

LOYOLA COLLEGE.

VI. Register of Graduates.

NAME.	Year.	Group.	Class.	Remarks.
Abraham, K. V.	1927	V-B	3	Law College, Madras.
Adishesha Reddy, M.	1927	V-B	3	Postgr Stud. Loyola Hostels.
Aminthalingam, K.	1927	I	2	
Ayyaswami, A.	1927	V-B	3	
Bhavanishanker Rao, B.	1927	I	2	
Chandramurti, C.	1927	V-B	3	Law College, Madras.
Costa, S. A.	1927	V-B	2	College of Commerce, Bombay.
Dutaiswami, M.	1927	V-B	3	
Gurunathan, C.	1927	I	1	Nellore.
Hamumanta Rao, C.	1927	V-B	3	Law College, Madras.
Kalyamaraman, T. V.	1928	I	3	Sivaganga.
Karuppaswami, S. M.	1927	V-B	3	
Koshie, K.	1927	V-A	3	
Krishnamurti, D. V.	1928	V-A	3	Law College, Poona.
Krishnan Nayar, P.	1927	I	2	
Krishna Rao, S.	1928	I	2	
Krishnaswami, M. S.	1927	I	3	Law College, Madras.
Lakshminarayanan, D.	1927	I	1	Clerk, A. G.'s Office, Madras.
Lakshmi Reddy, G.	1928	I	3	
Madanagopal Rao, T. V.	1927	I	3	
Mohana Rami Reddy, R.	1927	V-B	3	Teacher, Theos. H. S., Madanapalle.
Mohammed Abdul Huq	1927	V-B	3	Parlakimedi.
Narasimhan, R.	1928	I	3	
Narayana Rao, D. P.	1927	V-A	3	
Narayanaswami, R.	1927	I	3	Law College, Madras.
Perreira, J. F.	1927	V-A	3	Cochin.
Rajagopalan, T. S.	1927	I	1	
Ramachandran, A.	1927	V-B	3	Law College, Madras.
Ramachandra Rao, C. K.	1927	I	3	Law College, Madras.
Ramanathan, N.	1927	V-A	3	Teacher, Model H. S., Saidapet.
Ramaswami, U. N.	1927	V-B	3	
Ranga Rao, D. A. S.	1928	V-B	3	Nellore.
Sager, S.	1927	I	3	
Saldanha, M. F. P.	1928	V-B	2	Mangalore.
Samuel, T. P.	1927	V-B	3	
Sasisekharan, K.	1927	I	3	Law College, Madras.
Siddaramappa, I. S.	1928	V-B	3	
Srinivasaraghavachari, V. Y.	1927	I	1	Teacher, Theol. H. S., Mint Street
Srinivasa Rao, R.	1927	I	2	Teacher, Muthialpet H. S. Madras.
Sundararaj, A.	1928	V-A	3	31, Alimal St., Trichinopoly.
Taveira, C. J.	1927	V-B	3	Calicut.
Venkatakrishnayya, D.	1927	I	3	
Venkataraman, N. P.	1927	I	3	
Venkataraman, R.	1927	V-A	3	
Venkataraman, S. T.	1928	V-B	3	
Venkatasubba Rao, A.	1927	I	3	Teacher, St. Gabriel's H. S., Madras.
Venkatesalu, R.	1927	I	3	
Venku Reddy, C.	1927	V-B	3	Law College, Madras.

THE LOYOLA COLLEGE ANNUAL, 1929.

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LOYOLA COLLEGE

MADRAS.

26th January 1929.

COLLEGE DAY.

PROGRAMME.

2-30 p.m.—Sports.

- | | |
|-----------------------|--------------------|
| 1. 100 yards dash. | 6. 440 yards race. |
| 2. Relay race. | 7. Hurdles. |
| 3. Putting the shot. | 8. Sack fight. |
| 4. 220 yards race. | 9. Half-mile race. |
| 5. Slow bicycle race. | 10. Tug-of-war. |

5 p.m.—Tea.

5-15 p.m.—Distribution of Prizes.

The Hon'ble MR. P. SUBBARAYAN, M.A., B.C.L., LL.D., Bar.-at-Law, M.L.C.
Zamindar of Kumaramangalam, Chief Minister, and Pro-Chancellor of the Madras University
in the Chair.

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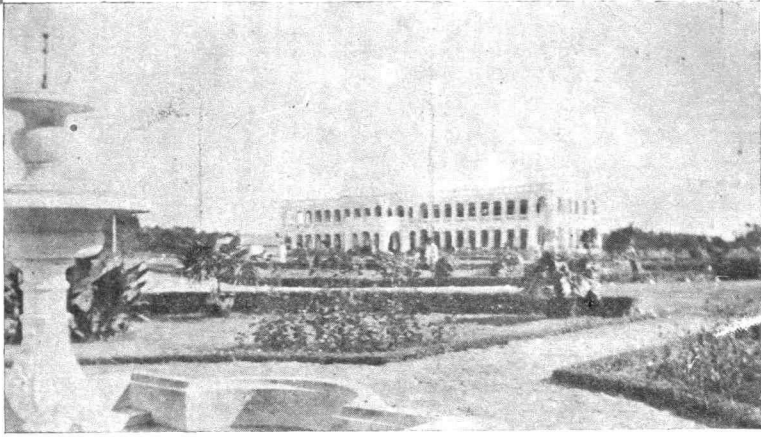
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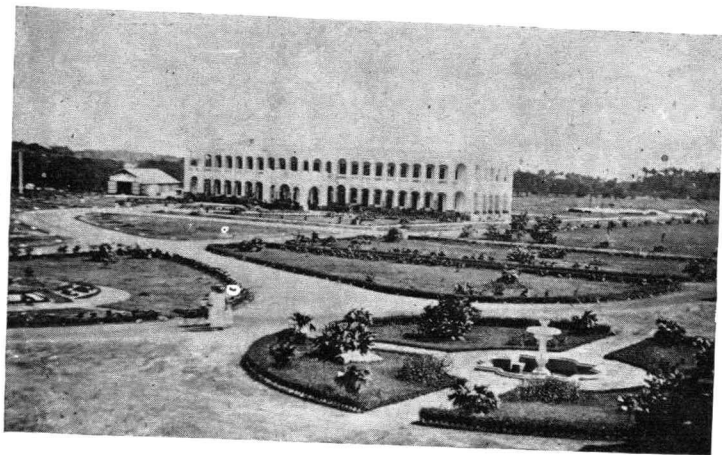
THE ZAMINDARNI OF KUMARAMANGALAM.



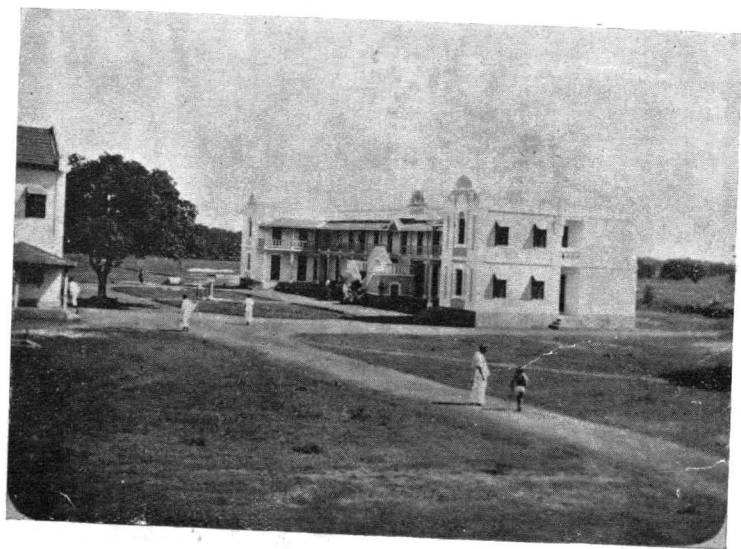
GARDENS AND FATHERS' HOUSE (V. KRISHNASWAMI).



APPROACH FROM STERLING ROAD (ANNAJI RAO, III U. C.)



FATHERS' RESIDENCE AND GARDENS.
(PHOTO BY P. GOPALAN, III U.C.)
(Not for Competition).



THE NEW HOSTEL.
(PHOTO BY SHRESTA, II U.C.)

LOYOLA COLLEGE, MADRAS.

ANNUAL REPORT FOR 1927-1928.

It is my pleasant duty to place before you an account of our work in the year 1927-28. I do so with a sense of deep gratitude to God for His having enabled us to carry on through the third year of our existence, in the midst of the difficulties inherent to a new institution. If we have not done more, we are thankful we have been able to do at least something. If all is not perfect, there is at least the will to improve, and the hope that He that has helped us so far will enable us to fill the gaps and mend shortcomings.

STRENGTH.
The institution, for the first time in its existence, started the year as a complete first-grade College, with the four university classes.

It even went further, and opened the Honours courses in Branch I, Mathematics, and in Branch III-B, Economics.

The high-water mark of the year's enrolment stood at 503. After the flow at the beginning, the usual ebb set in which brought down our numbers to about 450.

The following Table shows the places from which our Students were drawn:

Table showing place of origin of Students.

Madras.	Chingleput.	Coimbatore and Salem.	Madura.	Malabar.	North & South Arcot.	S. Canara.	Tanjore.	Tinnevely.	Triplicopoly.	Travancore and Cochin.	Telugu Districts.	Other places.	TOTAL (March 1928.)
40	34	42	8	54	45	8	68	15	14	14	95	10	447

Distribution according to Race and Caste.

Brahmins	Non-Brahmins	Indian Christians	Mahomedans	Anglo-Indians	Others	TOTAL
254	135	33	9	13	3	447

That Madras, and the neighbouring districts should be strongly represented in the College is not astonishing, but it is surprising that outlying places such as Coimbatore and Salem, the Malabar region, and especially Tanjore, should send such large contingents.

Although the Andhras have now their own University, yet many of them still come to Madras. But Andhradesa is a vast country and for many of its sons Madras is nearer or easier of access than their own University. Their numbers may however be expected to diminish as

HOSTELS.

The hostels form a conspicuous part of this Institution. There are now eleven blocks, of various dimensions and descriptions, containing 330 single rooms, all occupied. A few more blocks will probably still be required, and will be constructed as time and funds permit.

For messing purposes, there are 12 different sections, most of which are managed by the students themselves, and in which, therefore, the rates fluctuate in direct ratio to the menu for a given strength of the section, and in inverse ratio to the skill of the managers; but there are two fixed-rate sections, managed by the Hostel Authorities.

HEALTH.

The duty of looking after the health and comfort of this little city carries with it onerous responsibilities. We are alive to them and we are trying our best to discharge them. Thank Heaven, our task is greatly facilitated by the openness of the site. The locality is free from disease, and enjoys an abundance of fresh air.

I am glad to say that the general health of the students is good as appears from the compulsory medical inspection carried on under the orders of the Madras University and also from the report of the Medical Officer. There are few, if any, major diseases, and the ailments we have to deplore are little more than the ordinary trifling miseries human flesh is heir to.

There is a Medical Officer attached to the College, who pays regular visits to the hostels. There is also a qualified resident doctor who keeps a dispensary for the use of the students and attends on ordinary emergent cases.

SPORTS.

With our extensive grounds, there are ample opportunities for sports. At present we have a football field, a hockey field, a cricket field, six tennis courts, two badminton courts—four if you count the two along the college—a volley ball court, and the fields to the south-east await only the sanction of the Educational Authorities to be turned into a physical training ground, for the benefit of future Intermediate classes.

The games are well patronized, and most of the hostel residents can be seen on the field between 4 and 7 p.m., indulging in physical activities by way of relaxation after a day's intellectual work.

We are glad to see our students thus avail themselves of the opportunities afforded them, not only to improve their health and their physique, but also to foster in them power of endurance, love of fairplay, discipline, and abnegation.

COLLEGE SOCIETIES.

Several attempts were made to start college societies, but with little or no result. Except the Scientific Society and the Andhra Sabha, others were dormant or non-existent.

There is readiness enough to organize or attend show meetings, at which visitors of outstanding merit are invited to deliver lectures. But there seems to be little inclination to form societies or to attend meetings where students themselves will have to lecture or to do the work.

Yet we see little use in college societies unless their object is the improvement of students, and, unless therefore, the work is done by the students. Show meetings do not seem to meet the aim of college societies.

facilities for communications, increase and as the Andhra University makes its influence more effectively felt over its vast territory.

Although the Brahmmins form 56.8 per cent of the total strength in the year under report, we need scarcely say that race, caste or creed is no bar to admission in this College, and that no community is favoured at the expense of another.

We are indeed bound to look to the interests of the Catholics in a special way, but nobody suffers thereby.

It will be interesting to watch the fluctuations of these various elements year by year.

STAFF.

The Staff has been increased by the following additions:—

Mr. M. V. Seshadri, B.A. (Hons.) was taken on as additional Mathematics Lecturer.

Mr. L. M. Pylee, M.A., B.L., joined the History Staff.

Mr. E. N. Govindarajan, B.A. (Hons.) was raised to the status of Economics Lecturer from that of Tutor.

Rev. Fr. Varin, S.J., took Logic in L.U.C., and

Mr. S. Narayanan, B.A., was appointed Chemistry Demonstrator.

PUBLIC EXAMINATIONS.

	Sent up.	AP- peared.	Passed Completely.				Passed.		
			I-Cl.	II-Cl.	III-Cl.	Total.	P-C.	Par only.	Part II only.
Intermediate.									
Group i.	48	47	7	8	—	15	31.9	11	7
Group iii.	37	36	1	13	—	14	38.8	3	1
Total	85	83	8	21		29	34.9	14	
B.A. Degree.									
English	102	102	1		54	55	53.9		
Group i.	38	36	—	6	12	18	50		
Group A	6	6	—	—	5	5	82		
Group V-B	58	58	3	4	39	46	79.3		
Hons. Preliminary	30	30				24	80		

The Intermediate results can scarcely be called satisfactory. They are fortunately made up for by the B.A. results. We offer our congratulations to Mr. V. V. Joseph who has taken a double first class, and heads the pass list in Economics.

