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Vyayam.

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No.

August, 1929.

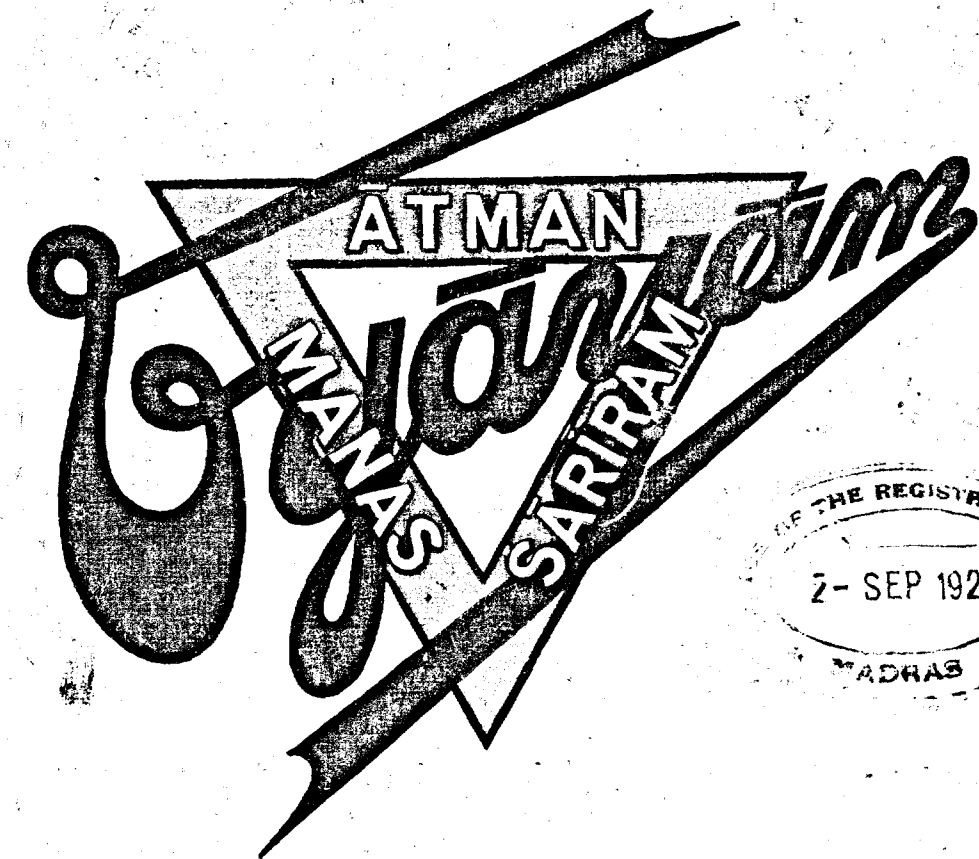


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AUGUST, 1929

No. 1.



A Quarterly Journal of Physical Education

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EDITORIALS OLYMPICS
OLD BOYS NEWS NOTES QUESTIONS AND ANSWERS.

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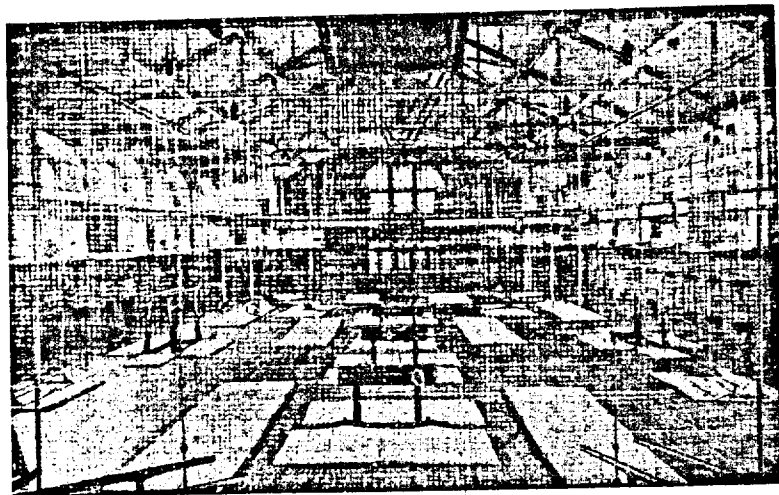
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[AUGUST, 1929.]

