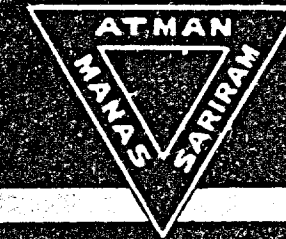


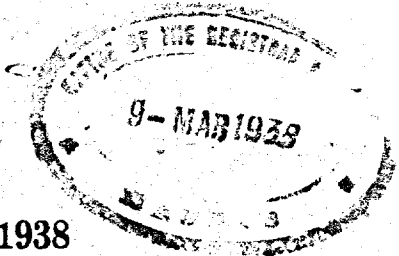
1224

VYAYAM

A Quarterly Journal of Physical Education.



1224



FEBRUARY, 1938

XIIth Olympiad
Preventative Medicine and Health Education
Foundations of a Philosophy of Physical Education
Health and Physical Education in the United States

JL
MYM 211, N29V
N38.
169487

AN APPRECIATION BY C. G. MACARTNEY

"Governor General" of Cricket.

Madras,
5/7/36.
Messrs. Sharmar & Co.,
Madras.

Dear Sirs, I was delighted to visit
your premises this morning, & to
see the goods which you are
manufacturing for the sports trade.
The quality was first class, and
can recommend them to any
players requiring first class
material.

With all good wishes, &
many thanks for your kindness.

Yours sincerely,
C. G. Macartney.

SHARMAN & CO.

SPORTS SPECIALISTS,

Mount Road, Madras.

Phone: 3544.

Branch: Coimbatore.

VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER

VOL. IX

FEBRUARY, 1938

No. 3

TABLE OF CONTENTS

EDITORIAL

NEED FOR TESTS AND MEASUREMENTS—By K. Y. MANGRULKAR, B.A., B.T.

PRESIDENTIAL ADDRESS—By MR. BAPINEEDU, B.Sc., (CORNELL) M.Sc.,
(CALIFORNIA).

SOME ASPECTS OF PREVENTATIVE MEDICINE AND HEALTH EDUCATION—By PAUL
F. RUSSELL, A.B., M.D., M.P.H.

FOUNDATIONS OF A PHILOSOPHY OF PHYSICAL EDUCATION—By JOSEPHINE L.
RATHBONE, Ph.D., (COLUMBIA).

OLD BOYS' DAY, 1938.

HEALTH AND PHYSICAL EDUCATION IN THE UNITED STATES—By RUSSELL L.
DURGIN.

XIIITH OLYMPIAD, 1940.

OLD BOYS' ASSOCIATION CLASSIFICATION COMMITTEE.

DEMONSTRATION OF PHYSICAL ACTIVITIES.

NEWS AND NOTES.

Management :

A Quarterly Magazine published jointly by the National Y. M. C. A.
College of Physical Education, and its "Old Boys" Association.

Y. M. C. A. College of Physical Education, Saidapet, Madras.

Editorial Board :

H. C. BUCK, M.A., M.P.E. } Joint Editors-in-Chief.
MRS. BUCK, M.A.

DR. G. F. ANDREWS, M.A., Ph.D. NAINAN THOMAS, B.A., L.T. } Associate
V. D. PITCHAI, B.A. M. G. VIJAYASARATHY, B.Sc. } Editors.
L. K. GOVINDARAJULU, B.A., B.L. P. M. JOSEPH, B.P.E., M.E.d., }
JOHN VERNON HILL, B.Sc. C. C. ABRAHAM, B.A. }

N. K. MIA, Business Manager.

Saidapet, Madras.

Contributions and original articles on subjects pertaining to Physical
Education, Health or Sports, are requested by the Editor.

Advertising: For space, rates and other particulars please address the
Business Manager.

Subscription: Rs. 2-0-0 per annum post paid. Single copy Annas 12.

Editorial

HEALTH EDUCATION

Two articles on Health Education in the present number tend to indicate the importance attached to this subject by the Y.M.C.A. College of Physical Education.

To a new comer to India the need of Health Education stands out strikingly. Without more knowledge of health and more attention to hygienic habits all the work in this country in physical education and recreation is in danger of being useless.

Noteworthy attention has been directed toward the great problem of nutrition. This is not simply an economic but also a great educational problem. The College has conducted Health Surveys in Saidapet and aided in many ways in practical social action in this field. The addition of a specialist in Health Education is greatly desired and would immeasurably strengthen and assist the programme of physical education and recreation in India.

E. B.

Need for Tests and Measurements

By

K. Y. MANGRULKAR, B.A., B.T.,

Spence Training College, Jubbulpore.

One of the primary objectives of Physical Education is the development of organic and neuro-muscular systems whereby the individual will be able to acquire skills and enjoy, to the best of his ability, participation in various activities. A programme of Physical Education, therefore, must necessarily involve a change in the physical development of the individual. Progress should be the key-note without which education will be anything but education.

Now, the question arises: 'Is it possible to measure progress?' Constant researches in the field of Physical Education have been revealing to us that it is possible though absolute correctness of the degree of progress in some cases can not be guaranteed.

The best means of determining the degree of progress are tests and measurements. Not only do they indicate what has been achieved but also serve as a guide regarding what modifications or changes a programme of Physical Education needs. It is therefore apparent that any scheme of Physical Education, whether it is for a school or a college, for boys or girls, for men or women, must include in its scope the means of measuring progress. It is intended to

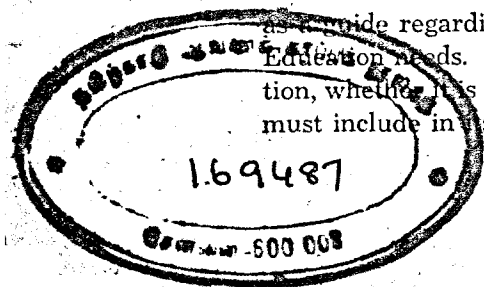
put forth, in this article, the claims for the need of such tests and measurements in India where Physical Education is yet passing through its initial stages and where the field is rich with opportunities for valuable research and experimentation. The seed sown on the Indian soil has begun to shoot up but the forces that will favour its speedy growth are yet to be harnessed.

We are living in the age of science. We must be scientific in all that we do. It is all the more true in India to-day. Any departure from the age-old traditions is viewed with suspicion in the beginning. It is, therefore, the duty of every teacher in Physical Education to attempt to show by facts and figures, wherever possible, that the new Physical Education is genuine and scientific and that it does yield better results. It is true that every teacher may not find it possible to test and measure and derive conclusions from the data which require highly technical knowledge. But he can at any rate start with simple things like the measurements of distance, speed and the like involving objective element. Successive tests of this nature will be substantive proofs of the validity of his programme of work in so far as the physical development is concerned.

Another important consideration is with regard to the dignity of the profession and the status of its heralds. It is worthwhile reminding them that it is not the work that dignifies the person but it is the person who dignifies the work. Holding an annual tournament, or coaching a winning team is not the be-all and end-all of a teacher's work. What is of far greater significance is: "What contribution he has made to the noble cause of Physical Education within his own humble sphere." It may be a mere drop in the ocean but let us not forget that an ocean is made of drops. An ounce of original work by way of research will undoubtedly mean a pound of dignity added to the profession. The findings of one teacher may differ from those of another according to local differences but some conclusions of general nature are bound to develop out of them.

Besides, with the steadily growing interest in Physical Education in India, there is a growing need for evaluating our work on concrete lines. At present we are following in the foot-steps of other countries, far removed in traditions, climate, culture, etc. Standards used by them will in all probability be misleading, if not erroneous, if they are applied to India. For example, the standardized age-height weight charts of American boys or English boys can not be applied to Indian boys. Hence it is evident that we must use our own "measuring stick" for our boys. This necessitates the work of making experiments and researches on the basis of measurements and tests conducted in our own schools and colleges. Broad principles of the modern Physical Education are universally acknowledged but methods employed to achieve them are different in different countries, in their minute details.

That measurement is a great incentive to pupils is beyond all dispute. However emphatically one may denounce the "Mark System", the fact re-



mains that pupils do work for marks or points. The spirit of emulation and competition is almost an instinct with them. They measure their progress in terms of points and love to know how they compare with others of their own groups. They like to have a goal to work for. Their satisfaction lies in out-doing their friends, say, in running 100 yds. or throwing the cricket-ball. Tests and measurements will therefore, evoke greater response and more enthusiasm than otherwise. In short the spirit of competition is greatly induced and enhanced by objective marks based on physical measurements and performances of the pupils. Every teacher in Physical Education must, therefore, work out for his pupils certain charts and tests which will motivate them for spontaneous activity and being about improvement.

Lastly, the important consideration that makes the need of tests and measurements still more pressing is the problem of classification. Lack of a correct method of classification at present, renders the advancement of Physical Education rather slow. The outcomes leave much to be desired. The traditional classification according to school-classes needs modification to suit the different ages, needs and physical development of the pupils. This will be possible if various tests and measurements are taken and grouping of pupils is made on the basis of the findings of such tests. The emphasis should not be on mere attendance but also on the degree of effort of the pupil. It has been found that pupils of inferior abilities do not find any fun and pleasure in physical activity if they are made to participate along with better pupils, nor do the latter feel happy in company of the former. It is, therefore, essential for the teachers of Physical Education to work out for themselves a system of tests and measurements for homogeneous classification of pupils to make their teaching methods more effective and to get better results.

These are some of the vital considerations that should make one feel the necessity of doing some experimental work. The subject is here presented with a special reference to the physical aspect alone, because tests and measurements in this particular sphere can be objective, in nature, if one wants to make a beginning with elementary tests such as those pertaining to distance-running, jumping, throwing, etc.

Presidential Address

By

MR. BAPINEEDU, B.Sc., (Cornell) M.Sc., (California),

Parliamentary Secretary for Public Information at the Vizagapatam District Inter Schools Athletic League Sports Prizes Distribution Meeting held at Yelimanchilli on 4-12-37.

Ladies and Gentlemen,

Allow me to thank you for inviting me to preside on this very happy occasion. At the very outset, I would like to emphasise that no education can be

complete without adequate physical education. Moreover, physical education aims not only at the training of the body, but also of the mind. The education in the classroom, co-ordinated with that in the play-ground can perfect the physical, mental and moral training. Such an education is intended to build up the perfect nation. In the present day world, in the competition between nations, the struggle for freedom is so keen, that the nature's check of the survival of the fittest is coming to play an important part. So a physically strong nation is a vital necessity. In India, this struggle is all the more acute because the amount of food available for the large mass of population is so little, that the pressure of the population on the soil is not only felt among human beings but also among cattle. It is no exaggeration to say that men and cattle are competing with each other for the available cultivable soil.

PLACE OF INDIA ON THE HEALTH MAP OF THE WORLD.

Let us see where we stand on the world's Health map. The country is ridden with disease, poverty and ignorance, which are the three chief factors that act and interact to produce bad health. India leads the nations of the world in the abnormally high death rate, infant and maternal mortality rates, and the very low expectation of life at birth. The average span of life of the Indian is 23 years whereas it is 54 in England and 58 in New Zealand. The infant mortality in India is so abnormal that in most urban areas it may be said that for every four babies born one dies by the end of the first year, and two by the end of the 5th year of life. Our population is halved by the time it reaches the 5th year of life. What a great loss of infant life and human energy! Let us concentrate our attention on the saving of our race at the young ages, the pre-school and the school child. The following statistics convince anyone about these facts :

Figures for 1932.

