

Vyayam.

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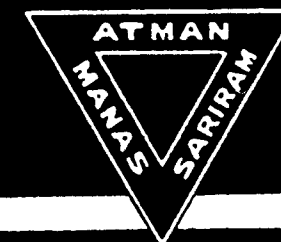
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VYAYAM

A Quarterly Journal of Physical Education.



FEBRUARY 1934

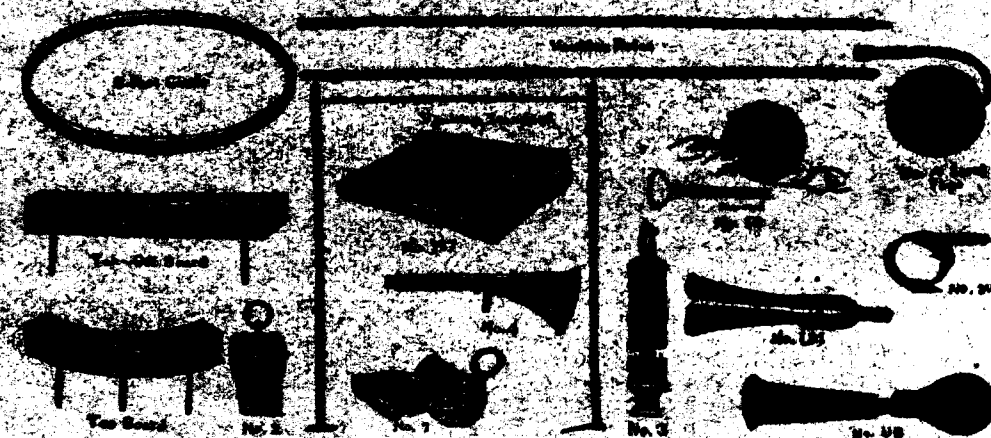
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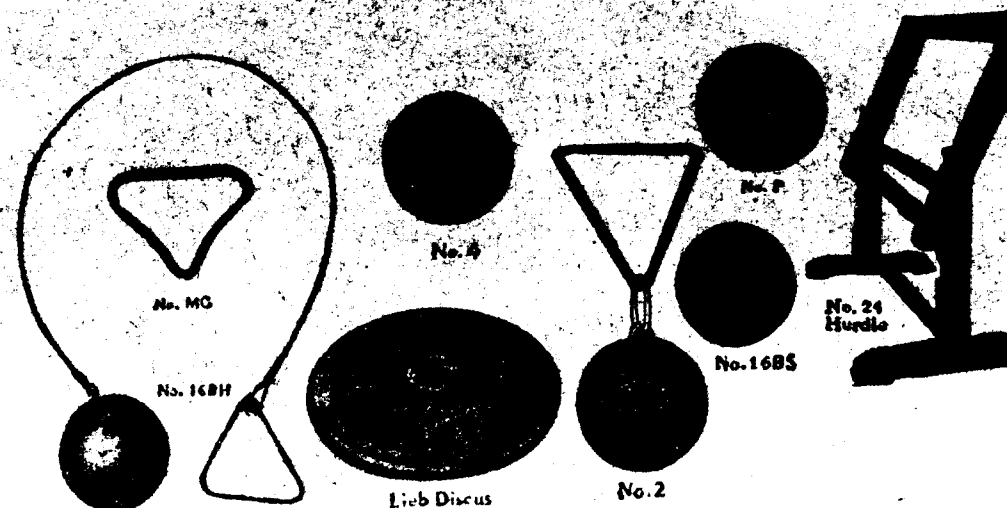
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VYAYAM

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The Opening of Massey Hall

Another milestone in the life of the College was passed on January 29th, 1934, when in the presence of a large gathering, Massey Hall was formally opened by His Excellency Sir George Stanley, P.C., G.C.I.E., C.M.G., Governor of Madras.

The formal opening was preceded by a student demonstration of major games. The newly developed playing fields were greatly admired by the guests as was the flower bordered terrace on the eastern front of Massey Hall which serves as a stage for all college functions.

The Honourable Sir David Devadass presided as Chairman. In opening the function he said :

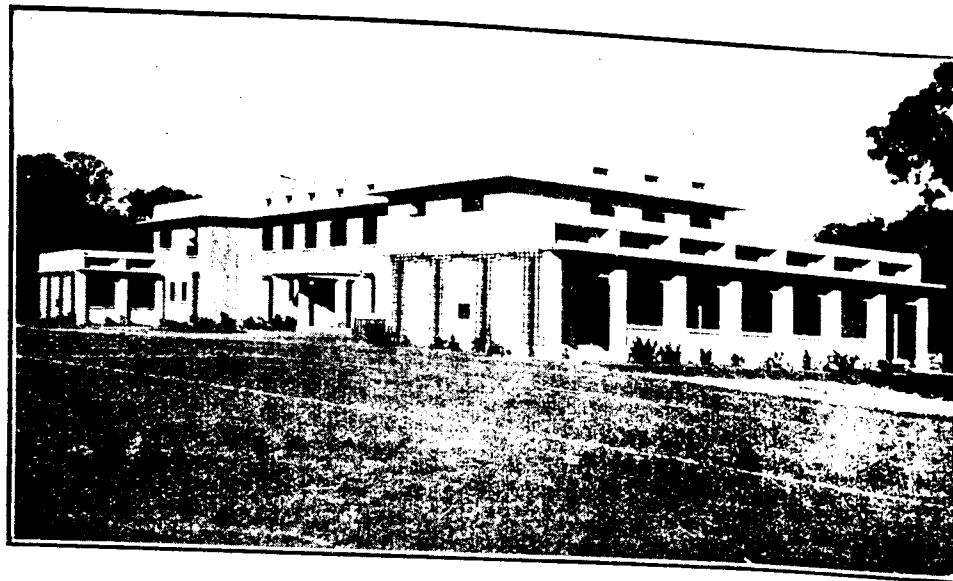
Your Excellency, Ladies and Gentlemen,

It is a matter of great satisfaction to us all that the building, the foundation-stone of which was laid by His Excellency on the 17th January 1933, has been completed in a year's time so as to have the rare honour of being opened by him to-day.

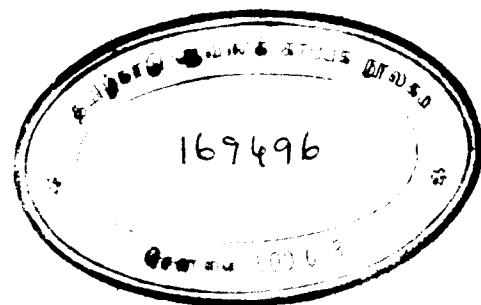
The National Council of the Y. M. C. A., and the College of Physical Education owe a deep debt of gratitude to His Excellency who amidst the various calls upon his time has found it possible to be with us to-day, for his abiding interest in the cause of physical education. It was his Government that gave us this beautiful site and his personal concern for the welfare of the college can be seen from his patronising recently a boxing contest in which representatives of distant Ceylon took part. They did not come to carry away Sita but to show us all, what good amateur boxing can do to the students in Schools and Colleges.

Keen sportsman that he is, His Excellency knows the value of games and physical exercise. In the former we learn the value of team work and on the latter depends the development of a normally healthy body. No blessing in life is greater than health. Proper physical exercise is as much needed to keep the body in a fit condition as food is for sustaining life.

This College aims at training men to be teachers of Physical Education. This is not a provincial School but is an all-India concern. We have as pupils representatives of all the Provinces : they have come from the Punjab, U. P., C. P., Bengal, Burma and Bombay. The Andhras, Malayalees and Tamils are well represented. We expect these men to go into the different parts of this vast country and to prove by precept and example the value of games and physical exercise which, I am sorry to observe, are sadly neglected by most people at present.



The Massey Hall



1134

That proper physical education is vital to the progress of India is amply proved by the presence of Sir Mirza Ismail, one of the ablest and most impartial administrators of the progressive and enlightened State of Mysore, who has found time notwithstanding his multifarious duties to come down to Madras to encourage us with words of wisdom and advice, and we tender him our warmest thanks.

The Y. M. C. A. has done much to India and what you see before you, the gift of one of America's noblest sons is standing proof of that great country's solicitude for the welfare of the people of India.

This day which marks a distinct step in the cause of physical education, will prove to the world that whatever differences may divide us, we are all one in trying to impress upon the people the wholesome truth, that without the possession of a healthy body it is not possible to have a healthy mind.

This building which will be opened presently is the Administration Block in which will be housed the Offices, Class rooms and Laboratory. There are 75 students now and in order to accommodate more we should have a larger dormitory, which let us hope some generous son of India will enable us to build.

I must not omit to thank the Architect, Mr. Schaetti, for his untiring efforts to see that the building was completed as quickly as possible."

A Message

Among the telegrams read by the Chairman, the following was of special interest :

*From B. L. Rallia Ram Esq., General Secretary of the National Council,
Y. M. C. A., India, Burma and Ceylon.*

"The National Council of the Young Men's Christian Associations of India, Burma and Ceylon send their greetings and best wishes to the Y. M. C. A. College of Physical Education at the occasion of the opening ceremony of its Administration Building.

As the Council reminds itself of the service they have been privileged to render to the young men of India during the last two decades, they are convinced that one of the most fruitful and far-reaching contributions of the Y. M. C. A. to the National life of India has lain in the realm of Physical Education. The Association was the pioneer organization in promoting the 'All Play Movement in India.' It was able to secure the expert and devoted services of several fully trained western Physical Directors, who were instrumental in organizing Physical Education in India on scientific lines. From

the very inception of this programme it was the organized policy of the Y. M. C. A. and its Physical Directors to train Indian leadership for this necessary task of National Reconstruction. A college of Physical Education was organized at a simple scale, and with meagre equipment, under the guidance of Mr. and Mrs. H. C. Buck. The Council desires to pay public tribute to the work of outstanding merit that they have done during all these years. The growth and success of the College is almost wholly due to their single-minded devotion to the College and their faith in India and her young men.

The building which His Excellency is to declare open has been made possible by the munificent generosity of Col. Vincent Massey of Toronto. It is a token of his keen interest in the Y.M.C.A. Movement and in India. We owe him deep and abiding gratitude not only for this beautiful building but also for an open scholarship of \$ 2,000 a year for an Indian student to study at the Toronto University.

The Council will be failing in its duty if it did not gratefully acknowledge the debt it owes to the Central and Provincial Governments and their officers for the unstinted help and support the Association has received from them in this service. Indeed it would have been impossible to complete this building without the magnanimous gift of this splendid site by the Government of this Presidency. For the future success of our work this continued co-operation is earnestly solicited.

The College is by no means a provincial institution. Its influence has already permeated the length and breadth of this country. Its graduates are to be found in all parts of India and the Council is confident that this institution is needed for the welfare of the future younger generations of India."

The Address

Amin-ul-Mulk, Sir Mirza Mohamed Ismail, C.I.E., O.B.E., Dewan of Mysore, greatly honoured the College by coming from Mysore to deliver the following address :

"Your Excellencies, Ladies and Gentlemen,

Mr. Buck has given me a privilege and an opportunity which I greatly value in inviting me to address this distinguished gathering on such an interesting occasion.

This building which His Excellency has just been pleased to declare open is the gift of a great Canadian—Colonel Vincent Massey. It is a building worthy of the donor and worthy of the cause it will serve. Colonel Massey's philanthropy evidently recognises no boundaries of creed or country. He believes in doing good to his fellow-men, be they his own countrymen or others. There is something peculiarly noble and elevating in a charity of this kind. The world is the better for it. Those whom it reaches are doubly

benefited by it—materially and spiritually, for what better inspiration can those who work and play here hope for than the reflection that they owe this fine building to one so remote in race and dwelling, yet so close in generous fellowship. I would ask the young men and others who are undergoing training in this splendid institution to think constantly and gratefully of the donor of this building. No less notable is the generosity of those who have organized this training. They are rendering abiding service to the country by affording to the rising generation all these wonderful facilities for making themselves healthier men and more useful citizens. They have come from a distant land. They are devoting their lives to the service of an alien people. Surely, they are not merely our benefactors but an example and an inspiration to us all.

It is only necessary to look around us with open eyes and contemplate the low level of physical development and health in our people to see how vital such a movement as that which this building represents is to the well-being of India. Our realisation of this is increased when we remember that the death-rate of India is among the largest in the world's records, and the average length of life among the smallest.

The extreme importance of physical culture is hackneyed in our theory and all but ignored in our practice. And our practice, when stimulated, tends to rush along the wrong path. I commend to other institutions the common-sense of this one in its cult of the perfected normal. The physical aim of physical culture ought to be simply the body's health and efficiency, and it is high time that the public condemned as monstrosities those whose craze is abnormal development of some kind or other. To be able to lift enormous weights is not really virtuous even physically. The ability to stop motor-cars or endure all sorts of sub-human jumpings and pommellings is not enviable or a good example. We ought to expel the showman element entirely from our physical culture ideas, because they give wrong aims to our boys. Not trick-performers but sound men are turned out by this College. There is no wastage of effort or time. Every man turned out is both an example and a trained preceptor of health, energy and endurance, the three great physical lacks of the country.

Again, a considerable part of the curriculum, on this purely physical side, is concerned with health from other points of view than that of mere exercise. All that hygiene in its widest sense can mean—diet, fresh air, sanitation, control of disease—is so dealt with here that any one of the hundreds of men who go out of this College is likely to find himself, in any health emergency, equal to the situation. But it is the steady, penetrating work of these men that will prove the value of this training. Each man will be a missionary of wholesome living and of village transformation. Surely he cannot fail to be so. Every privilege is a responsibility. Every graduate is a debtor—in

Saint Paul's sense—to the poor and illiterate. But how great is the responsibility to his countrymen, to his neighbours, of each one of the comparatively few that can come here to obtain knowledge the broadcasting of which is precisely India's great need at the present time. It is noteworthy that even during the training, village projects in health and sanitation and social customs are assigned to the students for practical working out. I am sure they all realise that the village project is an important part of their duty for all the remainder of their lives—even those of them whose homes and official work will lie in the towns.

