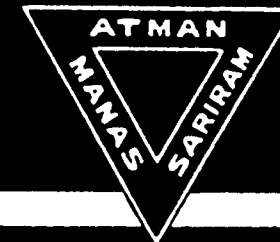


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— July 1932 —



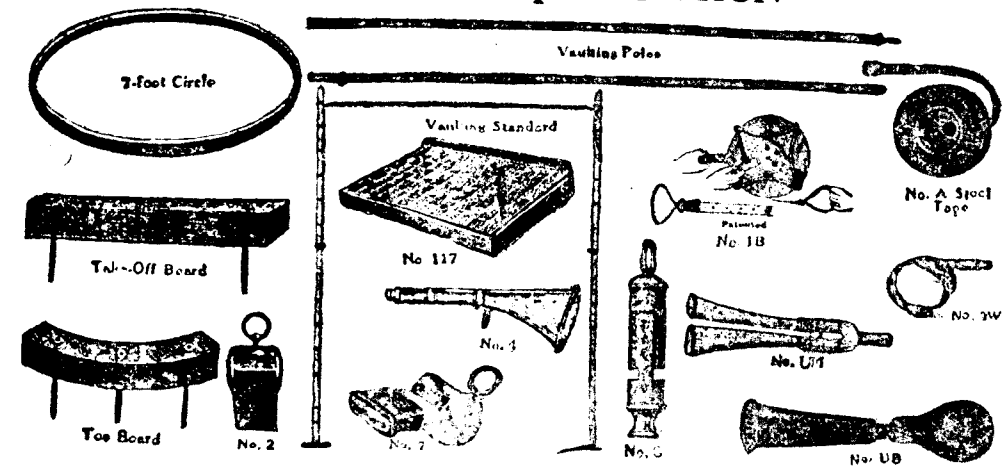
**Health and Physical Education and the
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The First Physical Education Conference

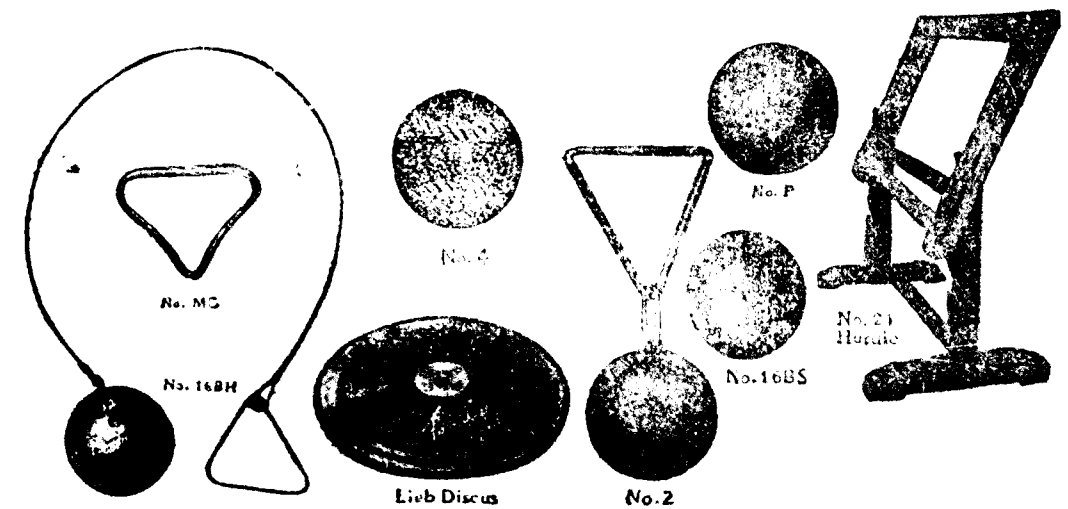
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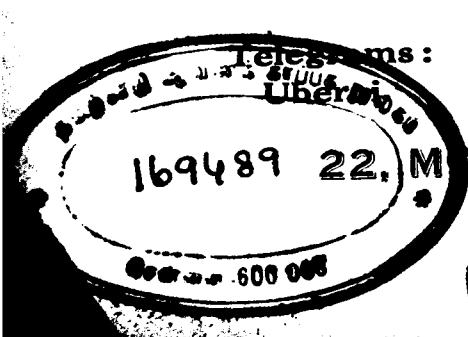
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"Whatever kind of skill you acquire, whether it be skill of the body or skill of the mind, you will find yourself acquiring at the same time another quality which lies at the root of all virtue—the quality of self control. So that education, as I conceive it, can have no higher object, no more ethical object, than that of developing the skill of people. A man that has not skill which he can exercise is almost inevitably a man who is not master of himself. He can never be a more than a half grown, stunted, thwarted and disappointed being."

An apology is due to each one of our readers for the tardy appearance of this issue. The transfer to Saidapet and the sudden illness of the Principal threw such a heavy burden of work upon the Staff that all else had to be, for the time, postponed. But at last we begin to feel established, and satisfied with our arrangements.

The palm and bamboo houses in which the students, Mr. Abraham, Mr. Joseph, and the Principal live are we feel, models of their kind. The number of visitors who come to admire make us contemplate engaging the services of a guide! Much yet remains to be done to meet our standards of health and sanitation, but we are gradually filling in the gaps in the picture. Another month will, we trust, find our arrangements so well planned, that though of the simplest and most inexpensive type, they may serve as a plan for other institutions in the way of healthful living.

The greatest activity at the moment is the fencing of the entire property. This was imperative, as it has been a public grazing ground for generations. The goats have been an especial trial, and have been quick to feast upon the students' clothing if a hostel door is by chance left open. Another week will find that difficulty overcome and then we can proceed with our fields and tennis courts, and the planting of trees and flowers. We are conducting a wholesale experiment with the Bore Hole Latrine, and are grateful to the Rockefeller Foundation for their development of it. Though we find ourselves impatient of the slow progress we make, due to shortage of funds, we realize that strict economy and low costs of equipment and upkeep are necessary if our work is to make a lasting contribution to the country. It is our earnest purpose to so plan our living arrangements and our facilities for play and games that they will not be a discouragement to other institutions because of their cost, but an inspiration because of their efficiency and economy. The progress of our developments will be noted in each issue and any thing new and worthwhile gladly shared. We invite from our friends any schemes they have successfully carried out which make for healthful living, and so, for a happier and more stable national life.

The Class of 1932-33

DR. J. H. GRAY, M.P.E.,

Classes come and Classes go and thus does the College continue to serve, year in and year out, our great Indian Motherland.

Each Class is distinctive in one way or another. We have had our "first class", our "biggest-so-far" class, our "record makers", our "record breakers" etc., etc., etc. All are the same so far as one can judge in their loyalty to their Alma Mater, in devotion to the profession of Physical Education and in their determination to succeed in their service to their fellowmen and their country.

1932-33 apparently takes its place along with all the others both in its distinctive features and in its loyalties to College and Motherland. It is perhaps too early to judge what its particular contribution will be, but of this we are now certain, it can always claim to be the first class to undergo training on the new Saidapet Site. That this is no mean honor is already apparent. The old spirit of camaraderie, fellowship, determination to work, study and succeed, that has characterized classes, whether conducted at the old Esplanade Branch or at Royapettah, is already abroad at Saidapet. And there is in addition a spirit of adventure, a pioneering emphasis, and a struggle with the elemental forces of nature due to the newness of thing at Saidapet, which is bound to have its effect on these men as they play in the wide open spaces and drink in the fresh free air that sweeps across our acres. We, therefore, bespeak for them new experiences and new objectives and new aspirations and greater successes because they come at this time to our Y.M.C.A. College of Physical Education at Saidapet.

It has become almost trite to say that our new class is larger, more representative of India etc., etc., but it is still true for we have this year 83 men on the rolls, not all that wanted to come but all we had room for; and they hail from near and far.

28	come from Madras	Andhra	... 14
11	" " Travancore	Ceylon	... 1
10	" " Bengal	Patiala	... 1
11	" " Punjab		
4	" " United Provinces and Central Provinces.		
3	" " Behar		
1	" " Baroda		

Also they are as polyglot as ever for we speak Tamil, Telegu, Malayalam, Kanarese, Bengalee, Urdu, Hindi, etc., so what could we do without English. Likewise they rank educationally M.A.s, B.A.'s, Intermediates, and S. S. LC's.

And finally they are stalwart, clear eyed, and determined; and we look forward to as good a year, if not a better one, than ever before.

Health and Physical Education and the Public School

CLIFFORD LEE BROWNELL, PH. D.,

Associate Professor, Phy. Education, Teachers' College, Columbia University.

Modern pedagogy views the child as a biological unity to be educated intellectually, socially, and physically. No longer is the child's education complete when he has gained some proficiency with the three R's. Parallel with academic achievement, the new school aims to teach him how to care for his body; how to maintain a high degree of physical efficiency; and how to assume a useful place in society.

This transformed and redirected educational emphasis is no result of chance but of the most careful planning. Educational psychologists, philosophers, and sociologists have been busily engaged, on the one hand in studying the human organism with its interests, capacities, and rate of development, and on the other with the needs of society. The composite picture of these researches forms the basis for modern public education.

So well have these leaders done their work that the outcomes to be derived from education are familiar to the entire school personnel. For example, it is common knowledge that the child is to be viewed as an integrated personality; that he cannot be separated into isolated intellectual, physical, or social attributes; that true education recognizes the various aspects of the child's personality and provides instruction gauged to result in the optimum development of his total potentialities. Again, every educator knows that the child's inherent interests are the best motivating impulse for learning, and that interest in certain forms of activity may serve as a stimulus for the development of habits, ideals, or appreciations in another field of education. Thus interest in play is used frequently by classroom teachers to promote skill in reading or in arithmetic; interest in walking at the head of the line encourages the child to practice good posture habits; or interest in rhythm facilitates an appreciation of the social customs in other countries by a study of their native songs and folk dances.

Recent sociological investigations support the generally accepted hypothesis that the school must assume a greater responsibility in maintaining the home as the unit of society. The complex nature of modern civilization demands, among other things, that education give more attention to the child's personal health and to wholesome recreation. Few homes are equipped to give adequate instruction in these matters.

It is interesting to note that leading educators and curriculum experts are not unmindful of the child's unified personality. The aims of education as stated by these specialists include such factors as: health, vocational efficiency, social efficiency, and the worthy use of leisure.

In this setting, let us examine the contribution which Health and Physical Education offers. The combined title is recommended for administrative clarity, although there are certain specific functions for "health education" and others for "physical education". Sometimes, although not always, health education and physical education are concerned with the same thing.

HEALTH EDUCATION.

