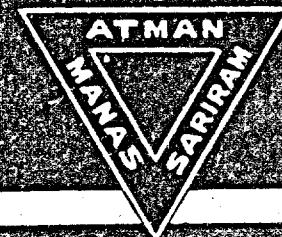


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VYAYAM

A Quarterly Journal of Physical Education.



694-693

AUGUST, 1938

Physical Education in America
Fifth Provincial Physical Education Conference
Rural Recreation
The Place of Physical Education in Education

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AN APPRECIATION BY C. G. MACARTNEY

"Governor General" of Cricket.

Madras, 5/2/36.
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 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, & I
 can recommend them to any
 players requiring first class
 material. With all good wishes, &
 many thanks for your kindness,
 Yours sincerely,
 C. G. Macartney.

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Mount Road, Madras.

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VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER

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Editorial

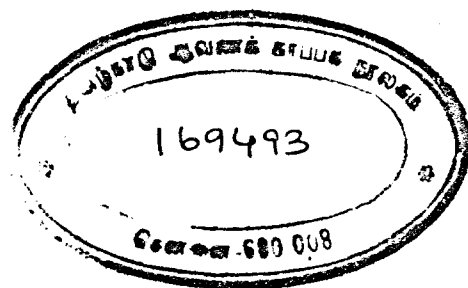
THE WORLD OLYMPICS

We learn that the venue of the 1940 World Olympics has been shifted by the International Olympic Committee from Japan to Finland. Apparently it is difficult to promote side by side the spirit of conflict and the spirit of the Olympics. One of the aims of the Olympic Games is to foster international understanding and world peace. This is a worthy aim, and will, we are sure, be placed in the foreground by Finland in every detail of her efforts in this stupendous task of staging the Olympics.

Finland has already intimated that it is her desire to stage the Games on a more modest scale than has been the case recently. This proposal has elicited exclamations of satisfaction and approval from many quarters. This does not mean that arrangements for the Games will not be entirely adequate, but it does mean that athletes will feel a little less like "trained seals" than they have on some occasions and that there will be more time for friendliness and thorough enjoyment of participation.

This spirit will meet a spontaneous response in India and we wish Finland all success in organizing and promoting the games and hope that we may be able to get there to enjoy the competitions and the friendly relations.

H. C. Buck.



Outstanding Features of Physical Education in America

OBSERVATIONS ON A RECENT VISIT TO THE U.S.A.

By

H. C. Buck, M.P.E., M.A.,
Principal, Y.M.C.A. College of Physical Education,
Madras (Saidapet), India

It was my privilege during a recent visit to America to observe a great deal of the physical education work in schools in all parts of the country. A brief picture of some of the commendable features of physical education in that part of the world is given here in the hope that it may stimulate us to the development of more comprehensive and more constructive physical education programmes in India.

1. *Organization*:—Throughout the country there prevails on the part of teachers, parents, and general public the feeling that physical education is an essential part of general education. With such strong opinion in favour of it there is a willingness and an eagerness to organize physical education on just as sound a basis as any other branch of education. We find in most schools therefore a scheme of organization which makes it possible for 100% of the pupils to have well conducted and well supervised physical activities daily for one hour. Physical Education classes, along with all other classes, begin at 7 or 8 o'clock in the morning and continue throughout the day up until 4 or 5 o'clock in the evening, after which time optional activities are conducted. There is the same sound "pupil-teacher-ratio" as for academic work; classes are small enough to permit of good instruction and the number of teachers sufficiently large to cater adequately to all pupils.

As I write this my mind runs back to one of the best High Schools in the country, a co-educational school having 3,200 students, about half of the students being boys, half girls. It may appear an impossible task in such a large school to so organize that every pupil will have one hour of physical education daily. But it is not impossible, for the task is accomplished, and efficiently. And just such things are being done all over the country because a sufficient number of people believe that it is educationally sound.

One of the weakest links in our physical education in India is faulty organization or complete lack of organization. Much improvement can be brought about by organizing physical education as carefully as academic work is organized.

2. *Leadership*:—A very high standard is set for leadership in the field of physical education in the U.S.A. It is perhaps, is no exaggeration to say

that no other country requires such high educational qualifications for this profession: In schools, colleges and public playgrounds the common requirement is that teachers of physical education must possess at least the B.A. Degree and a Diploma in Physical Education. Many schools and colleges set even a higher standard than this, refusing to employ in their physical education departments any person with less than an M.A., or a Ph. D., and a Diploma in Physical Education.

Such leadership is demanded because there exists the realization that physical education under intelligent purposeful direction results in vital personality and character values in addition to the purely physical and health values.

In India too there is a growing appreciation of the value of highly qualified leadership for physical and health education, and there are fine young men eager and willing to serve their country through this profession; but unfortunately the salary scales and status given to physical educators are such that quality men are not attracted. The pupils in our schools in India are deserving of the most intelligent guidance in the growth and development of their physical and emotional lives, and it therefore behoves us to take the necessary steps for ensuring better and better leadership. We have progressed beyond the illiterate drill-master stage in so far as personnel is concerned, but we are still in the illiterate drill-master stage in so far as salary-scale and status are concerned. When this matter is rectified India too will be able to recruit well educated young men and women to train for leadership in physical education, and our schools will be staffed with physical education teachers capable of teaching wholesome living to pupils, and socially acceptable in educational and public circles.

Intelligent leadership can mould lives.

Uneducated leadership is not even capable of developing bodies.

3. *Type of Activity*:—The pendulum has swung from emphasis on formal, artificial drill to a vigorous promotion of the natural, or play activities. This is psychologically sound because these activities appeal to the inherent interests of the participants, there is a ready response to such a programme, the students derive mental and physical satisfaction, and it is normal because the activities are in accord with human nature, the activities which have always been those of the human race.

Also, it is physiologically sound, because the vital organs of the body have been developed and maintained for ages through such racially-old activities. A continuance of them is necessary for normal growth and development.

Most educational institutions had given up formal drill entirely. But there was a noticeable swing back in many quarters to including a *reasonable* amount of artificial exercise in the programme, feeling that a certain amount of it was good for general body building and conditioning, and certainly neces-

sary for special corrective values in individual cases of poor posture or mal-development.

In so far as students in India are concerned we know that they too respond readily to natural physical activities and rebel vigorously against anything artificial or too formal. It seems wise to place the emphasise on the natural programme, but perhaps some bodily needs can best be met through artificial exercises and perhaps there is still a place in the programme for a *reasonable* amount of formal drill.