The number of graduates admitted annually to this College is severely limited by lack of accommodation. Yet it is likely that a considerable proportion of the comparatively few men turned out remain, at least for a considerable time, unemployed. If this is so, it is tragic. Generosity, sacrifice, labour, have combined here to produce something which, if accepted and used, will, to a considerable extent, be the salvation of our country. I wonder whether the country is prepared to allow these men, any of them, to slip away into the ordinary ruck of employment or unemployment, denying them the task and opportunity for which they have been equipped. This is a practical problem to be faced by all our education authorities. Few of them, at present, are free from intense financial anxieties. The appointment of graduate physical directors in their schools and colleges is naturally regarded, by many of them, as merely a delightful dream. But could it be realised that this dream is of more urgent and practical importance than almost anything else? The point of view would alter and one of the world's most salutary revolutions would begin. I believe that it is necessary for us all—for all who are concerned with educational planning and practice—to make a violent and difficult change in our purposes. It will need all the courage and enterprise we can command. I mean that we must deliberately resolve that henceforward we will not be content with a purely intellectual education.

I believe in the idea that our educational system is badly in need of broadening into a far more complete preparation at once for citizenship and for the full relishing of the individual life. One thing that is undoubtedly required, and that must be given in direct fashion, as at present it is not given, is instruction in citizenship itself—partly in the duties of citizenship, and partly in those various practical affairs with which any man who is to be efficient in the special relation of citizenship must have some acquaintance. It is my belief that in India, where the ideas of civic responsibility are not absorbed from the atmosphere, as in Western countries they are, every school-boy must receive a deliberate training in citizenship. By the same token, every school-girl should have a thorough businesslike training in what is called domestic science—a training specifically adapted to Indian needs, not the sort of training that now causes parents to lament, "There is nothing here that is of use in our homes." And these citizenship and domestic-science

courses are to be examination subjects, the neglect of which stops promotion. I will not hear of difficulties, such as the over-crowding of the curriculum. Something else has to be left out or cut down, because of the paramountcy of this practical need. The matter has to be discussed as regards Universities also, but my present point relates to the schools. Everyone, I think, agrees that school reformation is needed in the direction of making school education in itself a satisfactory preparation for life, the idea of preparation for a University becoming secondary, not dominant as it is to-day. And if our schools are to send boys and girls straight out to the obligations of the world properly fitted for these, it is impossible to ignore any longer the necessity of public fitness for the boy and home expertness for the girl. In a Western country they can acquire this out of school; here, for the great majority, the school is the only hope. There is a kind of theoretic recognition of this everywhere, but it is time for action now.

There is another lack which to me, personally, appeals for remedy even more strongly. That is the almost complete lack, both in school and in college, of aesthetic training and opportunity. This matter is closely related to our ideals of *physical* training. Here the Greeks are our greatest of exemplars. The Greek ideas of soundness of body meant also, and essentially, beauty of body. There is nothing more striking than the exquisite beauty of the human form as represented in the classical sculptures. I believe very strongly that physical culture should also be aesthetical culture—its postures seeking the ideal of sculptural beauty, its movements being visible music. But this cult of beauty should, of course, go far beyond the sphere of physical training, and I think that a great weakness in our Indian educational system is the almost entire absence of the aesthetic element. The beauty that can be *seen*, for example, is as full of joy and inspiration as that which appeals to the ear or directly to the inward sense, and it has the advantage of an all but universal appeal. But do we take any pains to secure that our young people shall have beauty to look upon each day, so that the two elements of visible beauty, richness and order, may enter into their being, with promise of life-long happiness? How many schools in India are set in beautiful surroundings? On the other hand, are all our present school-compounds so intractable in hideousness that a little effort will not bring a touch of freshness and charm into them, even if it be only by the making of a well-tended little garden? I wonder whether much is done, in school or college, to foster the growth of that love of nature which may be an instinct, indeed, but certainly needs nurture. And when poetry is ready to provide that nurture, I am afraid the shade of the examination enters and exerts its necromantic power to petrify the loveliest verse. And then there are the human arts—the instinct to respond to them and even to share their creative zest, but where in school or university is there the opportunity for this? It does seem wrong that, in general, music, painting and sculpture are outside the student's sphere

Literature is within it: but in the main it is foreign literature, and the eager young Indian budding-poet stutters rather than lisps in numbers because he writes a foreign tongue. I think that there should be that in our educational curriculum which, on the one hand, will give the naturally gifted artist-pupil his first impulse to creation, and, on the other hand, will help the ordinary, quite average boy or girl to become actually creative up to the limits of their powers. There is, literally, not one that cannot, if given the chance, make some beauty. And there comes the teacher's opportunity of bringing the emotions into play, with wise stimulus and guiding. It is the emotions that are the driving forces of life, and I believe the present ill-predicament of humanity is due less to wrong thinking than to distorted and undisciplined feeling.

It has occurred to me to speak to-day of these matters, which, to a hasty view, might seem at the opposite pole from physical training in the educational sphere, because in this College physical training is so conceived as to fit into, and demand, such a changed scheme as I have suggested. In framing the special curriculum here the founders have been dominated by a very definite idea of the function of education in general. Here is a typical sentence from the Prospectus.—“The aim should be to make possible for individuals and groups full opportunity for self-expression and self-development by providing stimulating situations out of which will arise experience abundant in physical, mental, social and moral values.” All that I have said is really based on this. Self-expression and self-development. That is, self-development *through* self-expression. It is the cardinal doctrine of education. Physical development through exercise made vital by interest and desire. Development of mind and spirit not by taking but by giving, by self-utterance, by the eager exercise, in worthy ways, of those powers of making and discovering which now rust unused, wasted, troubling the young spirits with dimly felt unfulfilment,—atrophied at last and lost for ever.

Towards the inevitable reconstruction of our educational scheme, this College is making a unique contribution. At every point where the physical life touches the personal, the civic and the national life, our debt to it is felt increasingly year by year. Let us hope that from every part of India there will come, in increasing measure, that sole repayment which these generous givers seek—the acceptance of the idea that has inspired them and prompt and practical co-operation with their labours.” (Prolonged Applause.)

H. Schaetti Esq., the architect, then read the following:

“Your Excellency, Mr. Chairman, Ladies and Gentlemen,

It must be twenty years ago or more, that the first plans for a Y. M. C. A. College of Physical Education were considered. Again and again, since that time, the project was discussed and possible sites for it were surveyed in several cities of India. It is a matter for great gratification that it

has now been possible to realise as much of these old projects as you see here to-day in Madras and on a site which in beauty and adaptability to the purposes of this institution surpasses everything we saw elsewhere or dared hope for.

The building, as it stands now before you, must be taken as one item in the equipment of a College of Physical Education. That it is not an ordinary college building, with an imposing main entrance and numerous class rooms, you will have noticed. There are class rooms and laboratories within the building for the study of health and dietary problems, but of equal importance are the playing fields, which serve as practice laboratories. Surrounded by these playing fields, Massey Hall stands as the central unit in the life of the college. You find therefore in this building a central open lobby or pavilion and the class rooms at each end. On one side, on the ground floor, there are some rooms for special research work. On the upper floor we find a study hall or reading room in the centre with library and librarian's office. The rest of the building is given over to purposes of administration, staff and clerk's offices downstairs and upstairs an office with room for physical examinations by the school doctor on one side and on the other side the office for the principal and committee room combined.

I want to thank here all those who have co-operated in the planning and in the erection of this building: The Building Committee with Mr. P. V. George as Chairman and Mr. R. Dann, Mr. D. F. McClelland, Mr. G. A. Daniel and Mr. Buck as members, Messrs. Gannon, Dunkerley & Co., Engineers and Contractors, Madras, for the very excellent way in which they carried out the general contract work, Messrs. Richardson and Cruddas, Madras, for the supply and the erection of all the steelwork, Messrs. The Crompton Engineering Co. (Madras), Ltd., for the installation of electric light and fans, and the Anamalais Timber Trust, Limited, of Trichur, Cochin State, for the supply of all the furniture in Malabar teak.

Everything has been planned on the simplest and most modest lines possible, special regard being given to honesty of purpose and lasting service. The unassuming simplicity of Massey Hall we hope, is in harmony with the purpose of this institution, which is to lead Indian young men into a natural, purposeful and healthy life, free from sham and weakness.

If we consider the beautiful site with the playing fields the first item of permanent equipment which this institution owned, this Massey Hall is now the second. The third item must be permanent residences for the students and permanent dining rooms. The mat huts are very attractive in their way, but, as recent experience has shown, they are a source of danger to the occupants and uneconomic from the point of view of investment. The fourth item should be a modern swimming bath for the teaching of swimming

and life saving to the students and for a further item of service to the community in this much neglected field of wholesome recreation. So, while rejoicing over the completion of this building, we hope that it may not be long before the next steps can be taken and funds found for the remaining items of the full college equipment."

The Chairman then gave to Mr. H. C. Buck the silver scissors, which he in turn presented to His Excellency. The ribbons across the entrance were then cut amid applause, and Massey Hall was declared open.

His Excellency then addressed the gathering, as follows:

"You will all remember that during his stay in Madras, His Excellency the Viceroy paid a visit to this College and was greatly impressed by everything he saw on that occasion. He has now sent me the following telegram to be read to you:

'See you are opening Y. M. C. A. College of Physical Education on twenty-ninth instant. In recollection of our visit there in December would you very kindly wish them all possible success in their future endeavours.—Willingdon.'

After the ceremony is over, I propose to send this reply to him which I feel sure you will all endorse:

'Your message was read at the opening of the Massey Hall to-day and was greatly appreciated by all present.'

It is only a little more than a year since I had the pleasure of laying the foundation stone of the building, which it is now my proud privilege to declare open, and I take this opportunity of expressing my admiration—I might almost say astonishment—at the celerity with which the work has been executed. Mr. Schaetti the Architect has given us an idea of the close collaboration between the Building Committee, the Engineers and the Contractors, which has made such a rapid achievement possible, and I am sure you will all join me in expressing our congratulations and our thanks to them on their sterling work. I was much impressed with Mr. Schaetti's design for the building when I saw it as a plan, but now that it is possible for me to view it in a finished state, the result has exceeded my highest anticipation. I feel that Mr. Schaetti has given us a building at once simple yet dignified in design and admirably adapted to the purpose for which it is intended. The generous donor, Col. Vincent Massey, will be immensely gratified that his name should be memorised in so imposing a structure.

We are greatly indebted to Sir Mirza Ismail for his eloquent address. We should have liked to hear him at greater length on this subject, but his

necessarily brief exposition of some of the defects of our present educational system and of the remedies which he would apply to those defects is worthy of deep consideration, coming as it does from so experienced and distinguished an administrator. The value of this College in helping to the attainment of a balanced educational culture such as he visualised cannot be too greatly stressed.

A perusal of the College Report for 1932-33 shows that the year was one of great activity, not only for the students themselves, but also in service to outside schools, colleges and clubs, which have taken full advantage of the facilities which the Y. M. C. A. College has so generously afforded them. The attendance of school teachers at the weekly class has also been very gratifying. In laying the foundation stone I complimented the College on these additional activities and the Report clearly shows how much they are appreciated by the teachers and students of the City.

I count it a very proud privilege to have had the honour of laying the foundation stone and opening the Massey Hall, an institution unique of its kind, which has shown once again that Madras is a pioneer in educational just as much as in political activities."



Group Photo taken on the occasion of the Opening of the Massey Hall.

The University of the Panjab

[This inspiring letter, and the programme, are printed in full, as they should be of great value to others.—Editor.]

The University of the Panjab,

University Hall,

Lahore, 10th December, 1933.

Dear Friends All,

Our University has just concluded its Fiftieth Anniversary Jubilee Celebrations. We had delegates from Universities and Institutions all over the world, and our programme, lasting three days, included a Special Convocation for Honorary Degrees, a banquet, a garden party, a science conversation, a drama, an exhibition of manuscripts, etc., a students mushaira (poetic symposium), and a Physical Training Demonstration.

I worked pretty hard on this for more than two months, and I am so glad to tell you that this show was a great success and was greatly appreciated by all. Our senior Government Member told me that it was the finest thing of its kind he had ever seen in the country, and it made him proud to be a Panjabi to see Panjabi boys working (and playing) so well. Of course I am frightfully bucked over it all, but I can assure you that the success of this show was due entirely to the co-operation of 16 College Principals and Physical Directors, and the zeal, smartness, and faithfulness of about 450 students.

I am sending along copies of the programmes that we gave to the guests, and the working instructions to Colleges. Please favour me with criticisms and suggestions for the future.

The whole show took just two hours and went with a bang all the way. The Country Dance (as if straight from a Panjabi village) was a huge success, and we are now planning to revive and develop this side of our rural life.

The show was directed and all commands, etc., given by your humble servant through a microphone and loud speakers, with Taj Ahmad Khan setting models and demonstrating from a raised platform.

Yours as ever,

HENRY LALL.

**The University of the Panjab Fiftieth Anniversary Jubilee
Physical Training Demonstration Programme**

AIMS OF THE DEPARTMENT OF PHYSICAL TRAINING

1. Improvement of the physique and general health of students through regulated and graded physical activities.
2. Prevention and correction of ordinary remediable defects.
3. Instruction in practical hygiene and sanitation.
4. Development of character and sportsmanship through discipline, self-control, and unselfishness.

