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## THE MAN FROM THE CROWD

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Men seem as alike as the leaves on the trees,  
As alike as the bees in a swarming of bees;  
And we look at the millions that make up the state  
All equally little and equally great,

And the pride of our courage is cowed.  
Then fate calls for a man who is larger than men—  
There's a surge in the crowd, there's a movement—and then  
There arises a man who is larger than men—  
And the man comes up from the crowd.

The chasers of trifles run hither and yon,  
And the little small days of small things still go on  
And the world seems no better at sunset than dawn,  
And the race still increases its plentiful spawn,

And the voice of our wailing is loud.  
Then the great deed calls out for the Great Man to come,  
And the crowd, unbelieving, sits silent and dumb—  
But the great deed is done, for the Great Man is come—  
Aye, the man comes up from the crowd.

There's a dead hum of voices, all say the same thing,  
And our forefather's songs are the songs that we sing,  
And the deeds by our fathers and grandfathers done  
Are done by the son of the son of the son,

And our heads in contrition are bowed.  
Lo, a call for a man who shall make all things new  
Goes down through the throng! See he rises in view!  
Make room for the man who shall make all things new!  
For the man who comes up from the crowd,

And where is this man who comes up from the throng  
 Who does the new deed and who sings the new song,  
 And who makes the old world as a world that is new?  
 And who is the man? It is you! It is you!

And our praise is exultant and proud.  
 We are waiting for you there—for you are the man!  
 Come up from the jostle as quick as you can;  
 Come up from the crowd there for you are the man—  
 The man who comes up from the crowd.



## AN OUTLINE OF THE SCIENCE OF TEACHING

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### CHAPTER I.

#### THE ANALYSIS OF LEARNING

##### 1. *Introduction.*

The object of this little book is to furnish the teacher with a systematic framework on which to base his study of the business in which he is engaged. Such a framework, it is hoped, will enable him not only to look rationally at his work but also to take a correct attitude to new theories of teaching and extract from them what is best in them.

To understand teaching it is, first of all, necessary to form some definite idea of the aim of learning, of the nature of the learner and of the manner in which the process of learning takes place. In this chapter we shall briefly discuss these topics.

##### 2. *The aim of learning*

From the teacher's point of view it is convenient to regard the acquiring of *abilities* as the immediate aim of all learning. In a

Primary School the aim of learning may be said to be to enable the pupil (a) to read, write and work at number, (b) to understand the things of everyday life, (c) to live unselfishly and helpfully in the society of his fellows, and (d) to accept responsibility. All these are spoken of in the subsequent pages as abilities. It should be noted, however, that the ability to read, for example is a highly complex ability, implying a number of elementary abilities, the reading of each letter of the alphabet, of each word and each sentence being a separate ability. The reading of words is a more complex ability than the ability to read letters since it involves not only the reading of certain letters but also the noting of the configuration of the word as a whole. Similarly the reading of a sentence involves not only the reading of words but also the noting of the con-

figuration of the sentence as a whole. The acquisition of abilities is thus, often, the building up of complex abilities with the aid of relations, so that the immediate aim of all learning can be regarded as the building up of complex abilities.

The term ability is here used to mean capacity to repeat or apply experience intentionally with more or less success. A chance success such as a beginner sometimes makes when he tries a new game, does not entitle him to ability in the sense in which the word is used here. In learning a speech sound a pupil may by chance imitate the teacher successfully but if he cannot intentionally repeat the sound with some degree of success he cannot be credited with any ability. Or again if a pupil understands the causes of the Monsoons when he reads a book but cannot state them or make any practical use of his knowledge, he has no ability with regard to the causes of Monsoons. If he can state the causes of Monsoons he can be said to have theoretical ability. If he can make practical use of his knowledge, he has practical ability since his knowledge has entered effectively into his life. Acquired abilities of the kind described above have to be distinguished from those numerous innate potentialities that human beings possess and on which the abilities are based. Examples of innate potentialities are the capacities to use the senses, to remember, to imagine, to think and the capacities that are usually called the instincts, such as curiosity and rivalry.

The immediate aim of learning is the acquirement of abilities, that is, the development of certain aspects of the self but the ultimate aim should be more than this and should be concerned with the self as a whole. The learner should aim at not only the acquiring of this or that ability only but the acquiring of all the abilities he is capable of in a harmonious manner so that he may lead a rich and full life. Thus his aim may be said to be the acquirement of a harmoniously developed character which expresses itself in complete living and in which no important aspect of his nature is neglected. The teacher may help in the realization of this aim in two ways:—first, by including in the curriculum abilities representative of all aspects of human nature and second, by paying due attention to the inculcation of ideals during both Primary and Concomitant Learning. Concomitant learning is the incidental learning that takes place while learning something else. In the past teachers have not been sufficiently conscious of the fact that we never learn one thing at a time but always learn many things at the same time. While the *primary* learning of the pupil is concerned, for instance, with geography, he is also learning *concomitantly* to like or dislike the teachers, to like or dislike the subject and so on. "Prominent among concomitants," says Professor Kilpatrick in his *Foundations of Method*, "are personal attitudes, attitudes towards one's teachers or comrades, attitudes towards the several subjects of study (as geography or history)

attitudes towards oneself, such as self-reliance or pride or humility. Other important concomitants are standards of workmanship and the like, neatness, accuracy or the reverse." It is clear that concomitant learnings of this nature play a very important part in the development of an all round character.

### 3. *The Nature of the Learner.*

The inability to appreciate the nature of the learner is the cause of many failures in teaching and educationists have rightly directed attention to this fundamental. The characteristic of the learner to which we wish to draw attention here and which is the foundation of all learning is his capacity to respond to stimuli. He is not a passive thing like a stone but an active agent, constantly responding to stimuli. To understand the terms 'stimulus' and 'response' let us consider the following examples. When a rose is put before me I react by seeing it, by attempting to touch it and by enjoying its fragrance. These are but a few of the reactions I may make to a rose, but all these reactions are my responses to the rose put before me. The rose itself is the stimulus, that is, that which occasions my reaction. Again, seeing an elephant may frighten a little child. Here, seeing the elephant is the stimulus and fear the response. To take another example, a teacher after reading a book on education may plan to do his work better. In this case, reading the book on education is the stimulus and planning to do the work

better the response. In short a stimulus is any situation in life to which we react and a response any way in which we may react. It may be a thought, a feeling, an action, or an attitude or any combination of these. When a pupil comes to school, he is already able to respond to many stimuli, for he has not only an equipment of innate potentialities but is also the possessor of many acquired abilities. He is able to desire many things, he is able to understand many situations and he is able to carry out various activities.

The learner is, indeed, like a highly sensitive instrument, able to respond to stimuli but if that were his only characteristic, he, like the instrument, would remain unable to learn. The characteristic that makes the attainment of abilities possible is his capacity to control responses and make himself independent of external stimuli. Thus he can not only make a speech sound with the help of the teacher but also, with practice, make the sound himself without the help of the teacher and use it successfully whenever necessary. So also he cannot only understand the causes of the Monsoons with the help of a book but also put to practical use the knowledge so acquired. The control of a response is only acquired when the learner can make it or check it at will.

There is still a third characteristic of the learner that requires to be mentioned and that is the many-sidedness of his nature. He



has a body and a mind. He is individual as well as social. He is practical, moral, æsthetic, and intellectual. He can be proficient at work as well as at play. These are some of the ways in which the manysided nature of the learner, so difficult to state exhaustively in words, may be expressed. It is this characteristic of the learner, which makes, as we have already seen, the ultimate aim of learning different from the immediate aim.

#### 4. *The nature of learning.*

The nature of the process of learning is familiar to many teachers but few of them have explicitly stated to themselves the principles underlying that process.

Responding to a stimulus is clearly the first step in all learning. When a teacher, for example, attempts to teach a speech sound obviously nothing can be done unless the pupil responds in some way. The pupil must listen to the sound and try to make it as a first step towards learning to pronounce it. Or again to learn writing the pupil must first respond by observing the characteristics of the model put before him and by observing how the teacher writes.

The second element in learning is gaining ability, that is, gaining control of a response so that it can be repeated or applied intentionally. The response is then no longer at the mercy of stimuli external to the learner, but is determined more or less by himself. The ability becomes more and more perfected the more the learner gains control of the res-

ponse. Thus a speech sound is learnt when the learner can pronounce it without the teacher's help and the ability is perfected when the sound can be pronounced correctly with ease whenever necessary. Similarly handwriting is learnt when the pupil can write without any longer having to observe the characteristics of the model and the way the teacher writes.

The third element in learning is developing a harmonious character. The necessity for this element arises from the manysided nature of the learner. While learning pronunciation or handwriting, the learner, as we have seen, is not only acquiring these abilities but also though Concomitant Learning acquiring other abilities such as, liking or disliking the teacher, liking or disliking his comrades, forming ideals of honesty and uprightness or the reverse. All these abilities go to make up the character and determine whether it should be harmonious or contain jarring elements and whether it should be one sided or well rounded.