Country	Death rate	Infant mortality rate.
India	21.6	169
England and Wales	12	65
New Zealand	8	31
U. S. A.	10.8	58
Australia	8.7	41

Expectation of Life at Birth

Australia	57	France	48
Denmark	56	Germany	47
Norway	56	Italy	44
Sweden	55	Japan	43
America	51	India	22
England	51		

SPORTS AND SOCIAL LIFE

As I said previously, sports go a very long way to build up a strong nation. They not only improve the physical condition of the boy, but also transform him into a good social being. They impart in him a sense of discipline and fairplay or what you call sportsmanship. The disciplined life obtained in other countries where sports occupy a very important place in their lives, bears testimony to this fact. A most obvious example of this discipline is their way of obtaining tickets at railway stations. They all stand behind one another in the order of their arrival and the first come will be first served. This is very unlike the jostling and pushing and elbowing we find in our stations and theatres which profit none but results in disorder.

The spirit of equality and fellowship that is engendered among boys on the playground continues in after-life, and makes them useful members of democracy. Sports know no caste, creed or colour and contribute to national solidarity.

This is why sports are given such a prominent place in the scheme of life in European countries. In the United States of America unless a student passes the physical fitness test and medical examination, also, in addition to his academic qualification, he is not given a degree. Physical training and military training are made compulsory for the students. Regarding health of school children, all boys and girls in schools should first be taught hygienic principles and whether the pupil passed the examination or not, at the end of the 4th year, he should have a complete knowledge of health and hygiene principles. Otherwise this cannot be imparted at a later age. Physical education as hygiene is equally valuable and instruction in physical culture should be imparted at an early age. The adults should be on the top of this, cultivate civic conscience and serve more and more the cause of the public health of the town.

PHYSICAL EDUCATION IN OUR COUNTRY

What importance is given to sports and physical education in our country? In U.S.A. the National Education Association has defined its seven objectives of education as follows, in the order of their importance:

1. Good Health. 2. Good Citizenship. 3. Good Character. 4. Worthy use of leisure. 5. Worthy home membership. 6. Command of fundamental processes. 7. Vocation.

But in our country the order is topsy-turvy. Vocation is the prime consideration, and physical well-being of the student is sadly neglected. Very little importance is given to the health of the students. Physical instructors are in practice, mere ornaments, and very little percentage of the boys take part in games and sports. If the above objects of education are to be achieved, all this must be changed. The health of the students should be made the pri-

mary concern of our system of education. Physical Education should be given equal if not greater importance than vocational education. The National Y.M.C.A. is conducting a College of Physical Education at Madras on practical and scientific lines. This good work deserves our attention and encouragement. Scout-training, in secondary schools, and military training in colleges must be made compulsory as they alone create among boys, the idea of sound and responsible citizenship, and lay the foundation for a future national militia. Medical examination of all students at the beginning of each term must be enforced. The necessity of the last suggestion is borne out by the result obtained by an examination conducted at the Saidapet school, which revealed the startling figure that out of 210 children examined, only 31, or 15 per cent were found to be healthy.

Dr. Rajan speaking at the Presidency College on Physical Education on the 19th October 1937 stated "Medical Officer during inspection of the Presidency College said that 309 students were examined by him; 50 per cent not nourished, large number with weak hearts". He said that there is tremendous degeneration during the last five decades. It may be said that they progressed intellectually; if this process were to go on, a caricaturist would depict a student having merely a brain and no body.

The popular heroes of the colleges in Western Universities were not those who won prizes but those who do well in sports. Even in our country the best sportsmen are nowadays favoured with best jobs and promotions. Health is a dynamic thing, not passing the examination. It is not freedom from disease. Health is essentially a human product and by observing the laws of nature health can be acquired. My advice to you therefore is to take very active part in sports of all kinds, grow up into strong sturdy young men, broad in chest and tough in muscle. Play well, eat well, live well and die well. Join the national scout organisation if you have already one, and start one if you have not. Unfortunately for our country imparting of military training is not in our hands. If it were, I would like to make it compulsory for every one to undergo it.

NATIONAL SPORTS.

The next question is, "in what kind of sports should we participate." From a perusal of the rules and bye-laws I have seen you are arranging only such sports as do not really cost much. We should bear in mind that ours is the poorest country, and any sports to be adopted on a mass scale should not cost much. Tennis rackets costing Rs. 75 and courts costing thousands to construct, can never be the sports for India. We must encourage our national sports such as Chandugudi, Dandals, Baskis, Giridi-samu, Uppabaddi, cross country running and walking races which costs nothing, but which give vigorous exercise to the players. Exercises on the horizontal and parallel bars should also be practised. Training must be given in wrestling and jujitsu. Breathing exercises, suryanamaskara Asanas and swimming also should be taught

and must form part of physical training. Prizes should be given for perfect bodies which exhibit ideal developments of body and muscle and also for a healthy boy in the school. We may have also all the sports you outlined in your rules as they cost little. We should all press for more playgrounds and public parks which also are conducive to good health.

OUR FOOD.

Speaking about sports, a word must be said about the food eaten by us. Most of our school children are under-nourished. The Madras diet is the worst in this respect. Col. Mac Carrison the famous food specialist fed rats on different foods eaten all over India. The Sikh rat was the strongest, then the Maharatta rat, the U.P. rat, the Bengal rat, and lastly the Madras rat. We need more consumption of milk. Drink more milk and eat more fruit and vegetables and instead of rice include millets in your diet. Remember that a sick man is a liability on the nation. India's hope lies in her youth.

In conclusion I request you all to make your bodies temples of God by having a clean body and clean mind.

Some Aspects of Preventive Medicine and Health Education

By

PAUL F. RUSSELL, A.B., M.D., M.P.H.,

Field Director,

International Health Division, The Rockefeller Foundation;

*Officer-in-Charge, Malaria Investigation, King Institute,
Guindy.*

INTRODUCTION

Before commencing this address I should like to say that I appreciate greatly the honour of speaking to you under the distinguished chairmanship of the Minister for Health. Madras Presidency is to be congratulated, first on the excellence of its Y.M.C.A. College of Physical Education and the activities of your Physical Education Association; secondly on the fact that the ministry of health is held by the capable hands of Dr. Rajan whose initiative, courage, and skill augur well for the future of Public Health in Madras Presidency.

The subject of my address this evening is "Some Aspects of Preventive Medicine and Health Education." I should like to give you some definitions and an outline of the scope of such terms as *Preventive Medicine*, *Public Health*, *Hygiene*, and *Sanitation*. Then I have a few observations to make regarding *Health Education*. Finally, I hope to make clear the importance of

Public Health and the vital part which teachers and schools have in its development.

In Greece of old it was held desirable that every man from his youth up should include medicine in his studies that he might become wise in matters of public welfare. Certainly it should not be necessary at this late date to stress the importance of educating individuals from childhood onwards in principles of healthy living. Yet actually this essential branch of pedagogy everywhere has been woefully neglected or else badly handled. To-day, the whole world over, human life and happiness are in jeopardy and in millions of cases they are being destroyed by the failure of average citizens to conform to simple sanitary principles.

Centuries ago Moses observed that certain bowel diseases could be controlled if he taught his people not to pollute the top of the ground with their body wastes. He ordered them to dig pit latrines. So too in ancient Rome, and twenty-five centuries earlier in India in the great Punjab and Sind cities of Harappa and Mohenjo Daro, wise men knew that drainage conserved public health. In the Rig Vedic period of Hindu medicine, long before Hippocrates, sanitation was one of the subjects taught. Then again, in the epic period of the Indo-Aryans, in the time of the Ramayana, the celebrated philosopher and physician Charaka and the skilled surgeon Susruta, each wrote books which included chapters on hygiene.

In modern times scientists, armed with test tubes, dissecting needles and microscopes, have been and are busy experimenting, analysing and selecting so that there has accumulated a great store of practical knowledge, one section of which deals with prevention of disease.

Patient research is gradually revealing the relationship of vitamins, parasites and viruses to health and disease. Many ancient empirical suggestions and activities can now be logically explained. We know beyond doubt that certain diseases are avoidable. Worm diseases, dysenteries, enteric fevers and infant diarrhoeas, cholera, tuberculosis, leprosy, diphtheria, tetanus, rabies, small-pox, venereal diseases, plague, filariasis, malaria, nutritional disturbances, and certain other ills of mankind can to-day be prevented, either entirely or to a considerable degree.

Yet preventable diseases are doing stupendous damage to mankind. Malaria, for example, kills on the average two persons in India every minute of the day and night throughout the year. Day by day in Madras Presidency there are grisly sacrifices to small-pox virus and cholera germ; while a million lepers walk the roads. The average expectation of life at birth in India is about 25 years, whereas in certain other countries this average is 60 years. Parasites are shortening Indian lives, are sapping physical and moral strength, warping the spirit.

Logical procedure for combating communicable diseases are at hand but countless persons still resort to charms and incantations. Even educated classes often have only nebulous notions of the nature of parasites and disease. Many a man's whole concept of Preventive Medicine may be summed up in the words of Peregrine Pickle, "God bless my heart, liver and lungs." Yet few subjects can have greater importance. Indeed "the highest aim of scientific medicine is the eradication of preventable disease." *Prevention is better than cure.* Although health officers are still as a rule, subordinate to medical, there can be no doubt that someday the positions will be reversed.

My profession is that of *Preventive Medicine* and I am proud of it. It is true that at various times I have been called "worm doctor" and "mosquito doctor." No doubt many laymen and some physicians still think of sanitarians and public health officers primarily as ditch designers and latrine architects. Yet there is an intense satisfaction in work which emphasizes prevention more than cure, which teaches the futility of building ever more hospitals below a precipice when adequate fencing at the top would suffice.

PREVENTIVE MEDICINE DEFINED

Preventive medicine might be defined as a science, an art, and a philosophy evolved to collect, augment, and apply knowledge in control and prevention of disease, in maintenance of health, and in promotion of physical and mental efficiency.

Firstly, preventive medicine is a science. By this I mean that it is specialized knowledge systematically gathered on the basis of accurate observation and logical thought. Not that the sum of such knowledge is very great in relation to what remains unknown—far from it. But for practical purposes it is remarkably extensive. No physician or teacher to-day should be ignorant of this science of preventive medicine.

Secondly, preventive medicine is an art. It is the application of skill to bring about a desired result. There is the science of preventive medicine, an open book to all physicians and teachers. To many it remains book knowledge, accurate, but only potentially useful. The real medical artist is able to utilize facts. This fortunate individual brings both science and skill to his patient or pupil. By adaptation, rearrangement and combination he accomplishes a definite end—the preservation of health or the control of disease.

Thirdly, preventive medicine is a philosophy. We read that philosophy in the study and knowledge of principles that cause, control, or explain facts and events. Rare, indeed, are the philosophers of preventive medicine. Not content to be simply artists, utilizing to definite ends the facts of medical science, these chosen few are seeking to penetrate into hidden places. They desire to know, not only how to manipulate man and his environment so as to conserve health but, more than this, they want to know how—by what mechanism—their manoeuvres can result in the defeat of disease.

