps it is due to the fact that while in many walks of life it is possible for the individual to do his work efficiently without any feelings of love or attachment to his job, the teacher puts his whole being into his work and becomes wedded to it, and so he lends himself an easy victim for exploitation by all and sundry because he loves his work and will not leave it no matter what happens to his worldly prospects. This certainly is not a fair attitude on the part of the public.

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It is a matter for great regret that the J. S. C. examination, the offspring of our Department of Education, nurtured during its infancy, the E. S. L. C. days, on those who were found unfit for the consumption of the Cambridge Examination has shown its infirmity rather in a bad way when fed by the same stuff as used to be consumed by the Cambridge Examinations.

It is a funny state of affairs that an examination set up to test the standard of a certain class of boys itself stands condemned for lack of standardization.

For, there is no doubt in the minds of those, who are responsible for the preparation of these boys for the J. S. C. Examination, that the general

standard of this class has not all of a sudden deteriorated to such a marked degree as the results of the last J. S. C. Examination, have shown.

We understand that the Director of Education is taking great pains to put this examination on a better basis. It will not only be a creditable achievement for the Department but it will also enhance the prestige both of the examination and of the examined.

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As we go to press we hear of Mr. V. K. Nathan's departure to England on study leave. His services as District Inspector of English schools have been highly appreciated by the managers and teachers alike. We wish him all success.



AESTHETIC EDUCATION

"The Heavens declare the glory of God and the firmament sheweth his handiwork".

Many a man goes about with his eyes wide open but fails to see the sublime and the beautiful in nature and Art. The knowledge of what is great, good and beautiful is a more useful acquisition than mere knowledge of dry facts. To read and understand Poetry has its own use but to enter into the spirit of the poet and to transport oneself into the realms of fancy is indeed the proper appreciation of Poetry. Poets, Painters and Sculptors have done more service to mankind than cynics and critics. It is they,

who have contributed much towards the amelioration of mankind. Bevelling down the angularities of a character with aesthetic culture is a source of immense good to Society and a great boon to an individual, who is by nature, morose and dogmatic. Beauty is naturally desired by healthy imagination. Beautiful objects of every kind in nature and art should furnish the materials for the play of the imaginative faculty. A child should be trained to give free play to his imagination. This is the reason why readers for the infants are full of beautifully coloured illustrations. Unconsciously the child is trained to admire and appreciate beautiful things. Short nursery rhymes are taught with the same object. Life is dull and insipid if the beauties around us have no meaning for us. The neat pictures hung on the walls and the air of neatness pervading the Kindergarten class rooms are all contributing to the same end. Drawing started in the Kindergarten classes is continued in the higher forms and recitation of suitable pieces of Poetry is included in the curriculum. There are some, who will not laugh even if Nestor says the jest be laughable. To them life has lost much of the charm. Laughter, they say, aids longevity. Musical education forms part of Aesthetic Education. The claim of Music as an important part of education took some years to be recognized as such and now it has come to stay and to be an integral part of a child's education. He that hath no music is fit for treasons, stratagems and spoils, as Shakespeare puts it. There is much truth in the statement. Music appeals to the

finer sentiments in us. If music fails to exercise the wholesome and refining influence a man's life is not perfect. Some say that Music links God with man. When Music reaches the highest pitch of excellence, they say, it is divine music and touching pieces of Poetry have the power to make the divine appear before a person, who chants them well and with a pure and feeling heart. We are glad that music is going to be one of the subjects in every school. If it is true that even wild animals are taken up and tamed by fine music, how much more powerful must be the influence of music on the human soul. Though Music was highly developed in the East, the West is fast gaining ground and in the long run the West may lead and we may have to follow in their wake. The many years of stagnation, owing to lack of proper patronage had made Oriental Music suffer. With the recognition the Department of Education has extended there is hope of our Music filling its proper place in the education of our children. It is a matter of common knowledge that a child's cry is stopped and it is hushed to sleep by lullaby, sung by the mother or nurse. So early in life sweet and melodious songs have the power to alleviate pain in the case of a child. This refutes the theory that mind is a 'tabula rasa.' If the rhyming lines chanted to hush a child to sleep and to stop its crying could have such a charm, it is evident, that this inborn potentiality to appreciate poetry can be made capital use of for fostering in the child as it grows up, a great desire for Music. This embryonic taste can be developed as years roll by and though every

one cannot be a musician, every one can be trained to appreciate and love Music. What the parents do for the child at home can be supplemented by the teacher and a taste for Music can be created, if systematic training is given on judicious lines I know of cases of children who start dancing when they hear such songs as admit of dancing or when a band discourses sweet music. Dancing is ancillary to Music. Dancing is not generally taught in schools, but if Music and Dancing can be taught together, it will develop a co-operation of Music with movements of the body. Dancing is not having here in Ceylon that popularity which it commands in the West. In our schools "Kummie" is taught in the lower classes, but it is not continued in the higher classes, partly because the teachers are as a rule, not competent to teach finer movements of the body and partly because our pupils feel that Dancing is meant for little children. Girls after ten years are reluctant to learn dancing though there are facilities for it. In Girls' Boarding Schools dancing is taught now, and any one who has witnessed their performances will readily testify to the salutary influence it has not only on the control of the limbs to respond to music but also as a source of pleasure and discipline.

Dancing was commonly taught in olden days but died away, and now a revival is afoot and, in another 25 years time. I won't be surprised if dancing is made one of the subjects in the curriculum in Tamil, Sinhalese and English schools in the Island. The rhythmic movements of Dr. Tagore's pupils, displayed at the Regal Theatre a few years back, created such an admiration and

just appreciation that Uduvil started on the same lines and in a few months they had attained to a high pitch of excellence in the performance. By constant practice, I am sure, Uduvil will in a few years be almost on a par with the splendid dancing of Dr. Tagore's pupils. Pupils big and small should be taken out to witness fine pieces of architecture in our land so that they may admire beauty of form and the conception that gave birth to such structures. The ruined cities of Ceylon give ample scope for developing in young minds a genuine appreciation of the master conception of those responsible for such buildings. The exquisite chiselling of rocks in order to bring out Buddha's form can afford food for thought and admiration of the sculptor's art.

The power of harmony to enforce the beauty of melody is generally recognised.

Form.

The child is taken up by gaudy colours. This accounts for the infant's grasping at fire or anything glossy, shining or gaudy. The things which please the child please it without its knowing the reason why. This is a healthy sign and on this liking may be built up the appreciation of grace of form or beauty of colour. Though every child cannot turn out to be an artist yet every one can appreciate beauty of form or beauty of colour and the teacher is only paving the way for his children to have a high level of appreciation of the decency in form and colour. From beauty of external appearance of things the child learns to appreciate beauty of con-

duct and beauty of mind. Thereby, teaching of form and appreciation of form is a fruitful source of mental culture. Correlation of harmony in form with harmony in rhythm and harmony of abstract qualities of the heart will be a salutary method of mental development.

