

Government of Madras

LAW AND EDUCATION DEPARTMENT

G.O. No. 111, 15th January 1929

Education—Physical—Secondary schools for boys—Committee—Report—Placed on the Editors' Table.

READ—the following paper :—

REPORT OF THE COMMITTEE ON PHYSICAL EDUCATION IN SECONDARY SCHOOLS, MADRAS PRESIDENCY.

The Committee on Physical Education in Secondary schools was appointed by Government in G.O. Mis. No. 1315, Education, dated 15th June 1928, in response to a resolution carried in the Madras Legislative Council in January 1928 when the Council recommended to Government that a Committee of officials and non-officials be appointed to investigate the whole problem of physical education and submit definite recommendation for the improvement of physical education in secondary schools for boys in this Presidency.

The following were appointed as members of the Committee :—

- (1) The Hon'ble Mr. Justice H. O. C. Beasley (President).
 - (2) Mr. H. O. Kershaw, Inspector of European schools.
 - (3) Mr. S. E. Ranganathan, Additional Professor of English, Presidency College, Madras.
 - (4) M.R.Ry. C. Ramaswami Nayudu Garu, Assistant Director of Agriculture, Bellary.
 - (5) Mr. H. F. Saunders, Acting Additional Deputy Director of Public Instruction, Madras.
 - (6) Mr. H. C. Buck, Physical Adviser to Government, Royapetta.
 - (7) Mr. R. Foulkes, O.B.E., M.L.C., President, District Board, Madura.
 - (8) M.R.Ry. Rao Bahadur B. Muniswami Nayudu Garu, M.L.C., President, District Board, Chittoor.
 - (9) Janab Abdul Hye Sahib Bahadur, M.L.C., Bellary.
 - (10) Lt. C. K. Lakshmanan, I.M.S., St. Thomas' Mount.
 - (11) The Rev. A. R. Penn, St. John's College, Palamcottah.
 - (12) M.R.Ry. A. B. Shetty Avargal, M.L.C., Mangalore.
 - (13) M.R.Ry. R. S. Ramachandra Rao Avargal, Headmaster, Samasthanam High school, Bobbili.
 - (14) The District Educational Officer, Madras (to be also the Secretary to the Committee)
- and at a subsequent date the name of Mr. Thaddeus was added.

The terms of reference are as follow :—

- (i) To review the measures hitherto taken for the physical training of pupils in public secondary schools for boys; to determine the results achieved by these measures and to suggest further measures for the improvement of the present position, e.g., the provision of well-graduated courses of physical training (including, if thought advisable, formal gymnastics) and free games with reference to indigenous games and exercises as far as possible suited to pupils of different ages and in different stages of school instruction, provision of gymnasia, playgrounds, etc., in connexion with public secondary schools for boys; the offer of grants-in-aid to gymnasia which admit pupils of public secondary schools for physical training; reservation by Government, municipal councils and district boards of open spaces in villages, towns and cities for use as public playgrounds and offer of grants-in-aid to municipalities and district boards for the provision of open spaces in areas subject to their authority for use as public playgrounds.

(ii) To consider the question of the introduction of compulsory physical training in secondary schools for boys and the steps and measures necessary therefor.

(iii) To consider and report upon any other matter which may be germane to the above general question.

History of Physical Education in the Presidency.—The subject of physical training has been frequently referred to in Government reports since the year 1880 and in the Statutory Orders for Government schools of that year, the Committee find the statements that one hour a week should be devoted to actual teaching; that the pupils may practise as much as they like after school hours under the supervision of the gymnastic instructor who may be required to attend five hours daily. Gymnastic exercises should be encouraged and every boy must compulsorily go through a course of such exercises and the physical development must be recorded once a year in the gymnastic register.

2. Two years later an Education Commission recommended that physical development should be promoted by the encouragement of Indian games, gymnastics, school drill and other exercises suited to the circumstances of each class of school.

3. The quinquennial report of the Director of Public Instruction for 1902 to 1907 mentions that gymnastics and drill are practically compulsory in secondary schools and that the results in most cases are fairly satisfactory: but at the same time states that the instructors have not acquired the art of engaging a number of boys on the apparatus at the same time and that of the time set apart for gymnastic instruction only a fraction is actively spent by each boy. During most of the time he is watching the others perform. It also states that games are generally played in High schools and that in 1905 an endowment had been raised to the memory of Mr. H. G. Grigg, a former Director of Public Instruction, for the purpose of promoting athletics in schools and the income was spent in providing medals at the rate of about one for each district.

4. The next quinquennial report 1907—1912 suggests that very little progress in physical education has been made. 'The great bulk of the boys' pass through their school course without further physical training than is afforded by perfunctory attendance at drill and gymnastic classes which owing to the impossibility of maintaining an adequate staff of instructors occur too infrequently to have any appreciable effect.

5. The next report states that the weak point about physical education is that those who stand most in need of physical culture get least of it. Drill is lifeless and flabby and gymnastics are confined to the few.

6. In 1916, however, the Educational Department were able to secure the part-time services of Dr. Noehren, a highly qualified and experienced specialist in physical education, with the result that an unprecedented interest in physical culture was aroused in schools. Dr. Noehren's work has been continued by Mr. Buck and Mr. Andrews and although considerable progress has taken place, it no longer seems possible to carry on the work unless radical changes are adopted.

7. *Aims and objects of physical education.*—Before these changes are outlined, it may be well to state clearly what the Committee consider to be the chief aims and objects of physical training. These are

- (i) to improve the general physique of pupils and develop vitality, hardihood and resistance to disease;
- (ii) to cultivate self-discipline and self-control;
- (iii) to develop the team-spirit and love of true sportsmanship;
- (iv) to provide health instruction.