Health education has been defined as "the sum of experiences in school and elsewhere, which favorably influence habits, attitudes and knowledge related to individual, community, and racial health."* More explicitly, health education includes; (1) the health supervision of school plants and processes; (2) the health service of school children; and (3) the health teaching of children.**

Closer attention to the health supervision of school plants and processes has resulted in the selection of building sites which are hygienic and surrounded by adequate play areas. Every welltrained school architect and educational administrator is familiar with standards for proper lighting, heating, ventilating, and cleaning school buildings. In the past decade fire hazards have been greatly reduced, and whenever possible, schools are maintained in quiet places away from irritating noises and where the safety of children is not jeopardized.

With respect to the hygiene of instruction, textbooks are selected with reference to type and paper, as well as to contents. To prevent undue fatigue, the school day is arranged with study and recitation periods interspersed with recesses, and home work is assigned sparingly. Modern education is beginning to accept the principle that instruction of children should proceed in an environment that is physically wholesome. The well-organized school is viewed with reference to its probable effect upon health quite as well as in relation to effective academic instruction.

Health service, on the other hand, determines the health status of the child, informs parents of unhealthful conditions that are present, and cooperates with the home in the prevention of disease and the correction of remediable defects. To perform this function, the modern school system provides; an annual health examination of all children; regular inspections at frequent intervals; measures to prevent the spread of contagion; follow-up services for the correction of remediable defects; clinics; and special classes for those in need of such service. Great strides are being made in the development of adequate health service programs. Even yet the type of health service available in most state colleges and universities is far superior to that afforded to public school children, despite the facts that

* Definition proposed by Dr. F. D. Wood, Professor Emeritus, Teachers' College, Columbia University.

** Williams, J. F. & Brownell, C. L. *Health and Physical Education for Public School Administrators*. Bureau of Publications, Teachers College, Columbia University, 1930, p. 6.

early diagnosis and treatment are of paramount importance, and general acceptance of the principle that education is the function of the state.

Health instruction aims to assist the child in the development of desirable habits, wholesome attitudes, and adequate knowledge relating to personal and community health. It is essential that we think of health in its relation to definite social accomplishments. Thus health is not an end in itself, except for persons who are ill. Neither is health an end in education. Most teachers and children need to be reminded that health is merely a *means* by which the larger aims of education may be realized more fully. A point of view which seems worthy sees health as that quality which enables us to live most and serve best.⁽¹⁾

Of paramount importance is the formation of desirable health habits. This is the basis of health instruction throughout the public school. Since health is to be measured in terms of more complete living it is less important for the child to have learned a great many facts about health than to have acquired habits which permit him to live healthfully. Of course, knowledge is necessary as a means of explaining to the child the value of practicing correct habits. A wholesome attitude toward health is important. It is the best assurance that he will give thoughtful care to his physical well-being.

Health instruction, when properly conceived, is not a separate subject, but a program which utilizes numerous school activities. Thus the annual health examination is an excellent activity for hygiene instruction. In like manner, situations associated with the daily health inspection, follow-up program, school feeding, hygiene of the school plant, clinics, special classes, immunization, first aid and physical education activities provide excellent opportunities for the teaching of hygiene.⁽²⁾

PHYSICAL EDUCATION

Contrary to a rather generally accepted belief, physical education is one of the oldest subjects in the curriculum. Perhaps no other phase of education has had such a varied existence or been warped so completely to serve contemporary ideals and customs. Regarded by ancient Greece as a most useful instrument for the development of citizenship, and adapted by the early Roman Empire to build strong soldiers, physical education was abandoned during the Middle Ages when the spirit alone represented the true reality in life. While physical education has enjoyed educational distinction in some European countries, it reached a comparatively low ebb in the United States until the early part of the present century.

(1) Williams, J. F. *Personal Hygiene Applied*. Third Edition. W. B. Saunders Company. 1928. p. 18.

(2) Williams, J. F. & Brownell, C. L. *Health and Physical Education for Public School Administrators*. Bureau of Publications, Teachers' College, Columbia University. 1930. p. 55.

Recently prominent educators have given physical education a leading part in the all-round development of youth. This prominence has been occasioned by research in the fundamental sciences of psychology, physiology, sociology, and others.

Some of the more important concepts dealing with physical education may be reviewed briefly as follows: First, physical education is something more than mere exercise. It is a means of instruction through physical reactions which, after all, are the basis of all learning. Exercise is the by-product of physical activity rather than the essence of it. Second, acceptance of the idea that the individual is a unified personality precludes the notion of one education for the mind and another for the muscles. Rather, education seeks to promote optimum development of all the capacities of youth which are deemed worthy of exploitation by society. Third, the need for leisure time education suggests the use of physical activity as one means of satisfying this need. Fourth, the importance of approved social behaviour demands the utilization of various agencies through which these patterns may be developed. It is believed that physical education may serve this purpose to a degree unequaled by numerous other school functions. Fifth, children possess the interests, urges, or drives to action. Opportunities for the realization of these interests are to be found where adequate facilities and competent leadership have been woven into a satisfactory program. Sixth, while heredity and nutritive influences are factors to be considered, organic power comes from physical activity. This is the chief contribution which physical education makes for health.

Criteria for the selection of activities have been established upon the basis of biological needs in relation to national ideals, inherent traits, and social purposes. They are:

1. Activities must provide physiological results scientifically determined and indicative of wholesome functional development of organic systems. Such activities must express the needs of the growing organism.
2. Activities are to have meaning and significance for the individual and provide a carry-over interest, i.e., lead on to some other activity either associated with or different from the original movement.
3. Activities are to provide opportunity for the individual to exercise desirable instinctive mechanism by which socially useful traits are developed.
4. Activities are to offer opportunity for the individual, under wise leadership, to meet educative situations as one of a social group. *

* Williams, J. F. *Principles of Physical Education*. W. B. Saunders Company, 1927. pp. 422-432.

The chief difficulty with many programs of physical education lies in the tendency of uninformed persons to use certain methods and materials based solely upon tradition. Objectives are frequently lacking entirely, or teachers attempt to attach seemingly worthwhile outcomes to traditional materials—often with questionable success.

The efficient teacher will develop objectives first, compatible with criteria similar to, although not necessarily identical with those indicated above. Once these objectives are definitely determined, the next step is to choose activities through which the objectives may be realized. Such a plan precludes the possibility of hit-or-miss teaching, or the overemphasis of certain types of activity. It will be found that certain objectives may be developed best through games, others through rhythmic activities, still others through self-testing activities, while out of school recreation will be given the prominent place it rightfully deserves.

SUMMARY

1. Modern pedagogy views the child as an integrated personality to be educated as a unit. Physical and social qualities are to be recognized quite as well as intellectual attributes.
2. The complexities of our modern civilization demand an extension of the school's responsibility to include instruction in numerous matters formerly delegated to the home. Among these factors, personal health and wholesome recreation are of paramount importance.
3. Health education includes the following activities: (1) health supervision of plants and processes; (2) health service; (3) health instruction. Physical education is concerned with: (1) play and games; (2) rhythmic activities; (3) self-testing activities; (4) out-of-school recreation.
4. Health supervision of plants and processes involves certain hygienic aspects of the child's school environment, such as construction of the building, heating, lighting, ventilation, safety precautions, and school organization to prevent undue fatigue.
5. Health service represents things done directly to or for the child to promote his health, such as health examinations and inspections, follow-up for the correction of remediable defects, school feeding, clinics, special classes and others.
6. Health instruction aims to assist the child in the development of desirable habits, adequate knowledge, and wholesome attitudes. Health is neither an end in itself nor in education, but a means which makes possible the individual's greatest contribution to society.

7. Health instruction instead of being an academic subject utilizes various activities in the school and community as situations for educative purposes pertaining to hygienic living.
8. Physical education is given a leading role by numerous contemporary educational leaders. This distinction is based upon the results of science.
9. Physical education is more than exercise. It is a means of instruction through physical response, which are the basis of all learning.
10. Physical education aims to;
 - (a) Promote normal organic growth.
 - (b) Develop neuro-muscular skills in keeping with the interests and capacities of age groups.
 - (c) Encourage the habit of physical activity for leisure time pursuits.
 - (d) Serve as a laboratory for the achievement of certain desirable social traits.
11. If physical education is to serve its stated purpose, programs must be redirected with definite objectives established, and with activities selected in accordance with these objectives. Although such a setting may result in abandoning numerous pursuits now cherished because of tradition, the new physical education will pay excellent dividends on the original investment in terms of improved all-round education for children in public schools.

Blindness in India*

FAULTY NUTRITION AS A CAUSE

By the courtesy of Lieut.-Col. R. E. Wright, Superintendent, Government Ophthalmic Hospital, Madras, we are able to publish the following extracts from a thought-provoking paper prepared by him on faulty nutrition as a cause of blindness in India. Its contents should stimulate those whose efforts are directed to the raising of the general standard of living in India and to the revision, in the direction of a more nourishing fare, of the prevalent dietary.

Within the past year keratomalacia has figured somewhat prominently in current medical literature. Various features of the condition (so-called), which is very familiar to ophthalmologists in many parts of the Orient, have been presented afresh to the profession in a more interesting light, and previously unrecorded clinical evidences of this deficiency-complex have been noted. To my mind, however, the one great outstanding feature of keratomalacia is its enormous importance as a cause of preventable blindness. This aspect of the disease has not yet been fully appreciated, even by observers of the condition who live in countries like India, where, according to McCarrison, faulty nutrition is the great basic cause of the bulk of the ill-health.

(continued on page 23)

* Reprinted from *Madras Mail*.

The First Physical Education Conference

In connection with the XXIV Provincial Educational Conference, Madura.

The above conference was held from the 11th to 13th May, 1932 in the American College Buildings, Madura, under the auspices of the 24th Provincial Conference. The programme began with the formation of a Provincial Physical Educational Association at a meeting held at 2 p.m. on the 11th in the Binghampton Hall under the presidency of M. R. Ry. Rao Bahadur Vedanayaka Thevar, Avl., President, Taluk Board, Usilampatti. The President spoke on the desirability of devising a system of physical exercises suited to different ages and constitutions to improve the physique of their boys. Nobody, he added, seemed to have systematically investigated the value of the indigenous systems of physical culture for the growth of the physical, mental and moral needs of the present day boys. He next pointed out the unique nature of the meeting and stressed the necessity of forming an association for furthering the progress of Physical Education in this country. Finally he congratulated the organizers of the First Health and Physical Education Conference on the initiative taken in this direction.

Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University then proposed that an association for the whole presidency for the promotion of health and physical education of the boys be formed and that not only Physical Directors and Instructors, but others interested in Physical Education be permitted to become members. Mr. M. R. Rangasamy Ayyangar, B.A., L.T., Headmaster, Board High School, Batlagundu, seconded the proposition. Mr. S. K. Yegnanarayana Ayyar, M.A., President, South India Teachers' Union, welcomed the formation of such an association and the holding of annual Health and Physical Education Conferences along with the Provincial Educational Conference. The association was then formed and a workable constitution drawn up before hand by the Secretary. Mr. P. S. Easwaramurthy Pillai, B.A., L.T., Director of Physical Education, District Board, Madura, was adopted by the general body with certain modifications. A Provisional Committee of 9 members with Mr. P. S. Easwaramurthy Pillai, B.A., L.T., as Secretary was appointed to carry on the business of the association. The first day's function terminated after the President's concluding remarks and a vote of thanks proposed by the Secretary.

The open session of the conference took place on the 12th afternoon commencing from 1 p.m. in the Assembly Hall of the American College, Madura. A good number of Physical Directors and Instructors were present besides a large number of sympathisers.

Mr. K. P. Gopalan Menon, M. R. A. S., Bar-at-Law, welcomed the delegates in a very felicitous and eloquent speech. He pointed out the importance of Physical Education and said that in the west the subject was considered as

important as, if not more than, general education. He spoke of his own knowledge and experience of the countries in Europe and said that the subject had made considerable progress in the course of the last few years. But in India there existed a sad state of affairs. The colleges sent out every year graduates with well developed intellects, but these were puny, little, crooked, spectacled creatures quite unfit to fight the battle of life. Mr. Menon then commended Mr. Buck for his Missionary Zeal in remedying this state of affairs. In this connection he congratulated the Madura District Board and its President Mr. R. Foulkes on the initiative taken in introducing compulsory Physical Education in all the Board High Schools.

Mr. T. C. Srinivasa Ayyangar, B.A., B.L., M. L. C., who was next requested to declare the Conference open said that the honour of opening the conference should have been assigned to the Rajah of Ramnad, President of the Ramnad District Board and that in his absence it had fallen to his lot to open it, being the vice President of the Ramnad District Board. He referred to the three great works of Patanjali relating to the development and perfection of the human body and mind and went on to observe that Physical Education was not a new thing but was only a revival of a branch of knowledge forgotten through centuries. He was sure that everyone would agree that Physical Education must occupy its legitimate place in any general system of education, though the question of modifications and deviations to suit particular cases and the sort of Physical Education to be given to boys could well be dealt with by those who have observed and studied the question. There must be remedial measures in the way of health education and the developmental aspect must be linked with the school curriculum. He wanted to congratulate Mr. R. Foulkes, President, Madura District Board, on the arrangement he had made for holding this first conference and he hoped that this would become the necessary institution which would grow and bear abundant fruit. Regarding medical inspection in schools, he believed that though the medical inspection so far pursued had not yielded good result, nobody could say that medical inspection was bad or that it was unnecessary. The proper method would be to regulate it and introduce improvements. He was glad that the Government has been taking considerable lead in the matter of Physical Education for some years past. As a result of the recommendations of the Beasley Committee two things were laid down as fundamentally essential, namely, that Physical Education and Games must be made compulsory and the Government endorsed it and supported it, and secondly that there must be adequate play ground for the Physical Education of boys. The Government aided schools with lands wherever available and where such facilities were lacking they gave grounds. He expressed his opinion that their discussions and wisely framed resolutions would certainly add to the stock of knowledge and give further stimulus to their activity.

Mr. R. Foulkes then proposed Mr. H. C. Buck, Principal, Y. M. C. A. College of Physical Education, Madras, and Advisor to Government on Physical Education, to preside over the Conference. He had no doubt that even those who had not known Mr. Buck personally would have known him by repute. He deemed it extremely fortunate in having secured the offices of Mr. Buck in presiding over the conference. He believed that no one in this country had done so much to promote the widest aspects of Physical Education as Mr. Buck. Mr. K. Devasikamani B.A., L.T., Headmaster, Bishop Heber College, School, Trichinopoly, duly seconded the motion and said that the new orientation given to Physical Education was all due to Mr. Buck.

PRESIDENTIAL ADDRESS.

Mr. Buck who was duly elected President of the conference, then made an extempore speech. He expressed his thanks for the honour done to him. He said that he was trying to render a bit of service in a cause which he thought to be highly essential to the country. From his experience in India he believed that they had much to learn from laymen. He wanted purposely to avoid giving any long address as he believed that more could be accomplished by discussions than by addresses. He believed that such discussions would go to stimulate Physical Education. He congratulated the organizers of the Provincial Educational Conference in having given a place to Physical Education along with the General Conference. It meant the acceptance of Physical Education as a phase of Education and not something to be kept outside but something that had to be brought into the general programme of Education. He said further that he must not omit to mention his high appreciation of what the Madura District Board was doing and had done and the step they had taken in introducing Physical Education in their schools under qualified leadership. It was a step which he hoped could be given great prominence not only in this Province but in other Provinces also. Just as qualified leadership was necessary in the general education of boys, it was equally necessary to have trained Physical Instructors, for, it should be remembered that no one without such a culture could properly direct the physical life of boys.

That brought him on to the question of building up a curriculum of studies. If he had his own way, when a child joined a school he would first of all find a place in the time table for his physical activity, and everything else would be built up around it. To-day it was the other way round. A child needed 4 or 5 hours of physical activity daily. What happened now was that after five or six years a child is taken from his natural environments where he had had free scope for physical activity and put under artificial conditions. Was it any wonder that the child deteriorated in body and mind? They, the adults were the guilty members for such a condition of things. The supply of necessary physical activity to the

children was in their hands. Where there is a will there is a way. There was no use sitting down and trotting out lame excuses. Unless they were prepared to change their present attitude of mind they could never have the right sort of Physical Education. The best time of the day for physical activity in India was the morning or the evening. It would be ridiculous to ask the child to take part in physical activity in the middle of the day.

Mr. Buck next dealt with the way in which the time-table could be improved. He said that the guiding principle should be that each of the students should have one period a day at least for physical activity and suggested that if the training were to be useful the number of students should be divided into groups, some of whom could get their training in the morning and some in the evening. If all the boys were to get their exercises at the same time a huge playground would be necessary and a number of physical instructors would have to be employed so as to ensure efficiency.

Continuing he said that there were still many people who looked upon Physical Education as an exercising process, a perspiration process, or a mere muscle building process. But what was the real purpose of Physical Education? It was not really to build up the body but to make the students acquire the proper social behaviour conduct and respect for fellow-men in life. These could be cultivated by boys engaging themselves in group-games and exercises under qualified leadership. In other words what they wanted was that their boys should develop a spirit of sportsmanship or gentlemanliness. He could say that Physical Education was education by means of physical activities. To speak of systems of Physical Education meant a narrow conception of Physical Education because if they analysed any system they obtained only a table of physical exercises to be memorised and taught. It would be ridiculous to prescribe one and the same exercise to all. In this connection he wanted 5 points to be remembered. Firstly, the inherent needs of the people to be considered; secondly, a programme of physical activities must have a physiological value or health value; thirdly, the programme must have a social value; fourthly, there must be a moral value and lastly it must have a carry-over value. He added that Physical Education was necessary to boys to give them proper habits which could stand them in good stead in life and enable them to enjoy their leisure time in life. He urged that Physical Education should be introduced in the Elementary Schools so that in the High Schools and Colleges students could take to them even without compulsion.

After the presidential address was over Mr. R. Foulkes spoke of the necessity of physical education for boys and said that it was gratifying to find that Indian boys were in no way behind hand to the boys of other countries in their love of games. He wished that wherever possible boys should be provided with good playgrounds. He adverted to the scheme of Physical Education that was

being worked by the Madura District Board and expressed his delight that even within a short time he could find that the health of the boys had improved and they were looking bright and healthy. He appealed to the educationalists in the country to pay proper attention to this side of Education as by this means they would be able to produce healthy and able citizens.

Mr. R. M. Savoor, District Educational Officer, Madura, next spoke of some of the difficulties which would have to be tackled by the Physical Educationalists in carrying out a programme, such as for instance, giving exercise to defectives.

Rao Sahib Rajia Lazarus, B.A., Superintendent of Panchayats, Madura District Board, next addressed the meeting on "Rural Reconstruction and Health and Physical Education". Mr. P. S. Easwaromurthi Pillai, B.A., L.T., Director of Physical Education, Madura District Board, read a paper on "Madura District Board and Compulsory Physical Education," and he was followed by Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University, who read a paper on "Some Problems of Physical Education in Schools and Colleges of South India". Mr. Gubil Sundaresan next spoke a few words on Physical Education. Rao Bahadur J. A. Vedanayaka Thevar addressed the gathering on "Local Bodies and Health and Physical Education". Dr. Nainar, L.M.P., read a paper on "School Hygiene". The Conference then adjourned for lunch.

After lunch Mrs. Unnithan read a paper on "Nursery Schools", sent by Mrs. Webb and this was followed by Mr. P. G. G. Unnithan, M.B.B.S., B.S.S.C., D.T.M. & H. (Eng.), who read a paper on "Pedagogues and Public Health".

Mr. P. T. Alexander B.A., Physical Director, Maharajah's College of Arts, Trivandrum, then read "Brief Notes on Physical Education in Bengal" sent by Mr. James Buchanan, Director of Physical Education, Bengal.

The Conference then discussed and passed the following resolutions:—

(1) This Conference appreciates the efforts of Mr. Buck towards the cause of Physical Education in India and records a hearty vote of thanks for his able services as President of this Conference.

(2) This Conference expresses its sense of gratefulness to Mr. R. Foulkes, President District Board, Madura, for his kind patronage, encouraging support and unbounded generosity for the cause of Physical Education.

(3) This Conference sincerely thanks the organisers of the XXIV Provincial Educational Conference for holding the First Madras Provincial Health and Physical Education Conference under its auspices.

(4) This Conference conveys its sense of appreciation and gratitude to the local Reception Committee, the volunteers and the workers for their cordial welcome and admirable arrangements.

(5) In view of the fact that insufficient attention is paid to systematic and scientific physical training as a part of child and adult education, this conference

strongly urges upon those interested in Physical Education, the necessity of forming District Physical Educational Conferences, to formulate a general scheme of Physical Education and otherwise advance the cause of Physical Education.

(6) That the Government, the Presidents of Local bodies and Municipalities and Managers of Institutions be requested to take immediate steps to introduce compulsory Physical Education to every pupil of the school for not less than one period a day.

(7) That those engaged in Rural Reconstruction work be requested to include Health and Physical Education as a part of their programme for the benefit of the rural population in India.