COLLEGES TAKING PART

College.	Founded.	Colours.
1. Government College, Lahore	.. 1864 ..	Claret and Old Gold.
2. Forman College, Lahore	.. 1866 ..	Navy Blue and White.
3. Central Training College, Lahore	.. 1881 ..	Claret, Gold and Blue.
4. D. A. V. College, Lahore	.. 1886 ..	Green and Yellow.
5. Mohindra College, Patiala	.. 1887 ..	Dark Green & Yellow.
6. Murray College, Sialkot	.. 1889 ..	Green and Red.
7. Islamia College, Lahore	.. 1892 ..	Dark Green & White.
8. Khalsa College, Amritsar	.. 1893 ..	Navy Blue and Gold.
9. Randhir College, Rawalpindi	.. 1896 ..	Blue and White.
10. Gordon College, Rawalpindi	.. 1906 ..	Dark Blue and Red.
11. Dyal Singh College, Lahore	.. 1910 ..	Red White and Black.
12. Sanatan Dharam College, Lahore	.. 1916 ..	Chocolate and Blue.
13. D. A. V. College, Jullunder	.. 1918 ..	Khaki and White.
14. Ramsukh Das College, Ferozepore	.. 1921 ..	Red, Yellow and Blue.
15. Hailey College, Lahore	.. 1927 ..	Light Blue & Dark Blue.
16. Hindu Sabha College, Amritsar	.. 1924 ..	Chocolate and Orange.

All items in this Demonstration, except Sections 10, 11, and 12, are being done exclusively by 1st year students, who have only had from 6 to 8 weeks training.

The Band in attendance is by kind favour of the Borstal Institution.

PROGRAMME

1st. Section—Preparatory.

Assembling, Marching, The Salute, Formations for Callisthenics (exercises for health, strength and grace). Warming-up.

A breathing exercise.

2nd Section—Corrective.

The four exercises in this series, are done only to commands or numbers in order to develop correct posture of the body (the muscles), and quick response of the mind (the nerves).

A breathing exercise.

3rd Section—Hygienic.

The five exercises in this series are done rhythmically to stimulate the circulation, and all the vital organs and functions of the body, and thereby develop organic vigour.

A breathing exercise.

4th Section—Indigenous.

All the good, time-honoured, indigenous exercises of the country are made use of for class work.

- A. The alternate leg dund.
- B. The Hanuman baithak.

5th Section—A Wand Drill.

Four series done rhythmically.

6th Section—A Pole Drill.

Six series done rhythmically.

7th Section—Pyramid Building.

One group of 10 students from each college will do the "Squash" pyramid.

8th Section—Minor Group Games.

These games of low organisation should always be included in a "play for all" programme, because they are competitive, are easily learnt and give fun and exercise to large numbers in small spaces.

- A. Skin the snake relay.
- B. Tunnel ball.
- C. Leap frog relay.

9th Section—Yogic Exercises.

By students from the Lahore D. A. V. and Government Colleges, under the direction of leaders from the Yogic Department of the Hindu Vidyarthi Sabha.

Each of the exercises will be followed by the "Still" or "Dead" pose to recover normal body conditions after strain and concentration.

- A. Sarvangasana or the Stretching Pose.
- B. Dhanurasana or the Bow Pose.
- C. Bhujangasana or the Cobra Pose.
- D. Halasana or the Plough Pose.

10th Section—Tumbling.

These exercises by a group of students from the Central Training College, Lahore, are given to show how gymnastic apparatus work can be adapted to large groups of men working in quick time.

- A. The Box—Six exercises.
- B. The Buck—One exercise.
- C. The Mat—One exercise.

11th Section—First Aid.

Emergent and resourceful application of First Aid to the injured on the field, by teams from the Government and Forman Colleges, Lahore.

1. Fractured collar bone—Govt. College.
2. Sprained ankle and cut head—Govt. College.
3. Fractured thigh bone—Forman College.
4. Drowning—Forman College.

12th Section—Basket Ball.

A game of high organisation developing skill, endurance, and team work; and giving much exercise, in a small space, with little equipment.

Exhibition game between teams from Forman College, Lahore and Gordon College, Rawalpindi.

13th Section—Giant Volley Ball.

A game of little exercise and skill, but much fun for large numbers, in a very small space.

Exhibition game between teams of 48 students each, selected from Lahore and Mofussil College groups.

End of Demonstration.

A GOOD SPORTSMAN

1. Plays the game for the game's sake.
2. Plays for his team and not for himself.
3. Is a good winner and a good loser, i.e., modest in victory and generous in defeat.

4. Accepts all decisions in a proper spirit.
5. Is chivalrous towards a defeated opponent.
6. Is unselfish and always ready to help others to become proficient.
7. As a spectator applauds good play on both sides.
8. Never interferes with Referees or Judges, no matter what the decision.

CALLISTHENIC PERIOD

1st Series—Preparatory.

- A. Tallest on the Right, Shortest on the Left, *Fall In*. *Attention*. *Right Dress*. *Eyes Front*. From the Right in fours, *Number*. *Right Turn*. On the Right, form *Fours*. By the Left, *Quick March*. *Right (and Left) Wheel*. *Halt*. *Stand at Ease*.
- B. *Attention*. *Right (Left and About) Turn*. From the Right, double *Dress*. (*Shuffle to the Left* with both arms raised sideward till the finger tips touch each other). *Eyes Front*.
- C. To be done to commands or numbers only. *Stationary running*. *Begin*. *Knees Up*. *Knees Lower*. *Halt*. The *Jumping Jack Exercise* :—
(1) Arms sideward upward raise, and straddle (feet apart) *Jump*.
(2) Arms sideward downward lower, and *Position*.
- D. *Breathing Exercise* :—
(1) Arms forwards upward and heels raise—*Inhale*.
(2) Arms sideward downward and heels lower—*Exhale*.
Stand at Ease. *Stand Easy*.

2nd Series—Corrective or Postural.

All exercises to be done 16 counts to commands or numbers.

- A. 1. Arms to (or across) chest, *Bend*.
2. Arms sideward, *Fling*.
- B. 1. Left arm forward upward, Right arm and leg backward, *Stretch*.
2. *Position*.
3. Alternate to 1.
4. *Position*.
- C. 1. Arms sideward raise, Left leg sideward *Step*.
2. Body to the Left, *Twist*.
3. Body to the Right, *Twist*.
4. *Position*.
- D. 1. Neck *Firm*. (Hands on neck, *Place*).
2. Trunk to the Left, *Bend*.
3. Trunk to the Right, *Bend*.
4. *Position*.

E Breathing exercise :—

1. Thumbs under armpits, elbows upward and backward roll, *Inhale*.
2. Elbows to the sides lower, *Exhale*.

Stand at *Ease*. Stand *Easy*.

3rd Series—Hygienic.

Rhythmic alternating exercises, 16 counts each.

- A.
 1. Hands folded and carried over and behind the Left shoulder, and straddle, *Jump*.
 2. Arms and body forward downward to hands between legs backward, *Thrust*.
 3. Same as 1.
 4. *Posi-tion*.
- B.
 1. Arms sideward raise, Left leg sideward *Lunge*.
 2. To the Right, *Sway*.
 3. To the Left, *Sway*.
 4. *Posi-tion*.
- C. To be done 16 counts Left, 16 counts Right, and 16 counts alternating.
 1. Arms sideward raise, Left leg sideward *Step*.
 2. Twist trunk to Left, bending down to touch Left toes with Right hand, and Left arm vertically upward *Stretch*.
 3. Same as 1.
 4. *Posi-tion*.
- D.
 1. Arms sideward upward raise, on the toes *Rise*.
 2. Arms to sideward lower, full knees *Bend*.
 3. Same as 1.
 4. *Posi-tion*.
- E.
 1. Arms forward raise, Left foot forward *Step*.
 2. Arms sideward fling, and on the toes *Rise*.
 3. Same as 1.
 4. *Posi-tion*.

F. Breathing exercise to command :—

1. Thumbs under armpits, elbows upward and backward roll, *Inhale*.
 2. Slapping chest with both hands and saying "Ha," *Exhale*.
- Stand at *Ease*. Stand *Easy*.

4th Series—Indigenous and Yogic Exercises.

- A. Alternate Leg Dund.—16 counts alternately. (To be done without the dip, but with a big up and down motion of the hips on each leg thrust.).
- B. Hanuman Baithak.—16 counts alternately. (Keep the body and head upright and the chin well in on all movements.).
- C. Yogic Exercises—by a special group.

5th Series—Wand Drill.

From Buck's Syllabus (1932). Pages 103 to 105.

- A. Toe Touching Series—No. (b).
- B. Stepping Series—No. (b).
- C. Leg Raising Series—(b).
- D. Lunging Series—(a).
- E. Knee Bending Series—No. (a).

6th Series—Pole Drill.

To be done by groups of 10 or 12 men each.

Poles should be 18 feet long and about 2 inches in diameter

From Buck's Syllabus (1932). Pages 102 and 103.

All movements (a) to (k).

7th Series—Pyramid Building.

The Squash Pyramid, with groups of 10 men each. The four biggest and strongest men get on all fours (hands and knees) in line next to each other and facing front. The next biggest three in the same positions on top of the first four, so that each one is resting half and half on two men below. The next two form the third line on top of the second three in the same way and the smallest man gets right on top.

On the command "Squash," every man extends his arms and legs and the pyramid collapses to the ground.

8th Series—Group Games.

All the games below will be found in Buck's Syllabus (1932), as indicated.

- A. Skin the Snake—Page 126—No. 12.
(Teams of 10 or 12 men each.)
- B. Tunnel Ball—Page 128—No. 18.
(Teams of 10 or 12 men each.)
- C. Leap Frog Relay No. 1 Page 129 No. 23.
(Teams of 10 or 12 men each.)

University Hall,
Lahore, 15-11-1933.

HENRY LALL,
Director of Physical Training.

Opening of the Sir George Stanley Ring

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

The Sir George Stanley Ring was opened by His Excellency Sir George Stanley, the Governor of Madras, on January 6, 1934, at the Y. M. C. A. College of Physical Education, Saidapet, in the presence of a large and distinguished gathering, including Her Excellency the Lady Beatrix Stanley. There were a number of boxing and wrestling bouts in connection with the opening ceremony.

Mr. C. V. Nagaraja Sastri, the leading enthusiast in the promotion of Amateur Boxing in South India, gave a short account of the Ring, and thanked the members of the public who contributed liberally towards the cost of its construction. He then requested His Excellency to declare the Ring open.

His Excellency, amidst cheers, stepped into the Ring, which had been tastefully decorated by the students of the Y. M. C. A. College. In the course of a short speech, he said that he had always been interested in boxing not only as an onlooker from the gallery, but also as a participant. In his opinion the sport developed alertness and skill physically, as well as moral character. His Excellency said that he was very pleased to note the greater enthusiasm for boxing in Madras, and also the great improvement he had been seeing among the boxers. The "wind-mill" type of boxing was giving place to a scientific method of attack and defence. After expressing his hope that the new facilities of a Ring, which was dedicated to the promotion of amateur boxing would continue to improve the sport in Madras, and extending his good wishes to the boxers present and future, His Excellency declared the Ring open.

Following this, Mr. D. G. Obeyseker of Ceylon, a former captain of the Cambridge boxing team, who had come to Madras especially for the opening of the Ring, gave a few words of advice on popularizing the sport. He said that the organizers in Madras would do well to secure the interest of some of the prominent citizens of the city and win their wholehearted co-operation for its promotion. He also advised us to secure the services of good coaches to give instructions to the beginners, and also to find impartial and expert referees and judges to officiate at boxing matches.

The next part of the programme was a series of exhibition bouts in which amateur boxers from the Colleges, Army and other Clubs participated. The standard of performance, as agreed by critics, was of a high order. The fights in which three Ceylon boxers, Messrs. Obeyseker, Swangsa and Perera,

appeared representing the Ceylon Amateur Boxing Association were by far the best, and well received. All three were expert boxers, and champions in their weights in Ceylon. They demonstrated in an impressive way the fine points of boxing. The way they handled themselves in attack and defence showed how skill could always beat mere strength.

In addition to the boxing bouts, there were two wrestling matches in the Ring. Mats and cover were arranged for the purpose in a short time. This showed how convenient it was to conduct not only boxing, but also wrestling in the new Ring. At the end the boxers and wrestlers were presented to His Excellency who presented all the participants with commemoration bronze medals. Amidst cheers to His Excellency, the function came to a close.

Admission to the show was by tickets, and the proceeds were very kindly promised for the reconstruction of the Y. M. C. A. College Hostels, partially destroyed by a recent storm. For this interest and generosity, the College staff and students wish to express their warmest appreciation, especially to Mr. C. V. Nagaraja Sastri, to whose enthusiasm is due the new interest in Boxing.

Amateur boxing in South India is becoming an established fact. The increasing popularity of the sport is apparent from the large number of competitors for the inter-collegiate boxing this year. The Madras schools are organizing an annual tournament. The Madras Olympic Association is going to have its first official boxing meet conducted this year. All this is made possible, mainly, due to the availability of a place where fights could be conducted. The boxing which has previously existed in Madras was mostly of a professional type, always with a money stake, and the attendant evils. The new Ring established at Y. M. C. A. College should prove a great incentive for the development of amateur boxing.

Boxing has a definite place in the Physical Education programme of India, and its encouragement should be taken up seriously by educators, as well as by all citizens with a wide vision.

The Project Method

JAMES J. ANUKOOLAM, M.A.

Speaking of 'research' some one humorously but aptly remarked, "it is trying to find for the hundredth time what every one knows and then expressing it in a language that nobody understands." I sincerely hope that my attempt to write an article on this subject will not be exposed to such criticism. It is a subject of which all people in the field of education have heard and I am trying to express in simple language what I have learned of

great teachers and what I have seen and actually experienced in project schools. As a good deal has been talked and written about this method in the last decade or so I dare not and cannot profess to say anything original.

No educational system is perfect nor any system entirely faulty. All over the world people have been trying to find out new methods of instruction to suit the needs of particular times with special ideals. When speaking of ideals of education we cannot but think of "the Greek ideal of culture, the Roman ideal of efficiency, the Hebrew ideal of goodness, the mediaeval ideal of training, and the modern ideal of service. Nor can the methods followed to attain those ideals be "stated apart from the concept of Socrates, the dialectic of Plato, the observation of Aristotle, the parable of Jesus, the induction of Bacon, the sense-perception of Comenius, the child study of Rousseau, and the sympathy of Pestalozzi" together with a great many other methods ancient and modern. The world changes and changes rapidly. We need a method of instruction that will be efficient and natural enough to prepare people to live a happy and successful life in such a changing and precarious world and the Project Method is trying to take up that challenge.

