

CONTENTS.

	Page.
1. Editorial Notes . . .	1
2. <i>To the College on the 28th College day.</i> . . . Anon . . .	4
3. Mile Stones . . . Mr. C. P. Thomas . . .	5
4. <i>Song</i> . . . Mr. S. Umamaheswar . . .	13
5. The Meeting of Studyism and Professorism . . . Carlylism . . .	14
6. The College Day . . .	16
7. The Speech of the Presi- dent on the occasion of the CollegeDay gathering. Mr. M. Raja Raja Varma . . .	20
8. The Principal's Speech . . . Prof. C. V. Chandra- sekharan . . .	23
9. Francis Thompson . . . T. C. M. . . .	29
10. <i>Poem</i> . . . Mr. S. Umamaheswar. . .	34
11. From a College Window . . .	35
12. Analogy in Science . . . Mr. M. S. Rama Iyer . . .	40
13. The College Clubs and Societies . . .	46
14. മഹാത്മജിയുടെ കാളേജ് സന്ദർശനം (വഞ്ചിപ്പാട്ട്). എൻ. കേശവ പിള്ള II. . .	52
15. എന്റെ വിദ്യാഭ്യാസ സ്മരണകൾ . . .	56
	ആർ. ഇരട്ടപാല പിള്ള



Page

1	Introduction
2	To the Editor of the
3	Journal
4	Mr. S. Thomas
5	Mr. S. Thomas
6	Mr. S. Thomas
7	Mr. S. Thomas
8	Mr. S. Thomas
9	Mr. S. Thomas
10	Mr. S. Thomas
11	Mr. S. Thomas
12	Mr. S. Thomas
13	Mr. S. Thomas
14	Mr. S. Thomas
15	Mr. S. Thomas
16	Mr. S. Thomas
17	Mr. S. Thomas
18	Mr. S. Thomas
19	Mr. S. Thomas
20	Mr. S. Thomas
21	Mr. S. Thomas
22	Mr. S. Thomas
23	Mr. S. Thomas
24	Mr. S. Thomas
25	Mr. S. Thomas
26	Mr. S. Thomas
27	Mr. S. Thomas
28	Mr. S. Thomas
29	Mr. S. Thomas
30	Mr. S. Thomas
31	Mr. S. Thomas
32	Mr. S. Thomas
33	Mr. S. Thomas
34	Mr. S. Thomas
35	Mr. S. Thomas
36	Mr. S. Thomas
37	Mr. S. Thomas
38	Mr. S. Thomas
39	Mr. S. Thomas
40	Mr. S. Thomas
41	Mr. S. Thomas
42	Mr. S. Thomas
43	Mr. S. Thomas
44	Mr. S. Thomas
45	Mr. S. Thomas
46	Mr. S. Thomas
47	Mr. S. Thomas
48	Mr. S. Thomas
49	Mr. S. Thomas
50	Mr. S. Thomas



OLD COLLEGE

OR

THE MAGAZINE

OF

H. H. The Maharaja's College of Science.

TRIVANDRUM.

VOL. II. }

APRIL 1926.

{ NO. 3.

Editorial Notes.

With the publication of this issue, 'The Old College' will be completing the second year of its existence. None will dispute that the period of its life has been sufficiently long to enable us to appraise the usefulness of the journal and the place it has come to fill in the corporate life of the institution which has given it its name. Looking back over what has been achieved we find that there is much to be reasonably proud of; but only blindness can be obtuse to our obvious shortcomings in some directions and there is always scope for regret that it had not been brighter, fuller, and that more sustained excellence could not have been achieved. Both the pleasure and the regret are natural and it becomes all the more important that efforts should be made to increase the potency of the one and reduce to a minimum the chance for feeling the other.

In fact, an enterprise of this kind can only be wholly successful if it comes on the crest of a wave of passionate desire and eager expectation. It has been said that a good letter reflects the spirit of him that writes and of him that receives it and that here, as in many other enjoyments of life, we receive but what we give. A college magazine is but the truest reflection of what is

most significant and most characteristic in college life and needless to say, the fuller we make it, the richer and more harmonious, the sweeter will be the magazine as the treasure house of the best that the college can give us and the best that we can give to our common nurse and mother.

* * * * *

Schemes of educational reconstruction are on the anvil and in a few years vast changes may take place altering completely the face of Southern India. The Andhra University has become an accomplished fact and will, it is said, begin work towards the end of April. A University for Tamil Nadu is not a distant possibility. Public opinion in the Tamil Districts has already expressed itself decidedly in its favour and though at the last meeting of the Senate, a resolution calling upon that body to make a comprehensive survey of this question was thrown out, the idea has found trenchant champions and powerful supporters. The desire for a Kerala University has already made some headway and though at the present moment we see no organised striving, it is not unlikely that at any moment, forces may be set in motion which will beat down all opposition, help mutual adjustment of obligations and bring the scheme to a glorious fulfilment.

Meanwhile the new University of Madras has not been slow to take advantage of the increased opportunities that the Act has given to extend the scope of its usefulness. New schemes of study and research, new readerships and studentships have been sanctioned and will soon be put into operation. An Institute for Oriental Studies, and a laboratory for Scientific Research are, we should think, the two more lasting fruits of the new spirit of expansion and reform. There has not been, however, the same unanimity of feeling about some other branches of reform in studies, for example, the introduction of compulsory vernacular in the Intermediate and B. A. classes. Enthusiasts for this measure seem to think that the support it receives is the test of one's patriotism and love for the distinctive culture of our motherland. There is, however, quite a body of men as sincere and as patriotic as any others, who honestly feel that the cause of the vernaculars will not be substantially furthered by carrying out this

reform and that to achieve this purpose, we require students and scholars who will spend their life-time in pursuit of this knowledge, chosen high priests and intelligent critics of the best that India can give us in the shape of philosophy, art and religion. They would even prefer that a more drastic reform is effected, that of making the Vernaculars the media of instruction in schools and colleges, than that we should have recourse to these halting and half-hearted steps towards the improvement of the Vernaculars of the country. But there is one thing to be said in favour of even this small measure of change that is sought to be introduced in the curricula of studies. A competent knowledge of one at least of the Vernaculars is admittedly a necessity for a University student and it is equally an incontrovertible fact that the young men who are products of the University at the present day cannot lay claim to it. The knowledge of the Indian Vernaculars which the students will acquire by this change will not, assuredly, be inferior to their knowledge of English Literature, which is almost forced down their throats by an unimaginative system and by teachers more unimaginative. Let us hope that the proposed change will pave the way for a deeper and more genuine pursuit of Vernacular studies and will lead to a fuller and more competent scholarship than exists at present.

To the College on the 28th College day.

(27th February 1926)

Great mother, who hast for many a splendid year
Still held the light of knowledge and of Truth
Before the eyes of else misguided youth,
And shown the path to fame and virtue clear.
Bless us thy children who to-day come here
To render annual homage unto thee ;
Keep us from petty party feeling free ;
Teach us to love thy cause devout and dear
Above all selfish wants ; thine ancient name
Still to preserve with deeds of righteous fame ;
And when we leave your porches and your halls
Guide thou our steps to where our country calls.
Do this; and when our dear, dear Ind is free
Foremost of her institutions thou shalt be !

[Anon]

Mile Stones. [V]

SPEECH BY MR. C. P. THOMAS.

ON THE 27TH COLLEGE DAY.

I esteem it a great honour to have been asked to propose the toast of our Alma mater at this happy annual Festival, when her alumni are gathered together as members of one family to renew their bonds of affection and devotion to the mother and the sense of their union with one another, through her. So my first and pleasant duty is to express my sincere feelings of thankfulness to the College Day Committee for the privilege thus conferred upon me.

As we are assembled here to-night, we are naturally reminded how, owing to the cloud of sorrow that hung heavy over us caused by the demise of the Royal Patron of our College for nearly 40 years, we were prevented from celebrating the College Day last year. We are however grateful again to bask in the sunshine of the smile of Her Gracious Highness, the Maharani Regent, whose regime has already shown her Royal solicitude for the progressive development of the College.

As I stand here to-night my first thought is about the bifurcation of my old College into the Science College, and the Arts College. As an 'old boy' of H. H. the Maharajah's College of old, I am a bit perplexed, which College I belong to. I naturally thought that only the Arts College would claim me and I should claim connection only with that Institution. But all the fond old associations of place and circumstance, draw me towards this spot as the home of my Alma mater, where I received my mental nurture and culture. I feel as if the body of my Alma mater is here, while a part of the spirit has gone elsewhere. When I go to the Arts College, whither divine Philosophy has found a new Home, though the spirit is indeed there, one finds it hard to recognize it in its present body, however magnificent a look it presents. As I think further on this problem, I think that the Language Course here is the legal successor of the course in my days, which establishes a partial claim for me to this College. Then, there is the circumstance, that the University still styles my optional Group, mental and moral "Science." So, that gives me another ground for my claim.

Again, while Physics, Chemistry, Biology &c., deal with particular branches of knowledge only, Philosophy brings within its purview all the knowledge of natural phenomena obtained through the various branches of Science. To my friends, the students of the natural sciences, let me say that if you stop in your pursuit of knowledge, with the idea that H_2O is the formula for water, that myriads of electrons make up an atom, that there has been an evolution of plants and animals from lower to higher organisms, or that the area of a circle is πR^2 , your knowledge is incomplete from a human standpoint. From an understanding of the phenomena of nature you cannot rest satisfied without a philosophy based upon your knowledge of the laws of these phenomena, however you may choose to interpret the same. So you, students of Science, must arrive at some Philosophy, unless you arbitrarily check the outgoings of your mind in that direction. Thus I have laboured to make secure my place on this platform. I may admit that I have my misgivings whether when the Committee invited me to speak they knew that I am a Philosophy Graduate and whether after knowing it they will continue to recognize me as an 'old boy' of theirs. Having identified myself with this College, I don't know, on the other hand, what the new Arts College will say to me when I go there. So I must protest I have come here claiming kinship without waiving my claims for a similar kinship with the Arts College.

To one who has well entered on the wrong side of fifty, future prospects are not so interesting as past reminiscences. Though such reminiscences may be only of an antiquarian interest to you the present Boys, and the recent 'old boys' of the College, they are of living interest to us the 'old boys' of the long past. So I crave your indulgence when I refer to some of my recollections of the past.

In my days from the First Class where we began the A B C, in three years we came to the Lower Fourth Class, which led to the upper Fourth, whence we stepped on to the Fifth which was the doorway to the Matriculation Class. Dr. Harvey was then the Principal of the College but he was in charge of the whole institution down to the First Class. One still remembers the mixed feelings of awe and pleasure when the big but kindly-looking

Sahib, came round occasionally to the lower classes with some test in spelling, or correction of wrong sentences, and to make enquiry about some truant who had attracted his attention.

Our Fifth class teacher I could never forget, he was such a terror to his pupils that he was known among them as “കട്ടമ്പറ ചിപ്പിള്ള” His method of punishment were peculiar. I wonder what our modern youngsters armed with the Rule in the Education Code *re* corporal punishment, will think, when I say how he would make a boy lie on his belly and on the table and ask another boy across the table to take hold of his hands, while the cane would remorselessly be applied to the buttocks of the first. Sometimes when he was not in the mood to leave his chair, he would make one boy slap another on the cheek or screw his ear. I was once talking in the class with a friend who is, I believe, present here to-night, and we were asked to go into a very big box for keeping the things belonging to the classes and the lid was shut, so that our craving for *tete-a-tete*, may be gratified to the full. But, I must add, that for all this, we were never lacking in our love and reverence for him. Speaking of corporal punishments I remember how in the junior F. A. Class one of my classmates received from the lecturer a shower of slaps on each cheek in turn—though indeed it was a rare exception, and could be done only by one who had such a prestige in the institution, as that lecturer had. Even in the B. A. Class our English Professors used to test the daily preparation of three or four students each time and record the result in a mark book, which went among us by the ominous name of Fate Book ; and one still remembers the feelings of the ‘boding tremblers’ who came unprepared, at the sight of that small book.

I would close with grateful and reverent remembrance, of the benign fatherly face of Dr. Harvey, the scholar and philosopher ; the pleasing courtesy and affable smile of Prof. La Bouchardiere with his contagious enthusiasm for rhythm and cadence and other beauties of English Poetry, whose pleasant and winning manners, we now find reproduced in his worthy nephew, our popular Dewan ; the keen intellect of Dr. A. C. Mitchell who did so much to develop the institution as a College of Science ; the serene smile of the profound Philosopher, Mr. P. Sundram Pillay ; the kindly face of

Prof. Boyle with his mastery of English Literature and keen interest in Foot Ball, which game he introduced into the College for the first time; the handsome yet dignified look of Mr. P. Iyappan Pillay; the commanding tall figure of Mr. P. Ramaswamy Iyer with his never-failing enthusiasm and unflagging energy; and the scholarship of Pandit Rama Kurup, with his unending series of humorous stories and anecdotes which raised often such a roar of laughter in the class as to compel the visit of the then young Principal Dr. Mitchell.

After indulging in these reminiscences of the past what strikes an old boy most is the healthy growth and development of his Alma mater since the days when he imbibed the milk of instruction from her breasts and lived under her discipline. The expansion of the college by the addition of these magnificent piles of new buildings and extensions, is remarkable while the numbers have risen from below 200 to the impressive figure of about 850 excluding the numbers now in the Arts College. The introduction of new courses of study in the science branches has indeed enhanced the cultural value of the institution, and made it more capable of meeting the increasing demand for scientific education in view of the recent industrial awakening in the country. The growing enthusiasm of the students for manly athletic sports, and their lively interest in current movements that would appeal to the future citizens of the State, are features which former generations of old boys may note with joy and pride.

It may be presumptuous on the part of one who has spent his life in working at what may be called the foundations and basements of our education, to speak about questions connected with the superstructure of the grand edifice. Yet I venture to make a few observations.

We hear very often criticisms levelled against the too literary character of our education. But does the criticism apply to a Science College? They say, yes. For, the scientific knowledge acquired here is only theoretical and not practical, only general and not applied. So the cry is for more industrial and technical education, which would enable our youth, when they leave college to take up some remunerative work other than

clerical or administrative under the Government, or private agencies. But should we not ask ourselves, how far the attempts already made to work industrial and agricultural schools justify our idea of being able to remedy the present economic problem by a change in the curricula of studies as desired by such critics? I am inclined to think that such industrial and technical education can grow with advantage, only if it keeps pace with the industrial development of the country, which depends on finding out new spheres and avenues of work, and financing them. The history of the universities of Birmingham and Manchester seems to show that there was a considerable measure of commercial and industrial advance before there was a call for universities of such a type.

Here one closely touches the question of the unemployment of the educated classes. From what is said above, I mean that we cannot readily solve this problem by turning out every year a large number of young men able to take part in industries, agricultural or otherwise. When they go out, there should be a demand for such men. Else the problem will simply change its form and not be solved. Further we must not yield to the cry for technical education so far as to forget the great value of a general education, whether in the humanities or the natural sciences, in equipping men for solving great questions affecting the progress of civilized society, and making discoveries in science, whose utility may not be immediately visible. So, however much, we may need the spread of technical education, there will be still an important function for our Arts and Science Colleges to fulfil.

But, I think, that the real complaint now is, that the present system of teaching and examining, and the quantity and quality of curricula, are such as not to equip the intellect and character of the youth for the battle of life, but only to strengthen certain limited powers of the mind, as the memory. The education is merely receptive without being creative. Our young men only learn about things—though many only get up words—but are not able to face situations, and do things. Now, if our educationists would seriously, earnestly and fearlessly set about examining and modifying the present curricula and system of examinations, it should be possible to evolve an improved system which would

send out from our Colleges not merely book-worms, but graduates with an adequate mental equipment to suit their various callings in life. They would leave the College, whether Arts or Science, not merely with a greater or less amount of knowledge, but with an enthusiasm for the pursuit of knowledge, and the capacity and skill to acquire it more and more, so as to meet the demands on their life—until we are able to accomplish this, our endeavours will spell failure. We should see that less of the students' time is spent in getting up what others have written, but more in exercising their powers of observation and judgment on what they find in books and in nature around including human activities. We are sometimes crying for extensive study and some times for intensive study; but whether extensive or intensive, what we should aim at is, the training of the student to use his own powers of mind and body, and do something new, not actually taught, though similar to what he has been taught. Now, the general feeling seems to be that teachers are *to give* and students *to receive*; but the idea should prevail in a College that students and teachers are met together to achieve a common result by co-operation, in which each side has a proper share.

I would next speak a few words on the importance of character development in its moral and spiritual sides, in our Colleges. In our literature, in the records of the history of nations, and in the study of the natural sciences revealing the wonderful wisdom and goodness of God, the students can be well made to get light and inspiration to acquire fine traits of character. But this has to be well supplemented by the personal touch of the students with their Professors. For, moral as well as intellectual enthusiasm and devotion are roused and nurtured only by contagion and inspiration, passing from personality to personality. As our professors are expected to use their ample leisure from actual lecturing work and a portion of their fairly liberal emoluments to facilitate opportunities of personal contact with the students, we should not grudge them either their leisure or their emoluments. It is to be hoped that with the opening of the new Hostel a new system would be evolved which would approximate as far as possible to the tutorial system in Oxford and Cambridge. I would advocate it, even if it means additional professors, for which higher fees are collected from a limited number who

desire the benefits of such a system, and can afford to pay for the same. Until we do this we shall not be able to give the highest equipment to the best of our students, whereby only, we can get leaders of society and statesmen for our needs, from our own countrymen.

I wish to speak a few words on the place given to the vernaculars and our classical language Sanskrit in our system of education. I would only emphasise the study of Sanskrit in its relation to its help in securing proficiency in the vernacular. I believe it is a beneficent reform now accepted by the Senate, though not, sanctioned by the Government of Madras, that as in my days, the study of a vernacular is to be made compulsory for the Intermediate and degree Examinations.