(8) That Local Bodies and Municipalities, be requested to set apart all available space for public play-grounds and take necessary steps for laying out and equipping them and organising physical training activities in their areas.

(9) This Conference urges upon the attention of all educational authorities the necessity of providing a full time, Y. M. C. A. trained Physical Training Instructor on the staff of every secondary school and fixing their salaries according to the scale recommended by the Beasley Committee. This recommendation shall not apply to those who are already in service.

(10) This Conference requests the Government, the Presidents of Local Bodies and Municipalities and experts in Physical Education to arrange for short physical training courses for the benefit of the Elementary school teachers so as to facilitate the introduction of compulsory physical training in Elementary schools at an early date.

(11) This Conference requests the Government, the Local Bodies and Municipalities to give every facility to teachers in their service and give scholarships to deserving young men desiring to undergo physical training at the Y. M. C. A. College of Physical Education, Royapettah, Madras.

(12) This Conference regrets that Government seems to have found it necessary to delete medical inspection in schools instead of improving on it, and strongly urges on them the necessity of an adequate system of medical inspection of all school-children accompanied with health instruction and health service.

(13) That the Government be pleased to include Physical Education and Health Instruction including sex hygiene, according to a set syllabus, among the A Group subjects for the S.S.L.C. courses and in the other classes as well and consequent on such a resolution to lighten the general curriculum.

(14) That the school time-table be adopted to climatic conditions and requirements of health.

(15) This Conference requests its President, Mr. H. C. Buck, to communicate these resolutions to the authorities concerned for favour of necessary action.

The President in conclusion expressed his hope that the work begun in this first Conference would be carried on with sustained enthusiasm and that they would go from success to success.

Mr T. C. Srinivasa Ayyangar thanked the President and others who had contributed to the success of the Conference. Mr. Govindarajulu thanked the Reception Committee on behalf of the delegates.

The Conference then terminated.

PHYSICAL EDUCATION ASSOCIATION.

On the 13th May at 9 a.m. a meeting of the Provisional Committee and other members of the Physical Educational Association was held for taking necessary steps to push through the work of the association. Mr. H. C. Buck presided. The meeting authorised the Secretary to take necessary steps to affiliate the Association to the South India Teachers' Union and modified, subject to the approval of the general body, Article II of the Constitution so that there may be only 2 classes of membership, namely, Patrons and Members. In the light of the above modification the membership fee was revised as follows :—

	RS.	A.	P.	
Patrons	25	0	0	
Members getting an income of Rs. 75 and above per month.	1	0	0	per annum
Do. below Rs. 75 per month	0	8	0	„

In the evening there was a demonstration of Physical activities by the boys of the Board High School Usilampatty. Marching, Calisthenics, Indigenous exercises, Dumbbell Drill, Clubswinging, Pyramid building and minor games were the items gone through. Those assembled very much appreciated the demonstration especially the Marching and Pyramids. Mr. Buck spoke a few words at the conclusion of the demonstration. He said he very much appreciated the demonstration. The Usilampatty boys were able to do very well because they had regular physical training throughout the year. He had heard it said that morning classes were impossible and compulsory physical training cannot work satisfactorily. Here is an instance to prove that such things were possible. In conclusion, he exhorted those present to follow the good example set by the Madura District Board. Mr. Buck then presented the volley ball shield won by the Board High School, Usilampatty, at the last Madura District Board Inter-Secondary Schools Volley-ball Tournament.

Madura District Board & Compulsory Physical Education*

P. S. EASWARAMURTHI PILLAI, B.A., B.L., DIP. IN PHY. EDUCATION,
Director of Physical Education, District Board, Madura.

It is my desire to give a brief account of the compulsory scheme of Physical Education that has been introduced in the Board secondary schools of Madura, since July, 1930. In so doing it will not be out of place if a reference is made to the state of Physical Education in these schools prior to the date, with a view to bringing out the important defects, that have since been over-come.

Before the new scheme was introduced, the Physical training activities in the Board secondary schools were carried on with no definite aim or object. Each school had a Drill-master, but he was a man of little or no education and was not technically qualified. The provision for physical training activities was very inadequate and the Drill-master did not have the necessary equipment for his work. Organisation of the major games and athletics suffered to a very great extent from lack of technically qualified teachers in charge of these activities. The calisthenics done were far from satisfactory. The hygienic, the corrective and the educational values of exercises were unknown to the Drill-master. He drilled the pupils in a few practices all through the school year, because the routine element was the same for all classes, all days and all years. The principles of exercise were more observed in their breach than in the observance. The unfortunate routine element existed even in games and this killed the play instinct in boys. Hilarious mirth in play was prohibited and instead of affording recreation, play tended to bore the pupils. There were no well laid out playgrounds for the various major games, no qualified teacher to supervise the pupils in play and no adequate budget to meet the needs of these various games.

Consequently very few took part in the games and even where they did, they were not instilled with ideas of fairplay and sportsmanship. Lastly the athletic side was completely neglected. Want of technically qualified men to train boys in the athletic events, properly laid out athletic fields with regular running track, jumping pits, etc., fitted with all the accessories, were the chief drawbacks.

Such was Physical Education in the Board secondary schools about two years ago. The most important step to improve the state of affairs was taken in April 1930 when the Headmasters met in a conference to discuss among other things the introduction of compulsory Physical training in the District Board Schools. Mr. S. H. Steele, the then District Educational Officer, suggested to the delegates attending the conference the advisability of passing a resolution recommending the appointment of a specially trained Physical Director to launch a well-conceived scheme of Physical Education from the school year 1930-31. The recommendation of the conference found acceptance at the hands of our President and the District Board with the

* A paper read at the First Physical Educational Conference.

result that from July 1930, a Physical Education Department was opened by the appointment of a Director of Physical Education for all the Board Secondary schools.

Since the creation of this appointment steps are being taken to place the whole subject of Physical Education on a thoroughly sound basis. After visiting every school and studying the whole question, a report was prepared and submitted to the President, District Board, Madura. This report after pointing out the various defects, made valuable recommendations. These recommendations were placed before a conference of Headmasters and the District Educational Officer, Madura, and after discussion a workable scheme was drawn up which has been introduced in all the Board Secondary schools in the District. This scheme is being discussed (in the light of actual experiences) at periodical conferences arranged by the President, and wholesome alterations are being made from time to time in the rules guiding the conduct of Physical training activities in the schools.

Under the existing scheme we have made Physical Education compulsory for all boys for one period of 45 minutes every day. The boys of the school are classified according to age, weight, and height into squads of nine and each squad is put under a leader. Suppose there are 30 squads in a school. Every morning six squads will have Physical training and minor games according to syllabus for 45 minutes from 6-30 to 7-15 a.m. These six squads do not take part in the evening activities. The remaining twenty-four squads will assemble on the play ground in the evening during the last period. As the place for Physical training is specially marked out each boy knows his place. The first quarter of an hour is devoted to drill and the next half an hour to various group games like football, hockey, playground ball, volley ball, basket ball, ring tennis, badminton, kho kho, chedugudu, kilithattu, etc. The principle of rotation is observed and thereby every boy is given an opportunity to play each game at least once in a fortnight. Those who are scouts are exempted from games only for two days in a week.

In addition to these morning and evening classes, special classes are conducted by the Physical training instructor in each school to train leaders and to coach up athletes representative teams.

There are six periods of teaching work in each school and each period has been cut short by five minutes to make provision for one period of Physical training every day. This period is considered to be the seventh period and attendance of pupils as well as masters on the play ground is made compulsory. Compulsion applies to the masters to the extent that a certain number in turn are required to be in attendance on the play ground during the play period. This is a important part of the scheme for two reasons:—

(1) The presence of a master will stop all tendency to squabbling and unsportsmanlike behaviour. (2) A master has far greater opportunities to influence the character of the boys during play hours than he has in the class room, especially if he himself is an expert.

The greatest obstacle in the way of progress of Physical Education was the absence of an adequate budget to meet the needs of the various physical activities of the school. In order to overcome this, a games fund has been constituted for each school as per G.O. No. 3542 L & M. dated the 4th April, 1930. This fund consists of the games fees collected from pupils according to a revised rate and an equal contribution from the District Board. The Headmaster maintains an account in the local Post Office Savings Bank in respect of the Games Fund and operates on it through the Director of Physical Education, District Board, Madura. A school committee consisting of six members namely, the Sports secretary, the Physical training instructor and four pupils has been formed in every school for the organisation and conduct of sporting activities and for the submission of proposals to the Headmaster regarding the utilisation of the Games Fund. The Director of Physical Education prepares the budget for the Games Fund every year in consultation with the Headmaster and the Games Committee and this budget after being approved by the President, District Board, is closely adhered to.

There is a playground attached to each school. All these have been well laid out with running tracks, playcourts and play fields, and are well equipped. In the newly laid out playgrounds provision has been made for races, high jump, long jump, polevault, shot-put, chedugudu, kilithattu, kho-kho, ring tennis, badminton, volleyball, basketball, football, hockey, playground ball, etc. A survey of the playgrounds will show how the various courts have been laid out with a view to utilising all the available space. In order to maintain the playground and sports equipment in good condition a full-time groundsman has been appointed for each school. Since then the playgrounds have improved considerably. Steps are now being taken to convert each playground into a "Play Park" by planting trees and hedges and thereby making it more attractive and ideal.

An adequate budget and well laid out playgrounds are not the only things required for real progress in Physical Education in schools. More important than these are well qualified and technically trained men. The best purpose of Physical Education will be defeated if Physical Education is imparted by those who, because of lack of culture, have not initiative or personality enough to make the pupils interested in Physical training, who because of low pay consequent on low qualifications have not status enough to make themselves felt as members of the staff and teachers worthy of respect by teachers and taught alike. Therefore in March, 1931, five Y.M.C.A. trained men, one for each of the five high schools have been appointed as Physical instructors in the scale of Rs. 50—1—60—1½—75 per mensem. The newly appointed men are put in charge of Physical Education and are responsible for the conduct of all Physical activities of the schools. With the help of the groundsman they keep the playground and sports equipment in good condition always and look to the sanitation and hygiene of the playground and school compound.