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Vyayam

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KBE., C.B., D.S.O., P.S.C.,*

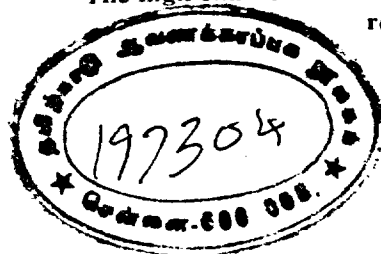
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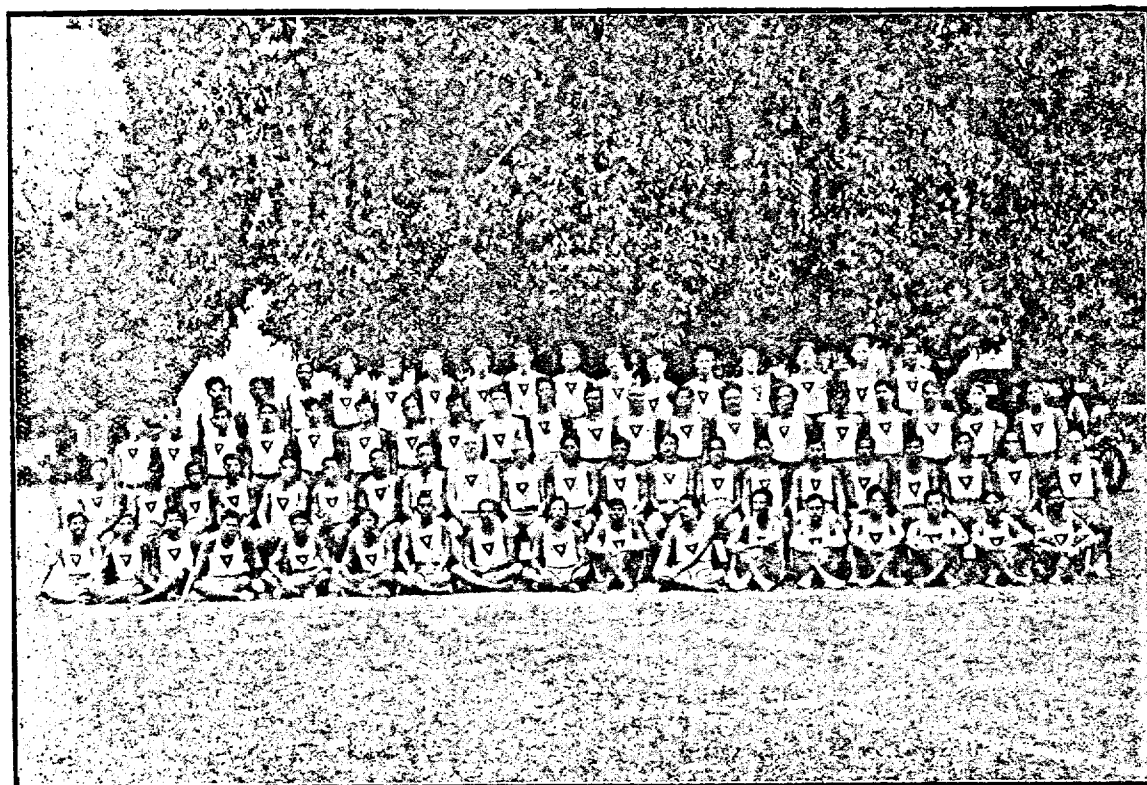
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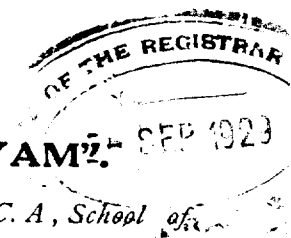
CLASS OF 1929-30

AT THE NATIONAL Y. M. C. A. SCHOOL OF PHYSICAL EDUCATION,

MADRAS, INDIA.

THE COMING OF "VYAYAM".

H. C. BUCK, M. P. E., *Principal National Y. M. C. A. School of Physical Education.*



Since the Physical Education School was started in 1920, there has been a desire on the part of the "Old Boys" and the Staff for a regular method of correspondence with each other, for friendships' sake, and so that all may be kept in touch with the latest developments in the field of Physical Education and recreative activities. When the School was in its infancy with a very small group of students from the vicinity of Madras, it was an easy matter to keep in touch with each other by means of letters and visits. But now that our roll includes representatives from many parts of India as well as Burma and Ceylon, and this year for the first time, a student from far away Iraq, a formal method for intercourse has become a real necessity. To fill that need this magazine has been started.

To the class of '29 must be given most of the honour of really launching the publication. As examination time ended and the last few days of fellowship and fun quickly passed by, the Class felt more and more strongly that a regular means of exchanging experiences must be established. The last day of the school year was momentous, as the "Old Boys' Association" was inaugurated in the morning, and after the tiffin interval, the outgoing class was "at home" to the Old Boys who had returned in gratifying numbers. After tea and the final speeches again the question of the magazine was raised, the financial problem explained, and within a few moments the initial budget was enthusiastically pledged.