8. It is admitted by all that physical exercise is necessary to keep the bodily processes in order and to ensure health. In primitive times this exercise was afforded by the strenuous life lived by man. Many muscles were developed and an elaborate nervous system created to permit of the proper functioning of the muscular system and vital organs. When people live an active life all is well but school children are placed in artificial conditions where their activity is curbed. In order to compensate for this, definite periods must be set aside when physical as contrasted

with mental activity can be given free play. This is the only way to counteract the tendency to round shoulders, sunken chests, protruding abdomen, spinal curvature and the careless shuffling gait which characterize so many school and college students.

(i) Physical education will not only prevent many evils but will also strengthen the whole physical frame and vital organs. The feeling of strength and fitness thus created will do much to develop the pupil and give him a sense of power and grit, the ability to face difficult situations and fight against heavy odds.

(ii) The value of games as a part of physical education in developing self-control and self-discipline is evident to all. They teach pupils to be alert, courageous, persistent, to show respect for the rights of others, obedience to leaders, a proper spirit towards success and defeat and they develop a sense of fair play and true sportsmanship. The importance of these in the development of character cannot be over-emphasized.

(iii) By the team system is meant the method of organizing a class in teams which work together under their leaders in many of the exercises and games, and often in competition with other teams.

In the English Board of Education circular on the subject the Committee find the following remarks:—

“The practical advantages of the team system may be summarized as follows:—

(i) greater variety in the work can be obtained by giving the teams different exercises (particularly recreative exercises) and games;

(ii) the children are able to get more practice in the exercises and to take a more active part in the games by working in smaller groups;

(iii) much time is saved in exercises in which only a few children can take part at once, by setting the teams to work separately;

(iv) it is often possible to teach some new exercise or game to one or two teams at a time, while the other teams practise what they already know, and in this way to give more attention to the instruction of individuals than is possible when the whole class is taken together;

(v) the permanent grouping makes for quickness, order and efficiency in class formations, and generally for a more flexible and rapid handling of the class;

(vi) the keen rivalry that may be encouraged between the teams adds greatly to the interest of the work and stimulates proficiency.

Physical training through team-work is capable of making a real and substantial contribution to the education of the children as members of society. Not only does it satisfy the instinct for physical activity and the admiration for physical prowess possessed by all healthy children; but of all the ‘school subjects’ it is the one which furnishes them with the most intelligible motive for co-operation and collective effort, and almost of itself brings them to understand that the enjoyment arising from such effort is born of submission to a measure of discipline. It follows that it is incumbent on the teacher to make the physical training on all its sides as enjoyable as possible. Hard and accurate work there must be; but it need not be drudgery, nor will it be if interest is maintained and the children’s heart is in it.

It is characteristic of organized team games that they afford an outlet for the competitive spirit which will be healthy in proportion as it is not over-stimulated, and an opportunity both for correcting the extravagances of individual competition and for subordinating it to the social spirit. Sometimes the mistake is made of turning almost everything the children do into a competition for points. The winning of points then easily becomes an obsession; games are played for the points that may be gained and not for their own sake; and it is a short step from this to disputes and even unfair play. The proper place and value of competition needs therefore to be kept in mind.”

(iv) Health instruction must be given to enable a boy to realize

(a) the necessity of keeping himself physically fit in order to be mentally efficient;

(b) the effects of exercise or lack of it;

(c) the causes of illness and methods of prevention;

(d) the type of food required for energy, growth and repair of the body, and the ill-effect of the wrong kind of food.

9. *The Committee's Investigations.*—In order to discover to what extent these aims are being realized and also the present defects in physical education, Headmasters of Secondary schools throughout the Presidency have been circularized and asked to supply information on the following points:—

- (a) the educational and technical qualifications of Physical Training Instructors and the number employed in each school;
- (b) the different rates of pay drawn by Physical Training Instructors;
- (c) the number of hours devoted to physical education every day;
- (d) the text-book of physical education used by Instructors;
- (e) the existing playgrounds and playing-fields and the possibility of acquiring better grounds where necessary;
- (f) the desirability of making attendance at games compulsory.

Their replies have been consolidated and appear as appendices A, B, C, D, E and F, respectively, to this report. In addition, the written statements of certain associations such as the Physical Training Instructors' Association, Madras, and the District Secondary Education Board, Madura, have been considered and oral evidence has been given by Mr. P. A. Subrahmaniam, Secretary, Headmasters' Association, Madras Presidency, and Headmaster, Hindu High school, Triplicane, Madras, and by Mr. Andrews, Assistant Director of Physical Education, Madras.

10. *Results of Investigations.*—As a result of their investigations the Committee find that the chief defects in physical education are as follow:—

- (i) the majority of Physical Training Instructors now employed are neither educationally nor technically qualified for their work,
- (ii) not enough time is devoted by each pupil to physical education,
- (iii) the importance of games is not realized by the Physical Training Instructors, the teaching staff of schools, parents and pupils,
- (iv) the playground and playing-field accommodation are generally inadequate,
- (v) many pupils are physically unfit through lack of proper nutrition,
- (vi) the subject of Health Instruction is sadly neglected in the school curriculum.

11. The class known as the Drill class is usually regarded as very irksome and numerous attempts are made to escape attendance at such classes. Even although attendance is secured the slovenly way in which exercises are performed precludes the possibility of any benefit being derived from them. The distaste for such classes arises partly from the knowledge that the Instructors conducting the classes are men of very slight educational qualifications who are looked down upon by the pupils. Moreover the exercises when not properly directed do not appeal to the pupils who become bored and do not observe any discipline.

12. Of the 606 Instructors in secondary schools 442 have not read beyond Form III and of these 188 have not passed beyond Form I. Most of the Instructors have passed certain Physical Training tests, such as those of the Old Madras Field Games Association and the Old Gymnastic Training Centres; but only 90 of them have undergone the training and passed the special tests approved by Government and conducted by the Y.M.C.A. School of Physical Education, Madras, which has existed since 1920. It is widely known that in consequence of these defects in the Instructors the formal physical training hitherto attempted has been of little value. In addition to this, these Instructors have paid hardly any attention to games and have confined their efforts entirely to formal physical training. Participation in games has, therefore, not been considered necessary and has been left entirely to the option of the pupils. The value of games not being appreciated, physical education has hitherto been developed only to the extent of stressing formal physical exercises.

