

# The South Indian Teacher

(The Official Journal of The South India Teachers' Union)

DECEMBER, 1942

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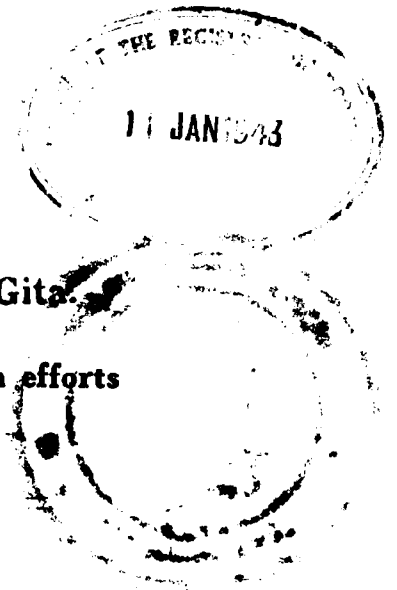
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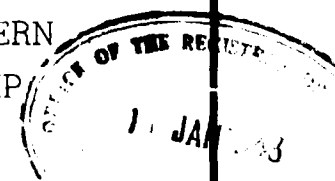
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# THE SOUTH INDIAN TEACHER

Vol. XV

December, 1942

No. 12

## A MODERN POLICY FOR ORGANIZING PHYSICAL EDUCATION IN SCHOOLS

By

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

### A. An Interpretation of Physical Education

Physical Education is that part of the general educational programme which is concerned with the growth, development, and education of children through the medium of big-muscle activities. It is education of the whole child by means of physical activities. Physical activities are the tools. They are so selected and conducted as to influence every aspect of the child's life,—physically, mentally, emotionally, morally.

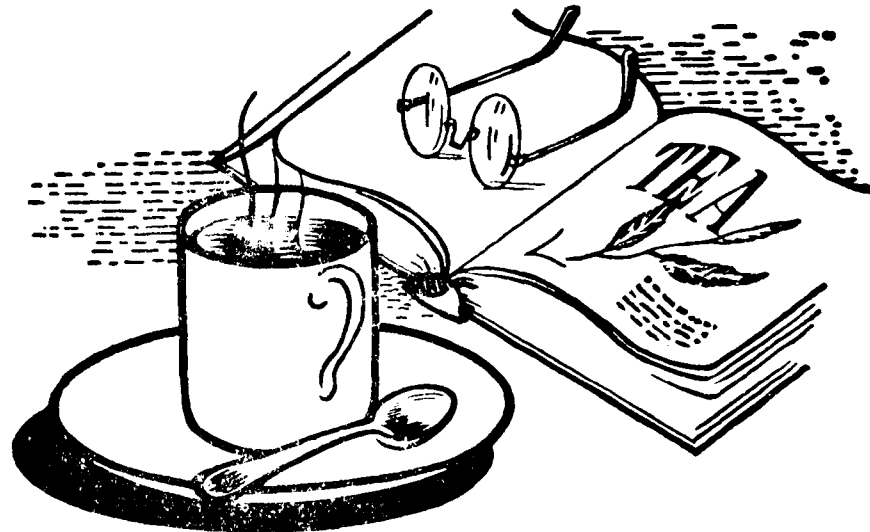
### B. The Aim of Physical Education.

J. F. Williams a leading authority in the field of physical education, says—"Physical Education should aim to provide the skilled leadership, adequate facilities, and ample time for affording full opportunity for individuals and groups to participate in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound."

This implies a thorough understanding of the nature and needs of the participants and a programme utilizing activities and facilities catering to interests and needs.

### C. The Objectives of Physical Education are :—

1. The protection and improvement of health and the development of organic fitness.
2. Increase in strength and neuro-muscular control.
3. Development of desirable social attitudes and standards of conduct.
4. Acquisition of skills, habits, and attitudes in a variety of physical activities which will contribute to wholesome and enjoyable leisure pursuits.



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**D. Class Instruction in Physical Education**

1. All children in the elementary school (Classes 1—5) should participate daily in a programme of directed physical education activities during which time the teaching of skills, techniques, attitudes, and understandings should be stressed. The minimum daily instructional period should be thirty minutes in length, preferably thirty minutes in the morning and thirty minutes in the afternoon. In addition there should be recess periods, periods for free and supervised play, and integration of physical education activities with other phases of the curriculum.

2. Activities included in the physical education programme for elementary schools should be varied in nature, and should include games of simple organization for large and small groups; rhythmic activities including free and creative rhythms, singing games, and folk dances; hunting and chasing games; modified athletic games; stunts, tumbling and self-testing activities; activities on gymnastic and playground apparatus; mimetics and story plays. This programme of activities should be suited to the interests, needs, and physical capacities of the pupils. Individual differences must be taken into account.

3. School managements should provide equipment and supplies sufficient in amount and variety, together with sufficient indoor playroom and outdoor playground facilities, to permit conduct of such a programme.

4. Elementary school classroom teachers should have a sufficient amount of training to enable them to conduct physical education activities suitable for elementary school children. Such training should be given in every teacher-training institution. Special training classes should be conducted for teachers already in service.

5. All pupils in the middle and high schools should participate in a daily programme of directed physical education activities. The minimum time allotment for physical education class instruction periods should be the equivalent of the school's regular academic periods. Additional time should be allotted for practice and participation periods. Time-tables for physical education instruction classes should be planned as carefully as are other class periods. They must fit into the regular school day along with other classes in such a way that every pupil may receive physical education *instruction* daily. This may necessitate radical re-organization of the entire school programme, even to the extent of starting the school day earlier; but if we are to educate the whole child we must re-organize school life in such a way that our aim may be realized.

6. All pupils in the school should be enrolled in physical education classes. Those who by reason of illness or disability are unable to participate in the more vigorous forms of activity should be assigned to classes in modified activity, or to rest, with full credit in either case. No pupil need be excused from physical education where such a programme is maintained.

7. Work in scouting, or guiding, or in military training should not be permitted to serve as a substitute for physical education, since the objectives and the means of obtaining the objectives of each are of such a divergent nature.

8. Classes in physical education should be small enough to permit efficient instruction. Twenty-five pupils per teacher per period is desirable. Never should a class consist of more than forty pupils per teacher. Pupils should be classified and grouped according to their several abilities.

9. The physical education programme should receive equal recognition with other subjects in the curriculum.

10. The content of the programme of physical education in the middle and high school should be broad and varied. It should include a variety of team games, major and minor; a variety of individual and small team sports such as tennis, archery, handball, badminton, teniquoit, fencing, boxing, wrestling, quoits, stunts, tumbling, pyramid building, gymnastics, drills, marching, etc.; efficiency tests and group competition; track and field athletics; rhythmic activities including folk dances and gymnastic dancing, etc.

11. The physical education class instruction period should be utilized for the teaching of skill, attitudes, and understandings in the foregoing programme of activities and should not be used as a period for free and undirected play. All reasonable precautions should be taken to prevent accidents. Habits of safety in activity should be developed.

12. Supplies and equipment sufficient to organize and conduct the programme adequately should be provided by school managements from funds budgeted for such a purpose. The physical education programme should not be allowed to subsist on such gleanings as the gate receipts of athletic contests, demonstrations, or student fees, but should be supported on the same basis as classes in History, English, Mathematics, and other school subjects.

13. Adequate bathing and sanitary arrangements, dressing rooms, indoor and outdoor play facilities should be provided in each school in order to make possible the most effective programme.

14. Teachers of physical education should be thoroughly prepared for their duties. They should be persons with the best available training and certificated as specialists. Unqualified persons must not be permitted to teach physical education.

15. Classes in modified activity, corrective, physical education, or rest should be provided for those pupils who, because of disability or illness, may not safely participate in vigorous activity. The medical examination and doctor's recommendation should be the basis of assignment to this programme. Facilities for conducting the above programme should be provided in each school. The services of teachers with specialized

training in corrective physical education should be available for each school.

16. All middle and high school pupils should change to physical activities clothing for the physical education period. Bathing should be required at the close of each physical education class. It is most unhygienic to exercise in clothing in which the person will remain after exercise. To prevent chills and fevers there should be a complete change of clothing for exercise and the exercise should be followed by a bath and change into dry clothing.

17. Records of physical education work should be maintained. Just as registers, tests and measurements, and records of progress are kept in other subjects, so the same attention must be given to physical education. Such records serve as incentives to pupil and teacher and enable us to discover whether we are realizing our aims and objectives.

#### E. Intramural or Inter-House Athletic Programme and Recreational Clubs

Such a programme includes those physical education activities organized by pupils and teachers within the school and conducted by them outside of the regular physical education classes.

This programme comprises what is ordinarily spoken of as the *participation* periods in physical education. The purpose of instruction classes is to prepare pupils for this participation programme.

1. Inter-House or Intramural activities in a great variety of games and sports should be organized and conducted in both elementary and secondary schools. These activities should be so planned as to make possible the voluntary participation of *all* pupils.

2. Recreational clubs have an important function in the secondary school to foster participation in those activities which do not lend themselves to a competitive intramural programme. Examples of such club activities are :—camping, hiking, cycling, swimming, dancing, etc.

3. Pupils should participate in the organization and conduct of such activities under the direction of interested and qualified teachers. The development of pupil leadership is an important aspect of the programme.

4. Facilities and equipment for conducting intramural and club activities should be provided by school managements, and should be equally available to boy and girl groups.

