

REPORT
OF THE
CONFERENCE ON PHYSICAL
EDUCATION

HELD AT

MADRAS ON THE 14TH AND 15TH OCTOBER 1927

UNDER THE PRESIDENCY OF

THE HON. DR. P. SUBBAROYAN, M.A., D.C.L., LL.D.

Chief Minister to the Government of Madras

MADRAS

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INTRODUCTION.

After nearly ten years of intensive physical training work in the Presidency since the inauguration of the present system of physical training by Dr. A. G. Noehren, M.D., it was felt that a conference on physical education was necessary. The proposal for a conference was first made in December 1926, but fell through for want of time. During the year 1927-28, however, the proposal was taken up early enough to obtain sanction of the Director of Public Instruction, which was given in Proceedings R.O.C. No. 931/27, dated 9th July 1927, sanction of expenditure for the same being given by Government in their G.O. No. 1539, Law (Education), dated 8th August 1927.

The work of organizing the Conference was then taken in hand by Mr. G. F. Andrews, B.A., L.T., Assistant Physical Director to the Government of Madras, and the Conference on Physical Education of headmasters and managers of secondary and training schools in the Presidency and others interested in physical education—the first of its kind in India—was held on the 14th and 15th of October 1927.

The object of the conference was to discuss matters pertaining to the improvement of Physical Education in the Presidency and to focus opinion on this subject. The report will show how far these objects were realized. The very practical nature of the conference programme was its outstanding feature.

The success of the conference was due to the ready response given to the conference by headmasters and managers all over the Presidency, to the support given to it by eminent public men like the President of the Madras Legislative Council, the Deputy Leader of the

Opposition in the Council, the Vice-Chancellor of the University and many others, to the sympathetic guidance of the conference by the Hon'ble Dr. P. Subbaroyan, Chief Minister to the Government of Madras and last, but not least, to the untiring exertions of Mr. Andrews, who practically singlehanded worked out very ably the details of the organization of the conference.

It is hoped the report will be a very valuable help to those interested in problems of Physical Education and enable headmasters and managers of institutions to give Physical Education in the schools the due importance it deserves and to evolve a worthwhile programme of Physical Education for the better health and vitality of the thousands of children entrusted to their care.

H. C. BUCK,

*Adviser to Govt. on Physical Education,
Madras.*

REPORT ON THE CONFERENCE ON PHYSICAL
EDUCATION HELD AT THE SENATE HOUSE,
CHEPAUK, MADRAS, ON THE 14TH AND 15TH
OCTOBER, 1927, UNDER THE PRESIDENCY
OF THE HON'BLE DR. P. SUBBAROYAN,
M.A., D.C.L., LL.D., CHIEF MINISTER TO THE
GOVERNMENT OF MADRAS.

The Conference on Physical Education organized by the Advisor to Government on Physical Education and the Assistant Physical Director to Government as per Proceedings R.O.C. No. 931, dated 9th July 1927, was opened at 11 a.m. on Friday, the 14th October, 1927, by the Hon'ble Dr. P. Subbaroyan, M.A., D.C.L., LL.D., Chief Minister to the Government of Madras.

The Conference was well attended by a representative gathering of Headmasters, Managers, etc. The following are a few of the many prominent persons who attended :—

The Hon'ble Mr. C. V. S. Narasimha Raju, M.L.C.,
President, Madras Legislative Council.

Mr. Arthur Davies, Principal, Law College,
Madras.

Mr. Erlam Smith, Principal, Presidency College,
Madras.

Professor Ratnaswamy, Principal, Pachayappa's
College, Madras.

Rev. W. Meston, Principal, Christian College,
Madras.

Mr. H. Champion, Principal, Teachers' College,
Saidapet.

Mr. S. Satyamurthi, M.L.C.

Mrs. H. C. Buck.

Dr. and Mrs. Lakshmi Pathi.

Mr. A. K. Sankara Varma Raja.

Mr. T. K. Krishnamurthi, D.E.O., Madras

Mr. K. Sanjiva Kamath.

Diwan Bahadur Mr. P. Parankusam Nayudu.

Rao Bahadur Mr. R. Krishna Rao Bhonsle.

Mr. S. E. Ranganathan.
 Sir R. Venkatratnam Nayudu.
 Mr. W. Forgie.
 Mr. D. F. McClelland.
 Rev. Fr. Bertram, Principal, Loyola College,
 Madras.
 Rev. R. Smailes, Principal, Findlay College,
 Mannargudi.

The total attendance at the sessions was well over 200 and specially at the Demonstration it was nearly 500. The various districts were represented by Headmasters as follows :—

Ganjām	2	South Arcot	11
Vizagapatam...	6	Chittoor	4
East Godāvari ...	4	North Arcot	7
West Godāvari ...	<i>nil.</i>	Tanjore	18
Kistna	2	Trichinopoly	11
Guntūr	6	Rāmnād	2
Kurnool	10	Madura	6
Bellary	6	Salem	<i>nil.</i>
Anantapur	<i>nil.</i>	Coimbatore	4
Cuddapah	<i>nil.</i>	Tinnevelly	2
Nellore	6	The Nilgiris	1
Madras	20	South Kanara	1
Chingleput	10	Malabar	7

On account of the illness of Mr. H. C. Buck, the Physical Adviser to Government, the duty of welcoming the delegates to the Conference was entrusted to Mr. G. F. Andrews, the Assistant Physical Director. In his Welcome Address, Mr. Andrews reviewed the history of Physical Education in the Presidency from its inception in 1875 up to the present day, invited the attention of the delegates to the deplorable state of Physical Education in the Presidency and its causes and pointed out the means of remedy. (A full copy of the Welcome Address is given in Appendix II.)

The Hon'ble Dr. P. Subbaroyan, in his presidential speech (full text of which as reported in the local Dailies is given in Appendix II) emphasized the importance of adequate Physical Education, and the great values of the major games, and appealed to the Conference to evolve something practical and practicable so that Physical Education may be raised from its standard of inefficiency to one of great utility and interest.

The "Conference Agenda" was as follows :—

Friday, October 14th : 11 a.m. to 2 p.m.—

- (i) Welcome Address.
- (ii) Presidential Address.
- (iii) Announcements.
- (iv) Presentation of papers and Discussion.

Subject.—The Nature and Scope of Physical Education in schools. Papers to be read by—

Mr. H. C. Buck, M.P.E., Adviser to Government on Physical Education, Madras.
 M.R.Ry. S. V. Ramadass Pantulu Garu, M.A., L.T., Headmaster, Maharaja's College School, Vizianagram.
 M.R.Ry. C. Narayanamurti Pantulu Garu, B.A., L.T., Headmaster, Municipal High School, Chicacole.
 The Raja of Dharakota, Manager, S.R.M. School, Dharakota.
 M.R.Ry. A. K. Sankara Varma Raja Avargal, Manager, Kadathanad Raja's High School, Purameri.

3 p.m.—Demonstration of Physical Activities.

5-30 p.m.—Visit to the Model Playground, Georgetown, Madras.

Saturday, October 15th : 7 a.m.—Visit to the Y.M.C.A. Athletic Field, Royapetta.

11 a.m. to 2 p.m.—

- (i) Announcements.
- (ii) Presentation of papers and discussion.

Subject.—Defects of Physical Training in schools and their remedies.

Papers to be read by—

Mr. G. F. Andrews, B.A., L.T., Assistant Physical Director to the Government of Madras.
 Mr. H. C. Buck, M.P.E., Adviser to Government on Physical Education, Madras.
 M.R.Ry. S. S. Krishnaswami Ayyar Avargal, B.A., L.T., Headmaster, Municipal High School, Karur.
 M.R.Ry. G. Sundaram Ayyar Avargal, B.A., L.T., Headmaster, N.S.M.V. High School, Devakkottai.
 M.R.Ry. A. S. Venkat Raman Avargal, B.A., L.T., Headmaster, Board Middle School, Pakala.
 M.R.Ry. P.V. Venkatachalam Avargal, B.A., L.T., Assistant District Commissioner, Boys' Scout Association, South Malabar.
 M.R.Ry. L. S. Nataraja Sarma Avargal, B.A., L.T., Headmaster, Muslim High School, Madras.

3 to 5 p.m.—Resolutions and Recommendations.

Following this Agenda the first session was devoted to the presentation of papers and discussion on the subject "Scope and Nature of Physical Education." Mr. Buck led with his paper on "Physical Education in

Schools—What it should be.” He explained how Physical Education is intended for the physical, moral and intellectual welfare of pupils, pointed out the outstanding needs of a well organized scheme of Physical Education, and outlined a Physical Training lesson plan. Papers were also read by M.R.Ry. S. V. Ramadas Pantulu Garu Avargal, B.A., L.T., Headmaster, Maharaja’s College School, Vizianagram, M.R.Ry. C. Narayanamurthi Pantulu Garu, B.A., L.T., Headmaster, Municipal High School, Chicacole, and M.R.Ry. A. K. Sankara Varma Raja Avargal, Manager, Kadathnad Raja’s High School, Purameri. These papers (full texts of which appear in the Appendix III) were very exhaustive and illuminating. The discussion which followed was not germane to the subject, but showed that the Headmasters were keenly alive to the necessity of effecting improvements in Physical Education and of raising its standard of efficiency. Mr. H. Champion, Principal, Teachers’ College, Saidapet, presided over the latter half of this session.

The afternoon of the first day of the Conference was devoted to two demonstrations, one at the Senate House Hall, and the other at the Model Playground, Georgetown. Full descriptions of these demonstrations are given in Appendix IV. The demonstrations were very much appreciated and from the inquiries made afterwards it would seem that many were deeply impressed with the activities, especially by the intense liveliness and interest shown by the boys who participated, which proved conclusively that the statement made in the morning about the hostility of boys to Physical Training Activities was not correct.

Saturday’s programme began with the demonstration of athletic and sports activities on the Royapetta Y.M.C.A. Athletic Field at 7 a.m. Some time was spent at the end of this demonstration in queries and answers regarding the many activities seen. The help given by the students of the Y.M.C.A. School of Physical Education is worth mentioning here, since they practically demonstrated the correct style of the various athletic activities. (A copy of the demonstration programme is given in Appendix V.)

(N.B.—The Demonstration of Physical Activities had been sanctioned by the Director in his Pros. R.O.C. No. 930-D, dated 24th August and 8th September 1927.)

The delegates met again at 11 a.m. at the Senate House and in the unavoidable absence of Dr. P. Subbaroyan, Mr. Thomas Harris of the Voorhees' College was voted to the chair. The subject for discussion was "Defects of Physical Training in Schools and their Remedies." The Assistant Physical Director led with his paper in which he summed up the defects as being those of (1) organization and administration and (2) of technique, and pointed out the remedies. Other papers on the subject were read by Mr. Buck, M.R.Ry. S. S. Krishnaswami Ayyar Avargal, B.A., L.T., Headmaster, Municipal High School, Karur, M.R.Ry. A. S. Venkatraman Avargal, B.A., L.T., Headmaster, Board Secondary School, Pakala, M.R.Ry. P. P. Venkatachalam Avargal, B.A., L.T., Assistant District Commissioner, Boys' Scout Association, South Malabar, and M.R.Ry. L. S. Nataraja Sarma Avargal, B.A., L.T., Headmaster, Muslim High School, Madras. All were agreed regarding the main defects, prominent among which are—

1. The inefficient Physical Training Instructor,
2. Lack of funds,
3. Lack of facilities such as equipment, playgrounds, etc.,
4. Unsuitable time and place for physical training,
5. Inadequate nourishment of children in schools,

and so on. Among the many suggested remedies, are the appointment of cultured highly qualified Physical Directors, sanction by Government of adequate funds, co-operation of Assistant Masters, change in working hours of the schools, etc. (These papers are also included in the Appendix III.)

At this session the Subjects Committee was appointed to scrutinize the resolutions submitted for presentation to the Conference in the afternoon. The Committee consisted of the following :—

1. Mr. Thomas Harris, Headmaster, Voorhees' College School, Chairman.
2. Mr. H. C. Buck, Physical Adviser, Convener.
3. Mr. G. F. Andrews, Assistant Physical Director.
4. Mr. W. Forgie, Secretary, Y.M.C.A.

5. Mr. P. A. Subrahmanya Ayyar, Headmaster, Hindu High School, Triplicane.
6. Rev. T. R. Foulger, Principal, Wesley College School, Royapetta.
7. Rev. Fr. Arulnathar, S.J., Headmaster, St. Joseph's College School, Trichinopoly.
8. Mr. V. Raghava Ayyangar, Headmaster, Municipal High School, Māyavaram.
9. Mr. A. K. Krishnaswami Ayyar, Headmaster, P. S. High School, Mylapore.
10. Mr. S. S. Krishnaswami Ayyar, Headmaster, Municipal High School, Karur.
11. Mr. R. S. Ramachandra Rao, Headmaster, Samasthanam High School, Bobbili.
12. Mr. R. Srinivasa Ayyangar, Sarvajana High School, Peelamedu.
13. Mr. Devasikamani, Headmaster, Bishop Heber College School, Trichinopoly.
14. Mr. M. C. Rajagopal Nayudu, Headmaster, Srirangam High School, Srirangam.
15. Mr. A. K. Sankara Varma Raja, Manager, Kadathnad Raja's High School, Purameri.
16. Mr. T. J. Mulley, Headmaster, Malabar Christian College School, Calicut.
17. Mr. S. A. Panchapakesa Ayyar, Headmaster, Board High School, Bapatla.
18. Mr. S. Narayanaswami Ayyar.
19. Mr. V. Guruswami Sastri, Headmaster, The High School, Tirukkattupalli.
20. Mr. M. Narasimhaswami, Physical Training Instructor, Arts College, Rajahmundry.
21. Mr. A. Bhimachar, Headmaster, Municipal High School, Bellary.
22. Dr. A. Lakshmi Pathi, Madras.
23. Mr. S. V. Ramadas Pantulu, Headmaster, Maharaja's College School, Vizianagram.

The Subjects Committee met at 3 p.m. in the afternoon and adopted the following resolutions :—

1. That, in view of the urgent necessity of having proper Physical Education in schools admitted on all hands in this Conference, the District Educational Officers in all districts be requested by Government through the Adviser to hold Conferences on

- Physical Education in each district to formulate a general scheme of Physical Education in the schools of the district.
2. That the scheme should be so framed as to suit local conditions, to include local games of an indigenous nature in revival of the past glory of India.
 3. That, inasmuch as it is impracticable for financial reasons to have a number of full-time Physical Instructors for each school, a few select teachers in schools, at the rate of one for every hundred pupils, be trained for imparting Physical Instruction.
 4. That this Conference requests the Chief Minister to sanction every year a special "Physical Education Grant" to all recognized schools to encourage Physical Education.
 5. That this Conference requests that special facilities may be given for acquiring Play-grounds and building Drill-Sheds for the use of schools.
 6. That the Department of Public Instruction be requested to issue a circular to managements of Institutions urging on them the importance of providing Physical Instruction as far as possible to every pupil of the school for not less than half an hour a day, and requesting them to provide the necessary accommodation and additional teaching power for the purpose.
 7. That every secondary school be provided with a Physical Director, preferably an L.M.P.
 8. That, in consideration of the fact that the indigenous institutions of Physical Culture, namely, the Talims and Gardis, have been decaying for want of State patronage, this Conference requests the Government to frame rules for the recognition of the existing institutions and to make grants for the maintenance of the most deserving of them.
 9. That Competitive Tournaments be held in each district for awarding prizes annually to the winners of teams competing from these private institutions.

10. That this Conference is of opinion that the school-hours between 11 and 2 are detrimental to the health of children and so urges the Headmasters of all schools to rearrange the time-tables as far as possible so that the morning session is between 7 and 11 a.m. and the afternoon between 2 and 5 p.m.
11. That Government be pleased to appoint a representative committee of officials and non-officials at an early date to deal with the matters embodied in the various resolutions of this Conference, to investigate the whole problem of Physical Education, and to submit definite proposals to Government for the improvement of Physical Education in the Presidency.
12. That Government be pleased to include "Physical Education and Health Instruction" according to a set syllabus among the A-Group Subjects for the S.S.L.C. Course and in the other classes as well and consequent on such inclusion to suitably lighten the general curriculum.
13. That this Conference requests the Adviser to Government on Physical Education to communicate these resolutions to the authorities concerned for favour of necessary action.

Of these resolutions all but one, namely, No. 12 referring to the inclusion of Health Instruction and Physical Education as an A-Group Subject were placed before the Conference at the afternoon session at 3-30 under the presidency of Dr. Subbaroyan and accepted.

The omission of Resolution No. 12 was through an oversight but since this was unanimously accepted by the Subjects Committee it is included in the list given above.

After the resolutions were read and accepted, the President brought the Conference to a close by a few remarks in which he expressed his satisfaction at the practical nature of the resolutions and the successful sessions and demonstrations. He also said that the resolutions were of such a nature that there will not be much difficulty in Government accepting them.

Regarding the working hours of the school he expressed himself in favour of a morning session and concluded by appealing that the interest evinced should not be allowed to die out, but that it should be fostered and encouraged by further conferences, and demonstrations in the districts. (Full report from papers of this address is quoted in Appendix II.)

Vote of thanks proposed by Mr. P. A. Subrahmanya Ayyar, and by Mr. Bhaktavatsalu Nayudu brought the proceedings of a very successful Conference to a close.

H. C. BUCK,
*Adviser to Govt. on Physical Education,
Madras.*

APPENDIX I.

OBSERVATIONS ON THE CONFERENCE BY AN IMPARTIAL VISITOR.

*By Mr. Wallace Forgive, O.B.E., Boys' Work Secretary,
Y.M.C.A., Madras*

As a somewhat detached observer I was asked to summarise the discussion which went on from the floor of the Conference. No suggestion has been introduced into this summary which was not made by Headmasters attending the Conference and, except where noted, the comments represent statements repeated by from two to ten different speakers.

A sincere effort has been made not to allow any personal attitude towards any matter under discussion to influence the material which is herewith presented. This brief review represents therefore the outstanding impressions of the Conference, and is given below under six heads—

I. Main features of the open discussion.—1. The frank and fearless determination to recognize past failure in the field of physical education. The thorough and critical review presented by Mr. Andrews was supplemented and endorsed by many who took part in the discussion. In view of the presence of such a large and representative group of Headmasters at this Physical Education Conference it was impossible for the uninformed observer to believe that the views expressed were not unduly pessimistic.

2. The unanimous support given by the delegates to the proposition that the need for and the importance of physical education demanded that it be given an adequate place in the whole scheme of education even if this demanded the sacrifice of some purely intellectual subjects at present included in the curriculum.

3. The earnest search for ways and means of carrying on physical education work in their schools and a determination to do this work more effectively in spite of many handicaps.

4. The entire absence of discussion on the topic "The Nature and Scope of Physical Education" following the presentation of four papers on this subject on the first day of the Conference was quite remarkable. In seeking for an explanation of this fact several possible suggestions present themselves :—

- (1) That the papers dealing with this subject were quite exhaustive.
- (2) That the defined nature and scope of physical education met with very general acceptance.
- (3) That many of the Headmasters felt themselves to be technically unqualified to discuss this phase of the question.
- (4) That the pressure of present practical defects and difficulties overshadowed all else in the thinking of the delegates and precluded discussion of this phase.

II. Present leadership of physical training.—With one notable exception the discussion of the Conference gave support to the view that one of the greatest difficulties in the way of the progress of physical education was the type and lack of general and special training of the drill masters who are at present mainly responsible for physical work in the schools.

Typical of the comments are the following :—

(1) Drill masters neither know drill and how to conduct it nor are qualified to be called masters.

(2) Present type of drill often does more to impair health than to improve it.

(3) Drill period more universally hated than any other period of school work.

(4) Work is done in a mechanical way with no variety to sustain interest in it and no attempt to grade and adapt work to pupils of different age groups.

(5) Few drill masters are capable of conducting work in a fashion calculated to contribute to the upbuilding of good character.

(6) There has been a feeling that boys who were unable to qualify as teachers or to be useful in other lines of work might become drill masters.

One delegate expressed satisfaction in his experience of the drill instructor of his school and the Conference showed some sympathy with this statement ; at the other extreme there was the statement "The drill master stands in the way of improvement and progress in physical education and he must go". The overwhelming feeling of the Conference favoured the employment of adequately trained men who will command the respect of both the pupils and teachers. There was agreement throughout the Conference that this was the key to the solution of many of the problems besetting the work of physical education.

A suggestion that men from the military and police might be appointed for a few years to school physical training and then revert to these forces was not supported by the Conference.

III. The type of leadership required.—The Conference discussions showed marked agreement in the matter of the kind of leadership required in school if an adequate programme of physical education is to be achieved.

1. That the Director of Physical Education should be an assistant master of high cultural and technical qualifications who will take his place on the staff as one of the Headmaster's chief assistants, the scale of pay being increased to that commensurate with such standing.

2. That the Director of Physical Education should be assisted in the work of physical education, especially in the games, by almost every teacher on the staff in order that there may be some man in direct charge of physical training for each group of not more than 100 boys. The Director must therefore be a man who can command the respect and secure the co-operation of all the teachers on the staff.

3. That the Director of Physical Education must be qualified to teach all branches of personal, hygiene and health education as well as skilled in all matters of exercise, drill and in the organization and conduct of minor and major games.

IV. Some successful experiments.—The Conference was much interested in the description of an experiment, which has been going on with good results, although not without difficulties, in the Tanjore District for a number of years. The main features of this plan are as follows :—

1. Headmaster arranged for a special course of training in physical education for all the teachers of his school which was conducted by one of the Government Physical Training Instructors and followed two years by a refresher course.

2. Every boy is on the playground for half an hour each afternoon (Regular teaching sessions throughout the afternoon are shortened by five minutes each to help provide time for this programme.)

3. Each teacher is responsible for his own class of boys and either takes charge himself or has a boy captain substitute for him.

4. Fifteen minutes are given to drill, corrective exercises, etc., and fifteen minutes to team and other games. (Those specially interested continue their games after the close of the period.)

5. A teacher is now attending the Y.M.C.A. Physical Training School who will upon completion of his course take charge of the physical education programme of the school and give leadership to the other teachers.

Another successful experiment in the training of captains among the older boys of the school to give leadership to small groups in physical training work and games was reported to the Conference and was favourably endorsed by subsequent speakers. It was felt, however, that even where boys are used as leaders all teachers should be present frequently at physical training and games, and that the best relations of teacher and pupils as well as the best results from drill and games could only be achieved when the teachers themselves were present and interested in the work.

V. Departmental recognition of physical education.—While recognizing practical difficulties of examining pupils and grading credits for work in some of the phases of physical education, the Conference made clear that it felt one of the major difficulties to be lack of recognition of this work by credit on school standing, and that some means should be devised of giving credit for the work on school examinations.

The attitude of indifference on the part of parents was largely determined by the fact that no credit is given by the department on the examinations for participation in physical exercise and games.

VI. Time for physical education.—The problem of finding sufficient time at suitable hours of the day for the work of physical education was one which was much in evidence in all the discussion.

The noon day hours when it is too warm and the hours at the close of the regular teaching day when the pupils are fagged and hungry were considered to be unsuitable, especially for the corrective exercises and drill.

A number expressed the opinion that setting up work, breathing and corrective exercises should be carried on in periods at the opening of school in the morning and between the regular school periods during the day

There was practically unanimous opinion that at least half an hour each day should be given to physical education.

There was insistent demand that the Department of Public Instruction should revise the curriculum and the examination demands in order to provide adequate time for physical education work, and that the department devise means of giving credit for work along these lines on examination standing. Many delegates expressed the belief that until this step is taken little progress may be expected.

The question of having only one session of school and that in the morning hours was much discussed, but this discussion did not throw any light on the problem of providing suitable time for corrective exercises and games.

The necessity of providing a noon day meal for poor pupils if any participation in physical work and games was to be expected of them in the late afternoon was emphasized and the statement made that in some few cases local boards were undertaking to meet this need.

APPENDIX II.

FULL TEXTS OF THE WELCOME ADDRESS AND THE
PRESIDENT'S OPENING AND CLOSING SPEECHES.

*Welcome address by Mr. G. F. Andrews, B.A., L.T., Assistant
Physical Director to Government of Madras.*

LADIES AND GENTLEMEN,—The duty and privilege of extending to you all a hearty welcome to this Conference has unexpectedly fallen upon me. It is a matter of deep regret that Mr. Buck, the Adviser to Government on Physical Education, should have been unable to do this himself due to his illness.

Gentlemen, I consider it a unique honour to be privileged to welcome you all to this Conference since it is the first of its kind in the annals of education in this Presidency. That educators of ripe and mature experience, with up-to-date ideas and theories, bubbling with hopeful enthusiasm for the cause of physical education, and educators of rather conservative ideas and fears, have come from distances far and near to represent all the four corners of the Presidency and the various types of schools and various schools of thought, is itself an indication, if any is needed, of the importance of this Conference.

A brief history of the progress of physical education in this Presidency will not be out of place and I shall, with your permission, briefly review the same.

The earliest mention we have regarding any organized effort at imparting physical education in schools is in the report on public instruction for the year 1875-76 submitted by Col. MacDonald, the then Director of Public Instruction. He says that no public funds were then available for physical education, that the organization of athletic sports and cricket was the result of private effort, and that MacLaren's system of gymnastics was then introduced. The result grant system and the sanction of funds gave rise to a few gymnasia over the Presidency: but this was mostly in Government schools, and it was not till 1882 that an organized effort was made to put physical training on a regular basis. In that year the Physical Training and Field Games Association for training Gymnastics Instructors came into existence and till 1892 it continued to do useful work, training and certifying men to be qualified as Drill and Gymnastics Instructors. It was largely due to the efforts of Mr. Grigg who was Director of Public Instruction from 1879-1889 that physical education received some attention and was taken up by many schools. Mr. Grigg in his report for the year 1880-81 says "The importance of physical training cannot be over-estimated. Apart from the improvement in physique which it creates, it gives the boys some occupation for their hours of leisure and tends thus to keep them away from the evil influences of the bazaar." Again in his report for the year 1882-83, he says "If healthy games can only be associated with education, it will,

I think, be a great step in advance as there can be no doubt of their influence upon the moral character." But, all was not smooth sailing : for, in 1885-86 Mr. D. Duncan, the Acting Director of Public Instruction for the year, writes thus : "In many cases the instruction is confined to a Corps d'elite of Gymnasts composed of such boys as have a taste for athletics, the majority of the pupils receiving no attention whatever. This is mainly due to lack of interest in gymnastics by the managers themselves." This state of affairs of which Mr. Duncan wrote in 1885 is, I make bold to say, true even in our days.