13. But even if Physical Instructors had tried to develop interest in games they could not have done very much on account of the lack of playing-fields and playgrounds. How great this lack is, has probably not been realized. The facts are that of the 503 secondary schools in this Presidency, 70 have no playgrounds at all,

175 have less than an acre and 117 have less than three acres. What is the cause of such inadequate provision for playing-fields? Doubtless in some places it has been difficult to acquire the necessary space especially in Madras and other large cities but in the majority of cases the lack is traceable to the failure of the managements and staffs of schools to realize the importance of games.

14. *The Committee's recommendations.*—In view of these defects, the Committee submit the following recommendations and are convinced that if they are not adopted no real improvement will take place in physical education. In making these recommendations the Committee realize that a large amount of money will be required to carry them out. Since, however, Government by appointing this Committee have shown their desire to tackle the problem seriously and effectively the Committee trust that financial considerations will not be permitted to be a serious obstacle:—

(i) Formal physical training and games should be made compulsory for all pupils except such as are declared medically unfit by the Medical Officer of the school; and to this end school hours should be suitably arranged. Pupils in classes below the fourth class need not play the major games. Absence from games and physical training without leave from the Headmaster should be regarded as absence from school for the whole day. Hitherto formal physical training has usually been given once a week. The Committee consider that it will be more effective if such training is given to each boy for at least 15 minutes every day for the reason that if boys are exercised for a longer period only once a week the benefit derived from it will be much less. The course of formal physical training exercises is well outlined in Dr. Ncehren's book; but as this was written some years ago it is very desirable that it should now be revised and the Committee recommend that Mr. H. C. Buck be invited to undertake its revision. With reference to the games that should be played the choice is certainly large. They should include the major games such as foot-ball, hockey, cricket (all of which require large playing-fields), tanikoits, playground-ball, volley-ball, basket-ball and indigenous games such as ko-ko, chedugudu and athyapathya. One or other of these games should be played by every school boy at least twice a week. As a further incentive it is suggested that the house system be established in all schools. By this system the boys in a school are divided equally into a number of groups each bearing its own particular designation and colours. The groups take part in inter-house matches in all games, competing annually for a house trophy or trophies. The award of medals to individual members of a team is strongly deprecated by this Committee, as it merely tends to defeat the aims of the team system, which emphasizes the subordination of the individual to the community; while the house system stimulates *esprit de corps* and healthy rivalry in the school. It is further suggested that the grouping should be entirely irrespective of caste, creed, and community.

In making this recommendation about compulsory games the Committee are supported by the almost unanimous opinion of Headmasters.

(ii) If games are to be made compulsory, playing-fields and playgrounds will have to be provided. Playing-fields should usually not be more than half-a-mile away from the school but playgrounds (which are much smaller in area) should adjoin the school. The Committee recommend that all high schools containing 250 boys or more should have at least 5 acres of land for playing-fields and playgrounds and that middle schools should have not less than three acres. As the acceptance of the recommendation will involve the outlay of a large amount of money, the Committee realizing that most managements of schools are unable to meet the cost, suggest that Government should give a generous grant of three-quarters or even the whole of the actual cost in all cases where such financial help is needed. Realizing that this land cannot be acquired immediately the Committee suggest that a time-limit of five years be allowed for its acquisition. The Committee recommend further that in every place where waste lands exist near schools they should be reserved, if necessary, for the use by schools as playgrounds. Grants-in-aid should be given to municipalities and district boards for the provision of open spaces for use as public playgrounds. In view of the difficulty of obtaining land for the above purpose in Madras and other large cities, the Committee recommend that local playground commissions should be appointed by Government to advise and assist in the acquisition of suitable site spaces and their allocation. Since such local commissions will

presumably have to consider also the needs of elementary and girls' schools, the Committee recommend that that these schools should be represented on such commissions.

With reference to the City of Madras, it is suggested that the following amongst others should be members of the Commission:—

- (1) The Secretary of the Revenue Department,
- (2) The Town-Planning Expert,
- (3) A prominent Municipal Councillor,
- (4) The Adviser to Government on Physical Education,
- (5) The Inspector of European Schools,
- (6) The District Educational Officer, Madras.

In connexion with some schools, it may be necessary to erect halls in which physical training can be conducted. On the West Coast where rain continues for several months and in other places where sufficient shade does not exist such halls are necessary. They should, however, never be erected if they are likely to encroach on the space required for major games.

(iii) If games are to be compulsory much more money will be required for the purchase of games materials. To meet this cost the Committee urge the following points:—

(a) Games fees should be collected from all pupils.

(b) Games fees collected from pupils and staff, contributions from managements and grants-in-aid for games should be spent entirely on physical training and games and kept in a separate fund called the 'Games Fund.'

(c) Schools should be eligible for a grant-in-aid towards physical training and games not greater in amount than the games fees collected provided that in no case should the grant-in-aid together with the fees collected from pupils and staff and contributions from managements be greater than the total expenditure.

(iv) As regards the physical training staff in secondary schools for the reasons previously mentioned the minimum qualifications for an instructor should be those of a certificated teacher of the secondary grade who has obtained the Government Physical Training Certificate at the Y.M.C.A. School of Physical Education, Madras. Instructors thus qualified will be able to conduct their work much more completely and efficiently and exercise proper discipline in the class. Moreover when they reach an age at which they are unable to teach physical training effectively they will, on account of their being certificated teachers, be able to teach the ordinary subjects of the school curriculum. The only exception which may be allowed is in the case of men with Military Physical Training Instructors' Certificates. Such men may be appointed if they have sufficient educational qualifications and if approved by the Adviser to Government on Physical Education. It is of the greatest importance that the men selected for training should be those who are proficient in games.