SCOPE OF PREVENTIVE MEDICINE

Among the varied activities of Preventive Medicine which civilized communities to-day have the right to demand, to pay for, and to enjoy, are the following:

1. *Checking the spread of disease.* (This involves, for example, insecticides, vaccines, quarantine, and many other devices).
2. *Reducing avoidable accidents, sickness, and death by instruction in prophylaxis, by early diagnosis and treatment.* (For example, maternal and child welfare centres, and industrial hygiene).
3. *Obtaining wholesome and adequate water, drug, and food supplies.*
4. *Providing for proper disposal of personal and community wastes.*
5. *Eliminating insanitary conditions in the environment of man.* (By drainage and city planning, for example).
6. *Educating individuals in the practice of public and personal hygiene.* (Lectures, pamphlets, school teachers and trained health visitors.)
7. *Investigating the nature of disease with a view to prevention.* (For example, research institutes.)
8. *Keeping adequate records and analyses of vital statistics.*

Public Hygiene, usually called Public Health, is organized community effort toward health and the prevention of disease. *Personal Hygiene* is the practice of healthful living habits by individuals. Under ideal conditions the promotion of individual and family health should be the function of private physicians rather than of public clinics.

Sanitation is the application of principles of hygiene as they concern external environment. *Sanitary Engineering*, or *Public-Health Engineering*, is the practice of sanitation; that is, its object is to provide and to maintain a healthful external environment for man. It deals practically with such matters as sewage disposal, insect control, waterworks, drainage and city planning. *Preventive Medicine* embraces all this. Obviously it includes far more than the sanitation of villages; it is broader than mosquito control or mass vaccination. It involves personal and public hygiene; it has educational and psychological aspects; it must achieve important legislative and executive ends; it is as much concerned with causes of health as with causes of disease; it requires the services of doctor and teacher, of politician and layman.

As now organized, the practice of preventive medicine has four principal applications; namely, to *individuals*, to *communities*, to *nations*, and to the *world*. It touches individuals directly through family physician and personal hygiene; it serves communities by means of city and Presidency health departments; it protects the welfare of nations through federal health services which include research laboratories and quarantine stations; and in these days of swift transportation, preventive medicine has become of prime world im-

portance, being administered by organizations such as the Office International d'Hygiene Publique, the Pan American Sanitary Bureau, the Health Organization of the League of Nations with an Eastern Bureau at Singapore, and by such voluntary agencies as the International Red Cross and other bodies.

Thus it is clear that, whereas curative medicine must needs be limited in its scope, preventive medicine influences the entire life of man from birth to death, even attempting to prevent disease in his descendants.

CO-OPERATION

I wish to emphasize that logically there can be no actual separation of curative and preventive medicine. Private physicians, voluntary and official hospitals and clinics, and health officers must present a co-ordinated front against disease. But I also wish to point out that principles of prevention logically must dominate the whole structure of medicine. The doctor who treats an individual for hookworm infection but takes no trouble to help his patient to avoid reinfection is shirking his obvious duty. A hospital too busy with pills and pruning to give any aid in the development of a programme of preventive medicine in its community is not alive to its responsibilities.

It must be noted also that, while acute suffering should be relieved, it is still more important for a community to remove so far as possible the environmental causes of disease. It has been demonstrated, I believe, that routine medical activity by Governmental agencies can never have more than palliative effect on the health of a country. In many an area where Government and voluntary hospitals and private practitioners have been busy for a hundred years heroically trying to save individuals brought to death's door by germs of intestinal disease, it is still difficult to obtain a drink of pure water or to find a sanitary latrine.

DOES PREVENTIVE MEDICINE PRESERVE THE UNFIT?

There have always been those who fear that preventive medicine tends towards ultimate destruction of the race by protecting the unfit. The motto of these pessimists is, "Let environment kill if it can." Nature's uncontrolled and unmodified ways are held to be best, even if they seem to be cruel. This is quite contrary to the preventive physician's aim to protect individuals and communities against parasites, to remove sources of disease that surround them, to alter environment so that it may be more favourable to human life.

It is perhaps a question of the depth of one's philosophy of Nature. When looked into closely there would seem to be no doubt whatever about the natural logic of preventive medicine. Not only men but organisms of all sorts try to protect themselves from their enemies. They make constant attempts to seek favourable conditions and to avoid unfavourable ones. Plants, insects, worms, birds and beasts—all are very busy adjusting them-

selves to their surroundings or actually changing their environment in order to avoid premature destruction. It is in no way illogical for man to follow this universal practice because he has a better mind which make him more certain of achieving his aims.

As a matter of fact, disease is far, far too haphazard a phenomenon to bring about a survival of the fittest. Malaria for example, attacks the best brains just as quickly as the poorest. Hookworms show no respect whatever for the quality of a man's breeding or education. The small-pox virus will pit the face and blind the eyes of an unvaccinated pundit or an unvaccinated idiot with equal speed and disinterest. It has been well said that *Public Health is a far better device to improve the race than Public Death.*

KNOWLEDGE IS POWER

Knowing the cause of a disease—why the body is out of adjustment—makes it possible to change environment or to adjust the body to it—that is, in many cases, to remove parasites or to form sanitary habits. Thus longer and keener life is possible.

But the mystery of life, of course, remains. It is not, in the present day at least, to be solved by science. Therefore, in a consideration of preventive medicine and health education it must not be forgotten that there are factors in health and disease intangible and too often neglected by physicians who thereby help to swell bank accounts of a multitude of "faith healers" working in this twilight zone, with dreamy disregard for the tangible. Socrates said: "There is no cure for the body apart from the soul; and the reason why so many diseases elude the physicians of Greece is that they know nothing of the soul." This is true of the modern world.

Disregard of either tangible or intangible may be fatal. More than one devotee of faith-healing sects has died of preventable diphtheria and many a mystic has imbibed a fatal dose of cholera germs because of deliberate disregard of simple scientific facts. It is equally true that intangible maladjustment with the universe, such as great fear or little faith, has sent many a man to an early grave.

Absurd phobias, precautions and hygienic rites like those, for example, of the man who would not touch any sort of handle for fear of infection, are as reprehensible as that utter disregard of reasonable precautions which results in so much misery and tragedy throughout the world. *Let us be neither pigs or prigs.*

Quoting Bernard Iddings Bell,

"..... poetic aspiration without science produces a sentimental insanity, but scientific method without poetic aspiration is almost sure to produce a cynical insanity."

Underlying *Preventive Medicine* there is not only a desire to repress disease but more than this there is a strong hope that in due time man may be raised to that perfection of body and of natural function, that co-ordinated smooth activity of body, mind and soul which we believe to be his heritage.

In that day, quoting Shelley, will

"Happiness

And Science dawn though late upon the Earth;

Peace cheer the mind, health rennovate the frame;

Disease and pleasure cease to mingle here,

Reason and passion cease to combat there,

Whilst *mind unfettered* o'er the Earth extends

Its all-subduing energies, and wields

The sceptre of a vast dominion there."

NEED FOR HEALTH EDUCATION

What has all this to do with teachers or with health education in schools? Surely it is clear that scientific facts have little value if they remain academic. They must be planted in the minds of the masses if they are to yield fruit most abundantly. So great a work as eradication of preventable disease requires widespread knowledge about public health and hygiene. Such knowledge may be made interesting, for the conquest of disease is fascinating business. When it is palatable, health education appeals to old and young alike. Unfortunately patent medicine advertisements comprise the only home work in "health education" available to multitudes.

Schools teaching history but not hygiene, training colleges too busy with the technique of pedagogy to be bothered with preventive medicine are anachronisms but are still rather common. One sees an arithmetic book held close to an enlarged malarial spleen, one hears about the truly great achievements of ancient culture from a teacher whose lips are blanched by the anaemia of hookworm disease, whose house has no sanitary latrine, whose children show the effects of mal-nutrition.

Without special health-knowledge among laymen, personal and public hygiene are impossible, necessary appropriations for public health measures are not voted, laws are not made or obeyed, sanitary progress is delayed.

No government can possibly pay for all public health activities urgently required by all the people. Many health benefits cost not money but only labour and should be provided and maintained by the people themselves. For example, no house is too poor or lowly to have a latrine. A little self-help would provide at least a sanitary pit not costing one pie. It is health education and not government money that is needed in this and many other phases of keeping a population well.

The purpose of health education is to plant in the minds of the people a practical understanding of fundamental rules of healthy living, to arouse in

them a realization of the importance of healthful habits, and to stimulate permanent interest which will result in a maximum amount of self-help.

SCOPE OF HEALTH EDUCATION

There are two general types of *Health Education*. In the first place, there is health education in schools. This is *Child Training* in the principles of personal and community hygiene. Such teaching should permeate the curricula of all schools and not to be handled as just another formal subject to get through as quickly as possible. Specialized courses in hygiene suitable for teachers may in addition be instituted in colleges and in training schools. But such courses need not be given as though they referred to the moon. They must be intensely practical.

Health instruction in lower schools should be given by regular teachers and not by specialized health experts or doctors. All school teachers must be equipped to teach practical health education. I do not mean by this simply that teachers must have book knowledge of hygiene but, much more important, that all teachers must themselves set examples of healthful living in their homes and daily activities. Teachers whose own homes are not sanitary do not understand even the first principles of health education. Moreover, they are shirking their duty to their profession, to their school children and to their country.

The second type of health education may be called health information or *Health Propaganda*. It is devised chiefly for adults and is most successful if the adults have had earlier instruction as school children. Such health propaganda must be accurate, dignified, simple and concise. It must have the special appeal required for that group to which it is addressed. It must be related to everyday life. It requires expert preparation and is largely a function of health departments.

HEALTH EDUCATION MUST BE PRACTICAL

Obviously health education must be practical first, last, and all the time. Clearly it must not be limited to children. True enough, "the child of to-day is the adult of to-morrow" (unless preventable disease or accident strikes him down). But children are often influenced to a greater extent by parents than by teachers, and moreover children may learn quickly but they forget as quickly. So health education must penetrate into houses as well as schools. Then parents and children will co-operate to produce healthful homes.

Many persons visualize public health entirely as "doing something for or to the people to keep them well." Such public health procedure is often expensive, impermanent and ineffective. The basic aim of health education must be to teach children and adults how they themselves by their

own desire and effort can live hygienically. Once this much is accomplished there will be a sanitary conscience powerful enough not only to induce governments to carry out those major improvements in environment which only official funds can finance but also to compel the masses to obey sanitary law.

So in preparing programmes one should keep in mind that it is the purpose of health education to implant and cultivate in both children and adults the idea that they can do much themselves to eliminate preventable afflictions, previously accepted by them as ordained of Fate. Further, health education should develop an articulate desire in the people for such changes in environments as are necessary to prevent disease. How long would communities retain their unhygienic conditions if the majority of the inhabitants really wanted improvement?

Modern public health procedure, especially in rural districts, requires that people be led and not driven, that they be brought to the point where they really desire to live more hygienically. Therefore health education must produce a triple effect. It must arouse interest and desire, it must impart accurate information, and it must lead to application of this information in everyday living.

Above all, then, *Health Education must be practical.*

Madras Presidency schools, for example, require text books of healthful living habits not rewritten from those prepared for Americans or Europeans but devised from cover to cover for South Indians under South Indian skies, where conditions are predominantly rural and where poverty is a potent but not unbeatable foe. Only by intensely practical and specific health education can much progress towards health be expected. This requires not only ceaseless and hard work on the part of a few conscientious leaders but also the whole-hearted support of every teacher in the Presidency.

Health education, we see, is not something which a Minister for Health and a Minister for Education can by a stroke of their pens confer upon the Presidency. It is something which can be developed only by determined effort, by active co-operation of political leaders, scientists, teachers, doctors and laymen. Science and practice must go hand in hand leading mankind to higher levels, teaching "how best to live and how to live best."