4. *Health Education*:—In schools and colleges one finds well developed programmes of health education closely co-ordinated with physical education. It is recognized that physical exercise is not a cure-all, that physical education has many values aside from improvement of the physique and maintaining health, and also that there are many health problems which cannot be touched by physical education alone. The health education programme is therefore introduced and related in such a way that the health of pupils can be safeguarded, maintained and improved, and wholesome health habits can be developed.

In brief the typical health education programme is divided into three parts: (1) Health Service, (2) Health Supervision, (3) Health Instruction. The Health Service includes the medical examination and follow-up and remedial work; immunization; prevention and control of communicable diseases; diagnosis; weighing and measuring; etc. Health Supervision deals with the environment and activities of the students and aims to make these conducive to healthful living. Health Instruction attempts to give to students the knowledge required to make healthful living possible, and to provide ample experiences in wholesome living with the idea of developing life long health habits.

The average length of life in America is 56 years. No doubt the attention given to well co-ordinated physical education and health education in schools has much to do with this.

The average length of life in India is 23 years. Are we doing all we can to improve the situation?

5. *Standard of Performance in Physical Activities*:—While it is not the aim of physical education merely to produce star performers in games and athletics, it is interesting to note the high degree of proficiency and skill attained by extremely large numbers of youths in schools where 100% of the pupils have participated daily in well planned and well taught physical activities, from the lowest class in elementary schools up through high schools and colleges. We find high school boys in America jumping 6 ft. 6 in. in the high jump, 23 ft. in the long jump, 12 ft. in the pole vault, and doing hurdles and other races in almost world-record time. Of course one does not need to be a record breaker in athletics to be happy and healthy. But one of the things that helps to make for unhappiness is physical illiteracy, and physi-

cal illiteracy cannot be removed by begrudgingly engaging school boys in poorly organized and badly taught physical activities for only one or two periods per week. A reasonable degree of skill in a variety of physical activities, however, is a great aid towards happiness and satisfaction in life. School boys should be given daily opportunity and guidance for developing and improving their skills. Nothing short of daily participation will suffice and if we are merely looking at it from the standpoint of India's participation in the World Olympics and similar competitions India is not likely to produce skillful performers for such events until more constructive and more adequate physical education programmes are in operation in educational institutions.

6. *Public Playgrounds—Play Streets*:—Because of the conviction that play has great educational values and that playgrounds are as necessary as schools, the public recreation movement in America has made marvellous strides since its early beginnings in 1880. It seems possible now for almost every man, woman and child to find wholesome recreation during his leisure time. The facilities for public recreation range all the way from small playgrounds equipped for children to large areas for youths and adults of both sexes. All are well equipped to cater to all interests and adequately supervised by educated specially trained leaders. In many parts of the country large parks and forest reserves are included in the playground system, and of course such well organized and well conducted public recreation is possible because it is developed and maintained by taxes collected from the people, just as educational institutions and other amenities are made possible through taxation.

But public recreation provides for many interests aside from the purely physical. A newer development as part of the public playground is the Community Centre which provides indoor facilities for Libraries, Study Circles, Adult Education, Indoor Games, Clubs of all sorts, Clinics, etc.

It is interesting too to see how playgrounds have been developed in congested areas of cities in spite of difficulties. In some cases huge sums have been spent to demolish buildings in order that open spaces with playgrounds could be possible. Where it has seemed impossible even to get open spaces by this method we find some beautiful playgrounds established on roofs of buildings; and in other congested areas some streets are closed to traffic for certain specified hours of the day so that organized play may be safely provided for children.

It is worthy of note too that an attempt is made to make playgrounds beautiful as well as useful. They are very often the beauty spots of a city, and since the environment wields such an influence for good or for evil, beautiful playgrounds are more likely to influence those who attend them in favour of respect for beauty and regard for property. Beautiful playgrounds do much in developing a sense of civic pride. Ugly playgrounds may do the reverse.

7. *Night Leagues*:—A recent development, in order that office and business men and others who do not get out for daylight recreation may have the pleasure of a game, is that of Night Leagues in various small area games, particularly in Playground Ball or "Soft Ball." Practically every city and town has arranged for flood lighting of small areas where recreational activities can be conducted after dark. This affords an opportunity for those who find it difficult to get away from work before dark. Of these night activities the most popular is Playground Ball, or "Soft Ball", a modification of the game of Baseball. This modification permits the game to be played in small areas with inexpensive equipment, and with a large soft ball instead of a small hard one. Numberless leagues have been organized and thousands of people who ordinarily find it impossible to participate in any game during the day-time have this opportunity for wholesome night recreation.

8. *Physical Education Promoted for Carry Over Values*:—Just as in the field of general education an attempt is being made to educate people to make wiser use of their leisure time, so physical education is to-day attempting to teach to students while they are in school or college, such activities and such skills as they can use to good advantage in providing physical recreation for themselves when they are no longer students.

For example, the traditional physical education programme gave the students nothing but drill to exercise him and keep him fit while he was in school or college. Or he may have been permitted to specialize in only one activity such as football. In either case he found himself landed in situation without activities or skills that he and one or two others could use as a small group for recreational purposes. His physical education programme had not been such as good "carry-over" for him throughout life. The modern physical education however places emphasis on providing such experiences and in teaching such activities as will provide people with play habits and skills useful to them in later lives as well as in the present.

As we view the attempts being made in various parts of the world to meet the needs and interests of every aspect of life, we anticipate the day when physical education in India will provide ample opportunity for every child and every youth to have satisfying wholesome recreation leading to happy, healthy, adjusted lives.

Report of the Fifth Provincial Physical Education Conference

Held at Mangalore, South Kanara from the 19th to the 21st May 1938

By

G. F. ANDREWS, M.A., PH.D.,

*Hon. Secretary, Madras Provincial Physical Education Association, Saidapet,
Senior Physical Director, Madras Presidency.*

In my days physical training was anathema. We students vied with each other in absenting ourselves from physical training classes. Fortunately to-day the proper emphasis placed on physical fitness and health gives physical activities a new outlook and more participation of students is an established feature. The Madras Provincial Physical Education Association is therefore to be congratulated on organising this 5th Provincial Physical Education Conference to focus attention on the problems of physical education and it is my hope that this Conference will help to clarify issues and to intensify the interest that is now being evinced in physical education. In words conveying these ideas, Janab Ghulam Dastagir Saheb, District Educational Officer, South Kanara declared the 5th Provincial Physical Education Conference open before a representative gathering of educators and the public on the 19th May 1938 at the Canara High School, Mangalore.