Now what is a project? "It is a problematic act carried to completion in its natural setting." Judging from this definition it is plain as day light that this method is not new but is as old as civilization itself, and people have been observing it ages before it was christened "The Project Method." A glance at the history of civilization will reveal beyond doubt that it is the method by which individuals and races have learned their great life lessons. It is simple logic to say that the natural method is the easiest and the surest and therefore the best.

Moreover, in the words of Professor Bagley, "the Project Method represents a synthesis of movements and tendencies in educational theory and practice that have been gathering momentum for several years, some of them indeed for several decades. It represents an attempt to formulate these tendencies and movements in a single and unified pattern of educational procedure. As such, it already ranks as a constructive achievement of first magnitude. It is quite within the realm of possibility that it may work a complete transformation in school life, and a correspondingly profound transformation in the attitudes, standards and methods of thinking and acting in the coming generations." And as Professor Kilpatrick says, "the Project Method unifies more completely a number of important related aspects of the educative process, such as wholehearted vigorous activity, adequate utilization of the laws of learning and the essential elements of the ethical quality of conduct."

Further it stands for the great modern ideals of education such as 'education is life', 'education is growth', 'education is drawing out', 'education as change in conduct'.

In addition to that the Project Method has in it all the good points of all educational methods past and present. This need not make us think that it is a 'quilt' but on the other hand it has some original contributions the most important of which is that, "learning is never single but always multiple." The world owes a deep debt of gratitude to Professor Kilpatrick for bringing that idea to the forefront. The accompanying diagram will explain the point better.

Now we shall try to analyse and expand some of the points mentioned above. Let us first define what learning is. Human life and conduct can be related to Stimulus-Response bonds or nerve connections. Some of these bonds come with us to the world and others are made afterwards. Only a few of them are modifiable. In education we deal with only such. "The process of acquiring or otherwise changing bonds is called learning." In this learning there are three laws operating namely the Law of Readiness, the Law of Exercise, and the Law of Effect. All bonds are not always ready, but they are when there is a strong purpose behind. When a bond is ready, to act gives *satisfaction* and not to act gives *annoyance*; conversely when a bond is not ready, to act gives *annoyance* and not to act gives *satisfaction*. The Law of Effect follows or goes side by side with the Law of Exercise. "When a modifiable bond acts it is strengthened or weakened according as satisfaction or annoyance results." Human tendency is to repeat the act that gives satisfaction and to avoid the one that gives annoyance. The capacity for persistent action depends on strength of *purpose*. When the mind is 'set' readiness, persistent action, success, satisfaction and learning naturally follow.

The Technique of Project : There are four stages in a project, namely purposing, planning, executing and judging. These four stages are more or less identical with the above mentioned three laws of learning. The first two stages in a project are nothing but the Law of Readiness. The executing and the judging stages correspond to the Law of Exercise and the Law of Effect respectively. Thus the Project Method closely follows the fundamental psychological principles of education.

"Learning is not single but multiple." Mastery of subjects alone cannot make the whole of learning. It is not enough if Rama learns Geography but he must learn to love the subject, and more than that, he must learn to be independent in his thinking and judgment. Usually in the education we impart we pay all attention to the first and leave to the good will of nature to take care of the other two which are of greater value than the first for our life and work. Love of the subject and independent judgment are additional responses and they do take place whether the pupil and the teacher desire it or know it or not. It is inevitable. These additional responses may be divided into Associate and Concomitant responses. The Associate responses refer

to the thoughts which are closely connected with the primary responses and with the materials used and the ends sought. The Concomitant responses are closely related to Associate responses and ultimately result in attitudes and generalizations. These three responses influence each other to a great extent. The Associate and Concomitant responses depend largely on *how* the child gets the Primary learning. Hence the importance of method in education, and the Project Method stresses this point.

In addition to that there is what is known as the incidental learning. In the course of a project or a lesson a great many things come up incidentally. All of us can testify to the fact that such learnings find a lasting and useful place in our experience.

Then again the Project Method is child-centred. It honours the child and respects its person. It recognises the child's rights and privileges; it realises that the child has great potentialities and tries to help the pupil to find out his own talents and provides opportunities to develop them. Thus here education 'draws out' and helps to develop what is in the child.

While recognising the 'transfer potency' of education the Project Method emphasises that education is not only preparation for life *but life itself*. It tries to make no distinction between life in school and life outside. All learning takes place in a natural setting. As remarked above, we are in a rapidly changing world. We are not prophetic enough to foretell what the future would be. So we cannot give a definite training to meet life twenty, thirty or forty years hence. This need not be interpreted as holding a fatalistic view of life but should be taken as facing the cold facts of life. The Project Method believes that if we help the child to live the present life in all its richness and fullness the future will take care of itself.

The great axiom of the Project Method is "Learning by Doing." Listening is not learning any more than telling is teaching. If learning is change in nerve connections action is absolutely necessary. Where there is no active response there is no learning. Whether it is intellectual, spiritual or physical affairs children learn by *practising* them. The Project Method scholars are not book-worms, at least that is my experience in my contact with hundreds of pupils in various parts of the world. From the 'bread and butter point of view' they also acquire some skills. They learn to use their hands in doing things connected with their projects and thus the idea of the dignity of labour is inculcated in them gradually and naturally.

Life is too short and so it is unwise, nay more a crime, to spend our time and energy in learning things most of which we may not have opportunities to use in this world. The Project Method tries to teach mostly useful things, things useful for the present and future.

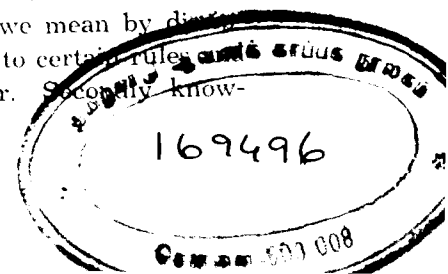
Then again the Project Method trains people for democracy. The whole world is moving rapidly toward that high and noble goal. It is the fundamental duty of every educational institution to train people to use their rights and privileges intelligently and assume responsibility in society. In the project school the child is given opportunity to work approximately as he will have to work when he finishes his school life.

"What doth it profit a man if he gains the whole world and loses his soul?" When I was in America I went to a prison, of course as a visitor. To my great surprise I found men of great university honours, clergymen, lawyers, big business men and hosts of others whom I least expected to find there as inmates. Were they there because of their education or in spite of it? There is something vitally wrong with their education. They were educated rogues. The Project Method pays very great attention to character development. What we technically call Associate and Concomitant responses as the chief contribution of this method are nothing but aspects definitely related to character development.

If pupils do all the work in the school what is the work of the teacher? Well, the work of the project teacher is many-sided. In the class individuals and groups differ so much in their tastes and temperaments that it will be hard if not impossible to conduct organized recitation. It is his business to "organize situations so as to call out desirable responses and make them satisfying." In so doing he will be a many-sided man. His attitude toward his work should undergo a radical change. He is not to be the ruler he was for generations. But on the other hand he should be "a leader, chairman, chief interlocutor, coach, umpire, taskmaster, authority, judge, adviser, sympathetic listener, chief performer, examiner, guide, or friend as occasion may require." So his position in a project school is one of great responsibility but with great opportunities and rare privileges. All depends on his attitude toward the whole situation. Great will be his success and happiness if he tries to be a fellow-pupil with his scholars.

THE ALLEGED DEFECTS OF THE PROJECT METHOD

It is but fair that we should look at the other side of the question. Any visitor to a project school will be first struck by the disorganized nature of the work. The class is noisy and children seem to roam all over the compound. The validity of this criticism depends on what we mean by discipline, whether it is "class order" or a "willing submission" to certain rules and regulations. The Project Method believes in the latter. Secondly know-



ledge acquired through projects tends to be scrappy. It lacks continuity and logical coherency. Most of us have been instructed through other methods. I wonder how many of the subjects which we studied for years have stuck to our minds with all their logical order. Very few. So this defect is not peculiar to this method alone.

Thirdly, there are certain subjects, history for one, that cannot be taught without straining the project theory and working backward. Here I must admit it.

Then it is said that there is a continuous strain on little children and too much of responsibility is put on their young shoulders. Great things are expected from their young minds and limited experience. But when interest is strong and purpose is the driving, guiding and sustaining force fatigue will not be noticed very easily. Then we must not forget the fact that we have to build on the experience of children however limited it may be.

Moreover it is observed that backward, poor and shy children do not seem to have much to do in a project. Most of them slavishly follow the leadership of certain individuals or a small group. Here also if the teacher is watchful enough he will see that each child is given its legal share of burden and privileges.

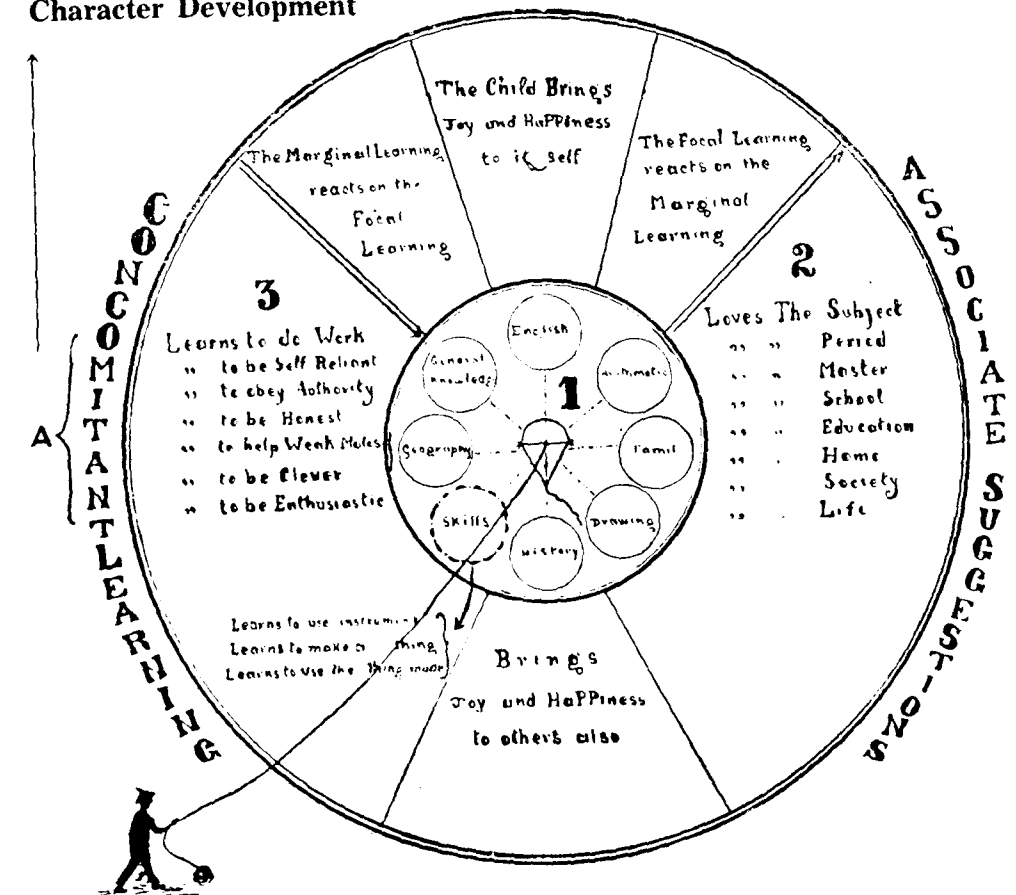
To form regular habits and ensure stability of what has been learned a certain amount of drill is absolutely necessary and the Project Method, it is said, does not seem to give much room for such things. This remark evidently comes from people who have a limited knowledge of this method. Professor Kilpatrick in his classification of projects gives 'Drill Projects' as one of the four.

The most important criticism is this: It is good to make children go through most life experiences. But if each generation goes through the same set of experiences the world will not be richer for it. It will be a mere waste of time and energy from that point of view. Each generation has a right to inherit the experiences of the past and is in turn under moral obligation to build on it and pass on a richer heritage to the next generation. The Project Method does work toward that high goal. It not only tries to build on the past but also enriches the world by drawing out the talents in individuals and developing them.

Here is a brief description of the accompanying chart.

LEARN BY DOING

Character Development



1. Primary or Focal Learning.

2, 3. Attendant or Marginal Learning.

1, 2, 3. Simultaneous Learning.

Purposing Stage:

It is the month of June and the monsoon winds are blowing hard. The teacher of a class discusses with his pupils some of the games and plays they usually have, and leads the class to propose "kite making" as the best suited game for the season. (Here the class can have language lessons by writing names and descriptions of various games.)

Planning Stage:

Then they decide what materials they want; how much of it (Arithmetic); where they can be obtained and how they come to a particular market (Geography); what shape of kite they would like to make (Drawing and Geometry); things that came out of or work on this principle such as aeroplane (History and general knowledge); song about kite (Music); keeping the kite and other things clean (Hygiene and cleanliness). Thus according to the resourcefulness of the teacher and the experience of the pupils many subjects may be introduced.

Executing Stage:

They actually make kites. They work in small groups toward a common end (Social life). The teacher watches the various groups and gives help and advice wherever there is need. Kites are made. They all go out and play.

Judging Stage:

The whole class sits in judgment over its own work. It tries to find out the good and bad points in its work and to learn lessons not only from their success but also from failure.

In the diagram No. 1 represents the Primary or Focal learning. It has the kite in the centre and subjects arising naturally out of the project all around. The study of these subjects is essential for working of the project. As children are interested in kite making they learn those subjects willingly and in earnest.

No. 2 in the diagram refers to Associate Suggestions. As the subjects in No. 1, i.e., the Primary learning are interesting, children naturally love those subjects, the periods in which they are taught, the master who teaches them, the school in which they are taught, education in general, home, society and life as a whole.

No. 3 in the figure indicates the Concomitant responses. As a result of Associate Suggestions certain learnings as the ones mentioned under No. 3 take place. These in turn are related to character development as the arrow points out. When Nos. 2 and 3 are good, pupils naturally pay better attention to No. 1. Thus these learnings react on each other inevitably.