#### 5. *The Laws of Learning.*

It will be clear now that learning is a process which consists in responding to stimuli, results in the acquiring and perfecting of abilities and ultimately leads to the development of character.

The elements of learning can be stated in the following way as three laws:—

1. The Law of Stimulus. Stimuli give rise to responses.

2. The Law of Response. Responses give rise to abilities.
  3. The Law of Abilities. Abilities give rise to character.
- Each of these laws will be discussed in greater detail in the succeeding chapters.

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### TEST PAPER I.

1. Make a list of the abilities you possess and another of the abilities you do not possess but would like to have.
2. Show by means of an example that the first step in teaching consists in using devices for enabling the pupil to make a correct response. Can such devices be called stimuli?
3. What are the characteristics of the learner which make learning possible?
4. What is the relation between response and ability? Give illustrations.
5. What are instincts and how are they related to abilities?
6. Illustrate Concomitant Learning.
7. What do schools aim at? Quote a definition of education from some text-book on education and compare it with your definition.
8. What other innate potentialities are there besides the instincts?
9. Analyse the process of learning, giving examples.
10. Distinguish between the immediate and the ultimate aims of learning.

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## CHAPTER 2.

### THE FIRST LAW OF LEARNING.

#### 1. *The Statement of the Law.*

The first law of all learning the law of stimulus may be stated as follows:

Stimuli give rise to responses.

A stimulus is not necessarily that which stimulates or excites a person but that which occasions any kind of reaction. Understanding, for example, is the response to the stimulus explanation, although there may be no stimulation in the ordinary sense of the word. It will be remembered that a res-

ponse is any reaction to any stimulus.

#### 2. *Its Operation.*

Two conditions must be satisfied before the law of Stimulus will operate. The learner must possess the capacity to respond and he must offer no opposition to responding.

Capacities for responding are either innate or acquired. When a colour is shown to us, we can see it because we possess an innate potentiality for seeing colours

unless we are colour-blind. We cannot hear very faint sounds because we are not equipped by nature for hearing sounds below a certain intensity. In regard to these innate potentialities it is well-known that there are marked individual differences. Some people can see and hear better than others. Acquired abilities are all based on innate potentialities. Examples of such abilities are reading and writing. Since abilities differ from individual to individual. It is impossible to say beforehand what response a stimulus will evoke unless we know the individual thoroughly. It is owing to the possession of different abilities that a common stimulus an open field for example—evokes such different responses from a cricketer, a botanist, a farmer and a land agent.

The possession of a capacity is not sufficient to ensure a response. The learner must in addition not offer any opposition to responding. Such opposition may arise either through pre-occupation in some other pursuit or through the exercise of the will. On the day of an important school match it is well known that most of the mental energy of the pupils is occupied with anticipations of the game and little can be spared for the responses that the teacher desires. Blind exercise of the will blocking the occurring of responses is most clearly seen in the case of little children. A little child may sometimes refuse to do an action apparently out of sheer obstinacy. Rational exercise of the will for the prevention of undersirable res-

ponses is often necessary for right living.

### 3. *The Kinds of Stimuli.*

Knowing now the conditions under which stimuli give rise to responses we shall proceed to classifying the various kind of stimuli that actually operate on the normal school-child.

It is obvious that both before and after coming to school the learner is subjected to many stimuli which are not due to the intervention of the teacher. The sights and sounds of everyday life, the home, the friends and society in general constantly evoke responses from him. The contribution that the home makes especially towards the formation of moral character cannot be overestimated.

When the learner comes to school he is effected by two kinds of stimuli within the school. He is influenced both by the general environment and by the teacher.

To the environment belong the school-building, the school-garden, the school-mates and the school tradition. Great pains are now a days taken to see that these stimuli are of the right kind. It is realized that these stimuli often give rise to abilities often without the intervention of the teacher. An unhygienic school tends to make pupils unhygienic while a hygienic school may instil in its pupils the desire to be hygienic. The presence of beautiful pictures on the walls of the school-room tends to make the pupils desire to have such pictures in their own homes. The influence of school-mates and of the school-tradition



have always had more or less recognition.

The teacher's personality has to be distinguished from his purposeful acts when we consider his influence on the pupil. It is admitted that the eye, the voice, the stature, and the general appearance of the teacher have an important effect on the pupil especially in responses relating to discipline. More important than these are his mental qualities. Among these are in addition to his moral character his attitude to the school as a whole, to the subject he teaches, and to each individual pupil. The nature of the last mentioned attitude is of special importance since he may regard the pupil as one who should merely pass an examination or as one who should develop his character in the fullest possible manner. Besides the attitudes already mentioned all the teachers' habitual attitudes to different situations in life may exert an influence on his pupil. Not only his attitudes but also his knowledge both of subject-matter and of how to teach, his unconscious actions, the way he dresses, talks and generally behaves have their part in fashioning the pupil's character.

The purposeful acts of the teacher constitute the most important stimuli that the pupil meets with in the school. Chief among these are the actions connected with assigning or setting suitable units of work for the pupil to do and the actions connected with helping the pupil to do the work set.

With the former are connected such actions as determining the

amount of work to be done on each occasion, selecting the most suitable forms of work for acquiring a given ability and assigning the work itself.

To the latter belong the following: (a) Devices for helping the pupil know what to do such as demonstrating, explaining, illustrating and telling. (b) Devices for fixing and perfecting abilities such as questioning. (c) Devices for making the pupil to desire abilities such as reward and punishment, praise and blame and suggestion.

The actions mentioned above are concerned with teaching proper but among the purposeful acts of the teacher must be included those actions of his which aim at securing suitable conditions for effective teaching. These deal with such things as accommodation and equipment, time-tables, promotion, the health of pupils and their corporate life.

#### *4. Summary of Stimuli.*

In this chapter we have studied the conditions under which stimuli give rise to responses and the classes of stimuli that ordinarily operate on the normal school child. The latter may be briefly recapitulated as follows: They are either those of everyday life or of the school. Of everyday stimuli the most important are the stimuli from the home since they contribute largely to the formation of moral character. Stimuli proceeding from the school may be from the general environment or from the teacher. Among the factors that enter into the school environment the school-mates and



the school-tradition are the most important. Finally the teacher's personality and his teaching acts exert the greatest influence on the learner.

### TEST PAPER 2.

1. Compare a dictionary definition of 'stimulus' with the meaning assigned to the word in this chapter.
2. State and illustrate how pre-occupation prevents the operation of stimuli.
3. State a case where the exercise of the will may prevent the operation of a stimulus.
4. Responding assumes the capacity to respond. Illustrate.
5. Illustrate individual differences in capacities.
6. Attempt a classification of stimuli.
7. Give instances of habits learnt through the influence of the home.
8. What are the chief factors in the school-environment that may have an important influence on the pupil.
9. Explain the various ways in which the teacher's personality may affect the pupil.
10. Suggest a classification of stimuli used in teaching.

### CHAPTER 3.

#### THE SECOND LAW OF LEARNING

##### 1. *Statement of the Law.*

The second law of learning—The Law of Response—may be stated as follows:

Responses give rise to abilities.

It has already been pointed out that responses are any reactions to stimuli and that abilities are not responses but capacities to control responses.

##### 2. *Its operation.*

If the law meant that any response inevitably gave rise to an ability, then learning would be an easy matter, but as a matter of fact the law operates only under

two conditions. A response gives rise to an ability in general, only if the learner desires that ability and if he has some degree of facility in making the response. Desire alone is not sufficient, for the pupil may, for example, desire to be an artist and yet never become an artist. Practice alone is also not enough, for what is practiced without desire is soon forgotten.

##### 3. *Stimuli for arousing desire.*

Desires for acquiring abilities may be arranged in a scale and exhibited graphically as follows:

I	S	P	N
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Desires at the I end of the scale are marked by interest in the ability. These shade off gradually to S where the desires are due to suggestion which may arise from the traditions of the school, from the school-mates or from the teacher. At P. the desires owe their origin to positive incentives such as rewards and praise, while at N they are caused by negative incentives, such as punishment and blame. The characteristic of this scale that the teacher makes use of is the tendency of the desires arising at S P and N to afterwards become desires at I, although he does not know at present exactly under what conditions such change takes place. Thus, for example, a pupil who at first had to be forced to practice piano-playing may afterwards become an enthusiastic pianist.