In his welcome address Dr. K. Vittal Shetty referred to the existing conditions in physical education and specially to the circumstances which tend to make the teachers of physical education the "depressed class" of the whole teaching profession. He pertinently remarked that co-ordination between physical education and education based on sociological, biological and psychological findings is a necessity, that health education should form an equally important aspect of education, and that physical education in co-operation with education should be concerned with the whole child and be more purposefully useful and productive of more happiness.

Sri. A. B. Shetty, M.L.A., Parliamentary Secretary to the Hon'ble the Minister for Public Health who presided over this Conference delivered a very learned and thought provoking address. He reviewed the work being done in England, America, Germany and other western countries for better national health and physical fitness. "Whole nations" he said, "are being made to look upon physical fitness as a matter of patriotic responsibility," while the governments concerned provide ample facilities towards this end. He pointed out that the needs of India are no less than those of the western countries, but that here we must proceed carefully because of the appalling malnutrition of the people—young and old alike. He emphasised the need for organised medical inspection and for a close co-ordination of the several

types of physical activities because "physical education is no longer merely an affair of developing muscles and sinews; the newer philosophy lays more and more emphasis on its educational values rather than on the mere exercise values." He discussed the problem of public recreation also because of the impending implications both of earned leisure and of enforced leisure due to unemployment. "Whoever seeks to serve the drunkard, reform the sinner, and reclaim the hooligan must" he said, "bring within his reach healthy and wholesome means of recreation."

The stirring address of the President gave a sound lead to the Conference. Papers on "the Type of Physical Education Required in Educational Institutions" and on "Public Recreation" were read at the later sessions. Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education of the Annamalai University led the discussion on the former subject and Mr. D. Santiago, General Secretary and Physical Director of the Coimbatore Y.M.C.A., initiated the discussion on the latter. Special attention was invited at the discussion to the need for fuller recognition of the indigenous physical activities and to a thorough study of these activities. The following resolution on this subject was later adopted:—

"Res. No. 8:—This Conference is of opinion that a thorough study of indigenous games, folk-dances and other physical activities is urgently needed if these activities are to survive and requests the Government to depute some qualified Indian for the purpose."

As regards public recreation it was felt that the state and the public have great responsibilities in the matter. Being convinced that the time is ripe for necessary action the Conference adopted another resolution which runs thus:—

"Res. No. 4:—This Conference is agreed that it is high time to take up the question of the organization of play and recreation facilities for the public and requests the government to appoint a committee including non-officials to investigate this matter and to submit their recommendations at an early date."

Other resolutions adopted at the Conference relate to some of the pressing needs in physical education. They are:—

"1. This Conference strongly feels that the present scale of pay of the Physical Training Instructors is quite inadequate for their maintenance and for improving their status, and therefore requests the authorities to take early steps for the improvement of the scales of pay of Physical Training Instructors."

"2. This Conference recommends that qualified Physical Directors be employed in High Schools and that they be considered on an equal status for remuneration work and service condition as L.Ts."

"3. This Conference is of the opinion that the work done by the Physical Training Instructors from after school hours till the closing of the games and sports activities is their legitimate work and should therefore be considered as two teaching periods."

"5. This Conference expresses its appreciation of the scheme proposed by the Government for organising village sports, but is of the opinion that the success of the scheme demands the supervision and guidance of trained recreation workers."

"6. This Conference notes with great concern that physical education is not given its due importance in the Wardha Scheme of Educational Reconstruction and suggests that necessary modifications be made therein so that the play life of children may be adequately taken care of.

"7. Inasmuch as there is a pressing need for the revision of the Elementary, Secondary and Training school syllabus, this Conference urges the Government to take early action in the matter."

"9. This Conference feels very strongly that the physical education needs of children in Elementary Schools are very much neglected since the teachers in Elementary schools have little or no knowledge of the type of physical education required for elementary schools, and therefore requests government to arrange short courses of Training in Physical Education for Elementary School teachers or to subsidise and encourage any such courses that may be conducted by private organizations."

"10. This Conference is of the opinion that since over ten years have elapsed since the introduction of compulsory physical education in the Colleges of the Madras University the time is ripe for an enquiry into the results of the scheme and requests that a Commissioner for Physical Education be appointed for the purpose at an early date."

"11. This Conference recommends that suitable tests in Physical Education activities be held to judge the progress of each individual student and that the results be considered at the time of promotions and selections for public examinations and requests the Madras Provincial Physical Education Association and the Y.M.C.A. College of Physical Education to work out a definite scheme for this purpose."

"12. This Conference urges upon government the imperative need for the provision of recreational facilities in urban and rural centres and appeals to the government to set apart open spaces for such purposes."

"13. This Conference recommends the open type of school buildings with sufficient space around for the formation of children's

playground with up-to-date gymnastic equipment like see-saws, swings, inclined planes, etc."

"14. This Conference urges upon the government the crying need for medical inspection in schools and colleges and requests immediate action on this subject."

*15. See below.

The resolutions are of far-reaching importance inasmuch as implementing them is bound to effect rapid progress in physical education with the resultant improvement in the health and physique of the nation.

Two demonstrations and a pageant of physical activities were included in the programme of the Conference and were much appreciated. The pageant entitled "Athens—India" was a historical presentation through tableaux of the contributions of various countries to physical education, beginning with Greece.

A display of health and physical education charts and exhibits also formed part of the activities of the Conference. These charts and exhibits served to disseminate correct ideas regarding health and physical education.

The Conference was brought to a close by the President on the afternoon of the 21st in a short speech wherein he again emphasised the educational values of physical education activities and appealed for a right understanding of physical education and for greater co-operation so that the whole child may be educated and be enabled to grow to live an abundant life full of satisfaction and happiness.

"Res. No. 15:—This Conference requests the Madras Provincial Physical Education Association to take immediate steps to arrange for a deputation to wait upon the Hon. the Premier, the Hon. the Minister for Education and the Hon. the Minister for Public Health to place before the Government the pressing need for definite forward policy re: physical educational institutions and re: play and recreation for the public and to urge government to take immediate steps in the matter."