Besides the cultural value of the study of ancient vernacular literature and its importance in the development of our youth on really national lines, it has great value in the matter of spreading education indirectly among the masses. Now it is a pitiable spectacle to see most of our graduates quite unable to put two sentences together in their vernacular before an ordinary mofussil audience. With such an equipment how can they be the channels to convey right ideas to the masses, about the world and our life in it, which they have acquired from their education? In the absence of such a means, will it be possible to give the mass of the people such useful knowledge, through English Education? Surely not. Hence the importance of our graduates and undergraduates, acquiring a fair amount of proficiency in the vernaculars. If we are to bring our national culture up-to-date, those who are equipped with western knowledge, should be in a position also to critically examine and find the excellences and defects of the ideas accepted by our forefathers as revealed in their ancient literature. As time presses, I would bring these observations to a close.

These walls within which we first saw the beauties of Shakespeare and Milton, Wordsworth, and Tennyson, and were inspired by their noble thoughts and sentiments, within which our eyes were first opened to the wonderful phenomena of nature, within and around which we formed and enjoyed such comradeships in play and study, will for ever, through many a fond association of place and circumstance, be clear and sacred to the

old boys of this College. May the claims of this College be filled ever by a succession of Professors not only reputed for their eminent scholarship in their branches of knowledge, but also esteemed and loved by the students as their wise and loving guides, enlightening and inspiring them along the path of life. May this College continue to send forth from within its walls, year after year an array of young men and women holding forth the torch of knowledge lighted from the lamps shining here, well equipped for the battle of life, able and willing to serve their country and generation.

With these words, I propose the Toast of our beloved *Alma mater* with all enthusiasm, wishing her all prosperity, and couple it with the name of Principal Chandrasekharan.

Song.

I come bathed from the springs of pure Romance,
The cool zephyr's current in my blood ;
The scent of a thousand flowers fills my lungs,
I stand fresh as the foam of the sea.

I dance like the depending tendril in the morning air,
Tendril-like round Nature I wind and wind ;
Like a vein of delight I run through her body,
Listening close to the whispers of Her heart.

I make a float of a moon-beam, with a foam-fleck for sail,
A fairy for helmsman cooing on her horn ;
I launch in the lush-cool sea of a baby's dreams,
And the winds of fancy blow me on.

[S. Umamaheswar.]

The Meeting of Studyism and Professorism.

[READ ON THE OCCASION OF THE PRINCIPAL'S PARTY TO THE
STUDENTS OF CLASS IV]

Wearied mortals are creeping home from their labour. The college boy eats with relish his supper of herbs, or hath strolled forth into the street for a mouthful of air and human news. Still knots of young mortals are left behind. What amount of murmurings and applause! Professorism, and tutorism developing to professorism and ending in principalism are all present; some so young that poor mortals mistake them for studyism, very young indeed! O lecturers on optics and statics! Renovators of human sciences! Accumulators of encyclopaedic information! Readers in Shakespeare! Why remain here? Why have you left your test tubes, retorts, and your nauseous fumes? All day long they were administrating lecturism, followed by tutorism, and reinforced by demonstratism on innocent studyism almost choked with dry detailism till 4 o'clock, when the bell rings ding-dong and studyism is left at liberty. But remark meanwhile Oh, reader and see that maenadism also has taken its place at the corner. What can be thy office here in the midst of this sea of masculinism?

It is the day of Socialism at the Science College, and her eldest sons are gathered in the "*nadumuttam*" of her "*tharavadu*." It is the conglomeration of professorism, and studyism; of studyie rascality raised to social formality meeting professorial gravity mildened into paternal cordiality. Will professorism be one with studyism and never more return to its platforms?

But of all the white turbans and full suits, I would recommend to thee, O ye reader! that tall towering personality—driver to the old stupendous red coach—the Science College—of oriental origin and occidental moulding. For it is he, who has summoned his agglomeration of studyism. For he too has natural affections, a wife and children at home. Old students of his are still his favourites they say—ye children of men, whence he also thought it proper to entertain his collegiate children this evening, for which love, studyism is all thankfulness. On, then, hot-blooded

studyism, and roar with all your throats, ye sons of liberty, for principalism is at home to you to-day.

But why, ye white turbans and full suits, what is your office here? Ah! children of men! they too were once students, crammed and gnawed and got distinctions, stamped and howled and got extinctions from classes. Of such stuff is studiocracy composed. Now they feel their old days of liberty again. But so much wood-work remains identical, so much else is not identical.

Hapless studyism, ye are getting now towards port! Delightful farings and voyages draw to a close. What duty remains to you henceforth is that of placidly cramming formula, for the filtering process of April 7th, 1926. Whence oh ye distinguished driver to the old coach! Slacken thy speed so that ripened studyism may get out of thy coach and shift for itself.

CARLYLISM.*

*EDITOR.:— Mr. C. V. Chandrasekharan the Ag. Principal and the host of the evening, awarded a prize to the author for this oration.

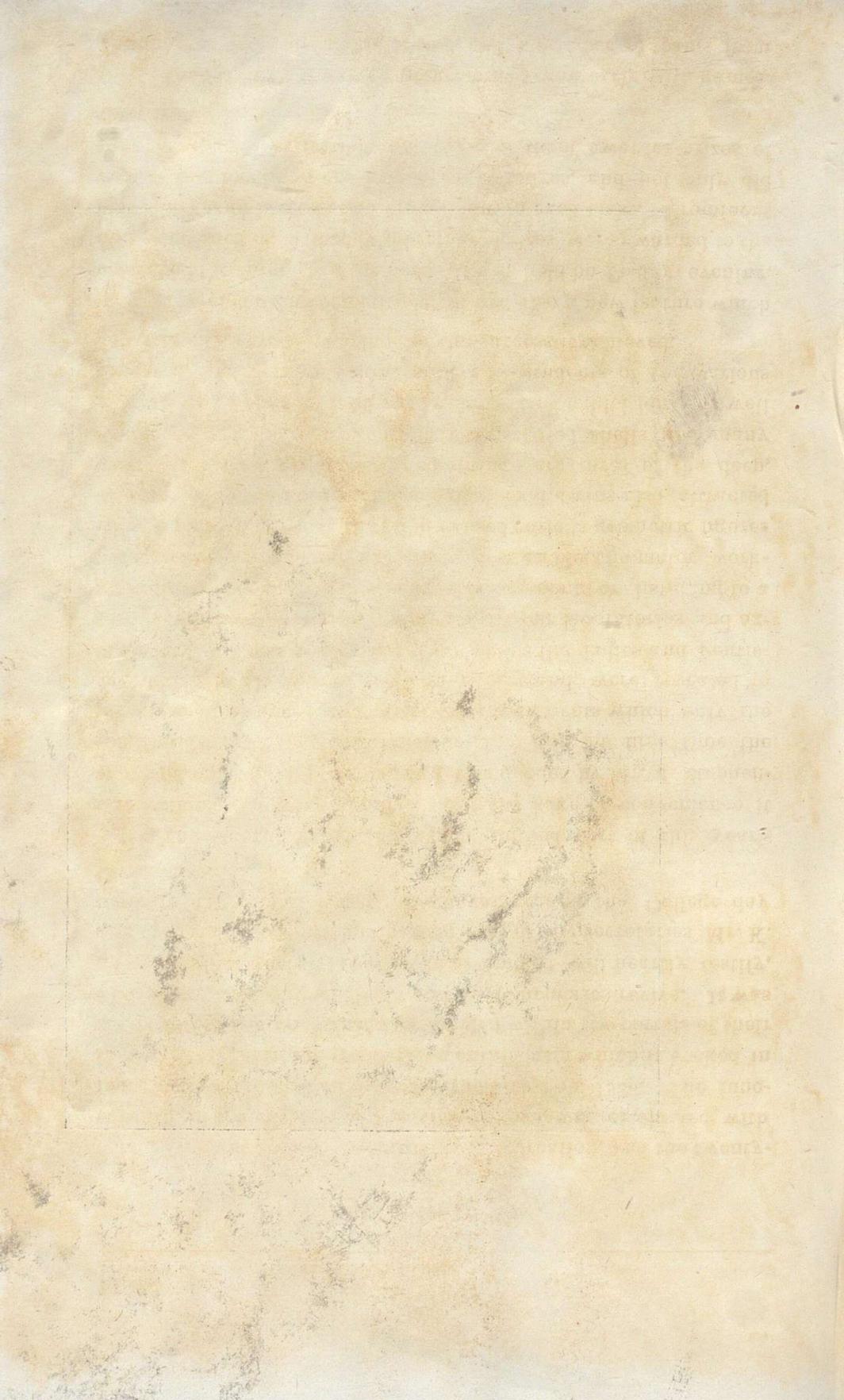
The College day.

The first College day since the bifurcation, and the twenty-seventh in the history of the Old College, was celebrated with more than usual *elect* on Saturday the 27th Feb. 1926. The function was unique in the tremendous enthusiasm which it evoked in the boys old and young, who assembled within the portals of their *alma mater*, on a day when old and dear memories revive. It was an unqualified success, as all who assembled will heartily testify, and the credit goes to the untiring zeal of the secretaries Mr. K. Sankara Pillay and Mr. N. Raghavaiyar, and the College day Committee.

The science exhibition which formed part of this year's celebrations, was very popular. For the sake of convenience it was held on the day previous, and was opened by Mr. J. Stephenson the Director of Public Instruction. For the first time the mysteries of physical and chemical experiments which only the initiated were allowed to see and understand, were revealed to the public. It was a pleasing sight to see the ladies and gentlemen of the town, walking freely about our laboratories and examining curious optical or electrical instruments or listening to a nervous student who was explaining how an electric motor worked, or a plate in musical vibration caused curious geometric figures to form. The Botanic and Zoological exhibitions also attracted interest. Here the visitor viewed strange creatures of the deep, anemones and Jelly fish, curiously convoluted shells and many animals and plants of land and water. The exhibition was well prepared, and the professors, staff and students of the various departments were responsible for the success it achieved.

The elocution competitions formed also a new feature which enhanced the interest of the day. It was held on Friday evening, and continued on Saturday morning. Prizes were awarded to the best speaker in English and Malayalam in each class. Prominent men in the locality were invited to be judges, and not only did they accept the invitation, but some of them awarded prizes of their own.

On Saturday the day's programme began early with games. Tennis was the chief game played, and a number of teams from





Refreshments (Cosmopolitan Section)

the college took active part. The winners were given cups and medals as prizes.

The old boys were as enthusiastic over the 'amusement's as the young. Some of them were shy at first, but the 'young' would not be denied, and we had an agreeable time when a grey-haired old boy and a high official sang comic Malayalam songs, and Mr. Malloor gave us an English ditty. Some of the dons also attempted songs and mimicry, and they 'amused' both when they succeeded and failed. Indeed there was more than one sly sheep who wished that some of the shepherds were always 'like that' instead of being *.....

The feasts were held in a large and sumptuous scale. More than a thousand both from in and outside the college had subscribed and as large a number took part in the breakfast. The refreshments in the evening, also gave an equal degree of satisfaction.

Sports followed in the evening, and a large number of guests, gentlemen with a fair sprinkling of ladies witnessed them. Sack *melee*, sack race, the long Jump, high Jump, the hurdle race and obstacle race followed in their usual course, and Mr. Eapen, Mr. Kumara Pillay, Mr. K. P. Sreedharan Nair and others distinguished themselves and received suitable prizes.

This year's college day was marked by a number of successful and effective departures from the *Mamool* and one of the chief among them was the public meeting being held in the quadrangle instead of in the Jubilee Town Hall. In time honoured days, the seekers after knowledge were few and the Town hall was found sufficient to accommodate both the students and the public. But of late the college strength has outgrown the capacity of the Town hall and when an immense number of students and guests were packed in the Town Hall, discontent was the result. This year owing to a happy idea the one open side of the College Quadrangle was closed with appropriate screens and converted into a stage, and platform, while the old Quadrangle itself became a huge amphitheatre with balconies on three sides to accommodate restless students, and the centre well furnished with chairs and forms, for guests. There was a large gathering of old boys, and the *elite* of the town, including ladies.

Mr. M. Raja Raja Varma Avl., Retired Commissioner of Devaswoms presided. In wellchosen words, he lamented the death of the late Maha Raja Sri Mulam Thirunal, and proposed the toast to the first lady in the land, Her Highness the Maha Rani Regent, and the young Maha Rajah.

Mr. C. P. Thomas, M. L. C., who was the speaker of the evening, read out a beautiful speech. He recalled some of the memories of his days as a student in the Old College at the feet of the great scholar Prof. Sundaram Pillay. He paid a warm tribute to the Natural Sciences and the study of them, Philosophy and the Moral Sciences being his own optional subjects in College. He emphasised the need for a reflective and philosophical frame of mind in students. He dwelt upon the pressing question of unemployment,.....

The Principal in an apt reply thanked the guests of the evening for their enthusiasm in responding to the invitation and the sympathy they had shewn in all the activities of the College. He reviewed the achievement of the College in the last two years both in the play ground and in the fields of learning. The figures which he gave shewing the unprecedented number of subscribers and participants on the College Day of this year came as an agreeable surprise. He finally pleaded for a more generous and active sympathy of the old boys, for the Old College.

Mr. C. P. Sankara Pillay the College Day student speaker who has won laurels on the platforms of the College debating society now came forward and proposed the toast to the old boys, which was replied to by Dr. Kunjan Pillay, a distinguished old boy. Dr. Kunjan Pillay's, reply was characterised by vigour and wit.

Prizes were then distributed to the winners in the various competitions and the audience were kept amused by a fancy dress competition got up for the evening. An original youth who featured the 'Evil one' got the first prize, amid the laughter of all present.

The last item of the day was a Malayalam farce, an adaptation from the French Dramatist Moliere, and the acting was a splendid success. There has never been they say, since the inauguration of the College Day, 'such fine acting shown during any

of the College festivals and there are people who go further and believe, that it beats all record of amateur acting in Trivandrum. Four of the best actors were awarded prizes, two by the College Day committee and two by the Principal. But it does not mean, that only these four deserved prizes, not any other. The actual prize-winners were K. Krishnan Nair for the part of *Karanavan*, A. R. Gopala Nair for *Nanu* the intriguing parasite, K. Sankara Pillai for the clever servant, V. R. Parameswaran Nair for *Janu* the servant maid. But two others, also the Quack Doctor or the Asan particularly, deserve mention and were uniformly applauded for the successful acting of their respective parts.

The Speech of the President

Mr.M. RajaRaja Varma,

ON THE OCCASION OF THE COLLEGE DAY GATHERING.

27—2—'26

FRIENDS AND COMRADES,

You have bestowed upon me the highest honor in your gift and I accept it with loyalty and thankfulness to the Brotherhood of the past and present students of the College to which I owe my all. Here at least we are above distance-pollution and untouchability, and may I say clannish parochialism? I speak rather haltingly as the demon of communalism occasionally peeps into the sacred temple of learning. The fissiparous tendency of modern social evolution is doing Satyagraha at every door and unless we combat its entry by constant vigilance and mutual goodwill, we shall lose the cherished heritage which several generations have generously built and handed down to us in trust. Some of my friends have recently raised a reasonable suspicion whether the spirit of separation has not already split us asunder, whether the sciences, the humanities and the law which had found here a common *Tarwad* home have by setting up new homes not left us alone, and whether any branch of the family can claim that respect and esteem which were once our common possession. When a *Tarwad* has outgrown its home, it is more than natural that its members in opulence should build new houses for convenience; separate residence gradually leads to separation of interests, and unless controlled by a wise and common head, the members are bound to stray away and lose sight of their common brotherhood. A reunion voluntarily effected is at best no substitute for coparcenarship and the bond would break at the slightest strain. The limbs should form the members of one living body to function in unison. I say a living body advisedly, as our University has become too old to wield any effectual control and we are suffering from all the ills of absentee *Karanavanship*. The organisation of a local University has become imperative at least to bring together the disjointed members and work for a common cause. For

all the blessings which education has wrought us, we are indebted to the generosity and the high statemanship of our illustrious Sovereigns, and would it not be in the fitness of things for us to hope that the reign of Her Highness the Maha Rani Regent will be commemorated by the inauguration of a Travancore University a crowning gift from the most gifted lady of the land ?

Loyalty to the throne is the lullaby which has soothed us from our cradle. It is redundant to repeat it at every turn. However a reminder of a most sacred duty often times becomes necessary lest its significance is lost sight of in the hurry and bustle of life's battle. In an age of criticism when the validity of even the first principles is questioned the need for searching our hearts is all the greater. When irresponsible criticism is undermining the foundations of the social fabric, when respect and obedience to tradition and authority is at a discount, and when self-interest reigns supreme over benevolent instincts, loyalty to the person of the Sovereign is the sole tie which binds us together. The needless importation of foreign ideals and vague aspirations changes the destiny of any land and in the troubled waters of the consequent evolution, the only light which guides us to safety is our loyalty to the person and throne of the Sovereign. Let us not dim that light by besmearing the glasses.

Students and politics is anathema to some. Could any intelligent human being shut his eyes to what goes around ? And what is politics but a collective expression of current events and their bearings upon society ? Willy-nilly, each one is bound to look at them from the standpoint of his vision, and the students are no exception. There are, however, diverse ways of looking at them. To the unthinking they may appear as disconnected spasmodic actions of individuals with a motive behind, more or less selfish and in keeping with the spirit of the onlooker. The thinking mind would see their deeper significance and their innate correlation, bereft of all personal equation and happening in the irresistible sequence of cause and effect. This is the detached and academical view of any event, big or small, and that is the view which every real student is expected to take. To descend to personalities and appraise the value of actions and events by that standard are not worthy of either the self respect of

the student or the decency of a journalist. Decent criticism cannot arise from personal vituperation, is a lesson which we have to learn both in public and private dealings. No human being is above fault and fault-finding is no real criticism. On the other hand, an appreciation of the good points only ignoring the defects could amount to criticism. I once asked my old revered uncle, the late lamented scholar Kerala Varma Valia Koil Tampuran, why he invariably gave an appreciative certificate to all compositions submitted to him notwithstanding their variety of quality and worth, and whether he was not doing harm to the mother tongue by this indiscriminate laudation. He wisely replied, "True my child. But don't you think that I should be doing a greater harm to the progress of Malayalam were I to bring to light all the faults and give little credit to the authors? My duty is to appreciate the little excellence that I find in the compositions submitted to me and that will remove the defects in due course." I commend this noble counsel to you.

