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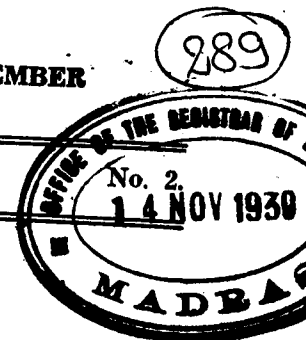


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Editorials

PHYSICAL EDUCATION AN EXAMINATION SUBJECT

Various committees dealing with the re-organization of education and of physical education have recommended that physical education should be made an examination subject for the S.S.L.C. While there may be room for differences of opinion on such a step there will, no doubt, be general agreement on the desirability of giving physical education and health education equal status with other branches of education. To give physical education the place which it deserves in educational institutions and to ensure the development of adequate, comprehensive, constructive programmes of physical and health education evidently requires that some pressure be placed on some schools. Those schools which already have a varied, comprehensive, and meaningful programme of physical education under competent leadership will welcome the recommendations because their students are well prepared to undergo any reasonable examination which may be conducted in the subject. But unfortunately there are some schools which merely fulfill the Education Department requirements by having one or two periods of mass exercise per week. This of course cannot be classed as physical education. But making physical education an examination subject will stimulate all schools to give adequate time and attention to a broad and varied programme of suitable physical activities that will build better bodies, create more wholesome living, and make possible the development of skills, habits, and attitudes which will be a source of satisfaction and enjoyment throughout life.

H. C. B.

IMPROVED TIME-TABLES FOR PHYSICAL EDUCATION

In various quarters attempts are being made to set aside more of the school time for physical education. Such efforts although long over-due are among the signs of progress. For too many years schools and colleges have taken the line of least resistance by pushing physical activities completely out of the regular time-table and justifying such a procedure with the flimsy excuse that it was impossible to so organize that physical education will be conducted by having a number of small groups per teacher just as is done in other subjects. The mass method with inadequate time and incompetent leadership cannot longer be accepted as a substitute for the real thing. The giving of attention to this important problem is highly commendable and we hope that before long every school and college will have its physical education organized as carefully as other subjects are organized; daily physical education for every pupil, classes of not more than 40 pupils per teacher per period, one physical education teacher for every 200 to 250 students on the rolls, and a sufficient number of periods per teacher per day to make physical education really worthy of the name. We know of a day school with a strength of 1,600 boys which organizes its physical education in such a way that every boy

enjoys one hour daily of what may be termed ideal physical education. "Where there is a will, there is a way".

H. C. B.

HIGHER QUALIFICATIONS AND BETTER SALARY SCALES FOR PHYSICAL EDUCATION TEACHERS.

It has been recommended that only Secondary Grade trained teachers, or L.T.'s, or B.Ed.'s, should be trained to teach physical education. This is a worthy aim and the practice should be ushered in as quickly as possible. But in order to attract such high quality leadership there must be drastic improvement in salary scales. The present scale, intended years ago for illiterate drill masters, is not likely to appeal to persons who have had to spend large sums on education and training and who must earn sufficient to enable them to render effective service and to continue to grow in the profession. The profession calls for leaders with intelligence to understand human nature and to guide it. The salaries must be commensurate with the intelligence and the capabilities.

H. C. B.

HEALTH EDUCATION

We call particular attention to the articles on Health Education in this issue because we are convinced that the problem of health is an urgent one in educational institutions, and because we are aware that the lack of co-ordination of Health Education with Physical Education is disastrous. We commend every effort to shape public opinion in favour of adequate attention to health, for health is the foundation-stone on which all constructive work of any sort is based. Health Education therefore is fundamental and must be well related to every other aspect of education, and to every aspect of life. We look forward to the day when adequate attention will be given to this necessary subject.

Mr. C. C. Abraham, B.A., M.P.E., one of the staff members of the Y. M. C. A. College of Physical Education, has just returned from America where he specialized in Health Education. He returns filled with ideas and enthusiasm for using the Y. M. C. A. College as an important medium for pioneer work in Health Education. Already he and the College Doctor have started some studies and some promotion activities which will no doubt stimulate greater interest and more attention to the subject; and show the way to carrying on constructive programmes of Health Education. We trust that as a result of Mr. Abraham's work and efforts all schools and colleges will introduce well co-ordinated and effectively functioning programmes of Physical and Health Education.

H. C. B.

THE DANN AND SOUTHALL HOSTELS.

From its earliest beginnings the Y. M. C. A. College has had the benefit of the delightful friendship and helpful advice of Mr. and Mrs. Dann. During his service as Director of Town Planning in Madras, Mr. Reginald Dann was a close friend of the College and its present development and arrangement owe much to his genius and advice. To our students, staff, and College Council his life has been a real inspiration to higher and better efforts. Following the death of Reginald Dann, Mrs. Freda Southall Dann made a generous contribution to start a fund for a Memorial Hostel for him. The Dann Hostel has been completed and opened, and in addition the Southall Hostel in honour of Mrs. Dann. As Mr. and Mrs. Dann inspired to better living so many of the past students of the Y. M. C. A. College, we believe that students now living in these beautiful cottages made possible by Mrs. Dann and friends of the Danns, may catch something of that magnanimity of character and personality of the Danns and be inspired to high and noble service. For these friends and for all that they have meant, and still mean, to the College of Physical Education, we are deeply grateful.

H. C. B.

What is Wrong with Physical Education?

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By

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

1. Does the physical education programme contain activities suited to the nature and needs of the participants? Are the activities such as appeal to inherent interests and desires? Do the students respond readily and wholeheartedly to the programme?

Perhaps a little more thought given to this problem might lead us to a more careful selection of activities; activities which have more meaning to the participants, activities which elicit ready response, activities which may make possible desirable outcomes. (By desirable outcomes is meant personality and character values in addition to physical and health values.)

To bring about improvement in physical education in this direction demands that we make a careful study of the nature of the people for whom activities are to be provided. The activities then must be such as are well suited to the people. The outworn traditional methods of suiting the child or the adult to the activities must be discontinued.

2. Are time-tables for physical education adequate? What can be done to enable students to devote *more time* to well planned, well conducted, and well supervised programmes of suitable activities? In one or two periods per week it is impossible to develop bodies, skills, or personalities.

Schools and Colleges must provide more and better opportunities for participation in physical activities if students are to derive any benefits from physical education.

3. What can be done to improve salary scales for physical education teachers? The present scales do not attract high quality men to come forward for training, nor do they tend to retain good teachers in service. On this point hinges the problem of quality leadership in the profession.

4. Are physical education teachers giving sufficient attention to coaching and training in the fundamental skills of physical activities, or are the pupils and students merely permitted to participate in a haphazard un-organized manner?

By observation it appears that too many athletes come up for competitions uncoached, untrained, and unconditioned. If this is true of those taking part in inter-school and inter-collegiate competitions, what attention is given to those who do not participate on the representative teams? Should not every student be taught the proper way of doing physical activities with the idea of making every one of them reasonably skillful?

Proper provision of instruction or coaching periods as well as of mere participation periods might ensure greater progress.

5. Are large schools and colleges providing a sufficient number of physical education teachers? Experience shows that in order to organize and conduct an adequate programme of physical education there is required one physical education teacher for every 250 students.

6. Is too much attention being paid to tournaments and too little to the required programme for the whole pupil body? Representative teams have a legitimate place in the whole programme. But great care needs to be taken to see that the small handful of students who play on the representative teams are not overworked and the other 90 per cent. underworked.

The programme for all should form a sound foundation. The representative team should be merely an outgrowth of the programme for all.

7. Is sufficient attention being given to the ethical values of games and sports, or is so much attention given to "winning" that the character values are neglected?

8. Are the children of the Elementary Schools given full opportunity to express themselves physically in a normal manner? If they are not they cannot develop into normal adults?

9. Are educational institutions and the public doing all that they possibly can to provide adequate playgrounds and wholesome recreation for all?

Report of the Committee on Physical Education of the Conference for the Re-organisation of Secondary Education

The recommendations of the Committee are as follows:—

I. That Physical Education should be given as much importance as other subjects in the Secondary Education curriculum, and that, therefore, there must be a public examination in both the theory and the practice of physical education along with other subjects of the S.S.L.C., the public examination being held on the following lines:—

(a) Practical test of proficiency in games and in fundamental physical skills to be conducted by a Board of Examiners.

(b) Theoretical test of knowledge in health and physical education to be conducted either through a separate paper on the subject, or, by adding a compulsory part in the General Science paper of the S.S.L.C. Examination.

II. That for physical education in secondary schools the following provisions be made in the time-table:—

(a) Two interval periods of 15 minutes each daily for physical activities, the periods being arranged thus:—

Forenoon :		Afternoon :	
1st period	.. 40 minutes.	1st period	.. 40 minutes.
Recess	.. 5 "	Recess	.. 5 "
2nd period	.. 40 "	2nd period	.. 40 "
Interval	.. 15 "	Interval	.. 15 "
3rd period	.. 40 "	3rd period	.. 35 "
Recess	.. 5 "	Recess	.. 5 "
4th period	.. 35 "	4th period or play period	.. 40 "
180 " or 3 hrs.		180 "	
Long interval of at least 1½ hours.		or 3 hrs.	

[NOTE.—The two intervals of 15 minutes each should be utilised for physical activities, carried out under the direction of the teacher of physical education and the supervision of the class teachers, with a view to inculcate alertness, orderliness, sense of discipline, and physical fitness for intellectual work.]

(b) One Play Hour daily, this being the last period of the Time-Table;

[NOTE.—The 4th period in the afternoon should be the daily "Play Hour" for all students, when they are to participate in play activities accord-

ing to a definite programme under student leaders, the supervision being by the teacher of physical education assisted by other members of staff. Where playgrounds are not adequate, this Play Hour should be so organized as to enable the students to participate in the playground activities at least every other day.]

(c) Five physical and health education instruction periods in the week.

[NOTE.—Five physical and health education instruction periods should be set apart in the week for health instruction, physical instruction and instruction in cubbing and scouting, the allotment of periods for these being 1, 3 and 1 respectively. Knowledge in the theory part of these subjects should be imparted in these periods, practical side of instruction being given in the same period whenever possible.]

III. That, with a view to implement the above scheme the following measures are suggested :

(a) **Syllabus :** (1) The syllabuses in other subjects of the S.S.L.C. curriculum should be suitably lightened.

(2) The syllabus in the theory and practice of health and physical education should be adequately revised.

(b) **Staff :** (1) The teachers of physical education should be fully qualified not only to teach physical education, but also to be class-teachers, i.e., they should possess not only the Government Certificate in Physical Training, but also the Trained Teachers' Certificate of either the Secondary Grade, or L.T., or B.Ed.

[NOTE.—At present S.S.L.C.'s and Graduates without the teacher training are admitted to the Physical Education Training courses. It is necessary that this should be discontinued as quickly as possible, in any case not later than five years.]