First wholes and then parts or details are apprehended by the children and they may be made to draw them and admire the wonderful skill displayed in its arrangement. The beautiful appearance that unconsciously catches the admiring gaze of the children may be a veritable source of pleasure and amusement in its advanced stage. Taking the children to theatre halls was considered some years back detrimental to the moral training. This idea was specially prevalent in the North. This idea has now flown to the winds and today intelligent parents in Jaffna feel that museums, picture galleries and theatre halls have their own share of education to impart. The following are some of the directions in which aesthetic taste can be developed:—

1. Visiting beautiful buildings in the school neighbourhood and in the other parts of the Island. The famous Hindu Temples and Vi-haras and the significance of birds, animals, &c. on the domes and minarets of the Hindu Temples may be viewed and studied by the pupils with the help of the teachers.
2. Talkies and dramatic performances may be witnessed by the pupils.

3. Fine pieces of prose and poetry should be read by the teachers in the children's hearing and the effect noted. A series of these may with advantage be tried on the young minds. Orations of famous orators may be delivered by the teacher with proper modulation of voice and the pupils may be made to imitate the teacher in the delivery.
4. Pupils may be taken to musical concerts.
5. Museums may be visited.
6. Gymnastic feats may be witnessed.
7. Oil-paintings of master painters may be shown. Pictures of Greek Architecture and art may be shown and pupils may be made to draw them.
8. Beautiful lawns, parks and gardens may be visited now and then.
9. Sceneries of mountains and dales, sunrise and sunset may be shown to the pupils. The sky with its variegated colours may be viewed by the pupils in the company of a competent member of the staff, who can explain the beauty of the firmament.
10. Last but not the least is the narration of noble deeds of chivalry and service for the betterment of the human race. Beauty of abstract qualities may be appreciated in this manner. From the external to the internal may be a salutary transition.

N. S. SAMUEL, B. A.,
Inspector of Schools.



COLLEGE NOTES.

BY THE PRINCIPAL

There is little to report so far this term, as all our chief events which have fallen this term in recent years, have been postponed. The Education Department is holding an Education Week at the end of this term and our Parents' Day is to take place then. The Jaffna Schools Sports Association decided to have all the Cricket matches this term, and hence our Annual House Sports have had to be postponed till next term. As a College we very much regret this adjustment of the cricket season. It means that we have to play our Inter School matches before we have had time to train our cricketers, and it reduces our cricket season to half of what it was a few years ago. I am afraid it will have a disastrous effect upon the future reputation of Jaffna Schools as schools whose Old Boys are able to take their place in Ceylon Cricket.

We opened our new term with an unusually large entry of new boys, actually 84 to date. The total number on the roll has also again been approaching our 500 limit. There have been no changes in the Staff though we have welcomed Mr. V. Canagasingham to act temporarily for Mr. A. W. Rajasekaram. We have been glad to welcome our new Archdeacon of Jaffna amongst us, and we are grateful to Dr. Nadarajah for the lectures he has been giving our Social Service Union.

After the last number of the Magazine went to press I spent some days in Colombo seeing the relations and friends of the late Robert Williams. It is their object and ours to complete the Robert Williams Hall by raising the roof and in other ways carrying out the original building intentions with which the hall was undertaken. I have had a generous response from those to whom I have already gone and the amount subscribed is rather over Rs. 2000 so far. The architect's estimate requires Rs. 6000.

As readers will be aware, the Thompson Memorial Fund has somewhat hung fire owing to Mr. Gordon Kadirgamar's long and serious illness. I am glad to say, however, that he is back with us this term and we are now taking steps to complete the gathering in of the donations promised by the end of October. It is felt that the fund should be closed then, but it is our earnest wish that a fund for so worthy a cause should not run any risk of failing to achieve its goal. On the 31st of this month I hope to sail for Malaya with the Vice-Principal and Mr. E. M. Ponnudurai. Our purpose is primarily to visit and reforge the connection with our Old Boys, whom I have not visited since my appointment in 1920. At the same time we hope that they will join with our Old Boys and friends elsewhere and contribute what they can to help us to reach the Thompson Fund goal of Rs. 40,000. We are very much looking forward to our visit and hope to spend a few days at most of the more important places in Malaya where we have friends.



Rev. H. Peto, M. A., Cantab.,
Principal.

Congratulations to Mr. Sam. A. Sabapathy and to Mr. J. G. Rajakulendram upon the distinction they have brought to their Old School by their election to the Chairmanships of the Jaffna and Nawalapitiya Urban District Councils.



St. John's College,
Jaffna.
19th March, 1938.

**TO OLD BOYS AND FRIENDS OF ST. JOHN'S
COLLEGE, JAFFNA, IN THE STRAITS SETTLE-
MENTS AND MALAYA**

Dear Old Boys and Friends,

A long anticipated visit to your part of the world has at last been arranged for. During the time of my predecessor, the Rev. Jacob Thompson, a great many Old Boys of Jaffna and friends of Mr. Thompson left Jaffna for Malaya, and since I came to Jaffna in 1920 there has been a steady outflow of Old Boys from the School to the same regions. I have for many years wished to come and meet you all and reforge the link with the College. This has now been arranged for, and our Vice-Principal, Rev. J. T. Arulanantham, Mr. E. M. Ponnudurai of the Staff and I hope to arrive in Singapore on April the 4th by the "Victoria". Many of you will re-

collect that Mr. Ponnudurai was a member of my first Prefect Body here and is therefore a contemporary of many of you of my generation. Mr. Arulanantham represents the earlier generation of Mr. Thompson's boys. We hope to be in Singapore and Malaya till the 13th of May when probably two of us will have to return in any case, though the third may stay a little longer. We are planning to spend at least a week in each of Singapore and Kuala Lumpur and a shorter time in most of the other chief towns. We are naturally much looking forward to our visit and to meeting you all.

The primary object of our coming is to meet you all, as I have already said. We are however commissioned by the Old Boys' Associations of Jaffna and Colombo to ask you to join them in the Centenary and Thompson Memorial Fund, with which most of you will be to some extent acquainted. The project and the fund were started three and a half years ago and the fund has on the whole made good progress though during the last 12 months, partly owing to my absence in England and chiefly owing to the prolonged illness of the Organising Secretary, things have somewhat hung fire. You will recollect that in the original appeal for Rs. 35,000 the objects were to settle the balance of the purchase money of the Chundikuli Girls' College, Rs. 8000 and to raise a Memorial to the late Rev. Jacob Thompson. This was to take the form of new Science Laboratories. The total figure promised to date is Rs. 31,000 of which just about half has been actually paid in.



Rev. J. T. Arulanantham, B. sc. (Hons.) Lond.
Vice-Principal and Careers Master.



Lieut. E. M. Ponnudurai, B. sc. (Cal.)
Asst. Master, Botany Dept.,
Director of Sports,
O. C., C. C. B. Platoon.

The expenses of collection have been kept down to the minimum but have been heavy. To realise a nett Rs. 35,000 we shall need at least Rs. 40,000 I think, as a matter of fact, we should aim at not less than Rs. 45,000 if we are to put up a memorial worthy of one whom you all so much revere. We have been rejoicing in our new extended compound for the last 12 months; it is a compound of which any school might be well proud—but we sadly need better buildings. The friends of the late Robert Williams are undertaking the completion of the Robert Williams Hall; this means considerable additions. We have also money in hand given for a School Sick-Room. We hope that our forth-coming visit will see all the balance required for our new Laboratories.