Sir Frederick Whyte in his recent brochure has prophesied that in the onward march of India towards responsible Government under the British Crown, the Indian States which already enjoy a large measure of autonomy are bound to play an important part. The destiny of any State depends on the unity, sobriety and patriotism of its educated citizens, and we, who are proud of our ancient land, who have already reached the vanguard of education and modern civilisation, are bound to show to our brethren outside by our loyalty and responsible co-operation, that we are the worthy successors of the champions who built up in days gone by, this beautiful little country under the guidance of Sri Padmanabha and His Royal servants, our illustrious Sovereigns.

With these words I propose for your unanimous acceptance the toast of His Highness the Maha Raja and Her Highness the Maha Rani Regent and couple with it the names of all the other members of the Royal family.

“The Principal’s Speech.”

Mr. R. Krishnaswami Iyer whom we all miss very much at this meeting went on leave in December last and I am performing the duties of the Principal. One of these duties is to make a speech in response to the toast which has just been proposed in the most eloquent terms by my esteemed friend, Mr. C. P. Thomas. I am so fatigued after the day’s work that I would much rather receive the toast with a deep bow and a profound *Namaskaram* to Mr. Thomas and resume my seat. But tradition is masterful in her tyranny and in matters of this kind I am her willing slave. The tradition of the College Day goes back to 1897 when the first attempt—a kind of rehearsal—was made. Dr. Mitchell describes this attempt in the following words:—

“It may have been noticed that many educational institutions in Southern India have of recent years had a gathering annually of present and former students to which the name of a “College Day” has been given. If I mistake not, the Madras Christian College led the way in the institution of such a function. With us, such gatherings have not as yet become a recognised institution, but I am glad to say we have made a beginning in this direction. In the early months of this year, the students and the college staff met for an afternoon’s entertainment at Velee Lake. Although no speeches were made and no toasts were proposed we had plenty of amusement in the shape of boat races, and what fun was lost by the lack of speeches and toasts was possibly compensated by the spectacle of two Professors of the College floundering in the back-water, a third photographing the whole scene, while a fourth Professor was content to survey operations generally from a safe position on *terra firma*. Such meetings, I think, do much good and so far as is possible I shall always be ready to encourage them.”

For my part I feel more inclined to flounder in water at the present moment than to make a speech. After this first plunge in 1897, came the first authentic College Day celebration in 1898, and it is interesting to note that on that occasion a roll of distinguished graduates of the College was read at the public meeting.

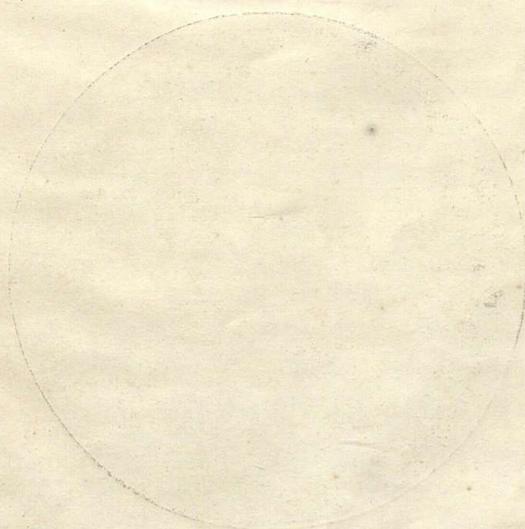
The College Day was celebrated regularly from 1898-1924 and with your permission I will read the names of the presidents of the successive years.

- 1 A. Govinda Pillai, Esq., B.A., B.L., F.M.U. (Dewan Bahadur)
- 2 T. Raja Rama Rao, Esq.
- 3 V. Nagamiah, Esq. B. A., F. R. Hist. S. (Dewan Bahadur)
- 4 S. Shungarasubba Aiyar, Esq. F. M. U., C. I. E.,
- 5 S. Padmanabha Aiyar, Esq. M. A. (Dewan Bahadur)
- 6 M. LaBouchardiere, Esq. M. A.,
- 7 M. K. Ramachandra Row, Esq. B. A., B. L.
- 8 N. Subramonia Aiyar, Esq. M. A., M. B. & C. M.
- 9 K. K. Kuruvilla, Esq. B. C. E.
- 10 A. J. Vieyra, Esq. B. A.
- 11 P. Ramakrishna Aiyar, Esq. B. A.
12. R. Mahadeva Aiyar, Esq. M. A. (Rao Bahadur)
- 13 K. G. Sesha Aiyar, Esq. B. A., B. L.
- 14 C. V. Raman Pillai, Esq. B. A., B. L.
- 15 R. Veeraraghava Aiyangar, Esq. B. A., B.L. (Rao Bahadur)
- 16 A. R. Raja Raja Varma, Esq. M. A., M. R. A. S.
- 17 S. Padmanabha Aiyar, Esq. B. A.
- 18 R. Easwara Pillai, Esq. B. A.
- 19 K. Narayan Menon, Esq. B. A., B. L.
- 20 P. Raman Tampi, Esq. B. A., M. L.
- 21 A. M. Muthunayagam Pillai, Esq. B.A., B.L. (Rao Bahadur)
- 22 E. J. John, Esq. B. A., B. L.
- 23 T. Lakshmana Pillai, Esq. B. A.
- 24 K. Venkiteswara Aiyar, Esq. B. A., L. T.
- 25 Dewan Bahadur A. Govinda Pillai, Esq. B. A., B. L.
- 26 M. V. Subramonia Aiyar, Esq. B. A.

It was not celebrated in 1925 on account of the demise of that great ruler and true friend of education, Sri Mulam Thirunal the late Maharajah. Then came the bifurcation of 1924 which mutilated the Old College but the college, now called the College of Science has proved itself to be a living organism and not a mere administrative contraption. Men may go and departments may go, you may even change her name, but she goes on for ever. It is true that the College Day during recent years ceased to attract as much interest or arouse as much enthusiasm as it did in



Handwritten text, possibly a signature or a name, located below the rectangular outline. The text is extremely faint and difficult to read.





Sports in the College Grounds.



Four of the distinguished guests taking refreshments.

the earlier past. But all that seems to have changed this year and the bifurcation seems to have acted as a kind of rejuvenating operation—an expensive operation I must admit—on what appeared to be a decaying institution. The College Day is alive and kicking—more vigorously than ever. In spite of the little trouble that we had when we were arranging the preliminaries—which was needlessly given prominence to in one or two newspapers which I do not wish to characterise—the enthusiasm and zest for the celebration was very much keener than it had ever been in my experience. I will give you a few figures. About 95% of the students, about 850 in number, all in fact except the very poorest subscribed and subscribed liberally. About 300 old boys subscribed and their subscription amounts to about Rs. 400. The staff of the college also subscribed much more than in the past. The total subscriptions come to about Rs. 1200, and of this amount about Rs. 400 have been already collected, which is a higher proportion of actual collections before the celebration, than was usual in the past. I can assure you and especially the students assembled here, that the rest of the amount will also be collected by various expedients, well-known to Principals of Colleges.

Another noteworthy feature of this year's celebration is the Science Exhibition which has been conducted, I believe with much success, by the College Science Association. The exhibition was opened by Mr. Stephenson the Director of Public Instruction yesterday morning and it was a pleasing sight to me, to see old boys walking about at their ease and enjoying themselves. The exhibition had an incidental advantage in that it gave the old boys an opportunity to see with their own eyes the changes and developments that have come over the college. In the name of the college, I wish to express my warmest thanks to the Science Association and especially to the Science Professors and staff and volunteers, for the trouble they have taken in making the arrangements.

It is usual for the Principal in replying to this toast to make a brief survey of the work and activities of the college during the last year. (I will make it very brief indeed). Our University results for the last year were on the whole very satisfactory. The percentages of full passes in the Intermediate and the B. A., were high

and we got a decent share of first classes in the Intermediate. One student took his degree with a first class in Chemistry—Mr. Venkatachalam—he is with us now as demonstrator—and he is the only first class we have had in this subject, since Dr. Kunjan Pillai took the first rank in the I class in 1902. The paucity of I class in the B. A. has been a depressingly striking feature in recent years. This is partly due to the fact that while the standard for the pass has been lowered, the standard for the I class has been insensibly raised in recent years, and partly also to the fact that with the large increase in numbers and in our swollen class rooms, it is practically impossible to give any kind of individual or special attention to the best type of students.

Two new branches of study have been opened since the last College Day—the Mathematics Honours course and the Botany-Zoology course for the B. A. The latter is worthy of more than passing notice. It is well-known that Botany is a very appropriate subject for study in Travancore, which has been called a tropical garden. The study of Botany is of immense practical importance in the development of agriculture. We are sending our first batch of Botany students for the B. A. Examination this year. Let us hope, that among the Botany graduates of this year will be found men, who will prove to be the pioneers of agricultural development in Travancore.

Coming to the athletic activities of the college, I have to note that the Football events during the years were characterised more by persistence than success. We lost our matches against the Kottayam College, both at Kottayam, and recently here in the presence of H. H. The Maharajah. The causes of our failure are obvious. We have no good ground and we have no "soccer blue" as Kottayam has in Mr. Squire, to give the proper training to our teams. In the match played at the Parade ground against the Kottayam team, it was the general opinion that our team, though it had individually good players, did not display that organisation and combination in which the Kottayam team excelled. I must also say that more regularity and punctuality in attendance, on the football ground, on the part of the members of the club is to be desired. I should like however, to congratulate Mr. R. Gopalan

Nair and Thomas Mathew on their work as Captain and Secretary of the Football Club during the year.

In tennis, we were not able to produce any giants this year. Our teams fared badly in the Sri Mulam Tournament. It is however gratifying to note that we have more than 100 students playing tennis this year and the number of courts has been increased to 6. In fact we seem to be working on Chesterton's principle, that it is better for a country that as many as possible played games, than that one or two became champions.

Coming to Volley Ball and Badminton, I can report with a sigh of relief that we won the Sri Mulam Tournament in both the games this year. Let me congratulate the Captain of the Volley Ball Club and the Secretary of the Badminton Club on the victory.

In the Sri Mulam Sports we won the prizes for High Jump, Pole Jump and the Tug-of-war. The Gymnasium is working fairly well and there are about 60 students practising regularly.

The Debating Society woke up from its slumber and displayed vigorous activity during the year. The Secretary Kesava Pillai deserves to be congratulated on the success of the work of the society.

An elocution competition was held in English and Malayalam in connection with the College Day celebration and prizes were won by

1. P. Sreedharan Pillai	Class IV	} Rs. 5 each.
2. George P. Samuel	„ III	
3. K. Madhavan Nair	„ II	
4. M. P. Alexander	„ I	

Malayalam

1. O. Varkey Class III...Rs. 5.
2. N. Neelakanta Pillai, Class I. II prize, Rs. 3.

I wish to thank the judges Mr. A. Venkata Row, Miss. Joyce Gomez and Mr. Mallor Govinda Pillai for the prizes which they kindly offered, in addition to the prizes awarded by the College Day Committee.

The Chemistry Association and the Natural Science Association have been working well. I must not forget to mention the Spinning Club, a voluntary association formed by some students of

the college to practise spinning. They held a competition and Mr. Changanachery Parameswaran Pillai was kind enough to distribute the prizes.

I will not make any long reference to the Magazine as the student speaker is going to refer to it. I will only say that about 250 old boys are "receiving" the Magazine.

Before I close, let me entreat the old boys to make a strenuous effort to organise a permanent "Old Boys Association." The College Day Committee has passed a resolution accepting this proposal. It is very necessary to form a permanent organisation of this kind, to enable the college to keep in touch with its past students. We do not wish to claim as "Old Boys" those who feel that their allegiance is divided, or those who feel that they belong to the Arts College. I propose in the near future to convene a meeting of the Old Boys, and I should be greatly obliged if the old boys who are present here will attend that Meeting, and give us the benefit of their advice as to what we should do.

Let me thank once again Mr. C. P. Thomas for his readiness in accepting our invitation, and for all the kind things which he has said about the college. Mr. C. P. Thomas is not only one of our oldest boys, but an educationist who has devoted his lifetime to the cause of teaching. I consider it fortunate that we have been able to secure him as one of our speakers this evening, and I thank him once again very warmly for his eloquent speech.

Francis Thompson.

Francis Thompson was preeminently a Mystic. In an age when Matthew Arnold's

"What was before us we know not,
And we know not what shall succeed," and Tennyson's
versification of the well-known problem

"Who will riddle me the How and the What ?

Who will riddle me the What and the Why ?" were full expressions of the popular ignorance and aversion to matters surpassing the intellectual purview, there came forth a mystic poet, proclaiming in golden verse, his belief in the reality of what can be perceived, only by a super-rational power. Indeed, it is a wonder that in spite of the constant tossing on the extremely rough waves of fortune, and the bare pittance which the 'stony-hearted' London of the eighties of the last century could offer an unrecognised son of the muses, Thompson kept alive the flame of his poetry, and the faith in the God who could be approached with a son's love. As his biographer beautifully put it 'His spirit rose from the penal waters fresh as Bolticelli's Venus'. The bitter experience only strengthened his genius and enlarged his heart.

Like all mystics Thompson believed in the fact that God was everywhere visible. We could see Him if we had but the proper disposition. Heaven is around us and God is within us.

"From sky to sod,
The world's unfolded blossom smells of God."

We get almost a full expression of this idea in his short poem. "The Kingdom of God."

"O world invisible we view thee,
O world intangible we touch thee,
O world unknowable we know thee,
Inapprehensible we clutch thee.

* * * *

'Tis ye, 'tis your estranged faces
That miss the many-splendoured king
Yea, in the night, my soul, my daughter

Cry,—Clinging Heaven by the hems;
 And lo, Christ walking on the water
 Not of Gennesareth, but Thames."

To such a genius the One-ness of all things is a very natural thought. Everything is full of God. Everything is a revelation of God. Hence all things are closely linked together. The song of the maiden in 'The Mistress of Vision' is suffused with this thought.

"All things by immortal power,
 Near or far,
 Hiddenly
 To each other linked are,
 That thou canst not stir a flower,
 Without troubling a star."

The relation between the individual soul and God is the chief concern of the mystic, and this is harped upon at length in the dramatic sequence of poems brought under the title 'A Narrow Vessel.' The poet himself says, that in these poems he wants to indicate the overabundance of God's love and man's inability to respond to it. This is treated under the guise of 'primitive girl nature' which is not able to respond to 'a love beyond its capacities.' A fuller expression of this occurs in 'Love and the Child.' The child refuses to be loved and clasped and kissed.

"I will but be loved now and then
 When it liketh me

* * * *

'To the tender God I turn;—

"Pardon, Love most High!

For I think those arms were even Thine
 And that child even I."

In this poem we have in fact the embryonic expression of the idea dealt with at great length in 'The Hound of Heaven.' The tremendous lover who pursues him "Adown Titanic glooms of chasnid fears" and along "The long Savannahs of the blue" is the 'Love most High' of 'Love and the Child.' The eluding beloved who 'wist not to evade as love wist to pursue,' at last, fails in the race to escape Him. But the beloved is comforted, and in its

failure lay the success. His hand was stretched caressingly and the words of love fell upon her ears:—

‘ Ah, fondest, blindest, weakest,
I am He whom thou seekest!
Thou dravest love from Thee who dravest me.’

Thompson is at one with all mystics in the conception of God as a source of burning intense love which the individual soul cannot fully receive nor respond to. Referring to his mystic experiences Maharshi Devendranath Tagore says:—“ I was satisfied with getting so much ; but He was not satisfied with giving so little.” The ‘Gitanjali’ gives expression to the same idea under various figures. Indeed, the language of the mystics is a more universal one than any other language. Irrespective of nationality or time, they come to the same knowledge through the same emotional experience, and they give expression to them in almost identical terms.

Though at the final stage the mystic mood may be the same, and the realisation of the Deity almost identical in its nature in all mystics, yet, the steps by which they ascend to the final stage may be different in different souls. A poet like Wordsworth may rise to the realisation of the supreme spirit without the help of an intermediate religion, coming in between him and the Godhead.

‘That blessed mood
In which the burthen of this mystery’

was lightened, was brought on by the influence of nature on a receptive mind. In the autobiography of Maharshi Devendranath Tagore, we get constant reference to the influence of nature, and of the Upanishads and the Vedas. When he was first awakened to joy at Nimtola Ghat the influence of both was significantly present. It was night. The full Moon had risen. A burning ghat was hard by. The sound of singing was gently borne to him on the night wind—‘Will such a day ever come, that while uttering the name of Hari, life will leave me?’ Then, says he:—“my mind was awakened to a joy unfelt before.” In the case of Thompson as in the case of St. Teresa, the influence is chiefly the

Catholic religion. The mysteries, the dogmas, and the symbols of the Catholic Church constantly appear in his poems.

Hence his peculiar, and almost original, attitude towards nature. True, he recognises the life in Nature. "Few seem to realise that she is alive, has almost as many ways as a woman and is to be lived with, not merely looked at," so wrote he to a friend. We get a full expression of his view with regard to nature in the essay "Nature's Immortality." Unlike Wordsworth, he thinks that a drawing near to God is the first necessary step for understanding Nature. "Nature from Alp to Alpine flower," is nothing but divine thought taking flesh. With something of Platonic reminiscence he says that an ideal wakes in the Omnipotent Painter, and the nature we see is the expression of this ideal just as a painting is the objective reproduction of an ideal which arises in the painter's mind. Hence his exclamation—an exclamation which may seem rather strange in the light of Wordsworth and Shelley. "I do not believe that nature has a heart; and I suspect that like many another beauty, she has been credited with a heart because of her face." He inclines to the view that Coleridge was nearer the truth when he said:—

"O Lady! we receive but what we give,
And in our life alone does nature live,
Ours is her wedding garment, ours her shroud."

In the essay on the 'Immortality of Nature' he says:— "Absolute nature lives not in our life, nor yet is lifeless, but lives in the life of God. She is God's daughter who stretches her hand only to her father's friends.' We must draw near to God to understand nature. He is the avenue through which we can go to her. Wordsworth has evidently the reverse order. He would go through Nature to the God immanent in Nature. To dogmatise on the correctness of the one or the other procedure is needless. The mystic poets are the best authority for what they say. It is instructive in this much. It reminds us of the fact that Francis Thompson did not need Nature as an intermediary in his mystic union with God. A revealed religion did for him what Nature did for Wordsworth.