(2) The number of teachers of physical education employed in a Secondary school should be in the ratio of one teacher for every 250 students of the six classes of a complete Secondary school.

[NOTE.—According to recommendation No. II each class is to have 3 periods of physical education instruction besides the interval and play periods, i.e., the physical education teacher will have 18 periods of instruction in physical education and the work of organizing the interval period and play period activities. He will also have to be in charge of the optional play activities after the 8th period is over. Thus, a physical education teacher in a school of 250 students will be a full-time worker and have as much work as any other member of the staff. It is for this reason that the Committee recommend the appointment of one teacher of physical education for every 250 students.]

(3) When there is need for employing more than one teacher of physical education in a school as provided in 2 above, the senior teacher in a school with a strength of 750 and above, should be an L.T. or B.Ed., with the Physical Director's Diploma, while in a school with less than 750, he should be at least a Secondary Grade trained teacher with the Government Certificate in Physical Training. The assistants in such schools may be S.S.L.C.'s possessing the Government Certificate in Physical Training.

Physical Education teachers in Middle Schools must possess the Secondary Grade Teachers' Certificate and the Government Certificate in Physical Training.

(c) **Scales of Salary :** In order to ensure that Secondary Grade Trained teachers and L.T.'s or B.Ed.'s will be forthcoming for the training as Physical Education teachers and for employment in schools after the training is over, it is necessary to improve the scales of salaries for teachers of physical education. The Committee are convinced that the present Government scale of pay of Rs. 23—2/2—45, will not induce men of the right type to be trained as physical education teachers and therefore suggest the following scales of pay :—

(1) For S.S.L.C.'s with the Government Certificate in Physical Training, the scale of pay be that of the Secondary Grade trained teacher.

(2) For Secondary Grade trained teachers with the Government Certificate in Physical Training, the scale of pay be that of the Secondary Grade trained teacher plus an allowance of at least Rs. 5 per mensem.

(3) For B.A.'s with the Diploma of Physical Education, the scale of pay be that of a L.T. or B.Ed. teacher.

(4) For B.A., L.T.'s or B.A., B.Ed.'s with the Diploma of Physical Director, the scale of pay be that of a L.T. or B.Ed., plus an allowance of at least Rs. 10 per mensem.

(d) **Playground :** Schools should be required to have adequate playgrounds, the space required being 3 acres for Middle Schools and of 5 acres for High schools.

[NOTE.—In case acquisition of land for additional playgrounds is found impossible, efforts should be made to utilise public miadans for games. Such miadans may be shared in common by the schools in the area.]

IV. That physical fitness, as tested by medical and physical examinations, should be taken into consideration at the time of admission of students to the Middle School, and, both physical fitness and proficiency in physical activities should be considered while admitting students into the Fourth Form.

V. (a) That refresher courses in physical education should be organized (1) for teachers of physical education now in service in order to enable them to be up-to-date and to cope with the present-day advances in

the theoretical and practical aspects of physical education, and (2) for the benefit of the other members of the staff in order to enable them to co-operate effectively with the teachers of physical education in the programme of physical activities.

(b) That, for the effective organization of refresher courses in physical education, and for the supervision and guidance of physical education in the Presidency, there should be four Divisional Superintendents of Physical Education for the province.

[NOTE.—If adequate enthusiasm and interest in physical education instruction and activities is not manifested by schools it is because of the lack of an adequate number of officers to inspire, guide and control physical education activities.]

VI. That a separate Provincial Advisory Council for Physical Education, consisting of officials and non-officials, be appointed to advise Government on matters concerning physical education, and that representatives of this Council be appointed on the Provincial Secondary Education Advisory Council.

Health Education in the Public High Schools of the United States

PART I.

By

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During the one year of study at the International Y. M. C. A. College of Health and Physical Education, Springfield, Massachusetts, it has been the writer's privilege to make a research survey of health education, physical education, and recreation of over a hundred senior High schools of Massachusetts State. This research survey was sponsored by the State Department of Public Health, State Tuberculosis League, State Department of Education, New England Health Education Association, and Springfield College. In this article an attempt is made to briefly summarise the modern trends in the administration of health, physical education and recreation as carried on in the High schools of the United States.

How should health education, physical education and recreation be administered in the Secondary schools? What type of person should direct the programme of health, physical education and recreation? What type of training should be expected of the director of such a programme? These are some of the major issues that leaders in the field of health, physical education and recreation are facing in the United States to-day. In many schools in the United States the work of the school physician, school nurse, health teacher, science teacher and physical educator is largely unco-ordinated. Since 1920 there has been a decided trend in the direction of articulating and unifying the activities of all persons concerned primarily with the health and physical development of boys and girls in schools.

This trend toward an integration of the various activities of health, physical education and recreation is an outcome of the modern concept of man. In any modern scientific discussion of human nature, the traditional metaphysical separation of matter and mind, each as a separate and distinct entity has definitely no place. To-day the human organism is conceived of as being a highly complex ensemble of mental and physical traits and functions that are inter-twined and inter-dependent. As we know the human organism to-day, it is a psycho-physical unity. The mental and physical are merely two aspects of the same unitary organism.

There is sufficient scientific evidence to indicate that mental and physical factors exert a reciprocal influence upon one another. Bodily states and conditions can exert a profound influence upon mental states, and vice versa.

This concept of the psycho-physical unity of the human organism has influenced greatly modern educational theory and practice. Education has taken on great significance and meaning both in regard to the child and the attitude of the teacher toward the child. The newer biologic view of the organism helps us to better understand behaviour. A new light is shed on the process of learning. The fact that the whole organism is in some degree changed in each learning experience has far reaching significance to the modern educator. The part that environment plays in each learning experience brings the relationship between the organism and environment uniquely close. And finally, from this organism environment unity comes the consideration of the child as a social unit.

Education in the light of this broader concept of the human organism is thought of as "creative experience—the initiation of the young and the old into a creative personnel and social experience." That education is a process of continuous reconstruction of experience in the light of new experiences is widely accepted. Education is considered as life itself, an on-going continuous process of growth. Learning is growth and growth learning.

A new and richer philosophy of education has been the outgrowth of this modern concept of man. The concepts of health, physical education and recreation have also gone through a process of re-valuation and re-statement. Health, physical education and recreation have assumed new meaning, new significance and a new philosophy.

1. Health Education.—The concept of health has undergone radical changes in view of the modern scientific approach to human nature. The conventional definition of health as "the state of being hale, sound or whole in body, mind or soul; well being; especially, state of being free from physical disease or pain" is obviously a negative concept of health. Such a definition of health as freedom from disease fails to take into account the forces that promote superior levels of living. It misses the meaning of development and the significance of a well integrated personality.

Dr. William's definition of health as "that quality of life that enables the individual to live most and serve best" is in harmony with the modern concept of man and his function in society. Health education according to Dr. Wood is "the sum of experiences in school and elsewhere, which favourably influence habits, attitudes, and knowledge related to individual, racial and community health." Such an interpretation of health implies a systematic integrated programme for developing habits, attitudes and knowledge that will contribute to the physical, mental and emotional health.

More than being a course or an activity to be studied or engaged in, it is a programme dependent for its success upon the co-operation of every person influencing in any tangible way the behaviour of the pupil—in particular, every teacher in some degree, the physician, the dentist, the physical

director, the school nurse, the principal—each has some contribution to make to school health education as a contributing factor to the pupils' growth.

The implications of these definitions of health and health education are significant to the school and to school administrators. In the first place such a concept of health focuses attention upon the unity of the child. In the second place, this view of health suggests that the school cannot be engaged successfully in building up a store of health in early life that may be drawn on in later life. Since health is not a quantity but essentially a condition that comes from the kind of living that goes on, the educator must be interested greatly in the habits, skills, and attitudes that pupils form. This is the crux of the problem in all education. Since living finely to-day is the best guarantee for fine living to-morrow the administrator must review his curricula, methods and teaching staff to promote the best possible living at the moment for every pupil in school. The force and meaning of this view indicate that schools will become more and more places of living rather than places of learning about living.

In the third place, this view makes a distinction between theory and practice. Learning how to live gains its hygienic significance only as one lives according to his knowledge. Hygiene is not something to know about, but something to practice. This practical aspect of learning to live is very essential in health education. The teaching of health is highly unsatisfactory if it proceeds as an academic exercise, unrelated to the other significant services of health education. It is an educational delusion to imagine that knowledge of facts alone will give power over the situation represented by facts.

The Joint Committee of the National Education Association and the American Medical Association have laid down the aims of Health Education in schools as follows:—

1. To instruct youth so that they may conserve and improve their health.
2. To establish in them the habits and principles of living which throughout their school life and in later years will assure abundant vigour and vitality, which provide the basis for the greatest possible happiness.
3. To influence parents and adults to better habits and attitudes, so that the school may become an effective agency for the promotion of social aspects of health education in the family and community as well as in the school itself.

Health education, as carried on in some of the progressive schools of the United States, has four important phases—Health Supervision, Health Service, Health Instruction and Health Guidance.

1. **Health Supervision** deals with the environment in which the child lives at school. It relates to hygiene and sanitary administrative problems associated with

- (a) the school site and buildings,
- (b) providing adequate facilities for play and recreation.
- (c) the health aspects of classrooms, corridors, lavatories, toilets and water supply.
- (d) heating, lighting and ventilation of classrooms.
- (e) seating arrangements in classrooms.
- (f) school feeding.

The primary essential for effective health education is a wholesome physical environment for the school. The physical environment of the classroom and of the school as a whole should reach certain standards of æsthetic satisfaction. There are valid reasons for making the school and the school surroundings both hygienic and beautiful. In the first place children spend the major portion of their working hours in this environment and it is important that the school shall be as healthful as the skill of man can produce. Such an environment offers unique possibilities for the education of youth. For many children the school is the only safe and enjoyable place where they may play, experience proper sanitary conditions, or where grass, flowers and shrubs may be seen and loved, and one is impressed with the need for attractive surroundings for schools.

2. **Health Service** comprises the several administrative procedures designed to determine the health status of pupils, to inform parents of defects that may be present, and to help in every way possible in the prevention of disease and the correction of remediable defects. The primary purpose is to prevent and correct.

The responsibilities of the school in providing efficient health service are as follows:—

1. A thorough and complete medical and physical examination of every pupil at least once a year.
2. A systematic recording of all findings.
3. An effective follow-up programme to secure correction of remediable defects.
4. Procedures to secure the aid of family physician, clinics, hospitals and other organisations for the care and treatment of pupils in need of special services.
5. Re-examinations whenever and wherever necessary.

THE COMPLETE HEALTH EXAMINATION.

In a health examination the entire physical and mental personality of the individual is considered. The doctor, the school nurse, the dentist, the physical educator, and the mental hygienist engage in a *co-operative effort* to get at all the data for a complete and satisfactory appraisal of the health status of the individual.