In addition to that children also learn some skills. As the figure indicates the whole learning is centred round and carried on in activity. Hence the great maxim "Learning by Doing."

All these things indicate the importance of the method in the field of education. The Project Method is new and is only a few years old. It should be given a fair trial to prove its worth. A little more understanding of this method and a sympathetic consideration of the great fundamental principles underlying it will help us to realize that it has a glorious future for the life and thought of the world.

Madura-Ramnad District Physical Education Association

As per the appeal issued by some of the leading gentlemen of Madura City a public meeting was held at 6-30 p.m., on Saturday the 7th Oct., 1933, at the Y. M. C. A., buildings, Mainguard Square Madura to take necessary steps to form a Physical Education Association for the Madura-Ramnad District. Mr. R. Foulkes, O.B.E., M.L.C., President of the Madura District Board presided on the occasion. Among those present were Messrs. W. Scott Brown, I. C. S. Collector of Madura, the Zamindar of Bodinaickanur, H. Keene, D.S.P., Madura North, Rao Bahadur N. Ramanujam Iyengar, D.S.P., Madura South, M. P. Pai, I.C.S., Rao Bahadur M. Abboy Naidu, Rao Sahib M. Manikkavasagam Pillai, Rao Sahib R. Narasimha Iyengar, Khan Sahib S. G. Mustafa Sahib and C. M. Oommen.

The President in his introductory remarks pointed out the necessity of forming an association of the kind for the two districts of Madura and Ramnad. These were days when Physical Education was given greater attention in every country. But it seemed to him a thousand pities that the children of this country were not provided with the facilities for playing wholesome games under expert guidance. This was a legitimate item of expenditure from the public funds. Some three years ago compulsory Physical Education was started in all the Board Secondary Schools in the Madura District and the success attending it in such a short time was very remarkable. Boys took it up very enthusiastically and it was not an uncommon sight to see them playing games even after the scheduled time. He had had occasion to see the boys at play and he had noticed a remarkable change in their physique. That success made him think of providing facilities for those who leave the schools. An association of the kind now proposed was quite necessary, he continued, to provide facilities for such people, to co-ordinate the activities of the existing clubs and to open new clubs where there were none. Nor were the women and children to be left out. He felt it to be a matter for disgrace that in this country Physical education of women was entirely neglected. The need for such an association was felt for promoting and maintaining on a strictly amateur basis, athletic games, sports and other physical activities, both indigenous and Western. It was not enough, he said, to conduct competitions in Track and Field items, but it was equally necessary to conduct tournaments in major games, in Wrestling, Swimming, etc. For all these reasons he welcomed the formation of an association for the two districts.

Rao Bahadur N. Ramanujam Iyengar, then moved the following resolution:—"This meeting resolves to form a District Physical Education Association for the Madura-Ramnad District and to conduct the District Olympics under its auspices in January every year."

This was seconded by Dr. Stoffer and supported by Rao Sahib R. Narasimha Iyengar and unanimously carried.

The meeting next discussed and adopted the Constitution.

Mr. Scott Brown, District Collector of Madura, the Rajah of Ramnad, the Rajah of Sivaganga, the Zamindar of Bodinaickanur and Rao Sahib A. S. Alaganan Chettiar were requested to become the Patrons of the newly formed Association.

Mr. Robert Foulkes was elected President of the Association and Messrs. H. Keene, N. Ramanujam Iyengar and Dr. Stoffer elected Vice-Presidents. Mr. T. J. Cornelius was elected Honorary Treasurer and Messrs. C. M. Oommen and P. S. Easwaramoorthi, Director of Physical Education, Madura Board Schools, as Honorary Secretaries.

Rao Bahadur M. Abboy Naidu, Mr. M. P. Pai, Rao Sahib M. Manickavasagam Pillai and Mr. K. Devaji Rao were elected members of the Executive Committee with powers to co-opt four members from the moffusil places. This Committee was authorized to make necessary arrangements to conduct the Madura-Ramnad District Olympics in January next. With a vote of thanks by Mr. T. J. Cornelius the meeting came to a close.

Organisation of an Intramural Department

(Activities within the institution.)

A. N. BHALLA,

Inspector of Physical Education, Patiala.

A Review of Mitchell's "Intramural Athletics."

The objectives of intramural athletics are :—

1. Recreation.
2. Social Contacts.
3. Group spirit.
4. Better Health.
5. Permanent interest in some sport or game.
6. Attainment of Neuro-muscular co-ordinations.

It is necessary that the whole programme should be controlled by an organised body. A number of schools approve of the idea of the students controlling their athletic sports. It does seem democratic. With an institution of any size, however, the difficulties become insurmountable. Student

management is good only to a certain point. After that point is reached, it is bound to break down; for if the work is centralised in the hands of a few students it becomes too much for them to handle in addition to their school work; and, on the other hand, if it is spread among a large number of students there is a constant endeavour to dodge work and to shift the responsibility when things go wrong. Furthermore, the large system brings impersonal relationships among the students, and this leads to a chance for unfair politics to pass by unnoticed or else unexposed. There are other weaknesses also. The fact that the student body forms a transient group makes for a constant change of policies resulting in confusion. Again, students are not apt of their own accord to take proper measures to safeguard their welfare when competing; nor are they apt to be interested in promoting activities for any other than the more eager players. These arrangements do not mean to imply that students' help cannot be enlisted successfully in intramural administration; but they do insist that student self-Government is most successful and most appreciated by the students themselves, when it is carried on under an experienced director and one can make decisions without bias.

The following plan is, therefore, suggested as basis from which to make a start:—

HEAD-MASTER.

Sports Secretary.

(Store Keeper and Director)

Asst: Sports Secretary (Member of the staff or physical Instructor).	Grounds man to take care of the grounds and their equipment.	Games officials from the staff or students (one teacher in charge of one game or of one group or grade).
In charge of the physical activities of the school. He has to conduct physical instructions or Drill periods.		

Student Captains for Football, Hockey, Cricket, Basket Ball, Volley Ball, Badminton, Kabaddi, Teni Koit (Ring Tennis), Indigenous games, Minor games, etc.

Games Officials.—They have to be present with the teams or group, of which they are in charge. They are responsible for the material issued to them or to their teams or groups.

To bring about this organization it would be necessary first to decide on the games officials and student Captains for the various activities. These

had best be selected and nominated by the Head-master and the sports Secretary (with the approval of the student body wherever possible). These should necessarily have a very good knowledge of the activities they are to be in charge of. The rest of the student body should be split up into groups of 31. In each group there should be the Group Leader in charge of two teams with their Captains. Each Team will consist of 15 members including Captain.

The formation of these teams will depend largely on the type of institution concerned. However, the gang spirit in schools is so strong that teams can be formed almost at will. Also the players at this period are apt to spend so much of their time together and know each other well; hence a good "esprit de corps" is quickly aroused with little effort on the part of the Physical Instructor or of the Sports Secretary.

Because of the great divergencies in growth and development in the School period, and the fact that the chronological age does not frequently give a true index of the physiological development, some method of classifying the student body is usually advisable. The simplest method is based on weight alone; for example, light weights and heavy weights. Additional weights can be added if large number of students are to be handled. A practical three-weight classification is 100 lbs., 120 lbs. and unlimited. A good five-weight division is 75 lbs., 90 lbs., 105 lbs., 120 lbs. and unlimited. Such classification have the double advantage of insuring fairer competition and of reaching a larger proportion of the student body.

The following formula can successfully be used for dividing boys into classes and insuring equalised competition:

Four times age in years, plus half the weight in pounds, plus the height in inches.

This gives the boys index number and he is assigned to a group accordingly. The following can be the four divisions for the High Schools:

Index No. over 190.	Class A.
Index No. from 170 to 190	do. B.
Do. do. 150 to 170	do. C.
Do. do. under 150.	do. D.

The limit of these divisions and the number of groups can be readily adjusted to suit the grades of the school and the size of its enrolment.

The following is still another formula for classification of boys:—

Four times age in years, plus height in inches, plus weight in pounds divided by three.

The index number for the student body can be worked out and number of groups readily adjusted to suit the grades of the school and the size of its enrolment.

It should be noted that every school has to work out and find the value of the index to suit the grade and strength. The values of the index must be properly arranged. Once the pupils of a school have been grouped according to some of these standard methods of classification, the competition can be planned. Each group of the classification is subdivided for competition within itself. Games or contests between members of different groups should not be encouraged as the avoidance of such unequal competition is the primary purpose of the classification.

Gradation Method.—Classification according to the classes.

In case none of the above quoted methods can be carried, the crude method of classifying and making the greatest number reap the benefit is as follows:—

Let the boys of a High School be divided into the following grades:—
Senior, Intermediate and Junior grades.

Senior grade will consist of the students of 9th and 10th classes, Intermediate grade will consist of the students of 7th and 8th classes and the Junior grade will consist of the students of 5th and 6th classes.

INTRAMURAL PROGRAMME

The programme of intramural athletics in a school must necessarily vary according to local conditions. The extent of playground available, the financial resources, the type of school, these will necessarily have to be considered. However, in planning an intramural programme the following should be taken into consideration:—

1. A few sports well promoted constitute a better programme than a hodgepodge of many sports which are not popular enough to warrant encouragement.
2. The programme should keep pace with the changing and developing desires of the student body.
3. The programme should limit itself to sports which are certain to be popular and later introduce other sports as their desire becomes evident.
4. When the budget is limited the activities which reach the greatest number in proportion to the amount expended should receive first attention.

5. The size of the school and the age of the pupils should be considered in selection of the activities.

6. Such sports as are peculiar to different localities should be included.

7. Team games should be preferred to activities which emphasise individual ability since the average participant is ordinarily more strongly attached to the former than to the latter.

8. The sports chosen should arouse a spontaneous interest and provide invigorating exercise without resulting in exhaustion. They should provide active fun without depleting the players' whole reserve power.

9. Sports which engage a large number of players in a limited area should be preferred to sports which require large areas, yet engaged only a few.

10. Games which do not require a long preliminary practice nor a great amount of equipment and expense should be preferred to those of a contrary nature.

11. The programme should not occupy the whole leisure time of the student body. It should be so arranged that after the days' intramural programme is over, there should be time for developing school teams in the various activities for inter-school competitions.

12. The programme should be so arranged that all the sports and games are not concentrated in one season, but are spread over throughout the year.

Below is the list of the sports which can successfully be included in an intramural programme:—

1. Football, 2. Hockey, 3. Cricket, 4. Basket Ball, 5. Volley Ball, 6. Giant Volley Ball, 7. Playground Ball, 8. Teni Koit or (Ring Tennis) 9. Kabaddi, 10. Badminton, 11. Wrestling, 12. Track and field sports, 13. Gymnastics, 14. Gatka, 15. Tug of War, etc. etc.

In addition to the regular schedule of games and sports during the year, it is well to include occasional exhibitions and festivals, attempting to attract not only a large number of participants, but many spectators also. Such events stimulate interest in athletics in general and attract the public attention to intramural work. The winter is the season when these events are most popular.

METHODS OF ORGANIZING COMPETITION

It is necessary to organize competitions in the various activities of an intramural programme so that the interest in these activities may be kept up.

The aim should be to keep as many teams or players competing as space permit, and maintain their rivalry upto practically the end of the competition. It is left to the sports Secretary to arrange the competition according to any of the following plans:—

1. The Olympic Meet Plan which is suitable for the track and field competition.

2. Knock out or Elimination plan of tournaments by which the teams are bracketed in pairs and winners from each round of play are again paired until a final match is played between the last two survivors.

3. The Round Robin or the League or the percentage plan of tournament, according to which each team or player should play against every team or player and the winner is determined according to the percentage of victories.

4. The point system, the same units and contestants compete in the various sports on the intramural schedule throughout the year. It has been proved very desirable to determine all year championships according to the relative showing made in all the sports. Under such a system teams will enter in sports even if they know they have no chance of winning the championship, for the sake of improving their all year standing. Points will be awarded not only for winning according to the result of the contest, but points may also be awarded for entering into the contest, the sportsmanship and the reliability of the teams entered. Points can be given not only for the performance by individuals in the individual efficiency Tests, the total average of all the individuals in a team being taken as the team average.

5. Combination plan of the League and knock-out method or of a double leagues method. By this method the teams are divided into Leagues with a convenient number of teams (preferably 4 to 6) in each league, and a round is played in each league. Following this, the league winners are combined to form a championship league in which a round robin is played again and the team with the highest percentage declared a winner. Or, if a double round robin is not possible, the league winners of the first round are clubbed together to play out a straight elimination tournament.

AWARDS.

Awards are an important factor in intramural work. There are some people who think awards unnecessary—that one should participate for mere love of the sport. This idea—an ideal in itself—is, however, erroneous when one stops to consider that achievement is recognised in all other lines of ability. Even in the matter of scholarship we give awards. The award in in-

tramural work helps to enliven the competition, and thereby adds an additional incentive to take part. Some thing tangible is present as a goal.

This sympathetic attitude towards giving award does not mean that they need be expensive. Unfortunately, it is too often the case that extravagant trophies are given away. The award should always remain a symbol of achievement rather than a prize whose merit lies in its monetary value. The greatest award for which athletes have ever striven is that of the olive wreath with which Old Greek Olympic victors were crowned. When this award was later replaced by prizes possessing commercial significance, the professional spirit replaced the amateur one and athletes began to vie for gain rather than honour. This lesson must be remembered in the use of awards to-day. An individual wants his prize to wear, a group, its trophy to display.

The custom of soliciting the public for trophies is one that should be discouraged. It tends to put athletes and games on a less dignified and stable basis and the intramural department is the largest department of the school not to be placed in the situation of having to depend upon philanthropic support.

Sometimes, however, there are individuals who are interested in games and sports and are glad to offer a trophy. Such contributions should be utilised in some outstanding award like the group or individual all-year scoring trophy. It is customary, as a token of appreciation, to let the trophies secured in this way carry the name of the donor.