LIBRARY.

The College Library is gradually filling up and is being well patronized. There are now 11,000 volumes on its shelves. Additions are constantly being made to it. We are expecting a fresh consignment of books to the value of Rs. 2,000.

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1 TONE AND DISCIPLINE.

I am glad to say that the tone and discipline of the College are satisfactory. The relations between staff and students are friendly and easy.

In conclusion, it gives me great pleasure to say how gratified we are by

the kindness of the Chief Minister and of the Zamindari of Kumaramangalam who so readily accepted our invitation to be with us this evening, and to offer our thanks to the ladies and gentlemen who have graced this function with their presence.



Chronicle 1927-28.

With the dawn of June 27, 1927, the re-opening day, Loyola College begins the third year of its existence. What has the new year in its lap for the new-born institution?

If new buildings, new classes, new courses, new staff are good augury of the future, then we may augur well of 1927-1928.

Six new hostel blocks, each with 26 single rooms, have risen behind the first line and are ready for occupation. We are ready for the cry, which, last year, was so grating on our ears: "A room in the hostels."

Lovers of tennis will find six courts, surrounded with wire netting instead of the old "tattis."

The College building has not received any addition—no addition is needed yet—but the spare rooms are coming into use. New classes are to be opened. We had, last year, only one Intermediate Class; this year there will be two.

Then the new Intermediate scheme is coming into force, with the compulsory second language as Part II, replacing Vernacular Composition, Part I B of the old scheme. The language rooms will, therefore, be oftener filled than hitherto they have been.

Besides, the College prospectus announced the opening of the Honours courses in Branch I. (Mathematics) and Branch III-B. (Economics). The small rooms in the north wing will now be used for the purpose for which they were built.

There is an increase in the staff, corresponding to the enlarged courses.

Mr. M. V. Seshadri, B.A. (Hons.) is added to the Mathematics staff, Mr. L. M. Pylee, M.A., B.L., to the History—Economics Department, and Mr. L. N. Govindarajan, B.A. (Hons.) is raised from Tutor to the status of Lecturer, Mr. S. Narayanan, B.A., is appointed Chemistry Demonstrator.

Thus equipped, the College could face the opening year with confidence.

The tide of students came in. It rose till it reached 503, the high-water mark for the year. The usual ebb set in after the flow, and, in the course of nine months brought down the level to about 450, thus giving an average of 475 for the year.

The Junior Intermediate reached well over 100, marking an advance of 20 over the preceding year. But the Junior B.A. Class (Pass Course) just failed to reach the strength of the Senior Class. The falling off was however more than made up by the First Honours Class, with its 30 students.

2nd July. College reopens.

The Professors plunge into their work at once. There is nothing like getting into swing right away from the beginning. It is the best cure for homesickness with which most of the boys are ailing when they come back to College.

Father Quinn, apparently in the best of health, is in his chair again and lectures on Shakespeare with his usual "maestria."

Silence is the home of great souls, some one has said, the nursery of noble thoughts, the storehouse of energies.

Just try!

A new feature, in the College routine of the first term, since last year, was medical inspection. The University has made it compulsory for the students of the junior classes, Intermediate and B.A.

On a fine morning of August 1927, the word went forth: "Medical Inspection begins to-day, 3 p.m."

Accordingly, at the hour stated, the first batch of I.U.C. students rolled in to the inspection room, some of them wondering what was going to happen to them.

Nothing happened, except that they were measured, weighed (and not found wanting), examined, made to open their mouth, to cough, etc., but they all came out with their lives, even from behind a certain mysterious screen, which at first tickled their curiosity. And so, batch after batch went in and came out.

"What is the use of that? many asked, I am as sound as a bell!"

"Thank God you are! but it is something to be assured by a competent man that you are! Your parents especially, to whom the medical report will be sent, will be glad to know that you are. Witness that parent, who to a report "your son is healthy" replied thanking the Principal and assuring him that a "healthy" report was worth sending.

But every one is not "as sound as a bell" who thinks he is. In many a fine strapping young man, the lynx-eyed Doctor discovers, sometimes hidden or in-

ipient ailments, sometimes defects which, thanks to the carelessness natural to boys, may and often do develop into disease or give serious trouble.

I can still see the look of surprise of a boy who looked the very picture of health when he was told he had hydrocele. He knew nothing of it!

"Thank God, no very serious cases of disease were discovered. Our modern Indian youth is hale and hearty, as a whole. Even the Doctor could not repress an ejaculation, now and then: "Fine set, these boys are!"

Who said the modern Indian youth was emasculated, a set of weaklings, unfit for strenuous work? Such is not our impression, at any rate, after the very thorough and careful medical inspections we have witnessed and after reading the report of the Medical Officer. The modern Indian youth we see in colleges is in no wise inferior to his ancestors, for all we know.

What does the medical inspection report show? The worst cases, very few of them, are a beginning of tuberculosis, a very few cases too, and those not of an advanced character, of heart trouble—half a dozen of them, in all or thereabouts. The other ailments or defects are slight and easily curable.

The findings recurring oftenest in the inspection sheets are bad teeth (pyorrhea and caries), defective vision and enlarged tonsils. Bad teeth and bad eyes figure for 23 or 24 per cent. each, and tonsils for about 12 per cent. of the total number of students inspected—much too great a percentage, no doubt, but one which shows negligence rather than bad health or bad constitution.

Alas! who could have thought that his days were numbered? On 20th August we laid him in his last resting place.

For an account of his life and death, see the special article in this issue.

* * * * *

27th August, 1927. Convocation Day.

The College receives its academic baptism.

To most people the formula recited by the member of the Senate who presents candidates for a degree has become stale. But how different it must have been with our Principal; we fancy he must have exercised special control over his lips, else he might have forgotten the protocol and burst out into something like this; "Mr. Chancellor, I present unto you these candidates from the newborn Loyola College, the first fruits of that institution which was to have been a still-born child, or was to have succumbed to the first infantile disease, as is so often the case among new-born babes; these foundation stones, well and truly laid, of the new edifice we are trying to raise, etc., etc., etc."

But the Principal sternly repressed his feelings and kept them locked up in his heart.

The flood gates were thrown open in the evening, when, at 8 o'clock, most of the 30 new graduates presented earlier in the day met in the College Hall in response to an invitation by the Principal and staff. There, with characteristic convivial communicativeness, our "young patriarchs"—to use the name given them by the last Loyola annual, a name not out of tune with "foundation stones"—spoke with manifest sincerity of the jolly good time they had had at

College for two years, "when the earth was young" and, in response, the Principal gave expression to the pleasure experienced by all at this first meeting of "Old Boys," to the hope they would ever comport themselves in a way befitting "foundation stones" and that their successors would maintain the traditions they had established, and he wished them God-speed.

* * * * *

Soon after came the College retreat, preached by Father Burrows.

Non-Catholics often ask what a retreat is. A retreat is like the overhauling of a motor or of any machine. The whole machine is unscrewed, the various parts are taken out, examined, cleaned, put back in their place and oiled, and the machine is as good as new, fit to work for another year, till the next overhauling. The moral motor, like every machine in the material world, needs occasional overhauling, cleaning and oiling. The contacts, the firing chamber, the exhaust, and everything must be inspected and set right. The moral accumulators must be charged. The brakes must be put in working order. All this is done by a series of spiritual exercises like prayer, meditation, self-examination and other means, supplied by religion, of cleansing one's heart and winding up the will.

And as concentration is needed for such a purpose, the retreatants have to keep silence the whole time of the retreat.

Keep silence for three days!

Is it possible for young men, especially for young men with an itching tongue? It may be hard, especially for some, but it is not impossible! The proof is that so many do it!

I am informed by one who knows that in Europe, the corresponding percentages are much higher.

About 45 per cent. of the students inspected are reported healthy—again a much higher figure than is met with in Europe, according to the same informant.

A better way still of putting it is the following: the percentage of unfit and defectives, that is of young men labouring under serious defects or diseases, whether organic or functional, does not amount to five.

Ninety-five per cent. and more well built and healthy young men! Does that justify the charge of emasculation and degeneracy levelled at them?

How many young men in Europe, better than them, in health and physique, went to the war in 1914, and did their bit, and not badly too?

Of course, "healthy" does not mean "strong." Given the climate and the diet prevalent in India, the average Indian youth can scarcely be expected to be physically as strong as his European brother. But the late war has shown that moral vigour and force of will are much more powerful factors in human affairs, even in war, than physical strength, and are not incompatible with a poor physique. How many young men who, under ordinary circumstances, would have been classed as unfit or who had been bred in delicacy and comfort, turned out to be heroes?

So cheer up, young men! Be up and doing! and show the old generation, now, as ever, *laudator temporis acti*, what you can do!

But remember the saying *mens sana in corpore sano*. There is truth in it after all. Mind the *corpore sano*! Mind your teeth and your eyes. But mind still more the *mens sana*. So that the College may find in you its realization, *Eucledæ Lux Vestra*; let your light shine.

A. S. Jaisingh *of conphis sanium* we are reminded of September, 1927, a hard time for our poor bodies. The heat! the drought! disease! all conspired against them.

September is said to be a bad month but, among bad Septembers, the September of 1927 deserves a place of honour.

The monsoon of 1926 had been a failure. The last rain had fallen when the Catholic Hostel was building, early in November, 1926. Since that time, no rain worth mentioning. Alarming reports appeared in the Press. The level of the Red Hills tank was falling. The water supply was gradually diminishing. Madras was to be rationed; the old disused wells in the city were to be taken over by the Corporation, cleansed, and made available to the public, but under control.

Fortunately for the city, some timely showers came and raised the level of the lakes. There was no rationing; the restrictions were gradually relaxed, and a rich aquatic fauna of the old wells and tanks are still an undisturbed possession of their old haunts.

But what about the Loyola water supply? We shared with the rest of the citizens the restrictions and hardships rendered necessary by the situation. Low pressure seriously interfered with the supply from the Corporation.

While the boys were away, a strange set of visitors called at Madras.

They were a batch of 15 German students on the spree, out for a walk in the wide world.

They did not go about like our modern tourists, leisurely, by easy stages, surrounded with all the comfort possible in a long travel, piloted by Thomas Cook & Son, stopping at the fashionable hotels on their way. They depended on themselves alone.

They went on foot whenever possible, each carrying on his back his indispensable belongings in a knapsack—they had a few heavy boxes, containing their other effects and the trappings of their modest stage, which they sent ahead by rail to their next destination—marching, singing as they went—one of them played the flute occasionally—taking their modest meals en route in the shade of a tree near a fountain. They often slept under the starry skies, and they were as merry a lot of schoolboys as was ever seen; they seemed to enjoy their adventure thoroughly. They earned their way as they went.

They gave musical entertainments—they were all splendid singers, and some of them played the mandoline; they staged mystery plays, as wonderful for their simplicity as for their impressiveness.

One or two spoke English; a few, French; the oldest among them was thirty, the youngest just fifteen. But a finer set of strapping young men it would be hard to find.

They travelled from Germany to India, via the Caucasus, which they crossed on foot, through Persia, and sailed for home from Colombo.

Now think of the daring of these young men, venturing out into the unknown, facing hardships, fatigue, dangers, just for the love of adventures, for the sake of seeing things with their own eyes and gaining first-hand knowledge of the world.

What can you not expect from such young men?

* * * * *

27th January, 1928. College Day!

We had not had a full-blown College Day yet!

So long as the College had not its full complement of four University classes, it was an infant, a minor.—and a College Day seemed to be out of place. But now with its four classes, and even with an Honours class newly opened, it had attained its majority and it appeared to everybody that its coming of age was worth celebrating.

Young colleges, like young men, are ambitious, and our ambition was to have His Excellency the Governor preside at the celebration.

The request was made early in November and it met with ready acceptance at Government House. The event was fixed for Friday, 27th January, 1928, 4-45 p. m.

At the appointed time, the College grounds looked gay with flags, banners, streamers of all sorts. A vast and beautifully decorated shamiana had been erected along the western edge of the hockey field. Here was the domain of Bosotto, to whose benign sovereignty the guests paid unfeigned allegiance.

But there was a large number of tables arranged on the football field on the east

of the main Hostel avenue, for the students and their guests. There too, judging from the crowd and the pitch of the voices, people were not too unhappy.

Numerous and distinguished was the company of ladies and gentlemen, who in response to our invitation honoured us with their presence. Sir R. Venkataratnam Naidu, Vice-Chancellor of the University, Mr. R. G. Grieve, Director of Public Instruction, Sir, K. V. Reddy, Dewan Bahadur M. Krishnan Nair, Mr. Muthia Mudaliar, Dewan Bahadur G. Narayanaswami Chetti, President, and Dewan Bahadur J. Venkatanarayana Naidu, Commissioner of the Madras Corporation, the Raja of Kollengode, Mr. M. A. Candeli, Mr. P. J. Thomas, University Professor, Mr. P. S. Lokanathan, University Reader of Economics, and Rao Bahadur S. Krishnaswami Aiyangar, University Professor of Indian History, the representatives of the Madras colleges, Mr. P. F. Fyson, Principal, Mr. S. E. Ranganathan, Mr. W. E. Smith and other members of the Presidency College staff, Dr. and Mrs. Meston, Principal, and Mr. F. Corley of the Christian College, Mr. K. Chinna-thambi Pillai, Principal, and Mr. Subramany Ayya, of the Pachaiyappa's College, Miss D. de la Hey, Principal, and Miss L. Gunther of Queen Mary's College, Mr. M. Ratnaswami, Principal, Law College, Mr. G. Nagaratnam Aiyar, Principal, and Dr. K. C. Chacko, of the Engineering College, Guindy, and representatives of the Madras Catholic clergy. His Excellency arrived punctually at 4-45. Viscountess Goschen, who had promised to give away the prizes, was unfortunately detained by indisposition. After going round the hostels, His Excellency sat down to tea, after which the last items of the programme were gone through.

