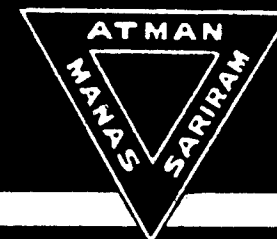


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VYAYAM

A Quarterly Journal of Physical Education.



NOVEMBER 1934



World Olympics

Student Theatricals

Formal Physical Activities

A Criticism of Secondary Education

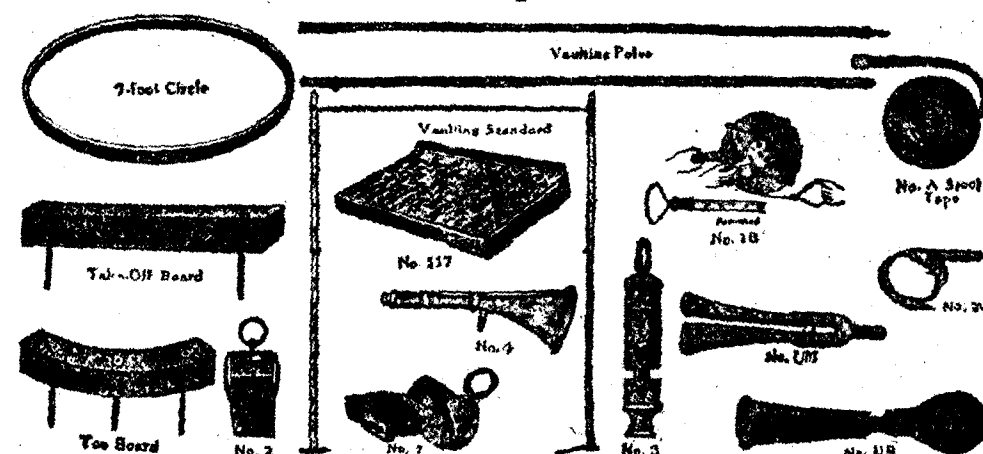
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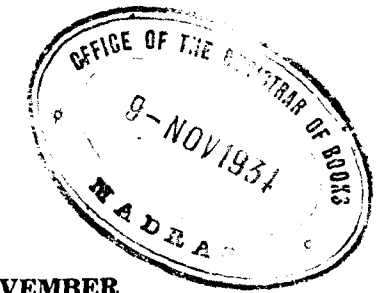
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For Honour of Country and Glory of Sport

AVERY BRUNDAGE,

President, American Olympic Association.

"International amity, still a deferred dream in the world of political affairs, is an accomplished fact in the realm of amateur athletics. The record of mutual understanding, sympathy and friendliness, written by the sportive youth of many nations, will be augmented by another quadrennial chapter of the Olympic Games in Berlin, Germany, in 1936. Athletes everywhere even now are visualizing this event.

These Games will mark one more step toward the goal of those leaders of amateur sports who carry the hope of developing a better human race through the influence of the Olympics. For the result of each set of games is something more than the mere designation of a few athletic champions. If it were only this the games would be largely waste effort. We see the Olympic attitude developing a race of men actuated by the principles of sportsmanship they learned on the playing field, refusing to tolerate different behaviour in other enterprises of life. It is a stock physically strong, mentally alert, and morally sound. It is a race of men and women not to be imposed upon, because it is quick to stand for right and well prepared to do so; a type ready to help an adversary beaten in fair combat, yet fearlessly opposing injustice and unfair advantage."

THE TASK OF SPORT IN THE WORLD

"It must be realised that the Olympic Games are not arranged merely for a small group of selected highly trained Athletes, in order to afford them an opportunity of astounding the world with their prowess. The "Record" is one of the idols of our present civilisation and it is high time that a return was made to broader achievements. With the help of the authorities, the International Sport Federations and the National Olympic Committees attempts must be made to maintain the educational character of the Games—even if it is necessary to sacrifice this idol "Record", even if it is necessary to do without those who would participate in the games more from the desire to win than from love of sport.

New efforts will bring new results, and the olympism restored by Coubertin will prolong the short armistice—which, according to the ancient custom was always enforced for the period of the Games—into a lasting peace. The young generation, permeated with our principles will do their part to create amongst the Peoples that atmosphere of sincerity and chivalry which dominates the Olympic teams.

the shield of the Olympic Games Sport has fulfilled the tasks set by the World, and will continue to fulfil them."

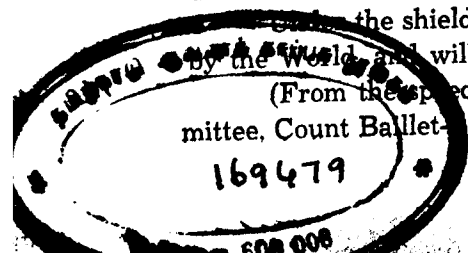
(From the speech of the President of the International Olympic Committee, Count Baillet-Latour, on the occasion of the celebration of the fortieth

anniversary of the modern Olympic Games on May 20th 1934 in the Stadium at Athens).

In the opening pages of Plato's famous Republic Socrates explains how he came to the Piraeus to attend the festival in honour of the Thracian goddess Artemis Bendis, and to pray to her. When he wished to return to Athens he was urged by his friends to remain until evening. As he was reluctant to agree, Adeimantos remarked: "Don't you know that there is still to be a torch race on horseback in the evening in honour of the goddess?" "On horseback", replied Socrates, "that is indeed a novelty. Are they to carry torches and to pass them to each other in the race?" "Just so", confirmed Polemarchos.

The torch race spoken of was probably a competition between two relay teams. Such races were held, a-foot and on horseback, and like all athletic festivals of the Greeks were of religious significance, service to the gods. If further evidence as to these torch races were necessary beyond that supplied by the great philosopher, we have them in the marble votive reliefs which have survived to our day. One example is preserved in the British Museum depicting a relay team of youths—led by two elder men, one of whom is carrying a torch—who are praying to Artemis. A similar relief, but with fewer figures, is to be found in the Palazzo Colonna in Rome.

The old Christian church fathers thundered against the Athletic Festivals and Circuses of the Graeco-Roman world, and the Christian Emperor Theodosius I prohibited the continuation of the classic Olympic Games in 394 A.D. primarily because in them was recognised a refuge of heathenism. It was not until modern times that quite a new angle of vision resulted in the brilliant resurrection of the Hellenic "gymnastics" in the sport movement, and especially through the resumption of the Olympic Games. The German race has been honoured with the confidence reposed in it of possessing an especial understanding of Hellenic life. Guts Muths and Jahn, grand-father and father of German athletics, drew their sources of inspiration from the Greek gymnastics: and further they were German archaeologists, led by Winckelmann and Ernst Curtius, who revealed the ancient Olympia—as well as Troy and Pergamon—resting peacefully under deep layers of alluvial sand and rubbish, and created for mankind a clearer view of that buried world and of its spiritual life. Thus the Organization Committee of the XIth Olympiad at Berlin in 1936 considered that it was only acting as the loyal trustee of the Olympic ideal when last June it proposed to the International Olympic Committee that there should be a torch run from Olympia to Berlin, so that the light brought from the classic site of the Olympic Games should set ablaze the Olympic Fire which must burn throughout the duration of the Games. When this plan was approved by the International Olympic Committee it was worked out in full detail, and has now been distributed to the National Olympic Committees of



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the seven countries concerned to enable them decide on the undertaking of the task and the making of the necessary preparations for it.

The Olympic Games shall be more than a mere meeting-place for a few highly trained athletes, and more than an opportunity for them to display their prowess before astounded spectators. Rather shall they bring together the peoples of different nations and strengthen in them the consciousness of the common Olympic ideal. Immediate participation in the Games, even as a spectator, must be reserved to a privileged few in comparison with the number of sport enthusiasts throughout the world, especially those who live in countries far from the site of the Games. Yet if this Torch Run is carried through as proposed then, for example, in Greece alone the reflection of the torch will fall on more than 2000 youths who will be proud that they are allowed to carry this fire, and who otherwise could scarcely have counted upon taking an active part in the Olympic World Festival. Each of the runners and the reserve men will be presented by the Olympic Organizing Committee with a document recording his participation and as a memento of it.

TORCH ROUTE

The route over which it is planned to carry the torch is as follows :

	Miles.
Greece (Olympia-Athens-Salonica)	.. 651
Bulgaria (Sofia-Caribrod)	.. 149
Yugoslavia (Nis-Belgrade-Novisad)	.. 332
Hungary (Szeged-Budapest-Groszvar)	.. 238
Austria (Karlburg-Vienna-Schrems)	.. 129
Czechoslovakia (Tabor-Prague-Teplice)	.. 181
Germany (Dresden-Liebenwerda-Berlin)	.. 157

	1837

Each runner will cover on an average five furlongs. Naturally the individual countries will be left free to fix longer stretches in thinly populated areas ; but no stretch may take more than fifteen minutes to cover, as the torches to be supplied by the German Organization Committee will not burn for longer. Each runner will be supplied with one torch. At the handing over a second torch is also to be lighted which will be held there by the reserve runner until the flame is passed on to the next relay man. Taking into consideration all necessary time allowances, the duration of the run is calculated so that the final torch-bearer shall enter the Berlin Stadium exactly at 4 p.m. on Saturday, the 1st August. Allowing for the mountain stretches and other difficulties the average time calculated for each runner is five minutes for the five furlongs. The run will thus last round twelve days in all. It is planned that the first torch shall be lighted at the altar at Olympia with a special dedi-

catory service at midnight on the 20th July, 1936. To ensure that the time-limit shall be accurately maintained along the route an " Olympic Hours " will be held in the market squares of some of the towns through which the runners will pass. Addresses dealing with sport shall be delivered at an altar, lighted from the arriving torch, and for some two hours there shall also be songs and dances. The addresses can stress the significance of the Torch Run and of the Olympic Games. At the exact moment the torch must then be carried further.