We may now consider the various stimuli the teacher may employ for arousing desires at various points in the scale. To arouse desires at I, that is those characterized by interest, he must know what interests the pupil already has. It is generally acknowledged that conversation with the pupil is one of the surest ways of finding out his interests. When he knows what the pupil's interests are he should try to connect the new ability with the existing interest. Then he should afford the pupil opportunities of making practical use of the growing ability, thus ensuring a genuine interest in it. It is not often realized that the desires at S, due to the suggestibility of the learner,

afford the motive power for most of his actions at school. He willingly does what he is told either through customs or through his desire to copy his fellows or through his desire to accept the authority of the teacher. Suggestibility, which plays such an important part in the life of the learner, may be defined as the tendency to accept unreasoningly the idea and wishes of others. Praise and reward, which are the positive stimuli which give rise to the desires at P, have to be constantly employed by the teacher. Everyone knows how much encouragement the teacher's "Well done", gives to a pupil, and yet positive incentives have to be used in moderation for in excess they prevent the arousal of genuine interest. When praise becomes flattery it becomes destructive of character too. The desires at N, due to the negative stimuli—punishment and blame—have to be used with special care since the concomitant learning that accompanies them is specially destructive of character although there are many cases in which it is the teachers's duty to use either punishment or blame, for the learner being still immature must often be taught to do as he is told.

#### 4. *Stimuli for giving facility.*

It sometimes happens that one response is sufficient to give the learner facility in responding, thus, a gifted pupil may after hearing a song once sung be able to repeat it correctly. Much more usually facility depends on repetition.

To use repetition in the most economical manner it is neces-

sary first not to attempt to repeat too much at a time. In learning a foreign language, for instance, one should not attempt to learn more than six or seven words at a time. Secondly, there must be proper spacing between the repetitions, that is, there should be suitable intervals between repetitions. Massing repetitions together brings on fatigue which tends to neutralize this practice-effect. Further even if this does not happen the results are not longlived. This is why cramming is of little use, when one wants to acquire permanent abilities. Thirdly, repetitions must be pleasant. Although it is possible to acquire abilities by doing dull exercises, it is easier to do so by doing pleasant exercises. It is well-known that it is very much easier for a Kindergarten child to learn addition by doing number games than by doing formal exercises in addition. Fourthly variation should be introduced not only for making the exercises pleasant but for gradually freeing the pupil from the original stimulus. By variation repetition gradually changes into application. Fifthly, and lastly, the pupil should think it worthwhile to acquire the ability.

To give the pupil the practice he needs the teacher may use two kinds of exercises, making practical use of the results of psychological experimentation mentioned above. He may set either repetition exercises or application exercises. Such exercises should be properly graded, suitably spaced, and be interesting and varied. His

main reliance should be on application exercises because they are more interesting than bare repetition exercises and because they give both the necessary practice (repetition being involved in all application) and the necessary feeling of independence and self-confidence.

### 5. *The Limits of Abilities.*

Responses give rise to abilities under the conditions mentioned above but the extent of an ability depends upon the capacity for that ability the learner possesses. It has been demonstrated by professor Spearman in his book—*The Abilities of Man*—that every ability is determined by two factors, called by him 'g' and 's'. These two factors are extremely unlike each other for 'g' is common to all abilities while 's' is peculiar to each ability. It has been discovered that 'g' is most needed in abilities that involve thinking and that 's's' govern to a large extent abilities that depend on the sense organs, the motor apparatus and memory. It is agreed by many authorities that "intelligence" Tests give an estimate of 'g'.

The factor 'g' is subject to growth like height. At first it is very small but it grows gradually until it reaches a maximum at about the age of sixteen, after which it shows little further growth. The general result of investigations on the influence of ancestry on 'g' tend to show that the better families tend to have the abler children but how much of this is due to inheritance and how much to environment have not been sat-



isfactorily determined. In regard to the influence of education on 'g', the general conclusion is that education has no effect on it. A case has been reported of a boy of ten who had passed his life on a lonely farm without playmates and who had had extremely little schooling or even society of any kind but who on being submitted to the Stanford-Binet Intelligence Test came out just at age.

The influence of age on 's' is altogether different from that on 'g'. In so far as 's' depends on the sense-organs, the development is much earlier than that of 'g'. The muscular apparatus on the other hand becomes perfected much later than 'g'. The power of memory develops early but becomes markedly weak in old age. In contrast with 'g' education has the greatest possible effect on 's'. Whether a person has an ability or not in what degree he has it is often largely due to whether he had opportunities or not for acquiring the ability except in regard to music, mathematics and art where inheritance rather than experience seems to determine excellence.

In general it may be said that both g and 's' depend on good health.

#### 6. Summary.

In this chapter we have studied the conditions under which responses give rise to abilities and the stimuli at the disposal of the teacher for bringing about those conditions. In order to acquire an ability the pupil must desire it as well as have some practice at it. To arouse desire the teacher may appeal to existing interests, use suggestion, rewards and praise or punishment and blame. All these he has to use in such a manner as not to defeat the ultimate aim of education. For giving the pupil practice the teacher may use either application or repetition exercises. Since every ability is analyseable into two factors 'g' and 's', we have to examine the development of these factors in order to discover the limits of abilities. The factor 'g' completes its development by the time the learner is about sixteen years of age while of the constituents of 's' the sense organs are perfected very early, the motor apparatus later than 'g' and memory shows marked weakness only in extreme old age.

### TEST PAPER 3.

1. What are the conditions under which responses give rise to abilities?
2. How does suggestion affect the learner?
3. Is it right to use praise?
4. Should punishment be ever used?
5. Do as you like. Do as you are told. What is your estimate of these two precepts?
6. State the general principles for using repetition economically.
7. Show the advantages of application exercises.



8. What do intelligence tests measure?
9. Discuss the development of 'g' and 's'.
10. What is the meaning you would like to give to interest?

## CHAPTER 4.

### THE THIRD LAW OF LEARNING

#### 1. *Statement of the Law.*

The third and final law of learning—the Law of Abilities—may be stated as follows:—

Abilities give rise to character.

It should be noted that the word character is here used in a somewhat unusual sense. It means here the capacity to lead a rich and full life, and is an abbreviation for a "harmoniously developed character."

#### 2. *Its Operation.*

Abilities give rise to character that is, the capacity to lead a rich and full life, provided they are selected so as to be representative of life and provided they are taught in such a manner that the learner acquires in connection with them such desirable ideals as honesty, justice, unselfishness and service.

The criterion for choosing abilities furnished by this law is clearly the intrinsic value of abilities for life. Sometimes abilities have been chosen on the ground that they gave rise to general ideas which exercised sway over all or many departments of life. This view assumes that an ideal acquired in connection with one kind of material will naturally operate in connection with other kinds of material. The possibility of transfer

has never been disputed but the amount of transfer and how transfer operates have been matters of dispute among educationists for a long time. The opinion that mind consists of such powers as perception, judgment, reasoning, memory, imagination and attention which function apart from each other, and that transfer takes place through the strengthening of these powers has now been proved to false. The view that prevails at the present day may be expressed as follows in the words of Thorndike:— (*Educational Psychology, Briefer Course*, pp. 276,277.)

"One mental function or activity improves others in so far as and because they are in part identical with it, because it contains elements common to them. Addition improves multiplication because multiplication is largely addition; knowledge of Latin gives increased ability to learn French because many of the facts learned in the one case are needed in the other. The study of geometry may lead a pupil to be more logical in all respects, for one element of being logical in all respects is to realize that facts can be absolutely proven and to admire and to desire this unquestionable sort of demonstration. . . .

"These identical elements may be in the stuff, the data concerned in the training or in the attitude, the method taken with it. The former kind may be called *identities of substance* and the latter, *identities of procedure*.

"Identity of Substance. Thus special training in the ability to handle numbers gives an ability useful in many acts of life outside school classes because of substance, because of the fact that the stuff of the world is so often to be numbered and counted. The data of the scientist, the grocer, the carpenter and the cook are in important features the same as the data of the arithmetic class. So also the ability to speak and write well in classroom exercises in English influences life widely because home life, business and professional work are all in part talking and writing.

"Identity of Procedure. The habit, acquired in a laboratory course of looking to see how chemicals do behave, instead of guessing at the matter or learning statements about it out of a book, may make a girl's method of cooking or a boy's method of manufacturing more scientific because the attitude of distrust of opinion and search for facts may so possess one as to be carried over from the narrower to the wider field. Difficulties in studies may prepare students for the difficulties of the world as a whole by cultivating the attitude of neglect of discomfort, ideals of accomplishing what one sets out to do, and the feeling of dissatisfaction with failure."

### 3. *Desireable Abilities*

It will be generally agreed that a complete life demands at least the following abilities:

- (a) ability to maintain health
- (b) ability to earn one's living
- (c) ability to use language
- (d) ability to live as a member of society
- (e) ability to make proper use of leisure.

All these abilities are stated in a general way. They may be made definite by taking into consideration the circumstances of the learner. Thus, his circumstances determine what language or languages he should learn for living his life more effectively. Further, the stages of growth—infancy, childhood, boyhood, youth and manhood—determine how much of these abilities the learner may acquire as he goes through the different classes of a school.

The scientific study of the stimuli that will give rise to the abilities mentioned above is yet in the initial stages. The problem, however, has been realized and experiments in curriculum-making are going on everywhere. The traditional subjects taught in schools find their justification only in so far as they contribute to the realization of these abilities.