One particular feature of the far-sighted administration of Mr. Grigg is noticeable in his report for 1887-88 when he says "The system necessary in present circumstances of having a separate Gymnastic Instructor will, I trust, not become perpetual, but a more rational be substituted for it. The more rational one I conceive it to be the employment, as in many schools in Germany, of the junior masters for this work—until this is done, drill and gymnastics will generally be regarded as no integral part of the discipline of a school, but merely accidental." How much truth there is in this statement ! and how unfortunate that these words of warning went by unheeded ! The Grigg Memorial instituted in 1905 in memory of this Pioneer of Physical Education in this presidency is a just recognition of his meritorious services.

From 1892 onwards, the training schools at Saidapet and Rajahmundry served as centres of instruction in drill and gymnastics, but even in 1901, it was found that the supply was more than the demand, and in 1902 these classes were abolished for a time. Physical training during these years was done after school hours, and the Hon'ble Mr. Bourne in his report for the year 1906-07 says that in most cases this system was unsatisfactory. "The Instructors," he says, "have not acquired the art of engaging a number of boys on the apparatus at the same time, and of the time set apart for gymnastics instruction, only a fraction is actively spent by each boy. Most of the time he is watching the others perform. Smartness in moving up to and away from the apparatus is generally absent. The marching is usually bad." His report for 1911-12 does not indicate any progress. He says, "The great bulk of the boys pass through their school course without further physical training than is afforded by perfunctory attendance at drill and gymnastics, which owing to the impossibility of maintaining an adequate staff of instructors in the large schools occur too infrequently in the week to have any appreciable effect. The Secondary School-Leaving Certificate Scheme provides for a terminal entry under this head and it is to be hoped that this will stimulate interest

. . . The institution of tournaments and cup ties, by which it has been sought to encourage games has not been an unmixed benefit. It has even produced an incipient professionalism which keeps the number of boys actually playing games comparatively small. I fear that the bulk of teachers still take little interest in them. The teaching profession is not largely recruited from the athletic sets in the Colleges"—a statement equally true of our days and which requires to be fully noted.

The account given by Mr. Stone in his report for 1916-17 is not, however, encouraging. He says, "The weak point of physical education is that those who stand most in need of physical culture get least of it. As Mr. Champion says 'drill is lifeless and flabby, and

gymnastics are confined to the few'. There are a few notable exceptions, but usually many boys in school get little or no physical training at all; less specialization on the parallel and horizontal bars is wanted and more exercise for all."

The training during this period from 1892-1917 was conducted in the gymnastics training section of the Teachers' College, Saidapet and Rajahmundry, and later on in the many such technical training classes opened all over the presidency. It was not even uncommon till very recently to find able gymnastic instructors training candidates privately and sending them for the certificate examination as private candidates.

The advent of Dr. A. G. Noehren in 1916 ushered in a new era. This was testified to by Mr. R. G. Grieve in his report for the year 1921-22 as follows:—

"There is no doubt whatever that progress has been rapid and that far more students are enjoying the advantages of healthy and regular exercise both at games and gymnastics. The work of the Physical Advisor and his assistant not only has done much to popularize organized games and physical culture in Madras and the mufassal, but it has also been instrumental in producing a new class of physical training instructors who are greatly improving the old type of gymnastics. A feature of particular note is the introduction of Indian games and exercises to supplement and in some cases to supplant the old types of drill and games."

This work was achieved by the tours of the Advisor, his 'Handbook of Physical Activities', his staff of three specially trained gymnastic instructors and by closing down the numberless centres of physical training and limiting them to five. The last reform was made in order to check the supply from exceeding the demand, which had already happened as far back as in 1901, and again had happened at this time.

Mr. Buck, the present Advisor, however, still found many more flaws in the system, the two main ones being in the curriculum of training for physical training instructors, and in the calibre of these men who were trained as Physical Training Instructors. The course of instruction in the five training schools consisted in the practice of exercises on the gymnastic apparatus, which often tended to be of the advanced nature, and partook of the nature of feats and stunts rather than of systematic progressive exercises and in the practice of the few free-arm drill and exercises which had been laid down by the department. The course of instruction did not include any study of physiology and anatomy on which physical training is based, or of the principles and methods of physical training on which the actual work is to be conducted, or of class-management, discipline, etc., so vital to every teacher. Again, the fact that these schools turned out anybody who entered their portals, be he an illiterate or of low education, into a full-blown drill and gymnastic instructor, the fact that no educational restriction was placed for admission enabled a large number of illiterate men to be trained. The consequence of these two defects was that faulty curriculum of studies produced imperfect instructors and low education made these imperfect instructors inefficient. The pay of instructors fell low as a consequence of these defects and the instructors became to be considered one of the menial staff, not worthy of mention as one of the teaching profession.

These defects had to be remedied and consequently Mr. Buck advised the department to close down all training schools and to

concentrate all training in the Y.M.C.A. School of Physical Education where the course of instruction includes both the theory and practice of Physical Education besides study of subjects like Physiology, Anatomy, Hygiene, First Aid, etc., and where the minimum qualification for admission is the fourth form, the training being spread over six months. It is not suggested this is the ideal, but this has been a step forward and with the raising of the qualification to S.S.L.C. and the extending of the course for nine months, matters will improve considerably from the point of view of personnel, work and prospects. Gentlemen, such has been the course of Physical Training in the presidency. That the subject is one of the neglected subjects worse than the "B" Group subjects of the S.S.L.C., that it is a subject from which the pupils will run away if they can, that it is a subject of tremendous annoyance to the teachers and the taught, to the managements and headmasters—all these must have made it patent to you that here is a subject with no tradition behind it. And in fact it is not a history full of traditions, but, a story of monotonous drill classes from which all of us in our days tried to escape by fair means or foul—a narrative of failures that we have to review. I shall not weary you by recapitulating some of the tiresome experiences we have had in our days.

I should, however, explain why there has been no progress in Physical Education, why in this particular sphere we are practically in the same situation as about 50 years ago. Two outstanding causes are plain to me. First that in attempting to impart Physical Education the instruction was not in accordance with either the psychology or the physiology of the child. Child Nature or Boy Psychology was not considered a factor which should be reckoned with and this is apparent by the fact that instruction has been left in the hands of Instructors of no intellectual calibre, who have had and even now do not have the broad outlook that is necessary in any branch of education and who, because of their low education, low qualification and low pay, lacked and still are lacking the sympathy so essential for dealing with the growing child. The instruction was physiologically faulty because it did not take into consideration the stage of development of the boy nor did it include a progressive course of exercises, which would help the boy to develop a healthy body.

In the second place the instruction was highly individualistic. The individual and not the mass was attended to and since this meant keeping only a few busy to the exclusion of the many, the instruction again failed.

And, it must be noted, that it was not only European gymnastics which failed to make headway, but also the indigenous "native exercises" or "kasarith exercises" as they are called. As early as 1886, a manual of Indian Exercises had been compiled and various Inspectors tried to encourage and to foster Indian Gymnastics which included the Dunds, Bhaskis, Wrestling, Fencing, etc. But the reports of the various Directors of Public Instruction tend to show that native gymnastics as well as European Gymnastics failed to interest boys in large numbers, in fact they were steadily on the decline. It was left to Dr. Noehren to make a happy combination of the Indigenous with the Western Exercises. Just as European Gymnastics failed because of its individualistic nature and because of the psychological and fundamental defects, so also Indian exercises were found wanting because of the

same faults. Indeed any scheme of Physical Training which does not have its basis on a study and knowledge of the Boy Nature and which is highly individualistic in its working will fail to attract and interest the boys and will not help to cultivate the high moral traits so essential in life; and these are factors which should be remembered in any attempt at drafting a scheme of Physical Education. The purely Indigenous System of Exercises has failed. European Gymnastics did not make a lasting impression. It is left to us to find out the *via media*.

Alongside of these changes in Drill and Gymnastics are also to be noted the introduction of the play element through the major games in the playground. Schools have begun to acquire and to possess playgrounds to cater to the demands of their pupils for play facilities. More attention is being paid to these games and athletics so that we can say that the present school-going generation are playing more than we did in our days. This change has been brought about slowly and gradually and is one of the most commendable features of Education in Schools nowadays, though there is much yet to be desired even in this sphere of activity and as Mr. Littlehales says in his report for 1923-24 "Physical Training in recognized schools is not still as fruitful of results as might be wished."

Gentlemen, we have reviewed the past and we are now here to decide what is to be for the future. We are on the threshold of another new era in the history of Physical Education. The deliberations of this Conference will decide whether we cross the threshold and enter into the new era or whether we are wanting in broadness of outlook and boldness of decision. The making or marring of the health and physical welfare of the thousands and thousands of children entrusted to our care depends on our actions these two days. The time at our disposal is very limited and in this short period we have to consider whether Physical Education should be considered as important as any other subject in the curriculum like English, Mathematics, etc., proficiency or lack of proficiency in which counts for promotions, whether it should be handled by teachers of high qualifications or continued to be mishandled by the present generation of inefficient "Drill Masters", whether it is necessary to spend wisely and liberally for the various Physical Training activities or not, whether a purely indigenous or an entirely Western system of Physical Education is to be encouraged or whether a happy combination of both is necessary and so on. Topics like provision of the necessary number of periods for Physical Training in the time-tables, of the suitable time for Physical Training, of the necessary gymnasiums for such Physical Training work, supply of the necessary facilities for actual Physical Training work and for major games and athletics, importance of acquiring large playgrounds to provide play facilities for all pupils, securing the co-operation of all members of the staff in Physical Training work, etc., will also occupy our thoughts. The papers that will be presented to us to-day and to-morrow may indicate a little of what is to be done.

The report of Mr. Grieve for 1924-25 where he says, "Hygienic conditions in schools and playgrounds and their surroundings are still far from ideal and a keener interest on the part of some Headmasters, and staffs of schools is desirable in order that Physical Training periods may be made more interesting and attractive to pupils and more beneficial to their health and physical development" gives something

to think about. Much depends on our whole-hearted and united efforts. Let us therefore give our best to this Conference and evolve something which will be standing monuments to our efforts and of which we need not be ashamed or over which our children may not sit in judgment in their days. Gentlemen, on our work depends the health of our children who are the citizens of to-morrow, upon our decision to give him a sound training for life that is only possible through a well-balanced scheme of Education where body and mind find equal treatment rests his future career as a useful member of the community.

Let us therefore as parents and educators bear this in mind and by helping the boy to secure and maintain health and vitality, and by training him for life through developing his character give him the greatest gift possible in our hands and thus enable him to take his stand in life's battlefield and fight out his battles nobly and bravely.

Gentlemen, I extend to you all once again a hearty welcome to this august Conference, and I have great pleasure in requesting the Hon'ble Dr. Subbaroyan, Chief Minister to Government, who happily for us is in charge of the portfolio of Education, to preside over this Conference, to extend to us his sympathetic advice in our deliberations and to guide us in our decisions.

President's Opening Address.

The Hon'ble Dr. P. Subbaroyan, after taking the chair, said :—

“LADIES AND GENTLEMEN,—When Mr. Buck asked me to preside over this Conference I did not think that I was to let myself in for an address. I thought I should watch the proceedings and get educated in the matter of Physical Education. Unfortunately I am also expected to speak. Physical Education though known to many people is not known to me in the manner presented to you by Mr. Andrews. There is no doubt that Physical Education is badly needed in this province. Our education has been more on the line of intellectual development than that of physical development. That is why we see in colleges boys of the senior B.A. class looking like boys of the IV or V Form. A scheme like the one adumbrated by Mr. Andrews is very necessary. I hope the presence of Headmasters and Assistant Masters shows that they feel the necessity of imparting Physical Education to the pupils in schools.

“We all know that in football and other games only a few take part. There is nothing like game to train the boys in the spirit of comradeship. Football, Cricket and Hockey teach the boys to play for their side. Boys should learn to play for their side, not for themselves, not even for the particular community to which they belong. Physical Training makes boys more fit to go through the struggle of life than they would be if they did not take those exercises. I believe you will agree that games should play a more important part in Physical Education than mere physical training.

“Mr. Andrews has given you the chequered history of Physical Education in this province. The importance of Physical Education has come to be recognized only during the last five or six years. What Mr. Noehren and Mr. Buck have done to impart the right spirit in Physical Education is known to all of you. Mr. Andrews and his assistants have gone all over the province to make the progress of Physical Education more satisfactory. When the new Y.M.C.A. School at Royapetta is

opened and the right kind of men are admitted for Physical Training, the drill masters will be recruited from Assistant Masters of schools so that their physical training will be an addition to their qualification. Physical Training will then be given by well-educated men who will understand the physiology and the psychology of the children as Mr. Andrews puts it. I hope that the resolutions you will pass after your deliberations during the next two days will be of such a nature that they will be carried out.

"I thank you all for attending the Conference. The presence of the President of the Legislative Council and the Deputy Leader of the Opposition here shows what interest people are taking in Physical Education (Cheers)."

(FROM THE "HINDU", DATED 14TH OCTOBER 1927.)

President's Closing Speech.

Dr. P. Subbaroyan in dissolving the Conference said :—

"Let me first of all thank you, gentlemen, for having come here all the way to Madras, especially the Headmasters who have come from the mufassal to attend this Conference, which shows that all the Headmasters are taking a keen interest in the physical development of the children of this province."

"The improvement in the matter of Physical Education in Madras schools specially was seen yesterday at the exhibition of Physical Training given by the children of most of the schools in Madras. This shows that Mr. Buck and Mr. Andrews and the Physical Instructors have been employing their time in a useful manner."

"Coming to the resolutions passed I would like to say that the fact that I have been present here as the President and these resolutions were passed, does not in any way commit me to these resolutions for the simple reason that as member of the Government I am only one of the seven and however much I may be in favour of the resolutions passed here, I shall have to put them before my honourable colleagues before the decision of the Government as a government can be given. But your resolutions are of such a nature that I can assure you that there will be no difficulty in Government accepting them. And I hope that some step forward will be taken especially in the matter of your resolution about the employment of a Graduate or a Licentiate Medical Practitioner as a Physical Director in schools so that he may also be included for the purposes of the grant. That I think is a very good resolution which I am sure will be accepted by the Government."

"I hope it will also be possible to hold District Conferences that have been suggested by this Conference, because you yourselves would have seen what an incentive to Physical Education it gives."

Alteration in school hours.

"The other resolution is with regard to the alteration of time. I must say I am in great sympathy with the amendment of Mr. Kamath. I feel that our children are made to work harder than the children of the West. In public schools in England the morning time alone in summer is the time at which children attend schools, the afternoons

being devoted to sports and games. But the great difficulty here is we do not have the Boarding school system which obtains in England. Naturally if you have only one morning session and the boys go home, you will find hard to get them back for compulsory games in the afternoons. We have got to evolve a system by which we will have a short session for lessons in the afternoon which will make pupils attend schools and their attention may then be turned to games and other physical exercises."

(FROM THE "SWARAJYA", DATED 17TH OCTOBER 1927.)

APPENDIX III.

FULL TEXTS OF PAPERS PRESENTED AT THE CONFERENCE.

Paper No. 1

WHAT KIND OF PHYSICAL EDUCATION SHOULD BE PROVIDED
FOR OUR SCHOOL BOYS ?

*By H.C. Buck, Esq., M.P.E., Advisor to Government, Physical
Education, Madras.*

1.—THE NECESSITY FOR PHYSICAL TRAINING.

I am taking for granted that we all agree that physical exercise is necessary to maintain proper functioning power of all the bodily processes and to ensure health. We need not, therefore, dwell at any length on this point.

Our bodies as we find them to-day are what they are because of the long ages of strenuous physical activity through which our ancestors passed. Primitive man was not permitted to live the easy sedentary life which is so prevalent to-day. His very active life has not only determined the muscular and organic make-up which we present to-day, but it has likewise determined that the type and amount of our activity should, to a large extent, parallel his if we wish to prevent deterioration of our inheritance.

The biological sciences all teach us that the body was intended for a great amount of exercise. This is evidenced by the large number of muscles and by their size, by the elaborate nervous system developed to permit proper functioning of the muscular system, and by the great power and capacity of lungs, heart, and other vital organs whose business it is to care for the huge muscular system. When these organs are not stimulated to activity they cannot help but deteriorate, and that is one of the reasons why Doctors are kept so busy and why there is so much misery instead of real joy in living.

And, when we take the child from his normal environment of play-life and physical activity and place him in school under artificial abnormal conditions with no play-life and no facilities for catering to this innate desire for healthful physical activity we are courting disaster for the future and placing a blight upon the vigour of the nation. But school life need not and should not be abnormal. In planning for education we seem to have forgotten that life has a physical basis. This forgetfulness has cost us a great deal and therefore more intelligent planning should make provision for normal physical activities as an essential part of school life.

2—WHAT TYPE OF PHYSICAL EXERCISE WILL MEET THE REQUIREMENT ?

The kind of Physical Training supplied must be determined by the needs of the school children. But any system, whether indigenous or otherwise, must be scientifically based on correct physiological principles and must be conducive to health. It is only right that indigenous games and activities should be used, when possible, if they meet the needs; but, it is useless to employ indigenous exercises merely because they are indigenous and to cast aside foreign activities merely because they are foreign. It is quite possible that some indigenous exercises are not conducive to health and that some Western exercises should be discarded for the same reason. However, we need to be open-minded and to select the best that can be found in all systems.

The anatomical and physiological make-ups of human beings are the same the world over. Physiological effects of exercise are therefore the same in the West as in the East. There is no doubt a difference psychologically and this of course must be taken into consideration. There are two chief aims that should be kept in mind—"Health Education" and "Character Development". The nation needs both Physical Stamina and Moral Stamina.

If, then, it is our desire to so plan Physical Training that it will meet the needs of the school-going population, what are those needs ?

I am led to believe that the following are some of the outstanding needs :—

- (a) Posture training.
- (b) Development of the musculature and vital organs.
- (c) Hardihood and resistance to disease. (Partly through exercise, partly through health instruction on hygiene, sanitation, and diet.).
- (d) Training in self-discipline and self-control.
- (e) Training in sportsmanship.
- (f) Training in rhythm and co-ordination, motor skills.
- (g) Medical inspection needs to be co-ordinated with Physical Training.
- (h) The greatest need of all is qualified Physical Training Instructors.

How are we going to meet these needs ?

(a) *Posture Training*.—Even a casual observation of our School and College students reveals a woeful lack of good posture. The round shoulders, sunken chests, protruding abdomens, spinal curvatures and careless shuffling gaits are proof conclusive of the evil effects of School and College life minus normal healthful physical activities. And since posture, aside from its aesthetic value, has such a bearing on general health this condition of poor posture needs to be remedied and prevented. We must include then in our Physical Training Lesson a portion devoted to special corrective exercise.

Those who object to "Drill" will realize that here is one place in which "Drill" serves a very real purpose. Naturally "Drill" should not occupy the entire stage but "Drill" wisely used enables us to strengthen those muscles or groups of muscles which function in good posture. Those persons who have from early childhood led a normal play-life and who have been fortunate enough to attend schools where normal

physical activity has been supplied daily in sufficient quantities will not need special corrective exercises. But with school life as it is, with long hours of inactivity, with this tendency to poor posture to be overcome the monotonous "Drill" needs to be supplied. This "Drill" however must be intelligently planned and should be entrusted only to intelligent specially trained teachers.

(b) *Development of the Musculature and Vital Organs.*—It is also quite apparent that our students have poor strength and little endurance. Strength is dependent upon muscle, and endurance upon the vital organs. While we do not believe in mere muscular development at the expense of vitality, we do feel that exercises should be so planned that we get a rational harmonious muscular development simultaneously with Organic Vigour.

In order to obtain this goal we need to supply gymnastics for muscular development and games and athletics for Organic development.

Here again the proper sort of "Drill" wisely planned and intelligently administered can be made to give general muscular strength and Organic Vigour at the same time.

But any system of Physical Training that employs only "Drill" and Gymnastics, and neglects Play, Games, and Athletics has no right to exist. The Athletic type of activity is a normal type of activity and needs to be introduced to bring about organic education and to supply recreation. However, a happy combination of Calisthenics, Gymnastics, Games, Athletics, and Defensive Arts, each in its proper proportion and according to Anatomical and Physiological needs will best meet the requirements of our students. Through such activities as these it is possible to develop musculature and vital organs in a rational way and to teach, in addition, lessons with mental and moral value.

(c) *Hardihood and Resistance to Disease.*—I may be mistaken but it appears to me that there is little or nothing in the boyhood of India to develop hardihood. Something needs to be introduced into his education to make him more self-reliant and less effeminate.

Activities which develop courage, initiative, perseverance, leadership, and which teach the dignity of labour will do much to develop one kind of hardihood.

But another type of hardihood or resistance to disease is very much needed. This can be developed partly by physical activities which call for self-reliance, endurance, grit, recognition of the rights of others, and for both muscular and vital power, but not alone through physical activities and discipline.

Health instruction also must be imparted to acquaint the student with his own body, to give him an understanding of the effects of exercise or lack of exercise upon that body; to point out to him the causes of illness and disease and the methods of prevention, and above all the type of food required for energy, growth, and repair of the body, and the ill-effects of the wrong kind of food. In fact, it is my opinion that this whole problem of diet and nutrition and of prevention of disease should be considered as of first importance in a programme of Physical Education.

(d) *Training in Self-discipline and Self-control.*—There are those who contend that training in discipline can be given only through military training. I disagree with them. Military discipline is the

kind that compels through fear, and does not necessarily obtain satisfactory permanent results.

Self-discipline is more desirable and this type of training is made possible in those physical education programmes where an incentive is given to take pride in developing perfection in performance and pride in developing perfection of physique and health. Naturally such self-discipline will compel the individual to go much further than mere perfection of the physical for he soon learns that in order to attain an efficient musculature and efficient vital powers, self-control or control of the emotions, particularly of the sex powers, is also essential for perfection. Setting an ideal and giving an incentive to work toward that ideal is a much better method than forced obedience without an ideal.

Our Indian students, just like students in other parts of the world, need to learn self-discipline and self-control, but like morals, self-discipline cannot be legislated. Good Physical Training Instructors with intelligence and resourcefulness can do more to bring this about than can any other member of the staff.

(e) *Training in Sportsmanship.*—The types of activities best suited for the development of sportsmanship are co-operative and competitive games. We cannot hope to make good sportsmen of our boys and young men through purely individualistic activities. For this reason a large part of the physical education programme should be devoted to well organized, well conducted and well supervised major games and those games should be so organized that the entire student body, rather than a select few, may derive the benefits.

The lessons to be learned are those of co-operation, obedience to the spirit of the game, subordination of self for the good of the team, recognition of the rights of others, respect for referees' decisions, respect for opponents, courage, grit, determination, ability to smile under defeat and to accept victory without boasting.

The proper development of sportsmanship is possible only when school authorities are prepared to make athletics a really vital part of education and when steps are taken to place the leadership and supervision of such activities under adults with high ideals.

(f) *Training in Rhythm and Co-ordination or in Motor Skills.*—Due to a lack of consistent directed physical activities and to the fact that too much time is spent in mental gymnastics our boys and young men are woefully lacking in motor skill or neuro-muscular control. One aim of physical training is to develop a lithe graceful agile body, as opposed to the awkward, ungainly, inefficient untrained motor powers. The awkward individual is neither beautiful to behold nor has he an efficient machine.

Rhythm of movement adds poetry to life, awkwardness indicates a prosaic life. Activities which develop the sense of rhythm and produce neuro-muscular co-ordinations should be included in the Physical Education programme.

(g) *Medical Inspection Co-ordinated with Physical Training.*—Mere Medical Inspection without follow-up work is useless. It is one thing to ascertain physical defects and another thing to remedy them.

Medical Inspection and Physical Training are both necessary, but there must be very close co-operation between the Medical Examiner and the Physical Director to ensure the proper sort of follow-up work,

remedial measures and to safeguard the health of those students who may need medical or nutritional treatment before they are ready for physical exercise of any sort. Physical exercise is not a cure-all and while the Medical Inspection always reveals a large number of cases that merely need corrective measures at the hands of an intelligent Physical Director, there are other cases which should not be subjected to severe physical exertion until certain defects have been remedied by other means. The educated, technically trained, qualified Physical Director is equipped to co-operate intelligently with the Medical Examiner.

(h) *Qualified Physical Training Instructors.*—Anything that is worth doing at all is worth doing well. Physical Training is worth doing but it cannot be done with illiterate “Drill Masters.”

The best system in the world will fail under the present methods, but even a poor system will get far better results in the hands of Instructors with sufficient intelligence and training to sense defects and to use initiative.

Our greatest need is for qualified Physical Directors. Given the proper personnel each institution will be able to develop the system best suited to its particular needs.

We are now training such educated men for the profession of Physical Education to meet the demand which comes from some quarters in India; but, too many institutions are still content to put up with the ordinary “Drill Master.”

3.—A LESSON PLAN SUITED TO THE NEEDS OF STUDENTS.

- (1) *Introductory.*—Mental and Physical preparation for the lesson.
- (2) *Corrective.*—Exercises to develop good posture.
- (3) *Educational.*—Exercises which promote neuro-muscular and psycho-motor education, inhibition, precision, alertness.
- (4) *Hygienic.*—Exercises which stimulate the vital organs to greater activity; induce perspiration, increase circulation, respiration, etc.
- (5) *Recreative.*—This section should occupy about 2/3 of the lesson period. It consists of games and other activities intended to give happiness as well as organic vigour.
- (6) *Dismissal or Assembly.*—For disciplinary purposes the class is assembled for a few commands, parting instruction, and dismissal in an orderly fashion.

Paper No. 2.

PHYSICAL CULTURE IN THE SCHOOL CURRICULUM.

*By M.R.Ry. S. V. Ramdas Pantulu Garu, M.A., L.T., Headmaster,
Maharajah's College School, Vijayanagar.*

MR. PRESIDENT, LADIES AND GENTLEMEN.—I feel very thankful to the organisers of this Conference, particularly to Mr. H. C. Buck, for having afforded me an opportunity of placing my views on a subject of vital importance to the nation before an enlightened audience such as the one I see before me.

I should consider that this Conference is particularly fortunate in having as its President one in whose hands the future destiny of education of the Province lies and who has been trying to do his level best to remove illiteracy from the masses.

Gentlemen, I feel that I should candidly confess at the outset, as is evidenced by my bodily frame, that I was always a truant from the so-called gymnastics classes and that I was perhaps one of those that little thought of their health and physical development while at school. You might think, I am sure, that as such I am not competent to discourse on the subject on hand. But, gentlemen, I submit that it is a veritable drunkard that is most competent to talk in his sober movements about the evils of drinking with greater force than anybody else, simply because of his experience.

It is needless for me to dwell at length on the importance of physical training, for it is admitted on all hands that it is as necessary to a child for its bodily development as intellectual training is for its intellect. But physical culture, like social reform, is a subject that is loudly talked of from the platforms but little put in practice.

Parents are more anxious for their children's intellectual growth than for the healthy development of their body which should go side by side with intellectual development. It is not because they do not value the health of their children who are dearer to them than to anybody else that they take little heed of it, but because the emoluments of success in this direction are not in the form of coins and material prosperity. I do not propose that every youth should try to develop into a Sandow; nor should he prepare himself to take the field nor take part in world competitions, but I require that every child should grow into a fully developed man with good health, possessing enough powers of endurance in the struggle for existence.