In accordance with the decision of the International Olympic Committee an olive branch will also be brought from Olympia to Berlin. It will be placed in a quiver, which each runner will carry on his back and pass on to the man who takes over from him.

The German proposal as to the route in the various countries is as follows (the towns in which the " Olympic Hours " shall be held are in italics) :

GREECE

Monday, July 20th, midnight to Saturday, July 25th, 4-0 a.m.

Olympia — Tropaea — Tripolis — Corinth — Megara — Ecuisis — Athens — Thebes — Kriba — Levidia — Delphi — Brato — Lamia — Larissa — Kozani — Salonica — Serres — Kula (Frontier).

BULGARIA

Saturday, July 25th, 7-0 a.m. to Sunday, July 26th, 4-0 a.m.

Kula (Frontier) Gor. Dzumaja — Dupnica — Sofia — Caribrod (Frontier).

YUGOSLAVIA

Sunday, July 26th, 6-0 a.m. to Tuesday, July 28th, 8-0 a.m.

Caribrod (Frontier) — Nis — Paracin — Jagodina — Smederevo — Belgrade — Zemun — Novi Sad — Stari Becej — Horgos (Frontier).

HUNGARY

Tuesday, July 28th, 9-30 a.m. to Wednesday, July 29th, 5-0 p.m.

Horgos (Frontier) — Szeged — Kecskemét — Budapest — Dorog — Komarno — Gyoer — Oroszvár (Frontier).

AUSTRIA

Wednesday, July 29th, 8-0 p.m. to Thursday, July 30th, 10-30 a.m.

Kittsee — Berg — Wolfsthal — Gr. Schwchat — Vienna — Stockerau — Horn — Schrems — Nagelberg (Frontier).

CZECHOSLOVAKIA

Thursday, July 30th, 1-0 p.m. to Friday, July 31st, 1-0 p.m.

Nagelberg (Frontier) — Trebou — Tábor — Benesov — Prague — Terezin — Teplice — Peterswald (Frontier).

GERMANY

Friday, July 31st, 2-30 p.m. to Saturday, August 1st, 4-0 p.m.

Hellendorf (Frontier) — Pirna — Dresden — Meissen — Grossenhain — Elsterwerda — Liebenwerda — Herzberg — Jueterbog — Luckenwalde — Trebbin — Berlin, Lustgarten — STADIUM.

SOUTH AFRICA ACCEPTS . . .

The National Olympic Committee of the South African Union has through its honorary secretary, Mr. Ira G. Emery, informed the Organizing Committee for the XIth Olympiad at Berlin that it accepts the invitation to the Games in 1936. Thus to the list of participating nations there is added the name of a country with a long Olympic tradition. The fame of the South

African, Reginald E. Walker, sprint champion at the Olympic Games in London in 1928, still survives; and his running in the German Capital in the following year still evokes enthusiastic memories amongst the older members of the Berlin athletic community. At the Olympic Games at Stockholm in 1912 he found worthy successors in the Marathon winner McArthur and the cyclist R. Lewis, the latter of whom in the long distance race around Lake Mälär left 122 of the best amateur riders in the world behind him. The South African colours have also been frequently to the front in the post-war Games, especially in boxing; in the four Olympiads since 1920 South African boxers have carried off four gold medals and several silver and bronze medals. When S. J. M. Atkinson won the 110 metres hurdles at Amsterdam in 1928, with his fellow-countryman G. C. Weightman Smith occupying fifth place before the Englishman Gaby, then the conviction was expressed that South Africa had rightly chosen the Springbok as her emblem; and this has been strengthened by the achievements of little Miss Marjorie Clark at the recent British Empire Games in London, where she won both the high jump and the 80 metres hurdles, setting up two new British records. Her fellow-countryman, the policeman J. H. Viljoen, unluckily destroyed his good chances in the 110 metres hurdles through a bad start; but this was compensated by his colleague, Harry Hart, who won both the weight putting and discus events for South Africa and was likewise second in the javelin throw. Thus the success of the Land of the Springboks at the British Empire Games was only surpassed by the Motherland and Canada.

The remarkable position occupied by South Africa in the world of sport is all the more notable when it is remembered that the entire country numbers under two million white inhabitants. Sport in one form or another is the most popular recreation in the hours of leisure of these two million people. The sub-tropical climate entices to constant out-door activities. In this thinly populated area of the globe there is no lack of sports grounds, golf courses, public baths and other opportunities for exercise. Thus the South African youth develops in freedom, light and air into a type known not only for its physical capacities but also for its good looks. Rugby, cricket and lawn tennis are the national sports. Durban, the bathing resort on the South African "Riviera", holds the world record for tennis enthusiasm, possessing no fewer than 17,000 tennis courts for its 50,000 inhabitants.

Many South Africans have never seen snow, and one has little expectation of finding winter sports in this country. Nevertheless there is a wonderful skiing paradise in the Hex River Mountains, in the western Cape Province, especially on the Fonteintjes mountain. This is the happy resort of a small group of winter sport enthusiasts. As the southern hemisphere will probably only be thinly represented at the Winter Games at Garmisch-Partenkirchen in February, 1936, it is to be hoped that South Africa will feel impelled also to send a full representation to take part in the great winter sport meeting.

ALSO HAYTI

In the course of the Games of the VIIIth Olympiad at Paris in 1924 the brown sons of the small Central American island republic made their first appearance amongst the Olympic competitors with conspicuous teams of Athletes and of marksmen. Since then, at the Olympiads of 1928 and 1932, Hayti has been only represented by two athletes, one of whom secured second place in the long jump at Amsterdam.

Haytian sportsmen reside in a land that knows no winter, under a sky that is ever blue and an ever radiant sun. The open-air life on the coast of the Caribbean Sea has developed them into a race of athletes. They thus possess the most favourable conditions under which to prepare for the Berlin Olympiad. So that a worthy representation may be sent to the German Capital the entire sport control has been placed in the hands of Mr. André F. Chevallier, President of the Olympic Committee, who has already been responsible for the organization of numerous international contests for the athletes of Hayti. Training for the shooting contests has already commenced, and a preparatory programme for the light athletes, both men and women, has been taken up. A football team—and also a ladies' volley-ball team, if this game is included in the Olympic programme—will accompany the representatives from this distant island to demonstrate in the Olympic Stadium at Berlin what Hayti has achieved. Including South Africa and Hayti there are now 37 countries which have notified their decisions to take part in the Olympic Games in 1936.

OLYMPIC ENTHUSIASM IN CHILE

The receipt of the German invitation to the Olympic Games in 1936 has been followed in Chile by a complete reorganisation of the Chilian National Committee under Senor Enrique O. Barbosa, President of the Fencing Association, with the aim of concentrating all forces on the preparations for the Chilian expedition to the German Capital. It is hoped to be able to send a team of 150 athletes to Berlin, and to do so largely out of own resources without financial help from the Government. The interest awakened by the Games is to be further spread amongst the people by a general Sport Propaganda Day to be held annually throughout the country, with sport festivals, displays and parades; there are further plans for the construction of a national stadium and a "House of Sportsmen", the latter being on the lines of the German Sport Forum and containing the administrative offices of the national athletic associations as well as their training and exercise halls. Both the Chilian Government and the President of the Republic have given very friendly support to the development of sport, so it is confidently expected that these plans will be carried through in the non-distant future.

LUXEMBURG ACCEPTS

The Luxemburg Olympic Committee at its last plenary session agreed in principle to participation in the Games of the XI Olympiad. This decision

has been conveyed to the Organizing Committee of the Games by M. Nicolas Schmit, the Secretary General of the Luxemburg Olympic Committee.

Thus to the 33 countries which have already expressed their determination to take part in the 1936 contests there is added a nation which in recent years, after most careful examination of the corresponding organizations throughout Europe, has built up the most modern organization for physical education that exists in the world. The official body concerned with all questions of physical training is the "Institute for Physical Education" whose members are nominated by the Government from the ranks of the gymnastic and athletic associations, the army, and the teaching and medical professions. Municipal officials for physical training are attached to the Institute, and an Inspector General watches over the training in the schools and associations as well as in the army. Every child on entering school receives a "Booklet of Physical Education". In this is registered at regular intervals his physical development and achievements, as also a sport certificate when he has completed his eighteenth year. When a number of fixed standard performances have been attained he further receives a Certificate of Physical Fitness, corresponding to the German Sport Badge. This booklet must be submitted by all competitors for official positions, and indeed in certain vocations the possession of a Certificate of Physical Fitness is essential. The gymnastic and athletic associations only grant permission to persons under 25 years of age to take part in contests when their general physical training is proved by the holding of this Certificate.

Such an organisation is undoubtedly adapted not only to impress on every boy and girl the knowledge of the necessity for physical training but also in fact to accustom them to sport. That is also one of the main aims for which Baron de Coubertin, the founder of the Olympic Games, always fought. It further corresponds with true Olympic conceptions when a small country, which scarcely can hope to hold ground with the great nations in the contest for athletic laurels, nevertheless decides to come to the Olympic Games. Luxemburg was represented in eight competitions at the 1928 Games, and won one gold medal—in Art. Jean Jacoby, the Luxemburg victor of that year, also competed again with distinction at Los Angeles.

We trust that in 1936 the Grand Duchy will participate with many voices in the Olympic Concert of the Nations.