### 4. *The Relation of Ideals to Abilities.*

Ideals are essential to complete living. If a man consciously earns his living in an honest way, he is governed by the ideal of honesty, while if he consciously earns his living in a dishonest way, he is

governed by the opposite ideal. Right ideals are obviously necessary to right living and it is the teacher's duty to see that they are implanted in the pupil. Since natural transfer is limited, a general ideal cannot be acquired through one ability however suitable it may be for the generation of a particular ideal. Mathematics is undoubtedly a study that tends to make people accurate at mathematics but not necessarily in other departments of life. It has been experimentally proved that neatness in handwriting does not extend itself naturally to other abilities in which handwriting does not play a part. The conclusion is, however desirable ideals may

be, they cannot be cultivated through any single ability but must be cultivated in connection with all the abilities which need them. Hence both in Primary and Concomitant learning the teacher must seize every opportunity for clarifying ideals and for making their operation habitual.

#### 5. *Summary.*

This chapter may be briefly summed up in the following statement: Abilities give rise to character, that is, to the capacity to lead a rich and full life, provided they are chosen so as to be representative of life and provided ideals are taught in conjunction with them.

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#### TEST PAPER 4.

1. In what sense is the word "character used in this chapter"?
2. What are the conditions under which abilities give rise to character?
3. Under what circumstances does transfer take place?
4. What criterion would you suggest for choosing the abilities to be taught to pupils?
5. Make a list of the abilities you consider desirable.
6. Make a list of the ideals you consider desirable.
7. Would you teach the ideal of accuracy through mathematics?
8. Give examples to show the differences between identity of substance and identity of procedure.
9. Examine a subject like geography with a view to finding out what desirable abilities it will give a pupil.
10. State and illustrate the three laws of learning.

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(The other Chapters of Mr. Perera's new book will appear in the next three numbers of the Miscellany.)



**"SOME OPPORTUNITIES IN PHYSICAL EDUCATION"**

(Foreword: In the following article the writer is concerned primarily with work in boys' English schools and colleges in Ceylon. But physical education in girls' English schools and colleges, and in vernacular schools presents essentially the same opportunities for services.)

It seems to be rather generally accepted that any school whose objective is the all-round development of its students should make provision for playground activities as a part of its organized program of work. Yet there is reason for the belief that in few of our schools have those responsible for physical work caught a very definite or extended vision of the opportunities for service in physical education. Schools differ, of course, in several respects which affect the practicable arrangements for physical work in each case. The age range of the students, the amount of available playground space, the number of teachers qualified for the planning and direction of playground activities, the ability to finance the necessary expenditure for equipment, these are some of the more vital considerations encountered. The purpose of this article is to draw attention to some opportunities in physical education which, from present indications, do not appear to have attracted the attention they deserve.

Most of our colleges, it is probably fair to say, regularly turn out their "first elevens" in cricket

and football. Volleyball has become very popular too, in the last few years, and is probably now played at some time during the year in nearly every school and college in the Island. Many schools and colleges maintain "first teams" in this sport also. Annual Inter-House or Inter-Class Sports Meets are held in many colleges, while a few enter representatives in the Ceylon Amateur Athletic Association's Sports Meet held annually in Colombo. But aside from these four sports there are no others which have been very generally taken up. And even these games in most of our schools are carried on only with the more athletic students, boys of "first team" ability.

What is being done regularly, day by day, for the mass of students whose athletic ability is below the "first team" standard is a matter of common knowledge. Mass drill, or calisthenics, is the present solution of the problem in most schools and colleges. Relatively few colleges and fewer schools provide space, equipment, or supervision for any considerable proportion of their students to learn to play and enjoy any of the sports mentioned above, or any others. In short, the athletic few who need the least attention and consideration receive the most, while the much greater number who need most help receive very little attention. And the reasons are not far to seek.

Our sense of proportion is lacking at this point. We are too



easily carried away by the fascination of the work with the more promising few, to the neglect of the greater number. And then too, our concern for the athletic prestige of our school brings the temptation to concentrate our efforts on the training of the "first teams". In consequence we fail in our duty to the majority of the students in our charge. The fact that many of the students in this majority group are indifferent in their attitude toward playground activities, while some even try to avoid any school requirements in this matter, increases rather than lessens our responsibility.

And it is not easy to find teachers who are willing to give of their time and interest to the direction of playground activities of any kind after school hours. Particularly is this true of work among boys of comparatively low athletic ability. But for the real teacher, truly interested in the all-round development of the boys in his charge, there are rewards for work in physical education which are far more satisfying than considerations of salary. These are the rewards of consciousness of service rendered over and above that paid for. Service which our boys rarely appreciate at the time. But service far reaching in its value to many boys and to the community. What then, are some of these opportunities for service?

One opportunity is that of helping our boys to build sound, healthy bodies. A statement which, I am perfectly well aware, will seem too obvious to be worth mention-

ing. Yet it merits more than a mere hasty acceptance. In the first place we want *all* our boys, not merely the little group of athletes, but *all* to develop strong bodies. Any condition short of this handicaps a boy from the start for lack of sufficient stamina to carry on. And unless we pay attention to the development of vigorous bodies, all our attention to the academic work of the class room may, at a period earlier than seems necessary, prove of no effective service to the boy because of the failure of the body. No matter what a boy is preparing himself to be, farmer, doctor, mechanic, or teacher, the possession of strong body endowed with a plentiful store of physical energy will prove a priceless asset, and the lack of it an almost insuperable handicap in the way of effective work in his chosen profession.

But provision for mere physical exercise for our boys during their school days is not enough. We can and should so order our program of activity that our boys will continue to enjoy the benefits of physical exercise and sport long after their school days are over. If enough interest and enthusiasm for some one or more games can be inoculated into a boy while under the influence of school life, his enjoyment of the play will result in his keeping up his participation in games during the greater part of his adult life, to his very great advantage. This does not, of course, mean that an enthusiast for football, for example during his school days will con-

tinue to play, or even want to play, football for any considerable period after his school days are over. The capacity to enjoy participation in football during school life will usually result in the ability to enjoy other and more suitable games in later life, as for example tennis or volleyball.

An important consideration in connection with the selection of games or sports making up the program of playground activity in physical education in our schools and colleges is the question of the adaptability of these games for play in ordinary village life in Ceylon. I do not mean to say that a school should use only games which are transferable to village life. But I do believe that the more there are of such games which are included in our programs of physical education, the greater will be the service we shall be rendering to the community outside the school. For a really good game learned in school will soon be taken up by the community round about, if the necessary space and equipment are easily available. And the community life will be the richer for every such addition to its resources for wholesome play and recreation, for its older folk as well as for its youth.

Another opportunity for service is suggested by the term *physical education*. The opportunity for very real education through play has been recognized by educationists for some time. In a few cases schools have made play the basis for their entire curriculum.

Of course I am speaking here of play of more general character than simply the athletic playing of games. Though it is the latter kind of play with which we are dealing in this article. During the earlier years of school life play is the center about which flow the other currents of a boy's life. Boys express themselves more naturally in play than in any other activity they enter into. They are at home in play as in nothing else, and grow in their capacity for participation in more and more complex forms of play. Participation in games provides a variety of situations in which the participants have an opportunity to develop mental and physical skills which usually give their possessor an increasing confidence in his ability to compete successfully with his fellows. A surer, more accurate eye, and increasing skill in the facile manipulation of the body are some of the accomplishments possible on the physical side. While no less valuable is the mental training in the ability to "size up" a situation quickly, and the training in strategy afforded by experience in overcoming opponents by skillful generalship on the attack and on the defense. The entire "game" situation is one that drives a normal boy to use every resource at his command and then search for other means and methods yet untried, in order to compete successfully with his fellows. And under the pressure of his needs it is little wonder that a boy learns to play a "better game". The prominent

educator, Dr. W. H. Kilpatrick, says we learn best "in use and for use". And he could find no better evidence in support of this statement than the educational process at work on the playground.

It seems to me that much of the self-confidence, and some at least of the skills developed in playground competition are valuable aids to success in the work of the class-room. Though I have no data at hand to show just how far such abilities are transferable in this way. At least there is reason for believing that the experience of competitive play makes for a wide awake, alert mind, and that such a mind is a better tool for the work of the class room than would be the case without the sharpening influences of play.

More important than any yet mentioned, however, is the opportunity which physical education offers for the teaching of sportsmanship, with all that term implies. Let me quote here something of what Albert B. Wegener has to say, in his book on *Track and Field Athletics* about sportsmanship.