The gathering having resolved itself into a meeting, the Principal read the Report or rather an account of the College from the beginning of its existence down to July, 1927.

His Excellency then rose to say a few words of encouragement to the students. But he remarked that the Principal when inviting him to preside, had not told him that he would have to make a speech. So he would just say what was uppermost in his mind, and he proceeded to exhort the boys to "lay hold on life," to train themselves for responsibility and not slink when the responsibilities come.

We venture to say that His Excellency's speech was not of a nature to give the Principal any compunction for having taken him unawares, if he did do so, and, if he did do so, we feel certain the audience readily absolved the delinquent of all guilt, for this very venial fault of his was the occasion for one of those delightful "impromptus" of which His Excellency has the secret. His charming address, with its good-natured little thrusts, its allusions to the mysterious thing (the prizes) wrapped up in tissue paper, and his advice to the students, was a regular treat and was enjoyed by all. May His Excellency forgive the Principal and be pleased to allow himself to be taken thus again!

* * * * *

February 2, 1928, marked the Silver Jubilee of the episcopacy of our venerable and beloved Archbishop, Dr. J. Aelen.

The event was duly and fittingly celebrated in the whole archdiocese. Loyola College, which owes so much, in fact, its very existence, to Archbishop Aelen, could not lag behind the others in its expression of joy, gratitude and loyalty towards the revered prelate.

A deputation of Catholic students waited on His Grace and offered him, on their own behalf and on behalf of their comrades, the tribute of their congratulations and of their devotion. An invitation to a tea party at the College was proffered and accepted, and thus we had the pleasure of having the venerable jubilarian in our own midst for a few hours. There was a great display by the boys, of musical skill, and of talent for decoration and illumination. The tea was on a level with the occasion and was thoroughly enjoyed. His Grace expressed his pleasure at being in the midst of the Catholic students of this new College, which he had done so much to call into existence.

Surely there was matter for rejoicing and for congratulation when one saw what had been achieved in such a short time. May His Grace's blessing and prayers obtain for his College the continuance of the protection of Providence!

* * * * *

➤ A College Day can scarcely go without an Annual. There is as much reason for the one as for the other. The one completes the other. The Annual perpetuates the College Day.

✓ Thus it was our first Annual came out. Well, it was not an Annual, in this sense, that it did not confine itself to a narration of the events of the preceding year, as the present one does. It was rather an introduction of the College to the public and a re-capitulation or a summary of its history and a description of it. Various people were pleased to say that they found the booklet interesting and instructive.

May the present booklet meet with a similar reception!

College Day over, the students began to bethink themselves of the approaching examinations.

Yet, in spite of the great ordeal looming on the horizon, social life was not to forgo its rights and privileges.

➤ An essential feature of modern social life, especially in Madras (towards the end of the third term of the academic year), is the farewell function.

And our students, especially the residents of the hostels, rose to the occasion. With lavish hospitality, heightened by rivalry between the various sections, a round of "socials" was organized and successfully gone through, which did as much honour to their keen sense of conviviality and their culinary talents as to their liberality and their sense of fellow-feeling. *Al fresco* farewell dinners at night, on the lawns, under the canopy of the skies and by the light of a profusion of electric lamps, with music, songs and speeches; tea parties on the College porch, with similar accompaniment, group photographs, etc., succeeded one another with perhaps greater frequency than certain people, obliged either by virtue of their office or unable to resist the pressing invitations of the boys, could afford to enjoy.

The Indian dinners seem to have been particularly popular, and no wonder. The hour, the place, the decorations, the guests, even some of the Fathers taking a meal *à l'Indienne*—all contributed to make these functions really enjoyable, both for guests and students.

* * * * *

But there was to be a morrow to these pleasant evenings.

The examination, like a dark, threatening cloud, was hanging on the horizon,

and drawing nearer and nearer, The boys sat to their books, and, in striking contrast to the gaiety of the preceding period of teas and dinners, came a period of silent, grim study. The playing fields were deserted. The hostels became silent. The Warden mercilessly cut off the electricity at 10-30 p.m., but the students had provided themselves with other illuminants . . . Was it overwork due to the eleventh hour preparation? was it natural causes? Some students broke down. Framjee Dinshaw, one of the best students in the II U.C., had to go to hospital and could not sit for the examination. D. Srinivasan, of the IV U.C., fell a victim to typhoid. He managed, however, to come round in time, and, sick as he was, to sit for and get through the B.A. Degree examination. Loyola College was an examination centre this time, but the arrangement did not benefit our students, all of whom, except the Economics candidates, were assigned to places far away from the College. Thanks to the kindness of the Madras Police Commissioner, motor buses were allowed to ply between Loyola and the city, for the benefit of the candidates scattered all over in this "city of splendid distances."

The examination brought the year to a close.

We might conclude this chapter here, having chronicled, faithfully enough we believe, the events of the year.

Yet, a chronicle is perhaps expected to record not only the events which happen, but the events too which do not happen but should happen. We should say a word about the various activities, academic or other, which are supposed to constitute normal college life, e.g., the U.T.C., College societies and sports.

I am very much tempted to deal with this chapter as a historian of Iceland is said to have done with the snakes of Iceland. His book contained a chapter entitled "The Snakes of Iceland," but the chapter consisted of one line: "There are no snakes in Iceland". Neither have we any U.T.C. in the College.

Numerous are the queries: "Why is there no U.T.C.?" and numerous the requests: "Please, start the U.T.C. in the College."

As if it depended on the College authorities to start the U.T.C.!

The position is this. The U.T.C. was created by an Act of the Legislative Assembly, Delhi. The Act assigns one battalion to the Madras Presidency, consisting of about 1,000 men. When the battalion was instituted, in 1922, two companies were assigned to Trichinopoly, the rest to Madras, and the units were distributed among the existing colleges.

Where was Loyola in 1922?

Still in the future, "in the womb of time," to use a quotation dear to students.

It was born only in 1925, too late for the distribution. Each of the existing Madras Colleges was given one or two platoons. When Loyola came there was nothing left.

So it is we have not even a modest platoon and yet have we not room for one? Have we not room for splendid parade grounds, for a rifle range, and for so many other things? and have we not many young men eager to enlist in the U.T.C.?

That may be, but that is no solution to the difficulty. The only way for Loyola to get a U.T.C. platoon would be either if the strength of the battalion was

increased or if a college consented to make its unit over to us.

The first alternative depends for its realization on the Government, and on the Government only. The Legislative Assembly has assigned one battalion to Madras and fixed its strength at 1,000. None but the Legislative Assembly can add one man to the sanctioned strength.

Then, why not move the Assembly to increase the strength?

Young men! Move the Assembly? Puny creatures like us move such a mighty body? How presumptuous! Yet, it has been attempted, but unsuccessfully. We have made attempts, in our own little way. The University has made several attempts. All to no purpose.

Why is the Government so obdurate? The reasons given for the refusal are weighty.

First, the demand for the U.T.C. is widespread and earnest. Madras has got a battalion; several provinces have none. If the U.T.C. is to be enlarged, it seems reasonable to give a battalion to provinces which have none, before giving two or three to Madras. What would you answer to this reason? Of course, young men would say: "We first, the others next." But this ingenuously selfish formula is scarcely likely to find favour with the Government or with the Assembly.

And then there is the consideration of the cost. A U.T.C. battalion, they say, costs one lakh. One can understand the Assembly proceeding cautiously with the extension of the U.T.C.

The other alternative—another college giving up its unit or part of it. Very easy! But just find the college willing to

do so! Possession is nine points of the law. Selfishness in their case is natural and excusable.

Why were we born so late! Yes, why? Youth is not a crime, yet it carries disabilities with it.

Let us bear our disabilities with patience, till they are removed!

* * * * *

The parallel with the "Snakes of Iceland" would be unfair to the College societies, academic and sporting. Let us admit that there are some societies in the College.

There is, for instance, an Andhra Society and it seems to be full of life and enthusiasm, if its vigour can be gauged from the lusty cheers and clappings to be heard whenever it holds a meeting. Andhras are eminently patriotic, none more so than the President of the Society, Mr. Akunti Parabrahma Sastri, and it is not surprising if patriotic fervour runs high at meetings held under his rule.

There is also the Scientific Society working under the gentle yet energetic rule of the Chemistry Lecturer, Mr. Viraraghava Sarma. Meetings are held fairly regularly. If there is no show of exuberance, there seems to be serious work done, and, in its own quiet way, the Society is not without ambition! Has it not resolved to award a prize out of its funds every year? That looks like business, if any thing does.

The Literary Society is dormant. It just showed a flicker of life once and fell back into lethargy.

Wanted: young men with push and with ideas, to awaken it and make it live.

Did not somebody once speak of an Economic Society? I seem to have heard about it.

Where is it?

Why do our young men show so little keenness on college societies? And why do we say "our young men?" We wonder if things are very different elsewhere. As far as we can see, the situation is everywhere pretty much like this. There are a few, very few, enterprising young men, eager to do something. The difficulty for them is to get a following, sufficient to enable a society to live and work. A certain number of students can be found willing to be members of a society, but when it comes to paying a subscription or to taking trouble to keep the society going, they are nowhere.

In the Madras colleges, subscription to the college societies is compulsory on all students, and, consequently, they are all members of the societies by the fact they are on the rolls.

The system has the advantage of securing funds for the societies, without depending on the goodwill or the enthusiasm of the students. A comparatively small number of young men can thus work a society or club, being assured of their expenses being covered. If they are pushful and resourceful, they can arouse interest in their companions and draw them to their meetings. But what seems to happen oftenest is that, to create that interest, they bring in men from outside, men of standing no doubt, men who are in the public eye or who hold the public ear. They thus succeed in drawing large houses.

But is this the object of college societies? What is the use of these "tamasha" meetings? Is not the interest in and the glamour of these meetings artificial, only on the surface? Such lectures could as well be delivered anywhere else than in

the College, and, in fact, many are the students who never appear at the College Society meetings but are regular visitors to other places where lectures are delivered—we should perhaps rather say, they go wherever they expect to get an exciting lecture.

Our notion of a college society is that it should afford students facilities to exercise their talents, and offer them, along with relaxation, opportunities to hear, see or learn things useful and interesting, though not necessarily within the compass of their regular studies. There should be more work than show, if these meetings are to be useful. Every member should have a chance to practise writing, public speaking, debating, discussion. If the members do not get these facilities, or if they are not eager to avail themselves of them, then we see little use in college societies and we see little justification for the levy of a special fee to run them.

In 1926 we tried to start a College Literary Society on the voluntary principle. The Secretary was a pushful and enthusiastic young man. But such young men are apt to have several things going at the same time, and the result is division of attention, division of effort, and little work done. So it was in our case. A few show meetings, a few lectures by men of note, to dazzle people, but the work done by the members was almost nil. In the meanwhile, subscriptions fell hopelessly in arrear, and, for want of the sinews of war, the society went defunct after a few months.

Now, then, what is to be done?

We leave the answer to the students.

* * * * *

The chapter on Sports makes a somewhat brighter picture. If we have not much to boast of in the way of success at intercollegiate matches, we must not lose sight of the fact that we are still a young institution. Give us time to get into our strides.

The College Grounds present every evening a scene calculated to fill with delight the heart of any sportsman.

The six tennis, four badminton and the volley ball courts, as well as the hockey and the football fields, each of which has got its set of enthusiasts, are alive with excitement. All cannot play at the same time, tennis, for instance, apparently the most popular of sports; and you should see the keenness, not to say impatience, of people anxious to get their turn and not to miss it, and of some even on the lookout to have a go out of their turn!

Some, with a divided heart, pay allegiance to several sports, others want to be all-round sportsmen and to excel in all games. Thus you can see men exchanging a tennis racket for a hockey stick, and going round the various courts and fields in quest of laurels.

College Day is the signal for a recrudescence of the sporting fever. Then for weeks, tournaments are in progress on all the courts and on all the fields, and proud is the winner when he comes forward, on College Day, to receive his prize. Thus, last year, V. Srinivasan got the lion's share having come out successful in about half of the events; D. Gopal Rao and W. V. Sambasiva Rao, carried the tennis doubles cup, while K. S. Swaminathan won the singles. D.R. Spitteler and Chitraputran too covered themselves with glory and carried away many of the bundles wrapped up in "tissue paper" which exercised the curiosity of His Excellency.

Happy days these, which, even if they relegate textbooks and copybooks to the background for a time, have the great advantage of keeping the boys hale and hearty, of knitting them together, of tightening the bonds between them and their Alma Mater, and of leaving behind them happy memories.

IN THE EXAMINATION HALL: SKETCHES AND SNAPSHOTS.

BY A SUPERINTENDENT.

Fourth Monday in March!
The University examinations begin.

Our peaceful Sterling Road gets lively. From 9 a.m., candidates are seen streaming towards their appointed centre, Loyola College.

Some are alone; others in bunches of two or three, eagerly discussing probable questions or some yet obscure point in their text or subject! Some come on nature's vehicle, their legs; others on cycles; a few, the aristocrats, with their friends, in motor cars.

A rumble, a cloud of dust, the tooting of a horn! A motor bus tears along, then another, and yet another, wending their way to the College porch, where they discharge their human load.

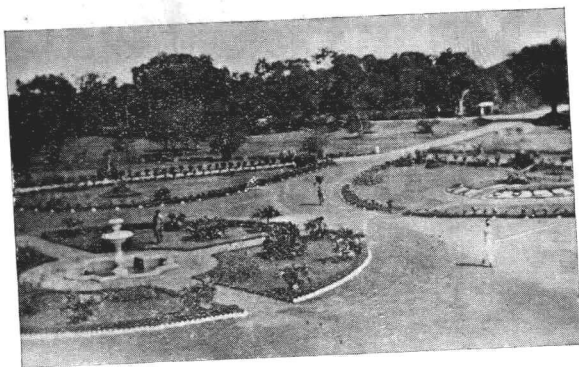
Some pessimists sneer at the sight: the victims are being brought to the slaughter house.