ANNAS FOR CURE—RUPEES FOR PREVENTION

To accomplish this end Governments must reverse the usual procedure and spend annas for cure but rupees for prevention. One of the most important elements in health education is that automatic enlightenment which comes to a people through the efficient operation of sanitary law and order in communities which have wholesome and abundant water, adequate scavenging, clean

markets, safe and uncluttered streets, and proper housing. But here is a circle of cause and effect rather than a chain. For sanitary law and order can never be attained in the first instance until a majority of the people have some understanding of those rewards in good health which the observance of rules of hygiene will bring them.

Schools as well as Governments must revise their conventional programmes and give to preventive medicine and to health education the time and attention they merit. How many girls become well acquainted with good literature but never learn how to keep their homes healthful? How many honours graduates in the sciences perish within 10 years of their scholastic success through ignorance of preventable disease? What shall it profit a student if his mind masters the history of philosophy while tuberculosis conquers his lungs?

CONCLUSION

The stakes to be won by following modern procedure in *Preventive Medicine and Health Education* are huge. When leaders, advisers, students, farmers, and labourers of a country are anaemic and are mentally and physically debilitated by malnutrition, chronic malaria, and hook-worm disease that country is doomed. However important in the past, it will nevertheless topple, and if unimportant now it will so remain. If India were a healthful country, if its great spiritual power were housed in healthy bodies, its position in the Eastern Hemisphere would be, I believe, vastly more important. But no amount of pedagogical or political afflatus will lift it to power while weighted down so heavily by preventable disease. As Disraeli once said, "Public Health is the foundation on which reposes the happiness of the people and the power of a country."

Not only for the nation but also for the individual, health is a boon. Instead of a short and troubled existence a man may expect to live a normal life span in reasonable comfort. Let me quote a Scottish doctor writing in 1840, almost a hundred years ago: "When man shall be brought to acknowledge (as truth must finally constrain him to acknowledge) that it is by his own hand, through his own neglect of a few obvious rules, that the seeds of disease are most lavishly sown within his frame and diffused over communities; when he shall have required of medical science to occupy itself rather with the prevention of maladies than with their cure; when governments shall be induced to consider the preservation of a nation's health an object as important as the promotion of its commerce or the maintenance of its conquests, we may hope then to see the approach of those times when, after a life spent almost without sickness, we shall close the term of an unharassed existence by a peaceful euthanasia."

Foundations of a Philosophy of Physical Education *

By

JOSEPHINE L. RATHBONE, PH.D.,

(Assistant Professor of Physical Education, Teachers' College
Columbia University.)

The topic suggested for my discussion this evening is one which could inspire more profound thinkers than myself to write volumes. It is Dr. Andrews' responsibility, not mine, that you must bear with me for a very short time while I tell you a few of my own ideas on this most interesting subject. These ideas, I must explain, have been deeply colored by almost forty years of rather normal, average living in the United States of America, accented by frequent visits to other countries. It has been my great good fortune to have had three visits to the East. The more I have analysed my own experiences and have studied the philosophies of different peoples, however, the more simple has my own philosophy become. It is about my own philosophy, especially in regard to physical education, that Dr. Andrews wishes me to speak to-day.

There are two fundamental problems with which the so-called philosophers of every age have concerned themselves. One problem is the relationship of spirit to matter; and the stages through which a philosophy is supposed to conduct a person are the mastering of matter, the evolution of spirit, and the knowledge of God in the abstract. The other fundamental problem is the relationship of Self to the Universe. These two problems may become fused; but, since for me there are elements of distinction between them, I should like to discuss them separately, using for illustrations the role physical education may play in achieving the ends sought by philosophers.

Matter or the body, it is believed, will be a definite hindrance to the individual if it is undeveloped or in bad health. It will attract too much attention to itself, and one will not be able ever to "master" it or to live spiritually above its demands if it is weak, uncared-for and sick. We in physical education, therefore, give due regard to an accompanying personal and community hygiene which shall keep the body well. We even believe in various types of exercises to develop the body muscularly and skeletally, especially if it has been handicapped by hereditary defect, or by illness or accident at any stage.

Self must not be identified with matter, however. The self is a psycho-physical whole, and those in physical education are interested in the evolution of the spirit, also. In the United States very few of us believe

*Talk delivered under the auspices of the Madras Provincial Physical Education Association, at the Madras Christian College School, on January 17th, 1938.

that life is predetermined. We believe that everyone, within certain limits set by physical heredity, can develop himself as he wishes; and the educational facilities in my country aim to help each child to unfold his potentialities even before he is of an age to know how he wishes to develop himself.

Children should be treated as children, not as miniature men and women. To be sure, children have been given a period of dependence upon their elders so that they may become acquainted with the trends of cultural thought and the customs of the group in which they are to live. But the right of children is to develop their own personalities, and not to become curbed by their elders through too strict discipline or too exacting tasks. Those elements of personality which are considered the most important—friendliness, kindness, dependability, independence and courage—are as important in the educational process as writing, reading and arithmetic. Physical Education accepts a great challenge in helping the child to develop estimable character traits.

Further more, children should be happy; and those of us who have seen happiness on the faces of little children have seen God. God is goodness, God is kindness, God is Love. God lives in the souls of boys and girls, of men and women. Whenever you have seen goodness, kindness and love radiating from the happy faces of your fellow men, and when ever you have seen tangible expressions of goodness, kindness and love, you have seen God. God in the abstract is expressed in the lives of men as well as in the other phenomena of nature. Any phase of the educative process which is interested more in the individual than in subject matter, and which guides the child towards experiences in goodness, kindness and love is opening up channels for the expression of God.

What of the relationship of the Self to the Universe? There is no future for the Self apart from the Universe of other Selves. Selfishness is the unforgivable sin, and selflessness in relationship to others is the cardinal virtue. Of course there are selfish people all over the world. Even the most virtuous must struggle constantly against selfishness. The battle of selflessness with selfishness was never more acute in the world than it is to-day. To the great joy and encouragement of many philosophers and constructive thinkers, however, selfishness is being given stronger opposition than ever before. The battle is acute, not because selfishness is stronger, but because the spirit of selflessness is stronger than ever before. Is it too much to hope that the experiences in co-operation and friendliness being acquired on school and community playgrounds to-day may come to the support of selflessness in the future? All I can report is that those educationists who are sincerely interested in preparing children for the struggle against selfishness have begun to see gymnastic drill and formal exercises as being outmoded because of their self centredness. These same educationists

have become sincerely interested in the possibilities of team sports in developing group consciousness.

In considering the Universe of Selves, which is of greater interest than the Universal Self to those who keep active in life's struggle, one must consider the development of each self. May I repeat that the self is to be considered only as a psycho-physical whole. The psychologists have said that man has three fundamental desires—desire for love, desire for this world's goods, and desire for power. How can physical education satisfy these desires and yet temper them so that the self will be satisfied and yet will not become ridden by desires?

In the United States and Canada, and in many European countries physical education gives many opportunities for companionship with the same and the opposite sex. It also sets a standard of perfection for the opposite sex, and in this way influences the selection of husband and wife. Furthermore, to speak very boldly, it stresses the desirability of keeping an active, healthy, beautiful body, upon which much sexual satisfaction is based.

In connection with the gaining of this world's goods, physical education makes two contributions. It does aim to keep the health and vigor of the individual up to as high a peak as possible, so that the individual, in his adult years, may be as successful as possible in the struggle for existence. Also, I am proud to say, physical education, in some other countries as well as in the United States, has played a conspicuous role in the immediate past by tempering the frantic and fanatic interest of men in material gain. To the joy of many of us in the profession of physical education, we have seen it substitute other values in living for the selfish one of making money. To have fine bodies, to be good "sports," to excel in social relationships are the highest aims of some people whom it is my pleasure to know.

When all is said and done, the desire for power and influence is probably the keenest desire of educated people, at least: and it is the most dangerous if misdirected. Witness the Hitlers and Mussolinis in this world. If practical philosophers could find a way to satisfy the normal desire for power in every individual and at the same time curb it from becoming extreme in any few individuals, the world would be a better place in which to live. Those of you who have had the good fortune of being members of school athletic teams, or of even taking part in simple intra-mural competitions have had a taste of power and importance. But you have had associated experiences which have been most humbling; for your teams have not always won and you have been defeated even when you were doing your best. You have learned the relative values of conspicuous success and honourable failure. It is these experiences, more than any others, that the honest teacher of modern physical education of the broadest kind wants to pass on to younger boys and girls.

You know, by this time, that I have great respect for health and physical education. If the kind of health and physical education which I have in mind is not familiar to you, from personal experience, I feel keenly sorry for you. There was a time, shortly, after I graduated from College, when I was embarrassed with physical education as a profession because so many of the teachers of cultural subjects with whom I was associated looked down on my speciality. Now, however, I would not teach any other subject in a school or college curriculum, because I think that health and physical education support practically my philosophy of education in general, better than any other subjects.

Old Boys' Day 1938

The Old Boys' Day will be celebrated this college year on Saturday the 19th of March 1938. The usual week-end return tickets will be available enabling cheap travel. This should make it possible for many Old Boys to attend this year's functions. The following programme has been worked out by the Executive Committee:—

Saturday 19th March.

7 A.M.	Games.
9 A.M.	Breakfast.
10 A.M.	Business Meeting.
1 P.M.	Lunch.
3—4 P.M.	Discussions.
4—6 P.M.	Tea, Tennis, etc.
7 P.M.	Dinner.
8 P.M.	Initiation, ceremony and social.

The Secretary is authorised to arrange for more discussion groups if many Old Boys intimate as to their necessity, on days prior to or later than the Old Boys' Day.

To cover the expenses of the day a special charge of Re. 1 should be paid to the Secretary by each visiting Old Boy and a receipt obtained.

We appeal to all Old Boys to plan early to make a visit to Madras this time. Those of you who have not enlisted themselves as members of the Association are requested to do so immediately. We need your co-operation in this matter.

For any detailed information write to

C. C. ABRAHAM,
Secretary—Treasurer.

N.B.—Special Membership of the Association is Rs. 2 which includes the journal *Vyayam*.

Ordinary Membership is Re. 1 for diploma holders and As. 8 for others.

Health and Physical Education in the United States*

By

RUSSELL L. DURGIN,

(Director, Physical Education with National Council, Y.M.C.A., Japan.)

Great progress has been made in the United States in the field of health and physical education during recent years. This applies to the whole school system, as well as to the volunteer and more informal aspects, such as are embodied in the programmes of the Playground and Recreation movement, the Y.M.C.A. and Y.W.C.A., etc. The limited time allotted for this paper prevents giving anything in the way of an historical background of our subject. I propose therefore to outline in brief form some of the outstanding features of present day American physical education and then describe the content of the physical and health education programme as it is being carried on by schools and other agencies. Another reason for dealing only with the present is that, as we flounder in the midst of a disturbed social order and have lost that faith in the spiritual leadership and ideas that once gave us assurance in meeting reverses and in facing uncertainties, our primary concern is not so much in what had happened in the past as with tendencies which point to what is going to happen.

Certain trends stand out as we survey the field. There seems to be no longer any quarrel between those who emphasize the "formal" and those who stress the "informal" types of physical training. It is felt that no activity need be "formal" if it can be clothed with meaningful purposes related to life. More and more all types of physical exercise are being accompanied by a joyous spirit of play. In order to appeal to the real interests of boys and girls their activity must not be regarded as an end in itself but rather as a means to some end which has a distinct appeal to the participant. At the same time increased attention is being given to helping students in the acquisition of a certain amount of skill in doing at least some one thing well.