The pay of such trained instructors should be fixed according to two scales:—

(i) Certificated secondary grade teachers with S.S.L.C. qualifications—Rs. 45—1½—60—1—70.

(ii) Certificated secondary grade teachers with Intermediate or higher qualifications—Rs. 55—1½—70—1—80.

Schools which contain 300 boys or less should have at least one Physical Training Instructor and more than one if the number exceeds 300. For schools which have 1,000 boys or more, the Committee recommend that there should be also a Physical Director who should be an L.T. or B. Ed. with a Physical Training Diploma. These recommendations will necessarily entail increased expenditure to school managements and there are three ways in which this additional cost may be met—

(a) by an increase in school fees,

(b) by a slight increase in school fees and a Government grant, and

(c) by a Government grant without any increase in school fees. As years must elapse before sufficient men of the right qualifications are available for employment, the last method may be regarded as the fairest.

(v) For eight years the Y.M.C.A. School of Physical Education at Madras, has been training men as Physical Training Instructors and Physical Directors; but several of the men trained there have been deputed for training from other parts of India and have not benefited the Madras Presidency. These men have been received for training because there was a lack of candidates from this Presidency. If in future, however, the pay of Physical Training Instructors is raised as suggested there will probably be more applicants for training and the Committee recommend that the School of Physical Education at Madras be enlarged and that a non-recurring Government grant be given for this purpose. Hitherto Government have not contributed anything towards the expenses of the school. But if in future it is to be (as the Committee recommend it should be) the training school for this Presidency, then the tuition fees of students from this Presidency should be paid by Government or a capitation grant of Rs. 100 per annum made. Students under training in other training schools and colleges generally receive stipends towards their expenses on the ground that trained teachers are essential for schools. On the same principle the Committee recommend that the students undergoing training at this school should be given stipends of Rs. 20 per month in view of the high cost of living in Madras and the strenuous work that has to be done by them. It is estimated that about 75 students can be trained every year and that within 10 years the bulk of the instructors required for existing secondary schools will be available. The Committee further recommend that the Principal of the Training School should be the Adviser to Government on Physical Education and that he should be given a qualified Personal Assistant. In view of the fact that in future years the staff of the Y.M.C.A. School of Physical Education, Madras, will have to be strengthened, the Committee recommend that some one specially qualified be deputed to undergo a course of physical training in western countries. On his return he should be attached to the staff of the Adviser to Government on Physical Education and be able to assist in the training of Physical Training Instructors.

The only alternative to the above-mentioned proposals is that Government themselves should provide a training school but because the existing school has already amply proved its efficiency and in view of the great expense and difficulty involved in this alternative including the purchase of land, erection of buildings, provision of staff and the length of time that must elapse before the school can be started the Committee prefer to recommend the existing school. At the same time the Committee feel that the need for such a training school is so pressing that if Government are not prepared to accept the Committee's proposals with regard to the existing school they strongly urge that Government should provide a training school of their own.

(vi) Considering the importance of physical training and the desirability of educating teachers in training colleges and schools in the correct methods of physical training the Committee recommend that at the Government Training Colleges at Saidapet and Rajahmundry and at secondary training schools there should be a Physical Director on the staff. This will enable teachers to appreciate physical training much better and to take greater interest in it and in games in the schools where afterwards they are employed. The Committee further suggest that Physical Directors are required in groups of districts to superintend the work of physical education in these areas. At present there is only one such Physical Director for the whole of the Presidency. The Committee are of opinion that there should be at least five or six. With reference to the pay of Physical Directors the Committee recommend that they should receive the salary of an L.T. with an allowance of Rs. 25 per mensem.

(vii) *Health instruction.*—The Committee consider that health instruction is an essential part of physical education and that such instruction should be given during school hours by the Physical Training Instructor and others specially qualified and that it should be one of the subjects of the school curriculum. The Committee realize that unless it is made an A group subject under the Secondary School-Leaving Certificate and European School-Leaving Certificate schemes it will not receive

sufficient consideration and in view of this suggest that the Secondary School-Leaving Certificate and European School-Leaving Certificate Boards might consider whether any lightening of the curriculum is necessary. The Committee submit a tentative health instruction syllabus which has been prepared by Mr. H. C. Buck and is set out in Appendix G.

Special attention should be devoted by all teachers to the posture of boys and general discipline in the class-room and there appears to be a need for improvement in the design of school furniture.

The Committee consider that for hygienic reasons boys should provide themselves with a complete change of clothing for use after exercise. It is suggested that shorts and a banian should be worn during exercise.

(viii) Medical inspection is closely connected with physical education and it is very important that the Medical Officer should pay stricter attention to the sanitary and hygienic conditions of schools. Many remedial exercises have to be taught because school children are frequently cooped up in ill-ventilated rooms and have to use furniture which is quite unsuitable.

There should be closer co-operation between the Medical Officer and the Physical Training Instructor and the Committee recommend that clinics for school children should be opened at Government hospitals where pupils recommended by the Medical Officers should be given special attention and receive free treatment.

The Committee are of opinion that there are many pupils for whom medical inspection once a year is insufficient as they have to be closely watched and examined frequently. In order that this may be done, a retaining fee should be paid to each Medical Officer who should then be available to attend to special cases at any time during the year. The amount of retaining fee should be based on the number of boys examined. It also seems desirable that the scale of medical fees now paid should be substantially increased.

(ix) The subject on which the Committee feel unable to make any favourable recommendation is that of providing gymnasia. Although in the hands of trained instructors much benefit can undoubtedly be derived in the direction of developing muscle and sense of balance by the use of gymnastic apparatus, considering the costliness of such apparatus and the slight use to which it is usually put and further the large amount of money that is required for other important purposes, the Committee do not feel able to favour grants-in-aid for gymnasia or gymnastic apparatus.

(Signed by) H. O. C. BEASLEY,

(") H. O. KERSHAW.

(") S. E. RANGANADHAN.