The parent confides his child to the custody of an educational institution with a view that he might be made fit as a worthy citizen and to lead a happy and comfortable life. When he does this I do not think that he has the least idea that the question of health is as much the concern of the school as its intellectual culture and that physical training should go along side of intellectual training. For it is very often that we hear of cases where parents complain loudly that their boy's time is wasted on recreations which come only after school time and advise their boys to steal some hours set apart for physical training to be devoted to their study. Do they not advise their children to devote more attention to the subject in which they are found weak? But do we ever hear of cases where parents advise their children to steal some hours from those set apart for their studies to be devoted to physical training if they be of poor health? Few, I am sure, if not none, are such instances. "What is it that parents are seeking for?" observes an eminent writer on the subject, "Is it the future welfare of their children or is it the glorification of their pride in their children's superior talents and intellectual attainments? It has been said that the pride of parents in their children is, of all kinds of pride, the most excusable; but even our pride in children may have many phases and that phase cannot be a purely unselfish one which would sacrifice the ultimate health and happiness for temporary distinction, praise and admiration."

"The very interest evinced in the premature development of intellectual ability is dangerous to the young appealing as it does" says Archibald Maclare "to one of the most powerful stimulants in the youthful mind, the love of praise and notoriety. Boys soon learn to love the excitement which such an artificial mode of life produces and cease any interest in or any desire for the active pursuits usually so dear to youth."

Mind and body should be regarded as two facets of a perfect whole. Such being the case those parents who see that their children are given exclusively and intensively a training intellectual in nature in complete disregard of this principle are committing a sin not only against their own children, but also against the world at large, inasmuch as they deprive the latter of such powerful intellects as would have contributed to its prosperity and advancement. For, how many cases do we come across year after year of men that falter and fail in the midst of their labours and also of men who, sacrificing their comforts, devote themselves to great works and fall before their completion, simply for want of a little more bodily stamina. Not few are the cases where boys who had been objects of praise and admiration in their scholastic career and who emerged from the University with high distinction, were cut off before they began to reap the fruits of their labours in their lives. How many people sank in early manhood with their life work just begun, leaving its accomplishment in the hands of others, only for want of a little bodily vigour and power of enduring fatigue in the battle of life?

A studious bookworm at a college is always looked upon with admiration and is marked out with pride to everybody. But a far-sighted man looks from the boy to the man and from the school room to the outer world with its fierce struggles and finds him physically unfit for it. The exclusive cultivation of mind and prolonged hours of physical inaction with extreme mental effort that the present day education involves, cannot be too severely condemned.

A healthy and energetic intellect cannot for a moment be supposed to be incompatible with an energetic and vigorous bodily frame, inasmuch as a sound body always holds a sound mind. As a matter of fact, the latter cannot attain its height without the former, or *vice versa*. In the case of a school boy mere exemption from great mental effort is not enough to ensure the desirable physical growth and development; for, like the mind, body also requires active exercise and constant application for its growth and development. I do not at all propose to say that our youths should, in these days of modern civilization, receive such training as would enable them, as in days of yore, to travel long distances, carry heavy loads or surmount physical obstacles, but I urge, and that very strongly, that they should possess such bodily vitality as would enable them to lead successful and prosperous lives. It is not so much strength as health that is now required.

Exercises may be classed under two heads:—recreative and educational. Under the former come the school games, sports and pastimes. School games are valuable in that they afford what is most needed for young children, viz.:—exercise with *pleasure*. They give to them to some extent all the benefits that can be derived from systematic physical training incidentally and unknowingly, while the children are attracted to them by the element of pleasure which is predominant in

them. "The child" says an eminent writer, "subjected to the discipline of the class room and wearied by the irksomeness of the mental application longs for a change of occupation for giving vent to the pent-up spirits." This desire of the child is best fulfilled by the recreation given by the out-door games. The cramped limbs will have their free play, the strain due to mental concentration in the class room gives place to pleasing excitement in the game and the pent-up spirits once more become buoyant and lively. School games in addition to their contribution to bodily growth and development also exercise a healthy influence in the formation of individual character and promote powers of self-control under defeat, endurance and self-discipline. A spirit of co-operation and goodwill to others are also the inevitable results that flow from these games in which a number of boys take part.

But, if school games are not well organized and played under supervision, boys are apt to become boisterous in their excitement and exuberance of spirits, and sometimes, may get themselves out of self-control. Valuable as these games are as affording exercise with pleasure, it cannot be said that all that can be achieved by systematic physical training is attained by taking part in them. As no attention is paid to any methodical movement, boys' movements are sometimes ungainly and random without having in view the development of any particular muscle or organ which is aimed at in systematized exercise. They run, jump and disport themselves according to their whim, thereby dissipating their energy and strength by performing various movements more or less vigorously. Children indulge themselves in their favourite exercises and exert themselves without limit to excel others in them. The hardest and the most active get all the benefits that can be derived from school games, while the weakest and the less active either keep themselves aloof or exert themselves beyond their power. The object with which boys take to school games is not physical growth but it is the enjoyment of pleasure that these games involve and the excitement resulting sometimes in self-forgetfulness.

Out-door games cannot therefore be regarded as being sufficient to constitute thorough physical training and cannot therefore take the place of systematized physical exercise. They can at best be considered as auxiliary to the regular and systematic physical training which every school boy is expected to receive as part of his daily routine. For these games give exercise only to certain muscles of certain parts of the body which are constantly brought into play. The development attained through these games may therefore be rightly said to be only one-sided without harmonious and simultaneous development of all parts of the body.

Systematic physical training under well and scientifically trained instructors is therefore an absolute necessity and should be regarded as a subject of school curriculum with as much seriousness of purpose as any other subject. The place which this subject is given in the present school curriculum is not what it ought to be, coming as it does only once or twice a week. I strongly urge that this should not come like a feast or a fast occasionally in a week but as regular and necessary nutriment to the body. Physical exercises are divided, I understand, into three classes, namely, individual, co-operative and mass. I do not propose to deal with the different classes of exercises in detail, for I feel I am not competent to do so; but I leave them entirely in the hands of

experts in the subject. In this connexion I may say that the book published by Mr. Noheren and revised by Mr. Buck contains well planned and well-designed exercises which yield the required results.

I am keenly alive to the limitations which we, the Headmasters, have in providing physical training to all boys of a school, the problem becoming much more difficult of solution in the case of very large institutions, want of available open space and sufficient number of trained instructors standing in the way. It is equally a difficult problem to find means for providing out-door games to all pupils of an institution, as these demand large and extensive play grounds. A more satisfactory state of conditions about this important subject can be brought about only when the number of trained and qualified instructors is considerably increased in each institution and extensive play grounds provided.

The benefits that are to be derived from physical exercise do not depend on the time spent on it but on the frequency and regularity of the lesson. If it could be so arranged that every class in a school should devote not less than fifteen minutes to physical exercise either in the morning or afternoon every day without fail and that instruction be given in open air whenever possible, a great and tangible improvement would soon be noticed in the physique of pupils. Physical exercises should not be allowed to encroach upon games. They should as far as possible be given during school hours and be considered as part and parcel of school work. I do not think that any good can come out if more than thirty or forty boys who are beginners, are entrusted at a time to the care of one instructor, since individual attention becomes impossible; but, as boys advance a lesson may be given *en masse*.

I do not venture to go into the details regarding the various exercises to be given to boys and their effects on the different muscles and different parts of the body as this can very well be left in the hands of instructors who have received necessary training both in the theory and practice of Physical Education. When I say of the theory of Physical Education, I do it advisedly, for I am strongly of opinion that instructors without a knowledge of the human structure and anatomy cannot give a scientific training successfully to boys in their charge.

Indigenous games and exercise will be of immense value and it is for the instructor to combine these judiciously with those borrowed from the West and which are in vogue in schools at present. Sword work, wand work, generally known as Bana work and also Chedu Gudu, which require superior skill and dexterity of hand and which were taught in schools when I was a student, may also find a place in the course of exercises, and boys that have taste for them may be allowed to take to them freely.

In conclusion, I may be permitted to state that exercises in any form adapted to our bodies and taken regularly every day both by men and women, will invariably make for health and vitality which are, so to speak, the *sine qua non* of a people struggling to be called a nationality, which constitute a means for the possession of high moral virtues, and which will enable us, as the Vedic couplet सर्वं सत्यं सुन्दरं वायमायां बलं शोभते signifies, to realize the All-Truth, All-Perfect and All-Beauty, which is unattainable by one who is wanting in physical strength.

Paper No. 3.

PHYSICAL EDUCATION—WHAT IT OUGHT TO BE.

*By M.R.Ry. C. Narayanamurti Pantulu Garu, B.A., L.T.,
Headmaster, Municipal High School, Chicacole.*

Education has been well defined as the art of developing the innate energies in the youngsters. As such Physical Education has to concern itself mainly with the development of a good physique. "A sound mind in a sound body" is a good old saying the truth of which is quite self-evident. Children should undoubtedly possess a good physique before they can be expected to show satisfactory progress in the field of mental advancement. The effects of ill-health in determining the poor progress of pupils at school are not far too seek. Any scheme of Physical Education should therefore be so drafted as to realize such high ideals as are calculated to remedy the defects pointed out.

Physical Education should, in the first place, strive to improve the general physique of the scholars by providing suitable schemes of instruction. It must afford ample scope for the display of the motor activities in youngsters, since otherwise, in course of time, the nation will come to possess highly deteriorated specimens of physical calibre. It may also strive its level best to produce great heroes, who by dint of their physical excellence, are sure to save the country in times of stress. To this end, athletic centres and gymnasiums have to be largely organized and people who have a special taste for the study, may be trained for the higher type of physical excellence. Any scheme of Physical Education which pretends to be productive of satisfactory results must need be essentially of a national character. Education suited to the land will have naturally been determined by the geographical environment and by heredity in the land. In a country like India, where, high tradition of an excellent physical past are still maintained in such glowing hues, it would be absurd to think of a Physical Education which satisfies itself with giving exercise to the arms, the neck and the feet in a superficial manner. The aims set by our national heroes in the pursuit of an excellent physical advancement in older days, should also be kept in view by our authorities, in providing for any scheme of Physical Education. It is also calculated to ensure longevity in individuals. Exercise is no doubt the chief agent in the destruction of tissues in our body, but it must be borne in mind that their renovation and repair is largely effected thereby only. Through its influence on respiration and circulation, new material is hurried forward in the blood, which means creation of new cells in place of the decaying ones. Judicious exercise may not only be shown thus to improve the condition of all muscles brought into action; but, through its stimulating effect upon the vital organs, the health and tone of every other part of the body are improved.

With these ends in view, Physical Education may be pursued in any land; and the importance of the same in the progress of the individual self and the advancement of the nation, cannot be overestimated. In the ancient states of Greece and Rome, provision was made for the advancement of physical self, and History is not wanting in brilliant

instances which indicate a clear proof of the tangible results produced thereby. The Greeks tried to attain individual courage and strength as a means of national defence and to establish a physical basis for a mental development. Among the Romans, the educational and medical elements were wanting and it was only at a later stage that scientific gymnastics engaged the attention of the Roman thinkers. The Greeks had in view the cultivation of the beautiful in form and proportion also. This the Romans lacked since their aim was only martial excellence in forming and keeping up a big Empire. The age of Chivalry gave an impetus to the development of physical activity in the civilized countries of Europe. America has of late taken up the lead and has been affording ample opportunity for the old theories to be put into practice. It is no wonder, then that in our land, this question should have engaged the attention of our thinkers very recently. Educational advancement was mainly concerned with the improvement of mental activity to the detriment of physical existence in most cases and it has been alleged that this was the more so with ancient India. To-day we find amongst the educated classes, very poor specimens of physical calibre and this is largely owing to the little or no attention that Physical Education receives in the regular courses of instruction in schools and colleges.

Very little attention is paid to this question in Elementary schools. A few exercises which involve stray motions of the arms, the fingers, hands and knees form all the course in these institutions. There are no teachers trained for this purpose ; as such the indifferent school master takes the pupils through a brief course of such exercises especially just before annual inspection. A combined teacher is in charge of this work in Secondary schools. With his other duties at school he has hardly time enough to improve his own physical self. He could not be expected to take up his work with any interest as such. Drill gets a period a week in most cases ; and the result of such exercise will be a quantity safely to be neglected. No attention at all is paid to it in Collegiate Departments. There is no doubt an attempt made in this direction in Educational Institutions ; but it cannot be of any avail especially when such high ideals as were set forth in the beginning have to be attained. Government are now fully convinced of the desirability of improving the existing state of things and it remains to be seen how far the results prove to be satisfactory.

What then is the type of Physical Education required in our land and what are the means to be employed towards such an end ? Care should be taken in offering a solution to this question, to see that the system proposed and the means and methods suggested therefor do not pertain to mere idealism. To have lofty ideals for attainment is certainly different from suggesting an ideal scheme to be founded. The practical aspect of the question should not be lost sight of.

The question of improvement of Physical Education should no longer be allowed to remain at the option of the bodies managing Educational Institutions. Educational rules should be so modified as to make it obligatory on the part of each and every institution to be manned by at least as many instructors as there are hundreds of students on rolls. This will relieve the present difficulty in keeping all the scholars in the charge of one instructor who has hardly any time to look to the welfare of the youngsters. The instructors may well be more than the stipulated number to enable greater attention being paid.

2. Steps should be taken to see that the present courses of instruction which are heavily loaded are made considerably light and the energies thus spared are utilized for Physical Education. It may be ordered that a school should not work for more than 4 hours for secular instruction and that the hour so gained should be utilized for imparting instruction in Physical activities, during early hours every day. Every scholar on rolls should invariably go through such a course and should not be put in the next higher class unless his progress in this subject also has been acknowledged to be fair; of course, this will be with due regard to the heredity of the pupil, his physique and environment.

3. Research work in this subject should be undertaken as is the case with other subjects. The Universities may encourage high proficiency in this branch of instruction by giving due recognition to merit. Examinations may be conducted on an all India basis, and certificates awarded to really competent hands. Encouragement may be given to qualified people to open schools for this purpose by allowing grants in aid amply. An inspecting agency entrusted with the work supervising all such educational institutions may also be instituted.

4. Institutions may be required to prepare scholar for athletic competitions which may be held once or twice in a year for each Presidency. Such of the scholars as show a high proficiency in those competitions may be awarded prizes, medals and certificates as also the institutions which prepare them. This is sure to create a healthy competition among the institutions and it will be the right road to success.

5. It is also necessary that the Government should compel each young man of a certain age to undergo a suitable course of Physical Education before he takes up any profession in life. Violation of this law might be strictly penalized, due allowance to particularly weak sickly pupils being given. It will also be highly advisable to place this department under the direct control of the Public Health department in order that very satisfactory results should accrue. Government should be prepared to finance the whole scheme in a satisfactory manner so as to make it a grand success. Large sums that are wasted on unprofitable schemes of expansion in other departments may well be utilized in this direction with great advantage.

6. Due regard must be had to the following points, among others, in laying out a scheme of Physical Education: (1) The scheme should be based on thoroughly scientific lines so that an excessive development in one direction of physical activity is avoided carefully. The exercise afforded should be in proportion to the needs of the individual and the aims set before ourselves. It should include such exercises as are calculated to bring about a harmonious development. (2) The exercises selected should be of a national character. They should not ignore the high ideals and traditions of the past dandis and baskis, running long and short distances within fixed spaces of time, jumping high and lengthwise—these are indispensable in providing for such a scheme of instruction. Athletic sports may be reserved for an activity of a higher order. (3) Exercises in breathing have been proved to be of great help in maintaining one's health and strength and in radically curing lung diseases, declared incurable otherwise. This is regular "yogabhyasa" itself and no scheme of physical education in India, will be national without including it. Of course, there should be teachers specially capable of handling such classes in that subject; but

they will soon be found not wanting, as the demand for them grows the more pressing.

With these few remarks on this important subject which has a national importance so to speak, I close this paper, appealing finally to the authorities for their most sincere and sympathetic consideration. God may bless India with a physically strong and educated nation, which may, in the near future, regain its supremacy in spiritual culture.

Paper No. 4.

A PAPER ON PHYSICAL EDUCATION.

*By M.R.Ry. A. K. Sankara Varma Raja Avargal Manager,
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Any scheme of a sound education must pay due regard to both the mental and physical sides thereof. Undue predominance to either will but lead eventually to serious results. We see daily that undue attention paid by some students for "physical games, sports, etc." in disregard to their studies only helps them to grow great sportsmen and athletes of strong physical build. I am afraid this physical excess is like a restive horse without a bridle which naturally leads to dangerous consequences. To avert such a state of affairs I urge that equal importance should be given to mental as well, so that this mental culture can profitably discriminate between right and wrong and thus lay a strong basic foundation for moral culture and other noble rungs in the royal march to citizenship—the ideal of true education. At the same time inordinate devotion to mental education alone will but enable the students to build high storied mansions, to obtain University hall marks and degrees without the stability and solidarity to cope with the vigorous efforts for their high studies and mental recreation. The sad spectacle looks like the leading of an ordinary horse to front a foe in a fierce and well arranged battle. Applying this analogy to our modern educational system, one can easily conclude that the present day system which, unfortunately, pays undue attention to mental tends to be highly defective and deplorable.

This is a fact that can be easily verified by any one who can pay a visit to our High Schools or Colleges, which, I feel ashamed to say, have grown indirectly to be an asylum for a number of lifeless and bloodless weaklings with spectacles on nose and some of them dyspeptics or otherwise decrepit and sickly figures unable to meet the needs of his domestic home.

A time has now come when English education serves only as the bare means of livelihood in Bharatakanda and it is a fashion of the day to send our children to English Schools, even risking or selling all the ancestral wealth in the golden hopes to enter Government service knowing full well how limited the scope is for all these to enter public service. Added to this, the dreadful unemployment problem looms with another sad and ghastly spectacle too difficult for solution. In short our land will, in the near future, but present a wide expanse of English teaching schools and English educated men and women in every nook and corner of even our villages and upcountry parts, with but millions

of such decrepit figures struggling hard for mere subsistence or even existence.

Thanks to the Government which has after all discovered this defect and invented a costly machinery of a compulsory medical inspection in all schools. But I think seriously that prevention in time is far better than this costly experiment to effect a cure. I think that it looks like the ingenuity of an Engineer to cement the splits and breaks of the lofty edifice of higher education built on poor fabrics.

I crave your indulgence to allow me an apt reference to the system that was in vogue in the Ancient Gurukula course of education which at the very outset had prescribed physical education by "Pranayama" and other breath control exercises as the foundation stone for their later mental, moral and spiritual culture at the Gurukula, to which the modern residential Hostel system is but a poor apology and faint imitation. These physical exercises were known as Pranayama (on the strength of which Prof. Ramamoorthy is a glorious figure) and Hadhayoga and others which have produced a good many sages or swamis like Swami Vivekananda, etc., who had all had these physical exercises as a condition precedent for the mental and other higher courses of study on the modern principle *Mens Sana in Corpore Sano*. Probably this system might be considered to be in adaptation of the religious system of the day. But please observe how lustrous and bright the look and facial features, robust and strong built the frame, lively and bright the eyes, and crimson red the lips and every inch of his glowing frame divinely bright with a spark of energy and liveliness, of those who have sufficiently imbibed English education with sufficient training in the Pranayama and Yoga practices.

Let me further draw your attention to a latter age in upcountry parts more than quarter of a century ago when our little boys habitually used to rise early morning and then walk to a tank or canal close by, wash themselves and their cloths and, after ablutions and apt consecration, come round a temple or any place of worship thrice and prostrate (make breathing exercises about hundred times) to the divinity and then return home and set to the work of the day after a light breakfast. Once a year they have to undergo a training at the Kalari—a field for teaching physical exercises for one month for about three or four hours a day and then practice those feats the remaining months of the year.

With the advent of English education and the rigors of the modern system which pays higher importance to mental, the modern youths have become more or less reform-maniacs of various kinds, disdaining everything and anything that has the misfortune to be styled "Old".

This indifference on the part of the Departmental authorities for a perfect scheme of Physical Education in schools and the contemptuous regard shown by the modern generations, but with a keen and immoderate thirst for knowledge to cope with the rigors and heavy mental strain to stand all modern examination ordeals by sheer force of necessity to gain their bread and butter, have combined to neglect their various national practices at the Kalari which had been prescribed as potent factors for their proper growth as citizens.

A brief observation of the generation of my own native country at the present day will help any one to be convinced that no one above

35 years would be freed from some such practices at the Kalari. Therefore it behoves on me the sacred duty to say, with authority and in the light of my experience in the school world, that this deplorable state of affairs should no longer be allowed to continue and to suggest, as a panacea of all evils, that Payatt practices, i.e., a system of physical exercises at the Kalari which make the pupils sound, solid and strong, should be introduced in the system of English education at the Kalari in modern schools in place of gymnastics and other physical exercises, oriental or occidental. Pranayama or breathing exercises practiced on spiritual lines and such like ones prescribed to develop our physique are all gone out of fashion and the Kalari exercises referred to above have also followed suit, *as there is neither the demand for the same nor the fascination for the practices.* But it is not beyond recovery if only timely steps are taken to formulate a scheme for adoption thereof in schools in Malabar. Delay is dangerous. The Kalari practices now in vogue are appended herewith. If Kalari practices prescribed hereunder are carefully practised, I dare assure any one that the pliant constitution of the school-going young ones will grow to be strong enough to stand any mental strain. Moreover such students will have, in addition, a correct knowledge of the position of the nerves, muscles, bones, respiratory and circulatory organs, etc., so as to render even "first hand aid" in cases of fall, or other injuries usually found in schools. Permit me to say that any one training at the Kalari can make him bold and strong to stand face to face with half a dozen others in open combat. A better and longer course of training at the Kalari will help him to meet his foes even if it be a dozen or two in defence, provided they don't meet him with shot and shell. Such strong athletes are even now found in my country. I have myself supplied 150 of such men to Government in response to the late lamented Mr. Hitch Cock to form a regiment during the late war. The traditional Warrior Thatcholy Othenan and his martial feats are immortalized in songs and legends of Malabar martial fame. Others of less martial expertness have recently died leaving a large number of such trained ones whose services are available as instructors in schools in place of drill masters. A retired drill teacher of the Government Training School, Calicut had just before retirement organized a feeble course of training in that school to pupil teachers under Mr. P. Raman Nayar, the then headmaster. I had the honour to preside at the Anniversary celebrations of the school, when in the presence of the District Educational Officer, Malabar, Mr. V. K. Raman Menon, M.A., Barrister-at-Law, he had various feats beautifully and skillfully exhibited by the pupil teachers in 1925 to delight the audience.

Badagara is the nearest railway station whereto many patients suffering from the effects of dislocation of limbs or other organs come for treatment and get cured in no time.

I therefore conclude that on the strength of the dire necessity, that I have advocated above, this conference be moved to formulate a scheme for a course of physical exercises that will be detailed below and the department directed to insist upon the practices in Malabar, to start with as an experiment.

Part of a syllabus for a course of training at the Kalari is given below. It includes only a course of "Pyatt" exercises.

SYLLABUS FOR A COURSE OF TEACHING "PYAT" EXERCISES.

The "Pyat" exercises of Malabar are of four kinds each of them named after its founder. There are very slight variations in the actual practices thereof.

These feats are generally begun with a few prayers, first to the founder Guru, then to the Gods and later to the local deity consecrated in the Kalari, i.e., arena for the training of those exercises, and these three are once more repeated towards the close.

These are performed only in the form of some exercises attended with jumping, leaping, bending the body, prostration of the body, etc., reciting some passages keeping time with the exhibition of the feats. This done, regular practices of the first course follow one after another, which form a series of simple exercises, some of which are narrated above but all involving the healthy movement of the trunk and limbs of our body and intended mainly for the healthy growth, development and safe preservation of the various organs of the human organism freed of all diseases or disorders in the body.

The second course consists of a little harder type of exercise to prepare the pupils to grow more and more strong.

The third course consists of a still harder type, making preparation for the defensive.

But, for our purposes regarding the scope of physical education to be given to pupils in schools for which a scheme for a course of training at Kalari has to be formulated, I shall dwell only on the first course, which tend to a healthy development of the body and make no mention of the second and third being far beyond our scope in school.

Going to the details of the first kind, there are 12 grades in respect of difficulty which have to be practised in a course of three or four years after which some other special kind of Pyats will be highly useful and interesting as extra courses. They too tend towards the development of the physique of modern school boys to grow physically strong also and to stand proof against any sudden and dangerous assaults from foes if any and thus ward off all such mishaps.

EXERCISES.

First month.

7—8-30 a.m.—Forty pupils at a time in period, exercises invoking the aid and benediction of the guru ; drill and jumping in the parade, timing with some passages for instruction.

Second month.

Forty pupils forming a batch.

7—8-30 a.m.—Revision of guru vandanam and practice of the first of 12 pyat exercises.

Third month.

Forty pupils forming a batch. Revision of the above and practice of the second of the 12 feats and so on for the fourth month until the 12 feats are studied and trained in 14 months.

But in the rainy and floody month of Karkataka in Malabar (July-August) the pupils have to undergo in addition an anointing and massaging process called technically "Ozhichal" which consists of rubbing the whole body lying flat on the ground with a prepared oil called "Mukkoot" (a mixture of ghi, castor oil and gingelly oil) which can be safely done by Kalari demonstrator or any other expert in the art who may be entertained for this purpose temporarily for this month. This massaging process is done continuously for 14 days either by the hand or feet, so that the bones, ligaments, nerves, muscles, etc., are sufficient well lubricated with this oil and the dislocated portions in the system set right and restored to their natural position. Only eight of them at a time can be attended to in a day by one man as he will be over-exhausted even with eighth. Soon after this massaging they must have a cool plunge bath, after which a draught of a mixture—a good blood purifier and restorative has to be administered to them. During these days they must have nutritious food but shall not expose to hot sun and rains. During the remaining 14 days of the month they must themselves rub their body with the same oil. This process is generally done in the morning hours of Karkatakam (July-August) or Thulam (October-November) or Dhannu (December-January) by those who seek them for the sake of health or cure of many an unknown melody. But it may safely be done in the evening hours also in the case of pupils in schools without prejudice to their school or college studies and routine.

I have confined myself to only the first course which may be safely tried in Malabar as an experiment to revive their national practices.

Paper No. 5.

THE DEFECTS OF PHYSICAL TRAINING IN THE PRESIDENCY— SUGGESTED METHODS OF IMPROVING IT.

*By G. F. Andrews, Esq., B.A., L.T., Assistant Physical Director
to the Government of Madras.*

In presenting this paper on the "The Defects of Physical Training in the Presidency—Suggested methods of improving it", I wish to emphasise first that if no mention is made of the good side of Physical Training which we come across occasionally it is merely because it is out of the scope of this subject, and in the second place that the remarks are wholly general and not in the least particular to any school or locality.