Increased attention is being given to the subject of research in the field of physical fitness and to physical adjustment tests. Such laboratory and research programmes as are being carried on by Dr. L. Irwin of the University of Chicago Laboratory Schools, Dr. Oberteuffer and others at Ohio State University, the officers and committees of the American Physical Education Association and the Y.M.C.A. under the efficient leadership of Dr. John Brown and others are of real significance. Increasingly attempts are being made to discover the real physical capacity of each individual and then assigning activity or rest programmes as the case may call for with each individual. Thus the

*Paper presented representing the American Physical Education Association at the World Education Conference, Tokyo, Japan August 5, 1937.

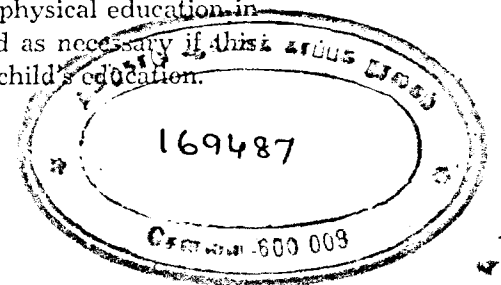
physical education programmes are more and more coming to be truly educational.

The greater interest in physical activity, growing out of the leisure time problem during and following our recent depression period, has made us realize as never before the importance of making this question one of community wide extent. No programme of community health and physical education can satisfactorily stop when the boy or girl graduates from high school or even college. This implies a vastly wider field as well as a much more flexible and trained leadership. Increased attention is also being given to organizing more adequately the after-school and recess periods in a constructive programme of play and recreation.

The term personality development, as a by-product of our physical education programmes, seems to have rather generally taken the place of the former terminology when we talked about the relationship between play and character. Possibly the two words "personality" and "character" used in this sense may be identical, for fundamentally it means that the indirect approach to character and personality development through the means of play and physical education programmes is the one which will in the long run more adequately prepare our young people for shaping habits and attitudes that will best equip them for the problems of life. Another tendency, especially in so far as our school physical education programmes are concerned, is the increasing integration of physical education with the school curriculum, the summer camp movement and the adult education movement. At the same time much more adequate content has been injected into the school physical educational curriculum. Whereas previously students took part in athletics simply for the fun of it or in order to try to make the team which would represent his school in inter-scholastic contest, the tendency now is toward making physical education a definite part of the curriculum and enrolling a large number of the students in one form or another of physical activity. This development has taken place very widely especially in junior high schools and high schools but the same tendency may be widely observed even in our colleges and universities.

As we think of and begin to prepare for the XIIth Olympiad which is to be held in Tokyo in 1940 there will be, of course, considerable emphasis on the training of championship caliber by physical educators. More and more, however, the feeling is increasing that the emphasis should be on a wider participation on the part of a far larger number of students through intermural competition and activity.

Before proceeding with the content of a modern physical education programme I would like to here record certain essentials of physical education in our secondary schools which have come to be recognized as necessary if this programme is to have a vital part in the total picture of a child's education.



1. A recognition and understanding of the basic attitudes pertaining to physical education. In the past physical education has been defended because of its military, health or recreational values. It can best be defended, however, because of its educational values. The physical education programme must be an organic part of the educational process.

2. One hundred per cent of our boys and girls should be enrolled in some kind of a physical education programme. Military training or the assignment of some other kind of activity should never be an acceptable substitute for a well-organized physical programme.

3. Physical education should be a part of a daily programme for all pupils. The former practice of having physical education come once or twice in a weekly schedule can no longer be considered satisfactory.

4. Instructional periods should be long enough to allow each group sufficient time not only for the exercise itself but for proper bathing and dressing.

5. The natural type such as was formerly termed "informal play" is superior to a programme of too formal activities. This programme should be of as wide a variety as possible in order to meet the interests and skills of as many as possible. Such a programme should of course be well-balanced and high-pressure representative team development should be discouraged as much as possible.

6. An adequate programme of physical education should apply equally to the boys and girls. Boys should be taught by men instructors and girls by women instructors. Occasionally however it may be desirable for high school boys and girls to participate in joint activities. In many schools and Y.M.C.As. such co-educational activities include swimming, tennis, volley ball, dancing, archery and golf.

7. Special emphasis should be placed on those activities which can be engaged in as recreational activity during later adult life. This does not mean of course that all competitive games should be eliminated from a high school programme, but at least the development of those skills which will later be of service should receive special emphasis in our high school physical education programmes.

8. Awards and prizes should be eliminated or reduced to a minimum. It is to-day generally agreed that the giving to athletes of elaborate awards is psychologically unsound. The satisfaction which comes from participation and accomplishment is more lasting than the passing joy of receiving a prize. In so far as possible this same principle should come to apply to even such matters as the awarding of numerals and school letters.

SECONDARY SCHOOLS
THE SIX-YEAR CURRICULUM (1) FOR BOYS (2)

Grade	VII	VIII	IX	X	XI	XII	Not Suitable (See Footnote 3)
ALL YEAR	Apparatus Clogging—tap Games—low org Giant volleyball Hiking Life-saving Marching Swimming Tenikoi Tumbling Volleyball	Apparatus Clogging—tap Games—low org Giant volleyball Handball Hiking Life-saving Marching Social dancing Swimming Tenikoi Tumbling Volleyball	Apparatus Clogging—tap Games—low org Giant volleyball Handball Hiking Hockey Life-saving Marching Social dancing Swimming Tenikoi Tumbling Volleyball	Apparatus Clogging—tap Giant volleyball Gymn. dancing Handball Hiking Hockey Life-saving Marching Social dancing Swimming Tenikoi Tumbling Volleyball	Apparatus Clogging—tap Giant volleyball Gymn. dancing Handball Hiking Hockey Life-saving Social dancing Swimming Tenikoi Tumbling Volleyball	Apparatus Clogging—tap Giant volleyball Gymn. dancing Handball Hiking Hockey Life-saving Social dancing Swimming Tenikoi Tumbling Volleyball	Aesthetic Dancing Badminton 3 Ballet Fencing 3 Fishing Hunting Ice hockey 3 Lacrosse 3 Miniature golf Rowing 3 Rugby Squash 3
FALL ONLY	Soccer Speedball Touch football	Soccer Speedball Touch football	Archery 5 Speedball Touch football	Archery 5 Football Golf Soccer Speedball Touch football	Archery 5 Football Golf Soccer Speedball Touch football	Archery 5 Football Golf Soccer Speedball Touch football	
WINTER ONLY	Touch football Winter sports	Touch football Winter sports	Basketball Boxing Touch football Winter sports Wrestling	Basketball Bowling Boxing Touch football Water polo Winter sports Wrestling	Basketball Bowling Boxing Touch football Water polo Winter sports Wrestling	Basketball Bowling Boxing Touch football Water polo Winter sports Wrestling	
SPRING ONLY	Baseball—hard Baseball—soft Horseshoes 5 Speedball Tennis Track 4	Baseball—hard Baseball—soft Horseshoes 5 Speedball Tennis Track 4	Archery 5 Baseball—hard Baseball—soft Horseshoes 5 Speedball Tennis Track 4	Archery 5 Baseball—hard Baseball—soft Golf Speedball Tennis Track	Archery 5 Baseball—hard Baseball—soft Golf Soccer Tennis Track	Archery 5 Baseball—hard Baseball—soft Golf Speedball Tennis Track	

THE SIX-YEAR CURRICULUM (1) FOR GIRLS (2)

Grade	VII	VIII	IX	X	XI	XII	Not Suitable (See Footnote 3)
ALL YEAR	Baseball—soft Clogging—tap Folk dancing Games—low org Giant volleyball Hiking Life-saving Marching Natural dancing Pageantry Ping Pong 5 Swimming Tenikoi Tumbling Volleyball	Baseball—soft Clogging—tap Folk dancing Games—low org Giant volleyball Handball Hiking Life-saving Marching Natural dancing Pageantry Ping Pong 5 Social dancing Swimming Tenikoi 5 Tumbling Volleyball	Baseball—soft Clogging—tap Folk dancing Games—low org Giant volleyball Handball Hiking Hockey Life-saving Marching Natural dancing Pageantry Ping Pong 5 Social dancing Swimming Tenikoi 5 Tumbling Volleyball	Baseball—soft Clogging—tap Folk dancing Giant volleyball Gymn. dancing Handball Hiking Hockey Life-saving Marching Natural dancing Pageantry Ping Pong 5 Social dancing Swimming Tenikoi 5 Tumbling Volleyball	Baseball—soft Clogging—tap Folk dancing Giant volleyball Gymn. dancing Handball Hiking Hockey Life-saving Marching Natural dancing Pageantry Ping Pong 5 Social dancing Swimming Tenikoi 5 Tumbling Volleyball	Baseball—soft Clogging—tap Folk dancing Giant volleyball Gymn. dancing Handball Hiking Hockey Life-saving Marching Natural dancing Pageantry Ping Pong 5 Social dancing Swimming Tenikoi 5 Tumbling Volleyball	Aesthetic dancing Badminton 3 Ballet Baseball—hard Boys' basketball Boxing Fencing Fishing Football Heavy apparatus Hunting Ice hockey Lacrosse Marbles Miniature golf 5 Rowing Rugby Squash Touch football Wrestling
FALL ONLY	Soccer	Soccer	Soccer Speedball	Golf Soccer Speedball	Golf Soccer Speedball	Golf Riding Soccer Speedball	
WINTER ONLY	Winter sports	Winter sports	Basketball Winter sports	Basketball Danish gymn. Water polo Winter sports	Basketball Bowling Danish gymn. Water polo Winter sports	Basketball Bowling Danish gymn. Water polo Winter sports	
SPRING ONLY	Horseshoes 5 Tennis Track 4	Horseshoes 5 Tennis Track 4	Archery Horseshoes 5 Tennis Track 4	Archery Golf Horseshoes 5 Tennis Track 4	Archery Golf Horseshoes 5 Riding Tennis Track 4	Archery Golf Horseshoes 5 Riding Tennis Track 4	

Explanation of Numbers in Secondary Curriculum Tables

1. Adopted from the summary of a survey of the opinions of city and village supervisors in Ohio, 1930. Also from La Porte on Grade Placement in 34th Proceedings of Society of College Directors.