(") C. RAMASWAMI.

(") H. F. SAUNDERS.

(") H. C. BUCK.

(") R. FOULKES.

(") B. MUNISWAMI NAYUDU.

(") ABDUL HYE,

(") C. K. LAKSHMANAN.

(") A. RUPERT PENN.

(") A. B. SHETTY.

(") R. S. RAMACHANDRA RAO.

(") R. W. ROSS,

(") G. T. J. THADDAEUS.

APPENDIX A.

Statement showing a general survey of the present condition of physical education.

Name of the district.	Number of schools.	Total number of instructors.	Classification of schools according to the number of hours devoted to physical education per day.				Number of schools doing Physical training			Number of schools using			Number of schools following			Play-ground classification of schools with					
			One hour or less per day.	Over one hour and not more than two.	Over two and not more than three hours.	Over three hours.	During morning.	During evening.	Both morning and evening.	Bars.	Dumb-bells.	Indian clubs.	Dr. Noehren's book.	Any other book.	None.	No play-ground.	Less than one acre.	One acre to less than three acres.	Three to five acres.	Five acres and over.	Play-grounds more than ½ mile away.
Ganjam	19	23	4	0	6	..	..	13	6	1	1	2	18	(e)	1	4	8	5	2	..	2
Vizagapatam	19	21	5	10	4	..	..	18	1	1	..	1	18	..	..	4	10	3	..	..	..
East Godavari	30	39	5	19	5	1	..	21	9	4	4	11	30	..	..	5	8	8	3	3	..
West Godavari	19	24	2	10	6	1	..	19	7	1	3	..	19	..	..	1	10	2	2	2	1
Kistna	22	26	4	11	7	..	..	13	9	9	1	4	22	..	..	5	3	6	1	1	..
Guntur	23	28	4	11	8	..	..	19	4	1	1	4	23	..	..	..	12	4	4	2	..
Kurnool	13	15	2	9	2	..	..	13	..	1	1	..	13	..	..	4	1	2	3	3	..
Bellary	11	12	2	6	3	..	..	10	1	5	8	..	11	..	..	5	2	2	2	2	..
Anantapur	9	10	..	8	..	1	..	9	..	..	6	..	9	..	..	3	2	1	1	1	..
Cuddapah	9	10	4	4	1	..	..	9	..	3	..	..	9	..	..	4	1	1	..	1	..
Nellore	14	15	6	7	1	..	..	12	2	1	..	3	13	(b)1	..	5	5	4	1	3	..
Madras	24	36	2	10	10	(e)2	(e)1	21	2	1	7	3	2	(d)1	..	5	12	3	4	4	..
Chingleput	15	14	4	8	3	..	..	12	3	..	..	3	15	..	..	3	9	2	2	2	1
North Arcot	21	28	1	9	11	..	..	17	4	5	2	6	21	..	..	2	10	4	2	3	..
Chittoor	12	13	1	6	5	..	..	9	(e)2	8	2	..	12	..	..	..	4	5	1	1	..
South Arcot	16	22	3	8	5	..	1	15	..	2	6	1	16	..	..	..	7	5	1	3	..
Tanjore	38	46	9	15	11	2	..	28	10	4	5	4	38	(f)1	..	4	17	10	3	4	..
Trichinopoly	16	23	1	5	8	2	..	13	3	3	4	4	16	..	..	..	6	5	4	1	..
Madura	17	22	1	8	4	4	..	11	6	2	2	2	17	..	..	5	5	3	4	4	..
Kannad	19	22	2	9	8	..	..	17	2	3	3	..	19	..	..	..	..	4	4	3	..
Tinnevelly	30	32	3	17	9	1	(g)1	22	7	2	5	12	30	..	..	12	10	4	4	4	..
Coimbatore	23	29	3	12	6	2	..	21	2	1	..	6	23	..	..	3	5	5	5	3	..
Salem	12	14	..	5	6	1	..	8	4	..	3	2	12	..	..	3	2	..	2	5	..
The Nilgiris	3	4	2	..	..	1	..	2	1	..	..	..	3	..	..	..	1	1	1	..	..
Malabar	49	58	8	16	13	10	..	23	24	4	3	4	49	..	..	13	19	12	5	..	..
South Kanara	20	22	5	13	2	..	1	15	4	4	..	4	20	..	..	2	6	7	4	..	..
Total	503	606	83	245	144	28	5	383	113	56	75	84	468	4	1	70	175	117	66	66	23

(a) Mr. Buck's syllabus.
 (b) Mr. Buck's hand-book.
 (c) Throughout the day.
 (d) Baneroff hand-book.

(e) One school closed.
 (f) In addition to Mr. Noehren's book, Board of Education syllabus.
 (g) During school hours.

APPENDIX B.

Statement showing the qualifications—Educational and technical—of the Physical Training Instructors.

"A"

"B"