CHINA COMES TOO

The Kuo Min News-Agency announces from Nanking that the Physical Education Committee of the Ministry of Education of the Central Government has decided that China shall take part in the Olympic Games at Berlin in 1936. The National Amateur Athletic Federation has been entrusted with the task of making the necessary preparations. China's first appearance in the modern Olympic Games was in 1932 at Los Angeles, where the sprinter Cheng Chun Liu represented his 400 million fellow-countrymen. Undoubtedly Berlin will

be able to welcome a larger Chinese representation in 1936. When the Japanese first competed in the Olympic Games, at Stockholm in 1912, they had only two representatives—a sprinter and a Marathon runner—and failed then to achieve success; but twenty years later, at Los Angeles, they were one of the half dozen most successful nations. Conditions amongst the Chinese and Japanese are too varied to permit the drawing of any sensational conclusions as to China's future in the Olympic Games. Nevertheless physical training in China has a history which dates back before the Christian era, and around the year 1000 A.D. the Chinese were already playing a form of golf, football and polo, of which pictures still exist. Their own form of boxing and gymnastics have lasted throughout the centuries until to-day, even if the western world knows as little of them as it does of China's learning and of her ancient cultural possessions. It is clear that an attempt is being made to link up with these old traditions, for in accordance with a further recent decision of the Physical Education Committee the school authorities in Peiping, Tsingtao, Hankow, Nanking, Shanghai, Canton and other cities are to be asked to introduce experimental training courses in Chinese boxing. Sports and games of a western character began to make their way in China about the commencement of the present century. In this the leading role was played by the schools of the Christian Missions and especially by the Young Men's Christian Association. Thus, for example, Eric Liddell, the Olympic victor in the 400 metres race at Paris in 1924, is now a missionary in China. His great race with Dr. Peltzer at Tientsin in 1929 may be recalled. Moreover in recent years several modernly trained gymnastic and athletic instructors, graduates of the German College of Physical Education, have been attached to Chinese schools and universities. No form of European or American sport is any longer unknown in China. Football is especially popular, and China's most important successes in it have been gained against Japan and the Philippines in connection with the biennial Far Eastern Games, as in these contests at Manila in the spring of this year. If a football tournament is held in connection with the Olympic Games at Berlin, it will be very interesting to compare the Chinese method of play—not so robust as sticky—with that of the other nations. Even though the organisation of physical training amongst the masses of China's population still has many obstacles to overcome, yet the decision to participate in the Olympic Games combined with the other activities of the Chinese Committee—the question of the organization of gymnastics in the schools as well as the problem of constructing play grounds are being especially attacked—clearly show the strides which national fitness through physical training is making in China.

“Formal” Activities in a Sound Physical Education Programme *

DR. GEORGE F. ANDREWS, M.A., M.Ed., Ph.D. (COLUMBIA),

Assistant Physical Director to the Government of Madras.

Formal activities have been defined as follows :—

“Formal activities are those invented exercises organized at times into ‘systems’ and presented in certain groups as day’s orders. This material is artificial with no organic relationship to natural movements, ego-centric in type, and without the sanction of any of the sciences.” (William, J. F. in *Principles of Education*, 2nd edition revised, p. 371—W. B. Saunders & Co., Philadelphia, London, 1932.)

Programmes of physical education in schools and colleges in India contain activities which come under the above classification. Prominent among them are calisthenics, the several kinds of drills—pole drill, dumb-bell drill, wand drill, Indian club drill, etc.—exercises with both light and heavy apparatus like lezium exercises, bar bell exercises, and gymnastic exercises and the indigenous activities like dundahls and bhaskies, Surya Namaskars, Pranayamas, Yoga Asanas, etc. The history of these activities shows that they were all invented at one time or other in the past to serve some definite purpose or purposes. Beginning with Ling in Sweden, Spiess in Switzerland, Jahn in Germany we mark the progress of exercises with and without apparatus, of drills and day’s orders. The “daily dozen” “hygienic exercises” “systems” for body building like that of Sandow, Atlas, Ramamurthi, and others, Danish rhythmic exercises—these are a few of the modern inventions. Surya Namaskars, dundahls and bhaskies, Pranayamas and Yoga Asanas have also had their origin similarly, the only difference being that their origin belongs to the hoary past and is almost untraceable.

That these activities have been organized into “systems” and “day’s orders” which students in schools and colleges are made to go through whether they like them or not, and without any apparent desire to satisfy their needs is common knowledge. To see groups of students perform these exercises in a very perfunctory manner is not a rare sight. Headmasters and physical directors are not unaware of the fact that students will make use of any plausible cause as sufficient reason for being excused from such drill and exercises. These conditions raise the question whether these formal activities should be included in the programme of physical education in schools or whether they could be omitted in favour of better ones. The answer can best be given by a consideration of the pros and cons of the subject.

The formalists claim on behalf of these activities the following :—

*Criticisms and opinions on the subject may be addressed directly to the author in care of *Vyayam* or through the medium of this magazine.

1. Life is not a bed of roses. It does not always present facts in interesting and attracting fashion. It offers obstacles to be got over. The individual should be trained during childhood to do difficult and unpleasant tasks so as to be prepared to face life with its ups and downs.

2. By compelling the individual to go through these activities, which he does not wish to do, it is possible to strengthen the will.

3. The discipline enforced through these activities will cause the child to be obedient, and the obedient, law-abiding child will grow into the obedient, law-abiding citizen.

4. In the response-command exercises there is inhibition of unnecessary movements. This trains the individual to inhibit unworthy and socially harmful impulses.

5. Courage, honesty, perseverance, powers of reasoning, ability to observe, etc., are some of the qualities which can be developed through these activities.

6. The skills developed through these activities are of general use throughout life.

7. The drills and formal exercises are sufficient to develop the skills and co-ordinations necessary throughout life. They are valuable for posture training.

8. These activities are such that they are easily taught and require very little finance and equipment, while large groups can be handled by one person in a very small space in short periods of time. Also elaborately trained leaders are not required to teach the activities.

As against these the following arguments can be marshalled to prove that the validity and soundness of the claims are questionable.

1. The claims are based on faculty psychology and the theories concerning formal discipline and transfer of training, all of which are being now questioned. The organism is a unified whole ; discipline from within is more valuable than that enforced by an outside authority ; there may be transfer of training from one situation to another only if there are similarities in the two situations, and only as these situations are recognised—these are the psychological findings now largely accepted.

2. In claiming that it is good for the individual to be disciplined through a formal programme which necessarily implies formal method, “the biologic needs, instincts, interests and capacities of individuals” are not taken into account. Organic development, neuro-muscular co-ordination, emotional integration—these are not provided for in the most satisfying way.

3. The response-command method is used to conduct these activities. Uniformity of response is aimed at, the command being the stimulus to action. The resulting mechanical obedience and automatic movements do not result in any reflective thinking. Participation in an activity which has interest and meaning leads to reflective thought, specially when the activity is not easily

mastered. This opportunity for "the development of thinking is the educational basis of physical education" and does not occur in a formal activities programme.

4. The command may result in enforced response and attention and an outward performance, but there is likely to be definite inward rebellion. There is no wholehearted response to a command when there is no "identity between the activity and the participant"—"a relationship that is the sole guarantee of unified response."

5. Participation in the formal activity does not ensure continuity of the activity after school days are over because no love is created for it. Anything done under compulsion, which by the virtue of the compulsion becomes a task, is likely to be rejected as soon as the pressure to do it is relieved. Formal activities are not inherently interesting and fail to develop favourable attitudes for their continuance in later life.

6. The Laws of Learning, namely the Laws of Readiness, Exercise and Effect among others, which govern learning are entirely ignored in the evolution and conduct of a programme of formal activities.

7. Some of the activities are unphysiologic and unhygienic, the prominent ones being the steady gymnastic exercises, Pranayamas, Yoga Asanas and the so-called "educational" exercises.

8. The emphasis on the value of these activities for posture training is entirely misplaced. It is forgotten that "the question of posture must be viewed not merely as a problem in body mechanics, but also in relation to fatigue, to nutritional and emotional states." Natural posture should be secured and maintained by natural activities and not by artificial ones.

9. No appeal is made to the desire for self-expression on the part of the individual. Participation in the activity is demanded not because of the participant's interest in it for its own sake and for the opportunity it provides the participant for the satisfaction of his desires, but for the sake of some distant unappreciated values, like strengthening of the will, obedience, discipline, etc. No "true effort toward the fulfilment of a growing and expanding activity" is sought for.

10. The interest in these activities is at times because of their sugar-coated nature, or because of the personality of the teacher—both very fleeting influences.

11. In claiming the development of qualities like courage, honesty, perseverance, reasoning powers, obedience, discipline, etc., through these activities, not only too much is claimed in a very general way, but the fact of the concomitant learning in any situation is over-looked. The distant, because unnoticed, rumbling formation of attitudes of dislike and hatred for physical activities, or of surging insubordination to authority which compels participation against natural desires and interests, or of growing dishonesty seen in the

false excuses given for evading the "drill class" are a few of these concomitant learnings, which the formalist ignores.

12. Lastly, there is no justification for these activities on the basis of limitation of physical facilities when under the same restrictions a programme of natural activities will lead to enduring results in the development of a wholly integrated organism on all the levels—physical, mental, moral and social.

The following statements by physical educators in England, a country where formalism is still dominant, are worthy of note.

Marshall and Rees say of gymnastics, thus:

"Gymnastics, however, born as they were on a foreign soil, and unlike games, subjective in character, have made a somewhat less appeal partly because they have been regarded as 'an inferior process of joyful antics indulged in by the body,' and partly because, worse still, they were used in past days as a series of posturings. Such work was truly termed 'drill' and became a source of intolerable boredom to all who took part in it." (Marshall, F. J. C. and Rees, W. R. *Physical Education in Boys' Schools*. University of London Press, 1933. p. 6).