You will be glad to hear that the Old School is going ahead. We have this term had, I think, the largest number of new boys of any year since I came and our recent public examination results have been as good as at any time.

With best wishes and looking to you for your enthusiastic help during our visit.

Yours Sincerely,
HENRY PETO.



THE NEW ERA IN BUSINESS AND THE VALUE OF COMMERCIAL EDUCATION

There is no vocation more rich in tradition, in inspiration, in opportunity, than business. Business embraces every phase of trade, commerce, finance, and manufacture. Its ranks are now recruited from all classes, from public schools and the universities.

The doorway to business is wide. The service of articles is unnecessary. But because of its diverse activities, its wide doorway, the course is not so plainly chartered as in the professions. The way is clear only to those who realise that in the new era of business, efficiency is the only hall mark.

Individual effort and initiative are quickly recognised in business. The old method of promotion by seniority has been widely discarded because it is not sound business. The man now selected for responsibility is the man who can do the work best and he is best paid.

Business is rapidly coming into line with the Banking and Insurance professions, where the principal companies insist upon the examination standard of qualification. More and more the business leaders are recognising and demanding definite proof of ability for the higher positions, because efficient administration is now essential for the success of any business.

No man who thinks of the new conditions in business can fail to perceive the need for a new type of executive. Business organisations have advanced far beyond one man control and

direction and management are only possible by skilled up-to-date knowledge of the subjects which form the foundation of business management. There is now no responsible place in business for the unqualified man.

The training of office men is not legally controlled by faculties as in the case of medical or legal students. It is left to the individual to realise that what is good for the business is good for himself. Directors cannot wait until a man finds time to fit himself for a position. When the opportunity arises, he who is best qualified gains the reward of his efforts and foresight.

Charles Dickens, the great novelist—a valiant crusader of the printed page—who was forced to start life as a labelling boy at the blacking factory, in order to support himself as his parents were locked up in the debtor's prison at Marshalsea, recognised the educational value of Shorthand. His ambitions were aroused, his energies quickened, and he resolved upon acquiring a knowledge of Shorthand as being the readiest means of fitting himself for a better position. His most popular novel "David Copperfield" is very largely autobiography, and in it we have a vivid account of how he acquired a knowledge of the mysterious dots and dashes. He turned out as a shorthand writer to the Law Courts and later on as a Parliamentary reporter. The knowledge he derived by reporting the speeches of eminent men added to his vocabulary and undoubtedly helped him to become a great author.

A knowledge of Shorthand and Book-Keeping during the early stages of a commercial career

will have far reaching effects later on. Most of the great business builders of the British Empire have risen from the humblest positions in life. Dr. Andrew Carnegie, L. L. D., the man of iron and master of millions started his life as a bobbin boy at a commencing salary of five shillings a week, but when he retired, he received as his share a matter of some £100,000,000 from his firm "The Carnegie Steel Company. During the years of his retirement, Carnegie disbursed in the building of free libraries, the founding of educational institutions, the establishment of pension funds, and in many other forms of benefaction, the vast sum of £75,000,000. Henry Ford who started life as a farmer's boy rose to the position of 'motor car king,' and he has at one time or other been spoken of as the richest man in the world. Lord Leverhulme who started life as a common boy at his father's grocery business in Bolton, his chief duty being cutting up and wrapping soap, rose to be the controller of the greatest soap making organization in the world—the firm of Lever Brothers, at Port Sunlight. The success of his firm was such that it was called upon at one time to build churches on the Niger for African employees who number about 30,000.

I would like to give you some of Lord Leverhulme's maxims:—

1. Prudence is a great virtue, but a man must have the courage of his faith and his will if he is to go ahead.

2. It was intended by our creator that we should work, and it is only by work that we

maintain our health, for there is no other way of being either healthy or happy.

3. A man who would expect to receive benefits and make no extra efforts would only be like a man with comrades in a boat, and letting the other men pull the oars, he putting no weight into his own oar.

4. You cannot in the whole of humanity find that we have all of us been endowed with exactly the same balance of health and strength and mental and physical fitness of power. We are all unequal.

5. There is no one who is strong in all directions.

Well, there is no one who is strong in all directions; some may have a bent or a genius for literature, some art, some science, and some commerce. Well, I would advise those who have an aptitude for business to take up to Short-hand and Book-keeping to commence with. A man who is qualified in commerce will be a member of a business profession and his social standing will be high.

Before I close this article, I would like to refer you to the motto which the celebrated Rudyard Kipling, winner of the Nobel prize for Literature, gave to the students of St. Andrew's University when he was installed Rector of same. The motto is "Let every herring hand by its own head". It is scarcely necessary for me to explain the meaning. What Mr. Kipling meant was that every man must be dependent on him-

self. He must not be dependent on others, and if he wants to be dependent on himself, he must be well equipped both intellectually and physically, and that is the purpose of education.

C. E. A. Selvaratnam.

F. C. I. (Birm.)



VICTORIA THE GREAT

The 24th of February was chosen by our Principal, for us to see this film. We marched to the Regal Theatre and after paying the money at the entrance we took our seats. The small boys sat at the front whereas the bigger boys sat at the back. We shouted for all we were worth for there were no monitors or prefects to keep us quiet.

At last the film began to the satisfaction of one and all, and this made the smaller boys silent. It was so quiet that if a pin was dropped at the moment we all could have heard it.

First they screened the interior of the Hilman car manufacturing Company. They showed us how the gear-box of such a car was made and how easily they could make the gear wheels with modern machinery. Then the Universal News Reel was screened. We were taken to January 1938. It was so very thrilling to watch Joe Louis and Tommy Farr boxing. Sir Ramsay Mac Donald's coffin passed by to Westminster Abbey amidst the tolling of bells. The King and Queen after

their Coronation waved to their people and I thought they would speak to me when I suddenly remembered it was only a film.

Then started the picture of a glorious former Queen of Britain who had reigned for 63 years.

She is awakened early one morning to be informed that her uncle William IVth was dead and she was the Queen. She is surprised when the ministers call her "Your Majesty".

She is taken to Westminster Abbey where she is crowned Queen of Britain. Soon afterwards she invites Prince Henry and Prince Albert of Germany to a ball. After the dance she falls in love with Prince Albert and marries him before he returns to Germany. They live in England after their marriage. It is so splendid to see such genuine love.

They go out in a carriage for a pleasure ride. Meanwhile a man is waiting to shoot Queen Victoria. But the shot carries away Prince Albert's hat. This was done in intensity of hunger. They reach Windsor Castle after about an hour.

They go to the balcony and look out where they see people crying for food. Queen Victoria is ready to sacrifice her ownself for the sake of her people. She is really worthy of her name.

They are happy till one day many years later Prince Albert dies in the arms of Queen Victoria.