Not too unhappy looking, though, to all appearances, these poor victims!

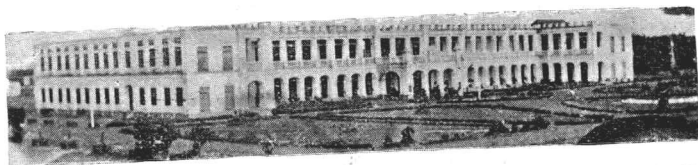
The College is humming with excitement. Friends meet, wish one another good luck.

Where is the candidate not confident of success, the first day?

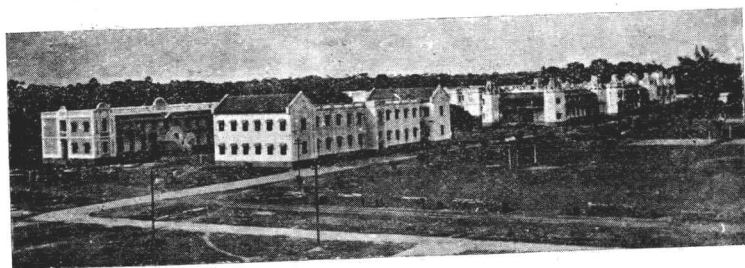
The Loyola College Photographic Association
Photo Competition.



FIRST PRIZE—THE GARDENS
(M. LAKSHMIKANTAN, II U.C.)



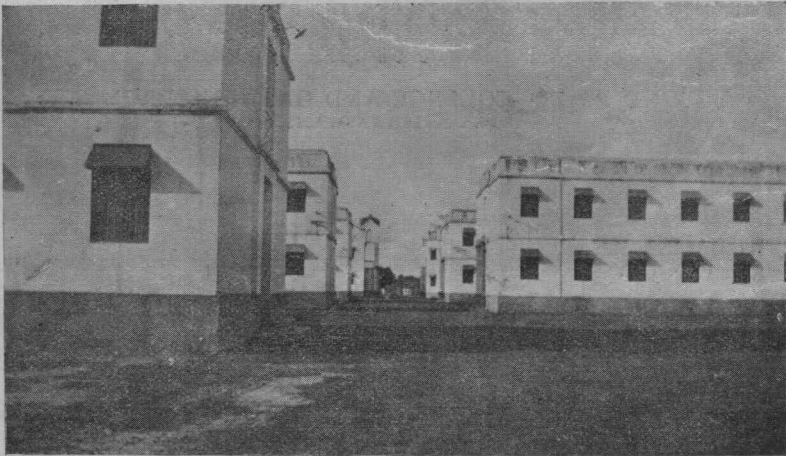
SECOND PRIZE—COLLEGE AND GARDENS FROM S. E.
(V. KRISHNASWAMI.)



THIRD PRIZE—THE HOSTELS Panorama, from the terrace of the
Fathers' House (SHRESTA, II U.C.)



H. E. THE GOVERNOR (nearest the Camera)
On the College Grounds on College Day
27-1-28.
(S. KANNAN, II U.C.)



A NORTH—SOUTH STREET—LOYOLA COLLEGE HOSTELS
(A. S. BALRAJ, III U. C.)

"Have you looked up such a question? Better do so. Some say it is coming."

Some wiser young men retire to a corner, to have a last look at their books. They feverishly mug up notes, summaries, quotations, formulas, names, numbers, etc. in the hope, how often disappointed! of having an answer handy to a question which may turn up in the coming paper.

First bell!

The doors of the hall are thrown open. The seething mass of humanity bursts in. Each one looks for his place and, having found it, sits down.

Second bell!

The question papers are distributed. The candidates eagerly snatch them from the hands of the Superintendents. Some touch the paper to their eyes—sort of worship paid to the goddess of learning, now or never to be propitiated. Others look as if spell-bound, petrified the moment the paper touches their hands, and in the posture in which they happen to be, start reading, or rather devouring it.

Watch Ramu. As he reads, his eyes bulge out, his features contract, he knits his brows, his face falls; he drops his arm on the table. Then he looks up, to the ceiling, at the walls, into the distance, with a dazed, vacant look. I catch his eye. He shakes his head and makes a mug-

Bad paper; unexpected questions; unusual style.

Still, after a time, he recovers and, with an air of resignation, starts writing.

But Subbu, a young hopeful, reads his paper placidly, with a smile, with an air of assurance which seems to say, "I know you; you won't catch me."

"Look at Rangu! He is scanning the ceiling, the walls, the trees in the distance. In vain. They have nothing to tell him. He again stares at his paper, with a blank look. The print seems to dance a tango before his eyes.

Hullo! he snatches his pen and his answer book! Does he pluck up courage or has he got an inspiration?

When I pass by him again, a quarter of an hour later, I find he has drawn on the first page of his answer book, a fine bouquet of flowers. A present to the Examiner, I dare say!

For a piece of freehand drawing, it is splendid. But the Examiner is not likely to be touched by Rangu's kind attention or to give him credit for his skill. At the end of the first half-hour, Rangu stolidly walks out of the hall, leaving his work of art fully exposed to the public view, and, perhaps, thinking to himself: "That's what I care for you, Mr. Examiner!" Round about Rangu's empty place the candidates exchange furtive looks, and stifled giggles are heard here and there.

At 10-30, the Chief Superintendent walks in. "Hall tickets, please! Identification certificates, please!"

An elderly-looking candidate has no identification certificate. Why? "I am a teacher! Sir! many of your boys are my former students. Ask them!"

The evidence is overwhelming!

The Chief Superintendent goes out.

A solemn, impressive stillness now reigns through the hall. You could almost hear the fountain pens running on the paper.

The water boy noiselessly glides about, ready with water to cool the intellectual engines now working at high pressure.

The Superintendents, after making the goose step up and down the alleys for a time, flop down into their chairs, sit looking about or perhaps musing and thinking of the days when they sat for their examinations.

The rustling of paper or the flapping of some sheets under the breeze which comes in through the wide open doors, an occasional sigh of a candidate, the pop and whizz of a bottle of aerated waters, is all one can hear.

Now is the time to take a calm and leisurely survey of the hall.

Rama has buckled to his work. He is writing at a furious rate. He turns out page after page, as a printing press turns out printed sheets.

Subbu, our young hopeful, is writing placidly, deliberately, with that calm smile and look of assurance born of self-consciousness and self-reliance. You would take him for a fourth-form boy, but merit does not wait for years. He is his father's pride and hope: a prospective B.C.S., or F.C.S., no doubt.

What is that grey head among the crowd, over there? A staid, comfortable-looking man of mature years. He has actually settled his eldest daughter already, but looks for promotion to help him settle the younger ones. Well, you know, the family responsibilities are terrible. They nerve a man to any pitch of daring and courage, and so Mr. X, in spite of his forty summers, and in order to win promotion, has taken an heroic resolution and is sitting for the B.A. examination, the passing of which is a condition for promotion.

Mr. Y, his neighbour (we are in the block reserved for private candidates, the flotsam and jetsam of previous examinations), is actuated by a less utilitarian, but scarcely less selfish, motive. His son is coming up; he is already in the Intermediate. One step more and he outstrips his dad! No, that shall not be! Fancy! his son, that little cricket, being a graduate, and the father a wretched failed candidate! That cannot be! especially with our modern young men!

Half an hour more!

A flutter runs through the hall, a sort of low murmur of people drawing a deep breath, a rustle of bodies tightening themselves up for yet more intense work.

"Paper, paper," now is the cry. The pens run riot and creak as they run on the paper. The candidates bend low on the tables, like jockeys doubled up on their horses for the last lap of the race.

"Paper, paper!" rings out from various corners of the hall, like a cry of anguish. Almost like Richard III on Bosworth Field. "My life for paper; I have still so much to write!"

Five minutes more!

Oh! It is now a race against time.

Rama, Shintu, Kittu, look as if their head was going to burst and their fingers to snap!

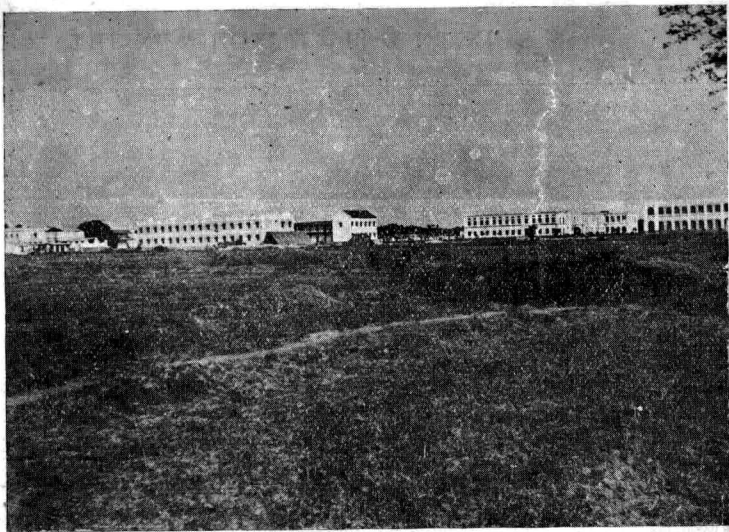
A race for time! They are outrun. Their pen no longer writes; it splutters.

Subbu, with his imperturbable smile and air of assurance, has been coolly revising his paper. He now quietly walks out, calm and unconcerned, without throwing back a glance at the hall. He is not late in the race, not he!



THE NEW HOSTEL. Block No. XI.

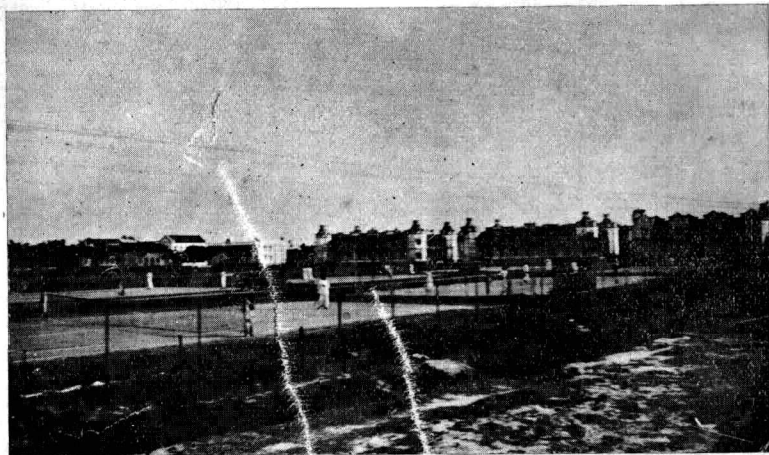
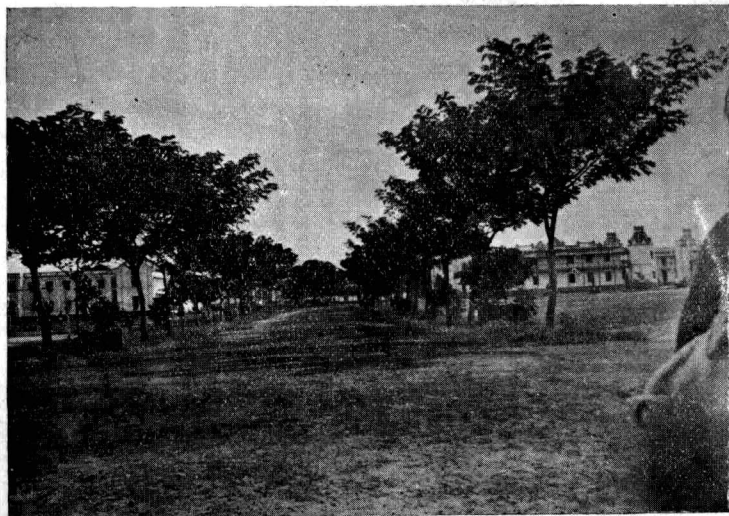
Photo by Klein and Peyerl.



LOYOLA COLLEGE, PANORAMA, FROM THE SOUTH
(B. A. ANANDU, II U.C.)



"NOT ON THE COLLEGE ROLLS" THE DHOBI (Shresta).



PLAYGROUNDS AND HOSTELS FROM N. W.

"Done well, Subbu?" asks a friend. A slow wave of the head to one side is all the answer. Of course, no need asking.

Some other candidates are revising their voluminous answer books, with a smile curling the corner of their lips.

May the Examiner too smile when he reads their paper!

"Time up! Candidates, stop writing." The bell goes.

Ramu, Shinu and Kittu hear nothing. They go on writing more furiously than ever.

"Time up! Stop writing!" "One line more, Sir."

"Stop writing!"

Reluctantly, regretfully, almost with a sense of wrong done them, they lay down their pen and start putting in order the farrago of papers lying before them.

Finally, they give up their answer books, and leave the hall, casting back a wistful glance as they go.

Ramu comes back. "Sir, Sir, I am not sure if I have numbered a question correctly. May I have a look at my paper?"

Too late!

"Sir, Sir," Shinu comes in crying, "have I put my register number correctly?"

Number correct.

The candidates are now scattered in the verandah everywhere, in lively and endless discussions about the questions, the answers, their chances, etc.

Some forget all about lunch,

Next paper!

Ramu has got reconciled with the University. He is full of hopes, all smiles.

He holds his question paper at both edges between thumb and index. He reads. His face brightens. His round lips flatten into a smile. He reads on. Question II—the smile broadens. Question III—his lips nearly reach his ears. Question IV—he snaps his fingers for joy.

He has now read through the paper, and he puts it down. He swings on his seat. He seeks out with his eye his friend Nanu, who was going through similar experiences. Evidently, they are chums; they have been preparing together. Just the paper they wished for! Their eyes meet. A shake of the head. I told you so! Good luck! Their friend Venkittu just then appears in the verandah. Venkittu makes it a point to come a few minutes late for every paper, either to revise one more question before going in, or just to compose himself and steady his nerves. He is a philosopher, Venkittu is.