The examination of the vital organs like the heart and lungs; the examination of the ear, nose and throat, and the skin; the tuberculin test, Schick test, Dick test, blood test, and urine test, fall within the functions of the doctor. The auditory and visual tests are usually done by a qualified nurse. The dentist examines the teeth for caries and other defects.

Certain other tests remain to be administered by qualified examiners. First in order of importance is the organic efficiency or cardio-vascular test. The doctor's examination of the heart and lungs is incomplete in the sense that only structural deviations are detected. The organic efficiency test is used as a supplement to the medical examination to yield a reliable, objective and valid index of functional status of the circulatory and respiratory organs. The information of functional condition, after structural condition of the heart is known, is of great significance in a complete health examination. A highly recognised cardio-vascular test in the United States is the one by Dr. McGurdy and Dr. Larson, both of Springfield College.

Next in order comes the examination for postural and foot defects, normality of weight, body mechanics and strength tests, all administered by qualified physical educators.

No examination is complete without an appraisal of the mental status of the pupils. Mental hygiene problems among school pupils are becoming acute and the schools are taking greater responsibilities for the development of a wholesome well-integrated personality. Tests directed to detect nervous disorders and affections, and emotional disturbances are included in a health examination procedure, and carried on through the entire school life of the pupil.

THE FOLLOW-UP PROGRAMME!

Schools are increasingly realising the fact that no health examination however complete it may be, would warrant the time, money or energy spent if it is not followed-up in a systematic and thorough manner. The school is admittedly not a place for treatment, but the responsibility to formulate a policy and plan a procedure for follow-up work and correction of defects rests with the school. Some of the methods availed by schools by which the follow-up programme is made effective are as follows:—

1. Notifying parents by letter or form of the findings of the health examination and suggesting steps concerning further examinations, treatment and hygiene.
2. Inviting parents to school for a conference on the examination findings.
3. Home visiting by the school nurse to report examination results, to interpret findings, and to convey the physician's recommendations.
4. Advising pupils of individual needs at personal conferences.
5. Acquainting teachers with the needs of individual pupils and suggesting methods of prevention, and follow-up.
6. Finding corrective measures and special examinations on behalf of a few indigent cases in great need of medical assistance but whose parents are wholly unable to meet any part of the expense.
7. Special corrective classes where the school physician and physical educator work together, for the correction of certain defects.

Individual counselling and guidance have a significant place in the follow-up program and the findings of the health examination are used as the basis for health guidance. The attitudes, habits, and interests in the pupil's own personal health are created when the health examination is supplemented by guidance procedures.

3. Health Guidance.—Individual counselling and guidance is permeating all education in the schools and colleges in the U.S.A., and health education is no exception. Facilities for health guidance by providing suitable personnel offer a great challenge to schools. The function of the teacher giving health guidance is described as follows:—

"The help given by a guide in a personally conducted expedition is guidance. His function is to show the way, to suggest things to do and see and to give such help from time to time as will make the expedition more pleasant and profitable. To accomplish this, the best guides never obtrude themselves; they give as much freedom as possible and keep in the background when not wanted".

Guidance in health is not mere giving advice to an individual in matters relating to health, neither is it to be confused with health instruction. Health guidance is the "sum total of the influences that are brought to bear upon the individual that will help him through his own efforts, to develop to the fullest extent of his capacity for growth and to take his place in the world." It is a way of helping the individual to achieve the best possible health for him.

The desirability of having on the staff of the school a suitable person or persons with whom the pupils can discuss their health problems is very keenly felt. Pupils of the senior High School level have several health

problems. Being in the adolescent period of growth, they have their conflicts, mental and physical and need health guidance in this direction in a great measure. A suitably trained director of health and physical education is in a very advantageous position to fill this need in view of the fact that he comes in contact with all the pupils, and that the relationship between him and the pupils in most cases, is an intimate one. The character and personality of the person giving the guidance will however, determine the quality of health guidance promoted.

(To be continued.)

Health Education in India

By

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Regional Correspondent of the All-India Federation of Educational Associations to the World Federation of Educational Associations.

One accustomed to the rapid, intensive and organised progress in the Western countries in matters concerning the health of the nation will find that the pace of progress in India is very slow—even as slow as that of the proverbial bullock cart. The vastness of the country which is nearly 3,000 miles from the mighty Himalayas in the north to the verdant Cape Comorin in the south, and almost 2,000 miles across in places, the prevailing traditions and superstitions in the 7,00,000 villages which contain nearly 90% of the population, the extreme poverty and ignorance, the heterogeneity in the British Provinces and the Indian States are some of the factors to be reckoned with. The problems in health education are manifold, but the general awakening all over the country for a better and fitter nation has resulted in more being done in the past few years than ever before.

In the narration of measures for effective health promotion, the prime place must be given to the Prohibition Acts all over the country where Congress Governments are in power. It is needless to go into raptures over this wise act of the peoples' Government because the beneficial effects of abstinence from alcohol in any kind is well known. The Congress Governments are to be congratulated on their boldness in tackling this problem so speedily and successfully.

The Madras Public Health Act will take precedence over many other health promotion measures since this is the first piece of legislation for health in this country. The provisions are far-reaching, and the Act has been acclaimed by one and all as a just and wise measure long overdue.

The deep interest taken by Her Excellency the Marchioness of Linlithgow in the welfare of the people has borne fruit in the intensive campaign against Tuberculosis and the substantial donations to the Anti-tuberculosis Fund. Her interest in the Child and Maternity Welfare work has given a fillip to the movement which had and even now has the Indian Red Cross Society for its sponsor. The activities of the Red Cross Society in the interests of the health of the people are too well known to be repeated here. Suffice it to say that the Indian Red Cross Society does really play a noble part in the amelioration of suffering and distress all over the country.

As a direct result of the example set by His Excellency Lord Linlithgow, Viceroy of India, milk supply to children in elementary schools is

fastly receiving more and more attention. Where milk is not available, Calcium Lactate and such substitutes are supplied.

Other agencies which help to promote the health of the nation are the Scout Movement, The Junior Red Cross, Nursery Schools, New Era Schools (based on the principles and methods of New Education), the several All-India and Provincial Sports and Games Associations, etc. Each makes its own contribution to the building of a better and healthier India.

The nature of work done in educational institutions is somewhat as follows:—

1. Teaching of Elementary Physiology and Hygiene.
2. Medical inspection where possible.
3. Physical Education.

The need of Health Education in educational institutions is yet to be recognised and consequently whatever health instruction or supervision is done, is very perfunctory and superficial in its nature.

Physical Education however has been receiving some attention since the Y.M.C.A. began to co-operate with the governments some twenty years ago. The Y.M.C.A. College of Physical Education, Madras, has done pioneering work in this field and the Y.M.C.A. Physical Directors have rendered yeomen service. The Congress Governments have been active and in Bombay and Central Provinces have set up Boards of Physical Education to advise Government in matters concerning play and recreation for the people. Bombay has also set up a College of Physical Education to train College graduates to be leaders of physical education in the province. Other Colleges of Physical Education are at Calcutta, Hyderabad, Lucknow and Lahore.

The physical education programme varies from province to province and state to state. The emphasis varies from formal physical training programme of Swedish drill and calisthenics to entirely indigenous programme of Suryanamaskars, Dündhals, Bhaskis, etc. All, however, agree in providing team games to the students not only for the hygienic and exercise values, but also for their character values. Emphasis is slowly being placed on the right type of leadership so that the inherent values of natural physical activities may be fully realised.

Mention must be made of the Educational Associations which provide for discussion of health and physical education programmes on their platforms. The Madras Provincial Physical Education Association is now the only Provincial organisation in India for Health and Physical Education, while the All-India Federation of Educational Associations provides for a Health and Physical Education section in its proceedings. Provincial Associations like the South India Teachers' Union, The All Bengal

Teachers' Association, etc., also take up the cause of health and physical education and contribute their quota to the solution of problems in Health and Physical Education.

The above is a brief narration of how health and physical education is making slow but sure progress. Much still needs to be done. For example,

1. Public health consciousness has to be widely awakened. There is some awakening, but it is not general and the public are yet to be educated in matters concerning health and physical fitness.

2. A widely awakened public should see to it that the educational authorities give health education its due place in the curriculum, that they introduce effective health service and supervision, and that healthful living conditions exist in all schools.

Health Education in India is yet to come into its own. But as Mr. E. M. Saunders said at the 7th Biennial Conference of the World Federation of Educational Association at Tokyo—"the spirit of the age sweeps through all alike and we see everywhere a movement towards the raising of the general standard of health throughout the people; the scope of our traditional sport and open air life is extended; special measures are taken for the education of girls; infant and child welfare assume the importance it deserves; the spirit of the school is changed so that co-operation replaces force; and above all science is taking its place as the guide of modern life."

Social Amenities for Workers

BOMBAY GOVERNMENT'S SCHEME

(Under the Direction of E. J. S. Ram, B.A., Diploma in Physical Education.)

In order that the working classes may be able to spend their leisure hours in a wholesome manner the Government of Bombay has decided to provide such Social Amenities to the workers and their dependents as are conducive to their general amelioration and social betterment. This purpose is to be achieved through the medium of Recreation Centres to be started in thickly populated working class areas of the three principal industrial cities of the Province namely, Bombay, Ahmedabad and Sholapur. It is not proposed to charge any fees to the workers for the use of the centres.

There will be three welfare centres in the city of Bombay, one at Worli, another at Naigaum and the third at Delisle Road. In addition there will be a children's playground at Sewri. All the areas are thickly populated with mill workers and the centres are to be located in the midst of Government owned buildings meant for housing the workers at cheap rents.

There will be a welfare centre at Raipur in Ahmedabad and another at Sholapur. In addition there will be one Workmen's workshop in Mechanical Engineering, Handspinning and Handicrafts at Ahmedabad.

AT SMALLER CENTRES

It is also proposed to start welfare activities on a small scale at smaller industrial towns like Hubli, Surat, Broach, Nadiad and Viramgaum.

The first Recreation Centre of its kind has been started at the Delisle Road Labour Area in Bombay since the middle of April last. The following is a brief account of the activities conducted at the Delisle Road Recreation Centre :—

CINEMA ENTERTAINMENT

The Industrial Labour at Delisle Road and adjoining places is entertained twice a week by free cinema shows. These shows are arranged on every Wednesday and Sunday. There are three shows on each day. The first show is from 3 p.m. to 4 p.m. and is reserved for women only. The second show is from 6 to 7 p.m. and is exclusively meant for children, and the third show is from 8 to 9 p.m. for the mill workers and other male adults. The daily attendance for cinema shows is over 2,000. For every show there is a great rush of people and at times the hall is insufficient to accommodate the number coming for these shows.

The films shown are generally educational and recreational. At times the Chicago Radio Co. is good enough to send news film or recreational

film but generally the films that are shown do not depict the real Indian labourer's life and activities. To eliminate this defect, this department has undertaken a scheme for producing such films here as will have a direct bearing on the labourer's life as it is now in India. For this purpose the department has sent to local suburban cine producing houses, for equipping themselves with the requisite practical experience, two qualified cine-apprentices. They will soon be able to produce such films as will have a direct bearing on the workers' life activities.