The Queen from that time onwards spent her life in grief. Then comes her silver jubilee in techni-colour. It is glorious to see her crying while the people dressed in different colours sing

the hymn "All people that on earth do dwell" or to see an Indian General in glowing colours salute his "Empress". It was really pathetic to see her speaking to her people with tears glistening in her eyes. The love she bears for her people still brings tears to my eyes. Then they showed in colours, her picture at the beginning of the reign and at the end of her reign. What a difference between the two pictures. In one she is old and unhappy; in the other she is young and happy.

Vijayaraj
1 st. Form. A.



THE EDUCATIONAL SYSTEM OF JAPAN

Extracts from a booklet by Mr. K. Nesiah, published by the Northern Province Teachers Association.

The Meiji Era, commencing 1868, saw Japan pass from being a medieval Eastern country to being a modern Westernised state, and nowhere was this advance more marked than in the field of education. Neither the fact of this progress nor its manner was a haphazard development; it was a planned national policy. Japan saw, as England, Germany, France and other European nations saw during the national movements of the nineteenth century, that education was an important political activity of the nation for its preservation and progress, and in particular it was

"a state machine for the creation of an army, a civil service and public opinion." In common with the others, Japan realised that national education would be a source of strength to a nation at all times, but especially in times of war: there was a connection between education and success in war just as there was a connection between education and success in peace. Education was therefore seized by the makers of modern Japan as an instrument for the re-making of their nation.

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The condition of discipline in Japanese Schools reveals in a remarkable manner the national temperament. Modes of punishment so common elsewhere are unknown in Japan. Corporal punishment is unheard of ; to slap a child about the head is proof of vulgarity ; harsh words and angry looks are unbecoming ; detention is unfair, and even among the boys there is no fighting or bullying. And yet there is perfect discipline.

The School is a place of silence and during games, neither participants nor spectators are noisy. Boys work hard and they strain themselves over examinations, failure at which is a serious humiliation. This attitude is perhaps the fruit of the Confucian code, which underlies Japan's social system : children must obey parents pupils must reverence teachers, the people must cherish the memory of ancestors, members must be loyal to the family and citizens must sacrifice for the State. A boy will not offend the feelings of his teacher or the sentiment of his class; nor will he disgrace his family by un-

worthy conduct in School or poor performance at studies. When he becomes a citizen or an official he will not offend custom; nor will he act at variance with public policy, no matter his views or his personal interests!

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Indeed the aim of Japanese education is to fit the individual to the State. The aim of Western education is the cultivation of individual ability and personal character, observes Lafcadio Hearn; but Japanese education is conducted mostly upon the reverse plan. Its object is to train the individual for co-operative action—to fit him to occupy an exact place in the mechanism of a rigid Society.

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When all has been said, Japanese education has been a success. The transportation of the English educational system to Ceylon has produced little fruit. So far as it possessed an economic aim, it was to supply the minor personnel of the foreign Government; so far as it had a political aim, it was to induce worship of the ruler and his culture; for spiritual aim, it lacked sources of inspiration. It has therefore failed to raise up a race of patriotic citizens seeking to serve their country. It has failed to call forth original contributions in poetry or art, science or industry. It has failed to fill the young mind with a burning desire for noble effort and successful achievement. It has been otherwise with Japan. This Eastern country went West too in search of ideas, and she gathered them now from England, now from America, now from Germany. But Japan

possessed the right to decide for herself. She did it in her own manner using her own mould; she used the precious metal of her own language, inferior to our own; she put on the coin of her culture the stamp of her own inheritance, posterior to ours. And the Land of the people remained the goal of the quest. Thus, education became a reality: the study of morals meant better manners in the entire nation, civics meant better citizenship, history meant better patriotism, geography meant world commerce, science meant industrialisation, economics meant better trade and industry, mathematics meant better finance, technical studies meant certain employment, domestic science meant better homes, better hotels and better earnings for women, botany meant increased yield in agriculture, nautical studies meant ships, military training meant national army, physical education meant physical fitness of the whole nation and the study of foreign languages implied world relations and success in diplomacy. All this meant a country, with a negligible fraction of the world's area containing few natural resources, where there is no idle acre or idle site; with a huge and rapidly growing population, where there is no idle unemployed or idle beggar; with crowded industrial cities, where few men thief or break the peace. Thus through her education, Japan has become politically powerful, economically resourceful; in art creative, in science inventive; one of the greatest nations of the world.



ST. JOHN'S COLLEGE S. C. M.

We have started work most earnestly this year. New office bearers were elected at the first meeting, and all are prepared to co-operate whole-heartedly in making this Union a great success.

There is a definite membership in the union now. Many have become members, and we hope that all will be enthusiastic about this union.

We had two outside speakers so far,— one, Mr. Lewis Subramaniam, who spoke on "The place of God in a student's life," and the other Miss. M. G. Northway, Principal, Chundiculi Girls' College, who gave us a very interesting talk on Canon Sheppard.

Members have been divided into groups for Bible Study. The passages for study are the daily reading portions as given in the Youth's series of the Bible Reading Fellowship notes. The greatest need for young Christians of today is a more thorough knowledge of the Bible. These study Groups meet once a fortnight.

The Tuesday 8.30 A. M. prayer meetings have been held regularly, but only very few have turned up, so far. We sincerely hope that this precious time will be profitably made use of by more members in the days that still lie ahead of us.

In the meetings to come we hope to have debates on some of the vital and controversial subjects. This opportunity can be profitably made

use of for arguing out the answers to certain problems. But may we drop in a word of caution? It is possible to argue for arguments' sake. But in debates held by this Union we hope that the chief aim and end in debating will be Truth and Truth alone.

V. Benjamin,
Hony. Secy.



THE REPORT OF THE BOARDERS' UNION

Before presenting the Report of the S. J. C. B. U. for the term under review, I take this opportunity to thank our former Secretary I. C. Lawrence for all that he has contributed to the success of the Union.

The first meeting of this Union for the term was devoted to the election of office-bearers for the current year, and I am glad to say that the election had returned a strong committee, which is working well.

As regards the meetings, we had them regularly on every Saturday evening. As this term is a short one, we had only a few meetings. The great interest evinced by the members of the Union in the art of oratory assured success at the very beginning of the term. We are fortunate in having Mr. O. V. Werkmeister—a young man of great vigour and enthusiasm, as our President. His occasional visits to the meet-

ings, and the good words of encouragement are really a source of inspiration and help to many of us. Above all, the training and criticism he offered us, cannot be exaggerated.

Some of the subjects discussed were:—

1. "The League of Nations is an utter failure."
2. "Books have a more permanent influence than friends."

3. "ஒவ்வொருவனும் தன் தாய் மொழியிலே கலை பயிற் றப்படல் வேண்டும்".

In conclusion, I wish to thank the Patron the President and Vice-Presidents for their kind co-operation in making this Union a success.

T. Manicka Vasagar
Hony. Secy.



இயற்கையும் அதன் வனப்பும்.