Rural Recreation

AN EXPERIMENT BY THE Y.M.C.A. COLLEGE OF PHYSICAL
EDUCATION

BY

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

*Professor Physiology and Physical Education,
Y.M.C.A. College of Physical Education, Madras.*

The Y.M.C.A. College of Physical Education under the leadership of the writer and two trained students conducted a project in rural recreation during the month of May. Rasipuram, a big village in the Salem District was selected as the center. The Government rendered every possible assistance to make the project a success.

Salem is the District where the Madras Government have introduced prohibition. One of the problems which prohibition brought was the provision of counter-attractions to the people accustomed to drink. The labourer, the weaver, or the scavenger usually ended up a hard day with a drink of toddy which helped him to forget the hardships of the day. With toddy eliminated, a lot of people who frequented the toddy shops found the evenings depressing and dull. Counter-attractions in the form of tea shops, cinemas, talkies, street shows, etc., were encouraged, and were found popular. The College of Physical Education suggested the introduction of suitable games as a healthy counter-attraction. This suggestion was welcomed by the government. The College undertook to organize such a project on a voluntary basis, and to demonstrate the need and value of rural recreation.

A short account of the main features of the work we did may be of interest. The work in connection with the introduction of games in villages is best described under two heads: (1) The training of a group of village youths with whose help the games were introduced and carried on in the villages; (2) the introduction of rural games in Rasipuram and a few adjoining villages.

I. THE TRAINING OF LEADERS

A group of sixty villagers from villages surrounding Rasipuram were selected for the training. We called the training center "The Rasipuram Rural Uplift School". The following programme was followed daily:

6-30 a.m. to 8 a.m.—Popular village games, and other games requiring very little equipment, were taught to the students. A few indigenous exercises like dundhals, bhaskies, suryanamaskars, etc., were also taught. All the men were required to keep notes on the daily morning activities.

9-30 a.m. to 11 a.m.—Class room instruction—Such topics as village recreation, village sanitation, improved methods of agriculture, cattle rearing, bee-keeping, poultry farming, co-operative marketing, etc., were discussed.

The Y.M.C.A. College representatives, the local government department officials, and others, helped in giving instructions in these subjects. It was the hope of the government that such instruction in important rural subjects would be helpful to these villagers, and that they may be able to render useful service in the villages to which they returned.

4 p.m.—Visit to adjoining villages to organize play and do other village uplift work propaganda.

II. THE INTRODUCTION OF PLAY IN THE VILLAGES

To give a clear idea of the method adopted to popularize games among the villagers the following account of how it was done in Pudupalayam, one of the adjoining villages will prove useful.

Pudupalayam is about two miles away from Rasipuram, and has a population of nearly 2000. On the evening of May 3rd the students of the Uplift School with the staff members marched in a procession, carrying banners bearing thrift slogans, and singing Tamil songs. We reached the village at about 5-30 p.m., and were received by some of the prominent villagers. A large crowd of people, including women and children, had gathered around the open space in front of the village temple. After a short period of rest the students played a few games. Dodge ball, one of the games we played, proved quite popular and provoked much laughter among the crowd. We invited the villagers to join us. Though reluctant at first a few were persuaded to join. They played along with us, and found it to be quite enjoyable. Soon a suggestion was made that the villagers ought to select a team and play against the visitors. They were pleased with this proposal and readily responded. We had an interesting game, with the villagers cheering their side lustily. This went on till it was dark. Then we had a meeting, and explained to the Pudupalayam villagers that such games and fun ought to be a daily feature of their village. We promised to send two or three of our students the next day to teach more games. The villagers welcomed this. During the meeting we pointed out also the need for economic living, and the importance of saving a part from their income, however small that might be. A magic lantern lecture on cattle diseases, their prevention and treatment, ended the evening's programme. We all marched back to Rasipuram getting there at about 9 p.m. The Pudupalayam villagers had thus an evening of entertainment and we had prepared the field to introduce additional games there on the following days.

On May 4th two students of the Uplift School, both residents of Pudupalayam, were given instructions to go to their village and conduct games there in the evening. They were to bring back a report of the games they played, the number that participated, and the number that witnessed the games. Their report indicated that 30 villagers joined in the games, while 23 came to see the fun. Every day, from then on, one or two of our students conducted games in that village. New games taught from day to day in the

mornings were introduced in Pudupalayam under these leaders. According to later reports, on May 10th, 40 people played; on 11th, 90 played; and on 12th, 73 played. Every day a large number turned out enthusiastically to play various games, and usually an equal number came and witnessed these games; play thus became a regular feature of the village life, and this was kept up all through our stay there. A village Sports Club, with several villagers as members, and one of our students as Secretary, was formed there. To this club was entrusted the task of carrying on the work, we had started. It is continuing to provide recreational activities even after our leaving Rasipuram.

Adopting this procedure we introduced games in ten different villages. Our first visit to every village was in a procession. The procession and the various games our students played in the presence of the villagers created a favourable atmosphere among the villagers; and they usually showed eagerness to play such games if arranged in their own villages. Advantage was taken of this desire; and leaders were deputed to go and organize games regularly. A few students were deputed to carry on this work while the rest marched to fresh villages for introducing the games.

AN INTER-VILLAGE SPORTS MEET AND TOURNAMENT

This was another feature of our work. To arouse greater enthusiasm for games among the villagers and to give them opportunities to come into contact with neighbouring villagers an Inter-village Sports Meet was conducted on June 2nd and 3rd. Two permanent rotating Challenge Shields were donated. Seven villages entered over 150 competitors in this Meet. A crowd of nearly 8,000 villagers from the adjoining villages came to witness the finals. The programme of the after-noon provided plenty of entertainment for all those who were assembled. This Inter-village Tournament is now a permanent feature and is to be conducted twice every year.

THE PREMIER'S VISIT

The Premier of Madras, the Hon. Mr. C. Rajagopalachari, and the Minister of Public Information, the Hon. Mr. S. Ramanathan, were present at the finals of the Sports Meet. They were both very much impressed with the great enthusiasm of the people, and the clean way in which the villagers competed against each other. They expressed very great pleasure when they learned that such games were introduced in several villages by the efforts of the Uplift School. The Premier congratulated the representatives of the Y.M.C.A. College for the work done, and thanked the College authorities for undertaking such a project. He expressed his desire to see similar projects worked in other parts of the Presidency also, so that the villagers' usually dull life may be made brighter and happier.