The point to be remembered in securing public help is, that help, given enthusiastically in order to promote athletics and sports, may and should be welcomed, but should not be sought to the point where it will be considered as a nuisance and prejudice people against the intramural idea itself. Therefore, it is well to concentrate energies on one in possession and try to secure important trophies that can be rotated from year to year.

CONCLUSION.

The above brief discussion on the subject of intramural athletics has been made with the hope that it will provide the basis from which to initiate programmes of intramural athletics in our schools. If our boys and girls in schools are to be trained to become efficient citizens able to live the abundant life and able to give of their best to their motherland then a sound programme of games and sports should be initiated, and "play for every boy and girl all the days in their school career" should become our slogan.

[In connection with the World Olympics held at Los Angeles in 1933, a Recreation Congress was convened. Many valuable reports were read, which *Vyayam* will share with its readers in this and subsequent numbers. We are grateful to the writers of the reports for valuable information.]

Recreation and City Planning

CARLOS CONTRERAS,

Member of the National City Planning Commission of Mexico.

City planning in Mexico involves national and regional, as well as city planning in their relation to recreation.

Since the enactment of the National Planning Law of July 12, 1930, creating the National Planning Commission, we have begun to consider preliminary studies in transportation in relation to national planning, taking into consideration highways, railways, airways, ports and waterways and national zoning and planning. In addition to these surveys we are about to begin a study of national parks and reservations and a national system of parkways and highways linking them.

These considerations include problems of forestation, camping and hiking, care of historical, archaeological and architectural landmarks and monuments, and a possible improvement and embellishment of these regions for "tourism," which must be wisely controlled to help Mexico and not to change or destroy it.

In our estimation, a national recreation programme would include a study of Mexican folklore, legends and traditions, pre-conquest, colonial, present and future: music, song and dance; poetry and dress; popular arts and crafts; cooking; plays and games; the home and its architecture and national customs. All this would help to keep sacred the full Mexican character and value of all this wealth which is ours and yours.

Other features would include the preservation of beauty in natural sites, the preservation of landmarks and monuments with the characteristic seal of each region, and the construction of small inns of genuine Mexican character from the point of view of the name, architecture and materials used, the food produced, the wines and liquors served, the colour, the music and the easy-going leisure of olden times.

Special pains must be taken to defend all this from the invasion of tourism, if necessary by building a Chinese wall around our typical cities, or at least a large ring of laurel trees—such as those we propose to plant

around Taxco that would serve as a frame or crown of evergreen emeralds to protect the purity and privacy of this little Mexican town, a jewel among jewels.

We would have the study and development of all these features in our schools in generations to come, in cities, in rural districts, to create and build up a strong love for native things. There must, too, be the development of leaders in all branches. Such a national recreation programme is closely linked with regional recreation, as national planning is closely related to regional planning.

In a regional recreation programme we would take up the creation of local recreational schools or centers to develop the typical arts and crafts of that region, its songs, music and dance, and its characteristic architecture. From this step we pass easily into city planning and city recreation. And here I must give you a picture of what Mexico City was in 1325 when the capital of the Aztec Kingdom was founded.

The legend of the founding of Mexico City (Tenochtitlan) tells us that when the Nomad Tribe of the mexictin arrived at the end of its pilgrimage, its god, Huitzilopochtli, made known to them the place where they should found their city. When they found an eagle perched on a cactus they recognized the prediction of their god, and on that island they built a small temple. Around this island the primitive capital of the Aztec Empire grew up slowly.

Tenochtitlan was founded, according to legendary tradition, in 1325. When Cortes climbed the mountain range where those two marvels of snow capped mountains, the Popocatepeti and Iztaccihuatli, lie, he saw the vision of the Valley of Mexico at his feet. He saw the capital of the Aztec Kingdom in that small island surrounded by five lakes of which Texcoco to the east was the largest, that of Zumpango to the north, and those of Chalco and Xochimileo to the south—all joined by a series of canals and streets for pedestrians and also splendid waterways through which the natives, in their fast and slender canoes, brought into town the vegetables and glorious flowers of their "chinampas." All the mountains which form that natural bowl were completely covered with woods and pine forests, water was abundant and present everywhere, vegetation was rich.

From 1524, when Cortes founded the present city of Mexico over the remains of Tenochtitlan, to 1821, the consummation of our Independence, throughout the Colonial period the city grew and was known for its famous private parks and residences, orchards and fruit gardens which surrounded the city where the wealthy had their country homes. The churches were surrounded or located in the midst of large and well kept gardens. Everybody had leisure time to spare, there was real community life and all enjoyed being sociable. Up to 1910, the beginning of the Revolution, the city in-

creased in size, reaching its climax in 1930 when the various suburban areas surrounding the city nucleus were incorporated in the city, resulting in an area of approximately 625 square kilometers. The census of 1930 gave to the city of Mexico and environs a population of 1,029,068, an increase in 30 years of 162.5%, while the general population has increased only 10.2%.

The localization of recreation areas must be considered an integral and fundamental part of general city planning. Recreation areas must be considered in relation to the uses of land for streets, transportation and for housing; and from the point of view of the probable growth and movement of population, the location and distribution of industrial and commercial establishments, the number and location of institutions of different kinds, such as sites for schools and other public and semi-public institutions; in a word, in relation to zoning. The plan should take under consideration not only present need, but also the estimated needs for a period between twenty-five and fifty years.

Every unit selected for the park system should be chosen with a view to its usefulness for one or more specific services. The areas selected should be well balanced with respect to functional services, giving due consideration to all different types of areas, and care should be given to the relation between population and city area in order to decide more wisely on the percentage of the city area that should be allotted for recreational areas of all types.

In order to obtain the realization of a park plan which will take into account all these elements and principles it is important that an inventory of possible recreational resources and needs be made to serve as a basis for such planning. The principles of community planning should be taken into consideration and there should be studies covering topographical features; population; transportation; existing parks and recreation facilities; zoning; general social conditions, and legislation.

I will refer briefly to the Master Plan for the Federal District.

In considering the problems which affect the development and functional life of Mexico City, which on account of its very important growth, specially in the last 30 years, has come together with the old municipalities of San Angel, Coyoacan, Guadalupe Hidalgo, Atzacapotzalco and Tacuba, it is indispensable to study also the problems of the Federal District and in some cases even those of the Valley of Mexico.

On account of its traditional characteristics zoning in Mexico City constitutes a relatively easy problem.

The urban nucleus more densely populated—the heart of the city—limited by the first circular boulevard formed by the Insurgentes to the West;

Calzada Manuel Gonzalez to the North; extension of Balbuena to the East; Calzada Chimalpopoca to the South, is made up by the civic centers of greater importance. The Government (Federal and Municipal), and the Religious Center in the Plaza de la Constitucion; that of Communications with the building of that Department and the Post Office enriched with the important nucleus which shall be formed around the National Theatre and the Alameda; the civic center which may be formed in the Plaza de la Republica if the building for the Supreme Court is built in place of the Legislative Palace; the nucleus which may be formed if near the Chamber of Deputies, the Senate is built creating an ample plaza for the circulation and parking of vehicles in front of the two buildings permitting the reconstruction of an important facade in relation with the Fabregas Theatre on Bolivar Street; the Military Civic Center which may be created when the Ministry of War is transferred to the building occupied by the Cludadela transformed into a four storey building with all the comfort required for such an important department of the Government with a large plaza for parades and military ceremonies; the important center which may be created with a great station plaza in the streets of Mina, Puente de Alvarado, Mejia and Aldama.

The Commercial Zones are rather well defined, generally along the important avenues or any commercial centers created naturally by tradition, by use or by necessity; the Residential Zones of various types are clearly limited and defined throughout the extension of the city; no well defined Industrial Zones exist, although through some fundamental errors of location the construction of important industries has been permitted in the very heart of the Residential Zones of first category, (present or future), like the industry located in the Colonia de la Veronica. Mexico City in spite of not being an industrial city has according to the last industrial census 6,000 industries in the Federal District.

It is urgent to define as soon as possible the Industrial Zoning of Mexico City locating it, in my opinion, to the North-west, between the Calzadas of Nonoalco and Vallejo to Atzacapotzalco, establishing at once the proper zoning, planning and building ordinances in order to eliminate badly located industries in the city (brick factories, foundries, mills, etc.) and taking them in better conditions for them and for the city to a great industrial center.

For the previous determination we have taken into consideration also that the Agricultural Center of the Federal District is to the North, to the East and to the South, and that the Residential Zone is to the West, to the South and to the South-west, and finally that the controlling winds come essentially from the North-east.

I must mention here a rather important feature proposed for the Residential Zone for working men in the National Railways. The zone which I

propose for this purpose for the National Railways is limited on the West by the Calzada de Vallejo, on the North by the boulevard joining Atzacapotzalco to Guadalupe, in the East by the extension of Insurgentes and on the South by the Rio Chico.

In essence the programme is as follows:

It shall be for a population of 5,000 inhabitants of railroad working men. There shall be a commercial zone, a civic center made up of schools and two buildings, one for recreation and social functions, the other to house the administration of justice; homes for working men; fields for games and sports; gardens and parks; Policlinic hospital—all in surroundings of ample open spaces and parks.

One of the features of this housing scheme consists in having blocks with the construction along the four sides one story in height except at the corners where we have two stories. Shops are located at these corners. There is inside of each block a large court divided in the following manner.

Next to the homes is the service court for washing, drying, etc., and we have located small shops for small home industries. Then comes a dividing wall with four entrances which gives access to a four-sided cloistered terrace and in the center a very large community garden for the families and children of that block. I feel that this gives quite a Mexican character to the solution of housing for working-men, and we hope that the National Railways will find it possible to finance this undertaking successfully with the co-operation of the Federal and Municipal authorities in Mexico City.

With the creation of the Civic Centers already mentioned; with the opening and widening of the two principal axes North-South, East-West of the avenues and circular boulevards and radial parkways.

With the creation of many gardens, playfields and parks; with the forestation of the Federal District specially of all the hill-sides to the West as far as the Ajusco with its beautiful ravines and barrancas; with the solution of the utilization of the basin of the old Lake of Texcoco, with the provision of sufficient water and with the proper solution of the drainage by means of a modern sewage disposal plant; the electric energy which may be created; the solid matter which may be used as fertilizer as well as the solution of widenings and corrections of secondary importance in the heart of the city. I think that all the present and future problems of transportation, traffic, circulation and distribution are solved for a period of a hundred years and for a population of more than three million inhabitants in the great city of Mexico.

Government Administration of Recreation

ALDERMAN E. S. MARKS,

Former Lord Mayor of Sydney.

From the earliest stages of its development, the governments of Australia, in the first case, and later the local governing bodies, have recognized the necessity of provision for recreation spaces and facilities for outdoor games. Many of these parks and open spaces are still under the control of the Government who appoint trustees to manage them, but more and more the municipal authorities are gradually gaining the control and management of the park lands in their respective areas. The councils who are elected by the rate payers and residents are expressly charged under the terms of comprehensive local government acts, by which they are constituted, with the duty of providing for public recreation. Where necessary this is done by the acquisition of suitable lands so that modern recreation facilities and accommodations for almost every form of sports and games are now being provided by the local municipal and shire councils. As a consequence the administration and control of these areas by the Councils naturally follow.

The successive colonial development in the establishment of the capital cities of each state, indicates the growing recognition of the value of recreation facilities administered by the municipal authorities. The city of Sydney, which rather grew than was laid out on any definite plan, has about 386 acres devoted to recreation under direct civic control, but large park areas within its boundary, such as the Domain, Botanical Gardens and Centennial Park, are still administered by the central Government. These are exclusive of many parks and large open spaces in the suburban areas which are mostly controlled by the local municipalities. Greater Sydney, embracing the city and suburbs, has an area of 149,792 acres with a population of 1,253,560 in 1931, but the city of Sydney comprises only an area of 3,244 acres with an estimated residential population of 109,500 people. Melbourne which is of later date than Sydney and was better planned has about 1,844 acres for recreation purposes in the city proper excluding suburbs. Adelaide, thanks to the immortal memory of the Government Surveyor Colonel Light, who laid it out, has its initial city of one mile square entirely surrounded by a belt of park land and recreational space of 2,000 acres. Perth, in Western Australia, and Brisbane, the capital of Queensland, with its greater city administration, a creation of recent years, are likely to have in consequence still better provisions and facilities for recreation under municipal administration. Some of the provincial towns such as Ballarat in Victoria are even better off in this respect than the capital cities.

Examples of municipal administration of recreation include children's playgrounds which the local Municipal Council provided upon park lands and other open spaces under their control, throughout Australia. They are complete with the usual equipment for exercise and amusement. Provision is also made for the upkeep and care of the ground and apparatus and general supervision by the park rangers and staff.

Kindergartens are perhaps the most recently active movement in the direction of municipal administration of recreation. In conjunction with the Kindergarten Union, Country Women's Associations, and similar voluntary organizations, the Municipal Councils conjointly provide areas set apart from parks and other public open spaces, for the exclusive use of infants and young children. They further provide all necessary buildings, accommodations and apparatus for indoor as well as outdoor play, exercise and amusement appropriate to the use of infants and young children. Play superintendents are supplied by the Kindergarten Union, while nursing assistance and baby clinics are arranged by the Country Women's Association in conjunction with the State Departments of Health. Emergency nourishment for the children is also available at the discretion of those in charge.

The City Council of Sydney, after many years of effort in dealing with children's playgrounds, has recognized the urgency of the problem. Under a recent reorganization of city departments, the parks and playgrounds were placed under the City Engineer. Seeking the co-operation of the Sydney Kindergarten Union, the organization which is doing work approaching nearer to playground and recreation objectives than that of any other organization working in Australia, the services of a graduate of the Springfield, Mass., College were received. A survey was made, proposals developed and submitted, which promise not only a solution of the Council's difficulties on the small children's playgrounds, but a gradual projection of a programme into the larger park grounds.