From the verandah, Venkittu shoots at Ramu and Nanu a questioning glance. The answer comes at once, a smile and a brisk shake of the head. Venkittu understands and walks in happy and hopeful.

A good paper, just the expected questions, pass assured.

May it be so!

THE NEW INTERMEDIATE AND B. A. COURSES.

We are now working under the new Intermediate scheme, and the first examination under this new scheme is to take place soon.

An academic revolution has taken place quietly; people scarcely seem to be aware of a change. Possibly old grundies will say: "The more things change, the less they differ." (This is a bad translation of that untranslatable French saying: *plus ça change et plus c' est la même chose*.)

Yet, the new Intermediate scheme has been on the anvil for about three years, and, in the academic bodies which elaborated it, things were not always quite so smooth as they are now outside. There were sharp conflicts of opinions and antagonistic ideals at work, which were discussed, defended or attacked with all the warmth, the energy and the tenacity which deep, honest conviction can command among educationists. The scheme as it now stands is the result of long discussions, in the course of which resolutions were passed and cancelled, went backwards and forwards from one committee or one board to another, and were finally sanctioned by the Academic Council. It may not be perfect but it can claim to embody the consolidated opinion of the bulk of the educationists in this University.

First of all, where was the necessity for remodelling our courses?

They had come into operation only in 1910 and, apparently, had not been working badly. Why change them so soon?

The chief reason, or rather the occasion which led to their reconsideration, was the Report of the Calcutta University Inspection Commission, better known as the Saddler Commission.

It was a report! Five solid volumes, in which every aspect of a university was discussed, every part of the Academic machine was laid bare, scrutinized, criticized! Every chapter included a series of resolutions, supported with reasons, with directions and suggestions.

India was staggered by it. Everybody thought there was nothing better to do than reform his university on the lines laid down by the Saddler Commission.

The Saddler report was the quintessence of academic wisdom, the concentrated and consolidated product of eminent minds, the last word of expert knowledge in matters educational?

Yet, the Saddler Report was intended for Calcutta and not for Madras, and the state of affairs in Madras was infinitely better than in Calcutta.

Still, every university thought it its duty to consult its expert bodies and appoint committees to consider whether and how far it was desirable to adopt the findings of the Saddler Commission.

Madras did not lag behind in the general movement. A Committee was appointed to remodel the Intermediate courses, and its resolutions came up for discussion at the meeting of the Senate on 11th August 1922.

The main features of the scheme were:

- Part I, i a practical course in the use of the English language,
 ii a practical course in the use of vernacular languages
 iii a subject, not being one of the optionals under Part II, intended to "discipline the reasoning faculties."

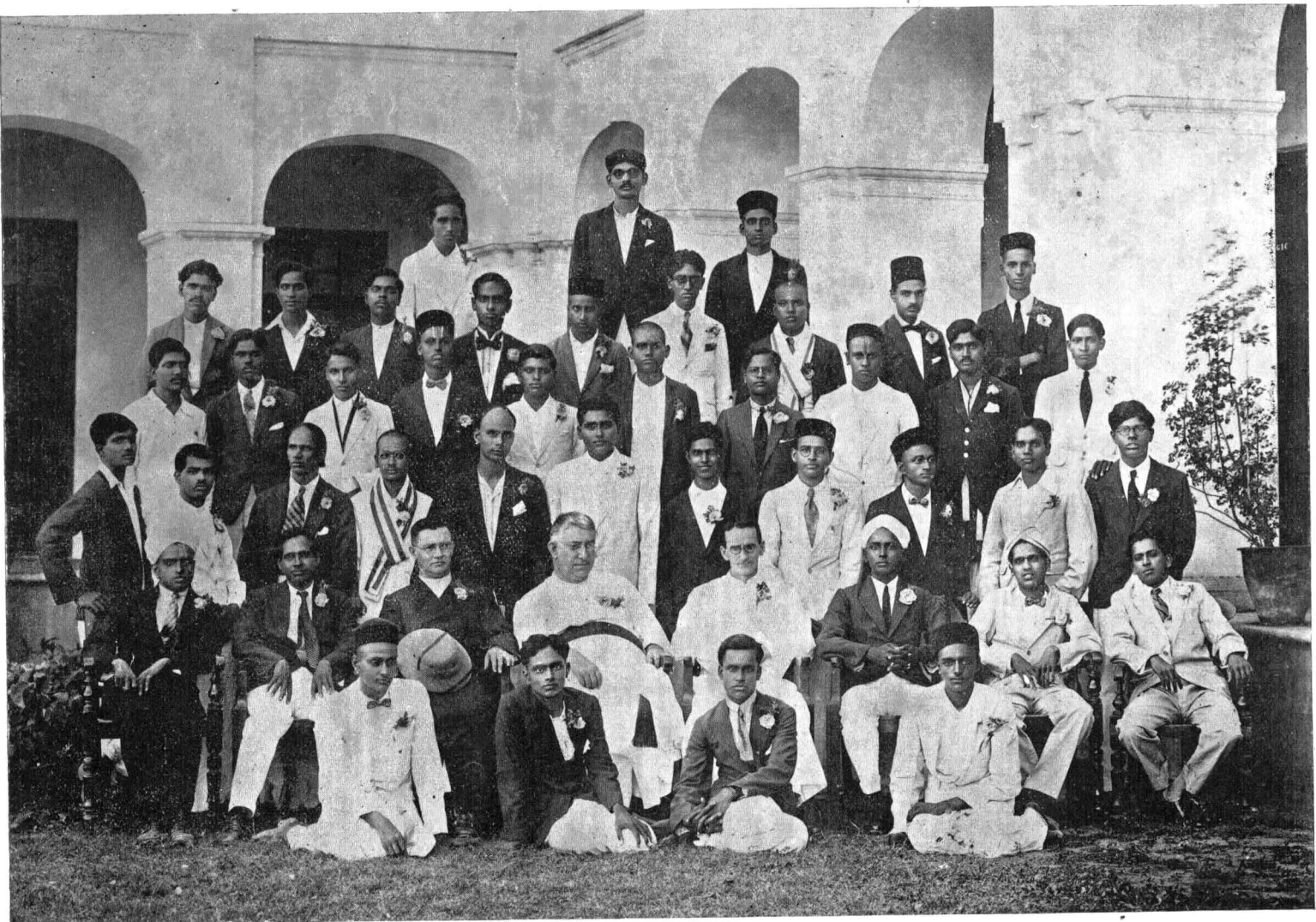
Part II, The following groups :

- i Mathematics, Physics and Chemistry (the old Group i).
 ii Natural Science, Physics and Chemistry (the old Group ii)
 iii Histories, Logic, Languages including English.
 iv Mathematics, Practical Mathematics and Physics.
 v Commerce, Banking, Accountancy and Economics.
 vi Principles of Agriculture.



IV U. C. GROUP V. B. (Economics) of 1927-28.

(Photo by Ratna & Co.)



Three points immediately challenge attention in this scheme.

1. The study of English and Vernacular in Part I is reduced to a practical course on the use of these languages, the literary study of them being relegated to Group iii as an optional.
2. The subject intended to discipline the reasoning faculties, a new invention which we shall find on our way later on, under the name of "cultural subject."
3. The introduction of technical subjects:

But the Madras University Act of 1923 was passed less than six months after and sent the scheme to its last resting place.

By March or April, 1924, the Madras University was reconstituted and in working order. It lost no time in tackling the problem of remodelling the courses of studies.

At its meeting of 8th August, 1924, the Academic Council appointed a Committee to consider, in consultation with the Boards of Studies, what changes, if any, were desirable in the regulations dealing with the courses of studies and examinations in Arts and Science, with reference to sections 36 and 37 of the Act.

This is the famous Committee No. 10! Why such a cryptic name? There is nothing cryptic or apocalyptic in it. The item on the agenda paper of that meeting of the Academic Council under which it was appointed was item No. 10, and so the Committee was called the Committee appointed under item No. 10 of the agenda paper, or, for short, Committee No. 10.

Committee No. 10 went to work at once and in right earnest, not under the influence of the Saddler Commission, but with a view to carrying out the University Act of 1923.

From the very outset two well-defined conflicting views were revealed—the conservative and the progressive.

What was the new B.A. to be, a two-year or a three-year course?

Connected with this question, there was another: at what stage was the entrance to the University courses to be placed?

To the untutored minds of many, Section 36 of the Act seemed peremptory, at the Intermediate stage.

Discussion raged for hours on these points, till, finally, agreement being impossible, a compromise was effected by the resolution, passed by a majority, to the effect that "until the problem has been simplified by the formation of new local universities, and until the level of efficiency in the High schools has been raised, the Committee is not prepared to recommend any change in the stage of entry to the University courses."

This resolution has the merit of being non-committal and of avoiding a drastic change. It has met with practically universal acceptance.

It was decided, at an early stage and without much discussion, that the "Second Language" of the old F.A. and the old B.A. (before 1910) should be brought back, the time for it being taken from English, which was to be proportionately lightened, without, however, any lowering of standard.

proposed was inadequate. What was required was a provision for technical subjects, in the Intermediate courses which would, at the same time, give him general education and equip him with practical knowledge which he could use at once on leaving College to earn a livelihood. The proposal had the further advantage of creating a practical bias in his mind, and the hope was even expressed that some students equipped with this technical knowledge might be tempted to give up study after the Intermediate, take to some trade and industry, and thereby relieve the congestion in the B.A. classes.

The proposal was strenuously and persistently opposed by certain members, mostly on the plea that our courses were to be academical, according to the time-honoured custom followed in other universities. The place for the proposed subjects was not the Art colleges, but technical schools, which did not come within the purview of the University.

In reply to this argument, it was conceded that technical subjects were not generally taught in universities (although the statement may be contested), but, whatever the case elsewhere, we, in India, were under peculiar circumstances.

Everybody admitted the necessity of encouraging technical studies, of emphasizing the practical side of Science. Now, how and by whom was that to be done? In the High schools? The High school pupil was yet too immature for most of these subjects.

In technical schools? There were very few higher technical schools in the Presidency and they were all Government institutions. The Government was not likely to build many more such schools in the near future. The general public and

the various philanthropic agencies working in the field of education were either not sufficiently enlightened on the necessity of technical schools or unable to make a move in the desired direction.

Thus, if things were allowed to drift as they then did it would be long before anything was done.

On the other hand, the existing colleges either were equipped or could easily be equipped to teach technical courses, which all came within the purview of the subjects usually taught by them. It was a fact that, in this country, people had long been accustomed to look to the University for everything connected with higher education. In this matter too, public opinion had expressed itself more than once in no uncertain terms, when it urged the University to make its courses less literary and less theoretical, and more practical and more technical. The introduction of technical subjects into the Intermediate courses would therefore meet the desires of public opinion, and also meet a real need.

At the same time, there was also a demand among the public for the introduction of the Fine Arts into the University curriculum.

Finally, Technicals and Fine Arts won the day, and, for their sake, a new group C was instituted, as we have it at present. Several colleges have opened courses of Electrical and of Mechanical Engineering and the enthusiasm with which students flock to them is the best justification for the new policy initiated by the University. Some colleges have opened courses in Indian Music.

And who knows if this new policy will not lead to further developments?

* * * * *

Another burning question cropped up which gave rise to long and passionate discussions.

The old-timers, who are opposed to specialization, wanted a general and uniform course for the Intermediate, the main reason in support of their contention being that specialization necessarily carried with it limitation, and consequently onesidedness and a lowering of the cultural value of the courses.

Their opinion did not prevail, partly because of the fact that the Second Language had been restored to its place of honour, and this surely added to the cultural value of the courses; partly because the measure proposed was really too drastic, too revolutionary and too retrograde.

But many among the progressives were alive to the justice of some of the complaints made by the conservatives and they were prepared to meet them half-way. This conciliatory disposition found expression in an attempt to introduce into the course what was called a cultural subject. It was first proposed that every candidate should take two subjects from one group, the group which was to lead him on to the B.A., and one subject from the other group. Thus a Group i student should take two subjects from Group i, but the third subject was to be taken out of Group iii, History or Logic or a language.

Similarly a History student was to take two Histories and one Science subject—Geography being put on a level with Science. This proposal did not find favour. In fact it led to a conflict with the existing regulations of the B.A.

But the advocates of the cultural subject were not baffled by their defeat

on this point. They came out with a fresh proposal. The Intermediate students were to take four subjects under Part II, three out of one of the usual groups, leading to corresponding groups in the B.A., and the fourth the cultural subject, from anywhere. But as it is impossible to lead four subjects abreast, it was proposed to have two of them on a higher standard, and the two others on a lower standard.

Incidentally, it was proposed that a candidate could appear for and pass the Intermediate examination with four subjects on the lower standard, but he was not to be eligible for admission to a B.A. course. This proposal was distinctly said to be intended for students who could not or should not proceed to the B.A., but had to go out into the world and earn a livelihood.

Unfortunately, this scheme with its four optionals, was ruthlessly thrown out by the Academic Council, and no wonder, for it may be doubted if it was workable.

From this blow dealt by the Academic Council, the cultural subject never recovered. When No. 10 Committee resumed its work, no more mention was made of it. But a novel feature, woven into the scheme along with the four optionals, survived.

As said above, one of the patrons of the four optionals had obtained the sanction of Committee No. 10 for a measure intended to benefit Intermediate candidates who could not or would not proceed further with their studies. The failed Intermediate was indeed a pitiable being. He had failed in the Intermediate, he could not proceed to the B.A., yet he was not equipped to go out into the world and earn a livelihood. Something was to be done for him, but what had been first

proposed was inadequate. What was required was a provision for technical subjects, in the Intermediate courses which would, at the same time, give him general education and equip him with practical knowledge which he could use at once on leaving College to earn a livelihood. The proposal had the further advantage of creating a practical bias in his mind, and the hope was even expressed that some students equipped with this technical knowledge might be tempted to give up study after the Intermediate, take to some trade and industry, and thereby relieve the congestion in the B.A. classes.