THE RESULTS OF THE PROJECT

1. During the month of May games were played regularly in ten different villages under the leadership of the students of the Rasipuram Rural

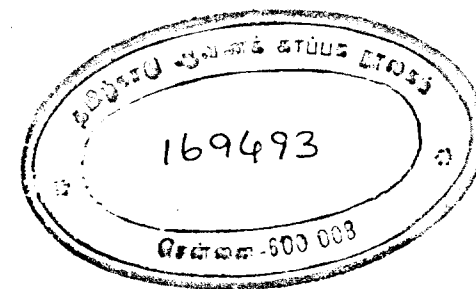
Uplift School who were trained by representatives from the Y.M.C.A. College of Physical Education, Madras. Seven permanent village sports clubs were organized, each club continuing now to provide recreation in their respective villages.

2. According to a recent report received from the Special Development Officer of Salem, 42 students of the Uplift School are actively promoting games in villages, and doing other welfare work. Over one thousand villagers are daily participating in some recreational activities under their guidance.

3. We have demonstrated to the Government authorities that, under proper leadership, recreation can be successfully introduced in the villages, and that the villagers would welcome such games as a regular feature of their daily life.

Note: The Salem District authorities have now decided to conduct a similar center in another place during August, and have requested the College to help in this by deputing some leaders, and giving necessary advice. It is their plan to organize ten such centers and thus introduce village recreation throughout the District.

4. The leaders from the Y.M.C.A. College have seen games not only as a counter-attraction to drink but also as an essential part of rural life. They have gained rich experiences which will be of use in undertaking similar projects.



The Place of Physical Education in Education*

By

DIWAN BAHADUR S. E. RUNGANADHAN, M.A., M.L.C.,
Vice-Chancellor, University of Madras.

There is no subject which is undergoing such a rapid change in the ideas underlying it as the subject of Physical Education. A complete revolution has taken place with regard to the various ideas regarding Physical Education. Time was when many Educationalists laughed at the idea of Physical Education and spoke in terms of physical "culture". Looking over the recent report of the congress of the Universities of the British Empire I find that one of the subjects which was discussed at that congress is "Compulsory Physical Education" though many of the British representatives were strongly against any system of compulsion and said that nothing should be made *compulsory* in the field of Physical Education. But they did agree that Physical Education should occupy a more prominent place than it has not only in the Universities but in the whole educational system of the country.

Physical Education certainly is not merely the development of one's muscle. It was so a few years ago, and one's exercises were expected to develop one's muscle and strength. Physical Education is not only a formalized system. It is not a system of "physical jerks". A student who once read an essay on Physical Education said that it stretched his 'abominable' muscles. Perhaps he meant abdominal muscles. This is an idea that people in general have, viz., that Physical Education is the stretching of muscles. Secondly it is not entirely identical with sports and games though games and sports do occupy a very prominent place in the scheme of Physical Education. The present idea of games and sports is derived from England. But even in England the encouragement of games and sports generally as a part of Education is of comparatively recent origin. Somebody has spoken of Education in England as very untidy in the sense that the English people have a horror of systematising anything according to a definite scheme or plan or by any preconceived idea or system.

In that sense Physical Education has also grown up haphazardly. There was very little Physical Education in England a century ago. During Tom Brown's school days no one had heard of Physical Education. In the time of Dr. Arnold, Headmaster of Rugby school, there were no games. As a matter of fact Physical Education was entirely divorced from the Education given in the class rooms. Later on, partly by accident and partly by experience a system of compulsory organized games developed in English Public schools; but even then not as a part of a systematized scheme of Education.

* Address delivered at the closing session of Y.M.C.A. College of Physical Education, Madras, April 21, 1938.

But a system of organized games such as games between public schools and house matches, were found to develop not only physical strength but certain qualities which are essential for leadership; games were therefore encouraged. But these games were not properly co-ordinated with the rest of the educational activities. It must be admitted that games and sports of all kinds have very great value. They teach endurance; inculcate courage and respect for rules; train one to subordinate one's personal interest to that of the group or side to which one belongs and develop "esprit de corps". Games have thus a high value for character training. But, like all instruments which men have devised, games and sports, indiscriminately used, may produce *bad* results, just as they are capable of producing *good* results. In certain European countries we see in the present day games being used as a preparation for war. Games can produce intolerance; they can also produce group vanity and group pride of an objectionable character; can develop an inordinate greed for victory and personal triumph. The result depends on leadership and how games are organized and controlled.

Games and sports alone however cannot complete the whole field of Physical Education. Some games and sports are not suitable for defective children. One should not merely organize games and expect all the boys to join in all the games.

It is a simple fact, to be carefully remembered, that the physical capacity of our students should be taken into consideration before games are organized for them. Forty or fifty percent of students are under-nourished and are incapable in one way or another of undertaking any strenuous work. They suffer from some disease perhaps not apparent to the layman's eyes. They have some physical defects; something wrong with the eye or the lungs, suffer from malnutrition, poverty etc. One should not overlook these factors in organizing games for all.

There are two things required in order to make a scheme of organized play a success.

In the first place there must be graded physical activity according to ability. We must have a compulsory system of medical inspection. We do have some sort of medical inspection, but it is a mere eyewash. The doctor examines in a prefatory way about 600 to 700 students in a College; of course some record is made. What happens afterwards? Nothing! Perhaps the Physical Director may even send the report to the students parents. But it may happen that there is no proper medical service in the place and the parent does not think seriously about the defects pointed out; nor can he afford to provide proper remedial treatment for the student. No notice is taken and the defect continues and when that defect exists no system of Physical Education will do any good. The point then is this. Unless a proper co-ordination of health service, medical service and Physical Education exists in the Colleges and schools, you cannot work the system properly. You cannot get the best results. Therefore medical supervision of Physical Educa-

tion is necessary. What is said in the prospectus of the Y.M.C.A. College of Physical Education is true, viz., Physical Education is not merely a therapeutic measure and Physical Education should not be regarded as merely a curative system. It is a much wider thing.

But if the best results are to be derived from organized games and sports and physical activities of all kinds they must be related to a proper system of medical service and health service. Physical Education then is much more than muscular development or formalized drill or even games and sports. It is a *synthesis* of all subjects. It includes a certain amount of therapeutic instruction; of the study of physiological and psychological aspects of the system. Therein the system of exercises should be graded to suit the capacity needs of each individual student. It is only then that a Physical Education scheme can be a success.