A portable talkie projector has been recently installed and talkie films are being now regularly projected.

The cinema activity has become so popular in the Labour Areas that this department is required at times to extend it in such far off places as Sewri.

MUSICAL ENTERTAINMENT

A radio set is installed at the Recreation Centre and it attracts a large number of people.

Bhajan and Kirtan programmes of the local artists who were workers were organized thrice during the last three months, and about 500 persons attended each time.

Indoor games such as Carrom, Draughts, Ping pong, Snake and Ladder, Begattel, etc., are organized daily in the morning and in the evening. The average daily attendance for these games is 350.

Outdoor games, Volley ball, Basket ball, Dodge ball, Hutootu, Atyapatya, Khokho, are the games that are played every evening under the supervision and guidance of a games' teacher.

Besides these minor team games and group games are also played. Young children and Adults belonging to working class spend their morning, and evenings in these healthy games. They come at regular hours and spend their leisure time very happily and in an orderly, peaceful and joyous manner.

Instructions in Lezim, Dumbells, Drill, Indian Club Drill, Pyramid Building, Boxing, Free hand drill and marching are given to boys and young men, who are interested in Physical culture activities. The average daily attendance is 200. There is a special instructor for these activities.

Several times talks on health subjects, such as, sanitation, personal cleanliness, good food, care of eyes and teeth, were given during the cinema shows. Arrangements are being made for installing microphone and loud speakers. When these arrangements are complete a regular programme for giving health talks and other instructive talks would be arranged.

A class for First Aid was conducted at the Centre for two months. The First Aid instructor of the Bombay City Ambulance Corps gave about 20 lectures. These were attended by a dozen students out of which five students have appeared for the First Aid examination recently held.

A Scout troop is organized at the Centre, and there are fifty scouts in the group. The group will be affiliated to the Hindustan Scout Association.

INSTRUCTION

There is a special Hall for reading. In this Hall there are four big tables on which magazines, periodicals and weeklies are placed. There are two newspaper boards and other boards for newspapers on which dailies in Marathi, Gujarati and Urdu are kept. There are about 2,000 Marathi, Gujarati, Hindi and Urdu books in the library. The books are issued to the labourers for reading. The Public Relations Officer and the Secretary of the Prohibition Propaganda Board has kindly arranged to send daily 100 copies of a Marathi one pice entitled *Sandhyakal* and 50 copies of a Marathi weekly entitled *Prakash*. Every day about 150 to 200 persons take advantage of the Library and Reading Room.

Literacy Classes in Urdu, Hindi, Gujarati and English are conducted every evening when adults and children attend.

PROHIBITION

Prohibition Work in the Labour Area is entrusted to this Department. With the help of the part-time workers the Welfare Superintendent at De-Lisle Road is carrying on the work of organizing chawl committees in D, E and F. Divisions predominantly occupied by Industrial Labour. Up to now 400 chawl committees have organized consisting of 950 members. Meetings of the members of the Chawl-Panchayats are held in different labour areas and they are addressed by the Labour Welfare Superintendent as regards the details of the Prohibition Scheme, the nature and responsibility of the members of the Chawl Panchayats. Registers of the members of the chawl panchayats are maintained.

Every Saturday the students in the labour locality meet and conduct a health debate on instructive subjects. The Students' Organization, entitled "Vidyarthi Vrinda," is conducting a magazine named Vidyarthi Vikas. The contributions for the magazines come from the students themselves.

For the purpose of ascertaining the number, nature and the character of the welfare Activities carried on at the different Social Welfare Institutions in the City, the Department carried on a survey of such institutions. About 150 institutions were visited in order to get first hand information about them.

The Department also carried on a survey of open spaces which could be used for organizing Recreation Centres.

This Department is also carrying on a topographical survey of the labour area, and is conducting an enquiry into the available medical facilities in the City of Bombay.

WOMEN'S SECTION.

Following are the recreational and educational activities organized for girls and women folk at the DeLisle Road Recreational Centre.

During the last three months the number of women and children attending cinema shows has gone up from 250 to 900 (at times even 1,000). This is a clear indication of the growing popularity of our Visual Education through the films.

Many youngsters and grown-up girls took part in the musical and dramatic activities organized for them at the centre. During the first week of this month about 18 girls could put up an entertainment programme for the staff and the members attending the centre. The programme was much appreciated by the audience and in its turn it has popularized the activity among other members of the centre.

Daily about 80 to 100 young girls take part in the indoor games and outdoor games organized by the centre.

Carrom seems to be the most popular indoor game while Zimma, Fugadi, Skipping, organized once or twice a week helps to break the monotony of Huttutu and Khokho and liven the dull atmosphere of the rainy season.

INSTRUCTIONAL ACTIVITIES.

The Literacy Class at the centre is not as popular with women as the Sewing class. About 15 to 20 women and girls attend this class and during the last three months they have made some progress but not as much as one wants them to make.

On the other hand the sewing class is well attended. During the three months the number has gone up from 15 to 30. Besides this seventy women take advantage of the sewing machine kept at the centre, to sew their own garments.

250 books have been issued to women and girls that attend the centre.

HEALTH AND PROPAGANDA.

Short intervals during the cinema shows are often utilized for giving women talks on subjects that are most useful for them and the subjects on which they need some instruction and information.

During the last three months about 6 talks were given. Three on *health* and two on home nursing and one on the Recreation centre and what it does for the womenfolk of the DeLisle Road locality.

Besides these activities organized at the Centre, much time was given to field work that has a considerable effect upon the activities carried on by our centre.

A survey work of social institutions was taken up and information of about 60 such institutions (working for the Welfare of Women and Children), was collected for the Directory.

There is enough of field work done within the Chawls which are visited by our Lady Welfare Worker and her associates to establish an intimate contact with the women of the locality. Talks on personal hygiene and family welfare are given to such women as need this advice. They are also helped in securing suitable jobs if they need employment and enquiries, investigations and reports are made to redress their general grievances and to meet their special requirements.

The Olympics

I. The Madras Presidency Programme for 1939-40:—

Saturday, January 27th	..	Women's Olympics.
Sunday, January 28th	..	Preliminaries of Basketball, Volleyball, Boxing and Wrestling.
Monday, January 29th	..	School Boys Sports and the Pentathlon.
Tuesday, January 30th	..	Men's Sports.
Wednesday, January 31st	..	Men's Sports.
Thursday, February 1st	..	Men's Sports.

Place:—Y.M.C.A. College of Physical Education Grounds.

II. World's Records in Track and Field Athletics:—

Event.	Time or Distance.	Holder.	Nation.
RUNNING			
100 yards	9.4s.	{ Frank Wykoff Jesse Owens	U.S.A.
220 "	20.3s.	Jesse Owens	U.S.A.
440 "	46.4s.	Ben Eastman	U.S.A.
880 "	1m. 49.6s.	Elroy Robinson	U.S.A.
1 Mile	4m. 6.4s.	Sidney C. Wooderson	Great Britain
2 Miles	8m. 56.0s.	Miklos Szabo	Hungary
3 "	13m. 50.6s.	Lauri Lehtinen	Finland
6 "	29m. 8.4s.	Ilmari Salminen	Finland
10 "	50m. 15.0s.	Paavo Nurmi	Finland
15 "	1h. 19m. 48.6s.	Erkki Tamila	Finland
100 Metre	10.2s.	Jesse Owens	U.S.A.
200 "	20.3s.	Jesse Owens	U.S.A.
400 "	46.1s.	Archie Williams	U.S.A.
800 "	1m. 49.6s.	Elroy Robinson	U.S.A.
1,000 "	2m. 23.6s.	Jules Ladoumegue	France
1,500 "	3m. 47.8s.	J. Lovelock	New Zealand
2,000 "	5m. 16.8s.	Archie San Romani	U.S.A.
3,000 Meter	8m. 14.8s.	Gunner Hockert	Finland
5,000 "	14m. 17.0s.	Lauri Lehtinen	Finland
10,000 Meter	30m. 5.6s.	Ilmari Salminen	Finland
20,000 "	1h. 4m. 0.2s.	Juan Carlos Zabala	Argentina
25,000 "	1h. 22m. 28.8s.	M. Marttelin	Finland
30,000 "	1h. 40m. 57.6s.	Jose Ribas	Argentina

Event.	Time or Distance.	Holder.	Nation.
RELAY RACES			
4×100 yards	40.8s.	University of South California (Delby, Maurer, Guyer, Wykoff)	U.S.A.
4×220 "	1m. 25.0s.	Stanford Univ. (Kneubuhl, Hiserman, Malott, Weiershauser)	U.S.A.
4×440 "	3m. 11.6s.	University of South California (Johnson, Cassin, Smallwood, Fitch).	U.S.A.
4×880 "	7m. 35.8s.	U.S.A. Nation, Team (Hornbostel, Young, Williamson, Woodruff)	U.S.A.
4×1 mile	17m. 16.2s.	Indiana University (Truit, Smith, Deckard, Lash).	U.S.A.
4× 100 metres	39.8s.	U.S.A. National Team (Owens, Metcalfe, Draper, Wykoff)	U.S.A.
4× 200 "	1m. 25.0s.	Stanford Univ. (Kneubuhl, Hiserman, Malott, Weiershauser)	U.S.A.
4× 400 "	3m. 8.2s.	U.S.A. National Team (Fuqua, Ablowich, Warner, Carr)	U.S.A.
4× 800 "	7m. 35.8s.	U.S.A. National Team (Hornbostel, Young, Williamson, Woodruff)	U.S.A.
4×1,500 "	15m. 55.6s.	English National Team (Harris, Hedges, Cornes, Thomas).	Great Britain
HURDLES			
120 yards	13.7s.	Forrest G. Towns	U.S.A.
220 "	22.6s.	Jesse Owens	U.S.A.
440 "	52.6s.	John A. Gibson	U.S.A.
110 metres	13.7s.	Forrest G. Towns	U.S.A.
200 "	22.6s.	Jesse Owens	U.S.A.
400 "	50.6s.	Glenn Hardin	U.S.A.