5. Awards for winning intra-mural contests, if given at all, should be simple, inexpensive, and of little monetary value. Such awards should be made to teams, not to individuals. Honour boards, rather than trophies, are recommended.

6. Play Days and Sports Days within the school itself should be the natural outcome of a well-planned physical education programme.

#### F. Interschool Competitions

A programme of education needs to be conducted throughout the country to bring about a better understanding of the total physical education programme and its relation to interschool competitions. In many schools there needs to be a shift of emphasis from interschool to programmes within the schools themselves. More youths should receive the benefits of a well directed athletic and games programme. The interschool programme should merely be the superstructure of a good foundation of instruction and participation within the school.

1. Interschool competition should be considered an integral part of the educational programme and therefore under the direction of the physical education teachers. It should be provided for and financed by school managements. It should be administered entirely by school authorities.

2. Coaches or special teachers of any particular game or activity should be *bona fide* full time members of the staff, and should be trained and certificated as physical education teachers. Coaching is teaching.

3. Interschool competitions should be confined to the high schools. They have no place in the elementary or middle schools.

4. Play days may be conducted to bring together pupils from different elementary and middle schools for socialized participation in games and sports, no school championship being involved.

5. The health and welfare of pupils should be of first consideration in planning and conducting inter-school competitions. To protect and promote the health and welfare of competing athletes, the following conditions should be met :—

- (a) Adequate medical examinations for all athletes at the beginning and during each season of participation, with medical service at all contests.
- (b) Following an illness, the readmittance of a pupil to participation only on a doctor's recommendation, and under his supervision.
- (c) Selection of contests which will not overtax the physical capacities of immature pupils.
- (d) Teachers well trained in the fundamentals of the sport involved.
- (e) Best obtainable protective equipment for every participant.
- (f) Ample time for conditioning and training in the fundamentals of each sport.
- (g) Competition between teams of comparable ability. High School pupils should not compete outside of high school standard.
- (h) Standardized classification (on such bases as strength or age, height and weight) and eligibility requirements.

Since age is not a reliable factor, classification for the present should be on the basis of a combination of the factors—height and weight.

- (i) Playing seasons of reasonable duration.
- (j) No Provincial or Inter-Provincial competitions for high school boys.
- (k) Limiting boys to participation in two sports per year, in separate sport seasons.
- (l) Adequate provision for medical and hospital care of injured athletes.

6. Education Department Officers should be members of High School athletic associations and Boards of control.

7. Interschool competition for girls should be limited to invitation competitions, chiefly in the form of sports days or playdays where mass participation is emphasized.

8. All girls' athletic activities should be taught, coached, and referred by trained women leaders, and should not be a mere copy of inter-school contests for boys.

— — —

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## PHYSICAL EDUCATION ACTIVITIES AND PLAYGROUND EQUIPMENT FOR ELEMENTARY SCHOOLS

By

N. K. MIA

Physical Education is not a fad or fancy but is fundamental to all educational development—an integral part of Education. When a child goes to school, the whole child goes—his body, mind and spirit; hence if Schools are to play their legitimate part, they must provide such facilities as would cater to the needs and interest of the children.

Civilization has deprived us of many natural activities; life in many ways has become artificial; the child gets the taste of the artificial living as soon as he is sent to a School; the prolonged enforced confinement, the long continued sitting, the ill fitting school room furniture, all these have a deleterious effect upon his physical and mental well-being.

Educationists have all been conscious about these drawbacks of a school life and they are constantly trying to find ways and means to rectify such defects. Some progress has no doubt been made, but much remains to be done before every school can have sufficient equipment to meet the needs and interest of a growing child. A normal child is always active and expresses himself mostly through physical activities; hence reasonable accommodation for exercise, and sufficient equipment for the gymnastic lesson and games must find a place in a well equipped school plant.

It is important to emphasize the fact that Elementary School Children can only enjoy those activities for which they are mentally and physically ready. Teachers must know not only the mental and physical characteristics of the various age levels but also must make constant use of all such information in order to help them to make their theory and practice into one. The idea has been too prevalent that Physical Education consists of Gymnastics and formal Drill, setting up exercises, indigenous exercises, and marching taught in a formal manner for improvement of health, posture and discipline. But these are all invented by Adults and as such they should be confined to the adults only. A wide knowledge of rhythm, of games, of stunts and of plays, is of little value unless it goes hand in hand with a thorough understanding of the relative value of these activities.

In the elementary stage boys and girls participate and enjoy mostly the same activities and hence generally there need not be separate programme of activities for boys and girls. From a study of the characteristics of children of this age it will be found that they like to climb, swing, run, jump, vault throw, push, pull, lift, skip, hop etc. and that they also like simple rhythm and dramatization. These are all free movements and through these free play the child develops the nervous and muscular mechanism of his body; and as he advances in age he turns from spontaneous free play, with or without apparatus, to games of co-operation involving intellectual and social elements. Also, like air, food and sunlight, free play is an essential condition for growth and development.

Rhythm is the essence of life. Muscular system demands alternate tension and relaxation; hence when they are tuned well there is the absence of fatigue and the maximum physical benefit. The fact that Rhythmic movements are enjoyed by children proves that they are normal and wholesome—especially for girls they are most suitable form of exercise.

In Western countries Elementary Schools are now generally equipped with various types of playground apparatus. In our country too some of the City Schools have done the same. Apparatus of course will cost money and so most of our Elementary Schools will never find enough money to do likewise. However, that is not a handicap at all in a country like India where 90% of her people live in the village almost in a natural state. In a Village School, apparatus is therefore no consideration if you only know how to improvise them. With an intelligent leadership and a few movable apparatus like ball, stick, rope, etc., quite a lot could be done to make the children happy in a Village School.

In planning a programme of activity the teachers should select activities of various types so as to give a well balanced development. The activities which the children enjoy during their elementary stage can be classified under the following heads :—

- |                             |                             |
|-----------------------------|-----------------------------|
| (1) Story plays             | (6) Chasing games           |
| (2) Athletics               | (7) Simple relays           |
| (3) Rhythmical activity     | (8) Mimetics and            |
| (4) Stunts                  | (9) Free plays on apparatus |
| (5) Activity with apparatus | or without apparatus.       |

All these activities could be done either with no apparatus or with very little apparatus that could be improvised at a very little cost.

The following movable apparatus, if available, will add greater interest to a Programme of Physical Activity :—

Balls (of different sizes, some For Throwing, Catching, Kick-inflated and some stuffed ing and Striking. with soft material)

|                                         |     |                                                        |
|-----------------------------------------|-----|--------------------------------------------------------|
| Bats                                    | ... | For Striking.                                          |
| Whip                                    | ... | "                                                      |
| Sticks                                  | ... | For Jumping, Vaulting, or Crawling under and Striking. |
| Sand pits                               | ... | For Jumping, for Stunts.                               |
| Mats                                    | ... | For Stunts.                                            |
| Rope                                    | ... | For Skipping or For Climbing or For Swinging.          |
| Hoop                                    | ... | For Crawling through and For Vaulting through.         |
| River Pebbles (of the size of a Potato) | ... | For Throwing and Picking.                              |
| Bows and Arrows...                      | ... | For Markmanship.                                       |
| Indian Club, Dumbbells, Wands etc.      | ... | For formal exercises.                                  |
| Vaulting Standard                       | ... | For High Jump and For Diving Over.                     |
| Lazium                                  | ... | For Rhythmic activity.                                 |
| Drum and Cymbal                         | ... | For keeping Rhythm.                                    |

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(\* 14 ft. high 33 ft. long.)
- 2 Four swing outfits. 16 ft. high, 10 ft. long.
- 1 Baby slide 2 Three board see-saws
- 1 Ocean wave 1 Six travelling rings
- 1 Giant stride 1 Combination basket ball and volley ball court
- 2 Steel Parallel bars 1 Sand pit
- 1 Big Slide 1 Double Teeter ladder.

While it is true that Equipment is necessary, still space is all the more important, because want of space will make the Physical Programme impossible. It is therefore well to remember that at least 3 acres of land is required for a well equipped Elementary School Playground; and if possible the play area should be fenced all round to keep the playing area in good shape and in Hygienic condition.

Physical Education Programme in a poor country like ours should be so planned that it would bring the maximum benefit with a minimum amount of cost, and further attempts must always be made to improvise and not to depend much on commercial articles.

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## THE PLACE OF LEAD-UP-GAMES IN A PHYSICAL EDUCATION PROGRAMME.

BY

A. K. SINGH, B.A.

All over the world the importance of Physical Education is being recognised as of vital necessity both during war and peace time. India has also taken long strides towards the development of Physical Education in her Schools and Colleges. If best results are to be achieved, it is absolutely important to have some guiding principles while planning out a suitable programme of Physical Education. There is no controversy regarding aims and goal of Physical Education. But there seems to be a difference of opinion about including activities in the programme. If the guiding factors are honestly adhered to, there can be no disagreement at all. Programme must be based on needs, capacities, and interests of the pupils and due consideration should be given to leadership, organization and facilities such as equipment, area, funds and local conditions.

Play holds the most important place in any programme of Physical Education, because every normal child, youth and adult loves play and enjoys the various values of play. "Play for the adult is re-creation, the renewal of life; play for the child is growth, the gaining of life." History of games parallels the history of civilization. Man has played since his very origin. The child begins playing before he does anything else, besides satisfying its natural needs of eating, breathing and eliminating.