PART I—DEFECTS.

Physical Training work as at present done in the Presidency includes (a) the formal Gymnastics and Calisthenics or exercises with or without apparatus, and the formal major games like Football, Hockey, Cricket, Tennis, Volley Ball, etc., and (b) the informal activities like the minor group games and Pyramids, Tumbling, etc. Defects are noticeable in all these activities and permit of classification under two headings, viz :

A.—Defects in organization and Administration.

B.—Defects in Technique.

and these defects will now be discussed.

A.—DEFECTS IN ORGANIZATION AND ADMINISTRATION.

Any scheme of activities, however laudable or comprehensive its nature may be, fails when it has no goal in view, when it has no line of action on which it is to be carried out. And this is the main defect of Physical Education in the Presidency. Physical Training Activities have been and are carried on with no definiteness of aim or object. What are we striving to achieve through Physical Training in schools? Are we desirous of the physical development or of the preservation of health of the pupils? Do we aim at corrective or recreative results? Or do hygiene and moral values play an important part? These are a few of the questions which have been unanswered and which so far no one has attempted to answer and the consequence is that we are drifting along.

Closely following this defect comes the appointment of Drill and Gymnastic Instructors trained in the many schools in the Presidency in the practice of a few freehand exercises and a few more gymnastic feats and "stunts." These were men of little or no education and in the appointment of these uneducated Instructors with no training in the theory of the subject and in the principles of class management, discipline, etc., lay the first blunder, for the fundamental principle of school organization that the pupils in a class should be handled by teachers of a higher culture and training was thereby violated. These Instructors, uneducated and unfed properly because of the low pay which was and is doled out to them, found and still find it hard to maintain discipline in all the classes of the school entrusted to their care, and being poor in initiative and imagination, failed to create and foster any interest in physical training in the general mass of the pupils.

The next defect is that Physical Education has not been co-related with general education. Subjects like Physiology and Hygiene which are allied to Physical Education are taught without any reference to physical training activities with the result that the pupils do not realize the importance of participating in physical training activities and of developing a healthy body. That Physical Education is considered to be quite an unimportant part of education is evidenced by its being in the first place a non-examination subject, proficiency or lack of proficiency in which has no effect on the school career of the pupils and in the second place by its being shunted to the fag-end of the day when the poor pupils are fatigued to a large degree by their studies and hunger and in the third place by its being limited to instruction in 1 or 2 periods per week. Such an undue importance has been placed on learning that it is not rare to see the Sixth Form pupils excused from all physical training altogether, and even where some physical training is provided in the time-tables, very often the class is taken up by some teacher or other for extra periods "to finish the portion of the Secondary School Leaving Certificate Syllabus." Indeed it was only very recently that one of the learned professors of a Bombay College is reported to have said in a meeting of the Senate there that if he had to choose between knowledge and health, he would choose the former.

The combination of several divisions of classes or of several classes together, which results in large numbers too many to control, is another of the grave defects, for here again the sound doctrine of all good

teaching of "fewer the number, the better the instruction" which has been the basis of the limitation of the strength of a class formerly to 30 and now to 40 is violated.

Again is to be seen the very inadequate provision for physical training activities. The poor Physical Training Instructor has to take up his work with a large number of boys fatigued by their studies at the end of the day, when a good number of them are famishing from hunger, under very unattractive circumstances. The place where he is to train them is exposed to sun and rain, the ground is dirty, dusty and uneven and very often open to the intrusion of the passers-by. A class-room to be so called must provide the necessary furniture, and the necessary atmosphere for work. In the absence of such conditions Education is a farce. And, such is physical training now, because of the very unhygienic and unsanitary conditions of the Physical Training class room which is bereft of any shade or any amelioration from the burning heat of the ground below, of the offensive dust and unhealthy dirt.

And what of other facilities? The Physical Training Instructor does not have the necessary equipment for his work. Lack of necessary equipment and appliances makes any lesson dull, and more so with physical training. Balls, wands, poles, Indian clubs, dumb-bells, swatters, bean bags, chest weights, pulley weights, ladders and slides, stall bars, gymnasium apparatus, etc., are a few of the many necessary articles for Physical Training and unfortunately all these are rarely supplied to the Physical Training Instructors. It is very regrettable that the various types of gymnastic apparatus have in many schools been allowed to decay and to disappear. The absence of proper atmosphere conducive to create interest in physical training, the lack of "Realien" for physical training, has thus been another of the serious defects.

The combination of drawing and physical training work in the hands of one and the same teacher is another defect. The defect lies in that neither physical training nor drawing is properly attended to; it is the former which suffers most. It is not rare to see the Physical Training Instructor saddled with ordinary teaching with the consequence that he is fatigued so much as to feel like dispensing with all physical training work altogether. Nor is it rare to see Drawing Masters appointed to take charge of physical training even if they do not have the necessary technical certificate. Perhaps it is considered that no technical training is necessary for handling physical training!

Organization of the major games and athletics suffers from lack of technically qualified teachers in charge of these activities and due to the absence of Athletic Associations. The Physical Training Instructor is rarely, if at all, a prominent figure in the sports field—his legitimate sphere of activity; the Superintendent of Games is conspicuous by his absence on the field; and without proper leadership the pupils play as they please without ideas of organized effort, without discipline and organization, without the spirit of fair play and sportsmanship.

Of weighty importance comes the last grave defect, namely lack of co-operation between the Physical Training Instructor and the other members of the staff, the Headmaster and the management. As a member of the staff the Physical Training Instructor is to the other

members a non-entity ; to the headmaster and the management, he is often a handy man who can be utilized for more important work than physical training. But as far as his work is concerned, he is a nuisance to all. He is not backed up by the headmaster in his difficulties, he is not provided the facilities for improving his work, and no one cares what happens to his work. The management is chary of giving him any higher pay—even his hard-earned increment is withheld at times—and the poor Physical Training Instructor is reduced to misery and desperation and in the abjectness of his misery and the depths of his desperation he allows physical training to take care of itself.

B.—DEFECTS IN TECHNIQUE.

Defects in technique arise mostly from the defects in organization and administration and can be classified into five classes :—

1. Defects in Calisthenics.
2. Do. Gymnastics.
3. Do. Minor Games.
4. Do. Major Games.
5. Do. Athletics.

1.—*Defects in Calisthenics.*

Calisthenics means beautiful exercises, and the Calisthenics done in schools is far from being beautiful—nay we can say it is ugly. The hygienic, the corrective and the educational values of exercises are unknown to the Instructor, and the pupils being sublimely oblivious of these values go through a few “practices” with as much indifference, and lethargy and lifelessness as they can put into them. Nor does the Instructor try to improve this state of affairs by introducing variety. He “drills” the pupils in a few practices all through the school career because the routine is the same for all classes, all days, all months and all years. Neither does he set a good example to the pupils by himself leading on the exercise. No! he thinks it too much of a labour (or perhaps beneath his dignity ?) to divest himself of his coat and turban or to tie up his cloth and to descend to the level of the boys and to work with them. He takes his honourable seat (stand, if you please) at a safe corner and bellows out commands which are little understood and least carried out. But, he is very prone to get into a temper and to box the ears or knock the pate of the poor pupils if of a younger age, or to inefficiently roll his angry eyes on the older ones—for he dare not handle them as he does the younger ones. Correct positions in the execution of exercises he cares not. Rhythm of movement has no attraction for him. Symmetry of work has no appeal.

And, again, the principles of exercise are more observed in their breach than in the observance. Continuity of exercise and briskness of execution do not exist. The lesson does not proceed from the simple to the difficult or from the known to the unknown. Enough stress is not laid on exercises of an all round nature suited to bring into play all the muscle groups or even on the abdominal exercises the use of which enables one to keep the intestinal tract and digestive organs in a healthy tone. Breathing exercise tends to become unnatural and no happy combination of the indigenous with the “western” exercise is made. Principles of class organization even are nowhere, for the pupils may

be marshalled in a long line beyond the angle of vision of the Instructor or they may be even made to stand facing the sun so that the Instructor may be in the shade !

2.—*Defects in Gymnastics.*

In Gymnastics too the above defects are patent. The Instructors while being experts in advanced work, are unable to handle even a class of forty pupils intelligently in elementary gymnastics. Routine work sets in. The pupils are made to do the ~~single~~ or double march or the dips on the parallel bars, or to do a few pull ups or the single or double march on the horizontal bar. Beyond these exercises it is the privilege of a few specially interested to advance. Lack of the free mixture of exercises on the various pieces of apparatus selected to bring into play all the muscle groups, or to realize the aims of exercise, and the unprogressive nature of gymnastics work, has unfortunately caused gymnastics to be relegated to the background.

Activities with light apparatus like the wands, the dumb-bells, the poles, the Indian clubs, etc., suffer from the same defects as mentioned under (1) above and need not be repeated.

3.—*Defects in the Minor Games.*

Games have been introduced and are largely emphasized for their recreational value ; but the unfortunate routine element even in games, and the lack of proper organization kills the play instinct in the boys and makes play unrecreative. The game becomes a tedious lesson played under the frowning eyes of the Instructor. The Instructor is unable to play with the pupils and to make them happy. Hilarious mirth in play is prohibited and instead of affording recreation play tends to bore the pupils. It must be admitted that adverse conditions such as proximity of the Physical Training ground to class rooms, lack of adequate equipment, large numbers of boys, etc., do exist which make free play somewhat difficult. But, all the same, the fact is that no attempt is made to make the pupils enjoy the games they play. Nor is any attempt made to engage all the pupils in play. A few are often collected to the neglect of the others. And again, no discretion is used by the Instructor in his choice of games. Games to suit the nature of the pupils, or the condition of the ground, or the surrounding atmosphere are rarely, if at all, selected and this further makes the pupils rebel even against play.

Lack of organization in play results in the loss of all chances for instilling good habits in the pupils. Fair play, co-operation, honesty, obedience and discipline are a few of the many traits which go to make the sportsman and the noble character. Unfortunately, these ideas do not often exist in the mind of the Instructor, and the wonderful opportunity of training the pupil for life by helping him to become an honest upright citizen of unimpeachable character is lost.

4.—*Defects in Major Games.*

And the major games are in no way better off. Non-existence of proper playgrounds with properly laid out attractive fields for the

various major games, of Athletic Associations, of qualified teachers to supervise the pupils in play, of any well-thought-out scheme by which all those who desire are given a chance to play, of adequate budget to meet the needs of these various games—these are a few of the outstanding drawbacks. The consequence is that barely 25 per cent of the pupils take part in these games, and even where they do are not instilled with ideas of fair play and sportsmanship. Desire to win by any means fair or foul, quarrels at the end of matches, hand to hand fights, enmity between rival teams, and such unsportsmanlike behaviour on the part of participants and spectators are too common as a consequence of the lack of supervision and organization.

5.—*Defects in Athletics.*

Lastly, the athletic side of the Physical Training programme has nothing very remarkable to its credit. Want of technically qualified men to train boys in the athletic events, and of properly laid out athletic fields with regular running tracks, jumping pits, etc., and fitted with all the accessories are the chief drawbacks. Here it may also be mentioned that ideas of athletics in the Presidency are still of the 19th century. No note has been taken of the progress and improvements elsewhere, and the tendency to change is not discernible. Thus, with old world ideas of athletics, sporadic attempts are made at the time of the annual school or district sports to train the boys not with very encouraging results either by way of actual performances or by way of training the boys for life through instilling in them ideas of self-control and self-restraint, of temperance, of grit and determination, of fair play, etc. Nor is there any regular school or inter-school organization which controls athletics and sports with a view to bring out all that is good in the boys and to organize and improve athletics and sports in schools so that they can serve the best purpose for which they are instituted.

PART II.—REMEDIES.

The second part of my subject will not take us long because the remedies for the defects mentioned above are not far to seek. Nay, in the defects themselves we find the remedies and in remedying defects of organization and administration we shall have taken steps to remedy the technical defects too.

Of these remedies, the first and foremost one is the definition of the aims and objects of Physical Education in schools. If we are decided upon how far Physical Education should be co-related with general education, how much time can be devoted to each, respectively, and with what ends in view, we shall have taken a step forward in the proper direction. It may not be out of place to mention here that the model of the English Public School where the morning session is devoted to intellectual pursuits, and the afternoon to physical activities is well worth considering. Can it not be possible to lighten the burden of studies of the groaning students and to reduce all teaching and intellectual study to a morning session from 7 to 11 and devote the afternoon to manly pursuits in the games field intended to train the pupils for the hard warfare of life? I believe it can be done only if there is an agreement regarding the importance of Physical Education and of its immense influence on the physical, moral and intellectual development

of the boy. Perhaps a commission on Physical Education can investigate this subject thoroughly. Appointment of cultured and educated experts on Physical Education must naturally follow the above. Just as it is futile to leave the training of the tender children in the hands of the illiterate uncultured, unsympathetic, ill-paid and ill-fed elementary school teachers, so also the best purpose of Physical Education will be defeated if Physical Education is handled by those who, because of lack of culture, have no initiative or personality enough to make the pupils interested in physical training, who, because of low pay consequent on low qualifications have no status enough to make themselves felt as members of the staff or teachers worthy of respect by teachers and taught alike. The entertainment of graduates trained as Physical Directors who will be capable of handling subjects like Physiology and Hygiene even in the higher forms, who, because of a thorough training in the Theory and Practice of Physical Education can organize physical training activities to suit the needs of individual schools, and who have a proper conception of Physical Education in its relation to other subjects of the curriculum and to the vast problems of life—the entertainment of such Physical Directors on a status of at least equal to that of the L.T. must be fully considered and acted upon if physical training is to be of a higher standard of efficiency.

But, appointment of a graduate Physical Director will not suffice if Physical Education is not given as much importance as any other subject of the curriculum and if it is not co-related with subjects-like Physiology and Hygiene and Moral Instruction. Physical Education subjects need not be examination subjects, but credit must be given to the daily-work of the pupil, and the progress of the pupil in Physical Education subjects must also be considered while promotions are discussed.

The provision of other facilities for the Physical Director will be the next step in improvement. Adequate gymnasiums, where children can be taken for physical training in the shade and away from dust and dirt and din are as essential as proper equipment for the various activities. Conditions for physical training must be made attractive before boys can be made to take interest in them. Gymnasiums or sheds at least 60 × 35 feet for schools about 250 strong or multiples of such sheds for school where strength is larger are very necessary if formal physical training is to be made attractive, because much depends on the reaction of the surrounding atmosphere on the mentality of the boy.

Again, ample playgrounds should be the order of the day. It must be admitted that the need of playgrounds is gradually being recognized. But the efforts of schools in this direction are not commensurate with the needs of their pupils. We read in the papers the other day that the Wembley Stadium has been placed at the disposal of the National Playing Fields Association in England for the children of London. May we not appeal for playgrounds in this Presidency also? Can it not be possible to organize a Playground and Recreation Association in the Presidency, whose sole object shall be to promote facilities for childrens' play? Philanthropy is not unknown to the South Indian and I have every confidence that if an association for the recreational and health welfare of our children is formed we shall have the full support of every one in the Presidency. The Corporation of Madras may take the lead by placing at the disposal of such an association

all the available play space in the city. They have done a little to this effect in the People's Park and Napier's Park, but more can be done. Other bodies may come forward in the Metropolis and the Muffassal to help the association. But, it is here necessary to sound a note of warning. While a properly trained leader can with sufficient encouragement do much even in a small playground, large playgrounds under no leaders and with no proper organization will become centers of dissension, rife and unhealthy rivalry. The proper leader, then the necessary paraphernalia should be the order and not *vice-versa*. It may not be also out of place here to mention that the Grant-in-Aid Code should lay down possession of ample playgrounds as one of the conditions of grant to schools yet to be recognized, while those already recognized must be asked to provide adequate playgrounds during the course of a number of years. Every high school should have at least 12 acres of playground and every middle school and training school at least 6 acres.

Adequate budget provision is another very necessary factor for improvement. Without enough money to spend for the necessities of an effective programme it will not be possible even for the expert Physical Director to render physical training useful and interesting. This is as urgent as any of the remedies suggested above. It is unnecessary to dwell on this at any length because it is too well-known that with ample funds it is possible to work out a worthwhile programme of any useful activity.

It is not possible to elaborate on the many more ways and means of improvement. The defects themselves suggest the remedies and I shall therefore content myself by enumerating a few more of the pressing needs :—

1. Appoint Physical Training Instructors in the ratio of 1 to every 250 boys in the school so that at one time the Physical Training Instructor may not have more than 40 boys to handle, and so that intensive work may be possible and individual attention bestowed.

2. Organize Physical Training programme in such a way that every boy gets the formal physical training for corrective work in the physical training class at least three times a week, and takes part in some game or other every day.

3. Improve the status of Physical Training Instructor by recognizing him as a member of the staff, by giving him better pay and prospects, and by backing him up in his endeavours at doing his best.

4. Arrange for a noon-meal so that the underfed and illnourished boy may have a chance to live and to thrive and grow up into a useful member of the community. It is appalling to hear the verdict of the medical officers that malnutrition is sapping the vitality of the boys and renders them unfit for both intellectual and physical work alike.

5. Abolish the present system of combined Drawing and Physical Training Instructor.

6. Organize Individual School Athletic Associations and reorganize Inter-School District Athletic Associations so that they can function properly for the benefit of the pupils.

7. Secure co-operation of the members of the staff and have them take an active part in the physical activities of the school for their own

good and for the good of the pupils; and have the parents also co-operate with you intelligently in your efforts at improving their children by demonstrating to them the utility of well-balanced education.

A few more words and I shall close. Lala Lajapat Rai discussing the problem of Physical Education has classified it as a "National problem of the first magnitude" to the solution of which he wants his countrymen "to apply themselves with all the energy and the force of soul they possess." Again Montaigne has aptly said "It is not a soul, it is not a body that we are training up; it is a man and we ought not to divide him into two parts;" and, as Plato says "we are not to fashion one without the other but make them draw together like two horses harnessed to a coach." Lastly, in his inimitable "Mens Sana In Corpore Sano" Plato has forcibly put in his plea for an equal treatment of the mind and the body. It behoves us educators therefore as the guardians of the thousands and thousands of children entrusted to our care to consider this vast problem in all its magnitude and by increasing the vitality and virility of our children, help in their mental, moral and physical development and train them to be useful members of the community and true citizens of the motherland.

Paper No. 6.

MAKING ATHLETICS A VITAL PART OF EDUCATION.

By H. C. Buck, Esq., M.P.E., Advisor to Government on Physical Education, Madras.

There are some educational institutions which totally ignore, if not actually oppose, athletic games; there are others which merely tolerate them; some permit games but entrust them entirely to the immature school boys; while other institutions are wise enough to see the great educational value of athletics and gladly put forward intelligent strenuous efforts to organize, control and supervise them under the constructive leadership of dependable adult staff members.

Play is instinctive, or, at any rate, it is the result of an innate tendency for activity and will be participated in whether we direct it or not. But a great deal of the undirected play is play gone wrong. Under such conditions of lack of supervision or of improper supervision the energies of the players are very often directed in wrong channels. Certainly as educators our chief duty is to attempt to direct the energies of youths in the proper channel.

Athletic games are the direct outgrowth of our primitive instincts. They are built upon our innate tendency or desire to run, chase, evade, throw, strike, hide, leap, climb, etc. and upon that very dangerous but very necessary pugnacious instinct.

The fact that games are built upon primitive instincts or desires and that during the heat of the game either the best or the worst in the player comes to the surface, makes games either a potential danger or a blessing.

Games may be on one hand the means of destroying character and on the other a powerful means of developing good moral character.

The old saying that "Play develops character" is not necessarily true. The results accruing from the playing of games will depend entirely upon the environment and the type of leadership supplied in their promotion.

Character is primarily based upon the instincts and emotions. Man's conduct is more dependent upon feeling than upon thought, and so it is his desires and emotions that most powerfully influence his acts. Since the most fundamental instincts and emotions require muscular activity for their expression, it follows that play and games, which provide for this natural expression, must be among the strongest factors in the development of character. The worth of any activity in the promotion of moral qualities is determined chiefly by the nature of the instincts and emotions exercised.

The primary instincts and emotional tendencies of such individual are hereditary, but the effects upon them of environment and leadership, and later in life, of intellect are very important. The fact that the inherited instincts and emotions can be moulded forms the basis of procedure in character formation and since these instincts and emotions are more in evidence on the playing field than elsewhere it behoves us to give to athletic games the proper environment under proper adult leadership. The intelligent educator can so encourage and control the native tendencies of play, curiosity, sense gratification, self-assertion, suggestibility, pugnacity, desire for approval, etc., that each will assume its proper importance. This regulation of the desires, thoughts, and acts of the school boy gradually forms the habits of conduct which determine his moral worth.

On the other hand an unwholesome environment and lack of proper adult leadership tends to produce the unsocial and selfish individual whom we generally class as a poor sportsman.

We must remember that children do not inherit sportsmanship or morality. Only as they are taught control of the fundamental instincts can this quality be developed.

Why do so many of our inter-school matches end in rows with abuse of referees and serious fighting between opposing players and spectators? It is a wonder to me that there is not more of it when teams of school boys are permitted to go to and return from their matches unaccompanied and to play their matches without the sort of intelligent adult supervision which will teach control of their primitive desires. If the main idea is to win, and to win at any cost, without any concern for the character or health of the players, then by all means allow the boys to play their matches without adult supervision. If, however, we can see in athletics the wonderful possibilities of bringing out the best qualities and if we can appreciate the real educational value of games a way will be found to provide proper adult leadership.

Proper supervised play, especially the competitive type, teaches the individual self-initiative, alertness, ingenuity, self-reliance, self-control, will-power, courage, persistence and consciousness of individual worth. It promotes loyalty, co-operation, respect for the rights of others, respectful submission to a chosen leadership, and the many other qualities of good sportsmanship. But such educational attainments are not possible in a haphazard scheme lacking in organization and control.

Fortunately, there are some educational institutions to which we can point with pride, wherein athletics are so promoted and athletic ideals are so presented that the moral atmosphere of the entire student body is extremely wholesome. I have known some Principals and Headmasters, who, already overburdened with work, have considered athletics of such importance that they would not think of being absent from school matches. They felt that their presence was absolutely necessary to help players and spectators to catch the highest ideals of sportsmanship, to see that opponents were treated as guests rather than enemies, and that referees were treated with proper respect. But the influence of the Principals and Headmasters need not stop here. The School Assembly also affords them opportunities to present the values of clean sport.

2. *Suggested ways of making athletics worthwhile.*—(a) Have a well-organized Athletic Association within the school itself to promote intra-mural athletics, and to give every student an opportunity to play on a team.

(b) Have your School become a member of a well-organized and well-conducted Inter-School Athletic Association.

(c) Make at least one capable dependable member of the staff responsible for organization and careful supervision in both (a) and (b).

(d) Develop the idea of "host" and "guest" in all matches to ensure proper social relationships rather than hard-feelings.

(e) Eliminate entirely the bad habit of "protests". Teach your players to accept defeat gracefully and victory without boasting. The spectators must be given the same training as the players.

(f) Teach the losers to congratulate the winners.

(g) Don't expect the Inter-School Secretary to do all the work. Once the fixtures are drawn the schools concerned should take enough interest to mutually agree upon grounds, referees, supply of necessary equipment and actually conducting the match.

(h) Reduce "prize-giving" to the minimum. The bad habit of giving rewards for all sorts of competitions is destructive of the best sporting spirit.

(i) Aim to have your school known as the one which has the best organized and best supervised physical activities and likewise to be known as the institution which practices the highest ideals of sportsmanship.

Paper No. 7.

PHYSICAL EDUCATION IN OUR SCHOOLS.

*By M.R.Ry. S. S. Krishnaswami Ayyar A.M., B.A., L.T.,
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Now and again there is a cry heard, either on the platform or through the press, that the system of education imparted in this land is thoroughly unsound, blind in conception, baneful in production. Dr. Tagore, for instance, raised such a cry a few years ago and made it ring far and wide. It was but a month ago, Mr. Gandhi visiting our Presidency declared that the educational system in our country was faulty, because it did not respond to the requirements of the country, and

because there was no correspondence between the education that was given and the home life of the country. But, despite the dicta of philosophers and politicians, we, the humble workers in the field of education as well as those onlookers, who are not prepared to swallow thought manufactured by other minds and distributed as finished article, know what a glorious success has been achieved by this system. It must be conceded, however, now there has been failure in one respect, imperfection and neglect on one side, viz., the vital side of physical culture, so much so that the very fruits gathered in the intellectual and moral fields are vitiated and rendered worthless by the unsoundness that creeps from the uncared for physical side. Thus we see round us the woeful phenomenon of many an intellectual giant who is but a physical wreck; we see the miserable sight of the rank and file of brain workers skilled in subtleties of the mind, but shrinking from even slight exertions of the body, men who can clear the obscurities of Browning but cannot bear the fatigue of walking five miles, men who can boldly grapple with the mysticism of Shelley but dare not split a piece of wood.

True that we provide in our schools for physical instruction. But what a mockery it is, we all know. While the mind-hunger is gratified with some 29 periods of cramming per week in the time-table, the bodily need is met by the paltry allowance of one period per week grudgingly granted. And this solitary period set apart for physical instruction is the period dreaded by every headmaster. For is it not an hour of tough tussle between him and his boys? It is the hour when pupil after pupil invades his room armed with applications for leave, leave for going to hospital, leave for meeting grandmother at the railway station, leave for cooking to be done at home, leave for shopping that must be done in the evening, leave for head-ache, leave for stomach-ache, leave for one or other of the host of aches that ever escaped from the precious casket of Pandora!

But, why blame the poor fellows for trying to escape from the drill class, which is felt by most of them as a regular infliction instead of being realized to be an interesting and beneficial programme?

Among a host of factors that contribute to this sorry state of affairs, the foremost place must be assigned to the school gymnastic instructor, who in some institutions is capable of a curious metamorphosis as a half time drawing master. He is a product of the old nineteenth century and an anachronism in the changed conditions of the twentieth. But the honest soul that he is—like old Rip Van Winkle returned to his town after a twenty years sleep—he is trying to gather the young ones round him in the evenings and engage them in listless sports and old world exercises. He is getting on with his class work as with a Tower of Babel. Not enjoying the regard of the boys, he can never hope to maintain order. Having made no acquaintance with physiology or hygiene, how could he be expected,—he with his untrained imagination—to evolve intelligent schemes of physical culture to suit the different ages or the varying personal idiosyncrasies of his pupils? We are not surprised that he is conspicuous by his absence whenever the boys play foot-ball or volley ball.

If, therefore, any beginning is to be made in a school in the direction of physical culture, this out of date member of the staff, I mean the school gymnastic instructor, must go. For, he is in the way. In his

place there should be a regular master of physical culture, a B.A., L.T. with a sound theoretical knowledge of physiology and the science of health besides a sufficient practical training in the art of physical culture and all healthy sports.