Event.	Time or Distance.	Holder.	Nation.
WALKING			
2 miles	13m. 11.4s.	G. E. Larner	Great Britain
7 "	50m. 19.2s.	John F. Mikaelson	Sweden
10 "	1h. 15m. 57.4s.	G. F. Larner	Great Britain
20 "	2h. 43m. 38s.	A. E. Plumb	Great Britain
3,000 Metres	12m. 23.8s.	Edgar Bruun	Norway
5,000 Metres	21m. 02.8s.	Edgar Bruun	Norway
10,000 "	43m. 25.2s.	Edgar Bruun	Norway
20,000 "	1h. 34m. 26s.	Janis Dalinsh	Latvia
30,000 "	2h. 37m. 37.6s.	Janis Dalinsh	Latvia
1 hour 13,308 metres (8 miles 474 yards)		A. H. G. Pope	Great Britain
2 hours 24,843 metres (15 miles 768 yards)		Janis Dalinsh	Latvia
JUMPING			
High Jump	6ft. 9¾in.	Cornelius Johnson	U.S.A.
207 cm.		David Albritton	
Broad Jump			
8.13 m.	26ft. 8¼in.	Jesse Owens	U.S.A.
Hop, Step & Jump.			
16.00 m.	52ft. 5⅞in.	N. Tajima	Japan
Pole Vault		William Sefton	U.S.A.
454 cm.	14ft. 11in.	Earl Meadows	
SHOTPUTTING.			
17.40 met.	57ft. 1in.	Jack Torrance	U.S.A.
DISCUS THROWING			
53.10 m.	174ft. 2½in.	Willi Schroder	Germany
JAVELIN THROWING			
7723 cm.	253ft. 4½in.	Matti Jarvinen	Finland
HAMMER THROWING			
57.77 met.	189ft. 6½in.	P. Ryan	U.S.A.
DECATHLON			
7900 points		Glenn Morris	U.S.A.

III. Good Style in Hurdling:—



GOOD HURDLING.

The Sixth Madras Provincial Physical Education Conference

1. THE PRESIDENTIAL ADDRESS

By

SRI L. K. GOVINDARAJULU, B.A., B.L.,

Director of Physical Education, Annamalai University.

Ladies and Gentlemen,

I value greatly the honour you have bestowed upon me of presiding over this the Sixth Provincial Physical Education Conference. I value the honour all the more for two reasons. Firstly you have seen it fit to choose a member of the profession to help you in your deliberations; and what is more significant, we have for the first time the coveted privilege of getting a member of the Government, the Hon. the Minister for Education, to open this Conference. We should be duly grateful to the Hon. Mr. C. J. Varkey for this distinction he has conferred upon us. This augurs well both for the future of our profession and for the welfare of our people in whose health and happiness we are all directly and intimately interested.

Six years ago, when the first of these Provincial Conferences met at Madura with our able leader and pioneer, Mr. H. C. Buck, in the chair, great hopes were expressed for the future of Physical Education in the Presidency. The ground had already been prepared in various ways. A successful Conference of Headmasters of Secondary Schools had been held. Powerful and representative Committees had been constituted to study the question of introducing or reorganising physical education in Schools and Colleges and to place it on a firm basis; and these Committees had already made valuable recommendations for a good beginning. Measures had been then adopted to make physical education compulsory in Schools and during the first two years of the College courses. One or two District Boards had made bold to employ Physical Directors to organize and supervise physical education in their schools. More and more enthusiastic young men had interested themselves in this new field of service and had got trained, keen on doing good, and anxious on making a success of their venture. These were great improvements in the past and at that Conference in Madura, we hoped, not without cause therefore, that rapid strides could be made towards progress in many directions, towards creating a larger and more effective interest in physical education in the administrators and teachers of schools and colleges and in the public. To secure the benefits of physical education for all, in cities and towns as well as in rural parts, we emphasised the need for play areas and appealed for the reservation of space in towns and villages. We also pointed out the emergent need for making health instruction compulsory in schools and for the provi-

sion of adequate opportunities for learning habits of wholesome living in schools and elsewhere. To implement a sound programme of health and physical education we appealed for regular and periodical medical examinations of school children and for the offer of adequate facilities for the cure of ills and the correction of remediable defects, which would otherwise handicap the intellectual and physical growth of pupils. Since work so varied in type and so comprehensive in scope as is envisaged by our demands could only be done by specialists, we made a pointed plea for the employment of trained men and for according them a status adequate to their task and appropriate to their knowledge and skill. We pleaded for more teachers of physical education in schools, and we appealed to teachers of the Three R.'s interested in physical education to take an active part in the programmes of physical education. We also dwelt on the need for extending facilities for physical education to the Elementary Schools and advocated the necessity for skilled and expert supervision of the work in all its stages. All these and similar demands we made, convinced that they are necessary for securing the citizen's health and stamina,—fundamental to the development of culture and to the acquisition and preservation of national freedom.

Year after year, these demands have been repeated at every Conference. The justice of most of these demands have been conceded by some and we have also won many warm friends for the Profession. But general recognition has not yet been accorded either to its being educational in aim and scope or to its significant part in the national structure. In this address I do not propose to enter into a detailed discussion of the scope of Physical Education, but I feel that without at least a brief statement of its contents our claims may not sound either clear or reasonable. To a large number physical education connotes no more than mere physical exercise or training; but training is not education. By training we seek to enforce more or less blind subjection to orders and to compel automatic response. In education on the other hand our endeavour is to draw out the best in the individual, to discover for him hidden potentialities which mark him out from others and to develop them through his own self-conscious or intelligent interest by the offer of the necessary stimulus and environment. Physical education is something more than physical training or compulsory games. As an Oxford educationist has aptly said it is "a parallel process to the education of the mind", in fact an integral part of the education of the whole personality. The joy that can come to the individual from the realisation of his own hidden physical powers is like bringing the power of sight to the blind; it transforms him completely. Apparently therefore our tool is the body. But in effect it is the co-education of the Body, Mind and Soul, with which we are concerned. The fundamentals of our work are the same as those on which basic education is founded—the Wardha Scheme, for instance. Only there is this difference—the Body is there always; whether you like it or not; you cannot take or leave it at your option. It is one of an indivisible trinity with the mind and spirit. It is essen-

tial for the progress of the intellect and the awakening of the Soul; and in our educational methods we can ill afford to dispense with this marvellous potential tool—the Human Body.

In this process of developing the human personality physical education helps to enrich life in various ways through self discipline and the free expression of the individual's intelligent interest. It helps to produce positive health which is at the root of all creative thinking and action—the capacity to live most and serve best, health not only of the body but also of the mind and spirit. It develops in the individual the ability to use his body with skill and economy and thereby creates bodily poise and harmony. The capacity to live in peace with the flesh and to use it to good purpose and with the least waste is a capacity which we have lost in this land, and physical education should help to remove our present physical illiteracy. This apart, physical education offers greatest scope for experience in social living. Wisely administered and with proper leadership, physical education gives opportunities for cultural experience and the humanistic appreciation of one's self and of others, and thereby develops great qualities of character invaluable both to the individual and to the society and the state, such as team spirit, tolerance, a love of freedom, the ability to use leisure wisely, a capacity to efface the self when necessary and generally a power over men and things. It is a veritable "laboratory for self-evaluation in a social world". Sometime ago I heard a journalist give a radio talk from Madras detailing some of the "dangers of physical education" as he described them; and the picture he drew was of commercialised boxing and wrestling. In the field of education it seems to be hardly realised even by apparently cultured men that what we seek to gain is not the mere capacity for performance though it may have its uses, but such balance and harmony in the individuals as will bring happiness and joy to the largest possible number. Our function is to obviate dangers to health and well-being as far as it may lie within human endeavour, and at the same time to provide by attention to individual needs and capacities and inherent interests such opportunities as will promote cultural and spiritual experience.

This apart, to promote health and to develop and foster healthy attitudes to life, physical education has an inseparable ally in Health Education. Health Education is something more than mere instruction in health knowledge; it is actual experience in good living, and implies the provision of the opportunities for acquiring in suitable environment healthy habits, the rationale of which the pupils can understand, the need for which the children can learn to appreciate and realise. Hence, health education is a fundamental part of physical education. If sickness can warp our judgment, make us muddle-headed, try our temper and affect our sense of values, any process of education in which we tolerate the want of health in any degree, should, to say the least, prove ineffective and wasteful.

To achieve the aims of physical education as I have described it, to bring into being through physical activities beauty and grace where there was none before, we need in this profession men of very high culture and skill. We need to develop a capacity for scholarship and to study many of the Physical and Biological Sciences. Physics, Chemistry, Physiology, Psychology and all the array of medical knowledge, in so far as the knowledge of these sciences may be helpful to us to understand the complex laws of the body and of heredity and of environment, in so far as it may help us to illuminate our personal and social relationships and aid us in our efforts at building up the health and shaping the character of those in our charge. We need men and women who possess great tact, depth of vision, and the insight with which to discover the latent powers of our pupils. We have to possess a wide variety of physical skills. We need teachers of great moral courage and of noble character. We need those who have an ability to organize, plan, and administer. In physical education, we need the capacity to lead and to impress; we need men who are alive to and have an appreciation of the facts of a changing world, men who take pride in their work and wish to make significant contributions to the lives of those among whom they are placed.

I have described very briefly the ideal of what teachers of physical education should be, but it is not a dream. It may be that in some measure many of us are found wanting in scholarship or versatility. But there is ample scope for improvement in this young and hopeful profession. We in the field of education cannot forget that education is a life long process and we have to be students first and last—always learning; and while with age some of us may lose the grip we now have over our bodies, we shall not be the poorer for it because we shall still know how best to lead and guide in our maturity.

There is ample scope in this land for such leadership as I have envisaged. Physically we Indians are the most undeveloped in the world; and our life is made short and miserable by ignorance which for centuries has cried aloud for removal. In spite of our grinding poverty, valuable human energy has been allowed to run to waste in a variety of ways, instead of being conserved and strengthened. Superstitions still reign supreme in our lives and in the name of religion we often offend human nature at every step. Vital statistics would prove that dread diseases, which long ago have been eradicated in other countries, still work havoc with our people; and our wretchedness seems to have no end. Laws, however wisely conceived, are not likely to be of immediate use unless able guidance is given everywhere and attractive opportunities afforded for the experience of healthful living. In all schools and colleges and rural centres there is plenty of room for service.

We live in an age of specialisation and the profession of physical education is a specialised profession. The experience of other countries should prove of great use to us in the re-ordering of our national existence. America and Europe have derived untold benefits from physical education and even

the conservative Englishman has come to wax eloquent over the merits of physical education in national advancement. Says Mr. M. L. Jacks of the Oxford University, "The immense improvement in the average German youth is probably due in large measure to the steps taken under the present regime to educate their bodies—the one incontrovertibly good achievement of this administration; a nation beaten to its knees has merged a nation strong to stand upon its feet." Could we not, in India, anxious to improve and willing to experiment, make an earnest endeavour to overcome our weakness and improve our physical heritage? The call for it is emergent. It is an uphill task and it deserves, hence, able guidance and wise leadership. Yet in our country there are many who, out of snobbery, will sniff and turn away from "this *unintellectual* task of physical education!"