For this the Old Boys are to be congratulated.

The students have made the magazine possible, and for their benefit it is primarily intended. We shall all derive great satisfaction from knowing where our friends are working, as it will serve as an up to date directory. But more important still, will be the interchange of experiences and ideas; the comparing of successful ventures as well as discouragements.

One of the trials of pioneer work anywhere is the sense of isolation and loneliness which so often surrounds one. So often we are apt to feel that our isolated efforts are all in vain, and the disappointments greater than any progress we are making. So it is with the Physical Director in India today. Only 255 men have been sent out from the School and in only a few instances is there now more than one old student in the same station. Discouragements are bound to come, and trying experiences, and a feeling of isolation and loneliness in an effort often misunderstood. In these times the magazine should be a source of encouragement and inspiration. One of its most important sections will be the exchange of experiences and ideas. For these we must depend entirely upon the Old Boys and their willingness to send us reports of their failures as well as their successes. We must not degenerate into a mutual praise association but learn to find in our hard times the inspiration we secure from our more fortunate ventures.

Another service this magazine must render is the education of the general public regarding the aims and ideals of our profession. We are passing through the phase now which has been experienced in every country, and the public as a whole is not sure whether we are retired drill sergeants or broken down circus acrobats seeking an easy livelihood. Preventive medicine, health education, public Playground activities and the "Play for all programme" have not yet been understood or appreciated by the average person, and it is hoped that our magazine may be a means of bringing before the public the purpose animating our work. Too many people now consider us as mere play instructors, and do not realize the deeper principles behind our efforts. For many years to come, we must be propagandists of the gospel of health and vigor, of joy in life, of the satisfaction

of clean living and unselfish sharing of the abundant life.

And finally each issue should present the newest and the best of developments in Physical Education in other countries. Our's is a new profession, and does not suffer from the conservatism that often binds long established efforts to their conventional ways. Our work, with all the flexibility of vigorous youth is constantly experimenting and changing and adapting its efforts to our widely changing mode of living. We must keep abreast of all of this in India, not so that we may adopt wholesale all that is new elsewhere, but that we may be inspired to experiment and adapt in our own work.

All of this requires the co-operation of every old student, the same happy co-operation which has characterized each year's group of students.

YOUR MOTHERLAND WAITS FOR YOU

Your Motherland waits for you young man,
If your purpose is strong and true;
If out of your treasure of mind and heart
You can bring things old and new.

If you know the truth that makes men free,
And with skill can bring it to view,
Your Motherland waits for you, young man,
Your Motherland waits for you.

Of the Idle, the Brainless, the world has
enough,

Who eat what they never have earned
Who hate the pure stream from the fountain
of truth,

And wisdom and knowledge have spurned.

But Patience and Purpose, which know no
defeat,

And genius like gems bright and true,
Will bless all mankind with their love life and
light—

Your Motherland waits for you.

Then awake! O young man from the stupor
of doubt,

And prepare for the battle of life!
Be the fire of the forge, or be anvil or sledge,
But win or go down in the strife.

Can you stand though the world into ruin
should rock?

Can you conquer with many or few?
Then your Motherland waits for you young
man,

Your Motherland waits for you!—Selected.

PHYSICAL TRAINING—ITS PLACE IN EDUCATION.

G. F. ANDREWS, B.A., L.T., Asst. Physical Director, Govt. of Madras (Class 24.)

Being a summary of a paper read before the 20th Provincial Educational Conference, Chidambaram, South India.

Physical Education has for so long been pushed into the background that the time has now come for discussing the place it should have in a general scheme of Education. Physical Education has not yet been efficiently called upon to help in developing the mental, moral, and physical resources of the pupils in schools. An attempt will be made in this paper to show how Physical Training—an important factor of Physical Education—is an influence by itself in schools and colleges and why it deserves a definite place in the educational curriculum.

It is necessary, first of all, to state what Physical Training is and what it can do in the field of Secondary Education. Physical Training has been defined as "the training of the body through various exercises and activities according to physiological and psychological principles". These exercises and activities can be briefly summed up as follows:—

A. Formal Activities:—

1. Free-hand Exercises, i.e., exercises done without the use of any apparatus.
2. Exercises with light apparatus, like wooden dumbbells, light Indian Clubs, Poles, Wands, Pulley Weights, Chest Expanders, etc.
3. Exercises with or on heavy apparatus, like heavy weights, bar bells, etc., (for weight lifting), parallel bars, horizontal bar, etc., (for gymnastics):

B. Informal Activities:—

1. The informal Group Games of both the competitive and non-competitive nature, generally called minor group games.
2. Activities like tumbling, pyramid building, fencing single-sticks, double-sticks, sword play, etc.