Hitherto sporadic attempts were made at the time of the school annual sports, which formed part of the school Anniversary or District Sports, to train the boys in athletics. Encouraging results were not secured either by way of actual performance or by way of training boys for life through instilling in them ideals of self-control, self-restraint and of temperance, of grit and determination of fairplay, etc. Nor was there any regular school or inter-school organisation which controlled athletics and sports with a view to organising and improving athletics and sports in schools so that they can serve the best purpose for which they are instituted. The District Inter-secondary schools sports have, therefore, been revived and under the guidance of our present District Educational Officer, Mr. Savur, who is himself a good sportsman, we hope to be able to conduct them in a high state of efficiency. In these sports all the Board schools take part and they score off a number of prizes. As tournaments in various games have not been undertaken by the Inter-secondary school Athletic Association, necessary steps were taken for organising District Board Inter-Secondary schools tournaments in volleyball, ring tennis, and badminton which are the games common to all schools. The cost of the shields to be presented to the winning teams has been sanctioned from District Board funds. The first tournament was held at Usilampatty in January last. There is no doubt that competitions like this raise the standard of play to a very considerable extent besides developing various social qualities. The Annual Sports is now being conducted as a separate function and special grants are made by the District Board for the purpose.

From these facts you will realise what the Madura District Board has done in the course of the last two years for the cause of Physical Education. The chief difficulty in launching any new scheme does not lie in the designing of an ambitious plan of work but in the actual carrying out of the plan. In carrying out the plan devised for the schools, I had the entire support of Mr. Foulkes, the President, District Board, Madura. But for his personal interest taken in this direction, Physical Education would not have been what it is to-day. As regards the Headmasters, they have been giving special attention to the new department and have left no stone unturned to make the Physical education scheme a success. The masters have always been making considerable sacrifices in the best interests of Physical Education. The boys have adopted the scheme with the greatest enthusiasm and our hopes for the future are therefore very bright indeed.

It is not claimed that the scheme introduced in our schools is ideal and that it is without any drawbacks. Our object has been to provide compulsory Physical Education for one period a day for every pupil in the school, under existing conditions, in this we have succeeded. There are various problems still confronting us. The overcrowded syllabus, the under-nourished child, inadequate and unsatisfactory medical inspection, unsuitable class hours, lack of individual attention to pupils—these are some of the problems which we have to tackle. Unfortunately we are passing through a period of financial stringency and nothing effective could be done without funds.

In conclusion let me quote what Dr Gray, M.D., M.P.E., National Y. M. C. A. Physical Director for India, Burma and Ceylon, says in his annual report of the Y. M. C. A. College of Education, Royapettah, Madras, for the year 1930-31 regarding Physical Education in the Board High Schools under the Madura District Board :—

“The ever-widening circles of interest in Physical Education in India have during the past two decades extended to the far limits of the Dominion of India..... Most interesting of all we find that District Boards are now awake to the value of Physical Education and are deputing, for training, men who are to return to them for employment. An outstanding illustration, at the moment is the Madura District Board. Here they have secured the full-time services of a Director of Physical Education as Supervisor and the full-time services of five Instructors of Physical Education, one for each of their five Board High Schools, and they are pushing a vigorous programme.

“We believe that they have made a wise move and one that, while it appears extravagant or possibly expensive at the moment, will ultimately well repay them. Not only in increased efficiency in their school leadership, but in increased health and vitality among their students and in the student's families and hence economically in the community, actually in rupees, annas and pies—through the lessened amount of sickness and ill-health, lessened amount of crime and the need for facilities to take care of it, and the increased efficiency in living, resulting in the increased carrying power of the people. We believe there is nothing more economically sound in public or civil administration than the full promotion of all facilities for the prevention of sickness, the strengthening of the physical and vital forces of a people.

“Physical education takes its place gladly right alongside of all the others working in this field of Preventive Medicine and Public health and Hygiene. We congratulate Madura and trust others will rapidly follow suit.”

BLINDNESS IN INDIA

(continued from page 11)

My experiences and observations extending over a decade lead me to state that keratomalacia is almost certainly the chief cause of preventable blindness in children in the greater portion of the Indian Empire and where similar conditions of malnutrition exist in other parts of the world it is likely to be of similar importance. I say “almost certainly,” because it is impossible to prove such statements by recourse to records in a manner which would satisfy a statistician. Figures for the general public are unobtainable, so we must form opinions from our hospital population. In so far as the Madras Hospital is concerned—and it deals with about 20,000 out-patients per annum, fairly representative of the South Indian population—keratomalacia is responsible for more blindness, amongst children than any of the other great blinding conditions of youth—i.e., irritant remedies, small-pox, ophthalmia neonatorum, syphilis, and trachoma.

(continued on page 29)

Trends in American Physical Education

P. M. JOSEPH, M.ED., B.SC., B.P.E.

America is composed of many nationalities. The games, folk-dances, gymnastics, and all forms of recreation of different countries of Europe can be seen here. In fact, America has been a kind of experimental centre for the various "systems" of Physical Education. Where the Swedish people predominated, the Swedish system was practiced. The Germans who immigrated into America brought with them their parallel bars, the gymnastic horse and the back. What ever the beginning, nobody can deny the fact that America has made a wonderful contribution to Physical Education in the world.

About forty years ago, the most important question in the field of Physical Education was "which 'system' is the most beneficial." The type of Physical Education at that time was formal, and consisted mainly of work in the gymnasiums. The field was just opening out, and it was, perhaps, well that a start of that type was made. Large numbers of people were able to have enough exercise without much equipment and expense. Even now most schools and colleges have provisions for formal work of that type.

The emphasis then changed. From calisthenics and apparatus the attention began to be concentrated on athletics. Colleges and schools rushed into athletics. Athletics dominated, and every thing else was neglected. All the educational and athletic institutions in the country wanted winning teams. The more games a college won, the more glory it had. The Alumni of the colleges wanted to see their Alma Mater winning at any cost. The Athletic Association in the college was often beyond the control of the President. The coach was idolized and praised. Nobody cared about the scholastic or educational standing of a coach as long as he turned out winning teams. Men who starred in famous teams gave up their studies and accepted coaching jobs. Some of these men had salaries higher than the heads of the institutions in which they were working. Very often they were not even under the control of the Presidents. Athletics and games which were launched for the sportsman-like qualities they encouraged soon became so over-emphasized that they lost their high ideals and became highly commercialized. The American people, who by nature are fond of thrills, wanted to see action and fight, and were willing to pay money to witness big games if there was enough action. Colleges enjoyed vast receipts from spectators at games and invested large sums in building gigantic stadiums.

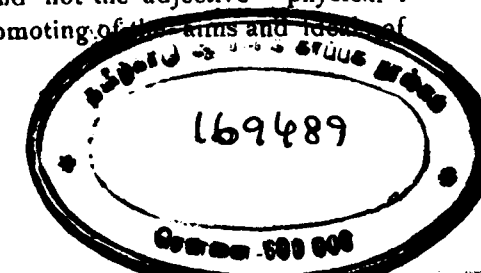
This state exists even now in many Universities and colleges. But fortunately the plan for Physical Education did not stop there. While colleges and Universities were over working athletics, men of progressive outlook began to push

forward. They saw the evil of specialized competitions, which often ignored the welfare of the general body of students in the attempt to train a few. The beginning of the Recreation Association of America, which is the greatest organization in the world promoting recreation, was partly dependent upon the growing feeling that games should be for all and not for a few. The Intra-mural programs which are becoming more and more popular resulted from a reaction to the over-emphasis of Inter-institutional games.

The attention is changing to a program of activity for every body. The system of specializing teams, and staging "gladiatorial rights" for the large gate receipt they bring, is being condemned by educators. The University of Pennsylvania took certain important steps in this direction. This year, the Boston University has brought about similar steps in its Physical Education Department. The new program "contemplates the control of all inter-collegiate sports by University authorities, with the coaches as regular members of the faculty directly responsible to the Dean and the President."

A later development was the incorporation of Health Education along with Physical Education. At the time when America joined the World War, thousands of young men came forward to enlist themselves in the army. Health and physical examinations of these young men revealed to a surprised nation the terribly poor condition of the health of the majority in spite of the "so-called" medical care of these young men in schools and colleges. Flat feet, poor posture, and organic deficiencies were noted in many, and they had to be refused admission to the army. When the war was over, one of the outstanding steps taken by the educational authorities in the country was the establishment of *efficiently* functioning Health Departments in schools and colleges, which became a part of the Physical Education Department. All students who entered a school or college had to undergo medical and physical examinations. Deformities which could be corrected through suitable exercises were attended to by the Physical Director and his assistants. More serious troubles were either treated by the physician or recommended to be treated by the family doctor. Most progressive schools in the country have visiting nurses who make seasonal visits to the homes of the children who need medical or surgical treatment. The parents of the children are informed of their condition and persuaded to seek necessary treatments. In some schools dental clinics and other clinics are maintained. This health education emphasis has been very wholesome. In conjunction with adequate big muscle activities, it is proving more and more beneficial.

The latest trend is to think of Physical Education in its relation to general education. The noun "education" is stressed, and not the adjective "physical". Dewey says that the purpose of education is the promoting of the aims and ideas of



society. Physical Education wants to do this. The seven objectives of education as listed by a committee of the National Education Association of America are as follows:—

1. Good health.
2. Good citizenship.
3. Good character.
4. Worthy use of leisure.
5. Worthy home membership.
6. Command of fundamental processes.
7. Vocation.

Physical Education has contributions to make in almost all of these. Directors of Physical Education in schools and colleges have to be men of ability not only in physical activities, but also in the field of education. Many States require by law that a physical director should have the educational standing of a college graduate. In elementary schools the class room teachers have to give evidence of having and training in Health and Physical Education for a minimum required number of hours.

Programmes of gymnastics, stunts, plays, rhythms, and health education are tools of learning that are means to, and not ends in themselves. The physical trainer is the one who makes an *activity* an end; the physical educator plans activities for their educational outcomes.

How can an idea of the development and modern trends of Physical Education in America be of use to our country? Physical Education is really only in its pioneering stage in India. We can learn the lessons which others have learnt at great sacrifices, and avoid similar undesirable situations. India needs a certain amount of formal work, athletics both extra-mural and intra-mural, recreation programs, an efficient Health Education program, and the most important recognition that Physical Education has great educational implications. We do not need over-emphasis, nor do we want to condemn those things which are good in themselves, but have got into disrepute through over-doing. It will take some time before the educational status of Physical Education is recognized. But progressive education cannot and should not fail to take note of this important fact.

Coimbatore Y.M.C.A. Physical Training Summer School for Elementary School Teachers in the District

While something is being done to promote physical activities along scientific and systematic lines in high schools and colleges, it is deplorable that practically nothing is done in Elementary Schools where play ought to be the primary thing for boys. For, to the boy in his early years, play is his very life and if proper and adequate play facilities are not provided for him in his youth-hood, he will enter adolescent stage physically underdeveloped and he will be all the poorer for it throughout his life-time.