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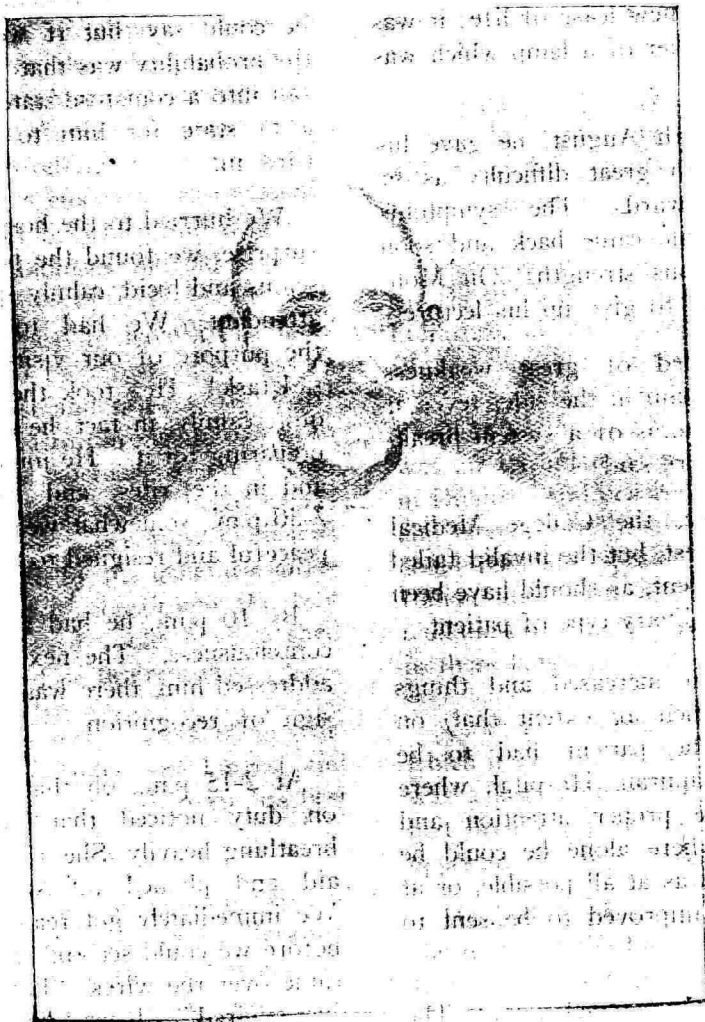
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REV. H. J. QUINN, S.J.

FATHER H. J. QUINN, S. J.

Father Quinn had been in indifferent health the whole of the year 1926, but he had so wonderfully picked up on the hills during the summer vacation that when he came down to Madras at the end of June he complained that he had not worked enough. Indeed, he said he had not been so well for years. So, he threw himself

into his work with his usual enthusiasm, especially Shakespeare, in the explaining of which he was a past master. But that was not enough for his activity and he spoke of bringing out a book on the *Ratio Studiorum* of the Society of Jesus, another of his favourite studies.

20

The remodelling of the Intermediate courses being accomplished, Committee No. 10 tackled the B.A. courses.

Here, it was recognized that drastic alterations were neither necessary nor desirable and it was decided, at an early stage and against certain proposals which were at once bold and interesting, to retain in the main the framework of the courses as they were at present.

Yet this resolution did not mean "no change". There was room for improvement even in our otherwise well ordered courses.

For instance: Why should it not be possible for a student to take a degree in Pure Mathematics? Why should Physics and Chemistry be indissolubly wedded together? There were no reasons against, and there were many reasons for, coupling Chemistry with Botany or Mineralogy, for instance. Why should there be such rigidity? Why should the various groups be watertight compartments? Besides, the elasticity of the remodelled Intermediate seemed to postulate more elasticity in the B.A. courses too.

As a result of the discussions, it was decided to recommend remodelled B.A. courses, in which any of the six Science subjects, viz., Mathematics, Physics, Chemistry, Botany, Zoology and Mineralogy, could be taken as main, and any of the remaining five as subsidiary. Besides,

the new Mathematics group contains two parts, one, the main, includes the usual Pure Mathematics subjects, the other offers an option between Applied Mathematics and various other subjects like Pure Mathematics, Statistics and Economics.

In the course of the discussions, there was a determined onslaught on Group V-B, which was represented as a soft option, unsatisfactory, below the standard of Group V-A, etc. Committee No. 10 even passed a resolution to the effect that it should be abolished. But the Academic Council declined to ratify the resolution of its Committee. So, Group V-B, was saved from death. But it is likely to be "remodelled," so that it may no longer be branded as a "soft option."

The other B.A. courses are likely to remain much as they are, although they are likely to be touched up.

The new B.A. will, like the new Intermediate, include a second language, the time required for teaching it being taken from English, without, however, the latter suffering any loss in importance and standard.

The last thing which remains for the University to remodel is the Honours or the M.A. courses. The matter is on the anvil. By the time this annual sees the light of day, it will in all probability be settled, but at the present moment, it would be premature to say anything about it.

Unfortunately this renewal of health was not to be a new lease of life; it was only the last flicker of a lamp which was soon to go out.

On Friday, 5th August, he gave his last lecture, with great difficulty as he confessed afterwards. The symptoms of his old trouble came back and soon assumed dangerous strength. On Monday, 8th, he had to give up his lecture.

He complained of great weakness and depression, pain in the side, fever at night—the symptoms of a system breaking up, the doctors said.

Dr. Fernandez, the College Medical Officer, did his best, but the invalid failed to react to treatment, as should have been the case in an ordinary type of patient.

The depression increased and things got worse, to such an extent that, on 16th August, the patient had to be removed to Rayaparam Hospital, where he could receive proper attention and treatment and where alone he could be cured, if a cure was at all possible, or at least sufficiently improved to be sent to the hills.

But all hopes soon faded away. The expected improvement did not take place. On the contrary the patient went on sinking. His mind was now confused, and, at times, he could be heard speaking as if he was lecturing to his class or to a meeting. He had difficulty in recognizing visitors and in keeping up continued attention when speaking with them.

On Thursday, 18th, 6 p.m., Dr. Fernandez came to the College and urged to administer the last rites to the

There was no immediate danger, for all he could say, but if we waited longer, the probability was that Fr. Quinn would fall into a comatose state, which was not a fit state for him to receive the last rites in.

We hurried to the hospital, and to our surprise, we found the patient fully conscious and lucid, calmly speaking with an attendant. We had to break to him the purpose of our visit—a delicate and sad task! He took the announcement quite calmly, in fact, he said he had been preparing for it. He joined in the prayer and in the rites, and we left him at 7-30 p.m., somewhat weak and tired, but peaceful and resigned to the Will of God.

By 10 p.m., he had relapsed into unconsciousness. The next day, if anyone addressed him, there was no response, no sign of recognition.

At 2-15 p.m., on that day, the nurse on duty noticed that the Father was breathing heavily. She at once summoned aid and phoned to Nabob's Gardens. We immediately got ready to start, but, before we could set out, another message came over the wires: "Father Quinn has just expired." It was 2-30 p.m.

The end was calm, peaceful, apparently free from pain.

Arrangements were immediately made to have the funeral the next day, but, by the time they were made it was too late to send them for insertion to the evening papers appearing that day. Thus it happened that, the next morning, people were surprised to hear that Father Quinn was buried and even that he was dead, and even that he was ill.

The students of the College and a few persons, informed by telephone, were all the attendance at the obsequies which took place at St. Mary's Cathedral the next day. The funeral cortege however, went on swelling as it proceeded to St. Roch's Cemetery, Royapuram, through quarters in which the deceased had many acquaintances and old pupils.

In their eagerness to have a last look at the features of their revered professor, the students, past and present, of whatever creed and caste, thronged round the catafalque in the sanctuary of the Cathedral and round the grave in the cemetery, and their feelings, which were evidenced by their tears and by the general expression of their face, constituted the best tribute the deceased could have wished for on earth, had he desired any.

Father Quinn was in his 69th year. He had spent in India the longest and best part of his life, and given his best to this country.

His field was education; he was first and foremost a teacher, a teacher of literature, and he was, both by nature and by acquirement, eminently fitted for his task.

He was gifted with a keen literary sense and a sound literary judgment.

This he cultivated and developed by unceasing work. Father Quinn believed in work, *labor improbus*; he was at all times known as a tireless worker. The writer can remember how once, when he had said that holidays were given for rest and diversion, Father Quinn took him sharply to task and said holidays were given to work, to make up for lost

time, to fill up gaps together so as to get a full view of a nation, etc.

What he preached, he practised: witness his voluminous notes and files, with a carefully drawn up catalogue and an accurate index.

Over and above a thorough study of the classics and vast readings in English literature, he had exceptional opportunities, of which he availed himself to the full, of learning languages. Thus, besides English, his mother tongue (although he was an Irishman born in Cork and bred in Dublin), and besides the classics, Latin and Greek, usually studied, he knew and could read and speak, French, German, Italian and Spanish. He had, in fact, read most of the chief literary masterpieces in these languages.

Another asset which he possessed and which it falls to the lot of few to possess was a keen artistic sense, which again it had been his good fortune to have had opportunities to cultivate and develop.

He had lived several years in Rome, the home of the fine arts and the repository of the best artistic treasures of the world. He had visited, beheld, studied, under expert guides, the great masterpieces of painting, sculpture and architecture. He had feasted his eyes on, filled his mind with and attuned his soul to the works of Raphael, Michael Angelo and the Pleiad of great men which makes the glory of Italy, and he had also, in his many journeys, seen the artistic treasure houses of other cities and nations.

Is it any wonder if, while explaining literature, and especially Shakespeare, he poured into his lectures his wealth

information, quickened them with his personal experiences, enriched them with the product of his deep thoughts and long studies, illustrated them with comparisons drawn from the wide field of his knowledge, enlivened them with flashes of wit and humour, taught his hearers, in simple but limpid language, the canons of good taste and sound criticism, is it any wonder if he held his students enthralled, and if he made them thrill with his own feelings? But more infectious still than his enthusiasm, more striking than his ripe scholarship and his wide field of knowledge, was the Professor's gift of human sympathy and his devotion to his students. Let those speak of his qualities of the heart who sat at his

feet and carried away with them and fostered through life feelings of almost filial attachment to him, feelings fully reciprocated and kept alive by correspondence and occasional intercourse, feelings which found poignant expression with so many of his "old boys" when they learnt his death. With what delight, as evident as it was sincere, he recalled such and such of his "old boys" whom he followed through life with watchful interest and whose occasional visits made him so happy.

"If 'a thing of beauty is a joy for ever' what must be said of a good and rich heart like Father Quinn? Let those answer who have had a share in its treasures.

PHYSICAL TRAINING.

The Madras University can no longer be called benighted, lethargic, retrograde. It is fearlessly forging ahead.

Witness the latest addition to its statute book : Physical Training, Compulsory Physical Training, obligatory on all Intermediate students !

What is the genesis of this new thing ? We have often heard the charges of degeneracy, emasculation, want of stamina, etc., levelled against modern Indian youth.

As is usually the case with broad, sweeping statements, there is a great deal of exaggeration in the charge, as we have said elsewhere. Yet there is an element of truth in it which lends colour to it.

Although our B.A. students are, generally speaking, fine, strapping young men, it is a fact that many students, at the Intermediate stage, show a marked dislike for physical activities. The Intermediate stage corresponds to the critical period of growth, an admittedly delicate period on which a young man's future life depends physically, intellectually and morally, to a very large extent.

It stands to reason that any negligence committed at this stage may have serious consequences later on.

As a matter of fact, the large majority of our Intermediate students get through the crisis successfully and develop normally thereafter. Yet it is the bounden duty on all public authorities, educationists, parents, the general public, to do all in their power to help our young men through the crisis so that they suffer no diminution of vitality, energy and general fitness.

Now, what happens to some of our Intermediate boys ? They come to

college in the morning, go home in the evening, sit over their books with bent shoulders and curved chest, strain their eyes, get bad digestions, become delicate, unable to resist the least breath of wind, and fall an easy prey to a number of ailments. Along with these shortcomings they are apt to develop excessive concentration, excessive sensitiveness, lack of spring, feeble nerves—with all their attendant evils.

And why is it so ? What prevents these lads playing or moving about ? After sitting tight five hours in class they should feel the need of romping about, they should feel their pent-up energies bursting after such a long strain !

They don't or, if they do, they have no particular thing to interest them, or no opportunities to play.

They must be taken out of their solitude, given facilities for play, be trained to taste the joy of life in the open, be coaxed to relax their cramped nerves and their cramped muscles, to stir their stagnating blood.

If they do, they will be all the better for it.

And the best place to do that is the college or the school playgrounds along with their friends and their classmates under the friendly eye of the college authorities.

Such is the idea behind the new regulation on Physical Training, lately passed by the University.

Unfortunately, all colleges are not blessed with extensive playgrounds—and this want of room is the main reason why some colleges found it difficult to encourage physical activities.

But if the thing was worth doing, it had to be done, and to be done well. The University very properly recognized the difficulties under which many colleges were labouring and undertook to help them.

First of all, it sent an expert, Mr. H. C. Buck, Adviser to Government on Physical Education, on an inspection tour, with a view to finding out what each college could do and what type of physical activities it could best adopt, and at the same time, offering advice suited to its circumstances.

The Inspector's report makes very interesting and instructive reading.

The University also ruled that there should be a Physical Director in each college, that he should be a graduate and he should undergo nine month's training under Mr Buck previous to entering upon his duties, at the same time promising a grant not exceeding two-thirds of the Director's salary while in training.

This was a very unusual step for the University to take—there is scarcely any instance on record of the University making such grants—and the unusual character of the measure is the best proof of the importance which the University attaches to Physical Training.

