

# **PHYSICAL EDUCATION IN INDIA**

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Physical Education in India by Abdus Salam

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**ABDUS SALAM**

**PHYSICAL  
EDUCATION  
IN INDIA**



# PHYSICAL EDUCATION IN INDIA

BY

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*of the Provincial Civil Service.*

AUTHOR OF TRANSLATIONS OF URFI AND ZAHURI,  
&c., &c.

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*Jism zāhūr Rūh mākhfi ān t dāst*

*Jism hānichū dastīn jān hānichū dāst.*—MAULANA RŪM.

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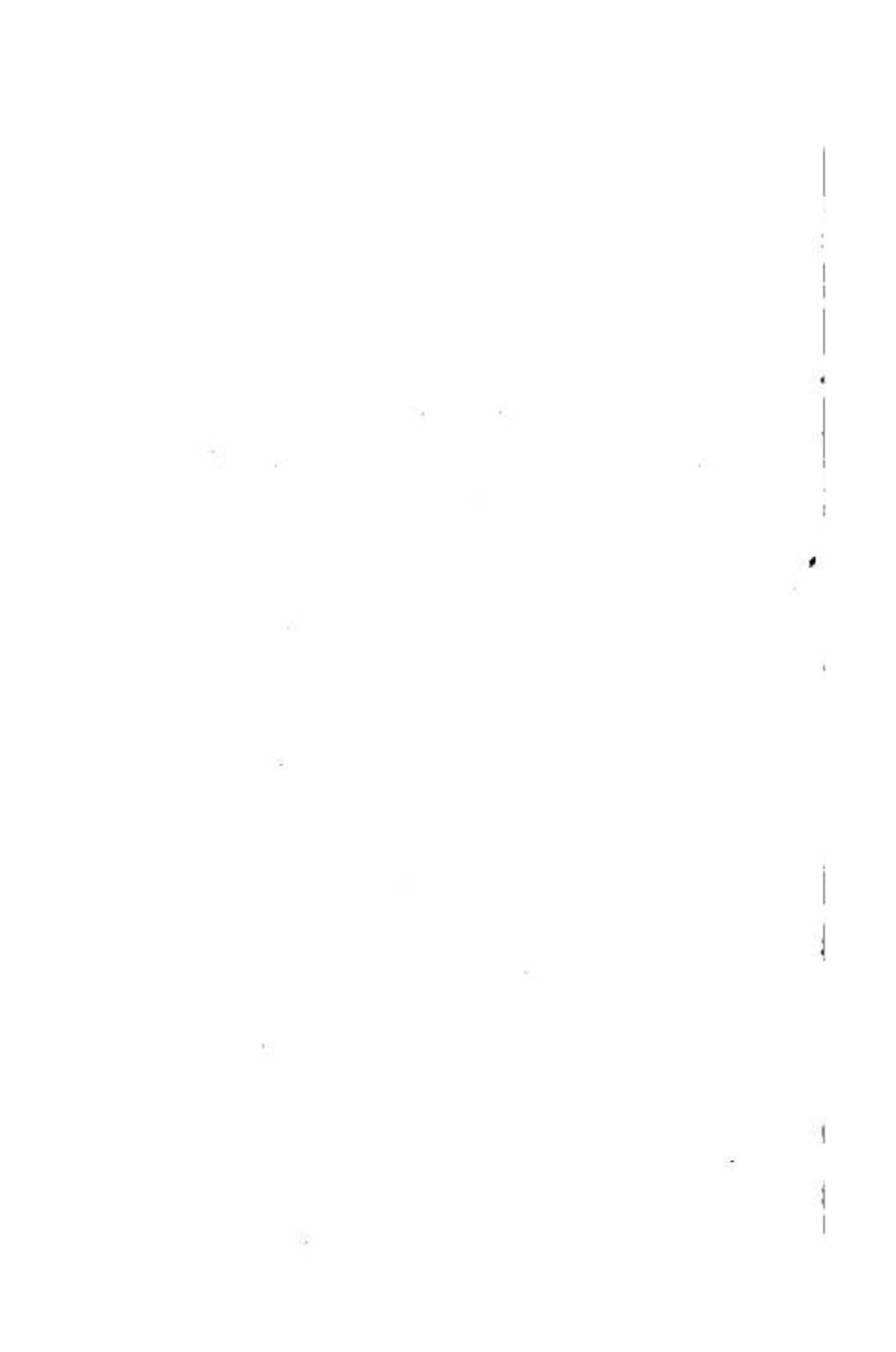
Calcutta  
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1895.

DEDICATED, BY KIND PERMISSION,  
TO THE HON'BLE  
SIR CHARLES ALFRED ELLIOTT, K.C.S.I., C.I.E.,  
*Lieutenant-Governor of Bengal,*

IN GRATEFUL RECOGNITION OF HIS HONOR'S  
BENEFICENT SOLICITUDE  
TO MELIORATE THE PHYSICAL CONDITION OF  
THE YOUTHS IN BENGAL,  
BY DIFFUSING AMONGST THEM MORE WIDELY THE  
BLESSINGS OF PHYSICAL EDUCATION,  
AND BY AFFORDING THEM GREATER FACILITIES  
FOR TAKING TO MANLY  
WESTERN GAMES AND OUT DOOR SPORTS.

CALCUTTA, 1895. }

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## PREFACE.

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THE following pages contain the substance of a Lecture recently delivered at the celebration of the first Anniversary of the Calcutta Mahomedan Sporting Club, held in the Madrasah-hall under the presidency of the Hon'ble Justice AMEER ALI, M.A., C.I.E.

The subject of physical education of Indian Youths deserves greater attention than it has hitherto received; and, therefore, at the request of several friends interested in the welfare of Indian young men, I am led to put forward this *brochure*, as my humble contribution towards the subject, with special reference to Mahomedans. If it, in any measure, conduces to a better appreciation of the importance of manly out-door games



and physical exercises generally, by my young friends, both Hindoo and Mahomedan, I shall feel amply rewarded.

ABDUS SALAM.

CALCUTTA, }  
*January, 1895.* }

## PHYSICAL EDUCATION IN INDIA.

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MAN is endowed by nature with certain faculties and powers, and it is the aim of education to bring them out, to develop them, and to improve them. These faculties and powers, broadly speaking, are two-fold in character, namely Physical and Mental. To develop them, therefore, education should also be two-fold, that is, physical and mental; physical education aiming at the maintenance of our physical health by developing our physical powers, and mental education aiming at the preservation of our mental health by developing our mental powers.

Though the subjects, Body and Mind, of which these two systems of education treat, are distinct, yet they are inseparable, that is, so far as we can conceive human existence in

this world ; and they are also, according to physiologists, intimately connected. This intimate connection is beautifully expressed in the following Persian lines of the great mystic poet of the East, Maulana Rúm :—

*Tãn zã jãn O jãn zã tãn Mastúr nst*  
*Laik kãs rá did-i-jãn dástúr nst.*

Physical education, though of less absolute value than mental education, is superior by reason of the liberality of its gifts. The blessing of health which it promises to its votaries, is open to all alike—to the king and the peasant, the rich and the poor, and the high and the low. Also, when regarded from the stand-point of its relative value, physical education has pre-eminent importance compared with which the importance of all other subjects, even mental education, sinks into insignificance. The reason is simple. The object of physical education is preservation of health and life, and health and life constitute