Well; but there is another impediment in the way of physical education in this country which is not so easy to overcome. It is the climate of the land which, except in two or three months of the year, renders almost all the hours of the day unfit for any sort of exercise in the open air. Let alone the dullness, the listlessness and the enervating effects of the prolonged heat of the day, it is found impracticable to crowd the programme of the physical education of the entire school of several hundreds of pupils into the brief space of an hour or two in the evening. If the physical education class is not to continue to be the farce which is enacted once in a week in the time-table for each form, if, on the other hand, it is to become a serious programme of a regular and well thought out bodily training given for at least one hour every evening to each form, it follows that there should be as many instructors as there are classes or forms, capable of conducting the physical activities of their respective classes, under the general direction of the specialist attached to the school. Every master a physical culture master—must be the rule; a plan not bristling with difficulties in working if a few weeks' preliminary training in the theory and practice of physical culture be given to all the existing members of the staff, and if a capacity for imparting physical education and participating in boys' sports be insisted on among the qualifications expected in candidates for all new appointments.

In all attempts to carry out some systematic plan of physical culture like the above, two hostile forces that militate against it must be reckoned with—one, the reluctance or resistance of most teachers to proposals that they should guide their boys in physical activities and join them as often as possible in play; and the other the encouragement given by many parents or guardians to their boys to escape from the physical training classes. The teachers have their excuses in support of their conduct. Their own pre-occupations as fathers of families, their private tuitions which must be had to make both ends meet, their lack of zest for exercise and sport brought about by the climatic conditions already referred to—all these are hard facts to be recognized.

Just as the indigent state of most of the masters accounts largely for their disinclination to physical activity, so also the poverty and hunger of a large section of the school-going population is the grim cause that renders them unfit for any physical exercise in the afternoon. There are at least a hundred pupils in every large school, who attend the afternoon sessions with hungry stomachs or at best after having taken an apology for a midday meal—pupils to compel whom to go through a course of physical activities in the evening is nothing short of cruelty. It would not be an exaggeration to state that the condition of the average Indian pupil is one of chronic inanition. Therefore anyone who is earnest about promoting the physical welfare of our boys must face the problem of their food. Should not we think of providing some simple but substantial midday meal to all poor pupils attending our schools?

A further problem is to find the time for physical education. The school time-table especially that of the upper forms is so over-filled.

There is such a multiplicity of studies, such a load of syllabuses, such a race run with time; in order to teach all the things the regular school hours have often to be extended and after school classes held, besides special classes on Saturdays and other holidays. If education means the due development and exercise of faculties and not crushing the pupil under a load of multifarious studies, if education consists in the development of the body at least as fast as the expansion of the mind, if the evils that sap the vitality of one generation after another of pupils in the name of education should be eradicated, the curriculum must be so lightened at once so that out of five hours or five hours and a half of the school timetable at least an hour and a half should be set apart every day for the physical culture and games.

Now, these suggestions may provoke one objection :—How can all schools, each presenting its own peculiar problems of finance, of space, of staff, of situation, of travelling pupils and stationary pupils—how can all be brought under one holus bolus scheme? No, certainly not. Hence arises the necessity of a Physical Director for the whole Presidency who with the help of two or three Assistant Directors should visit each school, study its peculiar conditions and who, with the co-operation of the staff, should be able to frame a satisfactory scheme to suit each school.

Finally, let us suppose that the main points are gained, that the authorities of all schools take to physical training seriously, let us suppose that schemes to suit respective schools are constructed, that the load of studies is lightened, and also suppose that schools manage to employ masters of the right sort to give physical culture and also succeed in securing the co-operation of the staff. Yet, all these endeavours are bound to fail unless some method be devised of compelling pupils to undergo the physical training courses and to show reasonable progress therein. It may be a condition of promotion to the higher form, it may be a condition for completion of the certificate, or a condition to be satisfied if the pupil desires to secure "eligibility" for University studies. Whatever may be its shape we cannot do without compulsion.

Having dwelt so long on the unsatisfactory *Present* of physical education in this country, let us have in conclusion a peep into its future. And what bright vistas of possibilities open before us! What a beautiful harmony of cultivated minds and cultured bodies! What a glorious Paradise of India's boyhood and girlhood, manhood and womanhood!

Paper No. 8.

HOW TO POPULARISE PHYSICAL TRAINING IN SCHOOLS.

By M.R.Ry. L. S. Nataraja Sarma Avl., B.A., L.T., Headmaster,
Muslim High School, Triplicane, Madras.

The value of Physical Training in schools has come to be generally recognized in this country also, in recent years, that it would almost seem to be indulging in a platitude to insist on the many-sided virtues and benefits attending it. Without entering into any detailed discussion therefore, of the ethical aspect of the question, we may observe, and even emphasize to ourselves, the fact that, if our schools are to serve the grand and glorious purpose of training our youths to fight the battle of life manfully and nobly and make the best out of it not only to

themselves, but to those in whose midst their lot may chance to be cast on their entering upon life, physical training must receive a far greater measure of attention and encouragement than it does in our educational institutions to-day. Their primary and essential object certainly ought to be to afford training ground for our youths to acquire those qualities of endurance, sympathy and comradeship, and that generous impulse to give and take, to live and let live, without which no mere academic lore can make life truly successful and happy. For, it is those qualities that contribute largely to the realization of the fullness of life. Conduct, Experience, Knowledge, these are the three great factors that count ; and of these, the first two, viz., Conduct and Experience are, to say the least, as much within the province of physical training in its widest and most liberal sense as understood in English Public Schools, as within that of academical knowledge. Indeed, conduct is shaped, and experience rounded off, sweetened and toned to much good practical purpose in the playground only, where boys find their level in fighting their little battles, learning self-realization and courage, knowing how to take defeat as sportsmen and to rally and above all inculcate a true sense of *esprit-de-corps*, which is one of the most useful graces of life.

After all, no school need be ashamed of having to say of itself

"Haven't I held them on my knee,
Haven't I laughed to see them growing,
As likely lads as well could be,
Handsome, and brave and not too knowing?"

For though scholars have their place and savants their meed of fame in life, life is not all made up of scholarship and philosophy. Parnassus is not the goal of the multitude, nor need our schools be mere temples of learning with their altar solely devoted to the sedate muses.

The real question, therefore, that has to be solved is how best physical training may be popularised and made attractive in our schools. At the outset it must be confessed that at present it is not half as popular and attractive as it ought to be. The blame is not to be laid so largely to the door of want of will. There has, of late years, been a growing recognition of the real need for popularising physical training in schools. But there are many limitations imposed by time and condition, which militate greatly against the best endeavours in this direction, and which time alone perhaps can remove. Within limitations, however, much may yet be done. In the first place, the most fruitful lesson that boys can imbibe easily and naturally in the play-ground under congenial surroundings is self-reliance; and self-reliance in its turn brings up self-control. How is this fruitful lesson best provided for? The answer is patent enough. The teacher should be least in evidence in the little affairs pertaining to the management and control of the sports and games wisely provided for the boys' exercise. This exercise should never be dissociated from perfect enjoyment, and the teachers' ferule is the last thing to be thought of in the playground.

But this does not mean that the boys must be left to themselves; mature guidance is often necessary and always desirable in the juvenile play-world. What is needed indeed is that the teacher should forget part of his vocation in their midst, be present with them, participate in their games, feelingly enter into their moods and failings and be a

sympathetic friend. And, yet, all the while he should have his eye upon all and sundry. His ear should be keen to note the least discordant note. In a word, he should not descend to their level in their juvenile errors and escapades, but rather elevate them imperceptibly to a sense of justice and fairplay, mingling with them freely like one of themselves, and avoiding by every means the slightest tendency to scare away their innocent eclat.

Bearing in mind some such ideas as these, I venture to propose a rough scheme for the provision of and management of school games and sports, and all other kinds of physical training, which, I hope, will go some way to help in the realization of the best ideals of scholastic physical culture.

In the first place, it seems to me that it will be highly desirable that nearly all the teachers in a school take a keen and personal interest in physical training and shoulder the task of moulding the character of the boys, each, a certain number, being one among them, and yet imperceptibly guiding and controlling them. In this capacity the teacher may bear the name of Physical Training Director or some such name if a name be at all necessary, the headmaster or one of the senior assistants being the Chief Director. These teacher Directors of Physical Training will of course work in co-operation, and help the Chief Director in the conduct of the whole department.

Secondly, provision should be made in the class-time-table itself for a certain number of specified games and exercises, the time most suitable perhaps being the seventh period of each working day. I would suggest two periods being set apart for this in a week in the case of Forms I to IV, and one period for Forms V and VI.

Thirdly, the Physical Training Directors should take their respective classes or sections to one or other of the specified sports and exercises, which may well include the indigenous mass games and physical contests. The boys should be accustomed to regard this adjournment for physical training as being of a like nature with their adjournment to the laboratory or to the classes for C. Group subjects, and not as an opportunity for giving the slip or giving enforced and unwilling attention. In fact, the physical training classes must be so provided as to afford opportunities for every student of the school to take part in; and full attendance in these classes should be sought to be secured by the classes being made lively and attractive and appealing to different tastes and temperaments. From these classes, however, boys taking part in foot-ball, badminton and other similar games may be sent out to their respective activities.

Fourthly, each Physical Training Director, who is in charge of one of the sections, should maintain a daily record of the attendance, progress and general condition of each one of the boys in his care. It will be perhaps be a source of considerable encouragement to the boys themselves and to their parents, if the chest-measurement and weight of each boy is noted and maintained in a register periodically. This may also serve as a guidance to the Medical officer inspecting in appraising the general health and tone of the boys.

Physical training instructor should in addition to his regular work act under the orders of the Chief Director, and help generally in the maintenance and preservation of the several records.

Above all, physical training should be made so attractive, both by variety and by manner, as to attract boys, and make attendance voluntary and pleasurable.

Lastly, I would suggest, that in the evening, once a week, the boys of each form, or about 100 boys at a time, be taken out in a drill march, four deep, under the guidance of the respective teacher-Director of Physical Training, with the aid of four or five adept students of the class, to see that the students march in order and keep time properly. This march may cover a distance of about a mile at least, and must be associated with some interesting function at the end, such as a social gathering on the beach, a lecture on some interesting and lively topic, occasionally a Cinema show of an educative value, or some friendly inter-school match in football, hockey, etc. After the function is over the same plan of marching may be attempted if feasible and if the students are amenable. Care should be taken to see that every school boy gets his regular turn in this outing and that he does so to the best possible extent voluntarily, as well may be hoped they would.

I have ventured to place these crude ideas before you for consideration. The detailed working of a scheme of this kind must inevitably be adapted to the conditions of different schools, with the necessary alterations. These, however rough ideas as they are, will, I hope, go some way to build up a mature scheme of physical training for schools whose importance we can perhaps never exaggerate. It is however a matter of gratification that this gathering has been arranged by the enthusiastic Physical Advisor to the Government of Madras and his lieutenants, and I sincerely believe that ere this day's interesting programme is gone through, a splendid scheme of physical training for schools will be evolved, so as to be put into immediate practice by all those that are responsible for the management of educational institutions, elementary and secondary.

Paper No. 9.

PHYSICAL EDUCATION IN SCHOOLS—SOME DEFECTS AND THEIR REMEDY.

By M.R.Ry. P. P. Venkatachalam Ayl., B.A., L.T., Asst. Dist. Commissioner, Boy Scout Association, South Malabar.

Nobody will dispute the fact that the Education of the body is a subject much neglected in our schools. Preparing the pupils for the S.S.L.C. is their sole concern. It is true that with the appointment of an Advisor to Government on Physical Culture and Assistant Directors some little interest has begun to be shown in this matter. But what we are now doing is sadly out of proportion to what has to be done in the field. The present idea of a conference is certainly laudable as it will give a great push to the activity, and, if the interest aroused be kept up by the adoption of measures suggested in this conference, we shall be discharging a very important part of our duties to our children.

We had gymnastics in the old days. During the inspection of the school a few boys who had received special instruction would play on the parallel and horizontal bars to justify the existence of the instruction,

It was then a miniature circus performance. These exercises have now been given up as artificial.

At present we have only two sorts of activity which administer to the physical development of the pupils—drill and games. Whether these are enough or new systems can be introduced or the existing ones substituted with others it is not my province to enter. It will really be an act of impertinence on the part of a layman like me. But there are certain things that suggest themselves even to a layman which I take the liberty of stating here.

An efficient system of physical culture should provide for, (1) creating in the boy a desire to improve his physical condition, (2) methods useful and effective to satisfy this desire.

The joy of a good health and a robust body is a thing unknown to many of our boys. An incentive can be created in them for improving their bodies by exhibiting to them excellent models of strong and well-built bodies and educating them upon the possibility that lies before all of them of developing for themselves such bodies.

Evil habits such as smoking and chewing tobacco and the use of snuff are a hindrance in the way of our boys' developing a good body. I believe that it must be within the experience of every teacher that the number of boys addicted to the use of tobacco has increased enormously in recent years. Let alone coffee and tea. I suppose that all are agreed on the evil effects of tobacco. Scouting is perhaps the only movement now that tries to fight this evil. Greater efforts by the department are necessary. Even a law making juvenile smoking punishable will be a welcome piece of legislation.

There are occasions when we have to discuss with boys questions of sex. But this is a subject which has to be approached with reverence and a full sense of responsibility. All the same, the time has come when we have to face this question with courage.

The Medical Inspection of school children is a very well-conceived idea. Without meaning any offence to the officers in charge of the work I would suggest that it be more thorough. It is not superior academical qualification that we require in these medical officers but a desire to find out ways and means to combat the causes of physical deterioration in the boys. If the officer is a local man acquainted with local conditions and surroundings of the boy, his work will be more effective and he can also discuss questions about the pupils to their guardians when he meets them in his casual rounds.

There is now much absence of understanding between the guardian and the teacher. The guardians should be made to realize the seriousness of their responsibility in the matter of health of their children and the teacher and guardian should combine their efforts to help the boys in stopping evil habits and improving his body.

The aid of the magic lantern, which in recent years is coming more and more to be used as an educational instrument, can also be invoked for the purpose; placing before the boys good models of health, the evils of bad habits, the various systems of exercise—all these can be shown with the help of the lantern.

Coming to the second part of my subject, the methods adopted in schools, it must be admitted that the department is merely attempting to satisfy its conscience by appointing a drill-master for each school,

Is this done to soothe the aching conscience of the department or is there a self-deception that drill is properly administered? Drill as it is now imparted serves more to impair the health of the boys than to improve it. Out of seven days in the week the boys have, at the utmost, drill only for two days. On these days one day it may be in the afternoon and another day in the forenoon. If a holiday falls on the drill day the boys usually consider it a piece of good luck. It is a period more hated than otherwise. Very often the boys have to do drill in the hot sun when every person would like to take rest in the cool shade. It is a real pity that owing to the exigencies of the time-table sometimes the fact of their being in full stomachs during the period of drill may have to be overlooked.

Attempts are made by some managers to make drill more ridiculous by appointing a combined drill and drawing master. What bond is there between the two? The former is a more or less mechanical art but latter is a highly creative one. This is why both these come to be totally discarded. It is really a wonder why with all these evils the system is indefinitely continued in this way.

All living organisms respond to outside stimuli. If the stimulus is continued and regular, the response becomes regular. So, when we attempt to drill our muscles that are living cells, the effect and the response will be advantageous if the stimulus is applied at a fixed time every day. That is why every discipline both of mind and body should be regular and systematic. This fact is completely overlooked in drill classes. Drill to be useful should be performed every day at the same time, and the best time for it is the evening or the early morning. Drill will certainly give grace of body and movement, make orderly movements of groups of boys possible, exercise at the same time all the organs of the body and create in him a desire to serve his country in times of danger. So, at least half an hour of drill for each class, every day of it, and given at the same time on all days is the best if drill is to give any advantage.

Drill every morning for all as soon as the boys are up from bed is possible only in a Boarding School. Most of our schools are day schools and some of the boys come from long distances. So people ask "is not the walking sufficient exercise for the boys?" Certainly not. Walking is a sufficient exercise for a pretty old man, but for the growing boy the exercise should be harder for his muscles to be built. Besides, exercise to be beneficial should be consciously performed. The postman's rounds do not form an act of exercise. Similarly is the case with the rounds of boys coming from distances. But they may be given drill for a shorter time.

Another objection brought against drill is that the boys are not properly nourished and the first step in physical education is to give them a good meal. There is only a very small percentage of boys belonging to this class in the school. If it is a hardship for them to do drill they can as well be exempted.

But there is another great objection against daily drill at a fixed time every day. It will require a very large number of Drill Masters if all the boys are to do drill in the evening. The last period every day may be devoted to drill. The number of boys in this case will be very large, they will belong to different ages and classes. The same exercises will not be suitable to all the boys. To suggest the appointment of a

number of Drill Instructors is to be laughed at in these days of retrenchment. Therefore to overcome this difficulty, I would suggest that the class teacher do take charge of his class also for drill.

He is taught during his training course drill enough for the purpose. If this is not enough let the drill training during the training course be more elaborate so that it would enable a trained teacher to administer drill also to his pupils.

The Drill Instructor can be the expert advisor. He can overlook the imparting of drill in the lower classes and personally attend to the training of the grown-up-boys. If this be the case the Headmaster can be in the field for drill and will find it easier to control and supervise this activity in the school. But then we shall require more efficient Drill Masters. I do not want to make any reflections on those who do the work at present. But, unfortunately, most of them are men trained years ago. They do their work in a very mechanical way. Their work is drudgery for them. They are creatures much to be pitied. But if the Drill Master is a man of greater general education (he should at least be an S.S.L.C.) and he is an efficiently trained man, he will find it easy to help the other teachers and to infuse greater enthusiasm in the boys.

Doing drill is a strain as it also requires concentration of mind. This may be a difficult thing for the pupils of the primary classes. So it is enough if they are given merely games which will develop their bodies by affording them amusement and recreation. During the school hours the Drill Master can do this work of making the children play useful games.

At present the Assistant Director occasionally comes and gives instruction to Drill Masters in the latest games and exercises. But according to my suggestion the occasional instruction should be extended to all the teachers. A suitable set of holidays can be fixed upon and the Assistant Director can camp at a school and instruct the teachers occasionally. This will also require the appointment of more Assistant Directors who can also do some propaganda both among boys and guardians.

This is a land where breathing exercises form part of daily routine, but attempted only for spiritual ends. There are, I believe, people who have experimented on this and can suggest methods of adapting it for common use even in these modern days. It will be worth while to adopt some of these exercises in schools.

Now to the next activity of games. There are very few schools with a good play-ground. This is very first requisite for the organization of games in schools. It may not be possible for all managers of schools to purchase a sufficient plot of land for an extensive play-ground. This should be looked into and the schools be given sufficient help and encouragement to acquire a site and convert it into a useful field for games.

But, how shall we account for the absence of games even in schools with a decent play-ground? The main reason for this is that the teachers of these schools consider that they have done their duties to their pupils by preparing them for the examination and hence anything that does not directly come within the scope of examination is wholly neglected by them.

Secondly, there are others that are faddish and say that the costly European games are unsuited to India and that we should play national games. This is said by those who have not tried it with the boys. Most of the national games that we know of prove to be uninteresting to the pupils. They rarely develop the team spirit which western games do in ample measure. Games to be effective should be interesting. When compared to western games Indian games have less fascination for the pupils.

But the real reason is that of cost. The guardians consider that they are overtaxed in the matter of fees. The school authorities do not find sufficient funds to meet the demands made by these costly games. It is here that the department should help. Liberal contributions have to be made for this specific purpose.

The department of physical culture should be extended and re-organized so that it would be found possible to control more effectively and direct the drill and games activities in schools. A saving can be effected in this direction if honorary workers can be found in the field of education who will go about to schools to help in organizing this work. The Scouters who feel competent to do this may be approached for the work so that both scouting and physical activity may both receive a stimulus on account of the encouragement afforded by the department of education.

Paper No. 10.

PHYSICAL EDUCATION.

*By M.R.Ry. A. S. Venkat Raman Avargal, B.A., L.T., Headmaster,
Board Secondary School, Pakala.*

Indeed many are averse to the idea of physical education, to some it is revolting too and possibly it is only a few still that are enthusiasts. Education being mostly an affair of the mind and hence not allied, if not opposed, to physical welfare or development, that it should be attempted in schools and colleges passes the comprehension of a good number of educationists among other people. The desire for national advance, however, is creating a concern for the physical welfare of children and the necessity for their physical training is winning a slow recognition not only in advanced countries of the West but also in India. That is as it should be, since it has to be admitted that mind and body are two well-fitted halves of a perfect whole designed to sustain and support each other.

The present condition of things in our schools is far from satisfactory. No adequate provision is made for physical education. There are no suitable drill grounds or play-grounds. There is no proper physical culture environment and the instructors too, are too ill-qualified to do their work successfully.

To take the last point first, the so-called "drill-master" neither does drill nor is fit to be a master. His discipline is that of the mighty arm and so unwholesome. Very often he becomes a machine-operator. The whole thing is rendered lifeless, and the recreational element and the joy of life is banished, and the spark of enthusiasm extinguished.

Having studied up to III Form or IV Form, he cannot, at the time of leaving the school be said to have cultivated a sense of duty or attained a state of responsibility so as to be entrusted with the onerous duty of physical welfare and development of school children. He is not in a position to train the character of pupils.

The environment, too, is not encouraging enough. Besides the fact that examination is considered as the dominating consideration, first, second and always, not only a means but also an end in itself, the arrangement of school work is not suited to the habits or temperament of pupils in our schools. A hurried and ill-cooked meal at 10 o'clock and a morsel of tiffin at 1 o'clock when it is not needed, are all calculated to kill what little appetite there is. It is no wonder that at the end of the day the pupils are too jaded to remain in the playground.

Again, in big towns or cities no suitable play-grounds can be had; while in the West play centres are opened in cities independently of the school play-grounds, and, while in Scandinavia the child is the kind and the choicest places are his, in India alone even big schools have no proper play-grounds. Either the authorities do not insist on this or the managements are not alive to this need. Either way the hardship is serious and the youths are the sufferers. The writer sets out in his own humble way to suggest a remedy for this state of things.

In the first place, the list of subjects has to be revised and recast so as to allow a suitable place for physiology, hygiene, etc., as it is often ludicrous that men should begin to administer the affairs of the body-politic, without even so much as a knowledge of the constitution of the body. It would appear that so far as this piece of knowledge is concerned, the intelligence quotient of an average Indian School-boy is always lower than that of an English youth of the same age. I fear that "the other worldliness" or the thoughts of the world beyond the grave obsess the Indian youth too early to make him enjoy life in any real sense of the term. One cannot entirely disagree with Sir Arthur Mayhew when he remarks—"The high schools have not taught their students to enjoy life, to have their minds steeped in the culture of their home and cast into a joyful heritage."

It is hardly necessary to labour the point that physical education is not only helpful to mental education but also to moral education, in the making of the entire man, not a fractional man as at present. As a healthy physique, keen intelligence and sound character, all go together and are inter-dependent, their development should be concurrent if the system of education is to be complete.

The problem, however, in big schools in big towns is becoming acute. The play-ground is limited, the equipment is limited; but every scholar has a right for physical education and every provision must be made for it. The "Play-for-all" movement is enlisting many adherents. It may be that cricket and hockey are caviarre to the general. It may be that cricket is beyond the means of some schools. But a variety there must be to suit varied strengths, capacity and tastes. At the same time it must be conceded that one crack team or gladiatorial team for one school will not do. If possible, let each class have its own team in the making, foot-ball, hockey or volley-ball. The same argument holds good to prove that a school should not be content with

mere sports luminaries, for it will mean that many are content to merely behold what a few are willing to exhibit and are prepared to be weak, if the few become stronger and stronger. This state of things is also somewhat due to the organization of District Grigg Sports in each year in almost every district. It has not done a bit to improve the physique of scholars but has more often created a spirit of strife and unhealthy rivalry. At the same time it is not uncommon for schools to go to sleep for the major part of the year and to bestir themselves at the time of Grigg Sports and train or brush up sports luminaries. I should think it has caused greater harm than good.

A solution must be found somehow and the sports and games are always ill-done, if they are not properly organized. One kind of organization may here be suggested. The key-note must be happiness and joy of life. In the lower classes, minor games of the kind played by Boy Scouts, may be done. The simpler the games, the more enjoyable are they. The team competitive spirit may be employed. The greater the enthusiasm, the stronger do the pupils feel and the more beneficial are the results. In the higher classes, major games may be played. Foot-ball, hockey and cricket are not played by all pupils but as far as possible, efforts should be made in this direction. Every class must have its own team, if possible under the leadership of one teacher, and competitions among several teams may be held. Very often, it may be a violence of language to call every group of players a team but certainly it is a team in the making. Group games too will have to be played and group efficiency contests more than individual efficiency contests may be held. So long as it is recognized that a proper organisation of games brings about a spirit of give and take, harmony, co-operation not only among pupils but also between them and masters, prizes for individual physical efficiency may be lessened and group contests better encouraged than at present.

Training in games should be distinguished from physical training proper. The latter has for its objective, the teaching of control, correction of physical faults and quickening the minds of pupils. Where pupils after a heavy or ill-digested meal, in the mornings, are prone to sleep, some smartening up is rendered necessary. Before the morning's work begins ten minutes spent on smartening or rousing the muscles and the nerves is not time wasted. Regular graduated exercises to suit pupils in different classes have been prescribed by Mr. Noehren and these quickening exercises will be attempted in the special physical training period. In these, simplicity and freedom of action shall be the watch-words.

Both in the physical training and the games training periods the play-ground or field must be a social centre. Teachers must play with children, train them in physical culture, go out with them and identify themselves with the latter in every aspect of their daily life. This pre-supposes that the masters are trained for the task in order to take an intelligent interest and active part in the games. A martinet's sense of discipline in the class-room is out of place in a play-ground or field ; pour the joys of life into a class-room atmosphere and you have a social centre in the play-ground. An Indian school, however, is anything but a social centre at present.

When all is said and done, no organization of games will be complete unless we recruit physical instructors proper from a class of better

qualified people, as it is presumed greater qualifications will mean also a greater sense of moral responsibility. They should at least be secondary-grade trained with physical training qualifications. The play-ground is a miniature world. If education is to prepare youths not only for the living but also for "life", much of what constitutes it has to be learnt in the play-ground. It is said that the Duke of Wellington won the battle of Waterloo in the play-fields of Eton. The mental, moral as well as physical sides have to be developed and he who is not proficient all round cannot be a successful trainer of youths. I fear that our pupils have been so long in the class-room, "cribbed, cabined and confined", that they badly require open air, recreation, freedom and the joy of life. Shall we deny these God-given gifts to them?