A life of disappointment and sorrow, and a genius early enslaved to opium but characterised by the highest imagination enabled him to produce some things which the world will not easily let die. What might have dulled or led on to suicide another genius, only whetted his imagination. Lying over an empty stomach on the Thames embankment at night, with nothing over head but the skies, he thought not of putting a sudden stop to a miserable life, but of 'the abashless inquisition of each star.' The author of 'The Hound of Heaven' stands in the front rank of English poets for power of imagination. There is no exaggeration in the lines of Alfred Noyes on the death of Thompson.

“ Beyond the sapphire height
Flew the gold winged feet
Beautiful pierced with pain,
Sweet, sweet and threefold sweet.”

T. C. M.

Make me a bower of quiet cool jasmines
Beside a pool of lotuses dear ;
Let champaks and roses blow round and about me
Morning and evening shall dance round my
[grove.

The seasons shall come in their happy turn
And give me their messages each by each ;
While I love that lone flower in the corner of my
[garden
Where I spend my life's closing hours.

Nay, Time shall not kidnap me embowered in bliss
I will hide from his search, benested here.
This is the cottage of my spirit. Here I work
With the dreams that make all other dreams
[true.

S. Umamaheswar.

From a College Window.

"The Editors will be glad to receive information on subjects of topical interest for inclusion in these columns."

There are terms and terms, but freaks like the last term come once only in the proverbial blue moon. Statisticians may attempt to tabulate the number of days in the term, the number of working days and the number of days on which work was actually done, but we are convinced that the last would be a negative quantity. The Senior B. A. and the Senior Intermediate students felt the pinch on account of this and had to sit through long and hurried extras so that their courses could be completed. They will have already gone through the mill and know best the examination-value of these lectures, but a passing reference to their social activities would not be out of place.

Occasionally we meet some O. Bs. who in their anxiety to secure a prominent place in the history of the College, claim that the habit of 'Socialising' was started by them. There is a difference of a score of years between the ages of some of the claimants for this honour and we find it difficult to reconcile how they could have all been pioneers, but that is beside the point. Further, there is an unwritten law of the world that a charitable latitude should be allowed in all reminiscences—especially of old days at school or college. Once again this is beside the point. We wish from our heart of hearts that this habit had remained undeveloped.

There should be a society for Prevention of Cruelty to Professors which should be empowered to issue licenses for socials and to control the provender. Till such a society comes into being why should not the Principal act in self-defence. The students cannot realise what these gatherings mean to their teachers. They have a social only once in a way and we are willing to believe that they enjoy it, but the same members of the staff have to go the round from day to day. It is hard on them that they should have to sing the same song over and over again or *listen* to the same magic performance night after night. We use the word, listen advisedly because there is seldom magic to be seen, the lack of it being made up by the verbose protestations and apologies of

the magician. On some occasions, the magicians meet with scant courtesy and we feel sorry for them because their intentions are laudable, but in socials one should seek the limelight with a little more stock-in-trade than honest intentions.

We pass on to the toast. We do get *toasted* sometimes and well done at that. The unwitting victims of the *faux pas* committed in a speech, meant to be delivered in praise, crane their necks forward to catch every word and are relieved only when they have been taken to the rack and left comparatively uninjured. An attempt to give individual testimonials to all the members of the staff requires delicate handling especially when all of them are present. The words of praise which the English dictionary allows us and the cramped style imposed by the English language, permit very limited variety of permutations, and even praise which is too often repeated becomes very dull.

Apart from the Professorial indigestion or the oratorical indiscretions, the expense which the students incur is generally out of all proportion with the object in view and the object served. If there has been social intercourse between the teachers and the taught during the course of the year, it does not need a hectic and heavy afternoon tea to set on it the seal of approval. The generous impulses of the students are no doubt appreciated by all their teachers, but it is doubtful if the manifestation of this in the social is as hearty as at the end of the last lecture when the parting words of advice of the teacher are responded to in unmistakable eloquence. Much can be said in favour of the group photographs—not the ordeal one has to go through when the photographer takes them but the pleasant memories and faces they recall. Could we not then have the photographs taken all on one afternoon and have a combined social at the end of it? The energy spent on the remaining socials could with advantage be distributed throughout the year.

This does not mean that the rest of the year has been without its activities and celebrations. Now that it has come to a close, a bird's eye review of the prominent achievements would not be unwelcome. People have often deplored—and with much justification—the increase in the strength of the College classes which makes personal contact between the teachers and the

taught very difficult, but this increase brings with it greater opportunities for the students to learn and to show their worth in affairs other than those of the class-room. Of all the pleasant developments of the last two years the one most prominently worthy and successful is the volunteer spirit which has contributed to the success of the various activities of the year to an unmeasurable extent. All the students of the College and the volunteers in particular have to be congratulated for their record during the last academic year—a record of which they may feel proud.

A word in explanation. The volunteers deserve praise for the self-sacrificing work they did but why include the rest of the student body in this praise. A little thought would show that in all the activities which require the services of the volunteer, the general student community have also a very important part to play so that the sacrifice and the trouble taken by the volunteers may not be in vain. Primitive man was led only by fear, and even now it is this element of fear which makes Government possible in the world, but a volunteer is not thus armed. The success which he achieves depends on the response which he gets, and the students have to rise above the fear-begotten emotions and yield to discipline for the sake of the common good. It is only when they do this that the order can be kept, and the discipline which was observed during the College day speaks much for the volunteers as well as the large number of students who conformed to it gladly.

A scene which was witnessed during the football match may be described. It carries with it its own moral. A member of the College Staff who had spent the whole morning along with the volunteers in making arrangements in the ground went out of the field for a few minutes. Just before he returned the volunteers had been posted at the gates and their instructions had been given. Without suspecting the change the staff-member walked to the gate but was stopped. "Yes. But I am myself a volunteer" he protested. He had not taken the precaution to carry his badge with him. "I have also a ticket for admission" he claimed as an after-thought, but the admission for the particular kind of ticket which he held was by another gate. "I am sorry Sir," said the gate-keeper, "I have got my orders and I can make no exception.

If you want to get into the field you will have to walk round to the other gate where these tickets are collected." Just for an instant the situation was a little tense. It cleared and the staff-member walked round the field to the opposite gate.

We have made rapid advances in other directions also. The Charkha Club has been working in a quiet way and the first batch of Hindi students have completed their course. There are still some persons who judge things more by their associations than by their worth and judged by their standards these activities must be tainted as contraband, but happily the number of such persons has diminished during recent years and the two experiments have been given a fair chance. It is too early to deliver judgment on their success but probably the interest taken in these during the next year, when the novelty has worn off will show how far the College is ripe for the Hindi classes and spinning.

In sports we have met with reverses in all the major games. Volleyball and Badminton have warded off complete collapse and we must be grateful to them for their success. We could blame the agencies outside our control and with justification but we refrain. *Better luck next time.* The standard of tennis must improve if we are to hold our own against the Law College which receives the pick of Madras and our own College, and Ramakrishna Pillai of the Arts College has shown what can be achieved with hard work—and hard hitting. No one would grudge the winners their victory, but we wish that our men had helped to make it worth their while. A suggestion has been made that at the end of each year a Roll of Honour should be drawn up by the College in which may be given the names of the students who have won distinctions and brought honour to their *alma mater*. If this is adopted we shall have a permanent record of the names of persons who have helped to build up the traditions of the College. No one would dispute the right of Kesava Pillai, the Secretary of the Debating Society, Krishnan Nair, the Secretary of the Onam Day, Sankara Pillai, the Secretary of the College Day and Thomas Mathew, P. G. Varghese, Velayudhan Nair, Gopalan Nair and C.P. Sankara Pillai, the Secretaries and Captains of games to be included in such a list. It is not possible to give an exhaustive list here, and opinions may differ as to the merit of the different people, but

it should be possible and worth while to settle this list by a referendum and to announce it—say on the College Day. When at this subject one must not forget the service done by P. S. Abraham in a position of difficulty, and Miss Thangamma Varkey who is to be congratulated on the receipt of the Mahadeva Iyer Gold Medal.

If we take stock of the position now and compare it with what it was this time last year, we shall note marked progress in the life of the College. When doing this we can offer our congratulations to Mr. Krishnaswami Iyer on his appointment as the Acting Director of Public Instruction in place of Mr. Stephenson who has gone on leave. It may appear presumptuous to dilate upon the virtues of the Head of the Department, but we have not been parted from him long enough to feel self conscious when paying a tribute to him for his kindness and courtesy and his love and neverfailing sympathy which won the regard and respect of all in the Old College. We send him our greetings and our best wishes.

We also bid farewell to our senior students and in doing this we wish to remind them that next year they will have become old boys and as such they can practise much of what they preached in regard to the establishment of an Old Boys Association. This idea is very much in the air now and we feel certain that such an Association will be soon established. The inspiration has been supplied by the veterans and the spade-work must be done by the younger generations. Men like C. P. Sankara Pillai and Thomas Mathew have already given proof of their capacity for organisation and under the guidance of older people, they can and ought to achieve even greater things for the College which sends them out. And if the Magazine can help in the matter it is ready to do its bit.

Analogy in Science.

On perceiving any new phenomenon the first impulse of the mind is to connect it with some other phenomenon with which the mind is familiar, and discover points of similarity between the two. As a matter of fact, psychology tells us that no isolated idea, which cannot be associated with any known one, can ever be assimilated by the mind. Having associated the new phenomenon with a known one and analysed the points of resemblance between the two, the human mind tries to investigate whether there are other features in the new phenomenon which make the connection with the old one stronger. Thus a chemist discovers what he believes to be a new element. He knows something of its properties and has reason to believe that the element has resemblance to an alkaline metal. Naturally his further investigations will be to see if the new element possesses other properties of the alkaline metals.

The history of the development of the theory of solutions and osmotic pressure is a striking example to show how hints received from analogy frequently lead to great discoveries in science. The variation of osmotic pressure with temperature was so closely analogous to the variation of gas pressure with temperature that Van't Hoff declared that there may be other laws closely analogous to the gas laws, which govern the osmotic pressure of a solution. The result was that scientists got a hint as to in which direction researches could be made, and their work was very fruitful.

It will sometimes be found that there are analogies between two whole branches of science, which enable us to infer from one class of phenomena what features the other class might have. On several occasions the discovery of such an unsuspected and striking analogy has led to the rapid and wonderful development of a new science.

Geometry and algebra are two of the most ancient of sciences. At first sight it would be very difficult indeed to see any similarity between the two. Geometry deals with triangles, squares, circles and other figures, while algebra treats of symbols. For a

long time the two sciences developed independently of one another, and though occasionally analogies between a theorem in geometry and one in algebra were noticed by some people, there was no general system which explicitly stated the close analogy between the two sciences. But once Descartes showed in a general way that every equation containing not more than three variables could be represented by a curve or figure in space, and that every bend or cusp or other peculiarity of the figure corresponds to a special peculiarity of the equation, the development of the two subjects was wonderful. Algebra and Geometry mutually helped each other. Quadratic equations were found to represent a conic section and a study of the properties of these equations led to the discovery of the properties of the parabola, ellipse and hyperbola. Hitherto the treatment of motions and forces had been entirely based on geometric methods, but the analogy between geometry and algebra led to the treatment of these subjects by algebraic methods. And it must be acknowledged that it was the greater power and comprehensiveness of the algebraic methods which was responsible for the rapid development of dynamics.

Geometry in its turn stimulated the growth of the science of algebra. A mathematical equation may be very troublesome and elusive, but a geometrical representation of that gives a graph and is of the greatest assistance in giving concrete representations of the simple relations the equation represents. The graphical solution of complicated simultaneous equations is wellknown. Again the graphical representation of the relation between two physical quantities has often led to the discovery of new functions and their properties. The discovery of the Differential Calculus which revolutionised the physico-mathematical sciences was due to geometrical analogy. Mathematicians in trying to treat the tangent to a curve algebraically were naturally led to the idea of an infinitesimal quantity.

Geometrical analogy has led even to greater advances in the science of dynamics. The abstract idea of force may tax the powers of conception of any one, but its concrete representation by a straight line makes the study of dynamics fairly easy. The geometrical analogy only begins here. This is the starting point

of the application of vector analysis to all the branches of physics. Geometrical interpretations of the laws of vector algebra, analogous to those of symbolic algebra, are given, and the extraordinary power and simplicity of the vector methods not only in dynamics but in other branches of physics as well, should be familiar to any student of physics.

No lay man would believe that there is any peculiar feature which is common to water-waves travelling at the rate of a few feet per second, the sound emitted by human voice or organ pipe travelling at the rate of about $1/5$ mile per second, and the light sent out by the sun and the stars travelling at the rate of 189000 miles per second. But the wave theory of light says that light travels towards us from the sun in the same way as waves travel on the surface of water, but with an enormous velocity. There was a fierce controversy a hundred years ago about this analogy, and to settle that, propounders of the wave theory worked out certain consequences of the analogy. The first few results justified their expectations. A few crucial tests drove the rival theories out of the field. They worked at the analogy farther and arrived at most unexpected results. According to theory, if a small opaque disc is placed in front of a point source of light, within the shadow of the disc there should be a bright spot on the axis. On examination this surprising result was verified and found to be true.

The phenomenon of polarisation led to the conclusion that light waves were similar to transverse waves along a stretched cord and not like the second waves which correspond to those along a spiral spring which is suddenly compressed at one end. So Fresnel developed his famous elastic solid theory of light, and though his premises and assumptions have given place to others, his conclusions are in close accordance with facts. The application of his theory to light propagation in crystals led *sometimes* to very surprising results (e. g. external and internal conical refraction) which were verified by experiment. The development of the theory is one of the prominent examples to show how analogy with known phenomena has led to the development of a subject.

The molecular theory of matter, and the theory of atomic structure afford other excellent examples of the same. Maxwell

started from the idea that all matter consists of discrete particles in constant agitation and held together by some force of attraction. In a gas he assumed them to consist of hard spheres like billiard balls, constantly moving with very high velocities, and colliding with each other and with the walls of the containing vessel. The dynamics of an enormous number of such balls could be investigated by statistical methods and the results when applied to a gas led to important conclusions. Agin modern physics regards an atom as analogous to a solar system with the nucleus (corresponding to the sun) at the centre and the electrons revolving round them in elliptic orbits. On this assumption most of the important properties of known elements are explained and scientists have been able to predict the existence of new elements. Some of them have been discovered. The relative distances between the revolving electrons and the nucleus of an atom and their relative masses are of the same order as those of the sun and the planets in the solar system. Such a small ultra microscopic solar system on the surface of a star, billions of miles away from us is able to affect a photographic plate exposed to the star. Scientists believe in such a picture though they readily scoff at astrologers who hold, our life and action on this earth are influenced by planets comparatively nearer.

Fatigue after exertion and recovery on rest is a common experience of living beings. It is known that an elastic wire when subjected to continuous strain loses its elastic properties, but if left free of strain for some time, again becomes as elastic as before. This is known as elastic fatigue. J. C. Bose discovered that crystal detectors of electro-magnetic waves failed after some time to respond to these waves; if given some rest they regained their original properties. This analogy between fatigue in a living animal and an inanimate object set him thinking whether there would be counter parts in the inanimate world to the other peculiarities of a living being. He first experimented with plants and thus far he has been able to prove that plants can be poisoned, they show death spasms, they respond to outward stimuli, they have a regular circulatory system, nay, they have even nerve centres. These astounding results are the outcome of the application of analogy to the

investigation of natural phenomena. It would not at all be a surprise if one day a greater genius than Bose shows that not only trees and plants but also rocks and stones have all the characteristics peculiar to living beings and that some of our ancient philosophers who invested everything in this universe with life were after all no fools.

When a point moves in space it generates a line, a moving line generates a surface, a moving surface generates a volume; but what does a moving volume generate? The mathematicians boldly answered the question by saying that we can conceive of a space of four dimensions and that just as a surface moving in a space of three dimensions generates a volume having three dimensions, a volume moving in a four dimensional space, will generate a solid of four dimensions. By analogy with three dimensional geometry they created a four dimensional geometry and derived analogous laws. Thus if the four coordinates of a point in four dimensional space are $(x\ y\ z\ u)$, then the distance of the point from the origin is given by

$$r^2 = x^2 + y^2 + z^2 + u^2$$

Again if a line in four dimensional space is inclined at angles $A_1\ A_2\ A_3\ A_4$ to the four axes then $\cos^2 A_1 + \cos^2 A_2 + \cos^2 A_3 + \cos^2 A_4 = 1$ and so on. They had even the audacity to extend this kind of geometry to any number of dimensions. People laughed at them at first, but when this n-dimensional geometry was applied to the statistical study of the molecules of a gas, the result was a logical kinetic theory of gases.

Again the modern theory of relativity says that space is four dimensional, time being the fourth dimension. Four dimensional geometry was thus of direct application to the dynamics of two bodies moving relative to each other.

Let us suppose that there is a being whose senses permit him to become cognisant of only two dimensions. If he is living on a perfectly flat surface, the three angles of any triangle will be together equal to two right angles for him and he would develop a system of Euclidean geometry. But if he is living on the surface of a large sphere, though his geometry will be true for small areas it will fail for large areas. He will have to build up a

system of geometry where the three angles of a triangle are less than two right angles. Though he will not be able to realise the third dimension he will believe his world is two dimensional with a curvature in the third. From the geometry of the space as determined by him and the system of coordinates he has chosen, he will be able to say by means of certain differential equations what this curvature is. The curvature would not be concrete to him but only a mathematical idea. Our position is exactly the same. The space in which we live is four dimensional, but when we study the geometry of a gravitational field, we find that the theorems of Euclidean geometry do not fit in. We get certain differential equations which represent in a gravitational field, the curvature of the space of four dimensions in one of five. This is what is meant by saying that space is warped in a gravitational field. Thus we see the predominant part, analogy plays in making us understand what Einstein's theory of gravitation is.

M. S. Rama Aiyar.

The College Clubs and Societies.

THE FOOTBALL CLUB.