The completion of the scheme will place within reach of everyone a programme of activities embracing every phase of the modern recreational movement. Health, physical, musical, literary, social and handicraft groups are all to be included as soon as possible.

This represents one aspect of our requirement—namely, the field. The other, the training college, is also by a fortunate combination of circumstances possible of realization. The Kindergarten Union for its own purposes conducts a training course of two years in Kindergarten and primary education, but only women are accepted as students. The male recreational leader is our greatest problem. Some four years ago under the title of the Sydney College of Physical Education, there was established, in association with the Kindergarten Training College, a three years' course emphasizing the newer aspects of physical education. The services of the two colleges are to be

made available towards the solution of the playgrounds problems of Sydney, and probably of recreation and physical education problems all over Australia.

As a concrete example of the recognition and popularity of sports and playground facilities under municipal administration, it is interesting to note that from a population of 300,000 in Adelaide, an attendance of not less than a half million of children was recorded last year in the ten children's playgrounds. Golf, tennis, bowls, cricket, football and other sports are provided with extensive facilities by the municipal administrators in the capital cities and leading towns; and the park lands and open spaces under their control are used regularly for these games.

The city of Sydney has provided a splendid 18-hole golf links at Moore Park with a substantially built club house complete with every provision for the comfort, convenience and refreshment of players and visitors. The links are essentially democratic being open to any well behaved player or citizen at a nominal charge of one shilling per round. Putting greens and practice drives adjoin the club house. The entire control and management is carried out by the Municipal Council staff. Similar provision is made by the civic authorities for lawn tennis. Courts for both day and night play are provided. They are available for the use of the citizens at large, and are likewise administered and staffed by the Municipal Council, and a nominal charge is made to players and to clubs for their use. School children are allowed to use them free of charge during the week, provided a teacher is in attendance. Cricket, football and other ball games are also extensively provided for in the open spaces and public parks by the municipalities.

At Moore Park, under the control of the Council of the city of Sydney, forty-two wickets are provided for cricket, enabling over one thousand players to participate in the game each Saturday during the season. For the winter sports of football, hockey, lacrosse and hurling, some 32 acres are available at the same park. A special portion has also been set apart for women's sports and the area provides for three hockey and two basket-ball fields. This is in addition to provision made in other parks under the care of the City Council and the large area in the Domain. The latter, however, is not controlled by the Municipality. The cost to the city of Sydney of the upkeep of the parks and reserves under its direct control is about £35,000 a year. At Moore Park also, are three great sports ovals, lands originally granted by the Crown for recreation purposes. They accommodate many thousands of spectators, but these are not managed by the City Council. Near to these are also the Centennial Park and Queens Park, large spaces devoted to recreation and sport.

With its extensive harbour and ocean frontage, sea water swimming baths are numerous round about Sydney as also in the other coastal towns.

They are generally under the direct control and management of the respective municipalities. They provide adequate bathing, swimming and diving facilities, with comfortable dressing accommodation, and in most cases are also arranged with large seating accommodation for spectators. They are available for both sexes, at a small fee, and in addition the Sydney City Council provides a free bath. Similar provisions are made by the municipalities in the other large cities of Australia. At the different towns on the sea-coast there is often a specially enclosed area (often excavated out of the rocky shore) near or adjacent to the beach provided for the free use of the people. In the inland country towns, municipal swimming pools are available. These are generally well equipped and have filtration and purification plants.

The Sydney Domain baths under the control of the City Council has been specially built for carnivals with a 100 meters straight course, and it has seating accommodations for over 3,000 spectators. In the other large cities the municipal authorities have also erected up-to-date bathing establishments which provide ample facilities for swimming and also accommodation for spectators at races and contests which are frequently held during the season. On the ocean beaches, surf bathing is free, and the different municipalities have provided elaborate dressing sheds with all necessary conveniences for the use of the public, and also properly fitted up rooms for the life saving clubs with first aid equipment, etc.

The benefit to public health already derived from the ample recognition and generous provision of facilities for sports and recreation generally under municipal administration, is best exemplified by what Dr. J. S. Purdy, the City Health Officer, states in his Annual Report for 1931 in which he writes: "Sydney again has, as for the previous ten years, the lowest death-rate of any city in the world with a population of over half a million," and in a recent public utterance the Director General of Public Health in New South Wales said that "Australians are now living on an average ten years longer than their grandparents did fifty years ago."

Recreation for Women and Girls

EMILY I. CASE.

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The China of the past has suddenly emerged into a new world. The changes are bewildering, and nowhere more so than in the field of recreation for women. When I first arrived in China in 1932 the bloomer, though long and full, was still a new and embarrassing feature of the programme to our

college girls, and a large number of students persisted for some time in wearing them down around their ankles. When I attended the National Athletic Meet in Hangchow in 1930, the costume of the day was a short sleeved or no sleeved jersey, abbreviated trunks, and bare legs. Educational institutions may strive to stem the rising tide of emancipation, but the Chinese girl has tasted a new freedom and though she may still in most places wear her stockings long, her mind is shedding its conventional restrictions, and she is beginning to demand liberty of expression and an opportunity for development equal with men.

To appreciate the significance of this transition, it will help to look for a moment at the recreational life of women in the past. There are two ideas very fundamental to Chinese thinking which appear to me to have determined the form that it should take. The first of these is what I shall call Chinese scholasticism, or the cult of the intellectual; and the second is the conception that woman's sphere is the home.

During the longest years of China's civilization, the vastness of her territory, her comparative geographical isolation, and the difficulty of communications within the country, have kept her free of invasion and for the most part impervious to change. There has been no incentive to the development of a warrior caste on a large scale, and no general tendency to popularize physical virtues and achievements. At certain periods in history we find Chinese writers extolling the prowess of the military man, and famous generals have played their part in legend and history; but a much more common tendency has been to relegate the soldier to the lowest ranks of society, and to set upon a pedestal for popular emulation instead the poet and the scholar. Intellectual attainments have been prized far above practical achievement in any line. The body has been despised and its development neglected. Long finger nails and long gowns have testified to the almost universal conviction that no gentleman engages in vulgar physical activity. I presume most of you have heard of the oft-quoted story of the elderly Chinese who witnessed for the first time two foreign acquaintances engaged in a game of tennis. Genuinely shocked at the sight, he expostulated with his two friends saying: "But my dear sirs, I should be delighted to send two of my coolies out to bat those balls around for you!"

Not only has there been a social stigma very commonly attached to physical pastimes, but anything in the nature of active play has been discountenanced by the religious ideals of the people. Confucius taught that dignity, self-restraint and moderation were the attributes of a virtuous man. Buddhism laid stress on meditation, and passivity and quietude of the whole person were considered necessary to achieve any real spirituality. Although innumerable quiet forms of recreation have been the heritage of the Chinese I think it is not far wrong to say that play in the more positive sense has been

regarded with an attitude very much akin to the Puritanism of our New England forbears. Active or noisy play was considered undignified and unbecoming in an adult, and was out of harmony with their religious ideals.

This cult of the intellectual was perpetuated not only by the social and moral code of the people but also by the system of education which, limited though it was to the very small class of intelligentsia, nevertheless played a most important role in maintaining the civilization of a thousand years ago in a relatively static form over a period of many centuries. This education, which centred in and was regulated by a highly developed system of examinations, conceived not only that the mind was to be trained and the body despised, but also that such training was to aim at developing the power to memorize and to imitate exactly rather than the power of the original thought. Vast portions of the classical writers were committed to memory by rote, and successful composition consisted in the closest possible imitation of earlier literary masterpieces. Such a system fostered a great reverence for the past, served to perpetuate the *status quo*, and discouraged the expression of individuality in the strongest possible way. We may see here, then, one of the most potent factors to be contended with in introducing the ideas of all-round development of personality and freedom of expression so basic to the recreation of to-day.

The second idea fundamental to Chinese thinking which makes the recreational problem for women so difficult now, is that long prevalent conception common in so many countries that woman is an intellectually inferior being and that her sphere is in the home, her role chiefly decorative. Among the lower classes, of course, women were a very practical economic asset and their labour alongside of the man in the fields was taken for granted. And among the upper classes the practical abilities of the women, especially the older members of the household, made them administrators in no mean sense of the word. The Chinese family, it must be remembered, was not a single unity of husband, wife and children, but rather a household composed of perhaps a dozen such units, often presided over in a formidable fashion by the grandmother of them all. It was a communal life, an adequate social unit in itself, and not only were the women and children expected to live out their existence entirely within its confines, but also they were unable to experience much privacy or to pursue individual enterprise in any satisfying way. The training of the girl was for practical housemaking in some degree, but in the upper stratas at least her chief role was ornamental, and the binding of her feet was not only a social declaration that she was under no economic compulsion to earn her living, but it prevented her from undue liberty in her movements and made her a creature purely feminine and entirely dependent upon her lord and master. When she married it was without having ever laid eyes upon her husband, and her trip to the new home was made in a

curtained chair or conveyance completely shutting her off from the sordid gaze of the world.

It will be seen, then, that the tremendous regard of the Chinese for scholastic achievement of a very particular type, and their deep-rooted conviction that women have no place in the world of contacts and affairs, are characteristic of Chinese civilization, and are a far cry from the principles and beliefs underlying the philosophy of modern recreation.

At this point I ought to touch briefly on what forms the recreation of women in the past has taken in China. I think they might be classified under three main heads—recreation in the home; public recreation; and, for some classes, commercial recreation. It may seem contradictory to state at one moment that Chinese women have always stayed in the home, and at another to speak of excursions and theatre going. But it must be remembered that customs vary among different classes, and that even where children or married women were allowed to venture forth it was always with the family group and very much protected from ordinary contacts. At the theatre the family sat together in a box; and at excursions or public celebrations it was the family unit which moved about together. Recreational activities in the home included the active games of the children; quiet games; entertaining, which is a fine art in Chinese society, and the arts.

I doubt if any people have a richer heritage of children's games than the Chinese. Many of those played in the west, as you doubtless know, are Chinese in origin, and besides group games of the familiar type such as Blind Man's Buff, Puss in Corner, Eagle Fetch the Chicken, and others, there are innumerable individual activities with kites, hoops, marbles, tops, jumping ropes, shuttle-cocks, sticks and stones, which have been played for many centuries by Chinese children. There is a wealth of material for research in this one field alone. Little girls engaged with boys in these plays until the process of foot binding, which in some cases began very young, was undertaken. Quiet games included all kinds of guessing contests, riddles, story telling, chess, dice games, and Mah Jong. With adult women the latter was by far the most popular, and gambling played a very important part in it, as is still the case to-day. Entertaining included much tea drinking, eating of water-melon seeds, and chatting with callers; the interchange of social amenities, especially at New Year's time; and the preparation of dainties for feasts, or as gifts to one's friends. In the more cultured homes there was a good deal of artistic expression, sometimes in poetry, sometimes in painting, often on a musical instrument or in fine embroidery.

I must not leave this subject of the former pastimes of women without devoting a few moments to Chinese festivals, which have played such a large part in the life of the whole people. It is with profound regret that one sees

these colourful and characteristic celebrations disappearing so rapidly to-day. There have been at least as many festivals as there are months in the year, and I could not begin to describe them in detail, even had I the information at my disposal. I will mention four of them, however, which were of significance to women, especially.

The celebration of the New Year, which is a continuous affair for fifteen days, involved all kinds of delightful merry making on the streets such as parades, firecrackers, walking on stilts, dragon processions, Punch and Judy shows, theatricals of all kinds, clowns and jugglers; and a whole succession of events in the home connected with ancestor worship, entertainment and calling, made the more significant because of the whole family being reunited with all the absent members returned to the fold for that season in the year at least.

The Spring Festival in the Chinese second month celebrated the coming of the flowers, in ancient times, and was devoted to young girls especially. At the Dragon Boat Festival, in the 5th Moon, women were supposed to come out of retirement and to take part in the celebration, which was a varied one, centering about the races of the dragon boats. Decorations were made by the women, sweet smelling spices prepared, and numerous dainties which were peculiar to the season.

The famous legend of the Milky Way was celebrated on the 7th of the 7th month—in our August—and was particularly a festival for women and girls. For months beforehand they were at work preparing toys made of sesame seed, and flowers of transparent paper—the more infinitesimal in size the more tribute to the skill of the artist. Each household had its exhibition at the time of the festival, and everyone came to see the handwork which had been absorbing the energy and ingenuity of the feminine members for such a long time. It will be seen that only in homes where leisure abounded could such customs be observed.

Chinese festivals reveal a wealth of customs, traditions, and folklore, and there is no more significant or characteristic aspect of the life of the people for the student of things Chinese. Nor, I think, could there be a more striking testimony to the revolutionary changes which that life is undergoing to-day than the fact that the observance of these festivals is decreasing rapidly in so many parts of China.

And now it is time to try to give you a glimpse of conditions as they are to-day—difficult though this is to do where the scene is undergoing such kaleidoscope changes and where facts that are true in one section of the country cannot be maintained of other parts. Under the rapidly shifting surface lie, it seems to me, three trends which are affecting recreational life

of women. The first of these is the disintegration of the family organization which is beginning to occur in those parts of the country where western influence has penetrated, and which is far more radical in its implications than in the west because of the hitherto complete solidarity of the Chinese family unit. Among the important results of this development are the reduction in the size of families, changes in their standard of living, greater freedom for the women, and intermingling of the sexes—all of which profoundly affect the type of recreation.

Another direction in which important changes are taking place is in the community life. The growth of cities, appearance of modern inventions, rapid development of communications, invasion of western forms of commercialized amusement, and new conceptions of education are revolutionizing the social structure. Democracy, with its emphasis on individual self expression, social reform and equal rights for women, has caught the popular imagination. Education of the whole personality is coming to supplant the old scholasticism.

And, thirdly, there has been a tremendous growth of nationalism, bringing with it new motives for national self defence, political responsibility and industrial and agricultural economy. Thus we see that the family, the community, and the nation are all undergoing a metamorphosis, and although many parts of China are only beginning to hear rumors of the new life, it will not be long before most of the whole vast structure will be affected.