If the high purpose of our profession is realised by people around us and if it is conceded that the ultimate human values are more significant than immediate benefits, those in authority are likely to extend to us greater consideration than now. Then, even the die-hard pedagogue, unwilling now to shake himself off from the stiff robes of conservative dignity, may concede our claims for service, similar to his and our right to do creative work of a kind he cannot cope up with. We can then have in schools and colleges the opportunities we now lack for the full realisation of the high aims of physical education such as sufficient provision for playgrounds and play equipment, apparatus for tests and measurements, greater number and more convenient periods of work, more efficient teachers with better pay and status and adequate enough in number to give individual attention to pupils, and may I add, even amenities for scholarship and up-to-dateness, like books and journals which the intellectual will now sometimes deny to the teachers of physical education. We could then see that the children are better attended to, freed from all remediable handicaps, and taught to live wholesomely and develop into worthy citizens of a great and free country.

We in India are now in a period of transition and significant changes are being made in every field of activity. As a cure for our proverbial poverty, it seems to have been found necessary to effect a change of outlook even in standards of living. Great and heroic efforts are therefore being made by our leaders on this behalf to induce our people to give up the town for the village and to forsake the sophistry and luxury of the city for the austere simplicity and nobility of rural life. It is not for us to question or doubt the wisdom of these great changes; but to us in the profession of physical education they must have a meaning. Our training must be adequate to the task of national uplift and suited to the genius and needs of all our people in towns as well as in villages. We need to attend particularly to those who live away from the bustle of the town fighting their daily battle with the elements, ignorant of the real comforts of civilization but yet its unconscious victims. To them too we have to bring happiness and joy—the innocent but lasting pleasure of participation in racial activities, the folk dances and rural

games which are now fast disappearing from our midst but once made life livable and enjoyable in the lone village.

We are lucky to belong to a province which has taken a lead in making many progressive changes; and it is our fond hope that in due time and at the earliest opportunity the interest of our Government in the health and well-being of our people expressed in such wise laws as the Public Health Bill and such regulations as pertain to rural sports, would also be extended further so as to foster the cause of physical education in this Presidency. For the physical regeneration of our people there is great need for experience in wholesome living and we feel that the opportunities for wholesome living can best be provided only through the offer of facilities for physical education under wise and trusted leadership.

2. REPORT OF THE SIXTH PROVINCIAL PHYSICAL EDUCATION CONFERENCE

The Annual Physical Education Conference organised by the Madras Provincial Physical Education Association has always served the purpose of focussing the attention of the public on the need for an effective programme of physical education in the country. The Sixth, held at Madras in the spacious premises of the Chintadripet High School on the 11th and 12th August 1939, was opened by the Hon. Chevalier C. J. Varkey, K.S.G., M.A., M.L.A., Minister for Education with the Government of Madras, and presided over by Sri. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University.

In his opening speech the Hon. the Minister assured the Association that Government are definitely interested in the health and physical welfare of the people and therefore in sound programmes of physical education. Financial handicaps prevented Government from doing all that they wanted to do in this direction. He therefore emphasised the need for evolving economical schemes of physical education, and announced his intention of convening a conference for discussing problems of health and physical education.

The Presidential Address was a stirring appeal for a proper understanding of physical education in its relation to general education and health education. "Physical Education," the President said, "is 'a parallel process to the education of the mind,'—in fact an integral part of the education of the whole personality." The body is one of an indivisible trinity with the mind and spirit, and essential for the progress of the intellect and the awakening of the soul. And "health education is a fundamental part of physical education" because "health education is something more than mere instruction in health knowledge; it is actual experience in good living; and implies the provision of the opportunities for acquiring in suitable environment healthy habits, the rationale of which the pupils can understand,

the need for which children can learn to appreciate and realise." Speaking of the values of physical education he said, "Physical Education helps to produce positive health which is at the root of all creative thinking and action—the capacity 'to live most and serve best' health not only of the body, but also of the mind and spirit Physical Education offers greatest scope for experience in social living such balance and harmony in the individuals as will bring happiness and joy to the largest possible number."

In a clarion call for leaders in physical education he said, "in physical education we need the capacity to lead and to impress; we need men who are alive and who have an appreciation of the facts of a changing world, men who take pride in their work and wish to make significant contributions to the lives of those among whom they are placed."

He also eloquently pleaded for provision of leadership and facilities in the rural areas. "We need" he said, "to attend particularly to those who live away from the bustle of the town, fighting their daily battle with the elements, ignorant of the real comforts of civilisation, but yet its unconscious victims. To them too, we have to bring happiness and joy—the innocent, but lasting, pleasure of participation in racial activities, the folk dances and rural games which are now fast disappearing from our midst, but once made life livable and enjoyable in the lone village."

In the subsequent meetings the following problems of health and physical education were discussed:—

1. What should be the content of a Physical Education programme?
2. Should Physical Education be an examination subject? How?
3. Medical Examination and its place in the scheme of Physical Education.
4. Should Health Education be a part of Physical Education or a special subject by itself?
5. What facilities in Physical Education are necessary?
6. Teacher co-operation. Why necessary and how secured?
7. Sports Secretary vs. Physical Training Instructor.
8. Scales of pay of Physical Training Instructors.
9. Problems regarding expenditure from games fund.
10. Physical Training Instructors trained before 1937 and their difficulties.
11. Physical Education for children of Elementary Schools.

12. The Problem of understaffing of teachers of Physical Education in Schools and Colleges. Need for one Physical Education Teacher for 250 students.
13. Tournaments—Excessive participation in tournaments interferes with studies of Students. What remedies?
14. Time Tables—How best to give more time to physical training.

The discussions evinced the keen interest of members in physical education problems. Very valuable suggestions were made, some of the important being

1. Indigenous activities have a definite place in a physical education programme which should consist of activities which are suited to the nature and needs of participants, which have meaning to participants, which elicit ready responses, and which make possible desirable outcomes.
2. Health education, comprising the phases of health instruction, supervision and healthful living, should be closely related to physical education.
3. Teacher co-operation in the physical education programme should be sought and secured in the best interests of the students and even of the teachers.
4. Physical Training Instructors trained before 1937 should not be handicapped by the operation of Rule 13 of the Madras Educational Rules as revised.
5. Excessive participation in tournaments should be discouraged so that the energy and time of students may not be dissipated thereby.

The need for effective annual medical examinations, for provision of adequate facilities for physical activities, for improving the scales of pay of Physical Training Instructors, for more provision of time in the time-tables, for one physical education teacher for every 250 students, for providing adequate physical activities to elementary schools were all fully stressed by the members. The undercurrent of thought in all discussions could be summed up in this statement—We, physical educators are not mere body builders; we do help to build bodies, but we try to make the students healthy and vitally efficient before trying to build bodies. But, we do also carry on the educational work of the class room in helping the students to build up proper habits of conduct and character. And so, as educators our work should be given due credit and full facilities provided to help us do this work to our full satisfaction.

The resolutions also show the trend of discussions relating to the problems. These, as unanimously adopted by the Conference, are :—

1. Resolved that the Director of Public Instruction be requested to authorise Headmasters of institutions to spend from out of the games fund of the schools for buying shirts or jerseys for school representative teams.
2. Resolved that the Madras Provincial Physical Education Association appoint a sub-committee to evolve a scheme of sound physical education suitable to elementary, secondary and training schools and to take such steps as may be necessary to give practical effect to the scheme.
3. Resolved to request the Government of Madras to appoint more Senior Physical Directors to supervise, control and organise physical education work in the secondary schools in the presidency.
4. Resolved that inasmuch as Rule 107 of the Madras Educational Rules has been revised requiring higher grade physical training certificate holders to be appointed in secondary training schools, the scale of pay of physical training instructors be suitably revised to encourage secondary trained teachers to be trained as physical training instructors and be available for appointment in all secondary training schools in the Presidency.
5. Resolved that a sub-committee consisting of Messrs. V. Raghunatha Iyer, B.A., L.T., K. Vedantadesikan, B.A., L.T., T. Srinivasagopalan, B.A., L.T., T. Subbaramayya, B.A., B.E.D., and R. S. Govindarajan, M.A., (Convener) be appointed to examine the possibility of making physical education as an examination subject in the S.S.L.C., and T.S.L.C., courses and to submit a report to the Secretary to the Commissioner for Government Examinations by the middle of September 1939.
6. Resolved to request the Director of Public Instruction to consider the physical education teachers who passed the Government Examination in physical training up to and including the examination of April 1937 and the lower grade physical training certificate holders of 1937-38 as equivalent to higher grade certificate holders for purposes of Rule 13 of the Madras Educational Rules and also to arrange for refresher courses for such physical training instructors at several centres in the presidency.
7. Resolved to request the Director of Public Instruction to enforce the recommendation regarding the appointment of one physical

Education teacher for every 250 pupils made in his proceeding R. C. No. 805-D-34 dated 28—6—1935.

8. Resolved to request the Director of Public Instruction to arrange for refresher classes in games and sports for the benefit of the members of the staff of elementary, secondary and training schools.

In his concluding remarks Sri. L. K. Govindarajulu urged strongly the need for the study and inclusion of more and more indigenous activities in the programme of physical education and appealed to the members of the profession to be alert to the needs of the country and to contribute of their best for the improvement of the nation's health and physical fitness.

A health and physical education exhibition formed part of the activities of the Conference. Exhibits were received from the following :—

The Annamalai University, the Y.M.C.A. College of Physical Education, the Senior Physical Director, Saidapet, the Teachers' College, Saidapet, the Kellett High School, Madras and the E. L. M. Fabricius High School, Madras.

The following types and classifications of exhibits were on show :—

(1) Indigenous Exercises (Dundhals, Bhaskis and Asanas through posed photographs); (2) Posture charts and photos; (3) Books and Magazines on Health and Physical Education; (4) Nutrition charts; (5) Physical training for children (Pictorial Education); (6) Pictures of muscles of the body; (7) Health slogans of the Department; (8) Cholera Charts; (9) Athletics; (10) Picture of how different kinds of Sports affect the body; (11) Columnar diagrams of Indian budget in relation to Health and Education, mortality, etc.; (12) Plans of playfields and playground with types of play materials; (13) Instruments of measurements of strength and skill; (14) Y.M.C.A. College Efficiency Charts, prospectus, etc.; (15) Charts on ideal requirements of play space and on the playgrounds available in Madras City; (16) Organisation Chart of Physical Education and Health Education in a High School, etc.

The exhibits were of a high order and very instructive. The exhibits of the Annamalai University deserve special mention.

The demonstration of play-for-all programme organised by the Chintadripet High School was very valuable in practically demonstrating the possibility of the use of a small playground by a large number of students. This, as well as the demonstration of asanas, tumbling, etc., by the Hindu Matha Patasala, Walajabad were both much appreciated. A visit to the Corporation Public Playground in Egmore by the delegates also gave prac-

tical ideas to the delegates how small areas can be utilised by large numbers.

The mass demonstration of physical activities by the Educational Institutions in Madras was the culmination of a two days' programme of addresses and discussions. Here again, the programme was one of indigenous small area activities and was followed with deep interest by the delegates and the guests.