There are hundreds of varieties of play which are commonly known as games. Many of them are exclusive to a country because of the climatic and other conditions prevailing there. Many are universal games which are played and enjoyed by all. India has lots of its own games, but like many other things it has also adopted foreign games which have become a sort of national games. These games are popular in all parts of the country and so naturally our boys and girls like to learn and play them. But, very often it is remarked that the expenses incurred in these games cannot be borne by the Schools or Colleges, or there are no areas where such games may be played. Problems like these could be solved by introducing Lead-up-Games in the Physical Education programme, which will enable the pupils to have the pleasure of playing games since they are so much interested in these universal games.

Lead-up-Games are those games which have particular fundamental skill or skills of a specified game or sport. These games help the players to become more familiar and skilful in the actual games. As the very name suggests, they lead to the mastery of the particular game of

which they are the A. B. C. To make quite clear what a Lead-up-Game is, concrete examples are given below:—

### End Football (Lead-up-Game for Football)

#### I. *Players:* Two teams of 8 to 12 players on each team.

*Area:* A rectangular space 45 ft. by 60 ft. with another line one yard inside the end line forming a sort of endzone. A centre spot is marked where the football is placed to begin the game.

*Game:* All the players of each team stand in their own End-zone and are numbered from one to the last player. The leader calls a number—the players bearing that number from both the teams and the one on either side of him run towards the football which is placed in the centre of the field and try to dribble pass through the players of the other team and send the ball between the players standing in the end-zone, who all try to stop the ball from crossing the end line and try to send the ball to their own players who are already in the field of play, without stepping outside the end-zone. Whichever side sends the ball across the opponents' end-line scores a point. Again the ball is placed in the centre and the leader calls another number; the game proceeds as before. Whichever side scores ten points first, wins.

- Rules.*—1. If the ball goes out of bounds on the side lines, nobody scores any point and the game starts afresh.
2. The ball must not be kicked higher than the waist. If this happens the team sending the ball across the end line does not get the credit of a point, but the ball is put in the centre and the game starts again.
3. Touching the ball with hand or fouling the opponent scores one point for the other side.

There could be lots of variations in this game, and area could be increased or decreased according to the number of players. It can be noticed from the above game that the skills of Football like dribbling, passing, dodging and low kicking are involved in this game. This is a near-replica of the actual game of football.

### Captain Ball (Lead-up-Game for Basketball).

#### II. *Players:* Two teams of 5 to 10 players on each team.

*Area:* Any space with no obstructions. Two circles of about 6 ft. diameter are marked opposite to each other at a distance of about 60 to 70 ft. and a centre spot is marked in between

the two circles. Two more free Throw spots are marked between the centre and each circle at about 20 ft.

*Game:* Each team puts its captain or a tall player inside the circle towards which they are facing. The opponents appoint a guard or two near the circle who should always stay outside the circle.

The game starts with a jump ball at the centre and the teams work the ball towards their captain by passing or dribbling as in Basketball. Whichever team succeeds in making a goal by sending the ball to its captain who must catch it without stepping outside the circle that team scores two points. After a goal the ball is again put into play by a jump ball in the centre.

The game might be played for 15 to 20 minutes in two halves with a break of a couple of minutes. The team scoring more points at the end of the playing period wins the game.

- Rule.*—1. Running with the ball, double or foul dribble are not allowed. For these violations the ball is awarded to the opponents who put it into play by passing it to their team mate from the spot where violation has taken place.
2. For a personal foul or for stepping into the circle by any defender a free throw is awarded to the opposite team from the free throw spot, which if caught by the captain scores one point for his side. After this type of goal also, the ball is put into play after a jump ball at the centre.

Variations could be introduced according to the situation. In this Lead-up-Game there are nearly all the skills of Basketball except shooting for a basket. No boundaries are required, neither expensive baskets. Youngsters can also play as the height of the captain will be in proportion to their own, instead of the height of the actual basket on a basketball court. Lead-up-Games serve many purposes:—

1. Lead-up-Games are a modified form of the actual games. They can be very helpful to the Physical Education teacher because they can be adjusted to the space and equipment available and also to the number of pupils. They serve as variety so they break the monotony of the activities. Any convenient rules could be framed and activity carried on to make the Physical Education period more lively and enjoyable. They can supplement the minor games and because of the competition they have more attraction for the pupils.

2. Young boys and girls are fond of imitating their elders so naturally they want to play major games and are not satisfied with the

games more suitable for them. Physical Education teachers know that for a growing boy or girl major games may be injurious because of the overstrain and too much competition and craze for victory which very often results both in physical and mental bad health. Lead-up-Games can remove this danger. The pupils will get what they want without risking their health and will develop variety of skills.

3. Novices may be taught through these games. Beginners are always eager to have a taste of the game itself. This is necessary to create interest which is important to learn anything and it also gives an insight in to the game. Actual game may kill the interest when one finds that, instead of having pleasurable experiences, he is put to annoyance which always happens till a novice has developed a certain amount of skill in the game. But it must be remembered that situations in an actual game may be different than what are provided for, in a Lead-up-Game, so leaders must correlate the isolated skills with the whole game.

Transfer of learning will take place and the skills learnt in a Lead-up-Game will be made use of in the actual game. It also must be remembered that working on fundamental skills is different from playing a Lead-up-Game. The latter being a "whole" by itself while the former is just a "part." Modern methods of teaching emphasise "whole method", and it ought to be preferred to the "part method". By playing an actual game, the novice gets an "insight" of the game and knows the "goal" for which he ought to strive. Interest only develops when there is a goal and insight, which brings more effort and through it achievement follows, resulting in pleasure which is the greatest factor in learning. Lead-up-Game is a miniature form of the actual game or sport and is bound to provide pleasure since it has all the factors important for learning.

4. It is also important that the young pupils must be gradually taught the major games so as to make up the representative teams later on. Youths can learn games more quickly and easily than the adults. Lead-up-Games may be used to set up a foundation on which the teams could be built to represent the institution in the High School and College courses. The difficulty of the Physical Education teacher in building a team will be minimised when a regular flow of players will be forthcoming, who have had experience in those types of games. A permanent love for games and sports will be established which will be of great value in later life, and will provide recreation and proper use of leisure.

5. Lead-up-Games can be used for coaching a representative team. The efficiency in the team work and development of tactics and specialisation in skills pertaining to a game can only be achieved by constant practice. Regular games and matches are not always possible because of the time required and the preparation necessary for such occasions. Yet it is necessary that the representative teams must be kept in form and Lead-up-Games can meet this requirement to a very large extent. Besides, the coach can easily work with the individual players and help them with

the skill which they lack and need improvement to keep up to the standard of other players. A few players can get together and play and enjoy instead of depending on another team to play with them.

Physical Education programme should include Lead-up-Games to a larger extent than done so far. These games have already appeared in books, and also could be improvised by taking a few skills from a game and taking the facilities available into consideration.

A few reference books where Lead-up-Games are mentioned are listed for the benefit of the Physical Education Teachers who may like to use them in their programme. They can be bought from the Y.M.C.A. Publishing House, 5, Russell Street, Calcutta.

1. *The Game Way to Sports* by H. A. Reynolds.
2. *Games coaching for Schools and Colleges* by D. M. Cooke.
3. *Games, Contests and Relays* by S. C. Staley.

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## EDUCATION IN THE ART OF LIVING THROUGH ORGANISED CAMPING

By

O. MOHANASUNDARAM, B.A. DIP. P. E.

### Camping in other countries

The Board of Education in England in drawing up a comprehensive scheme of physical education has emphasised the educational importance of camping, excursions, walking tours, etc., and has summed up thus: "The conditions of modern civilization with its crowded localities, confined spaces, sedantary occupation, the increased need for study and mental application; the many social circumstances and difficulties which restrict opportunities for natural physical growth, all require that children and young people should receive physical education by well considered methods, devised in a broad and catholic spirit to promote and encourage the health and development of the mind and body. Physical education includes all activities likely to minister to physical health, not only gymnastics, games, swimming and dancing, but sports, free-play, walking tours, camps and all forms of occupation and exercise likely to create a love of open air and healthy ways of living."

America has gone all out for this activity, providing a number of beauty spots in the country side. At some of the permanent camping sites even outdoor theatres, swimming pools, workshop, etc., are provided. It is said that camping experience is made available to every child in the States. In Europe, in the programme of building the youths and knitting the young people as a nation, camping hiking and walking tours are recognised activities that are given State aid and encouragement.

### Education in India, today, is divorced from life

But, how is education understood in our country? Mention the word 'Education' and it only brings to our minds the pictures of text-books, black-boards, crammed class-rooms with their rigid discipline and the nightmare of examinations! Surely, it is possible to make the class-room education as enjoyable as play and less irksome than work; and make play as educational as it can certainly be made. The ideal should be, in the striking words of Dr. L. P. Jack: "Living becomes an art when work and play, labour and leisure, mind and body, education and recreation are governed by a single vision of excellence and a continuous passion for achieving it. A master of the art of living draws no sharp distinction between his work and play, his labour and his leisure, his mind and his body, his education and his recreation."