Such revolutionary changes have, of course, brought with them new ideas and new emphases, new problems and new dangers in the field of recreation, especially for the women. There are, as I see it, three new emphases of significance to us. The first of these is the patriotic movement. The necessity of keeping up with more modern nations has driven the government to adopting the western calendar and for this reason, as well as for motives of economy and the desire to stamp out the ancient superstitions, the old festivals are being suppressed by government order, and new holidays connected with the events of the revolution such as the founding of the republic and the anniversaries of Dr. Sun Yat-sen's birth, inauguration, and death, have been set up in their place. Needless to say these holidays lack interest and appeal in comparison with the old fetes, because they have no deep roots as yet, and the great wealth of customs and observances which have been of inestimable recreational value to the people in the past is by way of passing from the picture.

Another manifestation of the patriotic movement which has gripped the younger generation in the past two or three years is the new interest in military training, first aid, and home nursing. This has of course a utilitarian

rather than a recreation motive behind it, but it has served also to augment the growth of the Girl Scout and Girl Guide organizations, and to encourage participation in all kinds of outing and physical activities.

At this point I ought to speak of Chinese boxing, which is the indigenous system of physical training dating back thousands of years and covering a variety of activities in much the same way as gymnastics in Europe have included a broad range of natural as well as formalized activities. Chinese boxing includes tumbling, dramatic and imitative movements, and a great number of forms of wrestling and fencing, with implements such as rapiers, broad swords, battle axes, spears, wands and so forth. The system was extremely difficult and complicated, and lacked scientific foundation; but under the influence of modern ideas it is undergoing modification in the direction of greater simplicity, less ostentation, more ease of performance, and greater practical value. One type, which is for girls especially, strongly suggests dancing, making use of slow, sustained and rhythmic movements. I wish there were more time to tell you of this very fascinating form of exercise which is most characteristic of the peculiar genius of the Chinese and is regarded by many of them as the only true Chinese physical education. There is an element in Government and Education circles to-day which is urging, partly for economic and partly for nationalistic reasons, that boxing be universally adopted in place of the recently introduced western athletics, dancing and gymnastics. And if the leaders of the boxing movement should succeed in adapting their method to newer education ideas and in putting it on a scientific basis, there is much that could be said in its favour.

I have just referred to western athletics, gymnastics and dancing, which brings me to the second conspicuous emphasis in the recreation of to-day. Western education has come to China, apparently to stay, and in its wake has come modern athletics. It would be difficult to lay too much stress upon the way that athletics have taken the country by storm within the past ten years—not indeed to the extent that there is anything like general participation as yet, but at least there is a very widespread interest in the more highly organized forms.

Unfortunately, the cart has come before the horse. The youth of China is not prepared physically at all, and yet it is the highly competitive form of athletics to which it has first been introduced. Modern physical education, I believe, to the average man in the street means track meets and basketball leagues. At our annual field day last spring the programme consisted of archery, baseball, tennis, volley ball, and a relay race, field and track events having been omitted for the first time. The Chinese name for the occasion which was printed on the tickets, however, does not distinguish between a field day and a track meet, and after it was over I was told that a

number of the guests went away much disappointed because they did not consider it the genuine article. The men's colleges took the lead in organizing interscholastic sport, and all the secondary schools, for both boys and girls, followed suit. Adequate intramural programme are rare, and there is a serious lack of qualified leadership. Tremendous public interest attaches to any kind of a competitive programme, and I think it is true to say that almost the only vital stimulus to the promotion of athletics is the organization of municipal, provincial, and national athletic meets, towards which all promising young athletes, girls or boys, turn their hopes and direct their practice. If no money is available so that such meets may be held, the interest drops.

I cannot here go into the problems associated with athletics in China—the mis-conceptions, the wrong emphases, and the lack of standards for girls. They are due partly to the suddenness with which the whole development has occurred, finding the youth unprepared both nervously and physically, and partly to the lack of competent leadership in the field. Time ought to remedy both of these lacks, and I do not mean to paint too dark a picture. Surely it is a fact of the greatest significance and promise that the Chinese people are awaking to such a keen interest in sport, with all its potentialities for education of the individual and upbuilding of the race.

The third outstanding emphasis in recreation is the introduction of commercialized amusements, notably the moving picture. In certain of the port cities automobiles, radios and night clubs have also come to play an important part in the life of fashionable circles; but this is not true to any general extent; nor, I think, is social dancing (a very dubious addition to Chinese social life at this particular stage) likely to become popular in more than a very few localities for some time to come. But there is no question of the universal popularity of the movie in all parts of China that have been reached by western innovations, and it is very rapidly displacing the simpler and less stimulating forms of amusement common before. It is chiefly American films that are shown, of course, and as Chinese ideas of western civilization are formed for the most part by what they see on the screen, you may imagine that their opinion of the west is not entirely flattering. Unquestionably however, it is influencing their standards, and the average school girl to-day, at least in the big cities, knows more about the ups and downs of life in Hollywood than I do myself. The movie as a blessing to China is decidedly mixed, and many Americans living there would be glad for the sake of their country's reputation as well as for China's own good, if its advent had been postponed.

I have tried to indicate three significant trends or emphases which are discernible in recent recreational developments for women—nationalism,

which is causing the suppression of the old festivals, the expansion of such organizations as the girl guides, and new growth to Chinese boxing; the rapid rise and spread of western athletics with its attendant problems, abuses, and benefits and the advent of the movie. Of organized recreation I have not spoken because there is practically no such thing at the moment in China. A few communities have playgrounds, but they are devoted chiefly to competitive games among the schools, which do not need this organization. Private and philanthropic agencies in certain localities conduct recreation programmes; and the Y. W. C. A. and the Y. M. C. A. have made real contributions in this direction. There is a National Amateur Athletic Federation, but it is lacking in funds and influence, and women have no voice in its affairs.

In these troublous times when military aggression, political upheaval, flood, famine, and disease are casting such dark shadows over the land there seems little promise of any immediate answer to the most pressing problems, one cannot hope for much that is constructive and far reaching in the way of recreational organization in the near future. The story, however, has barely begun. New opportunities always bring new problems, and China has set her feet upon a long and difficult path. But with better ideals of world relations, of social obligation, of the value of individual personality, and the place that women are to play in the life of the future, who shall say what lies in store for this great people? I am happy that the opportunity has been mine to work and think with them a little on these problems, and am confident that in the years ahead the spirit of play will find greater expression and be the inspiration to happier living for these many millions.

Recreation in the Argentine

DR. EDUARDO G. URSINI.

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Recreation in the Argentine Republic is undoubtedly just in its initial stage. This particular social problem has been taken care of by government authorities. With regard to recreation in private institutions, however, a great deal of work has been done, but it has been accomplished without definite purpose or plan, and according to the wishes and desires of the great majority of the members of the associations.

Recreationally the work of the following institutions is outstanding: El Club de Gimnasia y Esgrima de B.A. with its boys' section and its children's gymnasium; El Club Cadete Universitario, under the supervision of the University Club of Buenos Aires; the work of the Y. M. C. A. in various parts of the city, and of a hundred sport and musical organizations like the Asociacion del Profesorado Arques, and the activities of a large number of theatres which have done a great deal of work in the field of recreation by improving the drama. A good example of this is the People's Theatre which has accomplished a very fine bit of work.

The work of the Ateneo Argentino de Educacion Fisica, which I represent, has for its purpose the unifying of all this work and studying particularly the basic principles of recreation and physical education the problems which are of fundamental importance to the moral and physical health of our people, and the scientific control of these problems. An attempt will be made to avoid the prejudices which exist in sports practice and to discover the most efficient measures that should be adopted for this work. While the programme is new, it is undoubtedly going to be of fundamental importance to our methods of physical education and system of recreation.

Buenos Aires, the capital of the Argentine Republic, which has more than two and a half million population, has all the problems that the care of children and young people create in a large city. It is for this reason that the movement was started to solve these problems. Buenos Aires was also the first city in the country to have an official organization to administer and direct the recreation of its people.

The Direccion Municipal de Ejercicios Fisicos de Buenos Aires, since 1930 has conducted an intensive programme to serve the recreational needs of its people. As a part of this programme playgrounds were started—there are now altogether seven in the city. These playgrounds are established in the best parks of the city, have ample space for the proper development of physical activity, and are shaded by large trees which give protection from the sun during games and rest periods. These areas, which are called Plazas de Ejercicios Fisicos, are kept open daily the year round from eight in the morning until eight at night, and carry on a well organized recreation programme.

In our city of Buenos Aires, the Medical Department of Physical Education, a branch of the Direccion Medica de Ejercicios Fisicos, is of great importance because of its work of physical examination which determines the activities that may be entered into and the development and state of health of the boy.

The work which is done on the playgrounds may be summarized as follows: (1) Physical education, sports and games; (2) Training school for leaders; (3) Camps [within the city and in the country]; (4) Art activities [music, singing]; (5) Social activities [libraries, social games, fiestas]; (6) Neighbourhood organizations.

This great programme includes activities appropriate for children from six to twelve years of age, for young men and women twelve to twenty, and for adults, all of whom find recreation on the playgrounds.

Besides the medical examination already mentioned, there is a study made of the child's environment, in order to determine what is best for him physically and mentally. All of this work is done by thoroughly competent people.

Besides the playgrounds, the city has more than twenty areas devoted to the games of children up to fourteen years of age. These spaces are equipped with see-saws, toboggans, giant strides, swings and other apparatus suitable for children of this age and surrounded with trees for shade and coolness.

In the parks where the playgrounds are, there are large dining halls with kitchen equipment and store-rooms which are provided for the vacation camps. These organizations function during the months of December, January and February, that is, during the period of the school vacation. The children attend daily from six in the morning to six at night, under the care of a competent personnel. They receive free breakfast, lunch and tea. During the day a programme of games, reading, physical exercises, music, art and other activities is carried on for both boys and girls. The municipality gives free transportation on the street cars to the children who are accompanied to the camps by their parents.

There exist in Buenos Aires eight vacation camps which have an enrollment of more than twenty thousand boys and girls. Every boy and girl has to pass a very thorough physical examination. These examinations are made in order for the physician to discover deterrents to the physical progress of the child and to control the general health conditions in the camp. This work is under the supervision of the Oficina Medica de E. F., an organization which functions only for boys six to twelve and girls six to fourteen. It was started in 1921 and since its establishment has shown innumerable benefits to the child population.

The city of Buenos Aires has five swimming pools, and though insufficient for its population, they serve, together with many private swimming

pools, a very important recreational need and contribute to the extensive programme of swimming all over the country.

Buenos Aires is situated on the Rio de Plata, and has but few beaches. There is one municipal bathing beach called Balneario Municipal, and another under construction. During the summer season more than three hundred thousand people are served by these beaches. This is notable in view of the many splendid private beaches which exist close to the city and in nearby towns. The swimming pools are under the control of the *Oficina Medica*. People who have skin or other contagious diseases are prohibited the use of the pools. Each person who is examined and found fit is given a monthly permit for the use of the pool. A small nominal fee is charged for the examination. This work is found to be well worth while.

The municipality of Buenos Aires maintains a fine children's theatre, called "Labarden." Besides training young actors, this theatre contributes to the recreation of young people in various parts of the city by giving free periodical performances. The municipality also has travelling theatres equipped with radio and motion picture equipment, which go from place to place in the city to give performances. There is a municipal band composed of one hundred players, selected for their musical competence, which gives public concerts of classical music in the different parks and public squares of the city.

Rosario, the second city in size in the Argentine Republic, with a population of more than 600,000, already feels the need for a solution of its problems of recreation. Four playgrounds are at present under construction. The official department in charge is the same one which the *Direccion de Ejerciciones Fisicas de Buenos Aires* asked to have represented at the First International Recreation Congress. I was chosen to be its representative and considered it a great honor.

In my brief paper I have tried to give in a rough outline the characteristic work of the recreation department in the Republic of Argentine. I also wish to say that our desire is to accomplish within a brief time as much progress as possible, taking as examples those organizations of other countries whose representatives at the Recreation Congress have told of their various programmes and from whose work we hope to profit for the betterment of recreation in the Argentine Republic.

Special Physical Training Class, Tinnevely

(From 21st Dec. '33 to 13th Jan. '34).

A. PADMANABHAN, B.A.,

Acting Assistant to the Adviser on Physical Education, Madras.

A special class of physical training intended for elementary school teachers and old physical training instructors was held at Tinnevely by Mr. A. Padmanabhan Naidu, officiating Assistant Physical Director to the Government of Madras.

About 80 students consisting of pupil-teachers of the training schools at Tinnevely and Palamcottah, head-masters of local elementary schools—Municipal and Aided Hindu and Mission schools—underwent the course and were awarded certificates after their successful completion of the same.

The course included all the exercises and games from the elementary school syllabus by Mr. Buck and a few of the indigenous games from the High School syllabus. A general idea of the conduct of elementary school sports, organization of games, lay out of play courts was taught to the students. It was brought home to these students, that physical education and intellectual education were inseparable and that they had to inevitably exist hand in hand for the development of education in the complete sense. At the beginning, the students resented the idea of getting up early in the morning at 5-30 to attend the physical training class in time. But the consequent punishment of "running round the track" had its desired effect. Discipline and punctuality received special emphasis and it will be interesting to note that a few head-masters who came late shared the same fate with the rest. The habit of early rising in the morning was eventually created in the students that attended the class. A few of the head-masters had actually to take their beds in the school to escape the ordeal of "running round the track."

Towards the end, it was found that all these teachers had developed that habit of rising early in the morning which is so conducive to wholesome living. Some of them felt sorry for the short duration of the training and wondered at the permanent habits and admirable benefits that the class had effected. They wished for another class to be conducted six months later at Tinnevely.

The class came to a close on the 13th January 1934 with a demonstration of physical activities under the presidency of M.R.Ry. K. S. Appasami Ayyar, A.L., District Educational Officer, Tinnevely, who exhorted the students to serve as models to the elementary school children in the pursuit of physical training. The demonstration attracted a large crowd of students, elementary school teachers and the elite of the locality.