The Sixth Provincial Physical Education Conference is unique in that it is the first time such a Conference has been organised independently. The success of the Conference is due to all who co-operated in its organisation and conduct either by contributing liberally to its finances, or by actually taking part in the program. The Working Committee of the Conference worked hard to make it a success and it is hoped the programme has proved of value to the public in helping them to evaluate physical education not in terms of perspiration and exercise but "in terms of an integrated personality, in terms of educational goals, in terms of the richness and fullness of the finest kind of living."

R. S. GOVINDARAJAN,

G. F. ANDREWS,

Joint Secretaries,

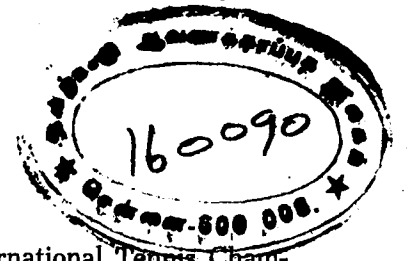
Sixth Provincial Physical Education Conference.

World News on Physical Education and Recreation

By

C. A. ABRAHAM, B.A.

TENNIS



The Indian Davis Cup Team.

India participated in the Davis Cup—The International Tennis Championship Tournament this year in the European Zone. Though India put up a plucky show we were beaten in the early rounds.

The Indian players later took part in the Wimbledon Championships. For the first time an Indian came up to the quarter-finals. G. Mahomed had the proud distinction of achieving this. In the last match he had to meet R. Riggs (U.S.A.) the ultimate champion. With scientific coaching and more experience of tournament play under varying conditions, India ought to do very well in the future.

Davis Cup.

Australia won the Davis Cup, beating America in the Challenge round by 3 matches to 2. Riggs (America) beat J. Bromwich 6-4, 6-0, 7-5; F. Parker (America) beat A. Quist 6-3, 2-6, 6-4, 1-6, 7-5; A. Quist and J. Bromwich (Australia) beat J. R. Hunt and F. Parker 5-7, 6-2, 7-5, 6-2; A. Quist (Australia) beat R. L. Riggs 6-1, 6-4, 3-6, 6-4; J. Bromwich (Australia) beat J. H. Parker 6-0, 6-3, 6-1.

Previous Winners:

1919: Australia.

1933-'36: Great Briton.

1920-26: America.

1937-'38: America.

1927-'32: France.

Thus Australia won the Championship exactly 20 years after her previous victory. Playing as Australasia, that country won the coveted trophy in 1919 on the renewal of the contest after the Great War. They were the holders of the Cup by virtue of their success in 1914, there being no competition during the war. On resumption Australasia, as holders, had the privilege of staging the Challenge round on their own courts. Sydney was the venue and British Isles, their opponents. They won the Championship by 4 matches to 1.

Championship of America.

The following are the winners:—

Men's Singles—R. L. Riggs (U.S.A.)

Men's Doubles—A. Quist and J. Bromwich (Australia)

Mixed Doubles—Miss A. Marble and H. Hopman

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Women's Singles—Miss Alice Marble

Women's Doubles—Miss A. Marble and Mrs. S. P. Fabyan.

G. Mahomed Warned.

Gaus Mahomed, India's No. 1, was warned by the Lawn Tennis Association of Great Britain that in accepting payment of his hotel bill at Hastings during the 1933 season, he had infringed the amateur regulations. Their rules do not permit the payment of hotel bills, but this is allowed by the International Federation, unless countries rule otherwise in their own jurisdiction.

It may be remembered that four English players were also warned for a similar offence in May last. It would appear that there is to be a tightening up of the rule.

Ranking Lists.

MADRAS

Men.

1. T. K. Ramanathan
2. S. Sivaswami
3. M. Janakiramiah
4. M. V. Bobjee

Women.

1. Mrs. C. V. N. Sastri
2. Mrs. Nailer.

(Only four were ranked, as there was no sufficient data to rank the other players)

INDIA

Men.

1. Gaus Mahomed
2. S. L. R. Sawney
3. D. N. Capoor
4. Ranbir Singh (Kapurthala)
5. Y. Singh
6. B. T. Blake and J. M. Mehta
7. S. C. Beaty
8. S. A. Azim and H. L. Soni
9. T. K. Ramanathan.

Women.

1. Mrs. Boland
2. Miss Leila Rao
3. Mrs. J. C. Lakeman
4. Miss M. H. Dubash
5. Miss M. Woodcock
6. Mrs. R. L. C. Footit
7. Miss L. Woodbridge.

WORLD

Men.

1. R. L. Riggs (U.S.A.)
2. J. E. Bromwich (Australia)
3. A. K. Quist (Australia)
4. D. McNeill (U.S.A.)
5. F. Punccec (Yugoslavia)
6. E. T. Cooke (U.S.A.)
7. H. Henkal (Germany)
8. H. W. Austin (Great Briton)
9. W. Van Horn (U.S.A.)
10. F. Kukuljevic (Yugoslavia)

Women.

1. Miss A. Marble (U.S.A.)
2. Miss K. E. Stammers (Great Briton)
3. Miss H. Jacobs (U.S.A.)
4. Fru. S. Sperling (Denmark)
5. Mme. R. Mthieu (France)
6. Mlle. J. Jedrzejowska
7. Mrs. M. Fabyn (U.S.A.)
8. Miss R. M. Hardwick (Great Briton)
9. Miss V. E. Scott (Great Briton)
10. Miss D. Bundy (U.S.A.).

CRICKET

Eight-ball Over.

The Marylebone Cricket Club recently issued the following notice regarding the eight-ball over :—

"The results of the first year's trial of the eight-ball over in the first-class and minor county cricket will be considered during the coming winter. It is known that in League and club cricket the eight-ball over has been given a trial, and reports on these trials received by the Secretary of the M.C.C., Lord's Cricket Ground, London, N.W. 8, before October 1, 1939, will be of much value. In the case of clubs affiliated to leagues, associations, or conferences, clubs should not report individually, but expressions of opinion from each controlling body with a statement of the number of clubs represented by the reply will be appreciated."

Interpretation of Law 54.—"In two-day matches the captain of the batting side has power to declare his innings at a close at any time; but such declaration may not be made on the first day later than one hour and 40 minutes before the hour agreed on for drawing stumps: in a one-day match at any time."

During this season there were one or two incidents in the county matches when both captains agreed previously to an early declaration in order to play the matches to a finish within the time available, instead of having to decide the match on the result of the first inning score which would entitle the winning team to a less number of championship points. Although the side that bats first may be said to be within its rights to declare its innings at any time, it is clearly against the rule for the second team to do a similar thing unless it can satisfy the Law 54.

It is thought likely that the M.C.C., which is the lawmaking body for cricket, would make an additional note explaining the position of the team that bats second when the next edition of the laws of cricket is officially published.

Inter-University Championship.

The Inter-University Championship for the Rohinton Baria Trophy has attracted this year ten teams. The matches will be played in four zones.

The following is the draw :—

North Zone	..	The Punjab vs. Aligarh at Aligarh.
Central Zone	..	Bombay vs. Nagpur at Nagpur (A) Allahabad vs. Lucknow at Lucknow (B)
South Zone	..	Madras vs. Mysore at Madras (C)
Second Round	..	Winners of A vs. Winners of B. Winners of C vs. Oosmania.

- Semi-finals ... 1. North vs. Central.
2. South vs. East (Benares).

The final match will be played at Bombay as usual.

FOOTBALL

Numbering of players.

In England, where football is very popular, the question of numbering the players as in Rugby has been engaging the attention of the authorities for some years. Large crowds, often fifty thousand and more, pay gate-money to watch some of the big league matches. Naturally, the people would like to follow the movements of particular players on the field and to be able to recognize them from a distance. To meet this demand the controlling body has been sounding the opinions of leading clubs on the matter. At first there was violent opposition from almost all the clubs as in the case of every alteration in any existing rule. But gradually the idea took root and now there is every prospect of making this part of the rules of the game.

In India it cannot be said that the need for numbering is urgent. Except perhaps in Calcutta the problem does not exist in this country at present. If this principle is applied to other games as well we shall find even cricketers being numbered, especially in important matches.

Changes in Rules of the Game.

The latest issue of the official laws of the game contain a few changes which are worth noting. They are, in the main, modifications which have been found practical as the result of last season's experiences, but wording has, in some instances, been amended. The following are the changes or modifications which are *in italics*:

Law 1. (2) Marking. The field of play shall be marked with distinctive lines, *not more than 5 inches in width.*

(6) The Goals., joined by a horizontal cross-bar *the lower edge of which shall be 8 feet from the ground.* The *width and depth* of the goal-posts and *the width and depth* of the cross-bars shall not exceed 5 inches.

Law 3. Punishment. The second part shall read as follows:—Any player leaving the field during the progress of the game (except through accident) without the consent of the Referees shall be deemed guilty of ungentlemanly conduct.

A player who leaves the field during a match for any reason must not take part in another match until that in which he commenced has ended.

Law 5. Referees.—If a player is sent off the field before a game actually begins another player may take his place, but the kick-off must not be delayed.

Law 8. The Start of Play:—When extra time is necessary, play shall be restarted according to (a). The interval between the end of the normal period of play and the start of the extra period shall be under the jurisdiction of the Referee.

Law 12. Fouls and Misconduct:—

(e) . . . ; it (charging) is permissible as long as, in the opinion of the Referee, it is fair and is made when the ball is within playing distance of the players concerned and they are definitely attempting to play it.

(j) *Is guilty of ungentlemanly conduct.*

Punishment (2) Inside the penalty area.—(C) For any infringement of (f) the punishment shall be an indirect free-kick.

(4) *Commits ungentlemanly conduct.*

Although a player is entitled to charge the goal-keeper when the latter is in possession of the ball, i.e., holding the ball, it is not permissible for such a player to kick the ball under such circumstances, the use of the foot amounts to ungentlemanly conduct and should be dealt with accordingly.

Law 11.—Off-side. (c). *The ball last touched an opponent or was last played by him.*

NOTE.—*This should come before Law 12.*

Law 13. Free-kick.—A player has been known to kick the ball directly into his own goal from a direct or indirect free-kick, in which case the Referee should award a corner-kick. If, however, a player kicks the ball directly into the opponents' goal from an indirect free-kick, the Referee should award a goal-kick to the opponents.

Law 15. Throw-in.—Sometimes a ball is thrown by a player directly from a throw-in into his opponents' goal in which case the Referee should award a goal-kick. If, however, a player throws the ball directly into his own goal the Referee should award a corner-kick.

Law 16.—Goal-kick. *The kicker shall not play the ball a second time until it has touched or been played by another player.*

If a player taking a goal-kick plays the ball a second time after it has passed beyond the penalty-area, but before it has touched or been played by another player, an indirect free-kick shall be awarded to the opposing team, to be taken from the place where the infringement occurred.

NOTE.—The italicised portions are actual changes or modifications in the laws and the other portions are changes or modifications in notes to the Referee or players.

It may also be mentioned that the Football Association is recommending a new method officiating at games, what is known as the Diagonal method. In this new method the linesmen actively take part in the officia-

ting and help the Referee who controls the game running along an imaginary diagonal. Readers are urged to get familiar with this new method as it may come into force very soon.