Mary A. Johnstone discussing Ling's system, says:

"The Ling system for our requirements must be supplemented. Inspired as it originally was by the soldier ideal, it not naturally became narrowed and concentrated. It over estimated certain truths, it underestimated others. It tended, in practice, to forget the needs of the ordinary human being, although it seemed to remember them in theory. "There is no denying the quality of stiff artificiality which pervades it from beginning to end. Spiritually it belongs to military drill; and military drill is not beautiful. There is not the slightest attempt to cultivate beauty in movement. Only incidentally does one see graceful poses in the gymnasium so seldom that we are surprised when we see them. Stiff straightlines and sharply bending joints are far more common than gracious curves and following movements. "The spirit of drill is not a joyous one. It lacks the outrush of spontaneous effort The setness, the formality, the absolute restraint which must pervade the gymnastic lesson, explain why, when the charm of novelty of apparatus, etc., has faded, the business after three or four years of it becomes so boring that some girls are ready to evade it. Only the undesirable spirit of competition can keep interest alive."

(Johnstone Mary, H: *The Physical Training of Girls*. Sidgwick & Jackson, Ltd., London: 1924. pp. 31-32.)

A programme of physical education emphasizing the use of formal activities does not take into consideration the facts of human nature and nurture nor of the possibilities of the fully grown and developed organism. Thorndike says that the extreme cultivation of the instincts of submissiveness and frightened behaviour in the masses through the centuries past restrained progress and denied the common good. (Thorndike, E. L. *Educational Psychology: Teachers College, Bureau of Publications, N. Y.: 1919: Vol. I., p. 282*). The system of formal activities, with its drills and set exercises, its response-command method, its scheme of gymnastic exercises, its marchings and manoeuvrings, its military precision and perfection in performance, arose out of the social, political and military need of the countries where they originated. And they are out of place and out of time in these days when the social order is changing, political ideas of monarchy have given way or are giving way to

democracy or representative governments, and peace movements, national and international are incessantly working to bring about a better and happier world in which to live.

It would thus appear that the over emphasis and attention to these formal activities is very much out of place. Not formal training or discipline through a programme of "stilted, artificial and deadening movements," but full and complete integration in all levels—physical, mental, moral and social—for wholesome living which can be made possible through a programme of natural activities* is what the students need and towards the realization of this the physical educator should set his face.

*N. B.—What the programme of natural activities should contain will be discussed in a separate article later on.

Student Theatricals

G. K. CHETTUR, M.A., (OXON.),

Principal, Government College, Mangalore,

[Vyayam constantly urges the value of extra-curricular activities. It now proposes to share with its readers the experiences of others who have been, by means of such experience, conspicuously successful in widening the horizons of college students. The first of these articles we publish in this issue. Government College, Mangalore, is notable for its college newspaper, its college Magazine and its dramatic successes. We are happy to share the author's valuable experiences with our readers.—*Editor.*]

When a student looks back on his school or college life, he may remember with legitimate pride how he distinguished himself in examinations or won prizes for class work, but I think his memory will dwell more fondly and lingeringly on those extra-academic activities in which he played a prominent part: his prowess on the playground, his achievements as a writer (for his college magazine), his triumphs as a speaker, or his successes on the stage. I am convinced that the many students with whom I have been associated year after year in the arduous but very pleasing task of staging a dramatic performance will never forget the excitement and the thrills connected with the work. Wherever they may be, in whatever walk of life or however old, they will, I am sure, always remember with delight (notwithstanding the drudgery inseparable from such work) those crowded hours of glorious life, when each one, no matter how small his part or how difficult his role, worked like a trojan for the success of the piece. I myself have none but the pleasantest memories of the dramatic performances I have helped to stage, and consider that the students who take part in such performances receive a most valuable training.

In the first place, a great deal of trouble is taken to improve their enunciation, and heaven knows this is badly required; *secondly*, it helps them to

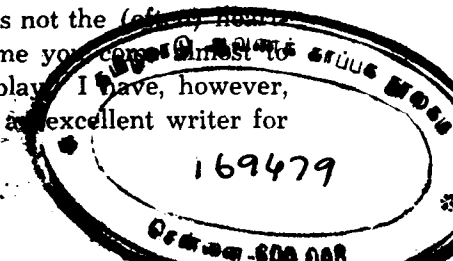
rid themselves of their nervousness by gradually eliminating that feeling of self-consciousness so common in young people, and by correcting their *gaucheries* makes for natural and graceful expression in voice as well as motion; *thirdly*, it may bring out hitherto unsuspected talent into relief against other deficiencies and thus remove a detrimental inferiority complex by inspiring the young man or the young woman with greater self-confidence; *fourthly*, it serves as a first-hand introduction to Art and Aesthetics, to the appeal of the beauty of line, form, colour and movement, which a good educational system cannot afford to ignore; *fifthly*, it links up the workers in a bond of fellowship which besides inculcating the importance of team-work, gives them a new angle, as it were, on life, a new sense of dramatic and literary values; and *sixthly*, there is all the individual joy and pride of doing something lovely and pleasant, of being a useful and (perhaps) envied member of the community in which one lives.

How important an educational feature these histrionic displays really are I realised only the other day, when, happening to halt by chance at a place where there was an Elementary School, I was treated to a performance got up in my honour by the pupils at fifteen minutes notice! It sounds incredible, but it is true, and what is perhaps still more amazing, it was an excellent show. I was just as much intrigued, as you probably are, to know how the miracle was worked, for miracle it seemed. The explanation was simple. I was told that it was the practice in that school to do one little play every month, a selection from these being made for the grand *tamasha* on the annual School Day. I was still more surprised to learn that every Elementary School in that *taluk* (Puttur, S. Kanara) was encouraged to and did actually carry out a programme of staging one dramatic performance each month. In the particular school I visited the teachers as well as the pupils were enthusiastic about the educational value of such concerted work: as well they might be, for I never saw a keener or more alert set of teachers, or a brighter or more happy set of little people.

Most educational institutions are, however, not so ambitious. They are generally content to stage a performance each year, usually on the occasion of the annual School or College Day, and leave it at that. Sometimes, where Vernacular societies flourish and will not be denied, there may even be two or three dramatic performances each year. In my own college a tradition has been established which necessitates four shows every year, one for the Karnatakas Sabha Day celebrations, one for Onam, one for College Day, and one for the Union Social at the end of the last term. One year we got even the members of the Staff to get up a play all by themselves and it was great fun.

Now, my main difficulty with these shows (I am directly concerned with only the last two, the others being in the vernacular) is not the (often) heavy breaking work at rehearsals, because that after a time you come to learn to enjoy, but the trouble involved in choosing a good play. I have, however, been lucky in my discovery of Mr. Bernard Shaw as an excellent writer for

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the amateur stage, and therefore have, perhaps, no reason to grumble. I started (1922) with his delicious little skit on Shakespeare entitled *THE DARK LADY OF THE SONNETS*, and it was the Dark Lady that opened my eyes to the possibilities in this direction. I have been very faithful to Mr. Shaw for I have produced no less than nine of his plays and playlets: *THE MAN OF DESTINY* (1923); *ANDROCLES AND THE LION* (1924); *CAESAR AND CLEOPATRA* (1925); *GREAT CATHERINE* (1928); *AUGUSTUS DOES HIS BIT* (1928); *CASHEL BYRON'S PROFESSION* (1929); *ARMS AND THE MAN* (1931); *THE INCA OF PERUSALEM* (1932). Now that Shaw's plays are available in a one-volume omnibus edition at a very modest price he should become more popular on the amateur stage. I can recommend most of the plays I have mentioned; they are all great fun and of varying lengths. If you want a short one for an hour or an hour and a half you could not do better than begin with *THE MAN OF DESTINY* which is a very amusing caricature of Napoleon.

Other dramatists we have attempted to interpret on our college stage are Oscar Wilde (*THE IMPORTANCE OF BEING ERNEST*—1923); Moliere (*MONSEIUR PORCEAUGNAC*—1926); John Drinkwater (*ABRAHAM LINCOLN*—1930); and A. A. Milne. I found Oscar Wilde's play very difficult to do because it requires very brilliant acting indeed to get his flippancies well over the footlights. *ABRAHAM LINCOLN* proved a one-man show on the stage, though very gripping and tense, but a play in which "Eclipse is first and the rest nowhere" is not in my opinion suited for the college theatre. Moliere I found too broad in his effects, too crude, which is perhaps quite natural, after Shaw. Of late we have been confining ourselves to the smaller one-act plays (See list of books given below) and I have found some of them extraordinarily effective. Even in selecting a one-act play my tendency is to pass over a play which requires modern English dress or contains much dialect. After all when you get up a show it should be as spectacular as possible; the costumes, to be attractive, must be rather different to the drab things one is accustomed to in daily life. Of course, it should also be a play with plenty of action and humour. That goes without saying. Your dull heavy serious moralities are as much anathema to me on the stage as they are on the screen. But in this I am aware that tastes differ, as the old woman said when she kissed the cow. . . . As for Shakespeare, to be quite candid, I have not had the courage to attempt any of his plays. I have a feeling, chiefly founded I am afraid on the dreadful way in which students come forward on the slightest provocation and mouth "the seven ages" or Antony's oration, or "The quality of mercy," I have a feeling, I say, that the style of Shakespeare is not suited to the Indian genius.

If you have got your play (and that is really half the battle) the next thing to do is to choose the actors, and this though very interesting from one point of view is apt to be a vexatious affair because it is at this moment that you are made most keenly and bitterly aware of life's essential contrariness.