Surely, there is a great need for fully and properly trained men as leaders to organise and direct play activities in Elementary Schools. In order to meet this need to some extent at-least, the Coimbatore Y.M.C.A. organised a Physical Training Summer School this year from the 25th April to the 14th May, under the auspices of the District Educational Council, which is the official body controlling all the Elementary Schools in this district. We submitted the scheme for opening a school to the District Educational Council and they not only readily welcomed it but also gave their full support to it and got it sanctioned by the Government. The Council also undertook to do all the preliminary work of addressing the various managements of the schools affiliated to it and enlisting men for the Training School.

On the 25th April, the school was formally opened at a public meeting held in the Y.M.C.A. by Rao Sahib C. M. Ramachandram Chettiar, B.A., B.L., President, District Educational Council. Rao Sahib Dr. T. A. Raja, Member, Coimbatore Athletic Association, Mr. G. Sambamurthy Pantalu Garu, B.A., L.T., Principal, Government College, Mr. P. K. Ramakrishna Iyer, B.A., L.T., Deputy Inspector of Schools and Mr. D. Santiago, Physical Director in charge of the Training School spoke on the value and importance of Physical Education in Elementary Schools.

We had 69 teachers in the school. Many more applied; but owing to limited equipments at our disposal, we had to refuse admission to them. Of the 69 men, 32 came from Taluq Board Schools, 9 from Mission Schools, 9 from Municipal Schools, 2 from High Schools, 2 from Government Training Schools, 6 from Private Schools and 9 were private students. They may be further classified as follows:—2 Intermediates, 2 Secondary Grade, 32 Higher Elementary Grade and 33 Lower Elementary Grade. 16 of them are Headmasters of schools.

We went through quite an interesting programme of activities every day, consisting of both theory and practical work, from 6-30 A.M. to 6-30 P.M. with sufficient interval for rest-laying more emphasis upon the practical side than on theory work. Some lessons on the rudimentary Principles and Methods of Physical Education, Elementary Physiology, Hygiene and Sanitation, Scouting and First Aid formed the theory work. Physical activities like calisthenics (drill), group games,

story plays, athletics were conducted in the mornings, in the Y.M.C.A. grounds. Major games like foot-ball, hydrahad ball, balji, kilithattu, kho-kho, volley ball, basket ball, ring tennis etc. were practised in the evenings, in the London Mission High School grounds.

Mr. E. S. Arumugham, Physical Instructor, London Mission Community Training School, Erode, and Mr. J. Rajaratnam, Physical Instructor, St. Michael's High School, Coimbatore, assisted us both in theory and practical work throughout the session. The Theory work was supplemented by some lectures on the "History of Physical Education in India" and "Indigenous games" by Rao Sahib C. M. Ramachandram Chettiar, "Physiology as applied to Physical Training" by Mr. P. K. Ramakrishna Iyer, "Scouting and First Aid" by Mr. T. B. Gopalachariar, B.A., B.L., Assistant District Scout Commissioner and "How to take care of eyes" by Dr. S. Gurupatham of the Eye Hospital. The whole course was so arranged as to help the men not only in their school work but also to give them ideas to organise play centres for the people in their villages. The major games especially could be modified and improvised to suit village conditions.

The most interesting and enjoyable activity during the course was, perhaps, the excursion to the new Coimbatore Water Works situated on the Siruvani Hills of the Western Ghats, about 30 miles from Coimbatore-25 miles by motor 5 miles up the hills by foot. One full day-from 5-30 A.M. 7-30 P.M. was set apart for this trip as part of the training. All the arrangements were in the hands of the students themselves. We were nearly 80 in number including some out-siders and it was a jolly good lot. It was a sensational experience to most of the men to pass right through the new rock-cut tunnel which is a little over a mile long and it took nearly one hour for us to pass through to the other side. From there we went up to the Siruvani river where a huge dam is to be constructed to store up the river water and to bring it through the tunnel, down to Coimbatore.

During the session, we had the pleasure of welcoming the following visitors:— Mr. B. L. Rallia Ram, B.Sc., B.T., National General Secretary, Y.M.C.A., Rev H. A. Popley, B.A., Regional Secretary Y.M.C.A., Rev. S. Muthiah, B.D., Member, District Educational Council, Mr. V. C. Palanisamy Gounder, President, Coimbatore Taluk Board, Mr. F. Stanes, President, Y.M.C.A. and Managing Director, Stanes & Co., and Rao Bahadur A.V. Govinda Menon, B.A., B.L., District Judge.

On the closing day, the students of the school put up a special public demonstration of mass drill, pole drill, pyramids, group games and athletics in the Y.M.C.A. grounds, in the presence of a large gathering. It was a fine show and the men did exceedingly well. After the demonstration, the District Judge presided over the closing meeting in the maidan and distributed the certificates to the students and congratulated them and all those who were responsible for organising the school on the success of our first attempt to open out this new line of activity for the Elementary Schools in the district.

We hope that the students had a profitable time at the school and that they find the training they have received there really useful to them in promoting play activities in their schools and villages.

Finally, our thanks are due to the District Educational Council, its enthusiastic President, Rao Sahib C. M. Ramachandram Chettiar and its energetic Secretary Mr. P. K. Ramakrishna Iyer for all the efforts they took to make the school a success. In these days of financial stringency everywhere, the Council so readily came forward to find the necessary finance for the school. To them goes the honour of being the first Council in the Presidency to open out this new line of activity in Elementary Schools and we do hope that the work so well begun will go on from year to year with new energy and enthusiasm for the good and welfare of urban and rural boys.

D. SANTIAGO,

Secretary, Y.M.C.A., Coimbatore.

BLINDNESS IN INDIA

(continued from page 23)

GREATEST CAUSE

Keratomalacia, then, in so far as we are able to estimate, is the greatest cause of preventable blindness in the Madras Presidency in the first five years of life, a much greater cause in these years here than is ophthalmia neonatorum in England and Wales. This position with regard to keratomalacia is not, however, peculiar to the Madras Presidency. The professors of ophthalmology at Calcutta, Bombay and Lucknow, Lieut-Colonels Kirwan and Duggan, and Dr. Acharya, assure me that the same is true in Bengal, Bombay and the United Provinces, respectively. On the other hand, Colonel Dick, professor of ophthalmology, Lahore, informs me that keratomalacia is practically unknown in the Punjab. One of the great differences between the Punjab and the other areas mentioned above which influences the occurrence of keratomalacia is that the food in the Punjab gives a more complete diet, as pointed out by McCarrison. The inhabitants are largely wheat-eaters, not rice-eaters; moreover the Punjabis also consume larger quantities of milk and milk products and other vitamin A-bearing foods. Hence there is very little deficiency disease in the Punjab.

Now, although adult keratomalacia is not so common in India as it appears to be in China, yet the fact of its occurrence in appreciable amount adds still further to its influence on the total blindness in the country, because, unlike ophthalmia neonatorum it operates through all the age-periods.

MOST EFFECTIVE AGENT

In so far as human cases are concerned, after various essays in experimental feeding we are at least able to say that crude cod-liver oil in suitable doses is the most effective agent in eliminating the major signs and symptoms of this deficiency-complex. This oil is probably largely effective by virtue of its vitamin A content, but it also contains Vitamins B, C, and D. There is no proof that it is the fat-soluble vitamin A alone in cod-liver oil which produces the beneficial effects in kerato-

(continued on page 40)

Building A Personality*

HARRY EMERSON FOSDICK

"There are two kinds of great personalities. Some men and women by the sheer brilliance of their native endowment become individual geniuses, as Michelangelo was in painting, or as Einstein is in science. Most of us do not possess the makings of that kind of greatness. There is, however, another road to powerful personality open to all of us. We can become interested in something greater than ourselves. We can identify ourselves with it, and stand for it. The more one studies the biographies of men like Washington and Lincoln, or women like Florence Nightingale, Dorothea Dix and Jane Adams, the more one feels that so far as individual brilliance is concerned they might conceivably have been lost in the crowd. What most of all gives them distinction is that they found something in their generation worth while standing for, identified themselves with a cause greater than themselves, and became so representative of it that when you think of it you think of them.

A man is like a cipher that never amounts to anything until he gets an integer put in front of him to give him value, and that integer is always something for which he comes to stand. Abstract from Lincoln the things he came to stand for and it is a queer remainder. For Lincoln, taken by himself, was unprepossessing and ungainly, came from lowly origins and small opportunities, had no superficial graces that cover inward lack. Rather like a very plain wire grown incandescent, Lincoln shone with what he came to stand for.

Building a personality is not a selfish matter, and egoistic methods of achieving it are foredoomed to failure. Some people treat life as a trade; others treat it as an art. The first exist for what they can take out of life; the second for what they can put into it. The first grow smaller and narrower; the second expand and grow.

The deepest joy in life is to be creative. To find an undeveloped situation, to see the possibilities, to identify yourself with something worth while doing, put yourself into it, and stand for it—that is a satisfaction in comparison with which superficial pleasures are trivial.

We men and women are much like flagstaffs. Some flagstaffs are prominent and some are small, but the glory of a flagstaff is not its size; it is the colors that it flies. A very small flagstaff flying the right colors is far more valuable than a very tall one with the wrong flag. When a man is altogether done with life, I suppose that the most satisfying thing would be the ability to say, I am ashamed that I was not a better, taller, straighter flagstaff, but I am not ashamed of the colors that I flew."

* Excerpts from an article in *Physical Culture*.

Height and Weight Tables

We have been seriously handicapped in our attempt to form an accurate picture of the health needs of School children in India. One of the many missing essentials is accurate health measurements, especially as represented by height and weight tables. The value of such records may be overestimated, but they do have a very important place in the charting of the health needs of a nation.

A. J. Danielson, Esq., B.A., B.P.E., until recently Superintendent of Physical Education, Central Provinces, has kindly allowed us to use the height, weight table which he compiled from his records. While it represents the measurements of 8000 boys only, it probably forms a fairly average picture, and is certainly a valuable foundation for similar work in other provinces. When this is done, an illuminating diagram of the nutritional needs of India's children will be possible.

For comparative purposes a similar table compiled in the United States is attached.

Method of Calculating Normal Weight

1. Find the actual age.
Example: 10 years up to but not including 11 years would be considered as 10 years.
2. Find the actual height.
59.4 inches would be 59 inches.
59.5 inches would be 60 inches.
3. Find the actual weight.
50.2 lbs. would be 50 lbs.
50.3 lbs. would be 50.5 lbs.
50.7 lbs. would be 50.5 lbs.
50.8 lbs. would be 51 lbs.
4. Find the percentage under or over weight.
 - a. Find the normal weight on the age height-weight table and find the difference between actual and normal weight.