SWIMMING.

New World Records.

Several new records in swimming were created recently: 100 metres backstroke—Irene Van Feggelen, the Dutch swimmer, lowered her own record of 1 minute 13 seconds, her new time being, 1 minute 12.9 second.

500 metres breast-stroke. The German, Joachim Balke, has beaten the world record with 7 minutes 23.3 seconds. The record previously held by an American, Kaye, is 7 minutes 23.8 seconds.

The same man, Joachim Balke, has set up a new record in the 100 metres breast-stroke by reaching the time of 1 minute 9.5 seconds, the last record of the French swimmer Cartonnet being 1 minute 9.8 seconds.

300 yards free style. 3 minutes 25.6 seconds by Ragnhildhveger. This beats the previous record of 3 minutes 27 seconds made in June 1935 by Den Ouden.

TRACK AND FIELD ATHLETICS

German Woman's Feat.

In the European Women's Athletic Championships, Fraulein Dora Ratien, Germany, established a world record for high jump with 1.70 metres beating the previous record of 1.65 metres established by herself last year.

At the International Athletic Meeting held in Berlin last July, Frauline Schulz of Munster created a world record in (women's) long jump by clearing 6 metres and 12 centimetres. The previous holder was the late Hitomi of Japan with 5.98 metres.

800 metres race. R. Harbig, the German runner returned new world figures of 1 minute 46.6 seconds. This runner thinks he can better even this time if he could compete with four others like him under proper conditions. He would then cover the first 400 metres in 50 seconds and yet maintain a challenge when it came to the ultimate effort for victory. The time for the second lap would be 56 seconds.

Most athletes in Europe when discussing the best method of attacking the 800 metres record, seem to favour maintenance of a uniform speed throughout, but this is almost impossible in a race, for some of the runners are sure to vary their speed. Harbig has been recalling his early athletic days, when ten kilometres was his favourite distance. When undergoing military service seven years ago he was called in as a substitute for a sprinter in a relay race, and did so well that he decided to concentrate on short distances. Four years ago he was returning 11 seconds for the 100 metres and

22 seconds for the 200 metres. In the same year, when the highest honours as a sprinter seemed beyond him, he caused some surprise by winning the German Olympic 800 metres trial in 1 min. 54.1 sec. Since then he has made the 800 and 400 metres his distances.

Maki lowers world record for 10,000 metres race.

Seven thousand spectators were present when late in the evening—the track being illuminated by searchlights—T. Maki (Finland) lowered the world's record over 10,000 metres (six miles and 381 yards less a foot) by 3.5 sec. to 30 min. 2 sec. in Tammerforce (states a report in *The Manchester Guardian*). There was a big gathering of the world's greatest long-distance runners, with P. Nurmi firing the starting pistol. Maki the European champion over 5,000 metres, I Salminen, Olympic and European champion over 10,000 metres, L. A. Lehtinen, world's record holder over 5,000 metres, Pekuri Virtanen, Askola, Iso-Hollo, Olympic double champion in the steeple-chase, and others competed.

The world's record over 10,000 metres was established by H. Kolehmainen (Finland) at the Stockholm Olympic Games in 1912 at 31 min. 20.8 sec. J. Bouin (France), the only non-Finnish runner to hold it, reduced the record to under 31 min. Nurmi and Ritola lowered it further until in 1924 Nurmi returned 30 min. 6.2 sec. Thirteen years later Salminen succeeded in knocking off 0.6 sec. Maki feels certain that with Pekuri's assistance as pacemaker he will be able to get below the half-hour next summer. He will also make an attempt against Lehtinen's 500 metres world record of 14 min. 17 sec.

A remarkable feature, even for Finns, is the even pace of the running. The times for each 1000 metres were: 2 min. 58 secs., 2 min. 57 secs., 3 min. 2 secs., 3 min., 3 min. 2 secs., 2 min. 58 secs., 3 min. 2 secs., 3 min. 6 secs., 2 min. 57 secs. Four of these ten stages were run in exactly the same time, and apart from the ninth stage the maximum variation was only 5 sec. As Maki did not lead in the early fast laps his running was almost certainly still more even paced than these times suggest.

S. Wooderson the world's greatest middle distance runner.

Sydney Wooderson, the British holder of the world's mile record, established himself as the world's greatest middle distance runner when he covered the half mile in the world's record time of 1 min. 49.2 sec., beating the American, Elroy Robinson's time of 1 min. 49.6 sec. established in 1937. He also set up a new record for 800 metres in 1 min. 48.4 sec., beating Robinson's time of 1 min. 48.6 sec.

Germany's Supremacy in Hammer Throw.

Germany dominates the hammer-throwing, and quite naturally, there has been developed something which may be called the "German style". It is nothing new in itself, but combines the wonderful three swings of an

O'Callaghan (Ireland) with a special furore—that is, a greater pace than applied by other athletes.

While most other throwers hold against the tremendous pressure of the hammer swung round two or at the most three times, the Germans, using three swings, really let fly. They add their mighty arm's strength to the tearing weight of the hammer, and they still manage to keep inside the iron ring by almost folding up.

It is sufficient proof of the efficiency of their method that within five years they have raised the German record from a moderate 161 ft. to the world's record distance of over 193 ft. That has not been achieved by one outstanding thrower; two Germans have passed the previous world record, which had stood for 25 years, and seven other Germans have accomplished throws of over 175 ft. and up to 185 ft. So it is not that an isolated hammer-throwing "genius" has bobbed up but that an efficient training method has been successfully applied.

A little time-taking experiment points to certain conclusions. The time which passes from the weight's first leaving the ground to the hammer's leaving the thrower's hands gives a clue. While Blask needed 4.9 sec. for starting the hammer on its flight and Hein 4.7 secs., the two Swedes, Warngard and Malmbrandt swung it 6.4 sec. and 5.3 sec. Obviously the rotations of the two German champions were considerably faster.

Education Through Play

THE VALUE OF ORGANISED SPORT

By

O. MOHANASUNDARAM, B.A.,

Education through play requires just as general education, men with the highest academic qualifications and training. Modern physical education has produced a type of leader who believes that education can be imparted through organised and supervised play.

Biologically a normal child requires four or five hours of free play everyday. What happens now is that after five or six years the child is taken away from the natural surroundings where it had free scope for physical activity, and put under artificial conditions. What Nature intends is frustrated by our scheme of education, and is it any wonder that the child deteriorates in body and mind? Play comes as an instinct and it is nothing short of a crime to prevent a child from playing. If the school or the home or the state cannot provide adequate facilities and opportunities, they are undoubtedly neglecting and under-mining the health and growth of the future generations. Attractive playgrounds with qualified leadership and supervision need no special pleading, no laborious educational propaganda, no clash with orthodox opinion to make them popular.

PLAY-STREETS

The unrestricted way in which the city has been allowed to develop combined with indiscriminate exploitation through commerce, industry and housing, has resulted in unimaginable congestion in certain areas with no play spaces whatever except the streets. In the whole city there is not one permanently laid out sports field and track. There are very few organised playgrounds but they are quite inadequate in number. Many schools in the older parts of the city with hundreds and thousands of students in attendance, have little or no open space, and the students, if they play, must attempt it in the narrow crowded streets which are full of dangers, and play cannot but be interrupted and disorderly. But the 'urge' in children for expressing their personality through play is so much that it cannot be stopped. Play they must, and play they will, and some places will have to be provided. Till the Municipality, Government, and educational institutions jointly or severally tackle the problem and provide adequate supervised play facilities, a stop-gap arrangement can be made by creating play-streets. These play-streets should be kept scrupulously clean, especially during the play hours. Further, some of the playcourts for non-equipment

games, such as, *Uth-Uthu*, *Atya-Patya*, *KhoKho*, etc., could be marked on the streets for self-organised groups of children.

Schools, chawls, offices and industrial centres can use the terraces of buildings for recreational purposes, provided proper precautions are taken. In such cases, the terrace ought to be sound proof so that the children's activities do not disturb people in the floors below, and also the building is not damaged. Wire-netting should be provided all around to prevent the ball or other objects used in the games from being thrown into the streets. Last but not least, the play-leader should make intelligent selection of suitable activities, for the limited facilities he has at his command.

IN AMERICA

A similar situation in America compelled the authorities to reserve some of the cross-streets which are not frequently used, exclusively for play during the play hours. In addition, they reserved open spaces, equipped them with play apparatus for children but with no supervision. In fact these spaces literally became larger streets. The street-play and unsupervised playgrounds brought to light new problems. The streets are invariably kept dirty and unhygienic, and any scratch or bruise in the streets is more dangerous than in a cleanly kept supervised playground where facilities for First Aid are provided. These unsupervised play areas became the rendezvous of the rougher members of society where the rule of the "bully" holds sway, and out of this, there is bound to result persecution, selfishness, lawlessness and many other forms of social degeneracy.

Playgrounds, if undirected, will defeat their own purpose. They will not be used by the great body of well-bred children. No thinking parent will send their children to a place where they will learn obscene languages, habits of vice, and social misconduct or to a place where they will be bullied by the rough element. Conditions as have been described above became so bad in the years about 1910 that the Playground and Recreation Association of America (now, the National Recreation Association) issued a warning to all the States: "Equip no more playgrounds until you have provided adequate supervision for all you have now."

It is interesting to know the various stages of progress of the playground movement in America:—

Year.	Cities maintaining Centres.	Number of centres under leadership.
1910	10	3270
1916	414	3270
1925	748	8608
1932	914	12,684

Compared to the progress that America and other countries have made in the field of physical education, India is far behind and has not kept pace with other nations. No wonder we are on the last rung of the ladder in all sports and athletics. We have nobody else to blame except ourselves, steeped as we are in utter physical illiteracy.

Unless a National Organisation backed by the resources of the provincial and Central Governments tackles the problem and enforces its recommendations there will be no adequate solution to this vital nation-building phase of education. Is it too much to expect the National Planning Committee to open its eyes to this much neglected, much abused field of national service, and realise the potentialities of play for building up a real united Indian nation?

very well in all the Inter-College Competitions. He is inducing the school authorities to introduce Physical Education in all the Institutions.

T. S. Muthuswamy (1938-39) has been appointed in E. R. High School, Trichinopoly. We know he will do his best in the cause of Health and Physical Education.

T. J. Francis (1938-39) has been appointed in R. B. A. N. N. School, Bangalore. The school has good grounds and Inter-House Competitions are the chief feature of the programme. We are sure Francis will develop a still better programme so that all the thousand boys of the school may enjoy themselves.

A. V. Vaidhya (1938-39) is organising Training Camps at different centres in the Baroda District for Primary and Secondary School Teacher. It will take four years to train all the teachers under 40 years of age.

I am sure it will be a great help in conducting Physical Education in Baroda. Let us wish that all other provinces and States follow their example and Physical Education may reach its zenith soon.



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