There are tremendous difficulties which one has to surmount in carrying out a scheme of Physical Education in the colleges and schools to-day. Dr. G. F. Andrews at the last meeting of the Senate and of the Academic Council of the University said that he was very anxious that the system of compulsory Physical Education training which we have introduced in the Intermediate classes should be extended to the B.A. classes also, and that there should be a proper scheme of supervision by the University in order that suitable facilities might be provided by the various institutions. Though the scheme of Physical Education in Colleges was introduced with great hopes it has not been as successful as we had expected it to be. That is because some of the Principals of the institutions are not spending the necessary money on equipment and they are not providing facilities for their students. The old idea that Physical Education or Recreation of any kind is something frivolous and absolutely uneducational still persists and the Physical Educator should see that idea is rooted out. That the body is something very inferior to the mind is an anti-deluvian idea. Yet there are 90 per cent of our people still having this idea. They encourage academic education at the expense of Physical Education. This must be changed.

In trying to carry out this scheme of Physical Education we should get not only the co-operation of Principals of Colleges but also of the students and the general public.

QUALIFICATION OF PHYSICAL DIRECTORS

It is very necessary that if any headway in Physical Education is to be made the Physical Directors should be men of the highest academic culture. One of the reasons why the present system has not been successful is that the Physical Director in a College is looked down upon and he does not enjoy the status and respect given to the other members of the staff of the College. Now, if Physical Education is education of the whole man, which is the right idea, it is very necessary that the Physical Director should have a status on a complete equality with other members of the staff. Further, the Physical

Director, at an advanced age, say about 45, should be able to become a full professor, lecturer or administrator. Every Physical Director should possess not only Physical Educational qualifications but should also have high educational and administrative qualifications enabling him to keep up an intellectual life, preparing him to be taken on the regular teaching or administrative staff of the College when the days of actual physical activity become difficult.

PHYSICAL EDUCATION IN SCHOOLS

Physical Education in the Colleges will be only superficial unless proper foundations are laid in the schools. Physical Education or the co-ordination of mind and body should start from the earliest years. Somebody has said that what is needed at present is not elementary education but "alimentary" education. There is a good deal of truth in that education should be given through proper health habits, proper experiences and directed activities. What we find in England up to the age of 7 or 8 in the Montessori or Kindergarten schools is closely connected with Physical Education. There a number of activities form a part of Education. There is freedom, discipline, activity, i.e., Education through activities.

But once this school age is past, all about the importance of Physical Education seems forgotten. An intellectual or academic education is thrust on the students at the expense of Physical Education. What we want in India is that Physical Education should be given its proper place in the lower classes of the elementary and secondary school stage and then be carried right up to the University class. Then only will Physical Education in College classes produce the best results. The Wardha scheme is to be welcomed only in this aspect that some emphasis is laid on Physical Education of some kind and not on mere books. The approval of the self supporting aspect or economic aspect of the scheme is not possible. But from the point of view of Physical Education through physical activities it makes a move in the right direction.

Whatever Physical Education is given to students must be suitable and desirable for them and Physical Directors should educate the public in regard to the value of Physical Education. This is the great task that is before the Physical Educator. There is a good deal of prejudice existing against certain foreign games because they are foreign. It does not matter what games are adopted. The question should be looked at not from any narrow point of view but from the educational point of view. Expensive games such as Cricket are not always easy to introduce and to teach. But all group games whether foreign or indigenous should be encouraged in order to develop team spirit and to train the students in self-government on the one hand and responsive co-operation with others on the other. The aim of Physical Education is to inculcate in the young mind, those qualities which will enable them to fulfil their obligations in life to the best extent and which will enable them to get the best out of life, and to "live the abundant life".

Recent Talks

The college has had the opportunity during the last month of listening to three talks which are herewith briefly digested.

E. B.

PHYSICAL EDUCATION IN INDIA

By

D. F. McCLELLAND,

Associate National General Secretary, Y.M.C.A. India,

Address delivered to the students at the Y.M.C.A. College of Physical Education, Madras, July 6, 1938. From the 'Justice,' Saturday, July 16, 1938.

"Before I entered the staff of the National Council, I was the Secretary of the Madras Y.M.C.A. and thus know the Y.M. College of Physical Education from its earliest days. I find it a very great pleasure to be here to-day. There are 200 different units in the Y.M.C.A. Movement. In addition to the work of co-ordination and visiting and rendering such service as we can to local associations, there are several projects sponsored by the National Council. It is responsible for the Rural Reconstruction work in India, a Hostel for Indians in London which has been run for the last 17 years, and for this College of Physical Education, in which the National Council is very keenly interested.

"My interest in this College dates back to when I was the local Secretary in Madras. I know well its origin, its growth and its development. I can remember the day in October 1919 when Mr. H. C. Buck arrived expecting to be the Physical Director of the Madras Association and the Advisor to the Government of Madras for Physical Education. Here was a man who saw something more than just the local work in which he was rendering service to young men and boys. There was no compulsory physical education in those days. Most of the work was entrusted to military men and the service rendered by such men was of a restricted nature. He saw that a great contribution of the association could be the training of leaders for the future. He saw the need to raise the vitality of the people of India.

"In 1919 the epidemic of Influenza took a toll of six to seven millions of people. Most of you were then very young. Influenza still exists to-day. In Bengal 350 to 400 people die every year of Malaria. The average age of an Indian is 23 years as compared with 60 in New Zealand, 58 in Australia. 56-58 in the United States and England. These are facts. In 1919 Mr. Buck realized that a great service could be rendered through the field of Physical Education and that the physical directors should be mobilized for the service of the country.

"In 1919 there was a nucleus of five students, in this college, and in the second year, there were three. Later on it grew and the School was moved

to Royapettah Compound—a space of 4 acres. Some of the rooms in the Bungalow were used as offices. It continued to develop itself there from 1922 to 1932. When the College increased in strength, it came to be something more than local. It ceased to be a part of the Madras Association and became a project of the National Council. In 1932 when this ground was turned over by the Government the College moved to this compound. During the first two years, all lived in huts and the classes were conducted in huts. By the generous help of Sir Vincent Massey these buildings were made possible. Now you see how far this Institution has progressed since the days Mr. Buck first arrived in the city of Madras.