If a lad has the necessary looks, he hasn't the height; if he has the height as well as the looks he hasn't a voice, or his enunciation is beyond hope, or an unshavable moustache or stone blindness or something equally detrimental stands in the way; or, if he has everything else, you discover him to be so wooden and unintelligent as to be quite useless for that or any other part. And then there is the endless bickering about parts, each one claiming some other role than the one assigned to him, the lesser roles being considered *infra dig* by nearly all concerned. When you have settled most of the differences that have arisen (not of course without causing much bitterness and heart-burning) you begin the preliminary readings, which often result in further changes. Finally you settle down (broken hearts are so easily patched and bitteresses so quickly forgotten) to the regular daily rehearsals, which in their own way can be an awful trial of all one's patience, faith, hope and charity. Then come in turn, the preparation of the dresses; the gradual accumulation of the various stage properties incidental to the piece; the setting up of the necessary scenery, and the painting of new screens if the play demands and your coffers allow of it; the inevitable frenzied approach of the fateful day; the Dress Rehearsal which takes four times the normal duration of the piece, and at which every imaginable thing goes wrong, actors come late, lights go out or come on at the wrong time, moustaches fall off, dresses become undone, are forgotten, words are mispronounced, until you feel like going quietly home and shooting yourself. And then the great day arrives when miraculously everything goes right, and the curtain goes down finally in a storm of applause fit to burst your ear drums. All these are familiar stages in the progress of the piece, and therefore I need not dilate upon them.

A word about stage setting may not, however, be out of place. We are so accustomed to see decorative scenery of the most florid type in our theatres that we do not realise how effective a simple background of curtains of suitable colours can be. A great jar of flowers on either side of the stage and a frieze of boughs may be used to suggest a wood or a garden. The flowers may be replaced by two figures in bright tabards holding spears or banners and standing very still, for a state scene. The art of suggestion is endless and each play will suggest its own ideas to a stage manager with a good eye for effect. My own feeling is that scenery is usually "an expense out of all proportion to its worth." Most amateur scenery is artistically inferior to curtains. These if well hung have the great advantages that "they do not distract the eye and that the movements of the actors show clearly against them".

I may also say a word about girls and boys acting together on the same stage co-educational institutions. In Shakespeare's days, as we know, women's parts were taken by boys dressed up to look like girls, but there is really no reason why we in the twentieth century should continue the practice. Women, everywhere else are now learning to take an equal place side by side with men in almost every sphere of activity. In our country, cursed as

we are with an ingrained contempt for women and their capacity for any sort of work outside the purely domestic sphere, I am convinced that we should do all we can to encourage them to come forward and show themselves as, if not more capable than men, so that the inferiority complex on the one side and the superiority complex on the other may be resolved on the common ground of mutual sympathy and respect. During the last two years I have been able to induce some of the lady students of my college to act along with men students in the same piece, and I suppose the fact that the heavens have not fallen down and crushed Mangalore out of existence is going to make it easier for them to come forward more readily in the future here as well as elsewhere. Personally I have found it very stimulating and helpful to have their co-operation, and I am certain it is good both for them and for the college as a whole. It goes without saying, of course, that when young men and women act together, intimate love scenes and the like must be carefully excluded. I think they are better excluded whatever the circumstances may be. There is far too much of that sort of thing in the Cinema as it is.

A last word about permission to perform the play. Most plays are copyrighted, and permission has to be obtained for performance, whether public or private. This may involve the payment of a small royalty; do not grudge it. Do not overlook the fact that in many cases this is the chief source of the dramatist's income and is "simply a payment for the right to use his property". Remember also that if your performance is in aid of a charity, that does not entitle you to ask the dramatist to waive the royalty. Each man's charity is his own business, and the dramatist may prefer to choose for himself the charities to which he is to contribute.

May I add in conclusion to those who are down-hearted or inclined to be unduly depressed about the success of their venture that things usually come right in the end however hopeless the outlook may be at the start, and anyhow that failure with a good play is worth a great deal more to every one concerned than easy success with a play that is essentially worthless. As Mr. G. K. Chesterton has pointed out in his own inimitable manner, if a thing is worth doing at all, it is worth doing badly!

SOME BOOKS FOR ACTORS AND PRODUCERS

A STUDY OF THE MODERN DRAMA. Barret H. Clark. Appleton & Co. 15s.

Half the book is given to English, Irish and American drama; the other half to the drama of Norway, Russia, France and other European countries. An encyclopaedia of facts and critical ideas; particularly suitable for libraries and reading circles.

ON THE ART OF THE THEATRE. Edward Gordon Craig. Heinemann. 10/6d.

One of the most original and stimulating books ever written about acting, stage production and stage design.

HOW TO PRODUCE AMATEUR PLAYS. Barret H. Clark. Harrap. 5s.

A practical book which covers the whole ground from organisation and rehearsal to staging and make-up. Illustrated.

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ONE ACT PLAYS OF TO-DAY selected by J. W. Marriott. Harrap Four Volumes.

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The Need for Reorganisation of Secondary Education*

RT. REV. V. S. AZARIAH,

Bishop of Dornakal.

Fifty years is a long period to look back to, and those of us who can look back to half a century of life in India will realize what a new India it is into which we have slowly glided during this period. In 1884 I was still in the village school. We traced the alphabets with our fingers on sand. We learnt from palm leaf books, each day's lesson was written by the teacher on a prepared palmyra leaf with a steel style. We learnt in the fourth standard Tamil sums in fractions. My early mornings were spent in awaking the bachelor teacher and then lighting the fire for his breakfast. The boy who called him first had double marks.

In the beginning of 1885, I went into residence in a boarding school, where we boys had daily to sweep and wash the floor and take our turns in the kitchen. A large number had to carry water daily to a row of young coconut trees recently planted, and the senior boys had to irrigate the missionaries' gardens.

The teachers worked in school six hours a day. The headmaster worked many hours besides. One of the masters was the boarding master, too. Two others were in charge of games and played with us. One other took charge of the preparation work in the evenings. Our own teacher was the model of a Christian teacher. Many of us are what we are because of his influence, his prayers and his example, and yet there were many days when the time-table was forgotten. Inspiration would carry him one day to devote the whole afternoon to Euclid, and another whole afternoon to algebra, and another whole morning to Scripture. He was full of these subjects; and the pupils caught his enthusiasm.

Those days are gone—gone for ever. Books and slates have now replaced palm leaf and sand. Cuddapah slabs have replaced cow-dung floors. The ready and easy way of the old days have given place to rigid time-tables compulsorily adhered to the stroke of the bell, every 45 or 55 minutes. These old time born-teachers with no Government training have passed away in favour

*An address delivered at the Golden Jubilee of the S. P. G. High School, Nandyal.

of a new generation of H. E. (higher elementary grade) T.T.C. (teachers' training certificate), S.T. (secondary trained), T.C. (teachers' certificate), B.Ed. (bachelor of education), and L.T's (licentiates in teaching).

With these things perhaps are also passing away in many cases the Guru—Sishya relationship between the teacher and the taught, and the abiding influence for good that teachers exerted on the pupils. There are of course notable and outstanding exceptions to this, and we know some in connexion with the high school whose golden jubilee we are now celebrating.

Primitive conditions however cannot continue for ever. The world does not stand still; and man, the progressive animal, cannot stand still for half a century. Rather it is our privilege to face the world of to-day, conserving what is best in the world of yesterday, and building the world of to-morrow as best as it is in our power to do.

MORE SCHOOL AND COLLEGES

The census reports are a veritable mine of information and often constitute the best antidote to pessimism. They reveal how much we have to be thankful for the educational progress of these last fifty years. Taking the Madras Presidency as a whole, we see that the number of pupils in the elementary schools have grown from five lakhs half a century ago to 25 lakhs now—a five-fold increase. Pupils in secondary schools have increased from about 25,000 to 200,000—eightfold. Colleges had about 4,500 then, and 15,000 now. These figures show the tremendous march we have made in this part of India in the matter of education. Secondary education in particular has gone up by leaps and bounds.

In 1891, five per cent. of the pupils in the primary schools were in the high schools; and 18 per cent. of the high school pupils were in the colleges. In 1931, seven per cent. of the elementary school number were in secondary schools and, owing to the large increase in the number of High Schools, seven per cent only of those enrolled in the secondary schools were in colleges. Secondary education has become rightly popular. The enormous number of candidates appearing annually for the S. S. L. C. (secondary school leaving certificate examination) is an indication of this.

In England primary education was made compulsory in 1876, Provision was made in 1891—43 years ago—for free education of all between 3 and 15. Whereas for nearly the same population, England has about 20,000 primary schools, Madras, owing to its enormous proportion of rural population, can boast of schools more than double that number. We are not very much behind Great Britain in the number of secondary schools either.

VOCATIONAL TRAINING

All this is a matter for congratulation. What we need is not so much a larger number of academic colleges and high schools, but a large increase in the number of primary schools—not more of the academic type of education,

which has been the popular craze for the last half a century, but education of a practical and vocational type.

Dr. Cyril Norwood, late Headmaster of Harrow, speaking recently to a section of the British Association, said that the English secondary education which provided the same curriculum and test both to those who wanted to enter the universities, and to those who wished to enter business careers was not of a satisfactory type. Seventy per cent. of the boys in Great Britain never got beyond the secondary school stage and only seven per cent. entered any university. And yet, he said, not only was the examination framed for his small percentage of the whole, but the whole curriculum followed was altogether unsuitable to the boy who ended his scholastic education in the secondary school.

Dr. Norwood advocated for the British secondary school boy these three things: first physical education, then some handicraft, then the training of the ear and the eye. He would include under the last modern history, geography, proficiency in conversation in one foreign language, and ability to read, write and speak English correctly.

If these are the needs of the English schoolboy, how much more is it necessary for the large majority of the Indian boys! The census report says that in 1931 there were nearly 2,000 S. S. L. C's, and 450 B.A's. unemployed—and most of them between the ages of 20 and 24, and had been unemployed for more than a year at the time of the census.

What is wanted for our country is a new orientation of our high school education. We certainly cannot afford to frame all our secondary education to cater for the small percentage of pupils who profitably proceed to university. The 93 per cent. who stop with the high school or who ought to stop there, require our thought and help, much more than the seven per cent. who find their way to the college. The seven per cent. who proceed to university ought probably to be catered for separately and this ought to engage the serious thought of the universities.