Serial number and district.	Number of schools.	Educational qualification.					Technical qualification.					Total number of Instructors.
		Number of instructors with educational qualification.		From IV Form to failed Matriculation or ineligible Secondary School-Leaving Certificate.	Matriculation, Secondary School-Leaving Certificate and above.	Without any technical qualification in physical training.	Trained in Gymnasium or physical training but without certificate.	Gymnasium trained teachers' certificate.	Physical training Instructor's test special training.	Military.	Remarks.	
		Below Form I.	From Form I to III.									
1. Ganjam	19	6	13	2	..	..	5	13	3	..	1 on leave, one died. No information about them.	23
2. Vizagapatam	19	4	14	3	..	..	3	11	6	1	1 scout training.	21 39
3. East Godavari	30	8	22	7	2	2	6	23	7	..	..	24
4. West Godavari	19	4	15	5	..	5	8	10	1	..	..	26-1
5. Kistna	22	9	10	6	..	1	2	18	1	2 Havildars.	1 Native instructor. 1 resigned.	25
6. Guntur	23	9	10	8	..	3	7	15	..	2 Military pension.	Not taken into account. 1 on leave. No particulars.	28-1 27
7. Kurnool	13	4	8	2	3	1	9	1	1	..	Particulars not given for 3.	15
8. Bellary	11	3	5	3	1	1	5	6	..	..	..	12
9. Anantapur	9	5	3	2	..	2	..	8	..	..	..	10
10. Nellore	14	8	4	2	1	2	3	7	2	1 Sergeant Major.	..	15
11. Cuddapah	9	3	6	1	..	1	2	4	3	..	..	10
12. Madras	24	12	7	12	4	..	5	25	2	3 (1 Naik).	1 (vacant) ..	38-1= 14
13. Obingleput	15	5	7	1	1	2	7	4	1	..	..	26-1= 13
14. North Arcot	21	11	10	2	2	2	12	10	..	1	1 (resigned) ..	22
15. Chittoor	12	4	7	1	1	2	3	6	1	1	..	13
16. South Arcot	16	4	9	6	3	2	4	16	..	..	..	22
17. Tanjore	38	15	18	8	5	3	9	19	13	1	1 (scout training).	46
18. Trichinopoly	16	8	9	5	1	1	4	12	5	..	1 (scout training).	23
19. Madras	17	9	6	6	1	1	3	10	4	4	..	22
20. Ramnad	19	6	6	9	1	..	6	10	6	..	..	22
21. Tinnevely	30	9	18	5	..	..	8	20	4	..	..	32
22. Coimbatore	23	8	10	10	1	2	16	7	3	1	..	29
23. Salem	12	8	3	3	..	1	2	5	5	1	..	14
24. The Nilgiris	3	..	3	1	..	1	..	..	3	..	..	4
25. Malabar	49	22	23	11	2	3	13	22	17	2	1 field games association certificate.	53
26. South Kanara	20	4	18	3	2	2	6	10	2	1	1 scouting ..	22
Total	603	188	254	124	31	40	148	292	99	21	11	602

APPENDIX C.

Statement showing the number of Physical Training Instructors of different rates of pay.

Serial number and district.	Total number of instructors.	Number of instructors getting less than Rs. 20.	Rupees 20-30.	Rupees 30-50.	Over Rs. 50.	Highest.	Lowest.
1. Ganjam	23	..	7	(a) 16	..	RS. 40	RS. A. 25 0
2. Vizagapatam	21	1	(b) 16	3	1	58½	17 0
3. East Godavari	39	1	(c) 33	3	1	65	15 0
4. West Godavari	24	2	9	13	..	45	13 0
5. Kistna	26	2	9	15	..	45	16 0
6. Guntur	28	1	14	12	..	45	17 0
7. Kurnool	15	1	(d) 4	10	..	45	16 0
8. Bellary	12	..	(e) 5	(f) 7	..	50	25 0
9. Anantapur	10	..	3	7	..	45	20 0
10. Cuddapah	10	..	(g) 5	5	..	40	25 0
11. Nellore	15	..	(h) 7	8	..	41½	20 0
12. Madras	36	1	(i) 11	(j) 21	2	110	18 0
13. Chingleput	14	..	5	(k) 9	..	50	20 0
14. North Arcot	26	1	12	10	2	60	22 0
15. Chittoor	13	..	3	9	1	60	25 0
16. South Arcot	22	1	2	(l) 19	..	47½	13 0
17. Tanjore	46	6	30	9	1	80	5 0
18. Trichinopoly	23	1	5	17	..	50	19 0
19. Madras	22	..	10	12	..	46	23 5
20. Ramnad	22	..	(m) 15	5	..	48	20 0
21. Tinnevely	32	..	17	14	..	45	20 0
22. Coimbatore	29	..	11	18	..	47	20 0
23. Salem	14	..	8	6	..	45	21 0
24. The Nilgiris	4	1	..	3	..	50	5 0
25. Malabar	58	7	(n) 40	10	1	55	12 0
26. South Kanara	22	1	2	19	..	50	10 0
Total	606	27	283	280	9	1,733½	462 5

* One on leave—pay not given.

- (a) One died.
 (b) Two get an allowance of Rs. 1.
 (c) One Honorary worker, two get allowances of Rs. 10 each.
 (d) Two get an allowance of Rs. 9 each.
 (e) Three get Rs. 10 as additional allowance.
 (f) One gets Rs. 5 as allowance.
 (g) Two get Rs. 10 as allowance.
 (h) One gets Rs. 4 as allowance.
 (i) One gets Rs. 10 as allowance.
 (j) One gets Rs. 15 as allowance, one post vacant.
 (k) One gets Rs. 6 as allowance.
 (l) One gets Rs. 5 as allowance.
 (m) For one, particulars not given; one gets Rs. 10 as allowance; one gets Rs. 12 as allowance; pay of one instructor not given.
 (n) One gets Rs. 10 as allowance.

APPENDIX D.

Statement showing the number of Physical Training Instructors employed in Secondary schools.

Serial number and name of the district.	Number of Secondary schools.	Number of schools employing separate instructors.	Number of schools which employ more than one separate instructor.	Number of schools employing combined instructors.	Number of schools having more than one combined instructor.	Number of schools having both separate and combined drill and drawing instructors.
1. Ganjam	19	10	2	10	..	1
2. Vizagapatam	19	12	2	7	..	..
3. East Godavari	30	16	5	17	..	3
4. West Godavari	19	9	1	14	1	4
5. Kistna	22	11	1	14	..	3
6. Guntur	23	8	..	17	3	2
7. Kurnool	13	7	2	6	..	..
8. Bellary	11	6	1	5	..	..
9. Anantapur	9	6	1	3	..	..
10. Cuddapah	9	4	1	4	..	..
11. Nellore	14	7	1	7	..	..
12. Madras	24	18	5	10	2	4
13. Chingleput	15	6	1	7	..	1
14. North Arcot	21	16	1	8	1	3
15. Chittoor	12	7	1	5	..	1
16. South Arcot	16	8	2	11	1	4
17. Tanjore	38	27	6	13	..	3
18. Trichinopoly	16	13	2	6	2	3
19. Madura	17	7	3	10	2	1
20. Ramnad	19	9	..	12	..	2
21. Tinnevely	30	13	3	16	..	..
22. Coimbatore	23	15	3	10	1	2
23. Salem	12	5	1	7	1	..
24. The Nilgiris	3	2	1	1	..	..
25. Malabar	49	38	6	13	..	2
26. South Kanara	20	14	1	7	..	..
Total ..	503	294	53	240	14	39

APPENDIX E.