"So far this College has trained about 800 men in physical education, out of which about 93 per cent are engaged in this profession in various parts of India, Burma and Ceylon. This is a tremendous achievement. More than that, it has established a profession, a great, high and noble profession for India in which many people serve the millions in the finest spirit. It is to-day challenging the thought of educated young men in India. This is no mean achievement—an achievement due to the patient labours of one man—Mr. H. C. Buck!

"I have visited during the last few months several graduates of this Institution who are actually engaged during the summer months running summer schools in physical education. This is the effect of the work done here during the past 20 years. The whole of it is a romantic story, and it is a story that does catch one's imagination.

"There are great possibilities of service in the field of physical education in increasing the vitality of the nation. As it is, there is no staying power, no physical stamina, no intellectual stamina and no spiritual stamina. What India wants to-day is people who are prepared to live for their country with day-in and day-out type of patriotism. You have ten months before you in which period you have a great deal to learn. It was Bacon who said, "A man may be young in years but old in use of his time." There is a spirit of adventure in this profession and it is absolutely for you to make it a success.

"Last year I met Sir Vincent Massey who donated this building and he was greatly interested in the growth and improvement of this College. After seeing a number of photographs and hearing various things about this Institution he questioned, "What about the moral value of all this?" In the opinion of Sir Vincent Massey as well as of those who are interested in the progress of the Y.M.C.A. College, the contribution the College could make in the field of moral values to this country is the most important contribution. It is in this service to improve the moral tone of the country, through its physical programme. Without such a contribution all other values resulting from such an education do not amount to much. We hope that the past and present students of the College will carry on this message and the programme of the uplift of the moral tone of the peoples of India."

INDIA'S CHALLENGE TO PHYSICAL EDUCATION WHAT DOES INDIA EXPECT FROM PHYSICAL EDUCATION?

By

ELMER BERRY, M.P.E., Ed.D.,
Y.M.C.A. College of Physical Education, Madras
Address to the Madras Provincial Physical Education Society,
Teachers' College, Saidapet, July 22, 1938 :—

While it is presumptuous for a new comer to attempt to present India's demands on Physical Education it is to a new comer that India's needs stand forth with glaring intensity—needs more glaring even than India's brilliant sun.

Physical education must help to meet these needs—and it can do so!

The first outstanding one is the problem of general health. Every where one sees the need of sanitation. Dust, filth, mosquitoes and lack of sanitation make the control of epidemics and disease almost impossible. Tied up to an excessively hot climate the problem is further intensified. Leaders in Physical Education must be "health conscious," health educated and become health leaders. Physical education without a basis of health is useless.

Closely related to this is the problem of nutrition—often the cause of ill-health. The financial and economic relations must be understood as well as general ignorance and hidebound traditionalism which often prevents a balanced ration even when accessible.

The New India is studying its educational scheme. It will demand that Physical Education take its proper place in the new educational scheme. Physical Education, games and sports, athletics and recreation have much of an educational nature to offer and teachers of the new physical education of India must understand this contribution and how to produce it.

India is essentially a rural nation. Village life demands recreation. Recent experiments in prohibition have emphasized the value of rural recreation. Our leaders of the future must grasp this great opportunity.

Throughout all life a new leisure is coming. (Will this be a blessing or a curse?) No people has yet enjoyed leisure and survived. Leisure is the modern challenge. Can we use it wisely and beneficially or shall we be submerged by it? Teachers of physical education have a great opportunity and a great responsibility with this problem.

Such considerations suggest the programme which India has a right to expect. Obviously it must be adapted to a hot climate, with much of ill-health, under nourishment and traditional inhibitions to be met. A recreative programme without too intense competition, yet with team games developing social values, ethical decisions and emotional control is needed. Tied

up to some of the indigenous activities and games a contribution, such as India needs, and therefore has a right to expect, can be made. No part of education can be more effective if the leadership is adequate and properly prepared.

RECREATION FOR MADRAS CHILDREN

By

MR. S. SATYAMURTI, M.L.A. (CENTRAL),
Address delivered to the Madras Provincial Physical Education Society,
Y.M.C.A. College of Physical Education, Saidapet, August 3, 1938 :—
Taken from 'The Hindu', August 4, 1938.

Mr. S. Satyamurti began his address by reading the following resolution, which was adopted by the meeting.

"This meeting held under the auspices of the Madras Provincial Physical Education Association is of the opinion that the needs of Madras children for recreation in respect of playgrounds is not adequately provided for and requested the Madras Corporation and the Government of Madras to solve it by providing playgrounds on the foreshore and wherever open places are available and by temporary daily closure of suitable streets and roads for about an hour or two every day."

For an Alderman of the Madras Corporation and Leader of the Congress Party in that Council, this was not only a request but a challenge to him, observed Mr. Satyamurti. He wholeheartedly agreed with that part of the resolution placed before them suggesting that some roads might be closed for an hour or two every day in order to enable children to play there. But there were two precautions to be taken, that when these roads were closed that only children played there and that these roads were made fit for healthy children and were clean and beautiful. Speaking, if he might, on behalf of the Madras Corporation, he would be obliged if the Y.M.C.A. College of Physical Education would prepare a plan and submit it to the Corporation mentioning a few streets which might be closed as an experiment for six months to see how children used the roads for play and benefitted by it.

FORESHORE SCHEME

Mr. Satyamurti then referred to the suggestion of converting the foreshore into playgrounds and said that there was a strong school of thought in Madras, represented in the Corporation, and in the Congress Party itself, which believed that there should be no playgrounds on the foreshore. But he was glad to tell them that the Corporation had suggested to the Government of Madras that, as a beginning, the sands to the north of the Iron Bridge, near the sea, might be used as playgrounds, as an experimental measure. But

that land was within the Military zone. Personally, he was of opinion that even to the south of the Iron Bridge, that magnificent expanse of sand must be put to much better use than at present. He wanted to see the whole of the beach filled with the men, women and children of Madras, enjoying themselves, playing about, breathing the fresh air of the sea and going home refreshed, both in body and in mind. It was up to public opinion to assert itself and see to it that the Corporation of Madras and the Government converted the foreshore into that magnificent place of physical and mental amusement and recreation, it ought to be. In this connection, he told them that a first class "sanitary convenience" would be provided in the beach.