Our schools as they are today care more for disseminating second-hand knowledge, rather than for the life and growth of our children. To

remedy this, the fundamental thing is for us to recognise education, not as mere 'schooling' or 'learning' or 'filling the empty buckets at the fountain of knowledge', but rather as a continuous lifting process, of change, modification, and education of the external and internal environment. Then and then only can education contribute more to the art of living, take care of the whole child, cater to its needs and interests and lay the foundation for the future life. We should take greater interest in character and personality of the child and in the social and emotional development, in addition to the physical and intellectual growth.

We hear distant cries from some of our leading educationists that educated youngmen should buy 'an acre of land and a cow' and go back to their villages and lead the life there. It is a laudable aim, no doubt, but are our youngmen equipped for that task? Has not our city education made them strangers to their own villages? Can they fit into the life of the villages, leave alone the art of leading? Can they humble themselves to the level of the tiller of the soil, and by a slow process spread the scientific knowledge, if they have any? Are they physically fit to live amidst nature and survive the rough rustic life?

### The functions of the school

We look to our schools as the most influential and important social group that moulds the behaviour patterns of the child to a great extent and lays the foundation for physical and mental health. If we as educationists understand our responsibilities it is imperative that we should not be satisfied with the simple three Rs. but should undertake to remedy the evil effects of the unhealthy and uncongenial conditions of the home, of the neighbourhood and even the sedantary class-room life. The vacation time is a period of moral deterioration with most boys. Free from the restraint of the school and many times of the home, boys wander into paths of wrong doing. The hours of leisure are usually the hours of danger, often misdirected and ill-spent. Have not our schools the responsibility to educate our youngmen in the art of using the leisure to the best advantage, for physical development, mental enrichment, cultural and aesthetic achievements?

### Camping offers a solution

We assert that education is not the monopoly of the class-room only. The playground and the various other extra-curricular activities have a right to claim it, if the leadership is of the right type and if the educational situations are properly met and availed of as they present themselves in active organised play. Similarly, opportunities for real and abiding type of education and character-building are immense in well organised camps, conducted in ideal surroundings and inspired by qualified leadership. Camping organised with educational motives offers a solution to break the monotony of 'too much home' and 'too much school'. The paramount educational asset of camping lies in the naturalness and

simplicity of life, in contrast with the complexity and artificiality of civilized life.

Now, is it not our duty to provide at least few days of camping experience which will leave our children with Nature, which will lift up their personality, elevate their outlook, emancipate them from the adult domination and devotion, submit them to the influence of attractive and wholesome counsellors who evoke attitudes of admiration and attain for them the emotional, intellectual and social maturing and independence. To quote Prof. C. W. Votaw : " Children in the process of growing need the tonic of the hills, the woods and the streams. They need to place themselves where Nature can speak to them. They need to walk under the great sky and commune with the stars. They ought to be toughened by the sun and the wind, the rain and the cold. Nothing can take the place for the boy of stout physique, robust health, good blood and firm muscles, sound nerves, for these are the conditions of character and efficiency. He should swim, fish and sail, roam the woods and waters, get plenty of vigorous action, have interesting and healthful things to think about."

#### The Camping Site

Now camping cannot be conducted at any and every place. There should be the necessary atmosphere and seclusion. The ordinary environment of everyday life should not project itself into this new experience. It is essential that the camp site should be located on a stream or back-water or shallow foreshore where there are safe swimming and bathing facilities. It should have a good supply of safe drinking water. There should be level ground for playing games and trees for shelter. It should have interesting back country for hikes, nature study, expeditions, treasure-hunts, paper chase and similar activities. The camping site should be free from dangerous reptiles. Last, but not the least important condition is that the camp should offer facilities for suitable disposal of garbage and proper sanitation and sewage system. Incidentally, bore hole latrines have been found suitable for camps, but they should be provided at a safe distance. Of course, we cannot expect anyone site to have all these advantages. So the choice must be determined by a site which possesses the largest number of them.

#### The Leadership

To realise the educational values, the right type of leadership is the key to the situation. The leader should be one who gives a lead in the ideals of wholesome living and his character is the first essential, for to quote F.A. Chaddock " he that would lift me physically must be below me, but he that would lift me morally must be above me." The leader should possess some special ability that will enable him to make his direct contribution to the camp programme, in the matter of story-telling, athletics, swimming, first-aid, handcrafts, nature-lore, music, drama, talks on health and sex, etc. To set up high ideals, many camps build their

programme of camp activities around mottoes like ' Each for all and all for each ', ' Help the other fellow ', ' Do your best ', ' A Gentleman Always ', ' I can and I will ', and so on. And naturally boys try to live up to these maxims. If this is not education at its best, I wonder what else can be called education! The very nature and demands of camp life with its intimate contact and its sharing of common tasks in the camp, concretely reveal to the boy the necessity and value of cooperative behaviour. It constitutes a powerful pressure on the individual towards the adjustment of his wishes and actions to the wider interest of his group. A camp which is organised on a thoroughly democratic and cooperative basis possesses an additional opportunity for developing the attitudes and abilities needed in effective citizenship. In such atmosphere, it is easier for teachers with character, vision and purpose to radiate their personalities into the lives of the growing generations and spread the ideals of wholesome, happy, healthful and abundant living.

In addition to the camp director, one counsellor for every 8 or 10 boys will furnish enough leadership. Experienced campers make good counsellors and by their adaptability, they behave, not as intruders who have come to rob the campers of their experience, but rather as friendly guides who have come to enrich it. These small groups of 8 or 10 boys should elect their chiefs and office-bearers and choose a suitable name for their groups. The grand chief of the camp should be elected by all the campers at the camp fire on the first night preferably through some ceremony or pantomime which will create the necessary dramatic atmosphere. The elected grand-chief of the camp must be crowned by the camp director, and the campers through their tribal chiefs must pledge their allegiance to the grand chief promising to contribute their best to the success of the camp. An entertaining camp fire programme should follow the election. It should consist of tribal songs, tribal dances, dramatics, contests and various activities. The grand chief should appoint from among the campers a new ' Tally ' or a scorer for every day of the camp. The programme of the camp will have to be decided by the grand council, consisting of the grand chief, the tribal chiefs, counsellors and the camp director. The different problems that may arise from time to time should be tackled by this grand council. " Safety " must be the watchword for the leaders of the camp, whether in hiking, boating, or building the camp fire. The programme should give full scope to all the campers " to learn by doing " and on no account should the campers be allowed to get scattered without proper supervision or be exposed to hazards.

#### The Boy Staff

Boy stuff is the only stuff in the world from which man can be made. He is man in the making. His psychological elements are in action, some dormant, some quiescent, some subordinate, while others are in control. Acceleration in growth and development begins during the adolescent period between the ages 13 and 17 years. If there is any one

time in the life of the boy when he needs a real friend, it is now. If we as teachers approach our daily task with sympathy, understanding and patience, we can become these intimate friends and win the hearts and love of our clientele. In the words of H. M. Burr: "It is a great fun to live in the glorious open air, fragrant with the smell of the woods and flowers: it is fun to swim and hike; the greatest fun of all is to win the love and confidence of some boy who has been a trouble to himself and everybody, and help him to become a man." This, I consider, is the most elevating contribution we can make through this field of education.

Occasionally at least, boys need to get away from the school-room, books, and may I say from the martyrdom of examinations and promotions. Well organised camp is the one place where boys may live a happy care-free outdoor life, free from the artificialities and pernicious influence of the city life, where all the 'urges' and 'drive' of boyhood are satisfied, where constant association with counsellors create a clean and healthy moral atmosphere; where sports and games harden the muscles, tan the skin, broaden the shoulders, brighten the eyes, and send each lad back to the school, fit as a fiddle, brown as a berry, and as hard as a nut.

Will our elders in whose hands the destiny of our children are placed, break away from the usual rut and beaten tracks of the so-called education, and plough new fields and discover greens anew, in the most elevating national task, the education of the future citizens in the art of abundant living?

#### TEA IN THE NEWS

**The cup that cheers**—The *Planter's Chronicle*, quotes from an American Journal the following verses by C. W. Falton.

The cup that cheers is aptly applied  
To one cup of Tea at even tide  
When thoughts are raised and hearts are brightened  
And fears, worries and labours lightened.

#### The Dietetic Value of Tea

The following opinion of Professor A. Parkes, of London University, on the special dietetic value of tea for soldiers, is quoted in the book entitled "Tea and Tea Drinking."

"As an article of diet for soldiers, tea is most useful. The hot infusion is potent both against heat and cold. It is most useful in great fatigue, especially in hot climates, and also has a great purifying effect on water. Tea is so light, is so easily carried and the infusion is so easily made that it should form the drink par excellence of the soldier on service."

## THE VALUES OF THE RECENT INNOVATION OF KEEPING THE REGISTERS AND RECORDS OF PHYSICAL EDUCATION WORK IN SCHOOLS

By

DR. G. F. ANDREWS, M.A., PH. D. (*Columbia*)  
*Divisional Physical Director, Coimbatore*

The Journal Secretary has asked me to write an article on the above subject for inclusion in the Health and Physical Education issue of the South Indian Teacher. I gladly comply because even after two years of the introduction of the scheme giving greater importance to physical education in the S.S.L.C. and T.S.L.C. curriculum (Vide G.O. No. M.S. 665 Education, dated 17-4-1940) during which period circulars, conferences, and classes of instruction regarding this scheme have been in plenty, the scheme is still very much misunderstood. In my paper on "Some features of the Compulsory Physical Education Scheme" read at the 32nd Provincial Educational Conference at Rishi Valley in May 1941, I attempted to clarify some issues. In this article I shall discuss the values at length and indicate the steps necessary for the successful implementing of the scheme.