"A good sport will accept no unjust advantage. He will be modest in victory, not boasting or gloating or responding to applause. He will be a good loser, willingly acknowledging defeat, not making explanations as to why he lost through ill luck or not feeling well, etc. He will show good endurance as the result of proper training, and not collapse and have to be supported at the end of a race, or otherwise show a "yellow

streak." He will carefully learn the rules and obey them. He will learn and practice the difference between laudable strategy and ignoble trickery or dishonesty; which in track and field athletics means that he will be honest in filling out blanks, not take a long time to get on the mark, not attempt to beat the pistol, not run out of lanes nor shoulder opponents nor cut across their path nor "pocket" them, nor trail a leg beside a hurdle or knock them down intentionally. He will treat opponents as guests rather than enemies, give them a fair deal, willing to give them the shade of a doubt, commend their good performances, and be gentlemanly even though they are not. He will treat officials as honest in intention, abide by their decisions, not kick, nor expect perfection of them.

"In brief, he will have and give a good time."

To be sure, Wegener is here concerned with track and field athletics in particular, but it will at once be recognized that these are principles which may well be followed in every sport. And not only on the playground but in the "give and take" of school life in general; and in the adult life of the community as well. Constant practice of and adherence to the principles of good sportsmanship are absolutely necessary for participants in public conferences and meetings, or strained relationships and bitter feelings are inevitable. It is therefore of the greatest im-



portance in the promotion of wholesome, friendly community life that these lessons of sportsmanship be early taught, and thoroughly, to our boys and girls. And as sportsmanship, like other lessons, is best learned "in use and for use", we should make all possible use of the many opportunities which supervised play affords to help us in this direction.

We have in this article been considering some of the opportunities in physical education. But we must note this. Practically all the opportunities for service

in this field are conditioned on the degree of interest which we succeed in arousing in our boys. Even on the purely physical side, unless a boy puts his heart into the game or the drill, he loses much of the benefit which he might gain. And there is considerable difference in the amount of attraction which any one sport has for different boys. Our program must have variety, so that if a boy's interest is not captured by one sport, it will be attracted by some other. But his interest we must have, as it is the open door to opportunity.



## THE HINDU CASTE SYSTEM

### PART IV: MEANS OF COMBATTING CASTE

In part III we concluded that because of its numerous bad effects, and because of its conflict with the basic principles of Democracy, the caste system must go. If India is to take her place among the peoples of the earth as a powerful, united, self-governing nation, caste must be destroyed. However, can this be done? And if so, how?

Yes, it can be done. Benjamin Kidd defended with fair success the thesis that any custom or institution can be radically changed within the course of a generation. Kidd was concerned chiefly with the affairs of western nations, and I do not think he realized the

magnitude of the problems to be dealt with in the East, but his argument holds: institutions can be changed for history records their changing. The caste system itself we found to have been constantly changing, throughout its history. Furthermore, the industrial revolution, the abolition of slavery in America, and the establishment of the Russian Soviet are well worth considering as cases where great numbers of people made great changes in their basic institutions and modes of life. Furthermore, in two of these cases while the change was the result of forces that had been gathering power for some time, it was accomplished



within a decade. Caste can be destroyed.

And how can it be done? It can be done by strengthening certain forces that are now at work to modify and eventually destroy caste. We took note of these forces in Part II. Let us consider these forces in detail and note what we can do to make more effective their work of destroying caste.

The first of these forces that we noted was the Government. The Government does away with the necessity for caste as an institution for keeping men within the bounds of social conduct. The more effective the government administration of justice, the more readily will people allow the old instrument of justice to fall into disuse. As the government becomes more and more democratic in form and spirit, that democracy will permeate all social life and thus tend to do away with the undemocratic attitudes and actions which lie at the heart of caste. Furthermore, as the government becomes more democratic in form it will necessitate a greater understanding and co-operation between men of different castes. We therefore ought to strive to make the government more effective and more democratic. The imperfections of the present government are reasons why we should co-operate to make it better, not causes for standing aside and hindering it. For with all its defects, the present government is the greatest force now in existence for the bringing together into unity of the many diverse people of India.

The second force which we noted was the modern conveniences like the railroad which bring people of all castes together in ways which they had not known before. About all that we can do to make their influence more effective in destroying caste is for us, whether we use them or help operate them, to treat people with equality. If we take the attitude that all who enter the railway compartment have an equal right to a good seat there,—except the ill and feeble, who have a greater right,—we can help break down caste by so much.

The third force for the breaking down of caste is education. Jesus said, "Ye shall know the truth, and the truth shall make you free." The spread of truth by means of education will eventually set India free from caste. More precisely, the education of the people of India should prove the most potent factor in doing away with caste. Let us consider some of the many ways in which education can help to destroy caste.

In the first place there must of course be general education, the education of everybody. Such education will have a number of different effects, each of which will contribute in its own way to the modification and destruction of caste. In the first place, general education will increase the freedom and amount of intercourse between people. Caste depends on the lack of intercourse between people for the maintenance of exclusiveness between them. When people once begin to communicate with each

other, they begin to understand each other, to appreciate the good qualities of each other, to become friendly.

General education will increase the desire for democracy and national solidarity. The pupils of most schools are filled with accounts of the nationalism and democracy of western nations. They soon see that caste prevents India from being a true nation; that it is contrary to the spirit of democracy and will prevent India from becoming self-governing until it is done away with. The sentiment of nationalism is thus roused and made active against caste. Furthermore, these accounts of the west, and other portions of their education are helping young Indians to see that work is an honourable thing; that the failure to do useful work is the greatest dishonour, and that to do the greatest service is the greatest honour. These growing ideals tend to do away with the notion that some people are to be shunned because of the kind of work they do.

Another thing that general education can do is to help rid India of certain unfounded superstitions and taboos, some of which are at the basis of caste. One of the worst of these is the idea that it entitles a man to higher respect in the community to live on a solely vegetable diet. This unfounded idea is one of the bulwarks of caste, for all those who practice vegetarianism are led to feel that they are above those who eat meat. It seems quite evident that some men have led lives of great usefulness as flesh-eaters,

Jesus and Buddha for example, while other good men have been vegetarians like Gandhi. Why should the sort of food a man eats make him to be considered better or worse than his neighbours? Jesus found that the Jews of his day were making this same sort of distinction, and he said, "There is nothing from without the man, that, going into him can defile him; but the things that proceed out of the man are those that defile the man". Moreover, in this land where food is scarce and many people not properly fed, we ought to encourage people to make use of every kind of food which can properly nourish their bodies instead of putting the taboo of infamy on those who cannot live on vegetables and fruit alone.

As well as this general education there must be certain special kinds of education to help combat caste. One very useful special kind of education is education of the so-called depressed classes. In the writer's opinion it is far better to give such education in connection with the education of the other classes rather than in separate schools. In America the education of Negroes in the same schools as other children is proving a far better way of breaking down racial feeling than the education of negroes in separate schools. But if it is necessary to begin the education of these people in separate schools, such education would be far better than none at all.

This education of the depressed classes ought to accomplish two things. First it ought to raise up

and fit, leaders and men of exceptional ability from among these people. Such men would be of value to the whole community, and at present constitute one of the community's hidden and unused sources of ability and power. But while all the people of the community ought to benefit from such development of leadership, the people of their own class ought to benefit most particularly. The wise leadership of such men ought to do much in raising the economic, educational, social and moral status of their people. The second result that should come from such education ought to be improvement of the whole people in the matters just mentioned. If we can raise these people to higher levels in matters of education, standards of living, and morals, it will help much in breaking down the social barriers which separate them from others. It is very easy to look down on one who wears poor clothes, has none of the refinements of education, or is lacking in self-respect. It is easy to come into cordial conversation, with one who is one's equal in these respects. We ought not to allow our friendliness to be limited in this way but we must recognize that most people's friendliness is thus limited. Therefore in order to do away with caste we must do away with the economic, educational and moral differences which at present reinforce caste lines.

Another type of education that must be given especial attention in order to destroy caste is the education of women and girls. The

women of any country are usually the strongest supporters of old customs, and in India today they are especially staunch in supporting caste and other such customs because they have not been educated as much as the men. Nor should we sneer at the weakness of women; their power is usually greater than men like to admit, although its working is not very easy to trace. I dare say that there are dozens of strong upright men in Jaffna today who are not doing all that they know is right about caste because they know it would make them trouble with their wives, mothers and sisters. Caste will remain about as long as the women of India want it, and without education, the women of India will continue to demand and retain caste. Their lives are largely bounded by their compound fences, and the greatest wisdom they have access to is the accumulation of ancient custom imparted to them by the mothers and grandmothers of the family. If India is ever to advance beyond the customs of past ages, the women of India must be educated. If India is ever to throw off caste, the women of India must be educated.

Furthermore, once the women of India are given to education, and the freedom of action which inevitably comes with education, another factor will be introduced into the situation that will soon break down the caste system at its very center. When they have education and freedom, they will no longer suffer themselves to be given in marriage without their knowledge and consent. They will



begin to demand that their wishes be consulted in the matter and finally the freedom of education will produce the same result here as in the west, namely that the question as to whether the parties are suited to each other will be left largely for those parties to decide. When once marriage gets on that basis, it will mean intermarriage across all the boundaries of class and caste just as it means it today in other countries. Obviously, such intermarriages will soon put an end to caste.