Mr. Satyamurti, continuing, next stressed the importance of keeping in good order the fine public parks in the city. Taking secondary and elementary schools, how many schools were there in Madras, he asked, which had adequate playgrounds for their children. It was up to the Government and to the management and the parents to see that in all their schools there were adequate playgrounds where all the children could have ample scope for physical recreation. He agreed that was a very big problem. The Corporation was trying to get the ground now occupied by the South Indian Athletic Association, for the use of the citizens of Madras. He did not know how long they would have to fight before they could get it. He proposed to carry on the good fight to see that all playgrounds, which were under private control, were made available to the public. They should all see to it that all the vulnerable open spaces in the city of Madras were not monopolised by small clubs but were available to the children of the city as a whole.

MENTAL RECREATION

Proceeding, the speaker observed that they should have special children's museums in Madras. They had a museum. But he was pleading for a real children's museum, consisting of those objects which interested children, where they would be instructed and amused and from which they would return 'mentally recreated.' Then he would suggest that they should have children's libraries. It was up to them to write good books specially for children. They should also produce a few films specially for children and they must be given that recreation. Children should be educated in the geography of their city, of their province, and of their country. Lastly, he believed that story-telling was one of the best forms of mental recreation for their children. In conclusion, he expressed his sense of gratitude to the Y.M.C.A. College for the services they were rendering for the physical well-being of the people, and hoped they would continue to do so.

Mr. H. C. Buck next addressed the meeting. He referred to the question of play streets and said that he was glad that they were gradually getting some supporters to this idea. The development of public recreation in America had made great strides. They wanted in India such good facili-

ties for play and leadership that there should be no excuse for any one growing up 'physically illiterate.' It was the duty of the public and educational institutions to do everything possible to provide this normal play activity for the growing children.

Mr. C. J. Varkey, Parliamentary Secretary to the Minister for Education, who was present at the meeting, observed that schools should set apart some time for the recreation, mental, moral and physical of the students.

News and Notes

BY

P. M. JOSEPH.

College News.—The College starts the year with a group of seventy keen young men coming, as usual, from all corners of our vast country. We have a big contingent of nearly twenty from the Punjab. There are representatives from the Frontier Province, Kashmir, Delhi, Bombay, Baroda, Central Province, Madras, and Burma. We have one from distant Siam, a fine man, and an excellent representative of his country.

The students are just getting into the stride of the work, and the spirit of the college. They are being trained in the use of waste paper baskets and proper foot paths. The typhoid inoculation is over with no serious reaction. The scare about the snakes is cooling down. They are shaping well, and will, we are sure, develop into traditional Y.M.C.A. College men.

C. C. is very hopeful of developing a good cricket team this year. He is already dreaming about bringing the Inter-collegiate cricket trophy to the college. Our football talents are poor. We will be able to field a strong hockey eleven. In track and field athletics we ought to do well.

Mr. and Mrs. Buck.—Were given an enthusiastic welcome back to the college on August 2. Their eagerness to get back to work cut down their furlough too short. But if appearances do not deceive they are coming back after the change with renewed vigour and we are sure with new ideas.

Mr. C. C. Abraham.—Arrangements have been made through a Fellowship granted by Springfield College for Mr. Abraham to be there for a year of graduate study. C. C. has now been on the staff of the college for eight years. He knows the field and the many needs in it. His year in America and probable visit to some of the European countries on the return trip ought to bring him back with valuable knowledge and experiences. We wish him a grand time and every success.

Mr. J. H. Dunderdale.—The marriage between Mr. Dunderdale and Miss Jean Ellis took place at Kodaikanal on June 21st. The many old boys who know Mr. Dunderdale will join us in congratulating the happy couple, and wishing them every happiness and prosperity.

Mr. Dunderdale is now conducting his short course in Boys' Work as he did last year.

Dr. E. Berry.—Our Acting Principal will continue to be here at college, and will probably concentrate on working out details for a Two Year Course.

Rural Recreation in Salem.—We had an interesting time, in Salem, organizing rural recreation. Victor David and Victor Chelliah, both students of last year's class, proved themselves very capable leaders. I want to

acknowledge with thanks the contribution they made in this work on a voluntary basis. An account of our work will be found else-where in this issue.

Dr. J. H. Gray.—Word comes from Dr. J. H. Gray, General Secretary of the Rangoon, Burma, Y.M.C.A. that he has acquired, from the American Olympic Committee, several extra copies of their report on the Berlin games. These can be available to any desiring them at Rs. 7/8. It is a splendid publication and there will doubtless be many glad to avail themselves of this reduced price.

Physical Education for girls.—Many students will be glad to know that Mrs. Buck's new book, "a Programme of Physical Education for girls schools in India", has just come from the press—too late for review in this issue. It can be secured direct from the publisher, Oxford University Press, Madras, Rs. 3/12.

OLD BOYS' NEWS

David T. Hla.—1929—is attached to the Teachers' Training College, Rangoon. In this responsible position, he is doing very valuable work. In a letter he wrote to Dr. Gray he gives an account of some of the work he is doing there. In the College, he runs two courses in Physical Training. He is responsible for the athletic and scouting activities of the College and the attached school. He holds a King's commission as a Lieutenant, and is in charge of a platoon which he says "has not lost a single platoon competition since the College was opened in 1931.

In addition to the routine duties he has also been connected with various other progressive schemes directed to develop Physical Education in Burma. He writes: "The following are some of the things I have done and have been trying to encourage: 1. Syllabus of Physical Training in Burmese; 2. President of the P. T. Instructors' Association; 3. President of Scouters' Association; 4. Asst. Commissioner for Rover Scouts; 5. Burma Physical Education Association; 6. Lecture at Training College Vacation Course, Judson College vacation Course, and Annual P. T. Camp, Cabin Island; 7. Member of Health Section, Rangoon Health Week; 8. Member of The Executive Comm., Rangoon Schools Ath. Assn.; 9. Member of Physical Ed. Comm. Rangoon Ed. Board; 10. Helped to organize Phy. Ed. Conferences and Demonstrations.

We are very pleased and proud to hear of all this work done by one of our Old Boys.

Kartar Singh Akali—1933.—We are in receipt of a copy of the Report for 1937-38 of the Department of Health and Physical Education of the Ram Sukh Dass College, Ferozepur, Punjab, where Akali is Physical Director. Under his guidance the Department conducts the following: 1. Physical