The records of pupils which have to be kept for each year of the S.S.L.C. or T.S.L.C. course are

1. Record of attendance,
  2. Record of play habits, health habits, and sportsmanship habits,
  3. Record of ability in (a) fundamental physical skills, (b) major games, and (c) gymnastics and other activities, and
  4. Record of measurements of height, weight and chest girth
- A record of ability to teach physical activities and to referee games is included for the T.S.L.C. pupils.

These records have to be maintained in suitable registers, and the following have been suggested:—

1. Attendance register.
2. Register for recording play habits, health habits, sportsmanship habits, ability in major games, and ability in gymnastics.

\* Published in the South Indian Teacher: Vol. XIV: No. 7: July 1941; and in the Vyayam: Vol. XIII: No. 1: August 1941.

3. Register for recording fundamental skills test results, and height, weight and chest measurements.
4. Summary register of entries for the S.S.L.C., and T.S.L.C.

The form in which the registers may be maintained has been recommended for the sake of uniformity and convenience.

The chief features of the scheme are compulsion, insistence on a varied programme of physical activities, and emphasis on health and on sportsmanship. It is needless to repeat what I have already said on this subject in my previous paper. Suffice it to say that the scheme is deeply rooted in sound physiological, psychological and sociological principles.

The outcomes of a sound programme of physical education are clear to those who have eyes to see, and ears to hear. But, to those who are befogged in the ocean of educational confusion, the present programme is an innovation, and an unnecessary infliction on the unfortunate physical education teacher and the overburdened student. The poor physical education teacher has to maintain too many registers, and keep too many records! The hungry, and half starved student is required to stay over after school hours to play! All the members of the staff are impressed into service even after school hours and their precious leisure is encroached upon! The headmaster has to provide so many periods in the timetable for physical activities at the sacrifice of other subjects! The management has to provide all kinds of facilities for conducting the activities at considerable expense! How preposterous that claims should be made for the beneficial nature of the scheme while it appears to be a burden to all and sundry who have anything to do with it, including even the parent! Such is the general reaction. The conservative die-hards of the educational world would not be convinced otherwise. Yet, the values inherent to the scheme are of far-reaching importance both to the individual and to society.

The foremost value of the scheme is its definite contribution to the physical fitness and the bodily development of pupils. The pupils have

- (1) to take part in the fundamental skills test items, namely 100 meters race, running high and long jump, cricket ball throw and pull ups
- (2) to learn in the instruction periods such physical activities as have a direct bearing on the building up of their bodies, and
- (3) to play in the participation periods as many games or practice as many athletic activities as are provided according to a schedule prepared by the physical education teacher.

The pupils are also given the opportunity for specialising in activities in which they are specially interested such as the major games, gymnastics, boxing, wrestling, indigenous exercises, etc.

The fundamental physical skills of running, jumping, throwing and climbing are developed through the physical efficiency test items of 100 meters race, running high and long jump, cricket ball throw and pull ups. Strength, speed and skill or agility are also developed. The total body musculature and the whole organic system is brought into play in these items. The physical education teacher has to train the pupils in these items, and give them ample opportunities for practice. The tests after a certain period of practice will indicate the progress in total body development and efficiency. An intelligent understanding of the test by the pupils would make them practise the same with alacrity and interest, and the result would be better performance every time and increased physical fitness.

The activities of the instruction period supplement the above. They are to be carefully selected by the physical education teacher, and taught to the pupils in such a way that they fully understand the how and why of each activity. The lesson of each instruction period should be a complete unit in itself, i.e., through the several activities of the lesson the pupils should have sufficient exercise for the whole body, and should find joy and satisfaction in the activities. All the lessons of the year put together should be a unified whole, progression from one to the other being the key note.

The games of the participation period have a definite part to play in the building up of muscular strength and tone. But their chief contribution is in the development of endurance, vitality and vigour.

The physical education activities required according to the S.S.L.C. and T.S.L.C. scheme enable the pupils to become physically fit and vitally efficient. The height, weight and chest measurements have a close relationship to bodily growth and hence have to be recorded.

The next outstanding value is the opportunity offered to the pupils for the development of attitudes of significance in life. An attitude of play is a valuable asset. Worry makes life miserable. The play attitude dispels the cobwebs of worry, and instils a cheerful outlook on life. By requiring pupils to take part in the several games and athletic activities, it is possible that they imbibe the spirit of play and acquire the play attitude.

Of equal value to the play attitude is the attitude to healthful living. The pupils should become health conscious, realise that radiant health is a source of perennial joy. They should also become civic minded regarding health through healthful living at school and through the practice of such sanitary and hygienic habits as have a direct bearing on social and community health. The scheme requires the physical education teacher to see that not only do the pupils abound in health, but that they also radiate it all around them through the practice of suitable health habits, and

that their attitude to health is that of not merely freedom from disease, but that of health as vitalising and irradiant.

The attitude of sportsmanship is by no means insignificant in its relation to life. A disciplined, honest, trustworthy cooperative person is an asset. "To thine own self be true; then it follows as light follows day that thou can'st not be false to any man"—so says the poet. The strife for sportsmanship and all that it stands for is being continuously waged on the playground. The battle won, the pupil stands assured of a future, assured of a place in society.

Attitudes! Have educational institutions any responsibility for helping pupils to acquire attitudes that make life happy and cheerful? Should pupils become imbued with and be inspired by the high ideals of sportsmanship? If so, effective programmes of health and physical education activities should find a prominent place in the school curriculum and that is just what the G.O. has done.

Why so many registers? Cannot physical education work be done without them? While it is true that genius cannot be fettered by rules and regulations, it is also true that the ordinary person finds definite guidance in them. A conscientious, enthusiastic physical education teacher with capacity for organisation and a flair for making pupils take to physical activities joyfully and willingly might not require many registers. With such a teacher attendance of pupils will always be hundred per cent and he will have little difficulty in understanding each pupil accurately and in making apt remarks about their ability and attitudes. Even he would require some registers for making the routine entries of measurements and attendance.

But, the average physical education teacher like any average teacher is not a genius. He has his limitations and his school may have its shortcomings. He needs the registers. And, the work of maintaining the registers is not so frightfully heavy. The physical education teacher has to mark the attendance of the pupils reporting for the instruction and participation periods. This has to be done daily. With good organisation this can be done quickly. The entries of the efficiency tests, and of the physical measurements are to be made once a term. The other entries are also to be made once a term from the diary of the teacher in which observations regarding the pupils have been entered from time to time. All the entries are to be summarised once a year. To say that physical education teachers have too much work in connection with the maintenance of registers, and that too much of their time is taken up for this work is an exaggeration. They have to prepare the detailed syllabus of physical education activities for the classes they handle. But this has to be got ready at the beginning of the school year. The notes of lessons which they should maintain will not involve heavy work if attended to daily. The maintenance of adequate records of the physical education work in the school in suitable registers is a necessity.

The success of the scheme, however, depends on certain factors without which it is futile to expect even the most efficient physical education teacher to produce results. They are:

1. The number of pupils who report to the physical education teacher during a period for instruction classes should not exceed 50.

Herd instruction will never succeed. If the teacher should pay individual attention to the pupils and make them learn physical activities correctly, he should not be saddled with an unmanageable number. For the sake of discipline also the number should be within manageable limits. If the class room teacher finds 40 pupils too many to handle from the point of view of teaching, discipline etc., is it too much to ask the same number for the physical education teacher who has to conduct his class in the open under very unattractive conditions?

2. The number of pupils who report for the play-for-all programme should not be more than the number that can conveniently be accommodated on the playground, and the activities should be supervised.

To turn a mass of pupils on the playground for play without proper supervision is to invite disaster. Then, not the sportsman, but the bully and the rowdy will be produced. The members of the staff should cooperate in this respect of the programme in order to ensure continuity of discipline, orderliness and obedience they strive after in the class room.

3. The number of teachers of physical education should be one for every 250 pupils.

This is the number recommended by the Director of Public Instruction. In a high school with one section in each of the six forms the strength will be about 250. In such a school the physical education teachers will have during the week 15 instruction periods (at the rate of 3 periods per week per class for Forms I, II and III, and 2 periods per week per class for Forms IV, V and VI), 5 participation periods (one period daily after regular class hours), and 5 periods of optional activities from the close of the participation period till about 6-30 P.M. This will make a total of 25 periods of teaching, coaching and supervision work and is in addition to the work of maintaining registers and records, organising and conducting intra-mural and interschool activities, and supervising the healthful living condition of the school. Teachers with heavier loads of work will not be able to do justice to their work.

4. The physical education teacher should be qualified to handle the programme of physical education according to present day requirements.

It is desirable that there should be an L. T. Physical Director in every High School, at least in High Schools with a strength of 750 and

above. The departmental requirement now is a Higher grade Physical Education Teacher, i.e., a secondary grade trained teacher who has undergone the one year's training at the Y. M. C. A. College of Physical Education. The teachers should also be well paid, and not placed at the lowest rung of the teaching profession. Physical education activities have educational values and contribute to the total education of the pupil. Why then should the physical education teacher be unrecognised? He has to handle all the pupils in a school from the lowest to the highest class. Why should he always be placed at the bottom of the profession?