The club was very much alive this term. The activities of the club were marked 'more with persistence than with success,' but we must not forget that they *won* all the practice matches. The match between Kottayam College and our team was the event of the season. It was played in the Infantry Parade Gound in the inspiring presence of H. H. the Maharaja. Our team was handicapped by the absence of our Captain, M. R. The C. M. S. players displayed splendid combination and organised team work of a high quality which did credit to Mr. Squire, the Principal, who had trained them. Individual excellence in their team was not noticed except in the case of the goalkeeper who saved one or two goals and thus got off with a clean slate. The Executive of the football club deserve our unstinted praise on the very splendid arrangements they had made to accommodate the record crowd that came to witness the match, and special mention must be made of Mr. T. K. Koshy, the Vice-President and his group of volunteers who shouldered the heavy burden cheerfully and successfully.

Our team had no luck in the finals of the Sri Mulam Tournament. Setting success apart, we are glad to recollect that our players impressed every one with their clean and sportsman-like game and their never failing courtesy in the field of play.

An inter-class tournament has been started and we congratulate the 3rd Class on their winning the cup. The Juniors found this a suitable opportunity for getting into limelight and they made splendid use of it, so much so that every one wished the tournament had been held earlier to give the Senior Captain a chance of picking out likely and enthusiastic youngsters for training during the year. C. J. Cheriyan, the Junior Captain seems to have worked hard and without ostentation and one can not help remarking that if the veterans had shown as much zeal for the game during their practice hours as the Juniors did, the College would have had greater chance of feeling proud of their achievements.

THE TENNIS CLUB.

The tournaments were more popular this year than last year. In the handicap items more than 80 per cent of the members took part and the matches, singles specially, were interesting, though one can not say that of the chief event, the match between Mr. Chandrasekharan and Mr. C. K. Karunakaran Pillai. The Professor was in bad form and Mr. Pillai had an easy victory. Finals between C. K. K. P. and Raja drew a large crowd and the match was exciting. It was thought that the handicap against the champion was too much and his defeat at the hands of Raja is in no way discreditable to him. The doubles finals brought out more than ordinary game and the third set, which decided the match in favour of C. K. K. P. and C. P. Sankara Pillai was anxiously watched by the spectators who had by this time selected one side or the other as their favourite for the win.

The out standing event of this term was the Social, which was held very early and long before the string of class and club socials had overwhelmed the College. The Secretary must be congratulated on his foresight in inviting players from other Colleges, for there is nothing we lack more in all our sports activities than the absence of that healthy rivalry and keenness between the Colleges which would add more zest to the games. There were many distinguished guests including Mr. J. Stephenson the D. P. 1. An interesting innovation was the fancy dress competition. Mr. P. C. Krishna Pillai won the first prize and V. P. Jacob, the Devil of the College Day, was judged second.

The retiring Secretary Sankara Pillai is to be congratulated on the splendid success of the tennis club during the year 1924—1926, as shown by the handsome balance and also the interest taken in the tournaments Volley Ball and Badminton.

These institutions are existent in our College and they have given us cause to be proud of them though, we must confess that but for the Sri Mulam Tournament we would not have heard of them at all. This, in case of Volleyball is perhaps due to the fact that they have no office—bearers of their own and are tagged on to football as it were on sufferance. The Badminton Club also does nothing exciting during term time. We must congratulate

them on their steady and uphill work in the Sri Mulam Tournaments and on their winning the trophies. This should not prevent us from advising them that they should be seen (and heard) a little more than at present and that they should gather and develop talent to beat the other institutions of Trivandrum several times over.

TUG OF WAR.

Of course there is no club of this name but there was a team in the Sri Mulam Tournament and they won the student's trophy. We are of opinion that they could have done better against the soldiers had they held the rope once or twice during the year. Tug of War requires as much team work as any of the other out door games and there is but little use in our choosing the stoutest men for this event without practice. We wonder if all the 'pullers' even know the rules under which the competition takes place. We won because we had none better to face us, but we hope that next year a little more organised effort will be put in to make our victory doubly sure.

FIELD EVENTS.

We have some star turns and we trot them out in all tournaments and contests. Kumara Pillai and Eapen (*the long one*) are good in Jumps and they have won medals but we have to hide our head when we think of the races. The Arts College brought trophies from Trichur and our team had to be content with a second place. We congratulate our sister institution but at the same time we advise our sprinters to show a clean pair of heels—in the track—to those of the Arts College when next the two Colleges travel up to Trichur or some more distant place for a little friendly contest.

THE CHEMICAL SOCIETY.

It was awake and active—more or less. The Social was a success and the credit must be shared between the President and his Jilebis. A healthy development which we shall watch eagerly is the introduction of student—lecturers who did very well and should come forward in greater numbers next year. Mr. T. K. Joseph was the Secretary and should be congratulated on his record. It is necessary to record here that the third class ought to

take greater interest in the Society. They come into prominence only at the social. Mr. P. S. Abraham will do well to rope in the youngsters as soon as they join the College and before they develop the superior cynicism of mature B. A.-dom.

THE NATURAL SCIENCE ASSOCIATION.

The Society is probably the youngest of its kind and therefore deserves all encouragement. The Secretary, Mr. K. P. Balakrishna Pillai arranged for an excellent social which was combined with a meeting. Prizes were awarded to students of the B. A. and Intermediate Section for the best collection-work and were creditably won.

I The Debating Society.

A change was made in the personnel of the board during this term. Mr. C. V. Chandrasekharan being appointed to act as Principal became the ex-officio President and in his place Mr. A. Sivaramasubramoney Iyer was elected as Vice-President and Mr. Balakrishna Variyar became the staff member on the board.

Three meetings were held this term, and in the shortest and busiest term of the year it is a great thing. The society was lucky enough to get Mr. Sivaramakrishna Iyer, B.A., L.T. Personal Assistant to the Director of Public Instruction, to address the members on one of the evenings. There was a crowded hall in spite of rain and the speaker with his characteristic simplicity of language spoke on "Some of Life's Ideals." He enlarged upon the ideals of duty, love, sacrifice, faith and reverence, with apt quotations from the poets and the scriptures. He spoke with emphasis upon the great lessons of life

" Let knowledge grow from more to more
But more of reverence in us dwell"

Another of the notable speeches was that of Mr. Bygli, our new Physics Demonstrator with the Islamic traditions of Aligarh. His subject was the "Position of women in Islam," and in the course of his speech he removed some of the popular misconceptions on the subject. Thus for instance, the speaker told us that Islam does not allow polygamy except under exceptional circumstances, and that in these cases it does not do so much harm as people fear. With many references to the Koran and the Bible he showed that Islam assigns as high a place to woman as any other religion.

This year is also unique in that almost for the first time in the history of the society we celebrated our valedictory meeting on a grand scale at the Victoria Jubilee Town Hall. We had a very large attendance which is all the more gratifying because it showed our students, as the speaker Mr. Dodwell complimented, particularly free from the examination complex, and willing to unbend for a while from the heavier and duller task of examination

preparation to enjoy sports and social amenities. The chair was taken by Mr. W. K. Fraser-Tytler, Asst. Agent to the Governor-General and the speaker was Mr. Dodwell, M. A., I. C. S., Tutor to H. H. the Maharaja. We are thankful to the lecturer for the full interesting discourse on "Life at Oxford" and we express our gratitude to Mr. Fraser-Tytler for having kindly consented to Preside over our meeting. Above all our thanks are due to the Secretary and the band of student volunteers who in such unexpectedly short time made a garden of the dais, decorating with crotons and flowers and who generally made the success of the function possible.

Our thanks are due to the enthusiasm and zeal of the Secretary Mr. N. Kesava Pillai. He has surpassed all expectations and has established a record of good work and busyness. He has been indefatigable in his search for speakers, beseeing every man of note in the town and every likely student in the College. The result of his endeavours, is that meetings are held very frequently, speakers are less shy to come forward and there are signs every where of a growing interest in the work of the society.

II THE CHEMICAL SOCIETY.

The Society has been doing good work and the Secretary Mr. T. K. Joseph has disproved the gloomy forebodings made about the inactivity of the society at the beginning of the year. The subjects were well chosen and ably discussed. Mr. A. Venkitachalam spoke on "Modern ideas of atom and matter," there was a lecture on the Chemistry of Photography and Mr. K. K. Chellappan Pillay took up "Osmosis of Plant Life." Two meetings were held this term and the Secretary looks forward to some more.



മഹാത്മജിയുടെ

കാളേജ് സന്ദർശനം

വഞ്ചിപ്പാട്ട്.

ഭാരതദേവി തൻതാപ ദായകപ്രമാണിയെപ്പോൽ
 സ്മരണയൻ്റെബരത്തിൻ നടുവിലെത്തി,
 ഘോരകരശരനിര ചൊരിയുന്നു ദയാഹീനം
 പാരശേഷമെരികുവാൻ തുനിയുംപോലെ;
 പടിഞ്ഞാറെപ്പാരാവാരപ്പരപ്പിൽ നിന്നയന്നൊരു
 മുടിഞ്ഞകാറ്റവരന്ന പരുങ്ങിനിന്നു;
 താമരമാലയംബരത്തിൽ പറന്നിരുന്നൊരു വെള്ള-
 ക്കാരുപോലും ചലനമരൊതുങ്ങിയപ്പോൾ;
 പഠനപാഠനവൃത്തി നിരത്തിയശ്ശിഷ്യഗുരു
 പടലമപ്പാഠശാലാങ്കണത്തിലെത്തി
 ബലജിഹ്വരേതോ മഹാ പാവനാത്മാവിനെക്കാത്തു
 ബലനിശ്വാസരായ് നിരന്നിരുന്നിടന്നു;
 ജാതമോദമംബരത്തിലിടികേട്ടു, മഴകാക്കും
 ചാതകങ്ങളെന്നപോലെ ഗളം തിരിച്ചു്
 പരന്നപുൽത്തകടിയിൽ വളഞ്ഞുതിരിഞ്ഞുപായും
 നിരത്തിൽ നോക്കുന്നു നീണ്ടമിഴികൾ നീട്ടി.
 വിധിയുടെ വിപരീതഗതി നിമിത്തംജാതകാ-
 വധി തടവണയുന്ന ജയിൽ പുളളികൾ
 വിലങ്ങുവെട്ടുവാന്നൊരു വിളംബരം കൊണ്ടുവരും
 തലവനെയെന്നപോലെ ജനനിവഹം
 ബഹുമാനഭയഭക്തിപ്രണയാദരസന്തോഷ-
 സഹിതമാരെയോ കാത്തു മരുവീടുന്നു.
 'കാരു'രുമൊലിയല്ലം ദൂരെയായി മുഴങ്ങുന്നു
 ക്രൂരുന്ന മഹാത്മജിയെഴുന്നള്ളുന്നു.
 കാറിനുള്ളിൽ നിന്നുമെല്ലെ മോഹനദാസ് കരം ചന്ദ്ര-
 നേരമാനന്ദപ്പഞ്ചിരിപ്പുനിലാവോടെ
 ഇറങ്ങിയബുഹുജനമുഖങ്ങളോം കുവലയ
 സുമനികരങ്ങളേറ്റം വിളക്കിയപ്പോൾ.
 ചേണിയലും പുഞ്ചിരിയിൽ ചുട്ടെന്നൊരു കൊടുവെയിൽ
 ഞാനുനിലാവായി മാറി സദസ്യകുപ്പോൾ

വിയർപ്പു തുള്ളികളപ്പോൾ കുളർമയേകുന്ന പനി-
 നീർക്കണങ്ങളായി മാറിപ്പരിചരിച്ചു.
 ശൈശവനിർമ്മലമാമപ്പഞ്ചിരിയിലലിഞ്ഞില്ല
 മേശയും കസേരയും കൽക്കെട്ടിടങ്ങളും
 മനജ്ജ്ഞ നിജരൂപം ജഗദീശൻ കൊടുത്തെന്നു
 നിനക്കുന്നു ചില; രതു പരമാത്മമായ്
 കരുതിപ്പോയിടും ദിവ്യ പരിവേഷമാണ് ജഗൽ-
 ഗുരുവിന്റെ മഹനീയാകൃതി കാണുമ്പോൾ.
 ഇടത്തുകൈ നിവർത്തുന്നിടതിന്മേലത്തകത്തിരു-
 വുടൽ താങ്ങിയല്ലമൊരുവശം ചരിഞ്ഞും,
 ശാന്തിയാൻ ചുട്ടുചോരയൊഴുകും വിരിഞ്ഞമാറിൻ
 കാന്തി നാലുപാടും മെല്ലെ വിതറിക്കൊണ്ടും,
 ലോകരക്ഷാരതിയാലെ ചരുങ്ങിയ നിജമല്യ
 മേകവസ്രച്ചീത്തുചുറ്റി മറച്ചുകൊണ്ടും,
 തടവു പുളിതൻ ലോഹത്തളയ്ക്കും മണ്ഡലാധീശ-
 രുടെ നല്ല നവരത്നമകുടത്തിന്നും
 ഭേദമീനം പരിചയ്യയരുളുന്ന മഹാദിവ്യ-
 പാദപത്മം പുറകിലായ് വളച്ചുവെച്ചും,
 നീണ്ടുരുണ്ടു തന്നിത്തകനിറമാണ് വലത്തുകൈ
 കൊണ്ടു പാദപല്ലവങ്ങൾ തടവിക്കൊണ്ടും,
 കാട്ടുപോത്തിൻ നിരകണ്ടു കുതിച്ചുണയുന്ന മഹാ
 ധൃഷ്ടനായ ബലി ബംഗാൾ കടുവായേയും
 'ചിത്തരഞ്ജന'കലരും 'ദാസ'നാ ക്ഷിയിണക്കുന്ന
 മുത്തണിയും പുഞ്ചിരിപ്പൂ ചിതറിക്കൊണ്ടും,
 ജീവിതസാഹരത്തിരമേലലഞ്ഞു താന്തമായി
 രാവിലുറങ്ങുന്ന ഭൂതപരമ്പരയെ
 കുളർനിലാവിയലന്നോരിരവിലംബരത്തിന്റെ
 നടുവിൽ നിന്നനുക്വ കലൻനോക്കും
 ബുദ്ധക്രിസ്തു താരകങ്ങളായ രണ്ടു മഹാപരി-
 ശുദ്ധനയനങ്ങൾ കൊണ്ടു കരുണയോടെ
 നാലുപാടും കടാക്ഷിച്ചു പാദപത്മപരിചയ്യാ-
 ലോലുപരാം ജനങ്ങളെയനുഗ്രഹിച്ചും,
 ലോകമഹാഗുരുവരനിരുന്നരുളുന്നു ജീവ-
 ലോകപാലൻ, ദാസദാസൻ, ലോകബാസുവൻ.

പ്രണമിക്ക ഹൃദയമെ, പ്രണമിക്ക പരശ്ശരം
 പ്രണയവാരിധി തൻറെ തിരുവടിയിൽ.
 നൂറനൂറയുഗങ്ങളായ് അപിക്കുമിപ്രപഞ്ചത്തിൽ
 കൂറേഴുന്ന ജഗദീശൻ മനമലിഞ്ഞു്
 അയച്ചതൻ പ്രതിനിധിയാണമുന്നിൽ കാണുന്നൊരി-
 ദ്രയാനിധി, നിമിഷമിതതി ദുർല്ലഭം.
 'നിനയ്ക്കുവിൻ സഹജരെ—തിരുവാഴ്ചൊഴികളിതാ
 ജഗത്തിനേകുന്നു ദിവ്യ പ്രേമസന്ദേശം.
 'നിനയ്ക്കുവിൻ സഹജരെ—ഭാരതമാതാവിൻ ഗ്രാമ
 സഹസ്രങ്ങളിരവിലും പകലും നിങ്ങൾ.
 അധപതിച്ചീടുന്നോരഗ്രാമങ്ങളെയുയർത്തുവിൻ
 അതുകൊണ്ടു സകലവും സുലഭമാകും.
 പഠിക്കുവിൻ ശാസ്ത്രജ്ഞാലം ലോകസേവമരക്കാതെ
 പുറത്തത്തിൻ പരിധിയസ്സേവയൊന്നതേ.
 ഉഴലുന്ന സഹജീവികളതകാത്തോരവബോധം
 പഴുതിലാണെന്നു നിങ്ങൾ കരുതിടേണം.
 ലോകസേവയാകുമുരകല്ലിൽ നിങ്ങളവബോധം
 പാകമായാൽ മാറരച്ചു പരിശോധിപ്പിൻ.
 നഗ്നതമറയ്ക്കുവാനുമന്യാശ്രയംതേടുംമാര-
 ഭഗ്നപൊരുഷരായ് നിങ്ങൾ വലഞ്ഞീടാസ്തിൻ.
 പ്രേമമാം നൃപിനാൽ നെയ്യ മൈത്രിയാം വസ്രമിബ്ദ്രമീ
 ദേവിയാൾ തൻ പാദപത്മേസമർപ്പിക്കുവിൻ.
 പ്രേമവും ശാന്തിയുമത്രേ ജീവവൃക്ഷത്തിൽ നാരായ-
 വേരുമതിൻ തായ്ത്തടിയുമെന്നറിയേണം.
 അയിത്തമായിടുമിത്തിൾ പടന്നോരോവിടപവു-
 മുരത്തതായ്ത്തടിയിൽ നിന്നുണങ്ങിടാതെ
 ബലത്തമെഴുംഭജം പാണികൾ നീട്ടിപ്പുറിച്ചുമാറുവിൻ പുഷ്പ
 ഫലസഹിതമശ്ശാഖി തഴച്ചിടട്ടേ.
 സഹജീവികളെസ്സുപന്തം സഹജരായ് കരുതുവിൻ
 സഹനശക്തിയെ നിത്യം വളർത്തിടുവിൻ.
 സകലവും ഭഗവാകൽ സമർപ്പിച്ചു പ്രവർത്തിപ്പിൻ
 സകലേശൻ നിങ്ങളെക്കാത്തരുളിടട്ടേ.'
 ലോകമഹാഗുരുവിദം പ്രേമസന്ദേശമരുളി
 സദസ്യരിലാനന്ദാബ്ജികരകവിഞ്ഞു.