2. Modification of this curriculum because of local climatic, economic, or other differences is desirable.

3. These activities may be usable under favorable facility conditions.

4. Not all track and field events are desirable. The table on the next page shows recommended differentiations.

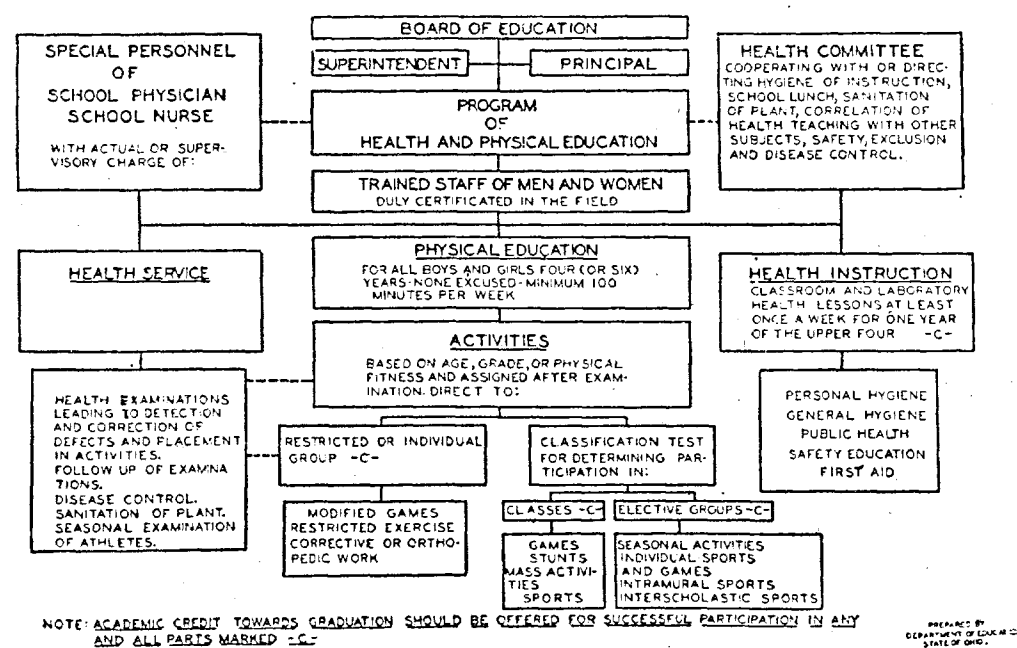
5. These are recommended principally for use in the restricted or corrective program.

9. A physical education programme should be adapted to meet the needs of individual pupils. This means that there will be no reason for excusing even a physically crippled child or one who may be weak because of nutritional causes. Here is where the essential need for scientific examination, analysis, evaluation and personal adaptation comes in. Here also is where one sees the year by year value of a carefully kept record of the physical development of each individual.

10. Needless to say adequate facilities, equipment and supplies should be included as a regular part of the school budget. With the increased tendencies above suggested looking toward a far greater participation than in previous days this obviously means more and more equipment and larger and larger budgets.

11. The physical education programme should be conducted under the right kind of leadership. This goes back to the question of proper training and education of our physical directors. No longer is it possible for a young graduate just because he was a football star to be taken on as a coach or a physical instructor of a school. Physical education teachers must have the ability to carry on an active programme of character and personality development, health teaching, health protection and accident prevention. They have exceptional opportunities to help students in the establishment of desirable health practices related to cleanliness, amount of sleep, quality and quantity of diet, daily activity and the care of injuries to avoid infections.

ADMINISTRATIVE RELATIONSHIPS OF HEALTH AND PHYSICAL EDUCATION IN HIGH SCHOOLS



A modern programme of physical education consists of three major inter-related divisions, namely, physical activities, health instruction, and general school health service. The content of the physical activities programme is very diversified, as is seen from the accompanying charts of the various types of activities for boys and girls as adopted in Ohio.

The health instruction programme is handled in a variety of ways. The course may be given in combination with physical education, as a separate course (either elective or required), in the place of physiology, in integrated with other subjects.

A general school health service includes those facilities which aim to improve or protect the person and environmental health conditions of school boys and girls. The following activities should be included in an ideal programme of this sort:

1. Health examinations by physicians and dentists.
2. The reference and follow-up programme for the correction of remediable defects.
3. Immunization programmes against communicable diseases.
4. Clinics.
5. Special classes.
6. First aid and safety provisions.
7. The hygiene and sanitation of the school plant and equipment.
8. The health of teachers, custodians, and others on the school staff.
9. The hygiene of instruction.

The State Department of Education in Ohio has spent a good deal of time and thought in this whole question. The accompanying table graphically represents the many ramifications of the relationships of the health and physical education department in the high schools of that State.

In the past many of the features of the physical education programmes of American schools have been taken over complete or in modified form from European countries. During the past five or ten years, however, there has been emerging from the great chaos of experimentation a sufficient standardization of physical education activities and enough accumulation of indigenous material to perhaps warrant the title of an American System. This does not imply that there is stagnation in the field of physical education in United States, for experimentation, research, and adaptation to changing needs is perhaps one of the outstanding characteristics of this system. Nor does it imply that America is not ever ready to learn from other countries.

The American Physical Education Association has recently adopted the results of a committee report embodying ten cardinal points in a platform of health and physical education, as follows:

1. An adequate health examination and a comprehensive protection programme for every school child, to include control of communicable diseases,

healthful school environment, and hygienic standards in the entire curricular and extra-curricular life of the school.

2. Adequate indoor and outdoor facilities in every school and adequate time in the curriculum.

3. Co-ordination of community effort in policies, finances, and use of facilities for programmes of health, physical education, and recreation.

4. Health and physical education instruction, based upon scientific materials progressively arranged throughout the grades and upper schools, and directed towards personal accomplishment and social ideals.

5. Establishment of procedures for the scientific classification, grading, and promotion of individuals to insure the best educative results.

6. Professionally trained and accredited supervisors and teachers for all branches of the health and physical education programme including the coaching of athletic teams.

7. Promotion of the idea of play and recreation as aspects of the finest living.

8. The accreditation of health and physical education in all schools and colleges for graduation and the acceptance of such credits from high school for college entrance.

9. The organization and administration of health and physical education in schools as a single, executive department, closely integrated and thoroughly co-ordinated with the general purposes of education.

10. Extension of the desirable and practical measures for the protection of health and physical education among boys and girls in schools to all members of the community, as the broader implications of education are recognized.

The following bibliography of pamphlets recently published in the United States may be indicative of the growing interest along the general line of health and physical education:

Curriculum Building in a Rural Situation. By Nettie E. Brogdon.

Developing a Scientific Attitude as an Essential in Health Education. By Anita D. Laton.

Health Essentials for Rural School Children.

By Joint Committee on Health Problems in Education.

Pointers on Health Assets. By National Tuberculosis Association.

Ten Steps in the Promotion of Health in Rural Schools. By J. F. Rogers.

Child Health and the Elementary School. By John T. Phair.

Bringing Health to the Child. By C. E. A. Winslow.

Essentials for the School Health Programme. By Thomas D. Wood.

Healthy Attitudes Toward Health.

By Child Study Association of America.

Keeping the Schoolhouse Clean. By Leslie W. Mahone.

The Custodian and the School Child. By School Health Bureau.

Safe Drinking for Rural Schools. By H. S. Mustare.

Sanitation of Schools. By J. F. Rogers.

Air and Sunshine. By National Tuberculosis Association.

The Well-lighted Schoolhouse. By Winifred Hathway.

Minimum Health Requirements for Rural Schools.

By Joint Committee on Health Problems in Education.

Safety and Health of the School Child. By J. F. Rogers.

Illumination Intensities for Reading. By Miles A. Tinker.

Sanitary Drinking Facilities—With Special Reference to Drinking Fountains.

By U. S. Government Printing Office.

The School Lunch. By Mózelle E. Cradock.

Mental Health of the School Child. By E. L. Richards.

The Relation of the Schools to the Mental Health of the Average Child. By Jessie Taft.

Mental Hygiene in the Classroom.

By National Committee for Mental Hygiene.

Behavior Problems of School Children.

By National Committee for Mental Hygiene.

Treatment of the Child Through the School Environment.

By Elizabeth Dexter.

Your Mind and You. By G. K. Pratt.

Guiding the Adolescent. By D. A. Thom.

Classroom Growth Record. By American Child Health Association.

Physical Defects of School Children. By J. F. Rogers.

Signs of Health in Childhood. By Hugh Chaplin and E. A. Strecker.

Weighing School Children. By Anne Whitney.

What Every Teacher should know about the Physical Condition of her Pupils. By J. F. Rogers.

White House Conference Booklets. By Marion L. Faegre.

The Healthy School Child. By John Hancock Mutual Life Insurance Co.

The Summer Round-up of the Children.

By National Society for the Pre-vention of Blindness.

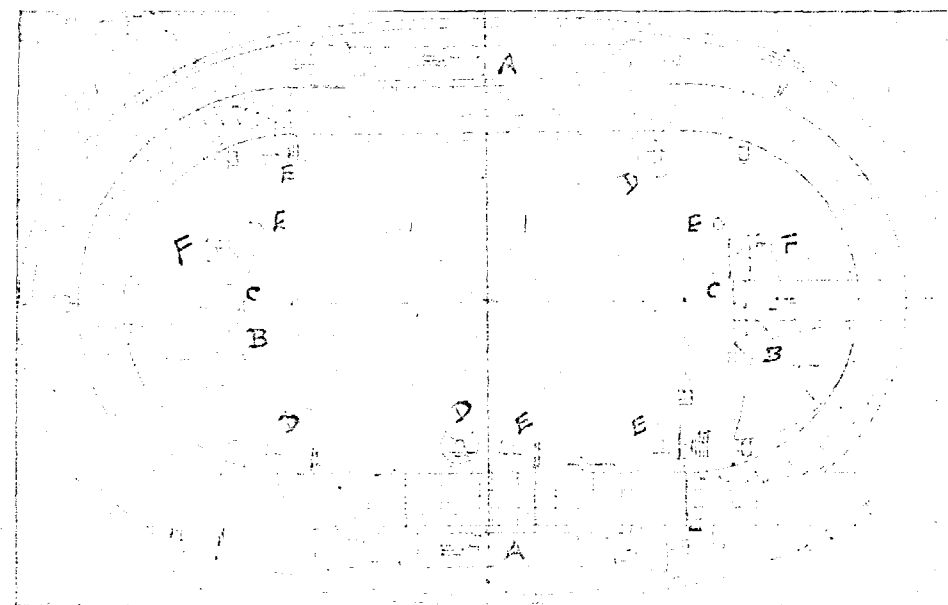
A Programme of Eye Health in a School Sytem. By Mary Emma Smith.

- Eye Health of Young Children. By Anette M. Phelan and Grace Langdon.
Sight-Saving Classes in School Systems.
By National Society for the Prevention of Blindness.
- Diet and Eye Health. By Walter F. King
- What You Should Know About Eyes. By Walter F. King.
- A Handbook of Dental Health Education for the Elementary School Teacher. By Anna M. Wiecking and C. L. Drain.
- Better Teeth. By J. F. Rogers.
- Dental Health Bibliography. By New Jersey State Dental Society.
- Refresh Yourself. By National Tuberculosis Association.
- Why Sleep? Sleep Helps Children Grow. By U. S. Children's Bureau,
From Boy to Man. By N. W. Edson.
- Health-Materials for Schools. By Metropolitan Life Ins. Co.
- Sex Education in the Home. By H. W. Brown.
- Your Daughter's Mother. By R. K. Gardiner.
- Good Health and Good Manners. By National Tuberculosis Association.
- Why Drink Milk? Milk is the Indispensable Food for Children.
By U. S. Children's Bureau.
- Foods for Boys and Girls 6-12 Years of Age.
By Philadelphia Child Health Society.
- Mentally Retarded Children. By U. S. Office of Education.
- Food for Children.
By Bureau of Home Economics, U. S. Department of Agriculture.
- Blind and Partially Seeing Children. By U. S. Office of Education.
- Gifted Children. By U. S. Office of Education.
- Healthful Foods for Adolescents, 12—18 years of Age.
By Philadelphia Child Health Society.
- Deaf and Hard-of-Hearing. By U. S. Office of Education.
- Crippled Children. By U. S. Office of Education.
- Children of Lowered Vitality. By U. S. Office of Education.
- The Exceptional Child, the Dull, the Bright, and the Specially Talented.
By George D. Stoddard.
- Games and Equipment for Small Rural Schools. By M. M. Ready.
- Let's Play. By The Farmer's Wife
- Physical Education in City Public Schools. By M. M. Ready.
- School Playgrounds. By M. M. Ready.
- Games and Play for Schools. By National Recreation Association.
- Games for the Playground. By National Recreation Association.