வனப்பை இயற்கை வனப்பு செயற்கை வனப்பு என இரண்டு வகையாகப் பிரிக்கலாம். இவற்றுள் இயற்கை வனப்பே தலை சிறந்தது. இவ்வியற்கை வனப்பே மனிதற்கு இன்பத்தை யூட்டுவது. இவ்வியற்கை வனப்பே மனிதரின் மனத்தைக் கசியப்பண்ணுவது. ஆனால் செயற்கை வனப்போ நிலையில்லாதது; இயற்கை வனப்பின் உதவியைக் கொண்டே செயற்கை வனப்பைத் தேடலாம். அங்ஙனம் தேடின வனப்பு சிறந்ததாகாது. உதாரணமாக நவரத்தினங்கள் பதித்துச் செய்யப்பெற்ற ஆபரணங்களையும், பட்டுப்

பிடவைகளையும் அழகுறப் புனைந்தாலும் இயற்கையாக அழகில்லாத விடத்து இவையெல்லாம் அழகைக் கொடுக்கமாட்டா.

“முழுமணிப் பூணுக்குப் பூண் வேண்டா யாரே
அழகுக் கழகு செய்வார்?”

என்ற முதுமொழிப்படி ஒருவரும் அழகுக்கு அழகு செய்ய மாட்டார். அதுபோலவே இயற்கையும்தன் அழகுக்கு அழகு செய்யாதொழிந்தாள். அவளுக்கு அணிவதற்கு ஆடை ஆபாணமாவது, அருந்துவதற்கு அன்னமாவது, அல்லது இருப்பதற்கு வாடைவிடாவது அல்லது வேறெந்தச் செனகரியாவது பிறர் கொடுக்கத் தேவையில்லை. அவள் திருப்பி மென்ற திவ்விய எண்ணத்துடன் உல்லாசமாய் உலாவித்திரிசின்றாள். நவரத்தினங்களையும், பொன்னையும், பல பறவைகளையும், மிருகங்களையும், கீர், வாழ்வனவற்றையும், உள்வனவற்றையும், தனக்கு அணிகலமாகப் புனைந்துகொண்டு நீல மேகத்தைத் தனது குடையாகப் பிடித்துக்கொண்டு உலகத்தைப் பரிபாலனஞ் செய்கின்றாள். அவள் முழுக் நினைத்தவுடன் தனது நீலக்குடையாகிய கருமுகிலை அழைக்கின்றாள். குளிர்காற்று வீசுகின்றது, மழை தாரை தாரையாகப் பெய்கின்றது; அவள் செவ்வனே கிரமிக்கின்றாள். மாங்களெல்லாம் மழையின் பயனாகச் செழித்து வளர்ந்து பச்சைப் பச்சிலெனப் பார்ப்பவர் கண்களைப் பறிக்கின்றன. பூந்தோட்டத்திலுள்ள பூக்களெல்லாம் பல பூக்கின்றன; சில தமது தளிர்களை வானத்தை நோக்கி நீட்டுகின்றன. அப்போ தென்றற் காற்று வீசுகின்றது. அதனால் அத்தளிர்களைல்லாம் சூரியனை வரவழைப்பது போல மெல்ல மெல்லத் தமது நீண்ட தாழ்களை அசைக்கின்றன. காலமும் விடியற்காலமாகின்றது. இத்தளிர்களின் வரவேற்பை ஏற்பான்போன்று கருங்கடலினின்றும் கதிரவன் தனது செழுங்கதிர்களை நீட்டுகின்றான். பூமரங்களிலுள்ள கண்ணிகளெல்லாம் கதிரவன் கதிரைக் காண்டற்காகக் கருதிக் கதிகக்

கண்ணைத் திறப்பவர்போன்று தமது கட்டுக்களை அவிழ்க்கின்றன. கிடையற் கடையாமத்தில் நித்திரையாயிருந்த தேனீக்களையும், வண்டுகளையும், குரியுன் தனது கிரணங்களாற்றட்டி எழுப்புகின்றான். அவைகள் பூக்களை நாடி யோடிச் செல்கின்றன. சில வண்டுகள் பூக்களிலுள்ள மதுரமான தேனை அகப்பிசுவுண்டு அதன் மயக்கத்தினால் வெறிகரார் பிதற்றுவது போலப் புலம்புகின்றன. பல தேனீக்கள் சந்தோஷமேற்கோளினால் இன்னிசை மிழற்று தின்றன. இன்னுஞ் சில, தேன் இல்லாமைபால் அங்கு மிங்கு அகன்ற களைப்பினாற் பறக்கச் சக்தியற்றிருக்கின்ற சமயத்தில் தென்றற்காற்று அவையின் களையைச் சிவிறியால் விசக்கித் திர்ப்பது போன்று விசக்கியாற்றுகின்றது.

அங்குள்ள புற்களெல்லாம் அடர்ந்து படர்ந்து பச்சைக்கம்பளம் விரித்தாலன்ன தோன்று நின்றன. அப்புற்களின் தாள்களிற்றங்கியிருந்த பனி நீர்த்தி வலைகளும், அதற்கிடையே வீழ்ந்து தங்கிக்கிடந்த பவளமல்லிகைகளும், முறையே முத்துக்களும், பவளங்களும் சேர்த்து இளைக்கப்பெற்ற கம்பளம்போல் தோன்றின. அங்குள்ள மயில், குயில், வானம்பாடி, புற முதலிய பட்சிசாலங்களும், தவக்கை, பச்சேசாந்தில், பாம்பு, முதலிய பிராணிகளும் அப்பூக்களினின்றும் கமழ்கின்ற நறுமணத்தை மோந்து இன்புறு நின்றன. குயில்கள் இன்னிசை மிழற்றுகின்றன. அப்போ தவக்கை மத்தளமடிப்பவர்போன்று தனது வாயாற் சப்திக்கிறது. பாம்பு சுதிகட்டிக் குயிலின் கீதத்திற்கிசைய வீணை வாசிப்பது போற் சப்திக்கிறது. தனித்தனி இவைகளின் செய்கையைக் கண்ணுற்ற பச்தோத்தில் தனது தலையை உயர்த்தியும் தாழ்த்தியும் தாளம் போடத் தொடங்கிற்று. மிருகங்களும் பட்சிகளும் கூட்டங் கூட்டமாக அங்குவந்து அசசங்கீத சபையைப் பார்த்துக்கொண்டு நின்றன.

புற அங்கு வந்தோரை வரவழைத்து ஆங்காங்கு இருந்த, அன்னம் வந்தோற்கெல்லாம் அன்னமுஞ் சிறுநுண்டியும் அளிக்க அவ்விழா மிகவுஞ் சிறப்பாக நடந்தது. இதைக் கண்ணுற்ற மயில் கோலக்கலாபம் விரித்து ஆடத்தொடங்கிற்று. ஆகாயத்திலுள்ள முகில் களெல்லாம் கருக்கொண்டு இச்சங்கீத விழாவைப் பார்ப்பதுபோல் ஓரிடத்தே கூடின. இது அந்த ஆண்மயிலுக்கு மிகவும் இன்பத்தை யூட்டியது. அப்போ அது முன்னிலும் பார்க்க மிகவும் சிறப்பாகக் கூத்தாடியது. இதைக் கண்ணுற்ற பெடைபும் அதனுடன் சேர்ந்து சோடியாக ஆடத் தொடங்கிற்று. இவைகளின் கீதத்தைக் காதரச் கேட்டு, அக்காட்சியைக் கண்ணாக்கண்டு இன்புற்று அதிலேயே மயங்கிவின்ற மிருகங்களும், பட்சிகளும் தாங்கள் தாங்கள் தலைகளை மெல்ல மெல்ல அசைத்தன. இங்ஙனம் நெஞ்சம் நெக்குவிட்டுருகக்கூடிய ஓர் சிறந்த காட்சியை வேறெங்காகுதல் காணமுடியுமா? இல்லை.