On the moral influence of organized games, it is needless to elaborate. Not only does physical health pre-dispose to mental activity but also to moral health. Direct moral instruction, as imparted in schools at present is a failure, but the organized games are calculated to afford practical exercises in practical morality. Indeed a time will come, when the efficiency of a school will be judged not by the number of Secondary School Leaving Certificate Eligibles turned out or manufactured, but by the number of honourable and selfless youths trained to become useful citizens with a broad outlook on life. The tone of a school is elevated more by a proper organization of the games and sports activity than by any number of lessons on moral instruction or direct moral appeals. To use the words of Arch-deacon Wilson, "Pluck, endurance, fairness, good-temper and energy are the results of school games, the learning to give way to others, to be useful, unselfish, courteous, to be genial, to take the rough and tumble of the world as it comes, to bear the burdens of others, the playing for your own side and not for your own bat and the training in responsibility that come from a position in the school."

APPENDIX IV.

FULL TEXTS OF PAPERS SELECTED TO BE READ BUT WHICH WERE NOT PRESENTED DUE TO THE ABSENCE OF THE AUTHORS OF THE PAPERS.

Paper No I.

By the Raja of Dharakota.

Mr. President, ladies and gentlemen.—I feel very happy on this auspicious occasion to express my views on Physical Education, a subject which concerns the vitality of the human race and which therefore attracts the attention of all the nations of the world, both civilized and un-civilized.

Great writers have said that the day labourers always enjoy sound health and longevity which are lacking in men possessing great riches. This is not said in vain. The latter have no necessity to do out-door work on account of their riches while the former earn their bread by daily labour. This daily labour is nothing but physical exercise, by which the people that live from hand to mouth, enjoy sound health, long life and other blessings of nature. Thus, to understand the importance of physical exercise we need not go far. Nature alone teaches us its importance. Physical exercise is necessary for human life as air and water are. Mental culture no doubt gives enlightenment but if there is no physical exercise side by side, we cannot enjoy the fruits of this enlightenment. Unless we have sound health, we cannot have a sound mind. The proverb therefore goes "A sound mind in a sound body" and the great oriental poet says "Sareeramadyan Khaludharma Sadhanam."

Physical exercise also determines the health and strength of nations. Think of the great heroes that take part in battle fields. Freedom of nations depends on the success achieved by these heroes and their failure makes their country fall into the hands of their enemies. In ancient history we read how Sparta had created an army of extraordinary strength which was most invincible at that time in the whole world. This it could do only by giving its soldiers rigid training in physical exercise. The national games organized in ancient Greece and prizes granted to winners speak for themselves how encouragement was given by the State to improve the physical culture of the nation. It even paid its attention to the boys and girls from the age of seven who were made to undergo certain training in physical exercise which made them fit citizens in their after-life.

Let us now think what ancient India had done in this respect. Though caste system has lost its charm now-a-days, this system was very rigid in olden days. The Hindu nation comprises of four main divisions, namely, the Brahmans, the Kshatriyas, the Vysyas and the Sudras and each class was required to follow certain principles to gain improvement in all directions, moral, mental and physical. For instance, the Brahmans who did almost no out-door work, had to do

"Pranayam" or breathing exercise, both in the morning and evening, which purified their minds and helped them to enjoy sound health. The Kshatriyas also performed this "Pranayam" and were also trained in chivalry according to the ancient fashion. The Vysyas whose duty was to engage themselves in trade, also performed this Pranayam to keep up their health. The Sudras made themselves useful to the nation by doing every sort of out-door work which gave them ample scope for physical exercise. Physical training is also found to have been introduced in certain religious functions of the Hindus. For example, in many parts of India it is a custom among them to prepare with earth, a triangular mound, in the form of a snake known as 'a Gamha' over which people exhibit long and high jump and the winners are decently rewarded. The Dasara festival which is observed throughout India, is another example of physical organization on a large scale.

In ancient days clubs were also started in every town and village where wrestling, sword playing, etc., were practised. Attention was also paid to Indian national games such as "Du Du," hide and seek and such others peculiar to each locality.

Pages of ancient works written by great sages afford sufficient evidence of Indian militarism. The heroism shown by Karna, Arjuna, Bheema and other great warriors in the battle of Kurukshetra, the part played by Hanuman, Indrajit, Vali and other heroes of Ramayana fame and feats of strength of renowned warriors described in several Puranams tell us the great physical culture which the Indians possessed in ancient days.

Now turning to the modern history, let us see what Germany has done in the recent war. This Germany which is a small country in central Europe that cannot stand comparison with England and many other sister countries in the world in point of extensiveness, threatened to dominate the whole world by her physical strength which she could gain by dint of her physical culture. It will not out of place here to give some details regarding the widespread organization which Germany started for the improvement of physical culture of her nation.

About 1890, the German Government began to give encouragement to spirited men and women who prepared city parks in which different games were played. Public play-grounds were established throughout the country and every available space in a city was set apart for some game or other. Vast arrangements were made to guard the young ones, while they were at play even in streets and other private places. Shady spots in every nook and corner of a city were left in charge of city-fathers who took great care to prepare and improve them, so as to make them fit for playing games. Societies were started every where and funds collected with which all kinds of accessories required for games were purchased. Some play-grounds were also provided with different varieties of apparatus and appliances where young ones practised gymnastics. These institutions were left in charge of city school authorities who employed qualified teachers to guide the children during games, to answer and clear their doubts and settle disputes among them. Every citizen, beginning from high officials down to petty shop-keepers, thought it their duty to help these institutions in every possible way. This movement was found so useful in

improving the national strength, that it spread rapidly and today there is scarcely a city in Germany where a suitable place has been left out without arrangements being made for some game or other. Other civilized countries too have made their efforts for the improvement of their physical culture by introducing similar public parks, though not on such a grand scale as is done in Germany. This training in physical exercise is however different in different nations according to one's own taste. While in Germany gymnastic exercise with apparatus and horses are preferred, the English people prefer using a ball in most of their games which require a struggling movement for catching. In Japan the exercises are mostly military in character.

Now, having spoken so much on Physical Education and its importance, let us think of the school children in India and the physical training that ought to be given to them. Before doing this, I wish to say a few words regarding child-nature.

The child-nature is very peculiar. To grasp the psychology of child-mind is a difficult task. Ignorance on the part of the parents of this psychology makes them interfere with the freedom of their children which checks their playful nature. This leads to many evil consequences as a result of which their children become indolent and dull in their after-life. The parents of many a child keep an eye on their youngsters, perhaps all twenty-four hours, and do not allow them to take part in healthy amusements, such as running, jumping, laughing, singing and the like. Children are the free sons of nature. They are fond of play. It is an instinct implanted in them by nature. Playful nature in a child is a sure sign of sound health, and absence of this must tell us that there is something wrong with the child's health. It is an unhappy child who does not take part in healthy amusements.

In ancient days, school-masters, in whose charge the children were left, were even more strict than the parents. They always took care to see that the children never left their books or their writing materials from their hands and at the recital of their old lessons they were made to sit or stand hands folded. The children always resented this strictness but had to put up with it for fear of the cane. They looked upon their teachers as "Yama", God of Death, and the school "Yamaloka," His abode. On several occasions a school boy preferred to be a truant and then the school-master sent other boys to drag him to school.

But how different is the practice in schools now-a-days! Action songs are introduced for recitation. Story telling is done by dramatization. The school curriculum requires teachers to take their boys on excursions to make certain studies out of doors. In teaching Botany boys are required to do garden work. In fact almost no lesson is done without the boys performing movement of their limbs somehow or other. In addition to this, separate periods are set apart for teaching drill, games, or some kind of exercise.

But here I wish to add that, though the present system of physical exercise may be found sufficient for little children, yet more should be done for boys of advanced age for whom this exercise is not at all adequate.

It is a healthy sign that the Educational Authorities are considering to introduce a better system of Physical Education in schools and in

doing this I suggest that country games, as suit the taste of the Indian students, may form part and parcel of the curriculum for Physical Education, along with football, tennis, cricket, and such other interesting foreign games. I am for introducing gymnastic exercises which were in practice in schools some years ago. I also wish to go so far as to recommend even the introduction of native gymnasium in higher forms.

In conclusion, I wish to say that physical exercise is most essential to school children, as it improves their moral, mental, and physical strength and thus trains them up to be useful to themselves and to the nation to which they belong.

Paper No. 2.

THE SCOPE OF PHYSICAL EDUCATION.

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My first point is that Physical Education must be viewed in all its fulness. Hitherto, it has been understood only as an exercise of the body and muscle development. The sum total of physical education has to be dispensed by the Drill Master in the school. The era of Dr. Nohren has done something; it has at least elevated the mere Drill Master to the position of Play-Master. The days, when a few gymnasts in the school had all the exercise and the many escaped cleverly from the quarter-master, drill and dangerous horizontal bars, have happily ended and to-day all pupils have a chance and enjoy the hour of play.

But the Indian Educational world is still far behind America and the west in its conception of the scope of Physical Education and its place in Secondary Education. It has not yet been realized that Physical Education is 'Health Culture' in all its aspects and that health culture can be promoted only by including health habits all round.

No emphasis on any isolated factor of health will achieve success. As the United States Bureau of Education (No. 50 of 1917), pointed out "The Secondary school should therefore provide health instruction, inculcate health habits, organize an effective programme of physical activities, regard health needs in planning work and play and co-operate with home and community in safeguarding and promoting health interests". So, the truth has yet to be realized that the central problem of Physical Education and the central problem of the High School is how to secure "*Health*", not merely muscle development. As the bureau further states, "our civilization is meeting great demands on the vitality of our race" and "here is the special problem of our time for Hygiene to meet—How to restore and conserve nervous energy." The bureau lays emphasis on three important factors in securing this end. First, the *one of food* and its *proper assimilation*; and is it not a sorry spectacle to see that the knowledge of the principles of dieting and nourishment is completely ignored in our schools? Our young pupils have to learn much about Magnetism and Electricity but little about the great fact of assimilating the electric current from the food

products of men. They know so much about the course of Reformation and the Seven Years War that they have little time to learn about the process of digestion and elimination. Regarding the much neglected knowledge of Dietetics which has not yet found its rightful place in all our big programmes for the Physical Education of the students I have only to quote the very eminent Medical authority of Robert McCarrison, M.D., of Oxford, England.

He says, "I must confess . . . that I find myself in accord with Hindhede who affirms and on unequivocal evidence that the two chief causes of disease and death are food and drink." So, I think everybody can easily realize that physical activities can't make amends for violations of healthy and natural laws of dieting, such as over-eating, and eating wrong foods and as Colonel McCarrison, the Deficiency-Diseases-Expert stated to the Royal Commission on Agriculture, foods deficient in mineral salts and vitamins undermine health in the long-run, and that if our attention is only directed to the exercise of muscles, through play and activity, there is even the danger that the athlete might be burning the lamp without the oil. So, the knowledge of Dietetics is the first great factor to be considered in our programme of health.

The second factor, according to the Bureau referred to, is that of sleep and rest. There is also the vital knowledge of the sex-hygiene, in schools. The British Medical Council has pointed out that this knowledge can be imparted without any danger. Really the danger lies rather in the omission, and the grave silence on the part of the teachers in the matter. And in days when Brahmacharya is not recognized as the condition of the students' life, the danger to Physical health is terrible. Why not the Government make it as a condition of educational code, that no pupil shall marry during the period of studentship? What is the use of developing the physique by exercise and play, while there is no restriction on the waste of vitality on the part of the students owing to premature marriage and sex indulgence during the period of studentship?

The third is the factor of exercise, muscular and mental. Thanks to the successive Advisors to Government on Physical Education from Dr. Nohren to the present enthusiastic officer H. C. Buck, Esq., and a number of non-official organizations like the Y.M.C.A. and Y.M.I.A., much has been done regarding the third factor of physical education, muscular exercise through play and activity. But everyone will admit that much more has to be achieved in the future. It will be useful if the Government sends an officer to inspect and ascertain how many of the schools in our land, Elementary and Secondary, possess adequate playground for the students. Then there is the question whether provision is made in our schools for seeing that *every* student takes part in games and develops the muscles or corrects his defects from day to day.

PHYSICAL ACTIVITIES AND MANUAL OCCUPATION.

And among the play activities and exercises through which we hope to develop the physique and improve the health of our pupils, I think that we have rather paid very little attention to one great activity, viz., gardening and manual labour. I am not averse to Cricket, Football and Hockey; but some manual occupation like gardening will give great zest

and exercise and develop the muscles as any one of the games and credit scores may be given for spade work after school work as for any one of the games. The training given early will lead to the permanent possession of a hobby which will be of great economic value and at the same time will give exercise to every limb of the body. The difficulty of space may appear great but not insurmountable. The physical development will be of value to men, only when it can be put to use ; and do we not meet the sorry spectacle of athletes and gamesmen, cricketers and hockey champions who disdain manual work of every sort, who do not know how to put the physical strength to use for earning their bread ? Hand work and physical strength, if they can't help men out of unemployment, is insulting manhood itself. Let us not forget the truth that the object of physical education is not for show in circus theatres, neither the making of the fashionable fop but to enable the youth to put his limbs to use as told by the Advisor to the Government.

Hence, if our programme of physical activities does not find room for manual occupation it would be leading us to the land of starving and unpractical sportsmen who can't put their strength to any use.

Another point in our programme is diagnosis by means of health examination and this should include according to the bureau here quoted, medical inspection of defects of school children and sanitary conditions of the school as well as mental examination of the pupil's attitude to his work. The Government has taken steps to make medical inspection a condition of recognition in our province ; but, before time elapses and energies and money are spent on this account, one thing is to be noted. This medical examination as conducted at present by a doctor who is not an educator himself, and who has nothing to do with the pupil, except during a few minutes of inspection, who has not the opportunity to study the pupil at work and in school, who can't see whether the pupil gets the benefit of his advice from day to day, *will not be worth the trouble* or the cost, I fear. Further I beg to submit that a doctor, L.M.P., or L.M. & S., is not qualified to do this work. I state this on high medical authority. It was Elmur Lea, M.D., Editor, Health Culture and a physician of more than 50 years of active medical practice in America who said " I knew and said that long ago, Health is not the average medical doctor's business. He can't be healthy and cannot keep his family healthy. He has never studied conservation and does not know it." Another equally eminent doctor, Dr. Edward S. Cowles of New York, is said to have stated, " The average physician is trained to the study of disease. He is not trained to the study of health. The fact is that he is too much occupied with medicines and drugs and serums, that he has no time to think of prevention or positive health principles. "

A Summary of Suggestions.—Let me come to some practical suggestions in the light of the above review :—

(1) First, regarding the *personnel*—I am in full agreement with the idea of a Physical Culture Director with a high degree of general education and culture, with a specialized knowledge of Hygiene, preventive and curative, with *ability* able to inculcate health habits by practice and precept, able to guide the play activities in the playground and in garden, but I also insist that the Physical Director should also be qualified to make the physical examination of the subject in his

charge—with knowledge of the symptoms of certain great diseases like consumption, tuberculosis, heart diseases and stomach diseases which are cutting short the lives of our young men, but which can be permanently cured by proper dieting, open air treatment and exercise. The separation of the two functions of "examination" and "direction" as at present will only end in waste of effort and public money. After all, the technical knowledge needed for detection of diseases may be usefully included in the curriculum of the Physical Culture Director.

(2) The training for the Physical Training Instructor may be given in the Teacher's College.

(3) The present Drill Master may be given some weeks' course of general education which will help him in his task according to the new conception.

(4) Dietetics and Knowledge of Hygiene in all its aspects including Sex-hygiene should be made compulsory subjects of instruction throughout the school course to be imparted by the Physical Culture Director.

(5) That the department should insist on healthy playground and garden sites as condition of recognition and the Government should help in the acquisition of lands for the purpose, while at the same time they give two-thirds grant for the purchase of the sites for this purpose.

(6) That manual occupation should be regarded as essential activity for physical culture and provision should be made for the same.

(7) The course of Hygiene and the physical practice in gymnastics, games and manual occupation should receive positive credit on the same basis as literary and laboratory course.

(8) Above all, as Mr. Lajput Rai, has pointed out in his book on National Education it should be realized that the health and mental equipment of every member of a body politic are matters of national concern and the State should come forward with all necessary financial help as the first charge.

(9) For the sake of the general health of the nation and as a means of securing the welfare and vitality of the future generation, the State should interfere and introduce regulations as to the marriageable age of students in schools and colleges.

Paper No. 3.

ANCIENT INDIAN PHYSICAL CULTURE.

By M.R.Ry. K. C. Veerarayan Rajah, Avl., B.A., L.T., Headmaster, Kottakul High School, Malabar.

The object of life, according to Indians, is threefold in character, consisting as it does, of Dharma, Artha and Kama, i.e., Virtue, Power and Enjoyment which it ought to be the aim of all human beings to attain. The attainment of this depends on the healthy condition of the body which is the chief instrument for it and therefore it behoves every man to keep his body in a healthy condition so as to achieve it. Having

thus established the desirability of health the Indian Professor of Physical Culture gives a kind of definition to health. A man is said to be healthy when the three humours, Vatha, Pitha and Kapha or the Rheum, the Bile and the Phlegm are evenly distributed throughout his body so that his digestive power is uniformly good, all his organs do their functions harmoniously, his sensory organs are clear, his mental powers are unclouded and his whole view of life is optimistic. Perfect health is an ideal nowhere to be found in nature. Any approach to it can be made and maintained only by systematically training the body in hygienic habits for which old Indian hygienists have formulated a course of physical culture distinctly Indian in character. This consists of a careful regulation of food, exercise, cleanliness, clothes, etc., in accordance with the climates of India and the habits of its people and it will do well for us to make this the basis upon which any physical education may be built.

For physical culture the Indian year has been divided into two halves according as the Sun is in the Southern Hemisphere or in the Northern. The Southern Sun being less hot than the Northern, the former has been called the *gaining half* and that corresponding to the latter the *losing half* because it has been found that the body gains in vitality in the former and loses in vitality in the latter. The gaining half of the year being more favourable to health it allows of heavier food being eaten and more vigorous exercise being taken than the other and this difference is recognized in the regulation of food, exercise and so on. First comes food. Chemistry is quite a modern science and unknown to ancient Indians and the Indian hygienist instead of classifying food materials into proteids, fats, carbohydrates, etc., classifies them according to their tastes and arranges them in the descending order of their nutritiveness as, the sweet, the sour, the saltish, the bitter, the pungent and the astringent. Again, all sweetness is not of the same kind, e.g., the sweetness of milk is not the same as the sweetness of honey which differs much from that of the grape. So also, the sourness of buttermilk is quite different from the sourness of tamarind fruit which again is not the same as that of the lime. Such differences involve differences in their nutritive values. Again, some are easily digestible while others are heavy or difficult of digestion. Relish is another thing which differs much in different materials and affects the value of food. All these are taken into consideration in regulating food for different individuals. The Indian hygienist has found out that man cannot live on a food of one taste alone. Therefore he recommends a mixed food which should contain all the six tastes but in which the sweet should predominate. This reminds one of the modern hygienist who always recommends a mixed food as the best one. One is also reminded of how Herbert Spencer condemns the custom of stinting sugar and sour fruits to growing children. Grains such as rice and wheat form the chief ingredient of food of the Indians but meat is largely recommended by the hygienist in all its forms. Milk, butter and other products of the cow are inevitable articles of food for the Indian ; but, only light and easily digestible food such as well-polished rice, milk, roasted meat are recommended for the hot season or the losing half of the year, while more nutritious and heavy food such as fresh rice, heavy preparations of meat, etc., are allowed in the cold season or the gaining half of the year.

There are three mistakes to be avoided in feeding. One is *Adhiyāsana* consisting in eating anything when a food already eaten remains undigested. Another is *Samāsana* which consists in eating too much or too little or in an unusual time and the third is *Vishāmasana* which consists in eating wholesome and unwholesome food together. These three mistakes are as much to be avoided as another *Anāsana* or utter starvation. Here, it will be well to remove the suspicion that still seems to be lurking in the minds of some people about the value of rice as a food material. I have often heard it suggested that Indians would do well to exchange rice for some other more nutritious food material because rice does not contain all the kinds of foodstuffs necessary for the welfare of the body. It is true that rice contains too little of proteids and fats and is therefore not a sufficient food in itself but it must be remembered that rice is seldom eaten alone anywhere in India. It is always taken along with dhall and ghee or other substances rich in fat and nitrogenous compounds. Rice, dhall and ghee form a mixture which is sufficient for all purposes. If a reference is made to the *Artha Sastra* of Kautilya it will be found there that the daily ration of Chandragupta's mighty army consisted mainly of rice, dhall and ghee. A modern example may be found in the Japanese, whose food consisted till very recently, if it does not still consist, of rice.

Closely connected with the question of food is the question of drink. The best drink is, of course, pure water drawn from a river that has fallen from great heights, rubbed against a rocky bed and shores and exposed to the action of the sun, the moon and the wind. Stagnant water is mentioned only to be avoided as a fruitful means of spreading very many diseases. Milk in all its forms, sour as well as sweet, is much recommended as a beverage. Spirituous liquors are not only not entirely prohibited but are wholeheartedly recommended as an article of daily food except during the hottest part of the year when the whole system lapses into a weak and enervated condition with very little power of resistance. Since meat is freely recommended for food it is but natural that spirituous liquors should also be recommended as an accompaniment to it. In India the two are so closely associated together that the one is never used without the other. A very large variety of fermented liquors are mentioned in authoritative works on Hygiene some of which are really powerful intoxicants while others are only mild stimulants. The more powerful liquors are to be used in the coldest part of the year along with meat and other heavy articles of food. Although the Indian hygienist is warm in recommending spirituous liquors he is not altogether blind to the injuries done to the system by an excessive indulgence in them. He enumerates the various diseases arising from excessive drinking and warns people against it. Used with discretion, wine is verily an apt sister of the life-giving Ambrosia, but used without discretion it is the deadliest of poisons.

Next to food and drink the thing that old Indians gave the greatest attention to was exercise, which they regarded as essential for the well-being of the body and the mind. They knew full well that living tissues depend on use for their growth and made exercise a part of their daily routine. Freedom from superfluous fat, lightness of the body, hardness and suppleness of the muscles, agility of the limbs, the resisting power of the skin, improvement of the digestive power, enhancement of the beauty of form, etc., were regarded to be the result of exercise and exercise was looked upon with great veneration. There is even at the

present day a temple at Benares dedicated to the god Hanuman to whom the most pleasing offer is exercise with Indian clubs. In old times when the very existence of man depended to a very large extent on his physical strength and skill in fighting, education mainly consisted in learning to use one's limbs for defensive and offensive purposes. Archery, fighting with Indian clubs, swordsmanship, throwing the javelin, wrestling, riding, running, jumping, swimming, climbing and other things formed the chief education of the youth and a man's worth was calculated in terms of his skill in these accomplishments. A youth who was ambitious of winning a wife had to prove his worth before the bride's father by hard physical tests. Thus Rama, the hero of the Ramayana, had to string the mighty bow of Siva before he got Sita for his wife. A similar test had to be passed by Arjuna, the great hero of the Mahabharatha, before Droupadi accepted him for her husband. Lord Sri Krishna fought with and overpowered the gigantic Jambavan before the latter gave him his daughter Jambavathi. He had to fight with seven mighty bulls at a time and conquer them all to win another beautiful girl. And on a third occasion he proved his skill in archery by cleaving with an arrow a whirling fish which lay several feet under water. With such ideals before the people and the necessity of the times pressing on them there was no danger of neglecting exercise.

The real danger was only of overdoing it. This was guarded against by regulating it according to strict rules. The hottest part of the year was set apart for rest, either no exercise or only a mild form of it being taken then. All severe forms of exercise was reserved for the coldest part of the year. No formal or set system of gymnastics was prescribed for a boy till he was in his teens and hard exercise was not thought good for a man past sixty years of age. Exercise was to be stopped before a man was completely exhausted. Ordinarily a man was thought to have sufficient exercise when perspiration was seen between the nipples, on the nose, at the joints and in the pits of the arms. It is to be remembered that although in the case of a man of sedentary and idle habits perspiration and other signs of exhaustion appear rather soon, these are considerably put off in a man hardened by daily exercise. As a precaution against muscular pain and other rheumatic affections old Indians always smeared oil on their bodies before exercise. This also required a man to exercise well before any perspiration appeared. After the exercise and as supplementary to it the body was subjected to a gentle massage. This was thought necessary to pacify whatever humours might have been disturbed by the exercise. This was followed by a regular bath.

Next about games. Modern games as golf and polo, although some of them seem to have been popular in medieval India, were not very prevalent in heroic times. Ball was women's play. Whatever games Indians had in olden times were of the martial type and resembled the tournaments of medieval Europe. Skill in the use of all kinds of weapons and dexterity in all kinds of fights were exhibited and presents awarded. Then there were exhibitions of another kind, somewhat resembling the Roman amphitheatre in which gladiatorial fights took place and not infrequently men were pitted against wild animals. Most commonly the tiger was the beast produced for human beings to fight against. Elephants were sometimes used and at other times bears and boars were brought to the arena. The weapons allowed to a man in a fight with the tiger were often a sword and buckler or a spear alone

without any defensive weapon. It was scarcely one in ten that the man had the worst of it in the fight. Exasperated elephants were completely conquered with no other weapon than a stick, a yard in length. Examples of such fight might be seen mentioned in the Mahabharatha and other ancient classics. It is a century since the fight with the tiger ceased to be a common sight in Malabar, and fight with elephants were common there till very recent times. One of the most popular games was hunting which was considered to be most manly as it gave exercise to the body, and opportunity for exhibiting skill in the use of all kinds of weapons and a wholesome excitement to the spirit of man. Boating was another exciting game an example of which has been beautifully described in the Harivamsa.

Something may be said about the subject of training also. Training is something that has been prevalent in India at all times so much so that it cannot have died out even at the present day. Vestiges of old Kalaries (exercise sheds) are still to be met with in many parts of Malabar. These Kalaries were a kind of gymnasia for training. The trainers were called Kurups or Panickers who were hereditary practitioners in training. They had many secrets of profession in their hands passed from generation to generation and these distinguished the Kalaries one from another. Even at the present day a kind of training is prevalent in Malabar. This is a course which lasts for forty days and consists mainly of a regulated system of exercise, massage and diet. The exercises do not generally require any apparatus but consists of various postures and balancings of the body and stretchings and turnings and twistings of the trunk and the limbs and so on till the whole body perspires profusely. This is followed by a powerful massage all over the body by the trainer with the ball of his foot instead of the hand. This is the most important part of the training and on this depends its whole merit. The conscientious trainer performs the whole operation of the massage himself never allowing any other man to touch the body of his client. The art of massage has been developed to such state of perfection that many a chronic disease has been found to disappear in the course of a training. Many forms of deformity of the body have also been known to disappear totally in virtue of the massage. The massage is followed by a hot bath which is again immediately followed by a plunge in cold water which is considered to be very beneficial to the whole system. Much restriction is not laid upon the diet in an ordinary course of training except that it should be nutritious and the stomach be not overloaded. This is the description of a training for general health. Trainings for special purposes differ considerably in their details. Thus the regimen for the training of an acrobat will not be the same as the regimen prescribed for pugilist which again differs considerably from that prescribed in the case of a histrionic aspirant.