- Play Day—The Spirit of Sport. By National Recreation Association.
- Good Posture in the Little Child. By U.S. Children's Bureau.
- Good Driving—A Manual for High Schools. By National Safety Council.
- The Junior Safety Council—A Handbook for the Schools.
By National Safety Council.
- Safety Teaching in the Modern School. By National Safety Council.
- Eye Hazards in Play. By C. Edith Kerby.

XIIth Olympiad, 1940

The International Olympic Committee has selected Tokyo as the site of the XIIth Olympic Games, to be held sometime in August or September, 1940.



Plan of the Field and Track Ground in the Main Stadium.

A. Jumping Fields. B. Fields for High Jump. C. Runways for Javelin.
D. Circles for Hammer and Discus Throw. E. Shot-Put Circle. F. Warming up
Sand Pits for Shot Put.

The Organizing Committee in Tokyo is therefore inviting all the sport-loving nations in the world to take part in the Games. To insure success, all the resources of the nation are being mobilized.

The Main Stadium: (Planning of the Track). The site of the main stadium and swimming stadium will be in the Garden of the Meiji Shrine, in the heart of Tokyo, its area being 125 acres.

All scientific and modern devices will be installed to insure accuracy of judging the contests, and for the comfort of the contestants as well as of the spectators. Every precaution will be taken to permit of a good view of the contests, even to the spectators at distant points in the grand-stands.

Construction plans for the Main Stadium of the XIIth Olympic Games, Tokyo, have been drawn up by the Sports Department of the Organizing Committee with the co-operation of the Amateur Athletic Federation of Japan, member of I. A. A. F.

The plans call for a reconstruction of the existing Meiji Shrine Stadium. In drawing up the plan, the Main Stadium of the Berlin Olympic Games was taken as a model, and stadiums at Amsterdam and Los Angeles were also referred to.

Special underground passages are provided for participating athletes entering and leaving the Track and Field ground. Pits are provided at several important points for photographers in order to prevent them from getting in the way of athletes and spectators.

The Track measures 400 metres a lap, and the curves are mono-centric semi-circles of 36.50 metre radius. The number of lanes is nine on the Home Stretch and eight on the Back Stretch, adding one each to the numbers provided in the Stadium of the Berlin Olympics. The width of a lane is 1.25 metres, conforming to the rules of the International Amateur Athletic Federation and the Amateur Athletic Federation of Japan, and taking into consideration the width of the newly-adopted hurdles.

For the 100 metre, 115 metre hurdle, women's 100 metre and women's 80 metre hurdle races, six of the lanes on the Home Stretch, omitting two on the inside and one on the outside, will be used, and for the 200 metre, women's 200 metre, 400 metre, 400 metre hurdle, 400 metre relay and women's 400 metre relay races, six lanes, omitting the innermost and the outermost, will be used. As the innermost lane will be continuously used in various races of over 800 metres, and will naturally get cut up, it was considered advisable not to use this lane for races of less than 400 metres for which separate lanes are provided.

The Home Stretch is made 5 metres longer than that at the Stadium at Berlin at the starting-end, and about 10 metres longer at the finish end. This will give the starter ample space for carrying out his mission, since, with this extension, a space of 10 metres in length is available behind the starting-line of the 110 metre hurdle race. The corresponding extension at the other end of the Stretch is made in order to give symmetry in the construction of the

Track, at the same time taking into consideration the momentum of the printers after passing the finishing line.

The water-jump of the 3,000 metre Steeple-chase is apt to cause trouble when placed close to the starting-line, so it is placed on the opposite side, that is, on the side of the starting-lines of the 100 metre and 110 metre hurdle races. It may, however, be moved to some other point if it happens to interfere with the holding of ceremonies. At the point where the water jump is to be situated, a space of about 100 metres wide between the Track and the Main Stand will serve to relieve congestion. There is a corresponding space of equal width on the opposite side to provide for symmetry.

PLANNING OF THE FIELD

For the convenience of spectators, it is desirable to place the jumping fields in the Field proper, that is to say inside the Track. But, as Football matches will be played there, the two jumping fields are placed outside and on either side of the Track parallel to the stands. The one nearer to the Main Stand will be used for the final, and the other for eliminating trials.

There are sand-pits at both ends of each of the jumping fields to provide for a change in the direction of the wind. The distance between the sand pits is 60 metres, allowing 40—50 metres as the standard length of a runway. The whole width of the runway is 7.20 metres, allocating 2.40 metres to each of the three events to be held there, namely, Pole Vault, Broad Jump, and Hop, Step and Jump. As the take-off boards used in the Broad Jump, and Hop, Step and Jump are 1.22 metres wide, 2.40 metres, or about twice this width, were calculated sufficient for the width of a runway, providing for the shifting of the take-off boards, and taking into consideration the mental condition of the jumpers on a run. The width of the sand pit is 9.20 metres, or 2 metres more than that of the whole runway, and the length is 8 metres, assuring the jumpers absolute safety, taking 8 metres as the mark at which the Broad Jump will be won.

Fields for the High Jump are situated inside the Track facing the Main Stand, one close to the starting-line of the 100 metre race, and the other in a corresponding place close to the finish-line, in order to afford the spectators an unobstructed view of the competition, and at the same time taking into consideration the position of the sun, and as in other cases, the mental strain of the participants. The sand-pits measure 7 metres by 5 metres, giving sufficient safety for any of the various methods of jumping such as roll-over and others. For the runway, 18 metres are taken as the standard length.

Runways for the Javelin Throw are provided at both ends of the Field, and are 8.60 metres in width, the maximum available because of the presence of the High Jump runway. The length of the runway ought to be over 30 metres, and from the standpoint of the participating javelin throwers, it is desirable not to place the runways inside the Main Track. In order to com-

ply with these conditions, however, the goal-posts to be used in Football matches must be removed. After a discussion on this point, the Athletic Federation conceded, and the runways for the Javelin Throw were placed inside the Main Track. This disadvantage on the javelin throwers will have to be relieved as much as possible by a suitable schedule in the programme.

For the elimination trials of the Hammer Throw and Discus Throw, circles and cages placed in the four corners of the Field will be used for the sake of safety and spectators' convenience, and in the finals those placed at the centre of the Home Stretch will be used for the convenience of both participants and spectators.

Circles for the Shot Put are placed at both ends of the Field and parallel to the Main Stand. In the finals, however, the circle for the finals of the Hammer Throw will be used. It was at first suggested to use the spaces left in the semi-circles, opposite the High Jump fields, at both ends of the Field as the circles for the Shot Put. But, as they proved to be too narrow for the purpose, sandpits of 5 metres square were installed there for the warming-up of the participants and as provision for future use.

The Field is provided with watering equipment to keep the lawn and tracks in good condition, and with a drainage system to carry off the rain.

The Swimming Pool. The new pool 50×22.3 metres, will be constructed near the Main Stadium. There will be 9 courses, each 2.3m. wide; 1.3m. deep at both ends, and 2.2m. at the midpoint. The diving-pool 20×20m. will be 5m. from the swimming pool; depth 4.5m. and height of the diving stands is 5 and 10 metres, also 2 other diving-stands of 3m. and 1m. respectively. Water polo will be played at the centre of the swimming-pool, 29×30m. Temperature of the water will be maintained between 20°-25°C. The stadium will have a capacity of 20,000 and will be well illuminated for evening contests.

Ball Ground. The grounds for the ball games will be laid out at Shiba Park and several others as required. These will be used also for preliminary contests.

Gymnasiums for Indoor Sport. The courts and links will be constructed at the Meiji Shrine Ground and at Surugadai, about 5 kil. from the Main stadium.

Equestrian Events. The field will be laid in Setagaya, about 10 kil. from the Main stadium.

Rowing Course. A new course, 2500×80m. and 3m. deep, will be dug at Toda Mura, in Saitama Prefecture, the suburban district of Tokyo, and about twelve miles away from the centre of Tokyo. The course will run east and west, and will not be subject to tidal changes; four boats can participate in a race. All the rowing events and canoe contests will be held over this course.

Yacht Course. A proposed course for the Olympic monotype events will be at Yokohama to be 2,000m. in diameter. In case of rough weather inside, the harbour breaker will be used. The course for the Star class events, and six and eight Metre Classes will be between Tokyo Bay and Kanagawa Prefecture.

Shooting Grounds. The grounds 50×60m. will be located in the city, for all the shooting events except the American-style clay target shooting, which will take place at the Tsurumi shooting grounds.

Cycling Course. The cycling course will be built at Shibaura, near the heart of the city. It will be a 500m. circular course, equipped for evening races, with accommodation for 10,000 spectators.

The Marathon Course. The paved course extends from the Main Stadium to Koganei, and is well shaded by trees and will not be disturbed by surface traffic.

Walking Course. This course will probably be around the Main Stadium although the final decision has not yet been made.

Cycle Road Race Course. The above mentioned marathon course, or another extending from Toda-mura to Kumagai with drinking-stations and repair-shops along the road sides may be chosen.

Long Canoe Course. The 10,000 m. course of the Arakawa Canal running from southeast to northwest and 60m. at the narrowest point will be arranged.

Equestrian Cross Country Test Course. It is expected that this will be laid at the western part of the city not far from the present riding track.

Fine Arts Exhibitions. The Ueno Fine Arts Museum will be devoted to the arts, and the Hibiya Park Conservatory for musical performances.

Facilities for Practice. Facilities available other than those provided at the Olympic Village will be: 20 fields for track and Field events, 10 Swimming-pools, 13 Foot-ball grounds, 8 Hockey grounds, 10 Basket-ball courts, 10 Gymnasiums, 10 Boxing rings, 10 places for Wrestling, 10 places for Fencing, 10 places for Weight-lifting.

For other sports regular facilities will be made available.

The Olympic Village. The Village will be located at Kinuta, along the Tama River, about 10 kil. from the Stadium. The grounds will cover 800 acres, and wooden cottages will be assigned to the participating countries.

If special food is required, cooks will be hired, but they must be paid for by the countries hiring them. Special bathing facilities will be provided, but their cost must be met by the countries requiring them. The Village and the Stadium will be connected by a bus service 15 min. ride; free ser-

vice except for private use. Facilities for practice will be provided in the Village.

For the benefit of the participants special arrangements will be made in the Village to deal with baggage, customs, newspaper reporters, banking transactions, recreation, social and attached rooms, as well as stores.

One Dollar (American) a day per head will be charged for room and meals. Lodging facilities will be provided near the boat-race and yacht-race courses, at the same rates as in the Village.

Time of the Events. The present plan is to open the Olympic Games on the first Saturday in August and for them to last for sixteen days. But this may be changed according to later developments. The month of August is preferable for the events at Tokyo since there is less rain than in September, though the temperature is slightly higher.

Old Boys' Association Classification Committee

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

The Minutes of the "Classification" Committee Meeting held on Saturday, September 3rd, 1937, at 10-30 A.M., in the Y.M.C.A. College, Physical Education, Saidapet, Madras.

FINDINGS.

1. Is Classification a problem at all?

For intensive and proper work, this is an important problem in Physical Education especially in competitive activities and Progressive Physical Training work.