Many people will be much alarmed at such a prospect, however. Are Indians going to have the western system of marriage thrust upon them? No, not the western system, merely the modern system, the system that has come wherever modern education has given people freedom, whether in England or Japan. But a few centuries back marriage was largely arranged by the parents in Europe, and it is so managed today for some of the royal families. Not long ago Prince Carol of Bulgaria was married to Princess Helen of Greece when neither had seen the other before the wedding. But what of the terrible number of divorces? These are the result, not of the marriage system, but of the freedom given by education. If a woman is educated and able to earn her living it is often best for her to be separated from a husband with whom she cannot get along. The great number of divorces in western countries does not indicate so much that wives and husbands do not get along

there as well as here, but that when they do not get along they can be separated with less damage because of the ability of the educated woman to take care of herself alone. That of course makes other problems; but since it gives to individuals greater freedom and power we may expect that the new problems will be attacked with greater chance of success than were the old ones. Furthermore, where western peoples have blundered in attacking these problems, Indians may take warning and be prepared in advance with a better solution.

The fourth thing that we noticed to be working to modify caste was the movement for reform among Hindus. Men like Gandhi and Tagore see that while caste was once the bulwark of Hinduism, it is now apt to involve Hinduism with it in its ruin. They also see that India cannot be a united nation with caste. They therefore are making determined efforts to get caste, or at least the worst features of caste, put out of Hinduism. It seems to me that all people, whether Christians or Hindus, should rejoice in these efforts and give every possible aid. Undoubtedly, if Hinduism allies itself with caste, it will mean that there will come into the various Christians Churches far more Indians than otherwise. But, if Hinduism repudiates caste it will mean that there will be far more Indians living in accordance with the spirit of Christ, and far more advance toward the true Kingdom of Brotherhood in India.



The fifth influence modifying caste is the influence of the spirit and teachings of Jesus. I would not expect great things of education if I were not sure that most of those who are responsible for it are much influenced by the spirit and teaching of Jesus, and both consciously and unconsciously are spreading them. The people of India are very susceptible to great ideals. Let us present the ideals of Jesus to them with all the clarity, force and winsomeness that may be given to them. Let us not to entangle them in westernisms and theologies. Let us present these ideals with a friendliness and warmth that will reflect in its attitude the true spirit of the Christ.

The sixth factor to be mentioned as combatting caste is the Christian institutions. These seek to present in concrete form the spirit and teachings which we have just considered. They should show people how to practice friendliness and brotherhood. It must be confessed with shame that these institutions have sometimes accepted caste and have sometimes allowed the distinctions of caste to be practiced within them. But if Christianity is to be anything more than a talking about something too good to put into action, Chris-

tian institutions must not only serve all alike, they must show the same friendliness for all. The school that will not admit all alike, the church that does not allow all to sit together on the same pews, are practicing, not Christianity but Hinduism, and at that the old Hinduism that is now being repudiated by the best Hindus.

The young men of India are dreaming dreams and seeing visions. They have envisioned an India of the future that shall be united and self-governing. They see caste, the loathsome monster of the present, clutching this land in its coils and preventing coming of the vision. Take courage, young men of India, for here are six keen deadly weapons with which to slay the monster: good government, modern conveniences, education, reform movements in Hinduism, the spirit and teachings of Jesus and the institutions that embody them. Use all six of these at once. The fight will be very long, for the old enemy is very tough; no single thrust can end the battle. But keep up the fight right manfully, assured that some day either you or your children will see the monster dead and a new India rising from his coils to take her proper place among the nations of the earth.



**"WEDDING IN COLOMBO"**

BY. D. F. BRACKEN IN "CEYLON MEN".

This article might also be entitled "Jaffna-Colombo" for a union of spirit of the Jaffna and Colombo basketball teams certainly occurred during the recent visit of the Jaffna men.

The Jaffna team came on the 19th December, and stayed until the morning of the 22nd. Three games were played between the visitors and teams composed of members of the Colombo "Y". The first two games were played on the outdoor court, and the third in the gymnasium.

In the first game, the Hieb Brigade (Y. M. C. A.) opposed our friends from the north. The score of this game was 37-11 in favour of Jaffna. The winners showed the value of regular practice together in their splendid coordination, endurance, and team play. They had several offensive plays which were certain of caging the ball. The Hieb brigade put up a good fight and showed themselves capable of good sportsmanship in the face of the stiffest opposition. Mr. A. C. Rebera refereed the game with the closest attention to detail and the technicalities of the play.

On the second day, the Jaffna men were met by the "Rest" team. The score was 30-27 in favour of Jaffna. For a while it looked as if the Colombo team might win, but the consistent shooting of the northmen was too much for them. This game showed that the Y's men were "getting wise" to some

of the offensive plays of their opponents and that they were also keen in their offensive playing.

Mr. Phelps put the ball in play during this game and maintained the proprieties in a way that showed his understanding of human nature as well as the rule book.

Rain caused the third game to be played in the gymnasium, with the Jaffna team opposed by the "All Y. M. C. A." team. The Y's men had a great advantage over the northmen through being accustomed to playing indoors. However it is the firm conviction of the "Y" team that they would have won had the game been played on the outdoor court. Needless to say the Jaffna men are of another opinion. The score was 37-14 in favour of the Y. M. C. A. De Lannerole was the man of the hour in this game. It seemed almost impossible for him to miss the basket. However he was splendidly supported by his team mates who played a fine game throughout. If space permitted we should like to comment on the good points displayed by each of them. The Jaffna team showed splendid courage and sportsmanship during the entire game. Under unaccustomed and confusing circumstances, they put up a good fight during every minute of play. Although they could not get used to keeping their feet on the wood floor and the light made their shooting uncertain, while the ceiling interfered with

a few of their passes, they maintained their teamwork and showed remarkable adaptability to the situation. The whistle was used with impartiality by the genial Assistant to the Physical Director.

The final game was followed by a banquet at 7:30 P. M. Those present were Mr. and Mrs. Phelps and Ruth, Mr. Hieb, members of the Jaffna and Y. M. C. A. basketball teams, and others interested in basketball as well as the general work of the Physical Department. Representatives of the newspapers were also made welcomed. The toast list was as follows:

The King	Dr. V. R. Schokman (toastmaster).
The Governor	Dr. V. R. Schokman
The "Guests"	Dr. V. R. Schokman
Reply	Mr. Hieb
The "Game"	Mr. Britto
Reply	Mr. Phelps
The "Goal"	Mr. Wijeyesinghe
Reply	Mr. Charawanamuttu

To carry out the basketball atmosphere, the speakers were timed with a stop watch and stopped with a whistle. The speakers were not informed of their subjects until arriving at the banquet, so that they might adapt themselves quickly to the circumstances, as

all good basketballers must do. Messrs. Samarawickrema, Buell, Kadirgamar, and Gnanasegaram (Captain of the Jaffna Team) made a few remarks in response to the calls of all present. As all "extra periods" in basketball meets are of two minutes duration, these speakers were limited to that length of time. The speakers swung into the spirit of the occasions and showed how they could play the game of speech making as well as the teams had played that of basketball.

All of the speakers stressed the valuable development of friendship and understanding as well as good sportsmanship which had resulted from the visit of the Jaffna team. The Jaffna speakers emphasized their appreciation of their reception in Colombo, which included food, lodging, two visits to the cinema, tea at the home of Mr. V. E. Charawanamuttu, a trip to Mt. Lavinia for a swim, a tour of the city, and a trip to the Museum. They were kindly in their gratitude for even the smallest things done for their comfort or entertainment. Such guests will always be welcome wherever they go. We look forward with pleasant anticipation to the time when they shall pay us another visit, either as a team or as individuals.



**ATHLETICS DURING THE FIRST TERM, 1928**

The year began with a conspicuous change in the Sports' Department. Mr. Phelps had to vacate his position as Physical Director, much to the regret of those concerned, owing to his impending departure to America on furlough.

Unlike the programme of previous years, it was proposed to run Track and Field Athletics during the first term to fit in with the Intercollegiate dual meets that are usually held during the term and also to give the necessary preparation for the King's Birthday Sports' Meet. Hence the usual Cricket, Paddle Tennis and Volley Ball practice and the competitions connected with them have been shifted to the second term.

There was a six-weeks period of practice as usual during the first part of the term and then the competitions started. The basis of competition that was in vogue in the past—the strictly interclass basis—was again tried and found unsatisfactory because of lack of evenness among the classes. The results of matches were always fore-gone conclusions, the higher classes getting run-away victories over the lower classes. There it was decided to abandon this system to give place for the following:—

The whole school is divided into two main divisions—Crimson and Gold. To maintain something of that class interest that was evidenced in the past, certain classes,

decided upon by the Athletic Committee, form the Crimson side and the others the Gold. There are eleven teams on either side and corresponding teams are pitted against each other so that one has only to compete with boys of his own standing. One may try hard with a reasonable hope of success. This system has many advantages to commend itself while the disadvantages are comparatively few. The colour-winners, who were so far declared ineligible to take part in any internal competitions in their particular sports, fit into this system without the least disadvantage to either side. They are almost equally divided between the two sides and the first and second team meets have so far been hotly contested and they were certainly of a very high order. Our ideal has always been the attainment of a respectable general standard of efficiency and we have occasionally been criticised for not concentrating on the 'Stars'. The idea of concentrating on the 'Stars' and at the same time paying attention to the mediocrities was a very difficult problem. But the present system, while, accommodating within its bounds the outstanding athletes of the College, provides ample scope for practice and improvement for every student in the College. This is our opinion is a fairly happy solution of the problem.