Western writers of physical culture lay great stress on clothing as subservient to health but in the tropical country of India a covering for the body is rather a matter for decorum than a necessity for health and the Indian hygienist has little to say about it except that it should be clean in order to prevent any contagion of diseases through it. Cleanliness is very important for a health culturist and it is greatly emphasized by Indians. The body must be kept clean both internally and externally; the bowels, the kidneys, the lungs and the skin must be made to perform their functions regularly. The head must be

purged of its evil accumulations through the eyes and the nose for which applications are prescribed. The teeth must be cleaned daily in the morning and after each meal. The mouth must be kept perfectly clean by chewings and gargles. Daily cleaning of the outside of the body by a thorough wash or a bath is insisted on with great emphasis so much so that professors of religion as well as medical science say that a place without a river near it is not fit for human habitation. It is probably this more than anything else that will explain the formation of great towns and villages on the banks of big rivers. After bath it is recommended that the body must be disinfected with such fragrant things as sandalwood paste, saffron, musk and camphor. Garlands composed of rather strong-scented leaves should be worn on the head as a means of disinfection. Clothes also must be thoroughly washed, dried and disinfected with *Patavasas* or disinfectants for the clothes. The utmost cleanliness is enjoined and observed in the matter of everything connected with food. The kitchen is, in fact, the cleanest and holiest part of an Indian house and it is guarded with the greatest care against pollution or contamination. Its supervision is never or rarely entrusted to any other person than the mother or wife of its master. Much may be said about the injunctions of ancient Indian sages about cleanliness but it must be admitted that hitherto they have affected only the higher castes and the masses are still weltering in uncleanness. The exigencies of modern civilized life seem to drive away even from higher classes whatever cleanliness they have inherited from their ancestors. The dirty appearance of the lower classes and the smell emanating from them as they pass by are really offensive to any decent man and it would be well to remark that cleanliness is a point where the Physical Education should begin in India.

A thing that the Indian Professor of Physical Culture is never tired of harping upon is the regulation of breathing. One simple rule that he insists on is never to breathe except through the nose. This one rule would cover all the rules about the length of inspiration, retention and expiration. Another thing is that we must be always guided by the natural impulses of our bodies. These are the premonitions of the body about its own state. If the human machine is lacking in its building materials or its fuel that state is expressed in the sensation of hunger. If water is lacking that is expressed in the form of thirst. If there is too much of carbonic acid gas or too little of oxygen in the system that state is expressed in the inclination for yawning or in the feeling of suffocation. If the sewage pipes are clogged with waste materials peculiar uneasy sensations declare that state and you must ease yourself. There are 14 such *Vegas*, as the Indian medical science calls these natural impulses, which are never to be restrained. Many are the diseases that are apt to arise from restraining them so that the hygienist is peremptory in his demand of our ready obedience to them. A third thing is that the mind must always be kept in the work that is being done. If it is exercise, the whole mind should be in the exercise so that you feel the muscular tension. If it is eating, the whole mind should be concentrated in the eating so that you see that the food is retained in the mouth for a sufficient length of time and it is well chewed and that the eating is well enjoyed. If it is a bath, that also must be well enjoyed. And the last and most important thing is that a person who wants to be in good health must always make it a point to lead a moral life. An inevitable condition on which health

depends is *Achinta*, i.e., freedom from worry and anxiety. A very large part of one's worry is the result of one's interests clashing with the interests of others and therefore it only stands to reason that one must so order his life that his interests do not clash with those of others. We are reminded of the golden rule that we must never do unto others what we would not have others do unto us. The great Indian hygienist holds up for our guidance the ten commandments :

“ Thou shalt not kill or harm others,
 Thou shalt not steal,
 Thou shalt not transgress chastity,
 Thou shalt not bear tales against another,
 Thou shalt not speak unkind words,
 Thou shalt not utter falsehood,
 Thou shalt not be inconsistent in thy word,
 Thou shalt not think of harming others,
 Thou shalt not covet another's property,
 Thou shalt not go against the principles of rationalism.”

Paper No. 4.

THE TEAM-PLAY SPIRIT.

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It would be superfluous for one more person like the author of this essay to venture to write on a subject as the above, when there exist many excellent and masterly treatises and monographs on the subject from the pens of the pioneers of physical education. When it is considered that the object of the paper is to give a brief and succinct idea of team work and play before an assembly such as this, and the need for its adoption by us all, comprising mainly of people who are interested in the promotion of national physical well-being and the spirit of co-operation, I think, I may safely launch upon the subject without much further ado having given an excuse for my doing so in this preamble. Gentlemen ! I crave your sympathy and indulgence for a few minutes.

Team-play may be defined as a game, sport or pastime indulged in by an organized group of players with a set objective in view in the achievement of which they mutually assist each other (according to the nature of the game) and play more for their side than for personal gain or glory ; in the achievement of which they are opposed by another like group of players, with either an identical objective of frustrative object, both sides observing throughout the game certain definite rules or laws formulated either by themselves or long prevalent in vogue or usage. Long and inconcise as it is, it should be observed that the important part of the definition is where it says “ they mutually assist each other (according to the nature of the game) and play more for their side than for personal gain or glory.” It is this which give team play its characteristic merit and its distinct individuality.

Let us examine this statement more fully by illustrating it. We all know that team games such as hockey, foot-ball, base-ball, rugby, among major games, and volley-ball, badminton, basket-ball among

minor games, and a host of other team-games of low organization like group competition games, relays, etc., are all so popular because of two reasons; first and foremost there is the play instinct inherent in every normal man; and secondly the associative faculty is inborn in man. Man is essentially a social animal. Civilization, I should say, has not made him so, so far as his biological existence is concerned. He is social from times immemorial. When man hunted with stone implements, lived in caves, migrated from place to place in hordes, fought as one man in clans, settled in forests most abundant with game and edible vegetation, then he was truly social. (He was selfish then, as now, only in two respects, i.e., where his hunger for food and hunger for sex was concerned.) That primordial instinct of sociality has trickled down to us of the present day, and it is this which has persisted in spite of the separating and disintegrating effects of modern civilization. Where an opportunity occurs as in the games enumerated above, of human beings coming together for participating in a manly work, the powerful and as yet dormant or slumbering instinct is given a shock,—is awakened and it manifests itself in happy red blooded, exciting, exhilarating team-play. What wonder then, that team-play should be so—to use an unscientific expression—popular!

Thus far we have considered the biologic aspect of the problem; we have seen *how and why it is* that we like team-play; we are drawn and attracted towards it as we are by no other type of game, and so in a way we feel complacent and satisfied. Nature it is said abhors a vacuum, and this vacuity caused in our mind by our asking the question why it is that we are attracted towards team-play is filled by the answer which biology has given. Be it remembered that nature is all powerful and that nature never is false.

Let us now consider what team-play does to modern society. Society as it is now organized may be compared to a bunch of grapes, each grape representing an interest, class art, or institution. A man may have his own sphere wherein he may have a limited number of friends with a restricted area of influence and action. At those places where a grape touches another grape, we may say that two different interests overlap or have some points in common between them. The tendency of the literate modern world, as well as that of the illiterate labouring class, has been, and is, towards specialisation of function, specialisation of details, and specialisation of that branch of science which is in the main analytical—with what end in view it is unnecessary to say. If we carry the analogy of the bunch of grapes further, we may say that the bunch which consisted of say three score grapes in one generation becomes six score in the next, i.e., there has been greater division or man has narrowed down his sphere of activities by one-half and correspondingly the numerical amount of his specialities have increased two-fold. This is the trend of modern times, ever multiplying, ever increasing interests and specialisation of function, with its concomitant complication of structure, of the fabric of society.

Philosophers, socialists, pacifists and men of creative genius, are at one in saying that this tendency is not conducive towards fellow-feeling, towards the fostering of the idea that you should consider man as your brother, and towards creating a harmonious atmosphere wherein, love, good-will, and contentment will grow.

What then is the remedy? On what common ground can we make all these conflicting and ever-widening interests meet? What kind of work, apart from money getting, will make all these people take an interest in each other and in themselves? The remedy is play. The common ground on which they shall have to meet is the playground. The kind of work they have to do is team-work in play. We suggest this not off-hand from the arms of any easy-chair. We suggest this as a sure panacea, after seeing the successful experiments which have been carried in Europe and in America for a number of years. We suggest this here also because India is in sore need of play—play of a co-operative character and not selfish play.

How then does team-play foster fellow-feeling, unselfishness and co-ordinated co-operative work? Like all other methods of education team-play methods also take time to yield results. When the boy, for instance, who is all egoistic, unruly, and not amenable to any kind of discipline, is made to rub shoulders with other boys, very probably he will be unpopular, and if he chances to find others of his own feather he may be their leader. Thus in ordinary individualistic games, where team co-operation is unnecessary, he may hold sway over others and may even be a rowdy with all his heart. He may not be elected captain of his school or college, but he will give the captain enough trouble on the play field so as to make his life unendurable. Bullying, twisting the rules, late attendance on the field and yet claiming priority of place in the play, arguing with the referee and a host of other unsportsman-like conduct or acts characterize boys who are of the class we have instanced.

Imagine the same boy to be now transferred to a team. Here the team captain expects him to do his best not once or twice or in an emergency, but at all times. The boy sees his fellows put their utmost effort in the determination to win and by the local atmosphere created by the team (an atmosphere peculiar to itself), an atmosphere which is compelling in its power to level all irregularities, and an atmosphere full of buoyancy of spirits and hopeful optimism (so very necessary for the healthy young man's development), the boy is obliged to change some aspects of his character at any rate, and a change for the better too. Animated by occasional victories, the team as a whole is spurred on to greater effort. The joy of being the victorious team, the pride of seeing their team mentioned on the Honours Roll, the privilege of being photographed, or, better still, of being recognized by the headmaster or principal of the institution to which the boys belong—all these good, ennobling, inspiring and exalting sensations do of a necessity make the boy good.

The discerning captain knows his team full well. He, on an occasion of contest, expects the utmost from everyone. He encourages the weak and the deficient and applauds the performance of the strong and the efficient. But to no one, whether weak or strong, rich or poor, high or low, is he specially partial, because he knows full well that any internal dissensions caused by special favouritism will be the ruin of his team. He so identifies himself with the team of which he happens to be the captain, and conducts himself in such a manner as to cause no doubt in the minds of the men of his team that he after all is like one of them and they are like him—in short, just like brothers; when the captain has succeeded in doing this, that is, in establishing a spirit of brotherhood he has succeeded in his task. The boy living in such a

team is bound to be good, other things being normal. For this is no club or society brotherhood, where one pays a subscription, joins, does as he likes, and cares not for his fellow members. This is a brotherhood with a purposive object in view. It may be winning team contests or winning tournament matches or something else. But in the attainment of which, one improves one's physique as well as one's moral character because the mind and the body are so closely inter-related and inter-dependent functionally.

Team games are so educative because they teach the young man, just at a time when he may be very susceptible to external impressions, those necessary qualifications which would fit him into life later on. The boy will remember and recall in later adult life his happy days of boyhood and thank his stars that he had the good sense to play then.

They are also educative in the sense that they teach so many new games, the knowledge of which may enable the player to turn them to good account later on—with advantage to himself.

Team games have failed in their purpose did they not develop a social spirit. It is this social spirit which is so very desirable in these days of democracy more than anything else. If there is one thing, one quality, which team games may be said to develop more than anything else, as contrasted to individualistic games it is the social spirit. The very fact that a group of boys in their team life, have got to come to know each other, lose all their "stand offishness", know how to move with different types of boys, tackle different types of men, come in contact with various types of people during their athletic life, presupposes the presence of an amiable or an associative nature in them. It is one thing to know a man in the lecture hall, or in the laboratory or on the platform and it is entirely another thing to know him on the playground. In the former case very many human qualities are not perceived at their best and fullest. One is reserved and cautious. A sort of artificial coating is worn by the person, whereas on the playground we see the man in his true colours. Whether he is courageous, or cowardly, resourceful or dull, quick and reactive or slow and sluggish, strong or weak,—all these qualities may be seen. These qualities are his true qualities and are called on in active work. They cannot be hidden as some other mental qualities can be. Intellect and memory too are called into action to some extent, on the playground. He must act and in his actions we see the real man that he is. Man is in his *element* on the playground. And let this not be doubted. Get out on the beach and see whether you, who are aged, like to play or no.

Now we have said that the true qualities or the true limits of a man can be seen on the playground or on the athletic field. Now what brings two persons together? Perhaps identity of interest or occupation or character. It is on the playground that you see persons as they really are, what stuff they are made up of and whether they are fit to be your friends, or not, because knowing their qualities one can seek their friendship or disregard their qualities. It is thus social interests are developed through team work.

One word more as regard what team play does, and why it is very necessary in these days. As I have said these are days of democracy, social equality and days when various kinds of universal brotherhoods are being preached. If you are going to achieve democracy, beginnings should be made from the very roots; the structure must rest on sound

foundations. Just as we say that the unit of all living organisms is a cell, so also we can say that the *unit of democracy is the play-team*. The play-team of to-day becomes the banded citizen workers of to-morrow. Already good beginnings have been made in the patrol system of the boy scout movement, which conforms to much of what we have said. Make your teams realities, make your teams strong, and make them a living tradition. Then and then alone democracy, social equality and freedom from bondage are bound to follow. It is needless for me to say anything further on this.

Turn our eyes where we may, what do we see in India to-day? We see various institutions, movements, societies, companies and such other bodies, all trying to eke out their existence somehow sadly ignoring the fact that without efficient organizing power and co-operation with other helpful bodies they cannot thrive. We see also weak and devitalized human wrecks, trying to earn their utmost with their brains, brains housed in weak bodies, and nourished with ruddy water the remains of what was once upon a time blood. The remedy we repeat for such a deplorable state of affairs lies only in play. Be their work what it may, be the man a legislator or a judge, a capitalist or a labourer, an engineer or a clerk, they can all meet on the common ground for play. They can thereby exercise their cramped muscles, give wholesome mental relaxation to their mind from the worries of office and business, and go home with better sauce in their stomachs. On the playground they will learn many invaluable lessons. "Union is Strength", they have read everywhere. They will feel what it is to be united. "Honesty is the best Policy" they have been taught. They will realize what it is to be honest in team-play. They will also learn the golden lesson of playing for their side with their fellowman be he who it may. Democracy has been preached hoarse from public platforms. Preachers will learn here how to be democratical in reality—in everyday play, and will also get a chance to ask themselves whether all that they preach they practise. Besides, in team work they learn how to efface oneself, that is, selfishness is worn from the player, they acquire habits of self-control, inhibition, quickness of eye, saneness of judgment, impartial refereeing, courage and a certain amount of daring. Without these simple and indispensable virtues which the playground and team work inculcates, man is no man at all. He is not whole. His character is incomplete. It is, I think, nothing short of criminal to desist from doing anything when you can afford to do it, and by the doing of which you can develop your character. The days are no more for the mere arm-chair dreamer. The present days are for men of action. By action we don't mean warfare but preparedness. Sports and games too may be likened to imitation and harmless warfare. Barring the fact that we do not kill, the motives underlying a battle and a championship contest are one and the same, namely—Victory.

Gentlemen, do you not think that it would be infinitely better to give our children and our youth better play, and thus give them a better chance of developing their character and physique than to urge them to take up arms and go into military training? We do not deny them the latter, but as a preparatory measure we would certainly recommend them to vitalise themselves through play. Therefore it behoves every one of us to see that the citizens of India play better; in team work especially learnt during their adolescent period, there is a

lasting and far-reaching effect which it would be impossible to obtain later otherwise. It is for this reason that individualistic and selfish games, and apparatus work in gymnastics have been eliminated from schools and colleges. More interest and scope is given to co-operative games involving groups of boys. The man who has never played in a team match in his life has lived in vain. He has missed one of the greatest joys which a man can ever enjoy. You talk of patriotism and loyalty but what is the use of shouting those words when you do not feel pulsating in your veins, the patriotism and loyalty for your team when you play?

Our present-day politicians would have been certainly better men had they learnt team work or team spirit. They would then have faced many a difficult problem which confronts them with a zeal and a zest, that only come out of team work and play. Let not the future generation and the awakening present generation lose sight of this fact. The surest antidote for a "divide and rule policy" is team work and play. Team work and Play save national time, save national energies, and national funds. Team work is the surest and most potent influence which can bring together all conflicting interests.

We thus see that play develops character. Team play develops not only character but promotes unity and sense of solidarity. Wake up you men of India and get the necessary training and accomplishments for the great task which lies before you in the future. Graduate yourself in the character building laboratories of the playground and athletic field and gymnasium before you strive for self-government. Govern yourselves first and make it strong. It has been well said that it is never too late to mend, and that a thing well begun is half done. Begin well to-day, start now right away, mend your old habits and adopt the slogan motto of the team worker,

"All for One and One for All."

Paper No. 5.

INDIAN JUVENILE AND MANLY SPORTS AND THEIR PHYSICAL AND ECONOMICAL VALUE.

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For our existence, physical exercise is as essential as food and water. The latter supply material to the tissues while the former makes the tissues assimilate them. A newly born child is observed to swing its limbs in so many ways to enable its young tissues absorb the food supplied by its mother. The muscular contraction and relaxation, its natural heritage, is a physical supplement to the chemical changes that the food undergoes during its passage through the alimentary canal. This external manifestation of the internal digestive action is also essential to help the appistolary action of the muscular fibres of the intestines. A careful observation shows that the infantile gymnastics increase to drive the undigested matter out. Ill-fed infants generally are attacked

by the disease called convulsions. This is nothing but a natural effort of the muscles of the body to help those of the intestines to drive out the hardened matter in them. A little stimulus, such as branding with a burning cigar applied at the nerve centres before the muscles are quite exhausted, demonstrate the truth; the matter is exuded with force and the child gets relief. My purpose here is not to discuss the therapeutic effects of branding, but to show that physical effort is necessary not only to make the tissues absorb the food but also to keep the body free from all impure substances. It is these infantile gymnastics that develop into boyish sports and manly games afterwards.

The contraction and extension of the limbs of the infant change into a desire to run on all fours in a crawling child and walking, running, skipping and jumping from the time the child learns to stand on its own legs. This physical exertion is always proportional to the growth of the body. Nature offers temptations to the child to keep its muscles active. A crawling child takes delight in hiding itself and making its mother find it out; or in crawling away from its mother and making her run after it. Thus the former gave rise to the game of hide and seek and the latter to "run and catch." Thus all sports generally played by the Indian boys before the advent of the expensive games of the West, appear to have had their origin in the nursery room. I shall here describe some of these games and show how inexpensive they are and how valuable for the development of the body.

Since the real sport begins from the time the child begins to stand and walk, stand and touch game is the first that small children play. In all these boyish plays the selection of the 'untouchable' is required. There are several ways followed but the most impartial of them all are the clapping and the naming methods.

The clapping method :—Three boys stand in a circle and clap their hands; if two boys clap with their palms and one boy claps the upper part of one hand on the palm of the other, he wins and retires. Another takes his place in the circle. Thus, the winner, i.e., he who claps differently from the other two, wins. When all the players are finished, only two remain; one of the winners gives a helping hand and they all three clap. He that claps differently wins and the other is decided to be the "untouchable."

The naming method :—All the players divide themselves into batches of two each and retire differently. Each of a batch assumes a nom-de-plume and the batches return to the central place where one of the players remains. Each pair go to him and telling him the nom-de-plumes ask him which he wants. He that assumed the name announced by the selector separates himself from his companion. Thus from all the batches the unchosen again go in batches of two each and assume names and return for selection. Thus one that is rejected at last and the selector go together, assume names and return. One of the chosen select between them and the rejected one shall be the "untouchable".

Having thus by one of the methods selected the untouchable, the players spread themselves over the playground and ask him if he would touch them while they sit or stand. If he offers to touch them standing they that are near to him sit while the farther ones stand and tempt him to touch them. If he touches one while standing, the touched one becomes the untouchable while the former one joins the

players. To goad the untouchable to activity, the players sing, "Touch me not, thou jackdaw!".

In this game the muscles of the legs get most exercise and the untouchable has to bend and stretch his body and arms. This is a game for not more than twelve children. If the untouchable is blind-folded and the players hide themselves, the game becomes one of "hide and seek". Any number of children not exceeding twenty-five, may play in this. A central person to blind-fold the untouchable is required. The fact that this central blind-folder is called "Talli" (mother) proves that this game was first originated from the children of a mother round whom they played, keeping her as the final place of rest and support.

The untouchable is selected and blind-folded by one who is called "Talli". He shall be stationary and shall leave his place on no account during the play. The blind-fold is removed when all the hiders announce, "ready". The untouchable shall seek them and touch as many as he can. If they touch the "Talli" before they are touched by the untouchable, they are safe. But if they are touched before it, they become untouchable. If only one becomes the untouchable, he is to be blind-folded and the former one joins the players. If two or more are touched, one amongst them has to be selected by one of the two above mentioned processes.

Much running and pursuit are required in this game and consequently much exercise to all the muscles of the body is given. Children of both sexes and of all ages take much delight in this and play untiringly. During festive occasions when a large number of children assemble this game is enjoyed by them. When the honesty of the untouchable is undoubted, "the Talli" is dispensed with to blind-fold him. A central post or a stone is selected, and the untouchable has to remain at it with his eyes closed until the hiders announce "ready". In open places where no hiding places are available, the players spread over the ground and challenge the untouchable to catch them before they reach the central post. Being pursued by the untouchable, they run over the ground round and round and tease him by ducking and other frolics. Thus the players moving round and round the untouchable, keeping themselves aloof from his touch but being prevented by him to touch the "Talli", gives the idea of the game called "Dobbys' Board".

Dobbys' Board :—"The Talli" is seated in a place and he holds one end of an upper cloth, generally four cubits in length. The other end is held by the untouchable and moves round "the Talli"; neither of them shall leave the cloth. Each of the players shall have his upper cloth twisted and folded into a length of a cubit. These twisted cloths are, at first, piled in front of the seated. The players should first obtain possession of these cloths without being touched by the untouchable. If any of them is touched before all the cloths are secured by the players, all the cloths shall again go to the centre and the touched one shall relieve the one seated at the centre. After all the cloths are secured by the players, they must try to touch the central one with their twisted cloths. In this attempt they shall not be touched either by hand or leg of the untouchable. If any of the players is touched by the untouchable, he takes the place at the centre and he at the centre joins the players. Since the game is played with cloths, and since the aim of the players is to touch the central one with their cloths, it gives the idea of beating the cloths by the dobby on his board. He that sits at the

centre is the board. It is the central one that is replaced and the untouchable may remain the same all through the game. The same game played with none at the centre and bunches of twigs instead of the twisted cloths, is called "Kattlata".

Kattlata :—A peg is driven at the centre and one end of a rope about 4 ft. long is tied to it. The untouchable holds its other end and moves round in a circle. He shall on no account leave his hold of the rope. Bundles of twigs, each of the size of a handful are made; each player must be provided with a bundle. At first all the bundles are heaped at the centre. The rest of the game is similar to the Dobby's Board; but after the bundles are secured by the players, the untouchable is touched with the bundles. If any of the players is touched by the untouchable, the touched one takes the place at the end of the rope.

These two games afford much exercise to the players. Bending and stretching the body and the limbs is required for the successful play of the games. Fifteen to twenty may play in each of the above two games. More sets may be made to play if the number of players is more than twenty. If all the players are required to play in one set, the centres of the Dobbys' Board may be increased from two to any number in accordance with the number of players. When two or more centres are seated, the cloth that formed the limit of the untouchable's range of movements, is dispensed with. He shall on no account pass between the centres while the players have the liberty of moving in whatever way they like. This game is called, 'Kokku' because, the untouchable at any moment dislocates any one of the seated, uttering the word, "Kokku". The dislocated one then plays the part of the untouchable. He in his turn, at any moment pushes off one of the seated and occupies that place. Thus the seated ones form, as it were, the reserve force of the untouchable. If a player is touched by the untouchable, he becomes the untouchable and he that touched him joins the players.

In this game only one untouchable is always active while the others sit in their respective places waiting to be called upon the playing untouchable to take his place. To make all active and vigilant the game of "Salt pan" or "Cherripatte" (cross-lined) is formed. This game is played in a court formed by lines as shown in the diagram 1. The players divide themselves into the untouchables and players. The chief of the untouchables plays along the thick lines while the others play each on one of the cross lines 1, 2, 3, etc. The attempt of the players is to cross all the courts and get to the court B and return back to the original place. Even if one player succeeds to reach B, in his return he must touch those of his party obstructed in the lower courts. The untouchables guarding the lines must not allow any one of the players to cross the line he is guarding. When a player is touched by an untouchable while he is crossing the line, the player is out. The untouchable playing on the thick lines has the privilege of touching any of the players within his arm's reach. Any of the players so touched shall get out of the play. The game is over when the players return to the place whence they started, after even one of them has reached B and returned touching the other players. This game develops activity and vigilance in the players. When the game is finished, the untouchables become the players and the players become the untouchables and the game is repeated.

If the lines of the court in the above game are reduced to one central line, the game becomes one of contest between the two parties.