ഹിമവൽസാനവിലൊരു നിസ്കൃന്ദസുന്ദരമാമാ-
 ശ്രമത്തിൽ ചന്ദ്രികമിന്നം തിരുമുറ്റത്തിൽ
 തുളസിതൻ ചെറുമുറ്റലങ്ങളിൽ കളിക്കുന്നോ-
 റിളംകളിൽ കാറുമേറു പുലിത്തോലിന്മേൽ
 ശാരദചന്ദ്രിക തട്ടിത്തിളങ്ങിമിന്നുന്ന തന്റെ
 വാരെഴുന്ന വെള്ളത്താടി തടവിക്കൊണ്ടു്,
 നിരീഹനായു്, നിയമിതകരണനായു്, നിജ ശിഷ്യ
 പരീതനായിരുന്നൊരു പരമഹംസൻ
 നിയതിതൻ നിയമനരഹസ്യങ്ങൾ മുറ്റലസു-
 സ്ഥിതമുഖനായി മെല്ലേ വിവരിക്കുന്ന
 പാവനമാമൊരുരംഗ, മാംഗലഭാരതിതന്റെ
 സേവകജാലത്തിന്നു കാണുമാറായി.
 പ്രപഞ്ചമായാത്മഗേഹം, പ്രാപഞ്ചികർ സഹജരായു്
 പ്രാപ്യമെന്നേവക്കും തോന്നി പരമപദം.
 അഹിംസയേ പരമാം നരധർമ്മമെന്നു പണ്ടേ
 മഹഷിമാർ പാടി വന്നു ഭാരതത്തിങ്കൽ
 ആനന്ദദായകത പമാണതിലുമുത്തമമെന്ന
 നിനവത്രെ സദസ്വരിലുദിച്ചതപ്പോൾ.
 ഉദരച്ചാൺ നിറയ്ക്കുവാൻ സഹജാതച്ചുടച്ചോര
 കൊതിക്കുന്ന മൃഗങ്ങളാൽ പരിപൂർണ്ണമാം
 വിപിനമായു് വിലപിക്കും വിശ്വപംഭരേ, വിഷാദം നീ
 വിടുക വിപത്താഴിച്ചാൻ വിരതിയലും
 ലോകപാലനിതാ ബലകങ്കണനായി നിൽക്കുന്നു
 ഭാഗധേയം പരിപൂർണ്ണം ഭവതിക്കിപ്പോൾ.

N. Kesava Pillai,
 II Class.

എന്റെ വിദ്യാഭ്യാസസ്മരണകൾ.

മനുഷ്യജീവിതം അവിചിന്നമായ സ്മരണപരമ്പരയാണെന്നു പറയുന്നതിൽ വല്ല അസാംഗത്യവുമുണ്ടെന്നു തോന്നുന്നില്ല. ബാല്യം, യൗവനം, വാല്യകൃം എന്നീജീവിതഘട്ടങ്ങളെ അന്യോന്യം സംയോജിപ്പിക്കുന്നത് സ്മരണാബന്ധം ഒന്നുതന്നെയാണ്. ഒരു ഘട്ടത്തിലെ അനുഭവങ്ങൾ മറ്റുഘട്ടത്തിൽ വിസ്മൃതങ്ങളായി പോകുന്നതായാൽ, ഗതമായഘട്ടം ജീവിതത്തിൽ കേവലം ഒരു ശൂന്യപ്രദേശമായിത്തന്നെ ഇരിക്കുമുള്ളൂ. എന്നുതന്നെയുമല്ല, തുടർച്ചയായ ജീവിതത്തിന് ഭംഗവും നെരിടുന്നു. മനുഷ്യന് ഇന്ദ്രിയങ്ങൾ മുഖേന ഉണ്ടാകുന്ന ബഹിർലോകജ്ഞാനംതന്നെയാണ് നമുക്കെല്ലാവർക്കും ഉള്ള മാനസികസ്വപത്തിന്റെ ഒരു പ്രധാനഭാഗം. അവയെ അല്പമെങ്കിലും വിസ്മൃതിയിലേക്ക് തള്ളുന്നതായാൽ, നമ്മുടെ മാനസികസ്വപത്ത് അത്രത്തോളം കുറഞ്ഞിരിക്കാനെ തരമുള്ളൂ. ഇങ്ങിനെയുള്ളവരുടെ ജീവിതം അവസാനത്തിൽ ഫലശൂന്യമായി പരിണമിക്കാനെ മാറ്റമുള്ളൂ. മനുഷ്യന്റെ ലോകജ്ഞാനം ഏറക്കൂറെ സ്മരണസ്മൃതഗ്രഥിതമായിട്ടാണിരിക്കുന്നത്. അതുകൊണ്ട് നമ്മുടെ ലോകാനുഭവങ്ങളെപ്പറ്റിയുള്ള സ്മരണകളെസത്രലം സംരക്ഷിക്കേണ്ടതു് നമ്മുടെ ജ്ഞാനാഭിവൃദ്ധിക്കും ജീവിതസാഫല്യത്തിനും അത്യാവശ്യമായിട്ടുള്ളതാണ്. നമ്മുടെ അപരജീവിതത്തെ യഥാവിധി നിയന്ത്രിക്കുന്നതിനും അന്യന്മാർക്ക് വഴികാണിക്കുന്നതിനും പൂർണ്ണസ്മരണകൾ ഉപയുക്തങ്ങളായി ഭവിക്കുന്നു. ഇതുകൂടാതെ അധുനാധനന്മാർക്ക് അപരിചിതങ്ങളും പക്ഷെ, അജ്ഞാതങ്ങളുമായ പല പഴയനടപടികളും മറ്റും അറിഞ്ഞു അവയെപ്പറ്റി ചിന്തിക്കുന്നതിനും പുതിയ ഏല്പാടുകളുമായി താരതമ്യപ്പെടുത്തുന്നതിനും നമ്മുടെ സ്മരണകളെ രേഖപ്പെടുത്തുന്നതുകൊണ്ട് അവസരം ലഭിക്കുന്നതാണല്ലോ. ഈ വക ഗുണങ്ങൾ വല്ലതും സിദ്ധിക്കുമെന്നുവിചാരിച്ചല്ലാ, ഈ ലേഖനകർത്താവ് തന്റെ വിദ്യാഭ്യാസ സംബന്ധമായ ചിലസ്മരണകളെ ഇവിടെ രേഖപ്പെടുത്തുവാൻ പോകുന്നതെന്നുംകൂടി ആദ്യമായി പറഞ്ഞുകൊള്ളുന്നു. ഒരു പുഷ്പസ്ഥാനത്തുനിന്നും പുറപ്പെട്ട ഉപദേശത്തെ ആസ്പദമാക്കിമാത്രമാണ് ലേഖകന്റെ ഈ പ്രാരംഭം. “ആജ്ഞാഗുരുന്നാഹ്വവിചാരണീയാ” എന്നാണല്ലോ ആപ്തവാക്യം. എന്നാൽ ലേഖനകർത്താവിന്റെ ജീവിതം മുഴുവനും വിദ്യാഭ്യാസവിഷയത്തിൽ നയിക്കപ്പെട്ടിരിക്കുന്നതുകൊണ്ട് ഈ സ്മരണകൾ എല്ലാം തന്നെ ഈവഴിയിലൂടെമാത്രമാ

ണെന്നും പ്രസ്താവിക്കേണ്ടിയിരിക്കുന്നു. പല അനുഭവങ്ങളും ധാരണാശക്തിയുടെ ക്ഷയം നിമിത്തം വിസ്തൃതങ്ങളായും തീർന്നിട്ടുണ്ട്.

ഈ ലേഖകന്റെ വിദ്യാഭ്യാസം ആരംഭിച്ചത് ഒരു പഴയ ആശാന്റെ കീഴിലും, കളരിയിലും, പഴയ രീതിയിലുമായിരുന്നു. ഏകദേശം അഞ്ചുവയസ്സുമുതൽ പത്തുവയസ്സുവരെ ഇവിടെ കിടന്ന് കഴിഞ്ഞുപോയിരുന്നു. ആ കാലത്ത് ആശാന്മാരുടെ ശിക്ഷണങ്ങൾ ആരംഭിച്ചിരുന്നില്ല. വ്യാഴദശ അവസാനിക്കാറായിരുന്നതാണത്രേ. ആശാന്മാർ ഏറക്കുറവ് ഒരു വർഷം സ്വഭാവത്തെ രക്ഷിച്ചുപോരുന്നവരായിരുന്നു. ആകൃതിയിലും മറ്റും അല്പസ്വപ്നം വ്യത്യസ്തപ്പെട്ടിരുന്നെങ്കിലും, അവരുടെ പെരുമാറ്റത്തിലും സ്വഭാവത്തിലും ആശാന്മാർക്ക് അസാധാരണമായ സാമ്യം ഉണ്ടായിരുന്നു. ഗംഭീരമായ മുഖഭാവം, ക്രൂരമായ സ്വഭാവം, നിർദ്ദയമായ ചൂരൽപ്രയോഗം, സുബലമൂലമായ യഥാസ്ഥിതികത്വം മുതലായവ ഇവരുടെ സാമാന്യഗുണങ്ങളിൽ പ്രധാനഗുണങ്ങളായിട്ടുള്ളവയായിരുന്നു. ബാലന്മാരെ സംബന്ധിച്ചിടത്തോളം ഇവർ ഭയങ്കരമൃതന്തികളായിരുന്നുവെന്നാണ് കേൾവി. എന്നാൽ ഭാഗ്യവശാൽ ലേഖകന് ലഭിച്ച ഗുരുനാഥൻ ഇതിന് ഒരു വ്യത്യസ്തമായിരുന്നു. ഇദ്ദേഹം ഒരു ബുദ്ധിമാനും, വ്യക്തനനും, ശാന്തനും ആയിരുന്നു. അതുകൊണ്ട് സാധാരണ ആശാന്മാരുടെ സുദീർഘവും, പക്ഷെ പ്രായോഗികജീവിതത്തിൽ ഏറക്കുറവ് നിഷ്പ്രയോജനവുമായ പാഠപഠനത്തിനെ ആപാദിച്ചുപോകുന്ന അവലംബിക്കാതെ അല്പം ഭേദഗതിയോടുകൂടിയാണ് അല്പാപനം ചെയ്തവനായി. ചൂരൽപ്രയോഗത്തിലും ഇദ്ദേഹത്തിന് വലിയ വിശ്വാസമില്ലായിരുന്നു. വിദ്യാഭ്യാസവിഷയത്തിൽ സർവ്വപ്രധാനമായി ആശാന്മാർ ഗണിച്ചുവന്നിരുന്ന ഈ ചതുർത്ഥമാപായം, ഇദ്ദേഹം ആനിലയിൽ സ്വീകരിച്ചിരുന്നില്ല. എന്നാൽ എല്ലാം കാണാപാഠം പഠിക്കണമെന്നുള്ള നിർബന്ധം ഇദ്ദേഹം തീരെ ഉപേക്ഷിച്ചിരുന്നില്ല. അന്നത്തെ പാഠപഠനത്തിൽ ഉൾപ്പെടുത്തപ്പെട്ടിരുന്നവ അധികം എന്തുകാരണവശാലൊ, ഗണിതശാസ്ത്രം പഠിക്കുന്നതിന് ഉപയുക്തങ്ങളായിട്ടുള്ളവയായിരുന്നു. അവയിൽ പലതുമിപ്പോൾ പ്രയോജനശൂന്യങ്ങളായി മനസ്സിൽ ഒരു ഒഴിഞ്ഞ മൂലയിൽ കിടക്കുന്നതേയുള്ളൂ. എന്നാൽ കാണാപാഠം പഠിച്ചുവെങ്കിലും ചിന്താശക്തിയുടെ വികാസത്തോടുകൂടി ഉപയോഗപ്രദങ്ങളായും തീർന്നിട്ടുണ്ട്. ബാല്യത്തിൽ ഉരുവിട്ട അമരകോശം, സിദ്ധരൂപം മുതലായവ സംസ്കൃത

ഭാഷാജ്ഞാനത്തിന് അവശ്യങ്ങളായിട്ടുള്ളവയാണല്ലോ. 'അടിയമ വുവാക്യാ' പകലും, "നക്ഷത്രപാന" രാത്രിയിലും സമയം നിശ്ചയിക്കുന്നതിന് ഇന്നും ഉപയോഗപ്പെടുന്നുണ്ട്. അതുകൊണ്ട് കളരികളിൽ അവരുടെ ബാല്യത്തെ തരണംചെയ്യാനിടയായവർ എല്ലാവരും ലോകത്തിൽ മനുബുദ്ധികളോ വിവേകശൂന്യന്മാരോ ആയിരുന്നവെന്നു ഒരിക്കലും പറഞ്ഞുകൂടാ എന്നു ഈ ലേഖകന്റെ അനുഭവം തന്നെ ഉപദേശിക്കുന്നുണ്ട്. നേരേമറിച്ച് പലരും യോഗ്യന്മാരായിത്തീർന്നിട്ടുണ്ട്. ഒരു കാലത്തു് ആശാന്മാരും കളരികളും അവരുടെ ബുദ്ധിശക്തിക്കും ജ്ഞാനത്തിനും തക്കവണ്ണം വിദ്യാഭ്യാസരൂപമായ ഉൽകൃഷ്ടസമുദായസേവനം ചെയ്തുവെന്ന് സമാധാനപ്പെടാനെയുള്ളു. ആശാനേയും കളരിയേയും പററി ഈ ഉപന്യാസകർത്താവുതന്നെ വേറൊരുമാസികയിൽ സവിസ്തരം എഴുതീട്ടുള്ളതിനാൽ ഇവിടെ ഇത്രയും മതിയാകുമെന്നുവിചാരിച്ച് വളരെ ചുരുക്കുന്നതാണ്. വിപരീതശക്തികളുടെ വ്യാപാരം നിമിത്തം അവരുടെ തൊഴിലിനടവുതട്ടിയെങ്കിലും ഏകദേശം ൧൭കൊല്ലം മുൻപുവരയ്ക്കും ആശാന്മാർ, ദിനദീപങ്ങളെന്നപോലെ നിഷ്പ്രഭന്മാരായിട്ടെങ്കിലും അടുമിങ്ങും അവരുടെ തൊഴിലിനെ സാധ്യയും സംരക്ഷിച്ചുവർത്തിച്ചുവന്നിരുന്നു. എന്നാൽ ആയിടയ്ക്കുണ്ടായ വിദ്യാഭ്യാസനിയമത്തിന്റെ ആവിർഭാവത്തോടുകൂടി ആശാന്മാർക്ക് വിദ്യാഭ്യാസലോകത്തിൽ അഥവാ ലോകത്തിൽ തന്നെയും, സ്ഥാനമില്ലാതായിത്തീർന്നു. അപ്പോൾ ഗത്യന്തരമില്ലാതെ ഈ സാധുവർഗ്ഗക്കാർ കളരിയും പൂട്ടി ഓലയും നാരായവും ചൂരലും ഒക്കെതാഴ്ത്തുവച്ച് തങ്ങളുടെ തൊഴിലുമായിട്ട് അവസാനയാത്ര പറഞ്ഞുപിരിഞ്ഞു.

ഇതെഴുതുന്നയാൾ തന്റെ പത്താമത്തെ വയസ്സിൽ രാലുവംശത്തിൽ ഒരു സർവ്വം പഠിച്ചു ഗുരുദക്ഷിണയും ചെയ്തു തന്റെ പ്രഥമവിദ്യാലയമായ കളരിയേയും ഗുരുനാഥനേയും ദീർഘശ്വാസസഹിതം വിട്ടുപിരിഞ്ഞു. ഇതുകഴിഞ്ഞു ഏകദേശം ഒരു കൊല്ലംവരയും താലൂക്കു കച്ചേരിയിലിരുന്നു അന്നത്തെ രീതിയിൽ ഓലയിലുള്ള എഴുത്തുകത്തുകൾ പരിശീലിച്ചുവന്നു. അന്നു ഇതു വിദ്യാഭ്യാസത്തിന്റെ ഒരംശമായിരുന്നു. ഇതുകഴിഞ്ഞാണു ഇംഗ്ലീഷുപഠിത്തം ആരംഭിച്ചതു്. അക്കാലത്തു തിരുവിതാംകൂറിൽ തിരുവനന്തപുരത്തു മാത്രമല്ലാതെ ഇംഗ്ലീഷു അറിയുന്നവർ വളരെ ചുരുക്കമായിരുന്നു. അവിടെയും വളരെപേർ ഇല്ലായിരുന്നു. രാജാ സർ. ടി.