PHYSICAL EDUCATION

I am not an educationist, but a plain blunt man who has eyes to see and ears to hear. From what I see and hear in all directions, I can say what type of secondary education an Indian boy requires these days. He certainly needs first of all, even more than the English boy, physical education. He needs to know how to keep fit and strong in an enervating climate like this. He needs to be warned against all social vice so that he may build up a clean and robust physique. He has to be told the evils of early marriage, and of indulgence in sexual vice and must be given that religious and moral help that alone can give him strength to overcome the temptations of his age. "Social and moral hygiene" is the modern term used for this education.

Secondly, the Indian high school boy even more than the English, needs training in some handicraft. You may call it manual training or vocational or

industrial education, or technical instruction. Teaching a boy the use of his hands and tools to enable him to make an honest living—that is the great need to-day. Weaving of wearing apparel, making of shoes and other leather goods, and making of even simple household furniture : these are industries for which there is always demand and as education increases articles of fine workmanship are appreciated and are in demand.

Hand-loom weaving is not dead. It ranks in importance and magnitude next only to agriculture. Fourteen districts in the Madras Presidency had more than 10,000 looms each in 1931. Kurnool District is estimated to have added 6,000 hand-looms in the decade preceding the census. This and other industries must be adjuncts of the secondary school, and the high school must be an adjunct of the vocational school.

Thirdly, a boy holding a Secondary School Leaving Certificate must have a working knowledge of the vernacular. He should possess enough vernacular knowledge to express what he knows to his own people. Certainly he must have such training as will make him want to read a vernacular newspaper and sometimes also write to it.

Fourthly, he must be able to read, write and speak English. English is one of the international languages of the world. Any large business within India or outside India is impossible except through its medium. (I am not one of those who believe that Hindi is ever going to become the common language of India). To this may be added a knowledge of shorthand and type-writing as essential requisites for a business career.

If there is any truth in what I have said so far the aim and policy of our secondary schools must be radically changed. I shall indicate a few lines along which I should like to see us more in the future :—

(1) The first reformation must come from the universities. They must hold their own entrance examinations for admission to college.

(2) The school final course must be reformed along some such lines as I have indicated. The course of study should include a good knowledge of the vernacular and English and a certain amount of arithmetic, history, geography and elementary science.

(3) It must include in it a department of teaching, to train those who have a vocation and gift for educational work.

(4) It must have a vocational department—in which young men will be trained to take their place in the new era of industrial and economic advance into which we have entered already.

A few words about the last two of these :

IGNORANCE OF VILLAGERS

One of the greatest obstacles to the progress of our country is the illiteracy of the population. Whether we discuss higher ideals of sanitation, health, economic progress or social reform we are blocked at every step by the dense ignorance that broods over the rural population. Fifty years ago in these

districts of Kurnool and Cuddapah, just 10 per cent. of the male population could read and write. It is only 13 per cent. and 15 per cent. respectively now ; 87 per cent. of the men in Kurnool District cannot be reached through any vernacular literature on health, sanitation, trade, agriculture or social reform. The fifty years have not seen very great change—have they ?

Again, half a century ago women literates in Kurnool and Cuddapah Districts numbered about one in 300. Now it is about one per cent. This shows the backward condition of education in the Ceded Districts. No genuine political progress, no thorough-going social reform, no marked advance in nation-building is possible with such a large proportion of the men and women of our country ignorant of all letters. Mass education is the great need of the country.

The elementary school teacher is the chief factor in this problem. We need a superior type of men to go into village school work, men with a passion for the regeneration of the country, men who could create in the pupils a love of books and literature, men who could open up the minds of the villagers to the treasures of knowledge round about them, men who could guide the villagers in their search for truth. That means the lower elementary teacher must give place to the higher elementary teacher ; and the higher elementary man to the secondary school master. If our high schools could train such a new type of village teacher, we shall be materially contributing to the progress of our country.

BETTER WORKMEN WANTED

We not only need teachers but we need a superior type of workmen, too. While a limit is soon reached to the number of S. S. L. C. men who can be absorbed into the teaching profession, there is a great opening for such men in the modern industrial and business world. Take one instance : Motor transport has received a remarkable development during the last ten years. The decade showed 500 per cent increase in persons concerned with making or repairing motor vehicles, and a 40 per cent. decrease in the numbers employed in making carriages and carts ; and 60,000 persons are employed in motor transport. Numbers employed in mechanically driven transport have gone up seven fold in the decade, and persons employed on roads and bridges have gone up sixfold.

Take another instance. Persons employed in electricity supply have increased three-fold since 1921. With Mettur and Pykara to supply power to large and small industries and light to towns and villages, this is certain to go up many times in the present decade.

All these developments of the country require the service of men with a certain amount of education and intelligence. These are the avenues now open for the school final man. Our secondary schools ought to train men who will serve their country along these lines.

Not only in England, but much more so in India we have to produce men with bodies ready for any hard task, with minds that will not despise as

infra dig any manual labour, and with spirits disciplined to the moral demands made by the modern world, and enthusiastic in the service of their country and their God. Such a training may demand one or two years' extra work after the present VI form. It will certainly cost more money. But it will be well worth while.

If our high schools can be reorganized in this way, they will not be adding year after year to the army of the educated unemployed.

This then is the future I whole-heartedly wish for the Nandyal High School. If the school is now to serve the present and future generations as it has done in the past, it must die to itself, it must readjust itself to present-day demands, and go forth to train a new type of schoolmaster and a new type of mechanic and a new type of public servant. Thus and thus alone will it prove its continuous service to our motherland.

Basal Metabolism

PREPARING THE SUBJECT

P. M. JOSEPH, B.Sc., B.P.E., M.Ed.

Basal metabolic studies on the students of the Y. M. C. A. College of Physical Education was started towards the end of the last College year. For accurate results it is important that the subject (the person on whom the observation is made) should be in a perfectly rested condition. Such a state is called basal condition. To get a subject in this state when a study is made there are certain details which must be followed. In this article I shall try to point out the procedure adopted in the studies now being made.

When any student is selected to act as a subject for the experiment, to be conducted in the morning, he is informed about it the previous evening. All the students of the college have a vigorous programme of physical activities. It is quite possible that as a result of strenuous participation an individual's system may still be eliminating some of the products of exercise, and the general process of recovery may still be going on for several hours after the activity. A man who plays football vigorously on Wednesday evening may not have completely recovered from the effects of the exercise on Thursday morning when a study is to be made. So the subject selected is warned not to play hard. Generally he acts as a referee or keeps the goal or plays in a place where much running and exertion is not necessary.

In Basal Metabolic studies it is essential the subject should have had no meals twelve to fourteen hours before the experiment. This is to make sure that no process of digestion or much absorption is going on in the alimentary canal. Observations made while the digestive organs are working will not be basal. So it is necessary for the student to take an early supper. An additional precaution is taken by making the supper light. Usually two

slices of bread or two chappathies and a cup of milk are served before seven o'clock in the evening. No food is allowed after this till the experiment is finished.

To ensure a completely rested condition the student is required to go to bed before ten, and as he usually gets up at about six in the morning he gets seven to eight hours of sleep.

In the morning he is to go to the latrine if he is in the habit of doing this at this time. The latrine is situated nearly a hundred yards away from the hostels, and this distance and back has to be covered walking. The trip to and fro is to be taken with a minimum of effort. A slow walk is the best.

It may be doubted whether such a walk does not involve exercise which may accumulate some waste products in the system. This does happen, but sufficient rest in bed is given afterwards which will eliminate this error. If emptying of the bladder and the bowels is not allowed the effort required to retain the urine and faeces will be hard for a man who attends to these regularly early in the morning. Such an effort means work for the system, which will lead to an error. If a subject does not feel it necessary to ease himself he is not required to do so.

Other morning duties as the cleaning of teeth, brushing of hair, changing of clothes, etc., are prohibited. Soon after returning from the latrine the subject reports at the laboratory. Here a cot is provided, and the subject lies down. After being in bed for at least one hour, during which period his temperature, heart-rate, and respiratory-rate are observed, he is ready for the experiment.

The details of the procedure adopted during the experiment and of the apparatus used will be discussed later.

Degeneration in Health and Physique *

K. L. BHATIA,

Principal, Hindu Sabha College, Amritsar.

If we recall the days of Rama and Lakshman, of Arjuna and Bhima, we note that in ancient India training in physical culture formed one of the

* A lecture delivered at a meeting in the Amritsar Literary League on Monday, 4th July on "India's Place in the World of Sport."

fundamentals of education. The preceptor in physical culture was as important as the religious or educational one.

If we compare the products of Western education to-day with the youth of ancient times, the pale spectacled wrecks do not seem to have sprung from the old sturdy stock.

On India it seems Western civilisation has exercised a baneful effect and has brought about steady degeneration in health and physique. Material comforts like the rail, the car, and the bicycles have taken away incentive for movement of the limbs and it has become well nigh impossible for young men to do any distances on foot.

Nearly sixty or seventy years ago our grandfathers used to trudge dozens of miles on foot their only protection being their sturdy arms and a thick cudgel. My own grandfather used to leave his village about sixty miles off, early in the morning and reach Amritsar to transact business in the evening; rest overnight, reach back his village the next day and I am told he was not a rare exception. How many young men can perform a feat of that kind to-day?

India now is a nation of athletic dwarfs compared to Western nations like the Germans, Americans or the English. The recent Olympiads at Amsterdam and Los Angeles have demonstrated that India is at the tail-end in the matter of athletic records. A win at hockey, wrestling or polo by a few fortunate experts does not indicate the general progress of a nation.

Indians seem now to depend on their glib talk alone as their only defence weapon. I have carefully pondered over this sorry state of things and tried to analyse the reasons underlying this rapid degeneration and decay.