5. Adequate facilities should be provided.

In a large number of schools the quality of work turned out is poor because the necessary facilities are not available. Gymnasiums, playgrounds, and even physical training equipment and sports and games materials are not provided. Sufficient time is not allotted. What can the physical education teacher do when he has to conduct his classes in the hot sun on scorching ground? Worse still, what of the school where the open space used for physical activities is easily accessible to the public for whatever use they chose to make of it? What kind of a play programme can the physical education teacher organise when all the available playground is insufficient for even a 5 or 10 per cent of the strength of the school? How effective will his instruction classes be when he has little or no equipment for use, and when the classes report for instruction once a week? How can he conduct physical efficiency tests without stop watch, measuring tape, jumping pits, take off-boards for long jump, high jump posts with cross bars, horizontal bar etc.? To organise and conduct a physical education programme without adequate facilities is like trying to produce water without oxygen and hydrogen in the required proportions.

6. The heavy curriculum of studies should be lightened, and the nightmare of examinations should be removed.

Every one is agreed that the pupils have too much to study. Most teachers who teach the S.S.L.C. subjects opine that the S.S.L.C. curriculum is overloaded with much of what is unessential. Is subject matter more important than training the mind to think, to reason and to judge? Acquisition of knowledge is necessary. The creation of proper habits, attitudes and interests is of equal and vital importance. The S.S.L.C. curriculum needs revision and then the fear of examinations will disappear.

7. Medical examination (*not inspection*) of pupils should be re-introduced.

Apart from the benefits of a medical examination, the fact that no physical director or physical education teacher can organise an effective programme of physical education in his school without taking careful note of the physical condition of pupils as revealed by a medical examination should also be remembered. He can conduct efficiency tests, take

measurements indicative of growth and development, and use the knowledge gained thereby for building up his programme of work. But this will be inadequate in the absence of a thorough medical examination with arrangements for an adequate follow-up service.

Economic conditions of many a pupil are very poor and in consequence they are underfed, undernourished and underdeveloped. It may seem harmful to compel such pupils to take part in the activities along with other pupils more fortunately placed in life. But, they need physical activities so vital to their health and physical fitness as much as any of the others. They need also to be fed and nourished. This is a problem the solution of which in this province is still awaited. In Bengal a tiffin scheme has been worked out by which pupils are given a light nourishing tiffin after school and before physical activities at very little cost to parents—about Rs. 3 per annum. Will it not be possible to evolve some such scheme here also?

The values of the scheme adumbrated in the Government Order above referred to are many and of educational importance. But they are not likely to be appreciated by those who adopt the ostrich policy of refusing to understand them. The scheme will be a success to the extent its values are accepted, and to the extent the factors conducive to the full realisation of these values are provided. The scheme is an innovation. But its newness need not deter anyone from giving it a chance to succeed.

## OUR ASSOCIATIONS.

We have received reports of Education Week Celebrations from the following places:— Allur, Madras, Madanapalle, Tirupati, Wandiwash, Melvisharam, all School Centres of Salem District, Villupuram, Trichinopoly, Tirunelveli and Ambasamudram.

## 18TH ALL INDIA EDUCATIONAL CONFERENCE

It has been decided to hold two symposia at the general session of the 18th All India Educational Conference, Indore, on December 27-30, under the presidentship of Rt. Hon'ble Dr. M. R. Jaykar. The subjects of the symposia are (1) War Time Education and (2) Educational Administration and Financing. Distinguished educationists and educational experts of the country at every stage of education are hereby cordially invited to send brief papers on the topics mentioned above to the undersigned by the 5th December at the latest for inclusion in the Reports of the symposia.

D. P. KHATTRY,

*Hony. Secretary*

Post Box No. 52, Cownpore.

## TO HEAVEN THROUGH FOOT-BALL

By

R. RAMAKRISHNAN, M.A., L.T.

One of the many wrong notions entertained by foreigners and even by Indians about the aims and ideas of Indian culture is that the Hindu faith lays no stress on the care of the body, that it preaches a sort of other-worldliness which has led to the physical weakening of the Indian nation. Whatever causes might have brought about our weakness, religion certainly is not one of them, and in the interests of truth it is very necessary that both we and others know the attitude of our religion towards physical education and culture.

Here is an ancient prayer from the Upanishads. Surely no group of men who regarded the body as a mere cage of flesh and a thing to be despised and left uncared for, would have uttered this prayer :

*May my limbs, speech, energy, eyes, ear and vitality as well as all the other senses, become more vigorous.....O ye worshipful ones, May we who sing praises to ye enjoy the life allotted to us by the gods with strong limbs and body.*

\* \* \* \*

Swami Vivekananda is justly regarded as the greatest exponent of the Hindu religion, in recent times, and it will be profitable to learn what the Swamiji thought and said about physical education. Surely every Indian has seen a picture or photo of Swami Vivekananda. And who that sees his picture can refrain from admiring the majestic build of his body, the lustre in his eyes, the brightness in his face, the kingliness of his form, the manliness and strength that are visible in every limb of his youthful frame? Swami Vivekananda always preached *strength*, and his very appearance reveals to us what a pillar of might his body was, the body that ere it was placed on the funeral pyre when it was not yet forty had travelled over the globe preaching harmony, scattering light. Romain Rolland, the celebrated European savant and biographer of Vivekananda, says: "(The Swami had an athletic form). He was tall (five feet, eight and a half inches), square-shouldered, broad-chested, stout, rather heavily built; his arms were muscular and trained to all kinds of sports. He had an olive complexion, a full face, vast forehead, strong jaw, a pair of magnificent eyes, large, dark and rather prominent, with heavy lids, whose shape recalled the classic comparison to a lotus petal.....But his pre-eminent characteristic was kingliness.....His strength and beauty, the grace and dignity of his bearing, the dark light of his eyes, his imposing appearance, and.....the splendid music of his rich deep voice enthralled the vast audience of American Anglo-Saxons.....(He was) a warrior

prophet.....The fires of genius burned in his eyes. He was a prince despite all disguise....."

Even as a boy, Vivekananda took great interest in games and sports. In fact it is said of him that when he played, he played.....furiously. Marbles, jumping, running and boxing were the games he played. He invented many new games. Whenever boys came to blows he rushed in between the two parties, and his knowledge of boxing helped him to protect himself from the falling blows. As a student Vivekananda had the boldness to protest against unjust treatment at the hands of teachers who ought to have known better. Sometimes he would climb a tree and swing to and fro, head downward, and no stories of ghosts inhabiting the tree would make him give up the sport. He started a gymnasium in his courtyard. He and his friends took lessons in fencing, lathi-play, wrestling, rowing etc. It is also said that once he carried the first prize in an athletic competition. Once in Madras when the Swamiji went as usual on a walk to the sea-shore a young admirer (Mr. V. Subramania Iyer) also went with him. Suddenly the Swamiji asked Mr. Iyer if he could wrestle. Mr. Iyer said he could, and the ascetic said in fun, "come, let us have a tussle." Mr. Iyer was surprised at the Swamiji's athletic skill and strength of muscle, and called Vivekananda 'Pailwan Swami' (Athlete Monk).

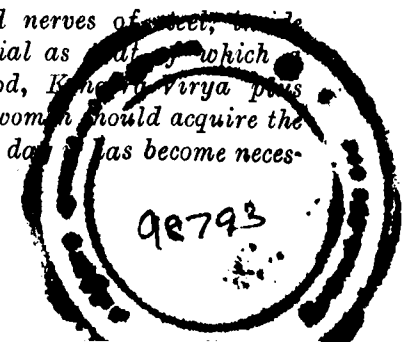
The Swamiji was also a good shot. Once on the bank of a river in America he met a group of youths who were standing on a bridge and trying to shoot at egg-shells moving along the stream. The shells were strung together, with small pieces of wood and a tiny stone tied to the ends to serve as anchor. The youngmen could not successfully shoot at the floating things in motion. Challenged by the youths the Swamiji took a gun and hit about a dozen shells. And it was the first time that he ever handled a gun. His was a practised hand; and he had great powers of concentration.

These details gathered from the excellent *Life of Swami Vivekananda* (by his eastern and western disciples, Advaita Ashrama, Mayavati, Himalayas) show that a prominent element in the versatility of the Swamiji was athletic skill.

He was an educationist of the highest order, and it is interesting to find that in his exhortations to the Indian people he frequently laid stress on the need for developing the body on right lines. Here are a few of his utterances :—

*The ideal of all education, all training should be man-making.*

*What I want is muscles of iron and nerves of steel, the thunderbolt is made.....Strength, Manhood, Knowledge, Virya plus Brahma Teja. Along with other things women should acquire the spirit of valour and heroism. In the present day it has become necessary for them also to learn self-defence.*



"Let me tell you that we want strength, strength and everytime strength.....Freedom—physical freedom, mental freedom and spiritual freedom are the watchwords of the Upanishads.

I must tell you that we are weak, very weak. First of all, is our physical weakness. That physical weakness is the cause atleast of one-third of our miseries. First of all, our youngmen must be strong. Religion will come afterwards. Be strong, my young friends ; that is my advice to you. *You will be nearer to Heaven through football than through the study of the Gita.* You will understand Gita better with your biceps, your muscles, a little stronger. You will understand the mighty genius and the mighty strength of Krishna better with a little of strong blood in you. You will understand the Upahishads better, and the glory of the Atman, when your body stands firm upon your feet, and you feel yourselves as men.