ஆங்கிலக் கவிராயர்களுள் ஒருவராகிய வேட்ஸ் வேத் (Wordsworth) சந்திரனுடைய பிறையை ஓர் வள்ளத்திற்கும், வியாழன் செவ்வாய், முதலிய கிரகங்களை ஊர்களுக்கும் ஒப்பிட்டிருக்கிறார். ஒருநாள் வள்ளம்போன்ற சந்திரனுக்குள் தான் இருந்ததாகவும் அது கடலாகிய புகாருக்கடாரச் சென்று அங்கு செவ்வாய், வியாழன் முதலிய கிரகங்களைத் தரிசித்ததாகவும் கூறுகின்றார். இவரின் மதிதட்பமென்னே! இயற்கையின் உணப்பு என்னே!! இவரும் இவரைப் போன்ற புலவர்களும் இயற்கை மனிதருக்கு எத்தனையோ கற்பனைகளைக் கற்பிக்கின்றனென்றும், இயற்கையின் அழகில் மானிடரின் கண்களையும், நெஞ்சத்தையும் ஒருங்கே தன் வசப்படுத்தும் சக்தியிருக்கிறதென்று கூறியுள்ளார்கள்.

இவையெல்லா மொருமருங்கிலிருக்க விடியற்காலையில் கடற்சுரையைக் கிட்டி அங்கு சூரியோதயத்

தின் அழகைப் பார்த்தாற்றான் இயற்கையின் அழகு
 நன்கு புலப்படும். காற்றுக் கனையாக வீசுகின்ற
 படியினால் கடல் கொந்தளித் தெழுந்தது. கடற்றி
 னைகளல்லாம் கரையில் வந்து கதிங், கதிங்கென்று
 மோதி அக்கரைக்கு அண்மையிற் செல்பவர்களின்
 கால்களைக் கழுவிச் செல்கின்றன. மீன்களெல்லாம்
 கூட்டங் கூட்டமாய்க் கூடிக்குலாவிக் கூத்தாடிக் கூத்
 தாடிக் திரிகின்றன. கடல் அடிவானத்தோடு பொருந்
 துவது போலத் தெரிகின்றது. ஓர் சிறந்த சித்திரீகன்
 பல வண்ணங்களிருந்த பொழுதும், படத்தை அழகு
 செய்வதற்காக, வேண்டிய நிறத்தை வேண்டிய இடத்
 திற்குக் கொடுத்துச் சித்திரத்தைச் சிறப்பாகச் சிறப்
 பிப்பான். அதே போலவே இயற்கையும் வேண்டிய
 நிறத்தை வேண்டிய இடத்திற்குச் கொடுத்துச் சிறப்
 பாகச் சித்திரித்து வைத்திருக்கின்றாள். கடலின் ஒரு
 பக்கத்தில் மேகநிலமும், மற்றொரு மருங்கிலே வெண்
 துளையும், அடிவானத்தினடியிலே செம்பவளச் சிவப்பு
 நிறமும் அதற்கு அடுத்த பக்கரிலே கருமுகிலும்,
 மற்றொரு புறத்தே வெண்முகிலும் இவற்றிற்கிடையிலே
 வெங்கதிரோனது செங்கதிர்களும் காண்பவர்
 கண்களைக் கவர்கின்றன. இவற்றையெல்லாம் தனித்
 தனி நோக்காது எல்லாவற்றையும் ஒன்றுயற்று நோக்
 கினால் அந்தக் காட்சியாரால் எரித்து உரைக்க முடியு
 ம்? இக்காட்சி பார்ப்பவர் கண்களைப் பறிக்கின்றது.
 மனத்தை மயக்குகின்றது, நெஞ்சை மிஞ்சி வஞ்சிக்
 கின்றது அகா! இயற்கை வணப்பு அல்லவா வணப்பு.
 அதிலும் சந்திரோதயத்திலும் பார்க்கச் சூரியயோதய
 மல்லவா கண்ணுக்குக் குளிர்த் காட்சி.

R. Velauthapillai

VI. B.



OLD BOYS' COLUMN

By

J. T. S.

GENERAL

M. Kanagasabai of the Ceylon Government Railway has been promoted Acting Deputy General Manager of Railways (Administrative.)

J. W. A. Kadirgamar was ordained a Minister of the Methodist Episcopal Church of F. M. S. at Singapore on the 9th January. Rev. J. W. A. Kadirgamar is now in charge of the Church at Seramban.

Rev. V. S. D. Sathianathan, son of Rev. and Mrs. T. D. Sathianathan of Nallur, Jaffna, has been ordained as a Priest of the Church of Ceylon by the Bishop of Colombo in Christ Church Cathedral Mutwal. He is now the Curate of Christ Church, Galle Face, Colombo.

R. Somasundaram was appointed Udaiyar of Chundikuli Parish.

W. J. Sabapathy has been appointed Draughtsman, Naval Yard, Trincomallee.

Dr. E. A. Lawrence has returned from England after obtaining British qualifications and is at present attached to the Civil Hospital, Panadura.

C. E. A. Selvaratnam F. C. I. (Birm) has joined the Staff of the Manipay Hindu College, Jaffna.

C. W. A. Edwards has returned from England after a course of Training at the Metropolitan Police Training School, London and Scotland Yard.

A. G. V. Kadirgamar, who was on sick leave for sometime, has recovered considerably under the treatment of Specialists in Colombo and has resumed work in the College early this Term.

Sam. A. Sabapathy was re-elected Chairman of the Jaffna Urban District Council.

K. V. Sinnathurai has been re-elected vice-chairman of the Jaffna Urban District Council.

G. J. Rajakulendran has been elected chairman of the Urban District Council Nawalapitiya.

P. Thiagarajah has been appointed Physical Director of the Jaffna Hindu College, Jaffna.

J. S. Nicholas, Assistant Commissioner of Excise Jaffna, has been transferred to Kandy from the 1st of April.

G. M. Rajadurai of Nallur, Jaffna has joined the Police Department.

F. Jansen has been selected for Training as Analyst and is undergoing a Training at the Bacteriological Institute, Colombo.

H. Jansen has joined the National Mutual Life Association Ltd. Colombo as a clerk.

G. T. Rajaratnam has joined the Staff of the Deaf and Blind School Mount Lavinia.

T. Gunaratnam, who passed the London Intermediate Examination in Engineering has proceeded to England for further studies.