Groaning poverty and the dearth of good food may be powerful factors or again early marriage may be responsible for sapping physique, but to my mind they are not the only reasons why generation after generation we are losing our manhood and womanhood.

To me the educational system appears to be one of the most crushing burdens that our boys and girls have to suffer from and the vicious nightmare of examination, the burning of the midnight oil, the prolonged agony of waiting for the results and the judging of a school's worth by its examination passes and not by the health or physical condition of its boys and girls are very important factors in bringing about a steady degeneration.

Only a score of years ago, schools and colleges used to be famous because they had made a name in sports. But to-day glories on the athletic field nobody talks about, but they do talk of percentage of passes and of divisions obtained.

People seem to forget that fitness does not necessarily mean ability at cramming books or of reproducing them in an examination hall, and that success through educational ability comes only to a microscopic minority.

Would a wise father have his son secure a brilliant success in the university examination followed by tuberculosis a few years later or possess a fine sturdy youth who looks after what God has given him in the way of health and physique and just manages to carry on with his studies?

A nation which has a crore of its population suffering from tuberculosis and where hardly a hamlet or a house is free from the scourge has no business to concentrate on bookish knowledge and examination success to the exclusion of interests more vital to the individual and the nation. I hold for this remissness the leaders of India to blame.

They have concentrated on politics to the exclusion of everything else, when even for the achievement of the object they have at heart the reformation of the educational system, and the organisation of physical culture on an extensive scale should have formed two extremely important planks in programme. They however are typical representatives of the mass mentality in this country.

In England a father's or a guardian's chief anxiety is to see his son or ward obtain a blue at the university and he is willing to engage a coach for that purpose. He seldom is anxious about the academic success of the boy, for this he considers to be a matter of pure routine.

In India the average teacher or professor has no interest in sport, for he owes his appointment to his position in the examination and not in things of life that do matter. And even if he had zeal for encouraging and inculcating a love of sport among his pupils, he is confronted with the stupidity of the father or the guardian who considers sports or physical culture as a mere waste of time and of opportunities which should have been spent on books.

Those who have been engaged in the work of education will bear me out in my assertion that this stupid mentality of the average father is to a large extent responsible for ruining the boy.

"Education," said Plato, "should begin with the right direction of children's sports," and Froebel, the noted educationist, declared that "the plays of Children are the germinal leaves for all later life."

We have miserably failed to realise that the child's way of educating himself is through his play.

The Duke of Wellington when asked to explain his victory at Waterloo is reported to have replied that it had been won years ago on the playgrounds of Eton.

We have been very slow in realising that the playground is the place where the child learns to lead, to live and let live, and play the game in the struggle for existence even if the odds are against him. The child's real world is the world of play and he thinks and acts in terms of play. Naturally, therefore, it is in play and playground companionships that he gets nearly all his experiences and forms all his habits. In the playground his choices are innumerable, he acts as a free agent and creates his own ideals. It is there that he does what he wants to do and acts from the inner law of his own being. Such actual participation in life and its various responsibilities afford a training for which no other substitute can be found. The child begins to recognise the right of others, and other results are expressed in such ethical values as order, obedience, self-denial and discipline. Then again, think of the training that the play gives the boy in sportsmanship.

It trains him to play fair, to try to win and work for all the harder when the odds are against him, to take defeat with a smiling face, to accept the decisions of the Umpire, and not to try to avenge himself for his defeat by harming or insulting his opponent, to treat the members of the visiting teams as friends and give them the position of advantage. Indeed no better training than this is needed for civic conduct and social behaviour. Every effort to enforce physical culture meets with strong opposition and in many cases pathetic appeals from the guardian.

To take the Western system of education and to reject the healthy side of it, this is the tragedy we are suffering from.

The scheme of our boys' education was decided long ago. We have suffered through it without moving our little finger and we had hoped that in case of the girls at least our leaders would strike new paths more consistent with the needs and culture of Indian womanhood.

But alas, there too we have sold ourselves away, and to-day we are so benumbed that any change good, bad or indifferent emanating from a single official head and affecting the best interest of thousands upon thousands of our children does not receive any serious consideration, what to say of bringing forth an organised protest.

I feel the time has come when our leaders should sit round and evolve a scheme of studies for boys and girls, and also urge that each boy and

girl before admission into an institution should be carefully medically examined and this should be followed up by periodic examinations and that physical culture should be made absolutely compulsory.

The physical director in the institution should be considered the most important teacher in the institution. The aim of the school should be to show definite improvement in the health and physique of each pupil, committed to its charge and the best school should be the one that shows the best statistics in this important matter.

Simultaneously with this I would urge the burden of examinations to be lightened and the greatest stress should be laid on gradual systematic class work.

The element of chance which plays so important a part in our examinations to-day should be absolutely eliminated and each boy and girl who works consistently should not have the remotest fear of coming down. The English system of quarterly compartment examinations in various subjects should be adopted.

I would also urge that in competitive examinations for the public services, marks should be allotted to skill in sports and not restricted to bookish theory only.

An important qualification for the educational service should be proficiency in games. What is needed is a vigorous general drive for physical improvement.

India owes a debt of deep gratitude to the British in this country for their help and guidance in organising sport. But this debt I regret to say is more than compensated by the emasculation brought about by the present system of education. The time is come when games and sports shall be nationalised. And as time progresses the official and the gilded gentry should make room to real Indian enthusiasts who should organise a network of provincial, district and village associations.

Public opinion should consider those who lead in this work of reconstruction as real patriots and show them the honour that is due to the builders of a nation.

Above all children should be encouraged more and more to play and the words of the Great Master modified to say "Suffer ye little children to play and forbid them not, for of such will be future India."

Progress of Athletics in India

It is generally supposed that athletics is at a very backward stage in India. Judged by the standards of some of the athletically advanced countries, there is no doubt that it is so. But in the few years that the Indian Olympic Association—the body controlling athletics in India—has been in existence, remarkable progress has been achieved.

This is brought out by a comparison of the results (given below) of the First Indian Athletic Championships, conducted by the Indian Olympic Association in 1924 at Delhi, and of the 6th Championship held in February 1934 at New Delhi.

The progress of athletics in India is further revealed by a comparison between the performances of the athletics in the last Indian Athletics Championships, and the performances of Englishmen, as distinguished from those of the foreign competitors, in the British Amateur Championships held in August 1934.

NOTE :—The British A.A.A. Championships being open to athletes of all countries, in several events the first places were occupied by the foreign athletes. In such cases the position occupied by the English athletes is also shown with their records where-ever known. In all other cases, where the Englishmen stood first, no designations are given.

A comparison of the following results shows that in 1934 the Indian athletes were better than the English athletes in three events, while closely approaching the latter in the 220 and 440 yards races and in Long Jump.

It might also be added that the results of 1934 Indian Championships do not by any means represent the best Indian records made during 1924 to 1934.

10th August 1934.

G. D. SONDHI,
Honorary Secretary,
Indian Olympic Association.

EVENTS.	INDIA (1924).	INDIA (1934).	BRITISH A. A. A. (1934).
100 Yards.	10 ² / ₁₀ sec.	9 ⁷ / ₁₀ sec.	{ 1. Hungarian 9 ⁹ / ₁₀ sec. 2. Englishman
220 Yards.	22 ⁶ / ₁₀ sec.	22 ³ / ₁₀ sec.	{ 1. Hungarian 22 ¹ / ₁₀ sec. 2. Englishman
440 Yards.	51 ⁹ / ₁₀ sec.	50 ⁷ / ₁₀ sec.	{ 1. Hungarian 49 ⁶ / ₁₀ sec. 2. Englishman
880 Yards.	Not held.	1 m. 59 ² / ₁₀ sec.	{ 1. Hungarian 1 m. 56 ³ / ₁₀ sec. 2. Englishman
One Mile.	4 m. 46 ³ / ₁₀ sec.	4 m. 32 ² / ₁₀ sec.	{ 1. New Zealander 4 m. 26 ³ / ₁₀ sec. 2. Englishman
Three Miles.	16 m. 10 sec.	15 m. 22 ³ / ₁₀ sec.	{ 1. Pole 14 m. 13 ³ / ₁₀ sec. 2. Englishman
Six Miles.	38 m. 3 ¹ / ₂ sec.	32 m. 33 ¹ / ₂ sec.	{ 1. Pole 30 m. 43 ³ / ₁₀ sec. 2. Englishman
120 Hurdles.	16 ² / ₁₀ sec.	15 ² / ₁₀ sec.	{ 1. Pole 14 ⁴ / ₁₀ sec. 2. Englishman
440 Hurdles.	Not held.	58 ⁸ / ₁₀ sec.	{ 1. Pole 55 ² / ₁₀ sec. 2. Englishman
Discus throw.	Not held.	116'—3 ³ / ₄ "	{ 1. Irishman 135'—4 ³ / ₄ " 2. Englishman
Hammer throw.	Not held.	127'—7"	{ 1. Free-Statesman 133'—9 ¹ / ₂ " 2. Englishman
Javelin throw.	Not held.	170'—11 ¹ / ₂ "	{ 1. Free-Statesman 169'—8 ³ / ₄ " 2. Englishman
Shot Put.	32'—2"	38'—10 ⁵ / ₈ "	{ 1. Pole 149'—5 ¹ / ₄ " 2. Englishman
Pole Vault.	Not held.	11'—5 ¹ / ₂ "	{ 1. Pole 48'—10 ¹ / ₄ " 2. Englishman
Long Jump.	21'—9 ¹ / ₂ "	22'—10 ¹ / ₂ "	{ 1. Pole 44'—4 ¹ / ₄ " 2. Englishman
High Jump.	5'—9 ¹ / ₂ "	5'—10 ¹ / ₂ "	{ 1. Frenchman 23'—9" 2. Englishman
Hop, Step and Jump.	Not held.	46'—4"	{ 1. Hungarian 22'—11 ¹ / ₂ " 2. Englishman

Boxing in Madras

H. C. BUCK, M.A., M.P.E.

An important event in the annals of Amateur Boxing in Madras was celebrated on Saturday night, October 27th. A programme of 17 bouts was arranged as a farewell to His Excellency, Sir George Stanley, Governor of Madras. In spite of the monsoon, a very large crowd attended, and it was generally agreed that a new standard of performance and sportsmanship was reached.