The competition is just over, the Crimson leading in the Senior Division and the Gold in the Junior. The score is as follows:—



	Crimson.	Gold
Junior Division	210	476
Senior Division	532	340
	<hr/> 742	<hr/> 816

On Saturday, the 17th instant, we had a dual Athletic Meet with the Jaffna Central College. In the morning the meet started at 9 though it was hoped that it would be possible to begin it much earlier. It went on till 10-30 by which time half the number of events were completed. The afternoon programme started sharp at 4 and ended by about 6-30. There were about 50 visitors and they enjoyed themselves thoroughly during the recess at games like Paddle-Tennis Horse-Shoe, etc. The meet was interesting though not very close. It ended in a victory for Jaffna College by 133 to 48 point. Though he slightly foot-faults, Arampu of Central College did a magnificent jump of 18 ft. 9 in. Visvalingam's Shot-Put of 35 ft.

2 ins. was also a feature of the day. Muttu, as usual, contributed the largest share towards our score winning five first places in individual events and taking part in the two team events—the Relay the Tug-of-War.

It will be noted, perhaps with dismay, that this is Muttu's last show in Intercollegiate Athletics as he will be overaged for the King's Birthday Meet by a few days. But on the other hand it is gratifying to see that he is fast becoming an Athlete of All Ceylon fame. It is not too much to hope that he will carry away the Pole-Vaulting Championship this year in the A. A. A. meet and create a record too. We wish him all success in greater athletic fields that are awaiting him.

I. P. THURAIRATNAM,  
Physical Director.

Jaffna College,  
March 21, 1928.



## PRINCIPAL'S NOTES

The annual meeting of the Board of Directors of the College was held on March 10 at 3-30 in the afternoon. The following are the members of the Board for the ensuing year.

Class A. Hon. K. Balasingham, Chairman; Rev. J. K. Sinnathamby, Secretary; Mr. A. S. Arulampalam, Dr. W. J. Jameson, Mr. A. A. Ward.

Class B. Mr. A. R. Supramaniam, Mr. Edward Mather, Rev. R. C.

P. Welch, Miss L. G. Bookwalter, Dr. I. H. Curr.

Class C. Mr. S. Somasundram, Mr. C. H. Cooke, Mr. S. C. Arnold, Miss L. K. Clark.

Class C. retires in 1929, Class A. in 1930, Class B. in 1931.

The principal is ex-officio a member of the Board. He is also treasurer. The executive Committee chosen consists of Rev. J. K. Sinnatamby, A. S. Arulampalam,

C. H. Cooke, Miss L. K. Clark, J. V. Chelliah, Rev. M. H. Harrison, and the principal. In his report the principal touched on many points among which were the following: the material improvements in the college grounds and buildings including the addition of half an acre of land, the building of a new fence about the compound, an addition to one of the teachers' houses, an addition to the Inter quarters, the making over of a room into a geography room, much new furniture, and a large number of books in the library. The few changes in the staff for the year was noted with satisfaction as indicating a growing permanency. A full report of the physical education and training program was given and appreciation of the value of this work expressed. The discrepancy between the number of Christians in the college and the number of church members was pointed out and a hope expressed that we may make some endeavour to change this situation. The service of the School Council in helping to maintain discipline was set forth and the faith in its greater usefulness as it comes to riper experience was set forth. A review of the condition of the eight affiliated schools with their 1000 students showed that they are making progress and that all but one are now taking students up to the E. S. L. C. examination.

By the time this Miscellany is out the Phelps will have left us and may be in America. They contemplate a very short trip in Europe. They have been here for

over six years and Mrs. Phelps, as she had had a year of service before this in Africa, will have been away from home for over seven years. We know something of the happy reunions there will be. They have rendered a very real service here. Mr Phelps has been especially active in two fields, science and athletics. When we say that he has set a new standard in both these fields we are saying something which is real praise and something few if any will deny. It has been no easy task he has had and he has been labouring incessantly to carry it through. He has left, we believe, something of the spirit he has manifested in those whom he has trained and we trust their work will be his best monument. At the time of this writing their return here does not appear probable. If they should not return we all wish for them the very best of success and the opportunity for some similar service either in some other Mission field or in America.

Miss Grace M. Vining of the Uduvil School will be sailing on the same steamer with the Phelps family from Colombo. We chronicle this fact not because we undertake to record events connected with the Uduvil school but because there is one in New York city anxiously awaiting her arrival who was for three years, 1921 to 1924, teaching here in the College, Mr. E. G. Nichols.

The University of Ceylon is, so the Legislative Council has decided, to be residential, unitary, an Kandian. The last is distinctly

contrary to our liking. Why a University should be built in Kandy when it might be in Colombo is something of a mystery. Just what effect the carrying out of this vote will have upon our future Inter work is not yet clear. We do not anticipate such precipitate action as to make it necessary for us

to take notice of it. We believe that we are at present rendering a service for some boys who seek a higher education. The need for such a service for Tamil youth may continue after the University is established but whether we will be permitted to render the service remains to be seen.



## REPORT OF THE JAFFNA COLLEGE BROTHERHOOD

It is my pleasant duty to submit the report of another successful term in the annals of the college Brotherhood. The fact should first be mentioned that this organization is running on rigid lines smoothly and calmly, thanks to those who have helped and are helping us in the uplift of the association

The members of the Brotherhood, like the poet, give to airy nothing a local habitation and a name. They hurl thunderbolts of invective at the President, Secretary or other unfortunate victim, for gross misdeemeanours which exist only in their imagination. The order of the day of an ordinary programme is always a debate. The discussions usually reach a high standard of excellence and are in keeping with our

best traditions. I give a few specimens of the subjects below.

- (1) Is the residential system for seniors necessary?
- (2) Is it better to have loved and lost than never to have loved at all?
- (3) The cinema weakens rather than develops character.
- (4) Character rather than intellectual ability contributes to success in life.

With regard to the interest of members, I have mentioned it as satisfactory, but I have not the same tale of satisfaction to repeat in the case of attendance. Before concluding my report, I take this opportunity to thank our patron who has made our lazy members more regular, increasing our attendance very much.

K. NADARAJAH, HONY. SECY.



## A DESCRIPTION OF KANDY

Many people have a desire to know about a town, especially when it has very good scenery. As I am sure that many of you would like to hear something of a town, I want to tell you something of the most interesting place I know.

Many of you know that Kandy is situated in the Central Province. In this Island of Ceylon, it is the second city in importance.

Besides this, it has a very fine hotel, a beautiful lake, a good railway station, a big post office, a forest office, a library, a police station, a kachcheri, a big market, very large firms, the Great Maligawa Temple, great parks, a municipality office and many other offices and buildings of minor importance. Now let me tell you some interesting things about each of the above mentioned.

The finest hotel in Kandy is called the Queen's Hotel. It is the best hotel in Ceylon. It has many rooms, electric lights, electric fans, shops, and other important things inside it. It is arranged in the most up to date form, and suits all the Europeans and planters. It has four or five stories, and if you go to the top of this hotel, you see the whole of Kandy. Especially during the Perahera time, many planters come there.

The Kandy Lake is situated just by the side of the Queen's Hotel. It is a very beautiful lake and has a small island. The people say that many kings lived under the island, and also that there are many paths inside it. The lake is three miles around and during the evenings many people go for walks around the lake.

The Kandy Railway Station is situated just by the side of the Post Office. It is one of the most important railway stations in Ceylon, and is very big. The Kandy Post Office is a very large building and many clerks work there. It is the second in importance in Ceylon. The Forest Office is just in the top of the Post Office.

The Kandy Library is kept in order and contains many useful and new books and newspapers.

The Police Station is about a hundred yards from the Post Office and contains many officers.

The Kandy market is a very large one and contains many things, especially all kind of vegetables. These can be obtained in Kandy because they come there from all parts of Ceylon. Especially the English vegetables are abundant there because Kandy is very near to the hill country from where all the English vegetables can be gotten.

There are also great firms in Kandy. The largest of them are Miller and Com-

pány and Cargills and Company. Many people work in these firms and all the new materials and things can be found there.

The Great Maligawa Temple is situated in Kandy. The tooth of Buddha is kept in one of the rooms there. It is taken out only once a year at which time many visitors go and see it.