R. R. Crossette Thambyah has been appointed a member of the Board of Education.

LAW EXAMINATION.

Proctors' First — G. T. Sabapathy
Proctors' Second — { S. D. Allagakoen
 { C. D. Singaratnam
Proctors' Final — F. E. R. Vannithamby

Advocates' First Examination C. Chellappah.

Proctors' First Examination V. Canagasabapathy, R. Pathmanathan.

ENGAGEMENTS.

K. C. Thurairatnam of the College Tutorial Staff with *Miss Elsie Jeevamany Scott*, daughter of *Dr. and Mrs. E. T. Scott* of Chundikuli.

J. G. Thambyah with *Miss Grace G. Pon-niah*.

S. Jeyaratnam son of *Mr. and Mrs. C. Sanmugam* of Singapore with *Miss Savundranayake Ratnasabapathy* of Trincomallee.

MARRIAGES

Our hearty congratulations to the new couples:—

J. M. Selvadurai of Mullative with *Miss Grace Muthmmah Romeo*.

Ratnasamy Samuel, Head Clerk, Choisy Estate, Punduloya, with *Miss Hepzibah Kamalamal*.

ST. JOHN'S COLLEGE OLD BOYS' ASSOCIATION.

Annual Subscription

1937-1938

We acknowledge with thanks the receipt of Annual Subscription for the year August 1937 to July 1938 from the following:—

Acknowledged in December 1937 issue	220 00
Mr. K. C. Praescody	2 00

Total Rs. 222 00

J. T. SOLOMONS
Hony. Treasurer.
S. J. C., O. B. A.

4th March 1938.

IN MEMORIAM
WILLIAM RAJARATNAM FITCH

Born: 11th July 1912.

Died: 9th March 1938.

IN MEMORIAM
DR. N. THILLAINAYAGAM

Born : 30th April 1904.

Died : 26th December 1937.

He passed the Ceylon L. M. S. in July 1936.

He is the son of Mr. K. Nagamuttu of Chiviatheru, Jaffna. He served the Medical Department in the following stations:—Kegalle, Buttala, Moratuwa, Negombo and Polghawela. He died as a result of a motor car accident at Hambantota on his way to Tissamahara to relieve a Doctor there.

VALETE

G. J. Thambapillai.

PARGITER HOUSE

1924—1936

Secretary S. J. C. C. U.
 Comp. Sgt. Major C. C. B.
 Captain Pargiter House
 Senior Prefect

F. Jansen.

HANDY HOUSE

1924—1937

Asst. Sec. Prefects Guild
 Cricket XI
 Eng. Editor College Parliament
 College Monitor
 Prefect
 London Matric.

R. T. Knight.

THOMPSON HOUSE

1936—'37

Speaker College Parliament
 Prime Minister
 Permanent Secy.

K. J. Tharmaratnam.

THOMPSON HOUSE

1925—'38
1935

Camb Junior
 Captain Thompson House
 Sgt. C. C. B.
 Leader of the Opposition
 College Parliament
 Asst. Secy. S. C. M.
 College Monitor

K. Allegakoen.

JOHNSTONE HOUSE

1925—'37

Senior Cadet

Cricket XI

London Matric.

1937

A. W. S. Nathaniel.

PARGITER HOUSE

1928—'37

Senior Cadet

London Matric.

1937

T. B. M. Ekanayake.

JOHNSTONE HOUSE

1929—'37

Scout Troop

Asst. English Editor S. J. C. B. U.

London Matric

1937

A. A. Rajaratnam.

PARGITER HOUSE

1929—'37

Camb. Junior

1935

Football XI

1936—'37

Senior Cadet

London Matric.

1937

A. Aiyampillai.

JOHNSTONE HOUSE

1930—'37

Scout Troop

Camb. Junior

1932

College Monitor

London Matric. (1st div.)

1937

C. Anandanadarajah

THOMPSON HOUSE

	1931—'37
Camb. Junior	1935
College Monitor	
London Matric.	1937

— —

A. Candiah.

PARGITER HOUSE

	1932—'37
Camb. Junior	1934
London Matric.	1937

— —

P. Ponnudurai.

HANDY HOUSE

	1932—'37
Camb. Junior	1935
London Matric.	1937

— —

F. Sinnadurai.

HANDY HOUSE

	1932—'37
Camb. Junior	1935
London Matric.	1937

— —

M. Sivapathasundaram.

PARGITER HOUSE

	1934—'37
London Matric.	1937

— —

S. Ponnudurai

HANDY HOUSE

	1935—'37
College Monitor	1936
London Matric.	1937

— —

T. Sivagnanam.

PARGITER HOUSE

	1936—'37
College Monitor	1937
Leader of the Opposition College Parliament	
Permanent Secy. "	
London Matric.	1937

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V. N. Selvaratnam.

PARGITER HOUSE

	1931—'38
Camb. Junior	1935
Junior Cadet	
Secy. Bible Reading Fellowship	
Treasurer S. C. M.	
College Monitor	1937
Camb. Senior	1937

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C. Sathasivam.

HANDY HOUSE

	1932—'37
Camb. Junior	1935
Camb. Senior	1937

--

A. K. Sabapathipillai.

THOMPSON HOUSE

	1933—'37
Scout Troop	
Camb. Junior	1934
Camb. Senior	1936

--

C. Mahendraraja

PARGITER HOUSE

1934—'37

Junior Cadet

Camb. Junior

1934

College Monitor

„ Prefect

Camb. Senior

1936

— —

A. V. Rajakulasingham.

HANDY HOUSE

1925—'37

Scout Troop

Matric. Form

1937

— —

S. Rajaratnam.

JOHNSTONE HOUSE

1926—'37

Scout Troop

London Matric.

1937

— —

G. Karunaratne.

THOMPSON HOUSE

1927—'37

Senior Cadet

Cricket XI

„ Colours

1937

— —

K. Thunairatnam.

JOHNSTONE HOUSE

1927—'37

Capt.† Johnstone House

Football XI

„ Colours

Camb. Junior

1935

Cricket XI

College Monitor

1937

College Athletic Champion

1937

— —

S. Somaskander.

THOMPSON HOUSE

	1933—'37
Camb. Junior	1935
Tamil Editor S. J. C. S. A	
College Parliament	
Matric. Form	1937

— —

H. G. Bowdweyn.

HANDY HOUSE

	1934—'37
Camb. Junior	1936
College Monitor	1936
Senior College Athletic Champion	1936
Senior Cadet	
Athletic Colours	1937
Athletic Captain	1937

— —

M. Ratnagopal

THOMPSON HOUSE

Capt. Thompson House	
College Monitor	1936
Cricket XI	} 1936
Colours	
Football Captain	
Colours	
Volley ball Capt.	

— —

V. N. Rasiah.

JOHNSTONE

	1929—'36
Capt. Johnstone House	
Cricket XI	{ 1936
Colours	
Camb. Junior	1934
Senior Eng. Essay Prize	1936

College Monitor	1936
Ground Secretary	1936
Sec. Prefects Guild	
Sec. S. J. C. S. C. M.	
Capt. C. C. B.	
Eng. Editor S. J. C. L. A.	