This College was one of the first inspected by Mr. Buck, and in our case, the problem what we should do for Physical Training received an easy and immediate solution: "With such fine, extensive grounds," said the Inspector, "it is obvious that for Loyola, Physical Training must mainly consist in sports and games."

The fields which lie immediately to the east of the hostels, covering an area of about seven acres, have been set apart for the new department, and Mr. S. Narayanan, B.A., Chemistry Demonstrator, has been deputed for training.

While undergoing training, our Director-designate is making a scheme for the laying out of the grounds, with the kind assistance of Mr. Buck, and we hope the various fields and courts will be ready by July 1929

We hope we are not indiscreet if we reveal the plans of our enthusiastic Director. I should perhaps even call him ambitious. They include a football and a hockey field, surrounded by a running track a quarter of a mile in length, the bits of ground left within the lap of the track after carving out the football field being utilized for long jump, pole jump, etc. Next to the running track and west of it is the ground reserved for general exercises and for Indian games, and again west of this, and nearest to the hostels, there will be four courts for volley ball, two courts for basket ball, two courts for playground ball, etc.

If the youngsters of the next I.U.C. are not satisfied with that, they will be hard to please.

True, we did not dream of this development when we bought these fields which now form the College site. But we are thankful to Providence for having enabled us to get these 52 acres. They are now coming handy in a way no one could then foresee. And who knows what further developments, equally unforeseen, the future has in store for us, which will make fresh demands on the remaining and yet unoccupied acres?

It is a great advantage to have extensive grounds like ours.

If we were cramped for space, physical training should take place during class hours, an arrangement which would please neither the professors nor the students; the choice of exercises and games would be limited, and probably the most interesting and the most beneficial would have to be forgone, and there

would be a danger or a tendency for physical training to relapse into the old physical exercise or drill, which, if we are not mistaken, is held in abhorrence by most students.

We hope to be able to have physical training for a whole class immediately after 4 p.m., for an hour or so—day scholars will have to take part in it before they go home, and their playing all at the same time will not interfere with the

sports of the other students on the other courts or fields or with the practice of the College teams.

We hope this new feature will add as much life and interest in the College as it is likely to benefit the Intermediate students. We should like to thank Mr. H. C. Buck for the kind interest he is taking in the arrangements we are making, and for the unfailing assistance he has been giving us in our endeavours.

THE LOYOLA COLLEGE PHOTOGRAPHIC ASSOCIATION.

We beg leave to anticipate next year's Annual. Worse still, we have to withdraw, at least in part, what we said in another place about College Societies.

A new College Society has sprung into existence! And it works! Witness the illustrations of this Annual!

A few months ago, some students came and begged leave to start a College Photographic Association!

A Photographic Association!

And where are the photographers?
"You will see," was the reply,

Right-O! said the Principal, One more still-born or moribund Society!
No harm!

It took his breath away when, a few days later, the Principal learnt the Society was constituted, with a membership of 30, and it had already held its inaugural meeting! So many budding artists in the College!

And the young artists were not going to let the grass grow under their feet. Just listen.

A week or two before the end of the second term, a discreet feeler was thrown out about a competition, with prizes to be awarded by the Rector, of course, with the honours of publication in the Annual.

That was decidedly ambitious! And the thing was not very academical! A hobby!

Still, the youngsters were "up and doing," and it is a pleasure to see youngsters "up and doing!" Don't be too hasty, don't be ruthless clipping the wings of youngsters, even in the matter of a hobby.

The Rector benignly promised two prizes—with a little pressure two may become three—Rs. 15, 10, and perhaps 5—and a place in the Annual.

The youngsters went to work immediately. For several days they could be seen going about—not during class hours, of course, at least, we hope not—going about with their camera, looking for a point of vantage, for a background, for a perspective. Some went up to the top of the College, of the hostels, of the Fathers' House.

They were in right earnest.

On the appointed day, nine competitors sent in their productions, totalling over 40 pictures.

A panel of three judges was appointed and, in due time, returned its verdict.

First Prize, awarded to M. Nilakantan II U.C.—Subject: a view of the gardens in front of the College.

Second Prize, awarded to V. Krishna swami—Subject: the College with the gardens, taken from the south-east.

In Group i, 48 applicants were sent up, but one was absent (Framji Dinshaw, who was in hospital).

Of the 47 who actually sat for the examination, 7 passed in the I class, 8 in the II class, giving a percentage of 31·9 of total passes. Of the other candidates 11 passed in Part I only, and 7 in Part II only, so that the percentage of total failures was only 29·7.

In Group iii, 35 candidates actually sat for the examination.

Of these, 1 passed in the I class, and 13 in the II class giving 40 per cent. of total passes.

Of the rest, 3 passed in Part I only and 2 in Part II only, the percentage of total failures in the group being therefore 45·7.

The total percentage of passes in Part I is 52·4, in Part II, Group i, 46·7, in Group iii, 45·7. The percentage of complete passes is 35·36.

Nothing to be proud of, but we hope to do better in the future. And we hope the future generations of Intermediate students will not take model on the first batch.

B. A. English.

I Class.

Joseph, V. V.

III Class.

Aiyappa Reddi, P.

Aravamudan, G.

Bhaskaran, C. P.

Ganapati, N.

Gopalayya, P.

Krishna Ayyar, S.

Lakshminarasimhan, V.

Lordu Thomas, M.

Nagarajan, N.

Narayana Rao, V.

Srinivasan, D.

Srinivasavaradan, P.

Sundarayya, M. V.

Syed Ahmed Hussaini.

Tiruvengkatachhari.

Tyagarajan, V.

Venkatachalam, A.

Venkatarajeswara Rao, D.

Venkataraman, S. V.

Balakrishna Menon, V. P.

Krishnanunni Panikkar,

Brahmayya, P.

Chacko, T. M.

Chandrasekaran, P. K.

David, J. D.

Gajapati, P.

Kanakabappayya, V.

Krishnamurti, K.

Martinayya, M.

Narasimha Raghava Tatachari, T. K. T.

Narayanamurti, D.

Narayana Reddi, K. B.

Natarajan, M. S.

Othena Menon, D.

Panduranga Rao, P.

Rajagopalan, V. S.

Ramanath Rao, S.

Ramaswami, A. V.

Ramaswami Pillai, M.

Sambasiva Rao, W. V.

Sasisekhara Rao, P.

Sebastian, K. M.

Srinivasatatachari, R.

Subrahmanyan, R.

Sundaresan, V. N.

Swaminathan, K. S.

Vaidyanathan, V.

Venkatakameswara Rao, J.

Venkatalakshminarasimha Rao, P.

Venkatanarayanan, R.

Venkataraman A. S.

Venkataramana Reddi, V.

Venkatasubba Rao, R.

Venkatasubbayya, P.

Third Prize, awarded to M. A. Shrestha, II U.C.—Subject: view of the hostels taken from the terrace of the Fathers' House.

Other pictures worthy of mention are: View of the College from Sterling Road, by D. Annaji Rao, III U.C. The Fathers' House, from near the College porch, by A. S. Balraj; H. E. the Governor with the Principal on the College grounds, on College Day, January 1928, by S. Kannan, II U.C.

Some other photos would have been excellent, had exposure and focusing

been correct. As they are, they are either too pale or too indistinct. Such, for instance, V. Krishnaswami's College Porch and Fathers' House, and some of Shrestha's pictures. B. A. Anandu, II U.C.; sent in nine prints. He has evidently taken a lot of trouble over his work, but his prints in general lack relief, some lack neatness and distinctness.

Still, it is an interesting experiment which we hope to see repeated in the future.

Results of the University Examinations, held in March 1928.

INTERMEDIATE.

I Class.

Group I.

James Rao.

Pranartiharani, V.

Seshadri Ayyangar, S.

Spitteler, D. R.

Vaidyanathan, A.

Venkatarama Reddi, K.

Venkatasuriyaprakasam, M.

Group III.

Venkat Rao, W. V.

II Class.

Group I.

Joseph Chandi.

Lakshminarayanan, T. S.

Narasimhachari, Y. C. L.

Prahalada Rao, O.

Rajaratnam, S.

Sambanda Rao, T. K.

Sriram, S. P.

Subrahmanyam, S.

Group III.

Babraj, J. C.

Jayabalasubrahmanyam, K.

Kesavelu, S. V.

Narasingha Rao, K. U.

Parthasarathi, C. R.

Pathi Razu, M. V.

Ramachandrab, K. N.

Rosemeyer, C. B.

Sankaran Kutti, V. P.

Subrahmanyam, G.

Subrahmanyam, G. S.

Varadarajan, K. S.

Venkataratnam, V.

Passed in Part I only.

Baskaran, T. P.

Edward, P. D.

Janakiramaraju, G.

Kalyanaraman, V. K.

Lakshmanan, S. V.

Mariasusainathan, P. S.

Natesan, A. B.

Rodriguez, J.

Samuels, F. J.

Sitaraman, M. V.

Sivaraman, E. A.

Sivaramasubrahmanyam, A.

Srinarayanan, O. C.

Viraraghavan, C.

Passed in Part II only.

Group I.

Durairajan, T.

Linga Reddi, H.

Raghavachari, M. V.

Ramachandran, V.

Srinivasan, V. R.

Sudarsanam, A.

Swaminathan, G.

Group III.

Sriramamurthi, C.

Venkatasubba Rao, K.

Let us dismiss at once the Honours Preliminary list with the remark that 24 candidates passed out of 40.

The B.A. English pass list shows 55 successful candidates out of 102 sent up, with one in the 1st class, yielding a percentage of 53.9.

Mathematics fell short of last year's performance, with 6 in the II class and 12 in the III class, making a total of 18 out of 36 who actually sat for the examination, against the 74 p.c. of last year with five first classes.

Group V-A, History, can boast of a high percentage, if not of quantity and quality, with five successful candidates out of six.

Group V-B, Economics, takes pride of place, this year. It can boast of both quality and quantity, with three in the first class, and the first in the Presidency, four in the II class and 39 in the III class, that is 46 out of 58 or 79.3 p.c.

We congratulate Mr. V. V. Joseph on his double first class, in English and in Economics, and on his coming out first in Economics in the Presidency.

It is gratifying to note that 47 of our candidates completed their B.A. by passing in both parts at one and the same examination.

Of the unfortunate young men who tripped in one subject in March, many, we are glad to say, made good in the September Examination, and have raised the number of full B.A.'s produced by this class still higher. One of them, N. Ganapati, has even done in September what he could and should have done in March, and taken a first class in Mathematics.

But the B.A. is no longer a passport for employment, it is only a pre-requisite. Many are those who win in the race for the degree, but few are those who win in the race for employment.

OLD BOYS.

There is not much to chronicle, yet, under this head. Our graduates have just got beyond 100, they are neither many nor old; they are beginners in life.

Still, it is a duty and a pleasure for us to take note of these beginnings, however humble, and we do so in the hope that our notice will be taken by our "Old Boys" both as a token of remembrance and an expression of good wishes on their behalf.

The appended list does not pretend to be exhaustive. We shall welcome any information which will make it complete correct.

To begin at home, three of our graduates have found work in the College, Mr. F. Perreira (1927) as English Tutor, Mr. M. Martinayya (1928) as Economics Tutor, and Mr. R. Venkataraman (1927) as College Clerk.

Mr. Ch. Taveira (1927) is a teacher in a European School, Calicut.

Mr. A. V. Ramaswami (1928) is English Tutor in St. Xavier's College, Palamcottah. Mr. Tiruvenkatachari (1928) Teacher, Board Secondary School, Manamadura. Mr. Balasundaram (passed in September), in Gudiyattam.

Mr. P. Brahmayya (1928) is now in the London School of Economics, reading for the B. Com. He writes to say that the maximum temperature early in November ranged between 45 and 50° F.; what will he say in December and January? And some of the boys, especially of the Andhra boys, cannot stand a temperature of 75° F. in Loyola! Too cold, they say! Poor boys! Brahmayya wishes he had some of your cold weather over there!

Mr. K. S. Swaminathan (1928), the College Tennis Champion, more fortunate than his pals, has secured a post with good prospects in the S. I. R., Trichinopoly.

Group I—Mathematics.**II Class.**

Aravamudan, G.
 Bhaskaran, C. P.
 Kuppuswamayya, K.
 Lakshminarasimhan, V.
 Tirüvenkatachari.
 Tyagarajan, V.

III Class.

Aiyappa Reddi, P.
 Gangi Reddi, M.
 Gopalayya, P.
 Krishnaswami, T. S.
 Lourdu Thomas, M.
 Narayanan, N.
 Narayana Rao, V.
 Narayanaswami, P. V.
 Srinivasan, D.
 Srinivasavaradan, P.
 Venkatachalam, A.
 Venkatarajeswara Rao, D.

Group V-A—History.**III Class.**

Balakrishna Menon, V. P.
 Balasundaram, V. S.
 Gopalan Nair, A.
 Krishnanunni Panikkar, E.
 Rajamanikkam Chetti, G.

Group V-B—Economics.**I Class.**

Joseph, V. V.
 Krishnamurti, K.
 Natarajan, M. S.

II Class.

Kanakabappayya, V.
 Srinivasatachari, R.
 Venkatakameswara Rao, J.
 Venkatanarayanan, R.

III Class.

Adishesu, S.
 Arunachalam, D.
 Brahmaayya, P.
 Chacko, T. M.
 Chandrasekharan, P. K.
 David, J. D.
 Gajapati, P.
 Govindan Nair, M.
 Ipe, P. I.
 Kandaswami, S.
 Kotayya, M.
 Martinayya, M.
 Narasimharaghava Tatachari, T. K. T.