What we want is vigour in the blood, strength in the nerves, iron muscles and nerves of steel, not softening namby-pamby ideas.

There is not one muscle in the body over which a man cannot establish a perfect control ; the heart can be made to stop or go at his bidding ; and each part of the organism can be similarly controlled.

The Hatha—Yogi is determined not to fall sick, and he never does. He lives long ; a hundred years is nothing to him ; he is quite young and fresh when he is 150 without one hair turned grey.....

*If there is no strength in body and mind the Atman cannot be realised. First you have to build the body by good nutritious food—then only will the mind be strong. The mind is but the subtle part of the body."*

\* \* \* \* \*

In this land where sages proclaimed "This Atman can never be realized by the weak," where the grand truth "The body is the foremost instrument of Righteousness" was proclaimed, where the science of Yoga has been perfected, national culture has always insisted that due attention should be paid to the development of the body, for the body is the best instrument man has, and an imperfect or an under-developed tool is certainly not a help to a workman.





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Sri V. Guruswami Sastrigal, B.A., L.T.,  
Headmaster,  
Sir P. S. Sivaswami Iyer High School,  
Tirukkattupalli  
who retired from service recently.

## FAREWELL TO SRI V. GURUSWAMI SASTRIGAL, B.A., L.T.

The Farewell Entertainment arranged by a Committee of the public to Sri V. Guruswamy Sastri, Headmaster, Sir Sivaswamy Iyer High School, Tirukkattupalli on the eve of his retirement came off on the 25th of October before a large gathering of over 5000 people assembled on the extensive playground of the school, when the following Party gave a music performance in honour of the veteran headmaster.

|                                                      |     |                  |
|------------------------------------------------------|-----|------------------|
| Sri G. N. Balasubramania Iyer B. A. Hons. Travancore | ... | <i>Vocal</i>     |
| Samasthana Vidwan                                    | ... | <i>Violin</i>    |
| Sri M. V. Swaminatha Iyer                            | ... | <i>Mridangam</i> |
| Sri Siva Vadivel Pillai of Kuttalam                  | ... | <i>Moorsing</i>  |
| Sri Natesa Pillai of Mannargudi                      | ... |                  |

The entertainment comprising the presentation of the addresses and unveiling of the portraits came off on 1st November under the distinguished Presidentship of Sri T. R. Venkatrama Sastri, C. I. E. After hoisting the flag Mr. T. R. V. Sastri spoke of his friendship with Mr. V. Guruswamy Sastri in the early years of his life and emphasised how the veteran headmaster had been in the sphere of education for over 40 years of his life. Mr. V. Guruswamy Sastri had for 26 years been the headmaster of Sir Sivaswamy Iyer High School, and his life history had so harmoniously blended with the history of the school, the one being indistinguishable from the other. The Scouting movement of the school and the Kalyani Home owed their existence to his untiring efforts. He had served on the Secondary Education Board, the Taluk Advisory Committee, the District Teachers' Guild, The District Scout Council, and the South India Teachers' Union with unique success. Sri T. R. V. Sastri emphasised that, although public recognition of the services of the type of V. Guruswamy Sastri was not up to the degree it ought to be teachers should rest satisfied with their lot, in as much as honour, name, and solid fame attended their services, whereas, only money and power went to the peoples of other walks of life. In every country education came first and foremost in the development of its national life and the teacher had the most enviable glory, that his part and life were for lifting up the very country and its youths though material remuneration for his sacrifice was rather scanty. He for his part would like the teacher to live a simple life with even a scanty remuneration, in as much as the teacher's services were incalculable and therefore, could not be paid.

Messages from Sir P. S. Sivaswamy Iyer, Rt. Hon. V. S. Sastri, Sir. C. P. Ramaswamy Iyer, Professor C. R. Narayana Rao, Rao Sahab S. R. Ranganathan, Rao Sahab R. Swaminatha Iyer, Dr. P. S. Subramania Sastri, V. Ramachandra Dikshitar, Kulapathi P. A. Subramania Iyer, and other retired headmasters and District Educational Officers, and the Secretary of the South India Teachers' Union were read relating to the great qualities of the retiring Headmaster, his uncommon skill in teaching, amazing sense of duty, his caution and sincerity brought to bear on his work and his selflessness and simplicity and his untiring energies to raise the prestige of the teaching profession in general. Numerous addresses were presented on behalf of the pupils, teachers, the public, and by the Panchayat Board. In the unavoidable absence of the District Educational Officer, Tanjore, Mr. T. V. Venkatrama Iyer offered his hearty felicitations. Mr. K. G. Sivaswamy Iyer of the Servants of India Society spoke on the services rendered by V. Guruswamy Sastri in connection with the flood relief work in 1924. Mr. G. Venkatesa Iyer, organising Scout Secretary of Pudukottah, spoke on the occasion. A number of presentations in silver including a silver casket were given to the retiring headmaster. Mr. T. R. V. Sastri unveiled two portraits done in his honour amidst cheers and applause. Mr. V. Guruswamy Sastri replied suitably. A welcome address to the succeeding headmaster Sri N. Kalyanarama Iyer was also read which was also replied to suitably. The Guild Hall Speech of Rt. Hon. Sastri was declaimed by a pupil. Messrs. A. Somasundaram Pillai B. A., subregistrar and President of the Entertainment Committee, and G. Sundaram Iyer, Secretary thanked the guests and garlanded them and the function came to a close with the shouting of cheers to Sir Sivaswamy Iyer, Messrs T. R. Venkatrama Sastri and V. Guruswamy Sastri.

## THE SOUTH INDIA TEACHERS' UNION

Proceedings of the meeting of the Executive Board held on Saturday the 28th November 1942 in the premises of the office:—

Chairman: Sri M. S. Sabhesan.

## Members present:

|                           |                            |
|---------------------------|----------------------------|
| Sri M. S. Kotiswaran.     | Sri V. Srinivasan.         |
| „ S. T. Ramanuja Iyengar. | „ Subramanya Iyer (Ambur). |
| „ K. S. Chengalroya Iyer. | „ C. Ranganatha Iyengar.   |
| „ M. G. Venkataiyyan.     | „ V. Bhuvaramurthi Rao.    |
| „ S. Mukunda Rao.         | „ S. Natarajan.            |
| „ A. K. Sitaraman.        | Mr. C. Elisha.             |

and Sri T. P. Srinivasavaradan.

1. Letters from members, Sri R. Ramakrishnan, Sri K. N. Pasupathi, Sri E. H. Parameswaran, Sri V. Jayarama Iyer, Sri C. Bhanumurthi Pantulu and Sri M. Rajah Iyer expressing their inability to attend were read.

2. Minutes of the last meeting were read and approved. The secretary explained the action taken on the resolutions passed at the last meeting.

3. As Sri C. Swaminatha Iyer has ceased to be a member of the Executive Board, Sri Subramanya Iyer of Ambur has been nominated by the President as a member of the Working Committee.

4. The secretary made a statement giving an account of what took place when the Madras Teachers' Guild waited in deputation on the Director of Public Instruction in July last.

Arising out of his further statement regarding guilds and associations in arrears the Board resolved that the Madras Provincial Physical Education Association be informed that in case the affiliation fee is not sent before the 1st January 1943, it will be disaffiliated.

5. The following were elected to represent the S.I.T.U. on the A.I.F.E.A.:— Sri M. S. Sabhesan, Sri S. Natarajan, Sri C. Ranganatha Iyengar, Sri M. S. Kotiswaran and Sri N. Subramanian of P. S. High School, Mylapore.

6. Any member of the S.I.T.U. attending the All India Educational Conference at Indore will be deemed a delegate of the S.I.T.U.

The Board resolved to sanction a sum of Rupees fifty only (Rs. 50) to be divided equally among such of the delegates as attend the A.I. Conference at Indore after informing the Secretary of the S.I.T.U. of their intention to attend, provided the maximum amount payable to a delegate shall not exceed Rs. 15 (Rupees fifteen only.)

7. Dearness allowance.—(a) The Board is of opinion that the Director of Public Instruction should be pleased to recommend to the Government the granting of dearness allowance to teachers in aided schools and in schools under local boards and municipalities, on the scales now sanctioned to government employees;

(b) that necessary financial help be given by the Government to the above-mentioned bodies; and

(c) that the distinction shown by some District Boards in the matter of granting allowance to teachers and other employees under them be discontinued.

8. Sri S. K. Yegannarayana Iyer's Shashtiabdapurthi celebration.—Resolved, (a) that the South Indian Teacher of February 1943 be called The Shashtiabdapurthi number, (b) that extra copies of the number be printed and (c) that a meeting on the Shashtiabdapurthi day be held and he be presented with an address and a souvenir.

The secretary has been authorised to address the guilds for donations and also to appeal to the public for donations.

9. The Board passed the following resolution on Post-war Education: With a view to clarify the position of the Union in regard to Post-war Education a committee consisting of Sri M. S. Sabhesan, Sri T. P. Srinivasavaradan, Sri S. Mukunda Rao, Sri M. S. Kotiswaran, Mr. Elisha, Sri S. Natarajan and Sri S. T. Ramanuja Iyengar, (Convener) be appointed to consider, (1) the educational policy, (2) the objectives of education, (3) financing of education of all grades, (4) agency, (5) curriculum, (6) service conditions of teachers and (7) text-books, and to place suitable proposals for the consideration of the Executive Board.