There are great parks in Kandy. They have very beautiful scenery. During the evenings the people go to these parks for walks.

The Kandy Municipality is the second in importance in Ceylon. The water works and sanitary department are managed by this office. It is the largest and most important office in Kandy.

A mile away from town is the Kandy Reservoir which supplies water for the whole town of Kandy. It is a fairly big one and is kept very clean. The water is sent through pipes to the town.

We also find in Kandy many grounds which are occupied by the schools and colleges for playing. Cricket and football especially are played there. When the boys play the people come and watch them all around. There are seasons set apart for playing some particular games, during which you can see only those games played.

Now let me tell you about the climate of Kandy. It is mostly cold and not so hot as other places. Sudden rain comes there frequently and makes the climate cold.

Lastly let me tell you about the inhabitants. Most of them are Singhalese there, for it is a Singhalese country. They are sociable people, like one another, and treat each other like friends.

D. A. THAVANAYAGAM, IV A.





Health is a very great blessing. When we are well, we are able to do our own work and to help others. Sickness takes away our strength and makes us a burden to those around us.

• It is a sad thing when even a child gets sick. A boy instead of going to school and having merry games, must lie in bed, perhaps burning with fever. If he is very ill, all in the house feel anxious.

When a mother is sick it is still worse. A good mother is busy from morning till night. Severe illness makes her unable to move, and she needs to have everything done for her.

What a misfortune it is when a father gets sick! Most people have to work for their daily bread. When ill, may a labourer loses his wages while he has perhaps to pay for medicine and a doctor. Thus he may have to get into debt and his family may be thrown into great distress for a

long time. But sometimes the father may die, his wife and children becoming helpless. What a sad case!

You will see then how needful it is that all should try to keep well. We never know the value of health until we lose it. Some people think that sickness comes by fate or chance and that they cannot help it. But there is no such thing as fate or chance. When we get ill, there is some reason for it.

Many ignorant people in this country think that sickness is caused by evil spirits, or, as in the case of small-pox, by a goddess. Others suppose that sickness is sent by God and that all we have to do is to submit to it. It is true that nothing can happen to us without God's leave, but our Father in Heaven wishes us to be healthy and strong instead of sick and miserable.

A. THARMALINGAM, IV A.



## NIGHT

Appollo's rays have flown away  
And close behind them goes the day.  
Like hunted stag that stops a space  
To rest, and then renews his race  
For life, so, twilight stops his flight  
In world, and then, before the night  
He Flies amain with wonted haste  
O'er hill and dale, o'er wood and waste.

Black-veiled, black-hooded, night draws nigh  
And darkens world and clear blue sky.  
She comes along the dusky road;  
She finds me lone and late abroad  
And silent bears me company,  
She awes me with the mystery  
That shrouds her awful majesty.  
And brings me nigh, oh God, to Thee,

K. S. Singaratnam, Pre-Junior.



## CROSS WORD PUZZLES

P	E	A	C	H	⌘	T	⌘	M	A	Y	O	R
A	L	S	O	⌘	B	O	W	⌘	N	O	D	E
I	F	⌘	T	O	⌘	U	⌘	B	Y	⌘	O	N
R	I	D	⌘	F	O	R	G	E	⌘	F	U	N
E	N	O	W	⌘	U	S	E	⌘	P	O	R	E
D	⌘	R	A	P	T	⌘	T	H	O	U	⌘	T
⌘	E	M	I	R	⌘	⌘	⌘	U	L	N	A	⌘
E	⌘	E	V	E	N	⌘	S	E	E	D	⌘	S
T	A	R	E	⌘	A	S	P	⌘	S	E	C	T
H	I	S	⌘	A	P	P	A	L	⌘	R	U	E
I	S	⌘	I	N	⌘	R	⌘	O	R	⌘	R	E
C	L	A	N	⌘	B	A	N	⌘	A	V	E	R
S	E	N	N	A	⌘	T	⌘	A	M	I	S	S

Above is the solution of the puzzle in the last Miscellany. The prize for the first correct solution was won by A. Balasundrampillai of the Inter Class.

Credit is due S. H. K. Morrison for giving the Editor the design and one important word of the following puzzle. The Editor offers the same prize of Rs. 3 for the first correct solution handed or sent him by a Jaffna College student.

1	2	3	4	⌘	5	⌘	6	7	8	9	10
11				⌘	12		13	⌘	14		
15		⌘	16		17	⌘	18	19	⌘	20	
21		22	⌘	23		24			⌘	25	
26			27	⌘	28			⌘	29		
	⌘	30		31				32		⌘	
⌘	33					⌘	34				⌘
35	⌘	36				37				⌘	38
39	40			⌘	41			⌘	42		43
44			⌘	45				46	⌘	47	
48		⌘	49			⌘	50		51	⌘	52
53		54		⌘	55	56		⌘	57	58	
59					⌘		⌘	60			

# CLUES FOR THE NEW PUZZLES

35

## Horizontal.

1. Unspoken
6. Family name of some French princes.
11. Exactly one.
12. Suffix meaning peace.
14. Tiny jumping insect.
15. Royal Navy (Abbreviation)
16. The title of a knight.
18. Of high temperature.
20. Valueless, useless (Abbreviation.)
21. A toy that spins.
22. An Indian Province.
25. A common lubricant.
26. A constellation named after a musical instrument.
28. A Roumanian coin.
29. Exactly like.
30. To cross.
33. A bar of precious metal.
34. A word used in some special connection. (plural.)
36. A conic section (plural)
39. Bound
41. A musical abbreviation meaning slower.
42. A kind of tree.
44. A receptacle for carrying bricks or mortar on the shoulder.
45. A person who lacks tolerance.
47. To cut off.
48. An indefinite article.
49. The side protected from the wind.
50. A sort of trap.
52. First person plural.
53. A small area inhabited by many.
55. An article for a child to play with.
57. How we spend one third of our lives.
59. A large unit of area. (plural).
60. To look fixedly.

## Vertical.

1. An armoured quadruped.
2. To cause hurt or worry
3. One hundred one.
4. A possessive pronoun.
5. A French exclamation.
7. A poetic abbreviation meaning frequently
8. North latitude. (Abbreviation.)
9. A kind of strong twilled cloth.
10. Young one of a certain bird.
12. The wage earning class.
13. The study of the personality of Christ.
17. A suffix used for making nouns into adjectives.
19. A King of Bashan.
22. To adorn one's self in an affected manner. (Past tense.)
24. Poetic abbreviation meaning above or excessively.
25. A staple food first popular in Scotland.
27. The successor of Nanak.
29. A small discarded fragment.
31. A steep flat-topped mountain.
32. A slender slippery fish.
35. A small city in New York State.
37. A container for goods.
38. To hinder.
40. The second order of Greek architecture.
43. Less exalted
45. A common copulative verb.
46. A musical note.
49. A common alkali.
51. Nick-name for Nathaniel.
54. Abbreviation for a famous American President
56. Possessive preposition.
58. A common degree.



## SMILE A WHILE

(From several contributors)

Smile a while,  
 For while you smile  
     Another smiles  
     And soon the're miles  
     And miles of smiles;  
 And life's worthwhile  
 If you but smile!

Excited lady at the telephone: "I want  
 my husband, please, At once!"

Telephone girl: "Number, please?"

Excited lady, with anger: "How many do  
 you think; I've got you impudent thing?"

Editor Morning Star: "Did you ever read  
 proof?"

Applicant: "No sir; who wrote it?"

Master: "I think it is going to rain."

Servant: "I hope it won't for I must  
 water the garden."

Mrs. A "I went to the Doctor today. He  
 merely looked at my tongue and prescribed  
 a tonic."

Mr. A, "Not for your tongue, I hope,"

A queer little boy who had been to school.

And was up to many tricks,  
 Discovered that 9 when up side down,

Would pass for the figure 6.  
 When a man asked him for his age one day,

This comical youngster said:  
 "I am nine when I stand on my feet like  
 this,

But six when I stand on my head."

Once upon a time a Scotchman was en-  
 gaged to a girl who became so fat  
 that he wanted to break off the engage-  
 ment. But the girl could not get the ring  
 off, so he had to marry her.

Father: "I promised you a bicycle if  
 you passed your Senior Cambridge Exam-  
 ination, but you failed. What have you  
 been doing with your spare time?"

Son: "Learning to ride a bicycle."

Some riddles:

I. What is the greatest waterpower  
 known to man?

II. What grows bigger the more one takes  
 from it?

III. When you remove the first letter, you  
 have common bird.

When you take the second and third  
 letter you have a third personal pronoun.

When you take the first and third let-  
 ters you have a first personal pronoun.

When you take the second third and first  
 letters you have a word meaning cut.

To tell the truth, I have used this word  
 many a time.

IV. The man who made me wanted to  
 sell me.

The man who bought me never used me.  
 The man who used me never saw me.  
 Who am I?

V. Use me well and I am everybody.  
 Scratch my back and I am nobody.

(This riddle has two answers)