Statement showing the availability of vacant sites near schools, their cost, etc.

Serial number and name of district.	Number of schools.	Whether ground is available near the school.	What prevents their purchase.	Cost per acre.
1. Ganjam ..	19	Yes. Near seven schools ..	Want of effort on the part of management.	Between— Rs. 100 and 800.
2. Vizagapatam ..	19	Yes	Steps are being taken in six schools. Want of funds in the case of two.	.. 200 and 1,500.
3. Godavari, East.	30	Yes. Near seventeen schools.	To be acquired .. .. .	.. 1,500 and 5,000.
4. Do. West.	19	Yes. Near four schools ..	Want of effort on the part of management.	.. 1,000 and 4,000.
5. Kistna ..	22	Yes. Near eleven schools..	Want of funds .. .. .	.. 200 and 15,000.
6. Guntur ..	23	Twelve have grounds near..	Do. .. .. .	.. 200 and 7,000.
7. Kurnool ..	13	Yes	Under negotiation for six schools. Want of funds for the rest.	.. 100 and 2,000.
8. Bellary ..	11	Only for two schools ground needed.	To be acquired .. .. .	..
9. Anantapur ..	9	.....	.....	..
10. Nellore ..	14	Yes in the case of eight schools.	Proposals under consideration.	.. 500 and 6,000.
11. Cuddapah ..	9	Yes. Near six schools ..	Do. .. .. .	.. 63 and 1,200.
12. Madras ..	24	None in majority of schools.	Finance .. .. .	.. 600 and 3,000. per ground.
13. Chingleput ..	15	Yes. Near twelve schools..	To be acquired .. .. .	.. 113 and 2,500.
14. North Arcot ..	21	Yes. Near eight schools ..	Cost .. .. .	.. 150 and 4,000.
15. Chittoor ..	12	Yes. Near one school ..	Finance .. .. .	.. 100 and 1,000.
16. South Arcot ..	16	Yes	To be acquired .. .. .	.. 2,000 and 5,000.
17. Tanjore ..	38	All schools have rented or own grounds.	Finance stands in the way in getting the grounds.	.. 500 and 2,000.
18. Trichinopoly ..	16	Yes. Near eight schools ..	To be acquired .. .. .	.. 2,500 and 15,000.
19. Madura ..	17	Play-grounds needed for ten schools.	Want of funds .. .. .	.. 100 and 10,000.
20. Ramnad ..	19	Yes. In nine schools ..	Do. .. .. .	.. 90 and 4,000.
21. Tinnevely ..	30	Yes. Near eight schools ..	Want of funds in four cases and want of effort in others.	.. 30 and 12,000.
22. Coimbatore ..	23	Yes. Near ten schools ..	Want of funds .. .. .	.. 200 and 5,000.
23. The Nilgiris ..	3	.. .. .	.. .. .	..
24. Salem ..	12	Yes. Near two schools ..	High cost .. .. .	.. 500 and 2,500.
25. Malabar ..	49	Yes	Proposals are under consideration.	.. 100 and 12,000.
26. South Kanara..	20	Yes. Near eight schools ..	Want of funds .. .. .	.. 200 and 5,500.

APPENDIX F.

Statement showing the number of schools in each district in favour of compulsory introduction of games.

Serial number.	Name of district.	Number of schools.	Whether games are to be compulsory.
1.	Ganjam	19	All in favour.
2.	Vizagapatam	19	
3.	Godavari East	30	Eighteen in favour.
4.	Do. West	19	
5.	Kistna	22	Majority in favour.
6.	Guntur	23	All in favour.
7.	Kurnool	13	
8.	Bellary	11	Majority in favour.
9.	Anantapur	9	All in favour.
10.	Nellore	14	
11.	Cuddapah	9	Seven in favour.
12.	Madras	24	Majority in favour.
13.	Chingleput	15	All in favour.
14.	North Arcot	21	Fourteen in favour.
15.	Chittoor	12	All in favour.
16.	South Arcot	16	Fourteen in favour.
17.	Tanjore	38	All in favour.
18.	Trichinopoly	16	
19.	Madura	17	Majority in favour.
20.	Ramnad	19	
21.	Tinnevely.. .. .	30	Particulars are given only for 8 schools and all of them are in favour.
22.	Coimbatore	23	Fifteen in favour.
23.	The Nilgiris	3	
24.	Salem	12	Majority in favour.
25.	Malabar	49	Out of 27 replied, 20 in favour.
26.	South Kanara	20	Eleven in favour.

APPENDIX G.

SUGGESTIONS FOR A SYLLABUS OF HEALTH INSTRUCTION IN INDIAN SCHOOLS.

Presented by H. C. Buck.

FIRST-YEAR COURSE—SECOND FORM.

I. Health Education as related to the individual :—

1. Cleanliness (General instruction).—

(a) Hands—

Nails.

(b) Mouth—

Teeth.

(c) Head—

Eyes.

Ears.

Nose.

Throat.

Scalp and hair.

Face.

(d) Skin—

General bodily cleanliness including generative organs.

Bathing, why and how.

(e) Feet—Danger of going in unclean places in bare feet, etc.

(f) Clothing.

2. Food and drink.—

Clean food and why; danger of unclean food. How and what to eat.

3. Air and sunlight—

Why fresh air and sunlight are necessary.