10. Financial condition of affected schools in coastal areas.—The Board after discussion passed the following resolution:—

In view of the considerable fall in income of the schools in the affected coastal areas and in view of the growing financial difficulty of managements to run their schools in the normal manner, discharging the financial obligations by their employees, the Union apprehends that the time is coming when the managements may be forced to terminate the services of teachers or reduce their salaries, thus resulting in serious dislocation of normal educational facilities in those areas.

The Union therefore requests the Government to take early steps to implement for the duration of the war the timely assurance given by the Director of Public Instruction to the representation of the S.I.T.U. to the deputations of the managements and of the Madras Teachers' Guild that liberal financial help would be given notwithstanding the provisions of the grant-in-aid code.

The Union appreciates the sympathetic attitude taken by the managements in respect of the continuance of the services of their teachers in this emergency and appeals to them to run the schools in the same spirit and to take all possible steps to continue the teachers in service, especially in view of the assurance given by the Director of Public Instruction for the duration of the war.

(Sd.) T. P. SRINIVASAVARADAN,

28-11-1942.

Hony. Secretary.

Proceedings of the Working Committee meeting held at 4-30 p.m. on Saturday the 28th November 1942 in the premises of the office:—

1. Minutes of the last meeting were read and recorded.

2. After transacting routine business the Working Committee sanctioned a dearness allowance of Rs. 2 to the present clerk from 1st October 1942.

(Sd.) T. P. SRINIVASAVARADAN.

28-11-1942.

Hony. Secretary.

## EDITORIAL

### Physical Education.

We offer no apology for presenting this number fully devoted to Physical Education. The importance of Physical education in a new and better world order, when we require more than ever, 'the harmonious developed man and woman with the right and proper integration of physical, mental and spiritual powers' cannot be adequately stressed. As Mr. H. C. Buck, the Adviser on Physical Education to the government of Madras, in the course of his address at the 8th Provincial Conference on Physical Education said, 'a proper course of Physical Education should result in 'organic vigour, acceptable skills, desirable attitudes and habits and good social conduct.' It is therefore a step in the right direction that in our schools it is sought to give now a greater importance to Physical Education than it had in the past. But the conditions in most schools make it almost impossible for school authorities to do what they would like to towards promoting the physical well-being of their boys. The absence of play-ground, inadequate sanitary and hygienic equipment in schools, absence of facilities for medical examination of pupils, the almost utter disregard of the public to the importance of Physical Education and last but not the least, the blind craze for class room distinctions are all militating against Physical Education securing its proper place in our schools. Parents and Teachers have to be brought to appreciate Physical Education for its real values.

It is with this object, with the kind co-operation of Mr. H. C. Buck, we are presenting in these pages some of the many problems of Physical Education. We would respectfully commend these articles to the attention of all Heads of schools and of all teachers for they are all concerned with the education of the complete man. We take this opportunity to express our grateful thanks to Mr. H. C. Buck and the other contributors who have helped us in preparing this number. Our next number, with which we commence the 16th volume, will be devoted to the Problems of Health Education in our Schools.

### The 18th All India Educational Conference.

We invite the attention of our readers to the notice published elsewhere regarding the 18th All-India Educational Conference to be held in Indore during Xmas week. The conference will be presided over by Dr. M.R. Jayakar and the main themes before the conference are (1) War-time Education and (2) Educational Administration and Financing.

The importance of these topics cannot be minimised and it is a matter for congratulation that the conference will have the valuable guidance and able leadership of Dr. M. R. Jayakar. We wish the conference all success and we hope that South India will be adequately represented at the conference.

### Sri V. Guruswami Sastrigal.

After 40 years of teaching service of which over 25 years were spent as Headmaster of the High School, Tirukattupalli, Sri Guruswami Sastrigal has retired. It was a fitting tribute that was paid to him by the thousands



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of his Convocation address emphasized the same aspect when he said 'it should be the aim of any University to raise the flag of research'. Scientific research, while it will serve the practical needs of the Industries, will help in making science prominent among the humanities, if it be directed towards metaphysical understanding. This idea of unity between the humanities and the sciences has got to be stressed and a University in these modern days should not confine itself merely to the study of the humanities — "We ought" as Sir Mirza said, "to stress this idea of Unity which the very name University implies."

#### Post-War Education.

In most countries a period of war has shown the need for a more vigorous educational policy, and legislation towards achieving educational advance has generally been undertaken immediately after the war. In England, there is a strong anticipation of such progressive legislation and schemes of reconstruction are being formulated by several groups. It is increasingly realised that the safety of the future depends upon the education of the post-war child and all groups, particularly those in charge of education and social progress, are anxious that the opportunity for reconstruction should be fully and properly used. It is said that the Board of Education has prepared a memorandum on *Education after the War* and that this is being considered by the local education authorities and others. The National Union of Teachers whose part in the shaping of the English Educational System is so well-known, has taken up the question and after a very careful consideration has formulated its views in a memorandum. We hope to consider it in detail in a later issue. The memorandum makes one point clear—that in Post-war England there shall be equality of educational opportunity to all children regardless of the place of residence of the parent or the depth of the parent's purse. It is a comprehensive memorandum and deals with all aspects of education.

It is indeed unfortunate that in India war emergency should be made the excuse for shelving all schemes for the reform of education. Our administrators seem too engrossed with the war and are too much perturbed to think even of what post-war education in this land should be. As the Rt. Hon. V. S. Srinivasa Sastri warned the other day, when the war is over our administrators, and nay, the country too, would be faced with such financial problems that in the post-war government, education may not even have a second or third place. That is a tragedy too dire to contemplate. It is the duty of all who have the interests of the country at heart to keep education in the first place and to press at every opportunity for a thorough reorganisation of our educational system affording equality of opportunity to all children irrespective of caste, creed, social position or place of residence. It is certainly a step in the right direction that the Government has appointed a small sub-committee to formulate the educational policy of the Union in regard to post-war education. We trust that this committee will get to work as soon as possible.

## EIGHTEENTH ALL-INDIA EDUCATIONAL CONFERENCE, INDORE

**Sunday, the 27th December, 1942.**

- 9-30 A. M. to 12-30 P. M.** Annual Meeting of the Council of the All-India Federation of Educational Associations for 1942. *First Sessions*: Subject Committee and Council Resolutions. (Open to the members of the Council only). Chairman: Pandit Amaranatha Jha.
- 12-30 P. M.** Interval.
- 4 P. M.** *Opening Session of the Conference*: Inaugural Address, formal election of the President, Welcome and Presidential Address, Messages and Announcements.
- 8 P. M. to 10 P. M.** Annual Meeting of the Council of the All-India Federation of Educational Associations for 1948. *Second Session*: Reports, Accounts and Elections, (Open to the members of the Council only). Chairman: Pandit Amaranatha Jha.
- 10 P. M.** Entertainments.

**Monday, the 28th December, 1942.**

- 9-30 A. M. to 12-30 P. M.** All-India Adult Education Conference sponsored jointly by the Indian Adult Education Association and the Adult Education Section of the All-India Federation of Educational Associations.
- 12-30 P. M. to 2-30 P. M.** Interval.
- 2-30 P. M. to 5 P. M.** *Sectional Conferences*:—(1) Primary and Rural Education Section. (2) Teacher Training Section\* (3) Vocational Education Section. (4) Examinations Section.
- 5 P. M. to 6 P. M.** Interval.
- 6 P. M.** *General Session of the Conference*: Reports of Sections, Papers, Addresses, Resolutions, Discussions. (President of the Conference in the Chair).
- 10 P. M.** Entertainments.

**Tuesday, the 29th December, 1942,**

- 9-30 A. M. to 12 Noon** *Sectional Conferences*:—(5) Secondary Education Section (6) Childhood and Home Education Section. (7) Moral and Religious Education Section. (8) Internationalism and Peace Section.
- 12 Noon to 2 P. M.** Interval.
- 2 P. M. to 4-30 P. M.** *Sectional Conferences*:—(9) University Education Section. (10) New Education Section (Including Research and Experiments). (11) Women's Education Section. (12) Health and Physical Education Section.
- 4-30 P. M. to 5-30 P. M.** Interval.
- 5-30 P. M. to 9 P. M.** *General Session of the Conference*:—Reports of Sections, Papers, Addresses, Resolutions and Discussions. (President of the Conference in the Chair).
- 9 P. M.** (1) Meeting of the newly elected Executive Committee 1943 of All-India Federation of Educational Associations. (2) *Sections* (if any) which have not finished their work.
- 10-30 P. M.** Entertainments.

**Wednesday, the 30th December, 1942.**

- 9-30 A. M.** *Closing Session of the Conference*:—Prize-giving of the Tennis Tournament, Reports of Sections, Papers, Addresses, Discussions, Resolutions of Courtesy.
- 2 P. M.** Excursions to places of general interest.

**Thursday the 31st December, 1942.**

Excursions to Places of General Interest.

\* Two symposia will be held on (1) Teacher-Training during war-time and (2) Teacher-Training from the point of Promoting World Peace—its organisation and curricula. Paper and any communication relating to this section may be sent to Sri N. Kuppuswami Iyengar, M. A., L. T., Secretary of the Section, 214 East Uttara St., Srirangam.

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10, Lingha Chetty Street, G.T., Madras. Edited & Published by M. S. Sabhesan, M.A.,  
for the S. I. T. U., at 520, High Road, Triplicane, Madras.

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