മാധവറാവു ദിവാൻ പട്ടം കൈയേറു കഴിഞ്ഞുടനെ എട്ടോ പ
 ത്തോ ഇംഗ്ലീഷു വിദ്യാലയങ്ങൾ തിരുവിതാംകൂറിൽ അവിടവിടെ
 യായിസ്ഥാപിച്ചു. എന്നാൽ ഇവയിലെല്ലാറ്റിലും പ്രധാനാല്യാപ
 കനം അടുത്ത സഹായാല്യാപകനും ഒന്നൊഴിയാതെ യുറേഷ്യ
 ന്നാരായിരുന്നു എന്നുള്ളതു പ്രത്യേകം പറയേണ്ടിയിരിക്കുന്നു. ഇതിനു
 ക്കു പ്രധാനകാരണം, ഇംഗ്ലീഷുഭാഷ അല്പമെങ്കിലും എഴുതുവാനും
 വായിക്കുവാനും അറിയാവുന്നവർ അവർ മാത്രമേ അക്കാലത്തുണ്ടാ
 യിരുന്നുള്ളൂ എന്നുള്ളതാണ്. അല്യാപകസ്ഥാനത്തിനു ഇവക്കുള്ള
 യോഗ്യതകൾ എത്രത്തോളം ഉണ്ടായിരുന്നുവെന്നു നല്ല നിശ്ചയമി
 ല്ല. ഈ ലേഖനകർത്താവു തന്റെ പത്രങ്ങളാമത്തെ വയസ്സിൽ
 സംഗതിവശാൽ, കായംകുളം ഇംഗ്ലീഷു വിദ്യാലയത്തിൽ പഠിത്തം
 ആരംഭിച്ചു. ഈ ഇടയ്ക്കാണ് തിരുവിതാംകൂറിൽ നിന്നും മദ്രാസിൽ
 പോയി പഠിച്ചു ആദ്യമായി ബി. എ. പരീക്ഷയിൽ വിജയം പ്രാ
 പിച്ച് പിന്നീടു “ബി. എ. പപ്പുപിള്ള” എന്നു പ്രസിദ്ധനായിര
 ന്ന ആൾ അനന്യ സാധാരണമായ ബഹുമാതികളോടുകൂടി മടങ്ങി
 വന്നതു്. ഈ സംഗതിയാണു ലേഖകനെ ഇംഗ്ലീഷു പഠിപ്പിക്ക
 ന്നതിനു രക്ഷകർത്താവിനെ പ്രധാനമായി പ്രേരിപ്പിച്ചതു്. കായ
 ക്കുള്ളതു അന്നു നാലുകൂസുകുളാണ് ഉണ്ടായിരുന്നതു്. ൧-ാം ക്ലാസ്സാണ്
 ഏറ്റവും ഉയർന്നതു്. എന്നാൽ അല്യാപനവിഷയത്തിലും, ചുരുൾ
 പ്രയോഗത്തിലും ആശാന്മാരുടെകുളരിയും, ഇതുമായിട്ടു വലിയവ്യത്യാ
 സം ഉണ്ടായിരുന്നോ എന്നു സംശയമാണ്. വിഷയങ്ങളെല്ലാം കാ
 ണാപാഠം പഠിക്കണമെന്നായിരുന്നു നിർബന്ധം. അടിശിക്ഷന്മാരണ
 ക്കിൽ, അതു അകാരണമായും സകാരണമായും ഉപയോഗപ്പെടുത്തി
 യും വന്നിരുന്നു. അല്യാപകന്മാർ എപ്പോഴും ക്ലാസ്സിലിരിക്കുന്നതു അ
 ത്ര സാധാരണയല്ല. അധികം ശബ്ദമോ മറ്റോ കേട്ടാൽ ഉടനെ ചുര
 ലുമായിട്ടുവന്നു ക്ലാസിന്റെ ഒരറ്റംമുതൽ മറ്റേ അറ്റംവരെ ഒരു പ്ര
 ഘരം നടത്തുക പതിവാണ്. ഒന്നാംവാല്യാർ ലാൻസ്പെക്ക് എ
 ന്നും, രണ്ടാംവാല്യാർ സിൽവാ എന്നും രണ്ടു യുറേഷ്യന്മാരായിരുന്നു.
 ചുരുൾപ്രയോഗം മുക്കാലം സിൽവായുടെ ചുമതലയിൽ തന്നെയായി
 രുന്നു. ഭാഷയും കണക്കും ചരിത്രവും ഭൂമിശാസ്ത്രവുമായിരുന്നു പാഠവി
 ഷയങ്ങൾ. ഈ സ്ഥിതിയിൽ ഇവിടെ മൂന്നുകൊല്ലം കഴിച്ചുകൂട്ടിയതി
 നശേഷം കാരണവശാൽ ലേഖന കർത്താവിനു അവിടം വിട്ടു പോ
 കേണ്ടതായിവന്നു. ഇതിനു അപ്പംമമ്പു മിസ്റ്റർ ലാൻസ്പെക്ക് സ്ഥ
 ലംമാറിപ്പോകുകയും പകരം കോഴിക്കോട്ടു ശിക്ഷാക്രമം അഭ്യസിച്ചു

മിസ്റ്റർ മാത്യ ഹെഡ് മാസ്റ്ററായി വരികയും ചെയ്തു. ഇദ്ദേഹത്തിന്റെ കീഴിൽ അല്പകാലം കഴിച്ചു. ഈ ലേഖനകർതാവ് പിന്നെയും ഒരു കൊല്ലം ചേർത്തലൈ താലൂക്കുകളിൽ ഇരുന്ന എഴുത്തുകത്തുകൾ പരിശീലിച്ചുവന്നു. അവിടെനിന്നും പിന്നെയും ആലപ്പുഴ ഇംഗ്ലീഷ് പള്ളിക്കൂട്ടത്തിൽ രണ്ടാം ക്ലാസ്സിൽ ചേർന്നു പഠിച്ചുതുടങ്ങി ഇവിടെയും പഠിത്തം ഒട്ടുമുക്കാലം മുൻവിവരിച്ച രീതിയിൽ തന്നെയായിരുന്നു. ഇവിടെയും ഒന്നാം വാല്യം സഹായാല്യാപകനും യുറേഷ്യന്മാർ തന്നെയായിരുന്നു ഇംഗ്ലീഷ് പള്ളിക്കൂട്ടങ്ങളിലെ പരിശോധനയ്ക്കായിട്ട് ലെക്ചററായി എന്ന ഒരു ധർമ്മത്തെ സൂചനയായി ഗവണ്മെന്റിൽനിന്നും നിയമിച്ചിരുന്നു. ഇദ്ദേഹം കൃത്യനിഷ്ഠയും, കണിശവും, തന്റെ തൊഴിലിനെപ്പറ്റി വലുതായ അഭിമാനവും ഉള്ള ഒരാളായിരുന്നു. ഇദ്ദേഹത്തിനെ കാണുമ്പോൾ തന്നെ അല്യാപകന്മാർ വിറച്ചുതുടങ്ങുക പതിവായിരുന്നു. ഒരു ദിവസം സായ്പ് വന്നപ്പോൾ ഒരല്യാപകൻ ഒരു നേരിയതു ഉടുത്തുകൊണ്ടുണ്ടു വന്നിരുന്നതു്. സായ്പ് ഇയാളേ കണ്ട ഉടനെ പള്ളിക്കൂട്ടത്തിനുമുമ്പിലായി പോകുവാൻ ആജ്ഞാപിച്ചു. വസ്ത്രം മാറ്റിക്കൊണ്ടുവന്നതിൽ പിന്നെ മാത്രമേ പള്ളിക്കൂട്ടത്തിനു അകത്തു കടത്തിയുള്ളൂ. ഇതുപോലെ തന്നെ താമസിച്ചുവന്ന ഒരല്യാപകനെ അയാളുടെ ക്ലാസിൽ തന്നെ ബെഞ്ചിന്റെ മുകളിൽ നിർത്തി അവിടെ നിന്നുംകൊണ്ടു പഠിപ്പിക്കാൻ ആജ്ഞാപിച്ചു. സായ്പിന്റെ പരിശോധനാരീതി അല്യാപകന്മാർക്കും വളരെ വിഷമിച്ചിരിക്കാറുണ്ടു്. സായ്പിന്റെ ശബ്ദവും—ഉച്ചാരണവും—ഭാവവും ഒക്കെ കുട്ടികൾക്കു ദുർഗ്രഹങ്ങളായിരുന്നതുകൊണ്ടു ചോദ്യം മനസ്സിലാക്കാതെ ഉത്തരം പറയാൻ നിവർത്തിയില്ലാതെയും പലപ്പോഴും കഴങ്ങിവിഷമിക്കുക പതിവായിരുന്നു. വിദ്യാർത്ഥികളെ പഠിപ്പിച്ചിരിക്കണമെന്നുള്ള ഉദ്ദേശ്യമാണു സായിപ്പിനുപ്രധാനമായി ഉണ്ടായിരുന്നതെന്നു പക്ഷേ തോന്നിയേക്കാം. സായിപ്പു സകീട്ടു വരുന്നതു സാധാരണ മുന്നറിവു കൊടുക്കാതെയാണു. രാത്രിയിൽ വള്ളത്തിൽവന്നു കടവിൽതന്നെ കിടക്കുകയും രാവിലെ ഒൻപതു മണിക്കു പെട്ടെന്നു പള്ളിക്കൂട്ടത്തിൽ പ്രത്യക്ഷനാകുന്നതു പതിവു. വാല്യാന്മാർ അവരവരുടെ സൗകര്യം പോലെ ഉഴന്നും മുറുക്കും മറ്റും കഴിഞ്ഞു പള്ളിക്കൂട്ടത്തിൽ വരുമ്പോഴാണു കാര്യം മനസ്സിലാകുന്നതു്. പിന്നത്തെ സ്ഥിതിപരയുന്നതിനെക്കാൾ ഉഴന്നുവരുന്നതാണു ഉത്തമം. അന്നത്തെ അല്യാപകന്മാരുടെ സ്ഥിതിക്കു ഈ നൂടപടി അത്യാവശ്യമായിരുന്നു.

സായിപ്പിന്റെ അധികാരം അല്യാപകന്മാരിൽമാത്രമല്ല പ്രയോഗി
 ചുവന്നത്. സായിപ്പിനു വളം ചട്ടംകെട്ടി കൊടുക്കാതിരുന്ന ഒരു
 മജിസ്റ്റേറ്റിനെ തന്റെ ശിപായിയെ അയച്ചു വിളിച്ചുവരുത്തി ഭയ
 പ്പെടുത്തി വിട്ടതായി ഈ ലേഖകന്റിവുണ്ട്. ഇനി വിദ്യാലയത്തി
 ലെ സ്ഥിതിനോക്കാം. ഫെഡ് മാസ്റ്റർ വല്ലപ്പോഴും ഒരിക്കൽ വരി
 കയെള്ളൂ. രണ്ടാംവാല്യാർ മിസ്റ്റർ വീയരായാണു കാഴ്ചക്കൾ ഒക്കെ
 നടത്തിവന്നതു. ഇദ്ദേഹം ഒരു സൗമ്യനും സമർത്ഥനുമായിരുന്നു.
 പാഠവിഷയങ്ങൾ സംഖ്യയിൽ ചുരുങ്ങിയിരുന്നു. ഭാഷയിൽ വായന
 യും—അക്ഷരം കൂട്ടുകയും—ഒറ്റവാക്കുകളുടെ അർത്ഥം പഠിക്കുകയും മാ
 ത്രമായിരുന്നു പ്രധാനം. മറ്റൊല്ലാം (കണക്കൊഴിച്ചു) കാണാപാഠം
 പഠിക്കുതന്നെ വേണ്ടിയിരുന്നു. ശിക്ഷ സാധാരണയായി ഉള്ളു
 കൈയിൽ അടിക്കുകയായിരുന്നു. എന്നാൽ വയിയ കററത്തിനു
 വിദ്യാർത്ഥികളെ മേശപ്പുറത്തു കമത്തികിടത്തി ആസനത്തിൽ ചൂരൽ
 കൊണ്ടു പത്തൊ പത്തുണ്ടാ അടിക്കുന്നതും അത്രഅപൂർവ്വമായിര
 ന്നു. ഇവിടെ രണ്ടു കൊല്ലംകൊണ്ടു പഠിത്തം കഴിഞ്ഞുവെങ്കിലും ഒ
 രു കൊല്ലംകൂടി താമസിക്കേണ്ടതായിവന്നു. ഇതിനു കാരണം അ
 ന്നു തിരുവനന്തപുരം ഇംഗ്ലീഷുപള്ളിക്കൂടത്തിൽനിന്നും മിസ്റ്റർ ശേ
 ഷയ്യൻ എന്നൊരാൾ ഫെഡ് മാസ്റ്ററായി വന്നതാണ്. ഇദ്ദേഹത്തി
 ന്റെ ആഗമനത്തോടു കൂടിയാണു അല്യാപനരീതി പരിഷ്കരിക്ക
 പ്പെട്ടത്. അദ്ദേഹത്തിന്റെ ഉപദേശം അനുസരിച്ചു ഒരു കൊല്ലം
 കൂടി അന്നത്തെ ഒന്നാംക്ലാസിൽതന്നെ ഈ ലേഖകൻ പഠിച്ചു.
 കൊല്ലാവസാനത്തിൽ തിരുവനന്തപുരത്തുപോയി അന്നത്തെ പ്രവേ
 ശനപരീക്ഷയിൽ ജയിച്ചു. അടുത്ത കൊല്ലം ഫുറൈ-ൽ ആദ്യംത
 ന്നെ മെറ്റ് റിക്കുലേഷൻ ക്ലാസിൽ ചേർന്നു. മിസ്റ്റർ സുന്ദരംപി
 ള്ളയും മിസ്റ്റർ രാമക്കുറുപ്പും ഇതിനുമുമ്പുതന്നെ ആലപ്പുഴ സ്കൂളിൽ
 നിന്നും കാളേജിൽചേർന്നു പഠിച്ചുവന്നിരുന്നു. ഇവർ രണ്ടുപേരും പി
 ന്നിടു കാളേജിൽതന്നെ പ്രശസ്തമായ വിധത്തിൽ ഉദ്യോഗം ഭരിക്ക
 ന്നതിനും ഇടയായിട്ടുണ്ട്. ഇതു നോക്കുമ്പോൾ ആലപ്പുഴെ ഇംഗ്ലീ
 ഷു പള്ളിക്കൂടത്തിലെ അല്യാപനരീതി അതിആശാസ്യമായിര
 ന്നില്ലെങ്കിലും അതു ബുദ്ധിമാന്മാർക്കു സ്വപ്രയത്നംകൊണ്ടെങ്കിലും
 ഉൽക്കണ്ഠ പ്രാപിക്കുന്നതിനു സഹായമായിരുന്നുവെന്നു ഉറവിക്കാൻ
 അവകാശമില്ലെന്നില്ല. ഈ വിദ്യാലയം പലപരിവർത്തനവും ക
 ഴിഞ്ഞു ഇപ്പോൾ ഒരു മഹത്വദീയ വിദ്യാലയമായി പൂർവ്വധികം ശോ
 ഭിക്കുന്നുണ്ടെന്നുള്ളതു് ആശ്ചര്യസജനകമാകുന്നു. ഈ ലേഖനകർത്താവി

നും ഈ വിദ്യാലയത്തെ കൃതജ്ഞതാപൂർവ്വം സ്മരിക്കുന്നതിനു പലവിധത്തിലും അവകാശമുണ്ട്. ഇവിടെനിന്നും ഈ ലേഖനകർത്താവും മറ്റു മൂന്നോ നാലോ പേരുംകൂട്ടി മുതലായ മാനങ്ങളായ ആശകളോടും, അവ്യക്തങ്ങളാണെങ്കിലും ആനന്ദപ്രദങ്ങളായ പ്രതീക്ഷകളോടുംകൂടി ഈ കലാലയത്തിലേക്ക് കടന്നു. അന്ന് കാളേജ് പ്രവേശനത്തിനു ഇന്നത്തെ പോലെയുള്ള തിരക്കും തിരക്കും പ്രതിബന്ധങ്ങളും ഒന്നും ഉണ്ടായിരുന്നില്ലെന്നു പറയേണ്ടതില്ലല്ലോ. അതിന്റെ ഉദാരങ്ങളായ ദ്വാരങ്ങൾ സദാ അപാവ്യതങ്ങളായി തന്നെ ഇരുന്നു, അന്നുള്ള കലാസഭനും ഇപ്പോൾജില്ലാക്കോടതി ഇടു നടത്തിവരുന്ന കെട്ടിടങ്ങളിലാണു സ്ഥാപിക്കപ്പെട്ടിരുന്നത്. എന്നാൽ ഹവ്വനെ മാർച്ചമാസത്തിൽ തന്നെ ഇപ്പോൾകാളേജ് ഇടു നടത്തിവരുന്ന കെട്ടിടം പൂർത്തിയാകയും കാളേജും അതിനോടു ചേർന്നിരുന്ന വിദ്യാലയവും ഇതിലേക്കു മാറ്റി ഇടുകയും ചെയ്തു. അന്നു രാജ്യഭാരം ചെയ്തിരുന്ന പ്രഥിതപ്രഭാവനായ ആയില്യം തിരുനാൾ മഹാരാജാവു തിരുമനസ്സുകൊണ്ടാണു ഈ പുതിയ വിദ്യാലയത്തിന്റെ കവാടോൽഘാടനക്രിയ ആഘോഷപൂർവ്വം നടത്തിയത് അന്നു ഇന്നുള്ളവയിൽ മദ്ധ്യസ്ഥമായി വർത്തിക്കുന്ന കെട്ടിടം മാത്രമേ ഉണ്ടായിരുന്നുള്ളൂ. ഇതിന്റെ പുറകിലായിട്ടു പഴയ ഫെഡ് മാസ്റ്റർമിസ്റ്റർ ബെൻസിലിയുടെ ബംഗ്ലാവുണ്ടായിരുന്നു. ഇതിലും ഏതാനും ക്ലാസുകൾനടത്തിവന്നിരുന്നു, എന്നാൽ അല്പകാലം കഴിഞ്ഞപ്പോൾ ഇതും പൊളിച്ചുമാറ്റപ്പെട്ടു. അന്നത്തെ പ്രിൻസിപ്പാൽ— ഗംഭീരനായ വിശാഖം തിരുനാൾ തിരുമനസ്സുകൊണ്ട് “തിരുവിതാംകൂറിലെ ശേമഷ് ശാലേയത്തിലെ നിഷ്ണാതകഷകൻ” എന്നു സബ് ഇമാനും അഭിധാനം ചെയ്ത മഹാനായ മിസ്റ്റർജാൺറാസ് ആയിരുന്നു. അദ്ദേഹത്തെ തിരഞ്ഞെടുത്തതു പ്രസിദ്ധനായ മിസ്റ്റർപെന്റൽ ആണെന്നു കേട്ടിട്ടുണ്ട്. അദ്ദേഹം തന്നെ ആയിരുന്നു കാളേജിന്റെ ആദ്യ പ്രിൻസിപ്പാൽ. ഇദ്ദേഹത്തിന്റെ പ്രധാനസഹായിയായി തത്പശാസ്ത്രവിദഗ്ദ്ധനും, സന്മാർഗ്ഗനിഷ്ഠയുടെ അവതാരമുത്തീയും ആയ ഡാക്ടർ ഹാർവിയും ഉണ്ടായിരുന്നു. മടികൃലേഷൻ ക്ലാസു മുതൽ മേല്പോട്ടു എല്ലാ ക്ലാസുകളിലും ഇംഗ്ലീഷ് മുഴുവനും ഇവർ രണ്ടുപേരും കൂടിയാണ് പഠിപ്പിച്ചുവന്നത്. ചരിത്രവും ഭൂമിശാസ്ത്രവും മിസ്റ്റർ വാസുദേവരായരും കണക്കു സംബന്ധമായ വിഷയങ്ങൾ മിസ്റ്റർ എ. ഗോവിന്ദപ്പിള്ളയും പഠിപ്പിച്ചിരുന്നു. ഈ ലേഖകൻ