Actual weight	...	65 lbs
Normal weight	...	73 lbs.
Difference	...	8 lbs.
 - b. Divide the difference by the normal weight.
8.73 is 109 or 11 per cent.
If the actual weight is less than normal weight label the percentage minus.
If the actual weight is more than the normal weight label the percentage plus.
- 5 10 per cent below normal and 15 per cent above normal is satisfactory. If the weight is more than 10 per cent below normal the individual is malnourished and requires special treatment and advice. Over weight is not so serious, but boys who are unable to play games and take part in physical activities because of over weight should be given special advice regarding diet and exercise.
- 6 Record Sheet. (See page 40).

TABLE VI
HEIGHT AND WEIGHT TABLES

BOYS

Height Inches	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	13 Yrs	14 Yrs	15 Yrs	16 Yrs	18 Yrs	19 Yrs.
39	35	36	37											
40	37	38	39											
41	39	40	41											
42	41	42	43	44										
43	43	44	45	46										
44	45	46	46	47										
45	47	47	48	48	49									
46	48	49	50	50	51									
47	...	51	52	52	53	54								
48	...	53	54	55	55	56	57							
49	...	55	56	57	58	58	59							
50	...	...	58	59	60	60	61	62						
51	...	...	60	61	62	63	64	65						
52	...	...	62	63	64	65	67	68						
53	...	...	...	66	67	68	69	70	71					
54	...	...	...	69	70	71	72	73	74					
55	...	...	...	...	73	74	75	76	77	78				
56	...	...	...	...	77	78	79	80	81	82				
57	...	...	...	...	...	81	82	83	84	85	86			
58	...	...	...	...	...	84	85	86	87	8	90	91		
59	...	...	...	...	...	87	88	89	90	92	94	96	97	
60	...	...	...	...	...	91	92	93	94	97	99	101	102	
61	...	...	...	...	...	...	95	97	99	102	104	106	108	110
62	...	...	...	...	...	...	100	102	104	106	109	111	113	116
63	...	...	...	...	...	...	105	107	109	111	114	115	117	119
64	...	...	...	...	...	...	...	113	115	117	118	119	120	122
65	...	...	...	...	...	...	...	...	120	122	123	124	125	126
66	...	...	...	...	...	...	...	...	...	125	126	127	128	129
67	...	...	...	...	...	...	...	...	...	130	131	132	133	134
68	...	...	...	...	...	...	...	...	...	134	135	136	137	138
69	...	...	...	...	...	...	...	...	...	138	139	140	141	142
70	...	...	...	...	...	...	...	...	...	...	142	144	145	146
71	...	...	...	...	...	...	...	...	...	...	147	149	150	151
72	...	...	...	...	...	...	...	...	...	...	125	154	155	156

AGE-HEIGHT-WEIGHT TABLE FOR HINDU SCHOOL

BOYS

Height (inches)	9 up to 10 years	10 up to 11 years	11 up to 12 years	12 up to 13 years	13 up to 14 years	14 up to 15 years	15 up to 16 years	16 up to 17 years	17 up to 18 years	18 up to 19 years	19 up to 20 years	20 up to 21 years	Height (inches)
49	49	49.5	51.5										49
50	52	53	53										50
51	53	53	54	55.5	57								51
52	54	56	56	57	57								52
53	57	58.5	59	59	59	60	60						53
54		61	61	62	62	64	64						54
55			62	63	64.5	64.5	64.5						55
56			65	66	66	67	69	70.5					56
57			66.5	66.5	67.5	71	72	72					57
58			70	70	71.5	72	74	74	78				58
59				72.5	74	76	76	78.5	81	85			59
60				78.5	79.5	79.5	81.5	85	85	88			60
61					81.5	85	86.5	86.5	86.5	91	92	101.5	61
62					86	88	90.5	90.5	91.5	93.5	96.5	101.5	62
63					87.5	92	92	93	94	97.5	102	102	63
64						93.5	93.5	95.5	99.5	101	102	103.5	64
65						95.5	96	96.5	101	101	105	105	65
66						97	100.5	102.5	103.5	107.5	110	110	66
67							104	104	110	110	110	111	67
68								110	110	110	110.5	111	68
69								114.5	114.5	118	118	119	69
70									116	121	121	121	70

Prepared by A. J. Danielson from 8,000 records collected from the Schools in the Central Provinces and Berar.

Physical Education in Europe

P. CHERYAN MATHEW, B.A., B.P.E.

To one interested in Physical Education, Europe and notably the two countries Germany and Hungary, provide a fine opportunity for observing and studying some of the nice things they have developed in the field of Physical Education. In the following paragraphs I shall state in brief some of the things I have observed during my tour round these countries.

1. *Germany*—After the catastrophe of 1918, there was a national awakening to the need of fortifying the growing generation. Both physically and mentally they had been prepared to shoulder successfully the burdens soon to be thrust upon them. Political parties now count athletic clubs as an essential part in their organisation. Newspaper columns are filled with accounts of sporting events. The German Government is giving close attention to the part sport plays in nation building.

There is a conscious effort in educational institutions to bring colour, joyousness and a sense of security in the life of the youth. Where a routine, one—two—three—four type of system once ruled, there is now a restless groping toward methods more dynamic, more interesting and more self-expressive. Under the old regime military tactics, heavy apparatus and precise mechanical movements were the mediums of instruction. To-day it is rhythmical movements, light athletics, sport and games. The aims too, have changed. To-day they are: "Promotion of health, the entire physical development and efficiency through systematic strengthening of the important organs, nerves and muscles. Habitual good posture and light natural movements. Guidance to bodily care and hardening. Education to independence and self-command; courage and perseverance to self and social control; public spirit and cooperation. The programme must be so given that the regular practice of physical activity will extend from the School years into a life habit and become a popular national habit"

To insure proper teaching and appreciation of the benefits of physical education, all teachers in training are required to take physical education.

A small industrial city has found it profitable to give each child leaving school to enter industry, a small well-illustrated booklet entitled "Daily Exercises". It has exercises of the chest, the back, the abdomen, the sides, etc., and it admonishes; "You must exercise daily, even though you have left school. Yes, even more zealously for this reason. Thereby, with the daily cleansing of your body, you render it the greatest service. Do the standing exercises in this pamphlet, which are still familiar to you from school, by yourself. It is best to do them in the morning in loose clothing, before an open window".

Interschool competitions are arranged but they are not so prominent as is the case in the United States of America. Annually there is held the *Reichsjugend-*

wettkämpfe, a series of athletic contests between local schools and athletic associations. These national contests are open to young people from 11—18 years of age. The object is to stimulate the entire German youth to measure its ability in bodily exercise. The events are mainly running, jumping and throwing. In addition to the yearly national contests there are local sport festivities and sport weeks.

The national organization that controls more or less the whole of the sporting phase of German life is what is known as *Reichsausschuss für Leibesübungen*. Its duties are to advise the Government in matters pertaining to Physical Education, to run national meets for boys and girls and men and women, and to help the various minor sport organizations all over the country in every possible way. Under this organization there are 38 gymnastic and sport organizations with a membership of nearly 7 millions.

Public stadiums and play fields have always been an integral part of the German physical education. Stadiums are municipal projects, and entrance to them is free, while a moderate sum permits the use of most facilities.

The programme of physical education in Germany is still in a period of transition and the next few years will bring about certain things in this line which will be an eye-opener to all the progressive countries in the world.

Hungary—Hungary is another country which has suffered greatly through many of the entanglements resulting from the various European strifes. The leaders of the nation have agreed that the best way to keep the nation 'alive' is to fortify the growing generation both physically and mentally.

The state has passed various decrees relating to Physical Education which are noteworthy. The aim of Physical Education as it is stated is "the preservation of the integrity and health of the body of the individual, as well as the development of his mental and physical strength, his immunity against diseases, his skill and endurance, to improve general health and national efficiency". In the pursuance of this aim the state provides for the systematic physical education of youth of both sexes, attending all sorts of schools, and facilities in the colleges and universities for all students; it organises physical education of youths on their graduation so that all the male members of the nation shall be compelled to participate up to the completion of 21 years of age; it supports all social organisations occupied in an earnest way with physical education deserving support by the national tendency of their activity.

All the necessary dispositions relative to physical education (plan of study, system, method and means of physical education, and the time devoted to it) are to be established by the minister of cults and education in harmony with the other ministers concerned. For the promotion of the purposes of Physical Education a especial item is established in the budget of the ministry of cults and education with the title of 'Physical Education'.

Communities and Municipalities are obliged to promote the cause of physical education by establishing and maintaining playgrounds satisfying local needs, as well as by the cession of territories necessary for the purposes of physical education, by establishing and supporting baths and swimming baths.

Every commercial, industrial, agricultural or public utility concern employing 1000 workers at least, is obliged to provide daily for the satisfying of the claims of its workers and other employees for physical education (sportgrounds, baths, gymnasiums etc.) Smaller concerns are combined for that purpose with larger ones, occasionally several smaller concerns are combined.

There is a National Board of Physical Education to promote all the phases of Physical Education. It is composed of Experts of Physical Education, Physicians, pedagogues and Sportsmen. The duties of which are the following:—

1. To give opinion and advice to the minister of cults and education in all questions of school, post-graduate and social physical education.
2. To direct post-graduate physical education on the base of principles and plans approved by the minister of cults and education. Every summer post-graduate courses are arranged for teachers of gymnastics, which are to be attended by every teacher of gymnastics at least once in 5 years.
3. To act in all questions coming under its competence according to special decrees of the minister of cults and education.

In recent years a new association has grown up which is commonly known as "*Levente Association*". It has branches all over the country. The aim is to concentrate the youths, as far as playgrounds and premises available make it possible. As a rule, Physical Education of graduates are cared for by this association. On patriotic days, all these associations hold exhibitions in the various athletic, aquatic and gymnastic events.

In conclusion, may I appeal to the workers in this honourable profession to study closely the various things that are done in the different progressive countries of the world for the promotion of Physical Education, and borrow if need be, some of the things that suits our needs and purposes so that we may be able to equip the coming generation in India both physically and mentally to shoulder successfully the burdens soon to be thrust upon them.

Old Boys' Association of the Y. M. C. A. College of Physical Education.

1. *Old Boys' Day*.—The annual meeting of the Old Boys' Association came off on the 19th March at Royapet House. There were more than twenty old boys present. The present students entertained the old boys in the morning with interesting matches in Playground Ball and Basket ball.

2. The business meeting of the Association was held at the College House at 11 A. M. with Mr. Mia in the Chair. The Secretary then presented the report for the year '31—'32 which was unanimously adopted.