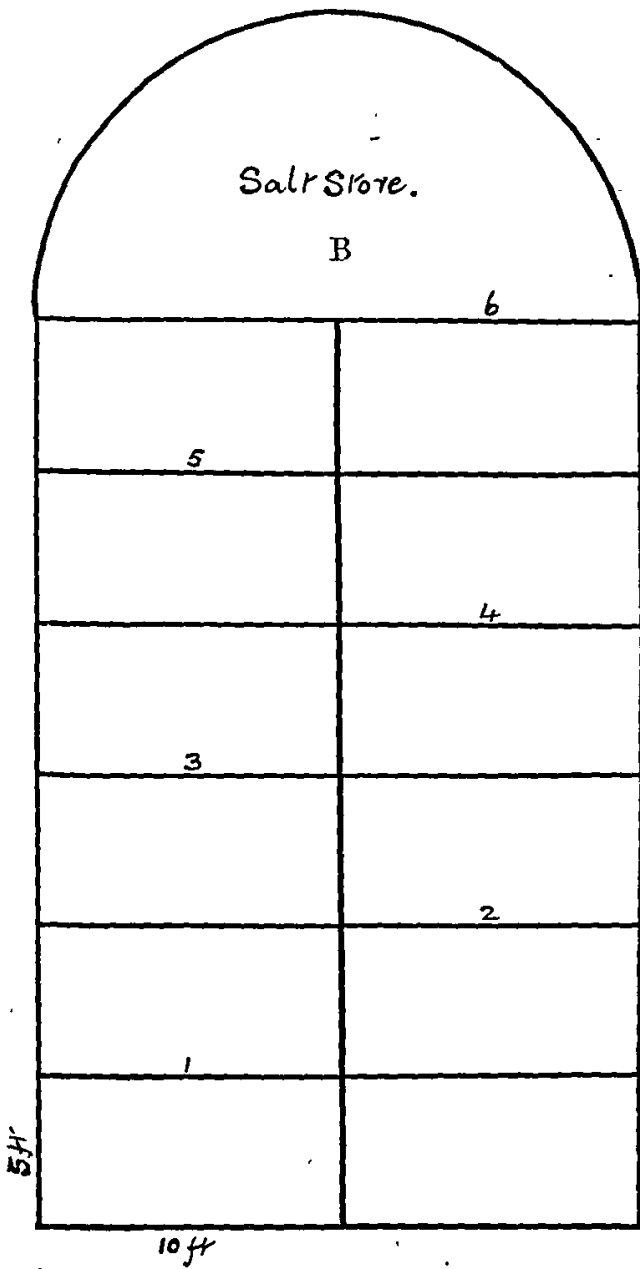


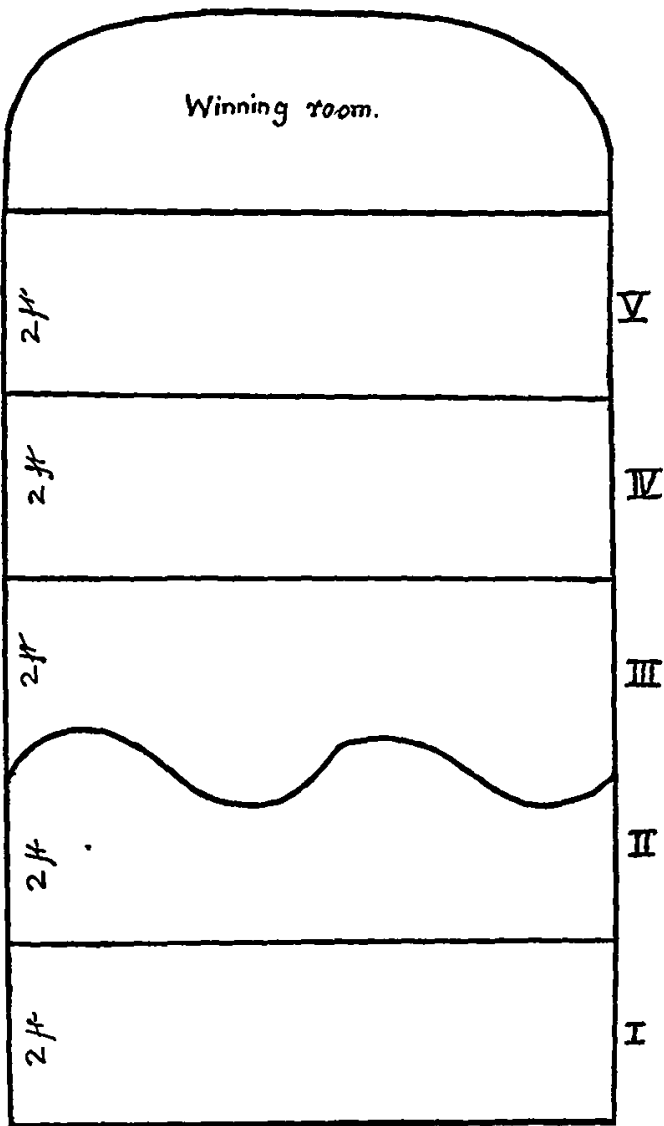
Diagram of Salt Pans or Cherripatti Game
Diagram No. I

This is called 'Duddu,' as the player has to say, 'du, du.....' in one breath as long as he plays against his opponents. All the players divide themselves into two parties and a line is drawn between them. Each party may contain any number, but both parties must contain an equal number of players. One player from a party should cross the line saying 'du, du' and touch one of the opposing party. The attacked party all try to surround him and hold him away from the line until he leaves off saying 'du, du'. A player thus attacked may touch the line before changing breath, either by extending a leg or lying flat on the ground and extending his arm. It is enough even the tip of a finger extends to the line. Then the first person that caught him is out. If the line cannot be touched, the player himself is out. He that is out shall retire from the field. Thus a player from a party shall alternately play. As the players that are out shall retire from the field, the parties get thin and the weaker of the two gets thinner and surrenders to the stronger. In the language of the sporting world, the player that is out is said to be dead. This shows that this game is a milder imitation of the deadlier fights that are said to have been fought in the earlier days of the world. Goliath challenging the Isrealites and dying in the hands of David is a deadlier form of this game. The Philistines standing on one hill and the Isrealites on another opposite to them were the two contending parties and the valley between them is the line. Goliath's challenge is the 'du, du' uttered by the player. Such also were the fights described in the Ramayana and the Mahabharata.

This game affords scope to run, to jump, to pounce and to wrestle and so it is the most manly of the Indian games. It is a pride to every Indian wrestler to be a good 'duddu' player. So far as I know all strong men in the Andhradesa were good 'duddu' players. Mr. Kodi Ramamurti, the renowned Kaliyuga Bheemasena, was a good player of this game in his earlier days. The influence that this game exerted is, I am sure, greater than the influence exerted by foot-ball in these days. This is a game suited to the players of any age and to any time in the day. Any number of players may enjoy the game. No limits of age, time or number as in the games which are popular now-a-days. Above all the enormous expenditure of money that is demanded by the western games is not required for any of the Indian sports. Yet the same kind of moral influence and physical culture is afforded by these native games.

The abovementioned sports can be played at any part of the day. When boys or men are free from their daily duties, they engage themselves in these games for recreation. In every town and village, even to day, these games are played. In the pleasant moon-light at nights, the young men of the village are seen playing dudu or cherripatte or both. In addition to these there are certain sports played in winter mornings. Winter is the season in India when every one, both young and old desire to bask in the warm rays of the morning sun. Some games have been established that a little physical exertion may add to the genial warmth of the sun.

Every one knows how young boys play at marbles. To shoot a marble with his finger at another at a little distance is the delight of every child. If bigger bullets are made to take the place of the marbles, they have to be bowled and the game of bowling bullets came into the field and young men play at it. In every respect, it is similar to the marble game except that the bullets have to be bowled instead of being shot with the fingers,



Court for skipping Game
Diagram № II

The skipping game is the third of the winter sports. It is a game played by three or four players. Lines are drawn on the ground as shown in diagram II. A piece of pot-sherd is thrown into the first rectangle by the player. Then lifting one leg and standing on the other he jumps on to the sherd and then in the same posture turning round he kicks the sherd out with his foot and again jumps on to it. Then standing on two legs he picks up the sherd with his hand and throws it into the second rectangle. Standing again on one leg he jumps on to it in one leap ; turning round he must bring it out kicking it with his foot. When it comes out of the lines he must jump on to it with one leap. Then he picks up the sherd and throws it into the third. Between the second and third rectangles the line is zig-zag. So in jumping he may take two leaps, this first as far as this zig-zag line ; and thence on to the sherd. Thus he plays in all the five rectangles. He is out, if, while playing inside, he touches the ground with his second leg ; or if he fails to jump on to the sherd in one leap.

Three different games are played with a stick and a bit. The first is a game for two players. A stick about 2 to 2½ feet long and a bit about 6 inches long and bevelled at the ends are secured. A pit four inches in length and one to two inches broad and one inch deep is dug in the playground. The bit is placed lengthwise in the pit, so that one end may be tilted up. When the player touches this tilted end, the bit jumps up. Before it touches the ground he must strike it with the stick and send it to a distance. A player is given three chances to strike and send the bit thus. If he fails in all the chances, he is undone. If he succeeds to send it to a distance, the place where it fell is marked and the second player takes up the stick and the bit and sends the bit as the former has done. If the bit goes farther than the former, he plays while the former defends. But if the bit falls nearer, he has to defend while the former plays. The player becomes the owner of the stick. Placing the bit in the pit as before, he tilts it and strikes it with the stick. The defender stands at a distance in front of the player and attempts to catch hold of the thus whirled bit before it touches the ground. If he succeeds, the player takes the place of the defender and the defender gets the possession of the stick and plays. But he failing to grasp the bit, stands at the place where the bit lies and holds the bit in his hand. In the meanwhile, the player measures one length of the stick on the other side of the pit and placing it there across sits behind it with his hands ready to catch the bit that is now bowled at the stick by the defender. If the bit strikes the stick, the player must give up the stick to the defender and change place with him. So on the play continues. This game is known as the 'Pulsn'.

'Lal' is the second one that is played with the stick and the bit. Any number more than one may play this. The stick, the bit and the pit as in the previous game are required. The players are divided into two parties and by toss it is settled which party should play first. The other party defend.

In this game the bit is placed across the pit and is shot to a distance with one end of the stick, the player holding the other end. The defenders should attempt to grasp the bit before it touches the ground. If they succeed, that player is out and a second one of the party plays. But if they fail, standing at the place where the bit lay, one of the defenders bowls the bit at the pit while the player stands holding the stick ready to strike off the bowled bit. He failing, if the bit falls within the stick's length from the pit, the player is out. If the bit falls

Plate No. 1

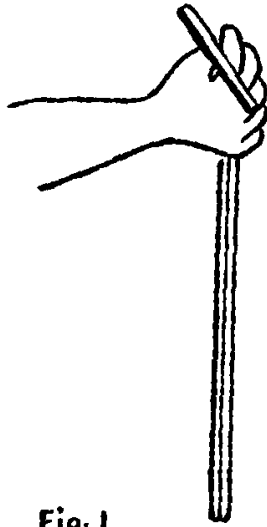


Fig. 1

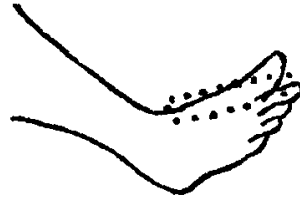


Fig. 2



Fig. 3



Fig. 4.



Fig. 5

Positions of the bit before it is flung into
the air and struck by the stick.
The bit is shown in dotted lines.

beyond that distance, the player strikes it with the stick thrice and each time when it rises higher in the air, he gives a horizontal stroke with the stick and makes it fly to a distance. After the third stroke is given, he goes to the place where the bit lies and estimates the distance of the bit from the pit; the unit of measurement being the stick he has in his hand. Ten sticks make a 'lal' and five sticks make half a 'lal'. If the estimated distance is doubted by the defenders, the distance is actually measured with the stick and if the measurement falls short, the player is out. The player is also out, if, in the course of the play, the bit is caught while it is floating in the air; or if the bit is lost, or if the stick is lost from the hands of player and is caught by the defenders. When one player is out, another of his party succeeds him and plays. When all the members of a party are finished, the defending party plays and the players defend. The lals made by all the players of a party are summed up and the sum total of the lals of each party are compared. Whichever party falls short, has to make runs over a distance obtained by the winners. How the distance is obtained and how the run is made will be explained presently.

The third kind of play is more of dexterity than of any physical benefit. Instead of shooting the bit from the pit, it is placed on the hand in several positions and flung into the air. While it is descending, it is struck with the stick. For information, some of the ways in which the bit is placed before it is flung are shown in Plate I. The position of the bit depends upon the number at which the player plays. When the bit is struck as described above, the defenders try to catch it before it touches the ground. Failing which they bowl it to the pit where the player as in the "lal game", keeps himself ready with his stick to receive it. If it falls within the length of the stick from the pit, the player is out. But if it falls beyond that length its distance from the pit is measured with the stick. If it is one, the player shoots the bit, as in Fig. I; if it is two, as in two, etc., so on up to ten. Then, one is begun. Every ten lengths are known as one "panta." The counts that a player makes are termed in "pantas." As in the previous game the collective pantas made by each party are compared and the party of the less number have to make a run.

The penalty of running.—One of the winners holds the bit as shown in Fig. 6 of Plate I, and flinging it into the air, he strikes it with the stick in the other hand. Then standing at the place where it fell to the ground, he again strikes it as before. Thus thrice he strikes and gives the stick to a second one of his party. So each of the winners strikes the bit. While the winners are striking and flinging the bit, the defeated try to catch the bit in the air. If it is so caught, that player that flung it, must pass on the stick at once to the next one. After all the winners have flung the bit as described above, the bit reaches some distance from the pit. Then, one of the defeated takes up the bit and runs towards the pit saying in one breath, "Kadi, Kadi, etc." He runs until he changes breath; a second one of his party takes up the bit and runs similarly; then a next one; each of the defeated taking his turn until the pit is reached.

Of all these three games, the "lal game" is most popular, and the duration of the game depends upon the number of players and their enduring capacity. It is akin to the cricket of the west, but it has no limit of the number of players; nor it is so costly as the cricket. It requires none of the costly apparatus and the preparation of the ground. But it affords the same kind of exercise and even more inasmuch as

the player when skimming the bit or hurling it has to bend and stretch his body, and bring all the muscles of his body into action.

The last of the winter games is the "Monkey and flute." This is played about a tree with spreading branches. The players gather under it and secure a stick similar to the one of the "Stick and the bit" game. The untouchable is selected and the stick is flung to a distance by one of the players. The untouchable must run after it and bring it; then placing it in a circle drawn under the tree, should catch the players who, in the meanwhile, to avoid him, should climb the tree and go beyond his reach. The untouchable may climb the tree to touch the players; but the players jump down and when he comes down they fling themselves up on to the branches or run over the ground to avoid him. Before the untouchable touches, if any one of them touches the stick, he becomes free. Holding the stick in his hand, he may touch each of the other players with it before the untouchable touches, they also become free and the game is repeated with the same untouchable. If any of the players are touched by the untouchable before they touched the stick, they become untouchables and one has to be selected from amongst them; and the game is repeated with the new untouchable. Swinging from a branch, pulling up, jumping from a height are the additional exercises that are practised in this game.

Flute playing is much indulged in by the farmer's boys. The sweet harmonious music of the flute played by a farmer boy riding on a buffalo while his herd of cattle are grazing in the meadow, fills the whole valley and enchants the passers by. Perhaps a player might have slept under a tree with his flute by his side. The monkeys on the tree might have taken away the flute and flung it to a distance, seeing that he woke up. The play seems to have had its origin on some such incident of past times. Whatever its origin may be, its pastoral nature is apparent.

Thus all the Indian games originated in the nursery room and were developed on the farms, where freedom of movement and pure air are available plentifully. Such games as are suited to the season of the year and the time of the day, have been in existence even now in villages, where the modern games of football, hockey and cricket have not yet shown their faces. Even in places where these modern games are played, the native games have not lost their hold on the pastoral people, on account of their cheapness and convenience and adaptability.

It is known to all that grants from public funds for school sports have been prohibited and the managers of aided schools are frugal to supply funds for the sports. To organize a football team, or other such games in a school, fees in addition to the heavy tuition fees have to be collected and this is an extra drain on the purse of the parent. Though such an organized system is made, it is not possible to give part in the games to every pupil in the school. Cost will be enormous, if all the pupils have to be given part in the sports. So, it is desirable that the above described games should be organized in schools, as they do not cost anything at all. A regular and strict organization with no fees and accounts is the only thing required and matches and tournaments also may be organized to create interest in these neglected games. The "Duddu," "the lal game" are the best suited for tournaments. The modern tastes and desire may ridicule these native games, but when they are played with some organization, their benefits will be felt.

APPENDIX V.

PROGRAMMES OF THE THREE DEMONSTRATIONS HELD AT THE
SENATE HOUSE, AT THE MODEL PLAYGROUND, GEORGE-
TOWN, AND AT THE ROYAPETTA Y.M.C.A. ATHLETIC FIELD.

I

DEMONSTRATION OF PHYSICAL ACTIVITIES BY MADRAS SCHOOLS
in the Senate House Hall, Chepauk, Madras, on Friday, the 14th October
1927, at 3 p.m., under the presidency of the Hon. Dr. P. Subbarayan,
M.A., D.C.L., LL.D., Chief Minister to the Government of Madras.

Schools participating.

Names of schools.			School colours.
1. Pachaiyappa's College School	...	...	Green.
2. Wesley College School	...	...	Chocolate and yellow.
3. Kellett High School	...	...	Green and yellow.
4. Hindu High School	...	...	White and red.
5. Muslim High School	...	...	Green.
6. P. S. High School	...	...	Blue.
7. San Thome High School	...	...	Yellow and red.
8. Muthialpet High School	...	...	Red and green.
9. R.K.S.H. High School	...	...	Orange.
10. C.C.C. High School	...	...	Blue.
11. St. Paul's High School	...	...	Red and green.
12. C.R.C. High School	...	...	Red.
13. E.L.M. Fabricius' High School	...	...	Salmon pink.
14. Hindu Theological High School	...	...	Black and yellow.
15. National High School, Adyar	...	...	Blue and yellow.
16. National Y.M.C.A. School of Physical Education.	...	...	Red triangle.

Aims of the demonstration.

1. To display activities both indigenous and foreign which form part of a daily physical training programme.
2. To demonstrate the principles and methods to be observed in conducting physical activities.
3. To show a little of what is possible in halls or gymnasiums where space is limited.
4. To demonstrate that physical training activities are not dull and useless, but are full of life and activity and very useful in training the boy for life.
5. To stimulate interest in physical training.

Programme.

1. *Basket Ball*.—National Y.M.C.A. School of Physical Education—a strenuous major game played by 5 on a side, which has the advantage of occupying little space (the maximum court being 90×50 ft., and the minimum court being 60×35 ft.), and of being less costly than most other games ; can also be played indoors in a gymnasium.

2. *Balin-Chedugudu*.—Muthialpet High School v. Muslim High School. The most popular indigenous team-game played all over India. Affords plenty of recreation and exercise, occupies very little space and is inexpensive.

3. *Indigenous exercises*.—One squad of 8 boys each from the Hindu, Pachaiyappa's, Muthialpet, C.R.C., Kellett and Hindu Theological High Schools.

These strenuous exercises are very good for grown-up individuals, but for a mass of young boys they are unsuitable mainly from the physiological standpoint.

Exercises as follow :—

First Series—

- (1) Namaskaram bhaski.
 - (2) Ordinary dundahl.
 - (3) Quadraped bhaski.
 - (4) Frog dundahl.
- (Breathing exercise.)

Second Series—

- (1) Hanuman bhaski.
 - (2) Turning or twisting dundahl.
 - (3) Ordinary bhaski, jumping forward and backward.
- (Breathing exercise.)

Third Series—

- (1) Chair bhaski.
 - (2) Alternate limb dundahl.
 - (3) Circle dundahl.
- (Breathing exercise.)

4. *Uppukodu or Kili-tattu* :—Two teams of 7 boys in each team from the C.C.C. High School—an indigenous team-game requiring great skill and dexterity—Active, recreative and inexpensive.

5. *Calisthenics* :—One squad of 15 boys each from the National, Muslim, E.L.M. Fabricius and C.C.C. High schools.

To demonstrate some principles of exercise as follow :—

- (i) Proceed from simple to difficult exercises.
- (ii) Let the exercises be all round, bringing into play all the muscle groups.
- (iii) Try to realize the corrective, the educational and the hygienic values of exercise.
- (iv) Go through groups of exercises rather than through one exercise at a time.
- (v) Put in as much breathing as necessary.

The following exercises will be gone through :—

First Series—

- (1) 1. Arms backward, left foot backward step.
2. Arms forward upward and left leg forward step.
3. Arms downward backward and left leg backward step.
4. Position.....(a simple corrective and warming up exercise).
- (2) 1. Neck firm.
2. Arms sideward, full squat.
3. Same as 1.
4. Position.....(a corrective exercise).
- (3) 1. Arms sideward, trunk forward bend.
2. Arms upward, trunk raise, and left forward step.
3. Arms sideward, trunk forward and left backward step.
4. Position.....(a corrective and hygienic exercise).
- (4) 1. Arms forward raise.
2. Lunge left forward, fling arms sideward.
3. Same as 1.
4. Position.....(a hygienic exercise).

(Breathing exercise.)

Second Series—

- (1) 1. Arms forward upward, left leg forward step.
2. Arms sideward, left leg backward step.
3. Arms forward, left leg sideward step.
4. Position.....(an educative exercise).
- (2) 1. Arms sideward to across chest, left sideward lunge.
2. Arms sideward, reverse lunge position.
3. Same as 1.
4. Position.....(a corrective and hygienic exercise).
- (3) 1. Full squat, arms forward raise.
2. Rise, step left obliquely right backward and arms sideward place.
3. Same as 1.
4. Position.....(a corrective and hygienic exercise).
- (4) 1. Arms' sideward, left sideward lunge.
2. Flex arms to hands on shoulders, twist trunk left and forward bend.
3. Same as 1.
4. Position.....(a hygienic exercise).

(Breathing exercise.)

Third Series—

- (1) 1. Arms forward raise.
2. Arms upward, left leg backward raise.
3. Same as 1.
4. Position.....(a corrective exercise).
- (2) 1. Arms forward, left forward lunge.
2. Hands to floor, bring left leg back to right, and come to front leaning rest.
3. Same as 1.
4. Position.....(a hygienic exercise).

- (3) 1. Arms sideward, lunge left leg forward.
 2. Arms sideward downward behind back, lunge right forward.
 3. Arms sideward, step right backward, knees straight.
 4. Position.....(a hygienic exercise).
- (4) 1. Arms forward upward to letter Y position, straddle.
 2. Arms folded in front of chest, jump to full squat.
 3. Same as 1.
 4. Position.....(a hygienic exercise).

(Breathing exercise.)

N.B.—It is in the cumulative value of all these exercises rather than in their individual values that the emphasis has to be placed.

6. *Non-competitive Group Games.*—One squad of 16 boys each from the St. Paul's, Wesley College and Pachaiyappa's College High Schools.

Ball Tag ; Hopping Tag ; Nose Tag ; Mount Ball ; Whip Tag ; Whirligig ;—Games like these afford plenty of fun, recreation and exercise and have the advantage of engaging a larger number of boys in little space and of being very inexpensive.

Breathing exercises interspersed between the games give the necessary rest.

7. *Kho-Kho.*—One team of 7 boys each from the R.K.S.H. and P.S. High Schools. Another indigenous game full of life and activity ; Requires little space and no expense.

8. *Club Swinging with Indian Music.*—Squad of 16 members from the Central Y.M.C.A., Esplanade. Music arranged by Mr. Sambamoorthi, B.A., B.L.

One of the many attractive Physical Training Activities ; helps to cultivate grace of movement and symmetrical development. Very useful as corrective exercise when done properly with light clubs.

N.B.—Use of heavy Indian Clubs by school students should be deprecated.

9. *Competitive Group Games.*—One team of 10 boys each from C.R.C., R.K.S.H., Kellet, San Thome and Pachaiyappa's College Schools.

Wheel Barrow Relay ; Human Burden Relay ; Tunnel Ball Relay ; Jump the Stick Relay ; Skin the Snake.

Games like these are valuable for their recreative and exercise-giving value and for cultivating habits of Fair Play, Friendly Competition, Team Spirit, Sportsmanship, etc., in the participants.

10. *Special Items*—

- | | | | |
|---------------|-----|-----|---|
| (1) Boxing | ... | ... | National Y.M.C.A. School of Physical Education. |
| (2) Fencing | ... | ... | Muthialpet, Wesley, P.S., and Hindu Theological High Schools. |
| (3) Wrestling | ... | ... | Hindu & Muslim High Schools. |
| (4) Tumbling | ... | ... | R.K.S.H. School. |
| (5) Pyramids | ... | ... | National High School, Adyar. |

To demonstrate activities that keep up the interest of boys in Physical Training Activities and which can be profitably resorted to in schools.

11. Chairman's Remarks.

12. Vote of thanks.

The programme will be gone through under the directions of Mr. G. F. Andrews, B.A., L.T., Assistant Physical Director to Government, Madras.

Activities like the above help to make Physical Training attractive and useful ; and, given a well organized scheme of Physical Education comprising activities, indigenous or foreign, selected to suit the needs of the various types of schools, and with proper facilities such as ample playgrounds, adequate equipment, properly equipped gymnasiums, cultured and educated Physical Directors, etc., we can fully hope to help the boys in schools to become healthy and efficient citizens.

ROYAPETTA, }
MADRAS, }
10th Oct. 1927. }

H. C. BUCK,
Adviser to Government on Physical Education.

II

DEMONSTRATION OF ACTIVITIES AT THE MODEL PLAYGROUND,
GEORGETOWN, MADRAS, ON 14TH OCTOBER 1927, AT 5-30 P.M.

Aims :—

1. To demonstrate the possibilities of a well-equipped playground under a trained supervisor and leaders.
2. To demonstrate how even small open spaces can be utilized to cater to the needs of a large number of children in the locality.
3. To indicate one of the vital needs of the country, namely, the provision of such playgrounds in large numbers.

The following will be demonstrated :—

1. Activities on see-saws.
2. " swings.
3. " giant stride.
4. " horizontal and parallel bars.
5. " rings.
6. Badminton.
7. Volley ball.
8. Basket ball.
9. Playground base ball.
10. Boxing.
11. Wrestling.
12. Informal group games.

Mr. G. Vedanayagam, Supervisor of the Playground, and Mr. G. F. Andrews, Assistant Physical Director to Government are in charge of the arrangements.

The extent of the playground is 240 × 150 ft., and this playground serves the children in the congested area of North Georgetown. Provision for the major activities has also been made for the adults and the attendance of both adults and children is on the average well over 200.

ROYAPETTA, }
MADRAS, }
14th Oct. 1927. }

H. C. BUCK,
Adviser to Government on Physical Education.

III

DEMONSTRATION OF ACTIVITIES ON THE Y.M.C.A. ATHLETIC
FIELD, ROYAPETTA, ON 15-10-1927 AT 7 A.M.

Aims:—

1. To demonstrate how organization will help to provide activities for a large number of boys even in a small athletic field.
2. To emphasize the necessity of large athletic fields if the large numbers of boys in schools are to be given a chance to play.
3. To indicate the importance of having every activity in charge of a Leader who can instil ideas of Fair Play, Sportsmanship, etc., in the minds of the players.

The Y.M.C.A. Athletic Field, Royapetta is about 5 acres in extent and provides facilities for the following activities:—

1. Foot-ball
2. Hockey } to be played alternately.
3. Basket Ball.
4. Volley Ball }
5. Hand Ball } do.
6. Play Ground Base Ball.
7. Badminton.
8. Tennis.
9. Boxing.
10. Wrestling.
11. Sports.
12. Gymnastics.

In addition to the above, a quarter mile running track, Jumping pits for the long and high Jumps and for Pole Vault, and a 7-foot circle for the shot put are all laid out for practice in these athletic events throughout the year.

It must be noted however that with all these facilities, the number of players who can be accommodated does not exceed 150.

The Y.M.C.A. School of Physical Education located in this compound affords training to its students in all the above activities and in a comprehensive scheme of Physical Education suited to the needs of schools in the Presidency.

Mr. N. K. Mia, Physical Director, Y.M.C.A., Mr. P. Asirvadam, Secretary, Y.M.C.A., Royapetta, and Mr. G. F. Andrews, Assistant Physical Director to Government, are in charge of the arrangements.

ROYAPETTA, }
15th October 1927. }

H. C. BUCK,
*Adviser to Government on Physical
Education, Madras.*