Why sleep with doors and windows open.

Dangers of bad air and lack of sunlight.

Play in clean places; in fresh air.

4. Regularity of habits.—

Eating; sleeping; *exercise*; *play*; obeying calls of nature.

5. Breathing.—

How we breathe and why.

Danger of spitting, etc. Use of handkerchief or a substitute.

Danger of breathing impure air.

6. Sleep and relaxation.—
The need for sleep and rest.
How to sleep.
How many hours to sleep.
7. Simple colds and fevers and how to prevent them.
8. Posture and its relation to health.—
Erect, alert carriage of the body; how to obtain it and why desirable.
School seats and desks and how to sit for reading and writing.
Relief drills.

N.B.—The chief aim in the first, second and third years' courses should be to develop *health habits*. The children are not yet able to understand technical information, and we must avoid the danger of making them morbid-minded.

SECOND-YEAR COURSE—THIRD FORM.

II. School and Home Hygiene. (Attempt to develop a sense of civic pride):—

A. Cleanliness in the school.—

1. Personal habits:—
(a) Neatness of desk—clean inside and outside.
(b) Nasal discharge and spitting—a filthy and dangerous habit—a ready means of spreading disease, particularly tuberculosis
(c) Defacing of desks and other school property by pencils, pens, chalks, knives, etc.
(d) Deposit of rubbish in proper receptacles—papers, fruit and lunch refuse.
2. Cleanliness of floors.—
The desirability of keeping floors clean and free from refuse.
The danger from dirty, dusty floors.
3. Neatness and cleanliness of blackboards.
4. Windows, proper lighting, ventilation, etc.
5. Latrines, urinals, toilets, baths, etc:—
How to use them properly.
Dangers of improper use.
6. Playground and school compound.—
Children should be taught to keep the compound clean and tidy and free from refuse.
7. Devise competitions in cleanliness of rooms and play areas.

B. Cleanliness in the home:—

1. Sweeping and dusting, and disposal of wastes.—
Bad methods.
Good methods.
2. Cooking in living rooms, its dangers.
3. Keeping animals and poultry in living quarters.
4. Necessity for good light and good ventilation.
5. Dangers of rats, mice, insects, etc.
6. Protection of food and drink from
Dirt and dust (dirty hands).
Flies and other insects.
Vermin (bugs and rodents).
7. Keeping the compound and surroundings clean.—
The dangers of unclean surroundings.
8. Toilets, latrines, etc.
9. Pride in the home and its surroundings:—

C. Physical efficiency through exercise and games.—

- Physical health and efficiency necessary for best results in school.
Physical health and efficiency necessary to properly maintain the home.

THIRD-YEAR COURSE—FOURTH FORM.

III. Germ diseases and Dietary Deficiency disorders:—

A. Causes and prevention of diseases common in India.—

Malaria.	Tuberculosis.
Dengue.	Rabies.
Elephantiasis.	Cholera.
Plague.	Typhoid.
Relapsing fever.	Dysentery.
Kala-Azar.	Hook-worm.
Smallpox.	Gonorrhœa.
Measles.	Syphilis, etc.
Whooping-cough.	

B. The City Health department and its work.—

1. Why it exists and what it does.
2. How and why we should co-operate.

C. Causes and Prevention of Nutritional disorders.—

1. Why the body needs food.
2. The kinds of food needed by the body.
3. What happens to the body when certain elements needed are not supplied in the food—

(a) Rickets.	(c) Scurvy.
(b) Beri beri.	(d) Pellagra, etc.
4. Diseases caused by food-poisons, dirty food and errors in diet.

D. Physical exercise and games—

How the vitality of the body is improved and equipped to resist disease through rational exercise and games.

FOURTH-YEAR COURSE—FIFTH FORM.**IV. Physiology, Sex instruction, First Aid.—****A. Anatomy and Physiology—**

The systems of the human body, their function and care:—

(a) Growth and Development—

The beginnings of life—

Cells.

Tissues.

Organs.

Systems.

- (b) The Bony or Skeletal system.
- (c) The Muscular system.
- (d) The Heart and Blood circulation.
- (e) The Lymphatic system.
- (f) The Respiratory system.
- (g) The Digestive system.
- (h) The Excretory system.
- (i) The Nervous system.
- (j) The Neuro-Muscular Mechanism and Exercise.
- (k) The Glandular system.
- (l) The Reproductive system.

B. Sex Education—

1. A series of talks giving the biological approach to the subject.
2. Sex and Life (The Psychological aspects).
3. The Reproductive system (Anatomy, Physiology and Hygiene).
4. Lectures by specialists on the subject are desirable where and when possible.

C. First Aid—

The St. John's Ambulance Course.

FIFTH-YEAR COURSE—SIXTH FORM.

General Summary and review of all previous courses preparatory for examination.

N.B.—Health instruction should be made an *examination subject*.

No pupil should be permitted to sit for the examination unless he has shown the proper attitude toward health matters and physical activities.

Also, no pupil should be permitted to sit for the examination unless he has regularly attended games and other physical exercises as well as classes in health instruction.

GENERAL METHODS IN HEALTH EDUCATION.

Charts.
Models.
Lantern slides.
Dramas.
Literature.
Lectures.
Clean up days.
Exhibits.
Regular Practice of Health habits.

Health habit Record Card system.
Enforcement of cleanliness of school-grounds and school rooms.
Stories.
Songs.
Drawing books.
Making posters.
Junior Red Cross Organization, etc.
Follow Up on Medical examinations.

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- N.B.*—The Bibliography here given is only suggestive. A more exhaustive one can be given.

Order—No. 111, Education, dated 15th January 1929.

The report submitted by the committee appointed in G.O. No. 1315, Education, dated 15th June 1928, to examine the question of physical education in secondary schools for boys in this Presidency is placed on the Editors' Table.

(By order of the Government, Ministry of Education and Local Self-Government)

J. VENKATANARAYANA,
Secretary to Government.