Mr. Gopalan Nair, Physical Director, Maharaja's College, Trivandrum, proposed that the old boys should make a contribution to the college as a token of loyalty and endearment to Alma Mater in the shape of some permanent structure to be put up on the new site at Saidapet. This was unanimously adopted, and the secretaries were authorized to send round the following circular to all old boys asking for funds:

OLD BOYS' ASSOCIATION OF THE Y.M.C.A. COLLEGE OF PHYSICAL EDUCATION ROYAPET HOUSE, ROYAPETTAH, MADRAS.

Dear Friend,

16th April 1932.

At the annual meeting of the Old Boys of the Y.M.C.A. College of Physical Education, held on the 29th March 1932, at the College house, it was resolved that an appeal for a donation of not less than Rs. 1,000 on the whole, be made to the Old Boys for the purpose of putting up some permanent structure in the new site at Saidapet to which place the College would be shifting in July 1932, as a token of loyalty and endearment to the *Alma mater* and as a vindication of deep devotion and unstinted self sacrifice of the Old Boys in the great cause of Physical Education in India. The nature and extent of this memento depends entirely upon the response the Old Boys would make and so it was decided that the executive committee of the Old Boys and the management of the College would provisionally proceed in the matter, at the same time inviting valuable suggestions from the Old Boys. The proposed memorial, whatever it be, would bear the Old Boys name on it and pass to future generations as a monument of the deep regard and love of the Old Boys for their dear Old College. The ambition of the Old Boys to collect Rs. 1,000 sounds a little too tall but it has always to be borne in mind that nothing great has been achieved in the world without keeping a high ideal ahead and the Old Boys will have the consolation to have gifted their money for the worthiest and the neediest cause.

May we appeal to you to subscribe most liberally to make this project a success.

Yours Sincerely,

C. C. ABRAHAM,

C. A. ABRAHAM,

Secretaries.

N.B.—Please send your donation as early as possible to H. C. Buck, Esq., Royapet House, Royapettah.

3. Combined Meeting of the Past and Present Students—At 3 o'clock the past and present students assembled in the class room, when the president spoke of the aims and ideals of the Association and requested the present students to help the Association by enlisting themselves as members. This meeting gave an opportunity for the Old Boys to discuss their experiences and difficulties in their work in the respective schools and colleges. They explained how they were getting along in spite of the great obstacles in their way. The present students evinced great interest in the discussions. Following this there was a social which was enjoyed by everybody present.

NEWS & NOTES

All Old Boys will be grieved to learn about the recent illness of Mr. H. C. Buck. He had to undergo a serious operation. We are thankful to God for his fast improvement. Mr. and Mrs. Buck are back in our midst from Kodaikanal, and have taken up their residence in their cottage on the Saidapet site. We are sure that the Old Boys will join in our prayers for his speedy recovery, and many years of fruitful service.

Old Boys will be glad to hear that Dr. Gray is back from furlough. His presence in the College at this time is a source of great help. We are also expecting Mrs. Gray among us very shortly. We take this opportunity to welcome her to our midst.

P. M. Joseph, who has just returned from graduate study in the United States, at Springfield Y. M. C. A. College, has given us a splendid example of his loyalty as an Old Boy. On arriving in Bombay he heard of the illness of Mr. Buck, and immediately rearranged his plans. After a very brief visit with his family he hurried to Madras in time for our College opening, and has been of invaluable help. His special study of metabolism, while he was studying abroad has given him a foundation for further work along that line which he hopes to shortly begin, and of which more will be said in a later issue.

P. C. Matthew, though not an Old Boy, has also recently returned from Springfield Y.M.C.A. College, where he secured his B.P.E. degree. He too has joined the staff, in an honorary capacity, and is a most welcome member. While in the United States, he made a great reputation as a tennis and soccer player of unusual ability, and during his last year at Springfield was captain of the college soccer football team, as well as of the tennis team. Enroute to India he visited the important centres of physical education in Europe. Some of his impressions are to be found in this issue of VYAYAM.

G. F. Andrews, B. A., L. T., Assistant to the Advisor to Government on Physical Education, who is on study leave in the United States, has secured his M. Ed. degree at the International Y. M. C. A. College of Physical Education. In recognition of his good work, he has been awarded a scholarship for one year at Teachers College, Columbia University. He is due to return to Madras next hot weather.

Wilburn Lall, an Old Boy of 1932, sails on August 11th for Springfield, Massachusetts, where he has been admitted as a student in the International Y. M. C. A. College. Our good wishes go with him for a most profitable and successful experience.

OLD BOYS' ALUMNI FUND.

The following contributions have been thankfully received in response to the appeal to all Old Boys :

					RS.	A.	P.
1.	Henry Lall	...	...	...	25	0	0
2.	Prof. Jagan Nath	...	...	...	25	0	0
3.	G. F. Andrews	...	...	...	10	0	0
4.	M. Singha	...	...	...	10	0	0
5.	S. C. Sen	...	...	...	10	0	0
6.	K. R. Dube	...	...	...	7	0	0
7.	C. Sathyanandam	...	...	...	5	0	0
8.	Alfred Motiram	...	...	...	5	0	0
9.	V. M. David	...	...	...	5	0	0
10.	Sathyanarayana Raju	...	...	...	5	0	0
11.	S. R. Thyagarajan	...	...	...	5	0	0
12.	P. Ganguli	...	...	...	4	0	0
13.	C. C. Abraham	...	...	...	25	0	0
14.	N. K. Mia	...	...	...	15	0	0
15.	M. A. Mallick	...	...	...	10	0	0
16.	A. Aziz Khan	...	...	...	3	0	0

We request all the Old Boys once again to do their best, and make the campaign a success.

C. C. ABRAHAM,
C. A. ABRAHAM,
Secretaries.

HEIGHT AND WEIGHT TABLES

6. Record Sheet

(continued from page 31)

	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Jany.	Feb.	Mar.
Height.									
Standard weight.									
Actual weight.									
To gain.									
Name..... Class..... Year.....									

BLINDNESS IN INDIA (continued from page 29)

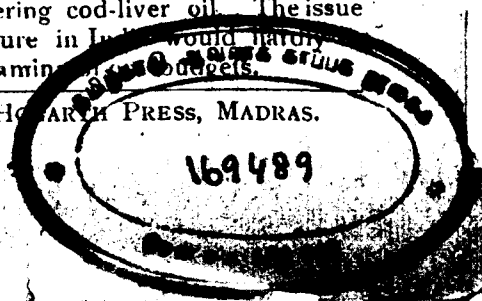
malacia. Recently Dr. R. Muthayya of my staff has administered pure fat-soluble A (B.D.H.), kindly supplied by Colonel McCarrison to children suffering from this disease, but they did not improve so rapidly as they ought to have done on crude cod-liver oil. In all probability it requires an initial multiple vitamin deficiency, with a secondary multiple dysfunction of glandular structures to account for the whole picture of degeneration, loss of function, wasting, necrosis, secondary infection, and death, which we see in keratomalacia. It seems, more than likely that the principal initial factor is an A-deficiency and that certain of the prominent clinical features are due to the effects of this deficiency on important tissues and organs of the body, such as the epithelial surfaces of the integument and mucous membranes and their glandular diverticulæ.

DEFICIENCY COMPLEX.

In the present state of our knowledge the many interesting problems connected with this deficiency-complex are really more of academic-interest than of practical importance to the ophthalmologist and public health worker. The discovery of the particular deficiency which is responsible for certain signs and symptoms is a problem which may well be left to the research worker who specialises in malnutritional disorders. That this particular malnutritional disorder should be the chief cause of preventable blindness in the Indian Empire is a matter of the greatest economic importance, but until the population becomes more nearly adjusted to its food supply, it is difficult to see how things can be otherwise. Meanwhile, the prevention of the disease is more the concern of those departments of Government which have to do with the improvement of conditions of living and with the food-supply of the community than of the Medical Department. The general practitioner or ophthalmologist cannot do more than control those cases which come within his sphere of activities by the simple method of administering cod-liver oil. The issue of cod-liver oil on a large scale as a prophylactic measure in India would hardly be taken seriously by those who are responsible for the framing of budgets.

EDITED BY H. C. BUCK, AND PRINTED BY THE HODDER PRESS, MADRAS.

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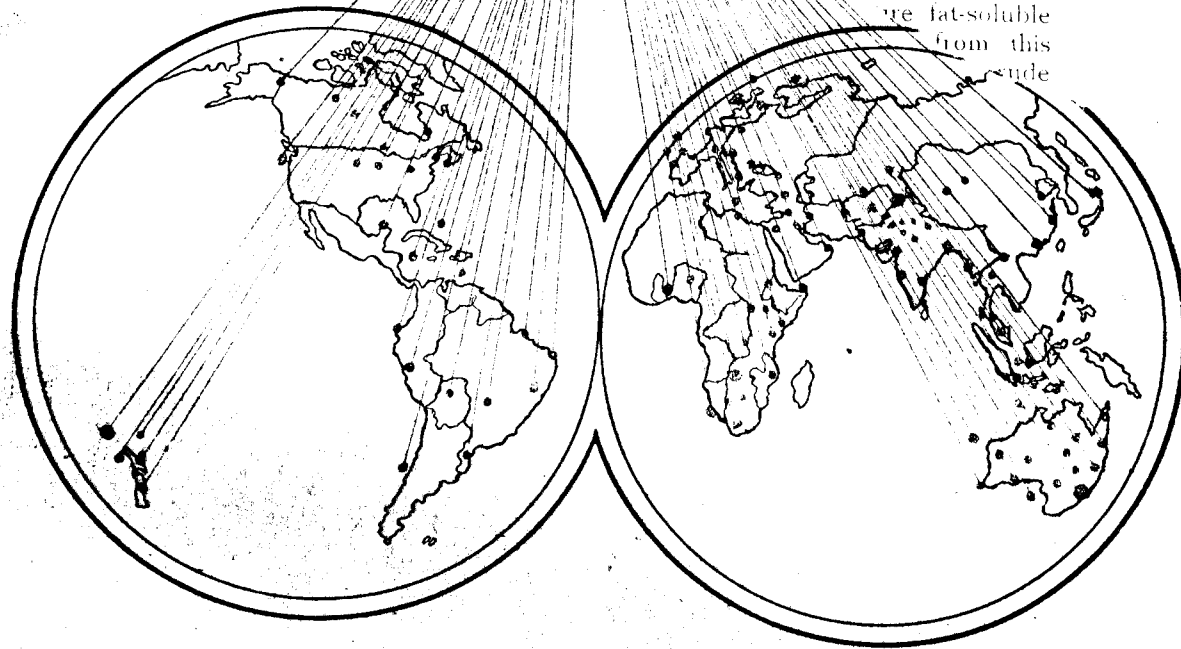
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