കണക്കു സംബന്ധമായ വിഷയങ്ങളിൽ വാസന കുറഞ്ഞിരുന്നതു കൊണ്ടു അല്പം ബുദ്ധിമുട്ടുണ്ടാകാതിരുന്നില്ല. മറ്റുള്ള വിഷയങ്ങളിൽ അധികം പ്രയാസം ഒന്നും കൂടാതെയാണു കഴിഞ്ഞതു്. മിസ്റ്റർ റാസിൻറെയും, ഡാക്ടർ ഹാർവിയുടേയും ഇംഗ്ലീഷ് ഭാഷാഭ്യസനത്തിൻറെ പ്രശസ്തമായ രീതി നിമിത്തം അവരുടെ ശിഷ്യന്മാർ മിക്കവരും ഈ വിഷയത്തിൽ ഏറ്റക്കുറെ സുശിക്ഷിതന്മാരായിരുന്നു. മലയാളഭാഷ അന്നു പഠിപ്പിച്ചു വന്നതു സരസനും, സുമുഖനും, വിദ്യാനും കേരളകൌമുദിയുടെ കർത്താവും ആയിരുന്ന കോവുണ്ണി നെടുങ്ങാടിയായിരുന്നു. ഈ ക്ലാസിൽ ഈ ലേഖനകർത്താവിൻറെ സബ്രഹ്മചാരികളായി അനേകം പേരുടെ കൂട്ടത്തിൽ മിസ്റ്റർ സി. വി. രാമൻ പിള്ള, മിസ്റ്റർ പി. രാമകൃഷ്ണയ്യർ, മിസ്റ്റർ ടി. ആർ. അനന്തൻപിള്ള, മിസ്റ്റർ ലെബുഷെഡിയ, മിസ്റ്റർ സ്റ്റോഫീൽഡ് എന്നിവരും ഉണ്ടായിരുന്നു. മെട്രിക്യുലേഷൻ ജയിച്ചു അടത്ത കൊല്ലം എഫെക്ട് ക്ലാസിലേക്കു കടന്നു. അവിടെ മുൻപറഞ്ഞവരെ കൂടാതെ മിസ്റ്റർ കെ. വി. ശങ്കരമേനവനും, മിസ്റ്റർ മുത്തുകുമാരസ്വാമിപിള്ളയും സബ്രഹ്മചാരികളായി വന്നുകൂടി. മിസ്റ്റർ ഗോവിന്ദപ്പിള്ള മുൻസിഫ് വേലയിൽ പ്രവേശിച്ചതിനു പകരം കണക്കുസംബന്ധമായ വിഷയങ്ങൾ പഠിപ്പിക്കാൻ മിസ്റ്റർ റങ്കറാവു നിയമിക്കപ്പെട്ടു. ഇംഗ്ലീഷ് പഠിപ്പിക്കുന്നതിലേക്കായി മിസ്റ്റർ ഷെപ്പേഡ് എന്നൊരാളെ പുതുതായി വരുത്തിയിരുന്നു. അദ്ദേഹം പ്രസിഡൻസിയിൽ ഒന്നാമനായി ബി. എ. ജയിച്ച ഒരാളായിരുന്നുവത്രെ. എങ്കിലും ഇംഗ്ലീഷിൽ പ്രധാനഭാഗം മുഖനും മിസ്റ്റർ റാസും ഡാക്ടർ ഹാർവിയുംതന്നെ പഠിപ്പിച്ചുവന്നു. മിസ്റ്റർ ഷെപ്പേഡ് ചെറുപ്പക്കാരനായിരുന്നു എങ്കിലും ഭാഷാവിഷയത്തിൽ വളരെ നിപുണനായിരുന്നു. കാഴ്ചയിൽ സുമുഖനും സ്വഭാവത്തിൽ സൌമ്യനും ആയിരുന്നു. ഇദ്ദേഹമാണ് സാമാന്യ ഭാഷ പഠിപ്പിച്ചുവന്നതു്. മിസ്റ്റർ റാസും, ഡാക്ടർ ഹാർവിയും ഇംഗ്ലീഷു പഠിപ്പിക്കുന്ന രീതി ഒന്നു പ്രത്യേകതനെയായിരുന്നു. ക്ലാസിൽ ഒരാളെ വിളിച്ച് ഏതാനും വരികൾ വായിപ്പിക്കുകയും അതിനെ സംബന്ധിച്ചുള്ള സകല ചോദ്യങ്ങൾക്കും ഉത്തരം പറയിപ്പിക്കുകയും, തെറ്റുകളെല്ലാം തിരുത്തിക്കൊടുക്കുകയും, മറ്റുള്ളവർക്കു സംശയം ഉണ്ടെങ്കിൽ അതു തീർക്കുകയും ചെയ്തുവരികയാണു പതിവു്. എന്നാൽ ഈയാൾ ശരിയായിതയാറായിട്ടില്ലെന്നു കണ്ടാൽ അയാളോടുള്ള അതുപ്ലിയെ ഭാവഭേദംകൊണ്ടു് പ്രദർശിപ്പിക്കുകയും ആളെ വാങ്ങു് മൂലം ശാസിക്കുകയും ചെയ്യാറുണ്ടു്. ഡാക്ടർ ഹാർവി ഇ

തിലേക്ക് ഒരു രജിസ്റ്റർ വയ്ക്കുകയും അതിൽ ചില അടയാളംകൊണ്ട് അഭിപ്രായത്തെ രേഖപ്പെടുത്തുകയും ചെയ്തുവന്നു. ഇതിനു “വിധിപ്പുസ്തക” എന്ന പേരാണ് വിദ്യാത്മികൾ കൊടുത്തിരുന്നത്. അദ്ദേഹം ഈ പുസ്തകത്തെ ആസ്പദമാക്കിയാണ് വിദ്യാത്മികൾക്കു സട്ടിപ്പിക്കുറുകൾ സാധാരണ കൊടുത്തുവന്നത്. എന്നാൽ മിസ്റ്റർ റാസിന് ഇപ്രകാരമൊന്നും വേണ്ടിയിരുന്നില്ല. അദ്ദേഹത്തിന് മനുഷ്യരുടെ സ്വഭാവത്തേയും, ബുദ്ധിശക്തിയേയും എളുപ്പം ഗ്രഹിക്കുന്നതിന് അസാധാരണ വൈഭവം ഉണ്ടായിരുന്നു. തന്റെ ശിഷ്യരിൽ ഉൾപ്പെട്ട ഓരോരുത്തരുടെയും ഗുണദോഷങ്ങൾ അദ്ദേഹത്തിന്റെ ഹൃദയാന്തർഭാഗത്തിൽ രേഖപ്പെടുത്തപ്പെട്ടിരുന്നു. അദ്ദേഹം വളരെ ദയാശീലനും, അതിയായ ശിഷ്യവാത്സല്യമുള്ള ആളും ആയിരുന്നു. ഡാക്ടർ ഹാർവി ചിലപ്പോൾ ആളുകളെ തെറ്റിധരിച്ചു എന്നും വന്നേക്കും. പക്ഷെ, വാസ്തവമന്വേഷിച്ചറിയുംപോൾ തെറ്റിനെ സമ്മതിക്കുകയും, അഭിപ്രായത്തെ ഭേദപ്പെടുത്തുകയും സാധാരണയായിരുന്നു. ഇദ്ദേഹം നിഷ്കളങ്കനും, നിദ്രാക്ഷിണ്യവാനും എല്ലാ വിഷയത്തിലും കണിശക്കാരനും, നീതിജ്ഞനും, ശാന്തനും ആയിരുന്നു. മിസ്റ്റർ റാസിന്റെ വാക്യരണി ഏറ്റവും സരളവും മിസ്റ്റർ ഹാർവിയുടെ ഭാഷാരീതി ഏറ്റക്കുറവു ഗംഭീരവുമായിരുന്നു. ഈ ലേഖകൻ മിസ്റ്റർ റാസിന്റെ ഭാഷാരീതിയെയാണ് മാതൃകയാക്കി സ്വീകരിച്ചത്. അന്നു മേൽക്ലാസുകളിലെ വിദ്യാത്മികളിൽ മെസ്സേർസ് സി. കൃഷ്ണപിള്ള, ബെൻസിലി, പത്മനാഭയ്യൻ, കാരക്കാട്ടു നാരായണമേനവൻ, സുന്ദരംപിള്ള, രാമക്കുറുപ്പ്, രാമലിംഗയ്യൻ, വള്ളിയാനന്ദമുതലിയാർ, പി. താണുപിള്ള, എം. കൃഷ്ണപിള്ള പള്ളിയിൽ ഗോപാലമേനോൻ മുതലായവർ പ്രധാനന്മാരായിരുന്നു. എഫ്. എ. ക്ലാസിൽ വച്ചു മിസ്റ്റർ മുത്തുകുമാരസ്വാമിപിള്ളയും ഈ ലേഖകന്റെ സമ്പ്രദമാർന്നായിരുന്നില്ല. എഫ്. എ. ക്ലാസ്സുമുതൽക്ക് കണക്കു സംബന്ധമായ വിഷയങ്ങൾ മിക്കവയും മിസ്റ്റർ റാസുതന്നെയാണു പഠിപ്പിച്ചുവന്നത്. അന്നു “ഐക്വികവിഷയ” മെന്നൊന്നുമില്ലായിരുന്നു. എല്ലാവിഷയങ്ങളും നിബന്ധിതങ്ങളായിട്ടാണിരുന്നത്. തത്പശാസ്ത്രം മുതലായവയിൽ ഡാക്ടർ ഹാർവിയും ഇംഗ്ലീഷിൽ രണ്ടു പേരുംകൂടിയാണു അല്പാപനം നടത്തിയിരുന്നത്. മിസ്റ്റർ സുന്ദരംപിള്ള ജയിച്ചു വന്നതിൽപിന്നെ ചരിത്രവും, തത്പശാസ്ത്രത്തിൽ ഏതാനും ചിലതും അദ്ദേഹവും പഠിപ്പിച്ചുവന്നു. അക്കാലത്തു ആണ്ടി

ലൊരിക്കൽ കലാലയത്തിൽ മഹാരാജാവു തിരുമനസ്സുകൊണ്ടു സപ-
 റിവാറം എഴുന്നള്ളി സമ്മാനദാനം നടത്താറുണ്ടു്. ഒരിക്കൽ യുവരാജാ-
 വായ വിശാഖംതിരുനാൾ തിരുമനസ്സുകൊണ്ടും നടത്തിട്ടുണ്ടു്. ഈലേ-
 ഖകനു എല്ലാക്ലാസുകളിലും സമ്മാനം ലഭിക്കുന്നതിനു് ഇടയായിട്ടു-
 ണ്ടു്. ഈ ലേഖകന്റെ സബ്രവമചാരികളിൽ മിസ്റ്റർ ലബുഷെഡിയർ
 ഒരു മിസ്റ്റർ അപ്പാത്തുരയ്യരും മാത്രമെ ജീവിച്ചിരിക്കുന്നതായി അറിവു
 ജ്ജ. മിസ്റ്റർ ലബുഷെഡിയർ ലേഖകന്റെ ഒരു പ്രിയ സുഹൃത്തായിരു-
 ന്നു. ഇദ്ദേഹത്തിനെ മലയാളവിഷയത്തിൽ വളരെ സഹായിച്ചും വ-
 ന്നു. സായിപ്പു മിക്കപ്പോഴും ചിന്താമഗ്നനായിട്ടാണു ക്ലാസിൽ കാണ-
 പ്പെടാറുള്ളതു്. മിസ്റ്റർ സി. വി. രാമൻപിള്ള അവസരം കിട്ടുമ്പോ-
 ളൊക്കെയും ആട്ടകഥകളിലെ പദങ്ങളും ശ്ലോകങ്ങളും ചൊല്ലി എല്ലാവ-
 രെയും രസിപ്പിക്കുക പതിവാണു. ഇദ്ദേഹം അക്കാലത്തുതന്നെ ആ-
 ഖ്യാതിക നിർമ്മാണത്തിനുവേണ്ട സാമഗ്രികൾ സമ്പാദിച്ചു തുടങ്ങിട്ടു-
 ണ്ടായിരുന്നെന്നു തോന്നുന്നു. മിസ്റ്റർ മുത്തുകുമാരസ്വാമിപിള്ള സം-
 ഗീതത്തിൽ വലിയ വാസനയുള്ള ആളും എല്ലാവിഷയങ്ങളിലും ഒരു
 പോലെ വിദഗ്ദ്ധനുമായിരുന്നു. ഈ ലേഖകൻ അധികം സംസാരി-
 ക്കാറില്ലാത്തതിനാൽ “മുനി” എന്നാണു മിസ്റ്റർ ലബുഷെഡിയർ
 പേരിട്ടിരുന്നതു്. അല്പയന സമയം കഴിഞ്ഞും കൂട്ടർ ചിലപ്പോൾ
 കാളേജിൽതന്നെ ഇരുന്നുവായിക്കുന്നതു പതിവായിരുന്നു. ഈ സ-
 മയത്താണു് ഓരോരുത്തരുടേയും പ്രതിഭാവിലാസവും മറ്റും പ്രകടി-
 ക്കപ്പെടുന്നതു്. അന്നു കാളേജു് വളപ്പിൽ അധികം വൃക്ഷങ്ങൾ ഇല്ലാ-
 യിരുന്നു. എന്നാൽ പ്രസ്തുതപരങ്ങളായ ശാഖകളോടുകൂടിയ ഒരു പ്ലാ-
 വുണ്ടായിരുന്നു. ഇതിന്റെ സഹായവും ശഷ്ഠമണിയമായ ചുവടു-
 വിശ്രമാവസരത്തിൽ വിദ്യാർത്ഥികളുടെ സംകേതസ്ഥാനമായിരുന്നു.
 ഇതു ഈ കലാലയത്തെപ്പോലെ ആണ്ടുതോറും അനേകം സൽഫല-
 ങ്ങളെ പ്രദാനം ചെയ്തുവന്നു. ഈ വൃക്ഷം ഇപ്പോൾ ഉണ്ടൊഎന്നു
 ലേഖകനു നിശ്ചയമില്ല. എന്നാൽ അതു അനേകം വിദ്യാർത്ഥികൾ
 ക്കു അഭയദാനംചെയ്തു സഹായിച്ച ഒരു സഖാവാകുകൊണ്ടു അതും
 കൃതജ്ഞതാ പൂർവ്വമായ സ്മരണകളു അർഹതയുള്ള ഒന്നാകുന്നു. ഇനിയും
 അനേകം കഥകൾ പറയാനുണ്ടെങ്കിലും വിസ്താരഭയംകൊണ്ടു അവ-
 റെ ഇപ്പോൾ വിട്ടുകളയാനെ തരമുള്ളു. ചിലതൊക്കെയും, മനസ്സിൽ
 നിന്നു മാഞ്ഞുപോയിട്ടുണ്ടു്. ഹൃദ്യം-ൽ ഈ ലേഖകൻ ബി.
 എ. പരീക്ഷയും ജയിച്ചു തന്റെ “ധർമ്മമാതാവായ



ത്തെ വിട്ടുപിരിഞ്ഞു സർവ്വം ഗ്രസിക്കാൻ ഒരുങ്ങി വിവൃതമുഖ
 തോടു കൂടിയിരിക്കുന്ന ലോകത്തിന്റെ വക്ത്രത്തിലേക്ക് കാൽവ
 ചു. അവിടത്തെ കഥയൊന്നും ഇവിടെ പറയേണ്ട ആവശ്യമി
 ല്ലല്ലൊ. പറഞ്ഞാൽ അവസാനിക്കുമില്ല. ഒന്നു പറയാം—കാ
 ലേജിൽനിന്നും സംപാദിച്ചു കൊണ്ടുപോന്ന ആദർശങ്ങൾക്കൊ
 ന്നിന്നും ഇവിടെ വലിയ വിലയൊന്നും ഉണ്ടായിരുന്നില്ല. അത്
 സ്വാഭാവികമാണല്ലെ. പ്രമാണവും പ്രയോഗവും രണ്ടും വെവ്വോ
 റെയാണല്ലോ. ലേഖകന്റെ വിദ്യാഭ്യാസ സ്മരണകളിൽ മുന്നിട്ടു നിൽ
 കുന്നത് ഈ കലാലയത്തേയും വിശിഷ്ടന്മാരായ ഗുരു നാഥന്മാരേയും
 പഠറിയുള്ളവയാണെന്ന് ഭക്തിപൂർവ്വം പറഞ്ഞുകൊള്ളുന്നു. ലേഖകൻ
 കാളേജു വിട്ടുപിരിഞ്ഞു എങ്കിലും അതുമായിട്ടുള്ള ബന്ധം ഇന്നും തുട
 ന്നു നിൽക്കുന്നുണ്ടെന്നുള്ളത് ചാരിതാത്മ്യ ജനകമായിട്ടുള്ള ഒരു സം
 ഗതിയാണ് മിസ്റ്റർ റാസം, ഡാക്ടർ ഹാർവിയും ഇവിടം വിട്ടുപോയ
 തിൽ പിന്നെയും ആണ്ടുതോറും ക്രിസ്തുമസ് കാലത്ത് ശുഭശംസിയായ
 ഓരോ സന്ദേശം ശിഷ്യന്മാരുടെ കൂട്ടത്തിൽ ഈ ലേഖകനും അ
 യച്ചുതരാറുണ്ട്. മിസ്റ്റർ റാസ് എഡിൻ ബറൊ പട്ടണിൽ ഒരു ഗ്ര
 ഫം പണികഴിപ്പിച്ചു അതിനു തന്റെ ജോലിസ്ഥലത്തെ സ്മരിക്കു
 ന്നതിനായി “കേരളസൂച്യം” എന്ന പേരു നൽകിയിരുന്നു. തന്റെ
 ജീവിതത്തെ രൂപവൽക്കരിക്കുന്നതിന് ഫേതുഭൂതമായ ഈ വിശി
 ഷ്ട കലാലയം മേൽക്കുമേൽ അഭിവൃദ്ധിയെ പ്രാപിച്ചു ഇനിയും ഭീ
 ഘ്കാലം വർത്തിക്കട്ടെ എന്നുമാത്രമേ ഈ ലേഖകനു ഇനി പ്രാർത്ഥ
 ക്കുവാനുള്ളൂ.

ആർ. ഇരഗപരപിള്ള.

സ്ത്രീ