T. Vandendriesen. HANDY HOUSE

	1927—'37
Cub	1926—'28
Scout	1928—'30
Junior Cadet	1923—'33
Sgt. C. C. B.	
Junior College Athletic Cham- pion	1931
Nicholas Essay Prize	1933
Camb. Junior	1933
Senior Cadet	1934—'35
Eng. Editor S. J. C. S. L. A.	1935
Secy. S. J. C. S. L. A.	1936
Prime Minister	} College Par- liament
Speaker	
Cricket XI	1937
„ Colours	1934—'37
„ Colours	1935
College Monitor	1935
„ Prefect	1936
Cricket Captain	1937
Nicholas Essay Prize	} 1937
Senior „ „	
Kumarakulasinghe Script. Prize	1936
College Debating Three	1937
Captain Handy	1937
Football XI	1937
„ Colours	1937
Senior Prefect	1937

SCHOOL OFFICERS.

<i>V. Benjamin</i>	Senior Prefect, Secretary, S. C. M. Permanent Secretary, College Parliament.
<i>S. Nadarajah</i>	Speaker, College Parliament Secretary, Prefects' Guild.
<i>P. Senathirajah</i>	Asst. Secretary Prefects Guild.
<i>T. Manicka Vasagar</i>	Secretary, S. J. U. B. U. Secretary, B. R. F. Treasurer Prefects' Guild.
<i>C. Canagaratnam</i>	Captain, Pargiter House, Sergeant-at-arms, College Parliament Tamil Editor S. J. C. B. U.
<i>P. Singarajah</i>	Senior Cadet Sergeant. Secretary, S. J. C. S. S. U.
<i>I. C. Lawrence</i>	Prime Minister, College. Parliament, Captain Handy House. Chapel Prefect.
<i>R. Subramaniam</i>	
<i>C. Dharmalingham</i>	Leader of the Opposition College Parliament.
<i>V. N. Selvaratnam</i>	Treasurer, S. C. M. & S. S. U.
<i>S. Mahadeva</i>	Cricket Captain, Captain Johnstone House.

THE COLLEGE PARLIAMENT.

<i>President:</i>	The Principal (Ex-Officio)
<i>Vice Presidents:</i>	The Vice-Principal „ Mr. K. Subramaniam Mr. P. T. Mathai Mr. V. C. Canagaretnam

<i>Permanent Secretary:</i>	V. Benjamin
<i>Secretary of States:</i>	Vanden Driesen
<i>Prime Minister:</i>	I. C. Lawrence
<i>Leader of the Opposition:</i>	C. Dharmalingham
<i>Members without</i>	
<i>Port Folio:</i>	V. N. Selvaratnam
<i>Sergeant - at - arms:</i>	C. Canagaratnam
<i>Speaker:</i>	S. Nadarajah
<i>Deputy Speaker:-</i>	B. D. Amarasingham

S. J. C. S. C. M. & S. S. U.

<i>President:</i>	The Principal
<i>Vice-Presidents:</i>	Rev. J. T. Arulanantham Mr. S. Sivapiragasam Mr. P. T. Mathai
<i>Secretary S. C. M:</i>	V. Benjamin
<i>Asst. Secy. S. C. M.</i>	M. Samuel
<i>Secretary S. S. U:</i>	P. Singarajah
<i>Treasurer S.C.M.&S.S.U:</i>	V. N. Selvaratnam
<i>Secy. Bible Reading</i>	
<i>Fellowship</i>	T. Manicka Vasagar

S. J. C. B. U.

<i>President:</i>	Mr. O. V. Werkmeister
<i>Vice-Presidents:</i>	Rev. J. T. Arulanantham Mr. W. T. Gunaratnam
<i>Secretary:</i>	T. Manicka Vasagar
<i>English Editor:</i>	T. Kasinather
<i>Asst. English Editor:</i>	H. A. Jesudason
<i>Tamil Editor:</i>	C. Canagaratnam
<i>Asst. Tamil Editor:</i>	T. Dharmaratnam

MASTERS' GUILD.

<i>President:</i>	Mr. G. S. Chellaiah
<i>Secretary:</i>	Mr. K. Subramaniam
<i>Treasurer:</i>	Mr. W. T. Gunaratnam

HOUSE CAPTAINS

<i>Handy House:</i>	I. C. Lawrence
<i>Johnstone House:</i>	S. Mahadeva
<i>Pargiter House:</i>	C. Kanagaratnam
<i>Thompson House:</i>	R. R. Scott

COLLEGE MAGAZINE.

<i>Editor:</i>	Mr. G. S. Chellaiah
<i>Asst. Editors:</i>	Mr. J. T. Solomons
	Mr. E. M. Ponnudurai

O. B. A. JAFFNA.

<i>Secretary:</i>	Mr. Sam. Sabapathy
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O. B. A. COLOMBO.

<i>Secretary:</i>	Mr. J. T. R. Perinpanayagam
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CADET CORPS.

<i>O. C. Contingent:</i>	1st. Lieut	Mr. E. M. Ponnudurai
<i>Junior Cadets:</i>	Mr.	W. T. Gunaratnam
<i>Senior Sergeant:</i>		P. Singarajah
<i>Junior Cadet Sergeant:</i>		G. G. Vanden Driesen

SCOUT TROOP.

<i>Group Scout Master:</i>	Mr. T. M. Mathai
<i>Asst. Scout Master:</i>	Mr. K. C. Thurairatnam

WOLF CUB PACK.

<i>Cub-Mistresses:</i>	Miss E. Kelk
	Miss M. E. Vanden Driesen

TENNIS CLUB.

<i>President:</i>	Rev. H. Peto
<i>Captain:</i>	Mr. E. M. Ponnudurai
<i>Secretary:</i>	Mr. P. I. Mathai

GAMES.

<i>Secretary:</i>	Mr. E. M. Ponnudurai
<i>Cricket (1st XI)</i>	Mr. S. L. Jansen
<i>Cricket Captain:</i>	S. Mahadeva
<i>Athletics:</i>	Mr. T. M. Mathai
	Mr. K. C. Thuraiaratnam
<i>Ground Secretary:</i>	R. R. Scott

PHYSICAL TRAINING SQUAD LEADERS.

PHYSICAL DIRECTOR:-	<i>Mr. A. G. V. Kadirgamar</i>
Squad No. I.	<i>P. Senathirajah</i>
Squad No. II.	<i>C. Canagaratnam</i>
Squad No. III.	<i>T. Kasinather</i>
Squad No. IV.	<i>P. C. Rajacone</i>
Squad No. V.	<i>T. Thanjaratnam</i>
Squad No. VI.	<i>T. Manicka Vasagar</i>
Squad No. VII.	<i>A. Ponnudurai</i>
	<i>C. J. Sanders</i>
	<i>S. Mahadeva</i>



ACKNOWLEDGMENTS

We acknowledge with thanks the following
Magazines sent to us in the course of last term.

St. Thomas' College Magazine

All Saints' College Magazine

Uva College Magazine

The Central

The Bottled Sunshine