Narayanamurthi, D.
 Narayana Reddi, K. B.
 Padmanabhaswami, C.
 Panduranga Rao, P.
 Rajagopalan, V. S.
 Ramakrishnan, C. N.
 Ramanath Rao, S.
 Ramaswami, A. V.
 Ramaswami Pillai, M.
 Ranganathan, M. V.
 Sambasiva Rao, W. V.
 Sasisekhara Rao, P.
 Sivaramakrishnan, N. S.
 Sivashanmugam, J.
 Subrahmanyam, R.
 Sundaresan, V. N.
 Swaminathan, K. S.
 Syed Bashiruddin.
 Syed Mahommed.
 Vaidyanathan, V.
 Venkataalakshminarasimha Rao, P.
 Venkataraman, A. S.
 Venkataramana Reddi, V.
 Venkatasubba Rao, R.
 Venkatasubbayya, P.
 Venugopal Reddi, A.

Honours Preliminary.

Aravamudhan, S.
 Balakrishnan Nair, K.
 Dharmasuri, K.
 Gopalachari, K. S.
 Haribaran, M. K.
 Himayatullah, M.
 Kameswara Rao, P.
 Kerala Varma (63rd Prince of Cochin).
 Mohan Rao, M.
 Nagarajan, K. S.
 Narasimhamurti, K.
 Narayana Ayyar, T. K.
 Natesan, M.
 Raghunathan, N. T.
 Rajagopalan, R.
 Ramachandran, A.
 Ramani, V.
 Ramaswami, C. V.
 Sankaranarayanan, D.
 Seshayya, R.
 Subrahmanyam, K. V.
 Swaminathan, G.
 Venkataraman, M.
 Venkataramanan, S. R.

Mr. M. S. Natarajan (1928) one of the first classes of the year in Economics, is a University Research Student in Economics.

The following graduates of the year have re-joined the College for a post-graduate course: Messrs. D. Srinivasan, R. Srinivasatatachari, R. Subrahmanyam, and V. N. Sundaresan.

Many of our graduates have, we fear, taken refuge in the Law College, postponing, but not solving, the problem of employment.

Of the graduates of 1927 we have been able to trace the following:

D. Lakshminarayanan, Accountant-General's Office, Madras.

C. Gurunathan, Taluk Office, Gudur.

S. M. Karuppaswami, Office of the Examiner of L. F. Accounts, Vizagapatam.

R. Mohana Rama Reddi, Junior Dt. Inspector of Schools, Dharmavaram.

Mahommed Abdul Huq, Clerk, Parlakimedi.

T. S. Rajagopalan, Teacher, High School, Intoor.

N. Ramanathan, Teacher, Model High School, Saidapet.

V. N. Ramaswami, Clerk, High Court, Madras.

N. Sankara Menon, Clerk, Development Secretariat, Madras.

V. Y. Srinivasaraghavachari, Teacher, Theological High School, Mint Street, Madras.

R. Srinivas Rao, Office of the Examiner of Local Fund Accounts, Guntur.

R. Venkatesalu, Clerk, Office of I. G. Registrar, Madras.

As we go to press, we hear that Mr. A. Sundararaj, B.A., perhaps better known as "Stanis," one of the "foundation stones," son to Mr. S. Arpudawami Udayar, B.A., L.T., of Trichinopoly, has been appointed Probationary Deputy Tahsildar, and posted to Cuddalore.

Hearty congratulations on the appointment and best wishes for a successful career!

We shall be glad to learn the whereabouts of other Old Boys.

To all, our best wishes.

Our readers have no doubt learnt, through the press, that an Old Boys Association has been started.

Old Boys are requested to send their subscription (Re. One) to the Principal or to the Secretary, Mr. V. Tyagarajan, B.A., Law College, Madras.

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- R. Mohana Rama Reddi, Junior Dt. Inspector of Schools, Dharmavaram.
- Mahommed Abdul Huq, Clerk, Parliakimedi.
- T. S. Rajagopalan, Teacher, High School, Intoor.
- N. Ramanathan, Teacher, Model High School, Saidapet.
- V. N. Ramaswami, Clerk, High Court, Madras.

N. Sankara Menon, Clerk, Development Secretariat, Madras.

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REGISTER OF GRADUATES.

NAME.	YEAR.	GROUP.	REMARKS.
Abraham, K. V.	1927	V-B 3	Law College, Madras.
Adishesha, Reddi, M.	1927	V-B 3	
Adishesu,	1929	V-B 3	
Aiyappa Reddi, P.	1928	1 3	
Amirthalingam, K.	1927	1 2	
Aravamuthan, G.	1928	1 2	
Aravamuthan, V.	1929	1 1	
Ayyaswami, A.	1927	V-B 3	
Balakrishna Menon, V. P.	1928	V-A 3	
Balasundaram, V. S.	1929	V-A 3	Asst., M. H. S., Gudiyattam.
Bhaskaran C. P.	1928	1 2	
Bhavanisanker Rao, B.	1927	1 2	
Brahmayya, P.	(1928)	V-B 3	112, Gower Street, London W.C.
Chacko, T. M.	(1928)	V-B 3	
Chandramurti, C.	1927	V-B 3	Law College, Madras.
Chandrasekharan, P. K.	1928	V-B 3	
Costa, S. A.	1928	V-B 2	S. Xavier's College, Bombay.
David, J. D.	(1928)	V-B 3	
Duraiswami, M.	1927	V-B 3	Trichinopoly.
Gajapati, P.	1928	V-B 3	
Ganapati, N.	1929	1 1	Fraser & Ross, Madras.
Gopalayya, P.	1928	1 3	
Gushnathan C.	1928	1 1	Clerk, Taluk Office, Gudur.
Harimántha Rao, C.	1927	V-B 3	Law College, Madras.
Joseph, V. V.	(1928)	V-B 1	
Kalyanaraman, T. V.	1928	1 3	Sivaganga.
Kalyanasundaram, P. S.	1928	V-B 3	c/o Estate Overseer, Tirupati (Rajnád District).
Kanakabappayya, V.	1928	V-B 2	
Karuppaswami, S. M.	1927	V-B 3	Clerk, Exam. of L. F. Accts., Vizagapatam.
Koshie, K.	1927	V-A 3	
Krishna Ayyar, S.	1929	1 3	Varkalai (Travancore).
Krishnamurti, D. V.	1927	V-A 3	Law College, Poona.
Krishnamurti, K.	(1928)	V-B 1	
Krishna Nayari, P.	1927	1 2	
Krishnan Unni Panikkar, E.	1928	V-A 3	Karimba P.O., via Olavakot.
Krishna Rao, S.	1927	1 2	Engineering College, Bangalore.
Krishna Reddi, C.	1928	V-B 3	Law College, Madras.
Krishnaswami, M. S.	1928	1 3	Law College, Madras.
Krishnaswami, T. S.	1929	1 3	
Krishnayya Chetti, S.	1929	1 3	Proddatur.
Kuppaswamayya,	1929	1 3	
Lakshminarasimhan, V.	1928	1 2	
Lakshminarayanan, D.	1927	1 1	A. G.'s Office Madras.
Lakshmi Reddi, G.	1928	1 3	
Lourdu Thomas, M.	1928	1 3	Law College, Madras.
Madanagopal Rao, T. V.	1928	1 3	
Martinayya, M.	1928	V-B 3	Tutor, Loyola College, Madras.
Mohana Rama Reddi, R.	1927	V-B 3	Jr. Dy. Insp. of Schools, Darma- varam,
Mohammed Abdul Huy	1927	V-B 3	Parlakimedi.
Narasimhan, R.	1928	1 3	Law College, Madras.
Narasimha Tatachari, T. K. T.	1928	V-B 3	Law College, Madras.
Narayanamurti, D.	1928	V-B 3	
Narayana Rao, D. P.	1927	V-A 3	
Narayana Rao, V.	1928	1 3	
Narayana Reddi, K. B.	1928	V-B 3	
Naraswami, R.	1927	1 3	Law College, Madras.
Narasimhan, M. S.	1928	V-B 1	University Research Student, Madras.
Panduranga Rao, P.	1928	V-B 3	Law College Madras.

REGISTER OF GRADUATES—contd.

NAME.	YEAR.	GROUP.	REMARKS.
Perreira, J. F.	1927	V-A 3	Tutor, Loyola College, Madras.
Rajagopalan, T. S.	1927	1 1	Teacher, The High School, Intoor
Rajagopalan, V. S.	1928	V-B 3	
Ramachandran, A.	1927	V-B 3	Law College, Madras.
Ramachandra Rao, C. K.	1927	1 3	Law College, Madras.
Ramanathan, N.	1927	V-A 3	Teacher, Model H.S., Saidapet.
Ramanath Rao, S.	(1928)	V-B 3	
Rama Rao, W. V.	1928	V-B 3	Law College, Madras.
Ramaswami, A. V.	1928	V-B 3	Tutor, S. Xavier's College, Palamcottah.
Ramaswami Pillai, M.	1928	V-B 3	
Ramaswami, U. N.	1927	V-B 3	Clerk, High Court, Madras.
Ranganathan, M. V.	1929	V-B 3	
Ranga Rao, D. A. S.	1928	V-C 3	Nellore
Sagar, S.	1927	1 3	
Saldanha, M. F. P.	1927	V-B 2	
Sambasiya Rao, W. V.	1928	V-B 3	Law College, Madras.
Samuel, T. P.	1927	V-B 3	
Sankara Menon, N.	1928	1 3	Clerk, Develop. Dept., Secretariat, Madras.
Sasisekharan, K.	1927	1 3	Law College, Madras.
Sasisekhara Rao, P.	1928	V-B 3	
Sebastian, K. M.	1929	V-B 3	
Siddaramappa, I. S.	1928	V-B 3	
Sitarama Rao, N.	1929	1 3	c/o Mr. N. Balaramdas, Dt. Judge, Elore.
Srinivasan, D.	1928	1 3	Post Graduate Student, Loyola College.
Srinivasaraghavachari, V. Y.	1927	1 1	Theol. H.S., Mint Street, Madras.
Srinivasa Rao, R.	1927	1 2	Clerk, Exam. of L. F. Accts., Guñtur.
Srinivasatatachari, R.	1928	V-B 2	Post Graduate Student, Loyola College.
Srinivasavaradan, P.	1928	1 3	Clerk, Observatory, Madras.
Subrahmanyam, R.	1928	V-B 3	Post Graduate Student, Loyola College.
Sundararaj, A.	1928	V-A 3	Prob. Dy. Tahsildar, Cuddalore.
Sundareshan, V. N.	1928	V-B 5	Post Graduate Student, Loyola College.
Swaminathan, K. S.	1928	V-B 3	Chief Auditor's Office, S.I.R. Trichy.
Taveira, C. J.	1927	V-B 3	Teacher, S. Joseph's E.H.S., Calicut.
Tiruvenkatachari, S.	1928	1 2	Board H. S., Manamadura.
Tyagarajan, V.	1928	1 2	
Vaidyanathan, V.	1928	V-B 3	Law College, Madras.
Venkatachalam, A.	1928	1 3	
Venkatakameswara Rao, J.	1928	V-B 2	
Venkatakrishtnayya, D.	1927	1 3	
Venkatalakshminarasimha, Rao,	1928	V-B 3	
Venkatanarayanan, R.	1928	V-B 2	
Venkata Rajeswara Rao, D.	1928	1 3	
Venkataraman, A. S.	1928	V-B 3	Law College, Madras.
Venkataramana Reddi, K.	1928	V-B 3	
Venkataraman, N.P.	1927	1 3	
Venkataraman, R.	1927	V-A 3	
Venkataraman, S. T.	1928	V-B 3	
Venkatasubba, Rao, A.	1927	1 3	Law College, Madras.
Venkatasubba, Rao, R.	1928	V-B 3	
Venkatasubbayya, P.	1928	V-B 3	Law College, Madras.
Venkatasalu, R.	1927	1 3	Clerk, Registr. of Joint Stock Cos. Office, I.G. of Registr. office, Madras.
Venku Reddi, C.	1927	V-B 3	Law College, Madras.

LOYOLA COLLEGE, MADRAS.

ANNUAL REPORT

July 1928 to December 1929.

The period which has elapsed since I last stood before you has been, I am thankful to say, one of steady developments. The institution cannot yet be claimed to have reached its normal stature and its vigour, but the growth justifies the confidence that, with God's help, it will, in course of time, attain to full manhood.

The Academic Year 1927-1928 started with an enrolment of, roughly, 600; 1928-1929 with 700. The present strength is 675. The student population in the Madras Colleges is of a rather cosmopolitan character and this College is no exception to the rule. The less so that our portals are wide open and we do not discriminate between one class and another. Thus our rolls show 413 students coming from the Tamil districts, including Madras (but some of Madras students are not of Tamil origin), 132 from the Andhra and the Canara country and 100 from the West Coast. Half a dozen hail from North India, and one—a genuine Tamil Brahmin—has come all the way from the distant Fiji Islands.

Among them are 21 Anglo-Indians, 46 Indian Christians, and 16 Mohammedans. Of all the districts Tanjore takes the lead with 93 representatives.

Of these 675 students, more than half live in the College Hostels.

In July of this year, we had to yield to the pressure of applications for accommodation in the Hostels and immediately built several new blocks.

These have now been completed and they are occupied. We have thus 14 blocks of varying patterns and dimensions aggregating 294 single rooms. **394**

With the increasing numbers of residents, the messing accommodation had to be increased. Accordingly the old thatched buildings, put up in a hurry in 1926, were destroyed and replaced by new and larger constructions.

Yet we dare not say that we can face the future with confidence. Our experience of the rush for Hostel accommodation every month of July for the past four years warns us against unduly complacent optimism.

We need not say much on the life in and the administration of our Hostels. Hostel life and administration is largely similar in the various Colleges. All we would say is, that things have been going smoothly, a fact which may, I trust, be taken as proof that the denizens of our little city are not too unhappy.

There is, however, one feature which may be of interest to Educationists.

Residence in Hostels on the College grounds appeared to us to offer peculiar opportunities for tutorial work. As an experiment we decided in the beginning of this year, to have the hostel students regularly visited in their rooms by the English Tutors. A student in his room is like a king in his castle, and some thought that he would perhaps resent the