2. What is the Basis of Classification?

As there are too many sides to this question the only possibility is to arrive at a simple working formula using the more important means of judgment like Chronological age, weight, and height, namely $4 \times \text{age}$ in years plus weight in lbs. plus height in inches, the total divided by three.

$$(4 \times \text{age} + \text{Ht. in inches} + \text{wt. in L lbs.})^*$$

4

*NOTE:—In a High School in Madras of 600 pupils this formula was tried and found to work satisfactorily. A seven division classification was made with the following Index Numbers.

I set above 170¼.	V set 114¼ to 126.
II set 149¼ to 170.	VI set 104¼ to 114.
III set 138¼ to 149.	VII set 104 and below.
IV set 126¼ to 138.	

It is the Committee's recommendation that where a dependable record of the age could not be obtained the following formula may be adopted.

$1\frac{1}{2}$ times height in inches plus weight in lbs.

3. In order to ensure fairer competition and give better scope and satisfaction to the participants themselves, the number of divisions should be increased from 3 to at least 5, as this arrangement will limit the range of variability among the competitors.

NOTE:—In a High School in Madras the formula was used in an Eight division classification with the following index numbers with great satisfaction.

I set above 202.	V set 142 to 156¼.
II set 187 to 201¼.	VI set 127 to 141¼.
III set 172 to 186¼.	VII set 114 to 126¼.
IV set 157 to 171¼.	VIII set below 113¼.

C. C. ABRAHAM,

Honorary Secretary.

Demonstration of Physical Activities

By Students of Madras Schools

in the S.I.A.A. Grounds

held on Saturday, the 22nd January 1938 at 5 p.m.

Under the Distinguished Presidency of

THE HON'BLE DR. P. SUBBAROYAN M.A., B.C.L., L.L.D., Bar-at-Law,
Minister for Education with the Government of Madras.

It was the great good fortune of the writer to arrive in Madras just in time to attend the splendid demonstration of Physical Activities arranged and directed by Dr. George F. Andrews, M.A., Ph.D. (Columbia), Senior Physical Director, Saidapet, Madras.

The programme below will indicate the wide variety of activities presented. These were executed by some 200 boys from the schools of the city in an impressive and efficient manner. One could not have seen a better demonstration in the best city systems of America or in the mass exhibitions of Europe.

Pertinent explanations through a very efficient loud speaker helped the big crowd of interested spectators to better understand and appreciate what was done.

The commendatory remarks by the Minister of Education, Hon'ble Dr. Subbaroyan and the thanks extended by K. Kuruvilla Jacob, Esq., M.Ed. (Leeds), Principal of the Madras Christian College School, completed a very valuable and instructive afternoon.

Dr. Andrews is to be congratulated upon the success of the demonstration and the snappy and efficient manner in which it was conducted. Such illustrations do much to educate the public. The interesting programme will be found below.

ELMER BERRY

SCHOOLS PARTICIPATING

SCHOOL.	HEADMASTER.
C.C.C. High School	.. M.R.Ry. N. Ramakrishna Ayyar, Avl.
Government Madrasa-i-Azam	.. Janab Shaik Muhammad Ismail Sahib Bahadur, B.A., L.T.
Govinda Naicker's Secondary School	.. M.R.Ry. S. Mariyappa Nayagar, Avl., B.A., L.T.
Hindu High School	.. M.R.Ry. P. A. Subrahmanya Ayyar Avl., B.A., L.T.
Kellett High School	.. Rev. D. Thambuswami, M.A., L.T., B.D.
Madras Christian College School	.. K. Kuruvilla Jacob Esq., M.Ed. (Leeds).
Muslim High School	.. Janab Gaffoor Shah Sahib Bahadur, B.A., L.T.
P. S. High School, Mylapore	.. M.R.Ry. P. Venkatarama Ayyar Avl., B.A., L.T.
Ramakrishna High School, Mambalam	.. M.R.Ry. K. Vedantadesikan Avl., B.A., L.T.
San Thome High School	.. M.R.Ry. S. Selvaraju Reddiyar Avl., B.A., L.T.
Government Muhammadan Training School	.. Janab Shaik Mr. Rahmathulla Sahib Bahadur, M.A., L.T.
Government Training School, Mint Building	.. M.R.Ry. V. Ramachandra Rao Avl., M.A., L.T.

Reception Committee.

Headmasters of Participating Schools.

Chairman of the Reception Committee.

K. Kuruvilla Jacob, Esq., M.Ed. (Leeds), Headmaster, Madras Christian College School.

Organiser of the Demonstration.

Dr. George F. Andrews, M.A., Ph.D. (Columbia), Senior Physical Director, Saidapet, Madras.

Aims of the Demonstration.

To display activities, both indigenous and foreign, which form part of a daily physical training programme in schools.

To demonstrate that these activities can be organised and conducted so as to be active, lively and interesting.

To emphasise that as part of the educational curriculum in schools their value is not only physical but educational—education of the physical and through the physical.

To illustrate that natural activities give greater satisfaction and have more educational value than stilted artificial movements.

To stimulate interest in physical education.

5 p.m. March Past

Marching in the physical education programme is a useful pre-military training activity.

5-15 p.m. Dundahls, Bhaskis and Suryanamaskars.

These have been handed down from the hoary past and form part of the indigenous activities prevalent all over India.

The exercises will be—

Group 1—Ordinary Bhaski; Ordinary Dundahl and Quadruped Bhaski.

Group 2—Bhaski Jumping Forward; Alternate Limb Dundahl; and Kneeling Bhaski.

Group 3—Namaskaram Bhaski and Suryanamaskars.

5-25 p.m. Kho-Kho

A popular indigenous team game in which chasing and tagging are predominant. It is active, vigorous and lively and absolutely inexpensive.

5-35 p.m. Giant Volley Ball

A mass game useful for occasions.

5-45 p.m. Exercises with Dumb-Bells

Of value for development of organic vitality, for correction of postural defects, for increasing muscle tone and vigour, etc., if done with a purpose and in accordance with dietary laws and sanitary habits of living.

5-55 p.m. Mass Group Games

Afford plenty of fun, recreation and exercise, and have the advantage of enabling a large number to play in a small area and of being inexpensive.

The following games will be played:—

Mount Ball; Rope Jump; Cock Fight; Whirligig.

6-5 p.m. Mass Pyramids

Of value in every physical education programme for giving opportunities to the participants to "show off."

6-15 p.m. President's Remarks Vote of Thanks.

SOME EXTRACTS REGARDING PHYSICAL EDUCATION.

"Physical education is for the sake of the mental and moral culture and not an end in itself. It is to make the intellect, feelings and will more vigorous, sane, supple and resourceful"

—G. Stanley Hall.

"Sport, which still keeps the flag of idealism flying, is perhaps the most saving grace in the world at the moment with its spirit of rules kept, and regard for the adversary whether the fight is going for or against; when, if ever, the fair play of sport reigns over international affairs, the cat force

which rules these now will slink away and human life emerge for the first time from the jungle" —John Galsworthy.

"To-day we define health and physical education in terms of an integrated personality, in terms of educational goals, in terms of the richness and fullness of the finest kind of living" —Williams, J. F. and Brownell, C.L.

"We can and should keep the parents and the general public advised of our programme by giving a live, active, interesting, inspiring and recreative group of exercise to the pupils . . . To give mass demonstrations is not only good salesmanship, it is sound educationally. Every pupil feels himself part of a whole, a whole which is worth the attention of his parents and his friends. He has been able to contribute something for the benefit of his school. In physique he has profited by the necessary exercise obtained through practice. In character he has gained in self-respect. Are not these worth while?" —Maroney, F. W.

News and Notes

By

P. M. JOSEPH

We are starting another New Year, a year during which we may make substantial progress in the mission which, we all together, and each separately, have undertaken. It is a good time to take stock of the past achievements—our successes as well as failures. It is also a good time for us to set fresh goals and start marching towards them. We are in a critical stage of our national life. Everybody thinks and plans further progress. The agitation for a healthier nation is growing. Leaders are wanted to direct. We have great opportunities for service. 1938 is going to be a year of unique possibilities where we must play our part, and play it usefully. We wish all Old Boys, and others actively co-operating in our endeavours, a year full of worth while achievements.

Mr. and Mrs. Buck—After a continuous period of nearly seven years' work in India Mr. and Mrs. Buck are planning to go home for a short furlough. They are expected to leave Madras about the middle of February, and are hoping to return in time for the beginning of the next college year.

Mr. Buck can look back with pride and satisfaction on the many developments which have taken place during this period of his work. The college moved to the Saidapet site. The building of Massey Hall and the other buildings, the laying out of the many playfields, all these have given the many facilities which the college needed for effective work. There is still room for growth. We don't want to sit back and say ("See what good things we have done." The scope for service has only increased; and it is our fervent hope that this short vacation will give a well-deserved rest to our worthy Principal and Mrs. Buck, and bring them back strong and determined to make even greater contributions. We wish them both a pleasant journey and a very happy time at home.

Dr. and Mrs. Berry—During the period of Mr. Buck's absence, Dr. Elmer Berry, Chairman of the Graduate Council at Springfield College, U.S.A., will be with us. Dr. Berry has been at Springfield for many years, and is a leader in the field of Physical Education. He was the Director of the International Physical Education College at Geneva, Switzerland, for seven years. We are hoping to gain much from Dr. and Mrs. Berry during their stay here. During these critical times we need the guidance of such mature people. We welcome them both to our college and to our country.

Dr. and Mrs. Gray—We have great pleasure in welcoming Dr. and Mrs. Gray back to our country. They are at Rangoon, Dr. Gray being the General Secretary of the Y.M.C.A. there. Even though Dr. Gray has to spend most of his time in general Association work, he keeps up his keen interest in physical education. That has been his life-work, and we still believe that his contributions in this field will be most valuable.

Mr. W. Forgie—Many Old Boys will be remembering Mr. Forgie. After a short absence from India he has returned, this time to devote his entire time to camping. He has started a camp at Avadi, a place about 15 miles out of Madras. The camp-site was officially opened by Mr. and Mrs. Statten of Toronto, Canada, on the 16th. January. It is a very pleasant and secluded spot very well suited for camping. It is Mr. Forgie's hope that the site will be used all through the year by the various organizations, in and around Madras, for camping purposes. Mr. Forgie's vision sees something more than mere fun in camping. He believes in the character and social values of good camping. We hope that through his leadership, camping may grow to be a popular and valuable movement in this country.

Mr. C. C. Abraham—"C. C." spent the last Christmas holidays taking a trip to Burma. He attended the S.C.M. Conference there. He met some of the Old Boys working in Burma, and has brought back their greetings and good wishes.

Christmas and New Year Greetings—The Staff of the college wants to acknowledge with thanks the many greetings received during the Christmas Season. It is difficult to acknowledge them individually, but we want to assure every one that we are most happy to feel that we are in the minds of all of you.

OLD BOYS' NEWS

S. C. Bhattacharjya—1929—Writes from Sylhet, Assam: "You may be interested to learn the details of a Women Teachers' Training Camp—the first of its kind in Assam—conducted by me in June last. I enclose herewith a copy of the programme—. Lady Reid, wife of the Governor of Assam, attended the Camp on the opening and closing days when special demonstrations were arranged."

The Baroda Old Boys—Mr. Buck during a recent visit to Baroda had the pleasure of meeting several Old Boys working in that State. He was pleas-