The best events of the evening were two of the three in which soldiers were matched against civilians. In Brambleby's victory over Bandsman Cooper of the Suffolk Regiment, the audience enjoyed a stimulating contrast between Brambleby's skill, speed and punching power and Cooper's dogged but slower tactics. The winner's clean cut, alert and upright style should be a standard toward which all Madras amateurs should aspire.

Fowler's match with Private Chandler was also well balanced, with Fowler aggressive and steady. While the decision was closer than in the previous match, Fowler was clearly the winner.

Nunes, who last year carried everything before him, went down to defeat before Shaw. The match was very close, and marked by an almost even exchange of hard blows. Both men were complimented by the referee on their fine showing.

The match between Henry and Fonceca produced the only knock out of the evening. Fonceca was aggressive in the first round, a trifle slow in the second, and went down for the count shortly after the third round opened.

Abdulla Sheriff of St. Paul's High School was a popular and highly praised loser. Snares' stamina and decision proved too much for Sheriff in the third round. This bout aroused keen enthusiasm, and the appearance of these two men will be eagerly awaited at the next match.

Interest was added to the evening's programme by four school boy bouts. As His Excellency remarked in his farewell speech, the increasing interest in boxing evinced by Madras school boys is one of the best features of Madras boxing. Improvement is already marked, and real progress may shortly be expected from the younger generation.

The Y. M. C. A. Collège of Physical Education was represented by Suri, who secured a decision over Ethiraj in snappy fashion; by Chinnakrishnan who lost, in sporting spirit, to Lance-Corporal Cook, and by Major who lost to Blanche. Our three boxers were worthy representatives of our Collège, and we congratulate them on their fine showing and spirit.

The audience, warm in its praise of the excellent arrangements, and the non-stop programme, which moved on without a hitch, did not perhaps realize that this was due to the efficient co-operation of our Y. M. C. A. College students with the organizers. The organization was excellent and the standard of boxing greatly improved. For this, Mr. P. M. Joseph is largely responsible, as he regularly conducts boxing classes in the College as well as special instruction open to outsiders every Wednesday evening.

His Excellency, in his farewell speech, congratulated Madras upon its steady improvement in standard of boxing, as well as in sporting spirit and enthusiasm. He also warmly thanked Mr. C. V. N. Sastri for his invaluable and untiring interest and enthusiasm in the cause of Amateur Boxing.

Lt.-Col. Stubbs, Officer Commanding the Suffolk Regiment, proposed a very hearty vote of thanks to His Excellency for the impetus he has given to Amateur Boxing in Madras. And to the officers of the day—Lieut. J. W. Trelawney and Lieut. Marsh of the Suffolk Regiment, Mr. A. E. Ingram and Mr. C. C. Abraham.

Old Boys' News

P. M. JOSEPH, B.Sc., B.P.E., M.Ed.

We are glad several Old Boys are keeping in touch with us. Every time we hear of their welfare and their work, we feel so proud and happy. Though many are writing to us, there are many more who, when they have plenty of news to share with us, keep quiet. We want to assure all Old Boys that any news from them are always welcome.

The Old Boys of Calcutta gave a great welcome to Mr. H. C. Buck, when he visited them in September. There was a big public meeting, and an address was presented to him. He saw the work carried on by many of the Old Boys in Calcutta. Talking about his visit Mr. Buck said that he was very favourably impressed by the work of several of the Old Boys. He also said that rapid progress in Physical Education in Bengal may be achieved through the co-operation of our Old Boys with the Calcutta trained men.

Dr. G. F. Andrews, Ph.D.—Dr. Andrews, who has been away in United States taking up higher studies in Physical Education, returned and joined his duties as Assistant Physical Advisor to Madras Government on Physical Education, last September. While in America he studied at Springfield College and Columbia University. He took his Ph. D. in Physical Education from Columbia. He has come back fresh, enthusiastic, and full of valuable ideas.

The present students and staff of our college gave a party in honour of his return and welcoming him back to the country and the profession. We are sure all Old Boys will join in extending a hearty welcome to him.

G. Wilburn Lal.—Another of our Old Boys who has returned from United States, recently, is Wilburn. He writes that he had a great time there, and has come back with many valuable experiences. He was very popular at Springfield College, where he studied, and was prominent in many activities there. We expect great things from Wilburn in the field of Physical Education.

B. K. Naik.—This Old Boy is now away at Springfield. We had several interesting letters from him. He is, from what he says, having a very interesting time. He did well in the Summer School, and went away to a Summer camp as a Counsellor. All the boys in camp are fond of their Indian Counsellor. The last we heard of him was that he was in Chicago visiting the World Fair.

E. Oscar Singh, Jaipur.—Oscar writes that he has started his work in right earnest. He enjoys excellent co-operation from the Director of Education. That is something which only a few of us can boast of. He says that C.C.'s laughter—still rings in his ears. He finishes his letter with a wish that we will beat Medical College in cricket this year. Well Oscar! we have done that this time. We wish you were here to share the victory.

E. J. S. Ram.—"Coach" is in Agra Medical School looking after the combined duties of Hostel Warden and Physical Director. He reports that several of the Agra students go to him for instruction in athletics. He is devoted to Physical Education, and he writes and promises that he will do his best for the cause. Yes Ram, it is a great cause.

J. E. Santiago.—American College Madura—We had the great pleasure of a visit from Santiago. He saw Massey Hall and wished that he could be back for another year just to attend classes in its spacious rooms, and read in the big library. We have offered to take him back. Santiago addressed the present students and shared with us some of his experiences in the profession. He was full of optimism. That is what we Physical Directors need.

Kartar Singh Akali, R. S. D. College, Ferozepur City.—Some of us used to call him "Kathka Singh." We had a copy of his college magazine in which a good description of the intramural programme carried on in his college is given. Akali has organized this so well that large numbers of the students of his college are taking part in it. Any Old Boy who wants to know details of the programme should write to him.

J. David, St. John's High School, Bellary.—He is in this place temporarily. He is very much discouraged at the poor response he is getting from his students. Poor response, though it may dampen enthusiasm, should never lead to a lack of effort. Little by little, step by step, we have to win a place for Physical Education.

Ch. B. Jacob, London Mission High School, Gooty.—"Master" is getting along well and is contemplating marriage. He was enquiring as to what activities he should have when the District Educational Officer visited his school! We urged him to review his notes and files.

J. V. Hill, Y. M. C. A., Colombo.—Hill is to be congratulated for securing a plot of land from the Municipality for a playfield. He is busy trying to raise some money for the upkeep of the ground. We wish him all success.

P. T. Zachariah, Municipal High School, Salem.—"Number Seventy" has been appointed Physical Instructor in the above school.

V. M. Joseph, S. P. G. Mission School, Trichinopoly.—"Josy" is a combined Drawing and Drillmaster. In addition he also helps with the school accounts. A curious combination, but "Josy" says he is quite happy.

A Book Review

The Administration of Health and Physical Education.—By Jesse Feiring Williams, M.D., and Clifford Lee Brownell, Ph.D. (W. B. Saunders Company, Philadelphia, London—1934).

"Few attempts have been made to present a unified administration programme (of health and physical education) in book form which would describe the activities, policies, procedures, and standards of the various divisions, showing the inter-relationships existing between them. This book aims to serve such a purpose; it seeks to establish those principles of administrative organization that are on the one hand practical and in operation and that, on the other, look forward to the frontier of new achievements and the realization of hopes and aspirations." In these words are summed up the meat of this book written by two eminent leaders and frontier thinkers in the field of health and physical education in the United States of America.

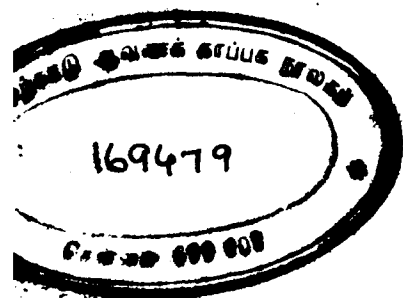
Physical Education in India is just emerging while health education is yet to come into its own. It is very opportune therefore that this book containing the fruits of years of experience of such leaders should be available to the physical directors in schools and colleges here. They have rightly emphasized that health is not "being free from physical disease or pain," but

"that quality of life that enables the individual to live most and to serve best," and that physical education is not physical development or muscle culture, not education of the physical but education *through* the physical. In their own words "*to-day we define health and physical education in terms of an integrated personality, in terms of educational goals, in terms of the richness and fulness of the finest kind of living.*"

Besides enlarging on the new interpretation of health and physical education the authors have very carefully discussed the details of the administrative side of the subject. It is invaluable to Headmasters and Principals of schools and colleges in India not only for this but also for the light it throws on the necessity for the administration of health and physical education under one head. Physical Directors here will find among others the chapters on constructing the courses of study, care and maintenance of playgrounds and athletic fields, intramural and interscholastic athletics, measurement in health and physical education, maintaining public interest in, and support for health and physical education most illuminating and helpful.

Health and physical education have not reached in India that pitch of organization and administration which exists in the western countries, specially in the United States of America. Promotion of health and physical education is an urgent necessity. The usefulness of this book in this respect is therefore very significant. Invaluable as a guide on how to manage the physical education programme, and how to co-ordinate the activities of the health and physical education departments, it is, in short, a book which no physical director or headmaster should be without.

GEORGE F. ANDREWS, M.A., M.ED., PH.D., (COLUMBIA)



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