C. Major Activities and Games:—

1. Boxing, Wrestling, Jiu Jitsu, etc.
2. Football, Hockey, Cricket, Tennis, Basketball, Badminton, Volleyball, Playground Ball, Chedugudu, Kho-Kho, Kili-Tattu, etc.

In a modern system of Physical Training these activities are gone through not in any hap-hazard way, but according to strict physiological principles such as the following:—

1. The Activities should proceed from simple to difficult ones so that a sudden strain may not be put on the heart. Just as there is a gradual warming up to begin with so there should also be a gradual letting down at the close of the work.
2. The activities should be of an all-round nature, bringing into play all the muscle groups and organs of the body with special emphasis on abdominal exercises so that the abdominal organs may work healthily as the result of strong muscular walls, and on breathing exercises which are so very essential to the lungs.

3. The extensor muscle groups, i.e., the muscle groups which help to keep the body erect should be exercised as much as the flexor ones.
4. Exercises should be gone through in groups rather than one at a time so that the cumulative effect of the exercise may result in increased circulation and respiration.
5. The activities should suit the physical development of the individual, i.e., the material should be selected according to age, growth and development of the pupils.

Besides the above physiological principles are also the psychological ones governing the problems of attention and interest, of perception and apperception, of preparation and presentation, etc. These are of fundamental importance in as much as Physical Training is mostly an outdoor rather than an indoor subject. The principles of "from the simple to the complex", "from the known to the unknown", of "variety", of "novelty", of "selection of material suited to the mental capacity of the child", of "descending down or rising up to the level of the child"—these have as important a part to play in Physical Training as in any other subject of the curriculum. Such is the subject for which a definite place in the Educational Curriculum is demanded.

Physical Training activities fall under the two broad categories of Exercises and Games. Each has its share in the development of the mental, moral and physical calibre of the boy or girl. The acknowledged values of exercises are threefold :—

1. *Corrective* :—Poor posture as caused in schools is due to faulty class room furniture and to the long periods of sedentary occupation in class rooms; hollow chest, round shoulders, one shoulder high and the other low, scoliosis, lordosis, kyphosis and all such types of malpostures are common and are aggravated during the 10 years or more of school life. By means of corrective exercises which bring into play the extensor muscle groups it is possible to counteract these malpostures and help the children to pull out their chests and lift high their shoulders so that the poor constricted heart and lungs may have a spell of life and growth.
2. *Hygienic* :—By brisk exercise the various muscle groups are made active, rapid circulation and deep respiration set in, and some of the toxic products in the body are thrown off. The heavy perspiration which is also caused by brisk exercise throws out more of the toxic products of the body.
3. *Educational* :—Neuro-muscular control is one of the objectives of Physical Training which is realized through the creation of the necessary situations in exercises, games and other activities. By this is meant that the mind and the muscles are trained to work in co-ordination with each other.

While the above are the values of exercises, those of games and other recreational activities which take up a large share in Physical Training are by no means negligible. Apart from the exercise giving value of games, which is conceded by everyone

are to be noted (1) the recreational value and (2) the character-building value and these it may be said are as important if not more so than any of the above mentioned values of exercise.

THE RECREATIONAL VALUE OF GAMES.

He who has taken part in a vigorous game after a hard day's work will have realized its recreational value for the brain as well as the body. The pupils in schools are tired at the end of the day—their brains are fatigued, and they are unfit for further study. There is nothing like play to relieve this congestion. Play is their birthright—their heritage—and they enter into it with the greatest zest and enthusiasm. They are free to jump, to run, to kick, to throw and forget for the time being their studies and lessons. The brain receives the necessary rest and after the play and the follow-up bath, is in a condition for further intensive work.

THE CHARACTER-BUILDING VALUE OF GAMES.

But recreation is not all. Character development is the most important objective of games. This, however, is done indirectly and subconsciously and in the many situations that arise during the course of a game. An eminent Psychologist has said that character is a bundle of habits. Good habits make good character. And it is possible to help every student, who participates in any game, to get into the good habits of self Discipline, Obedience, Co-operation, Fair Play, Courtesy, etc., etc., and to so cultivate them that they may become part and parcel of his or her character.

The objectives of Physical Training can be summed up in three words, Health, Happiness and Character. It is the object

of Physical Education to co-operate with the other branches of Education in evolving healthy, happy and honest citizens. But so far it has not been given a chance to show what it can do to further the objects of our educational system. A few of the necessary reforms if it is to assume its proper place are given below :—

1. A definite policy regarding Physical Education in Schools and Colleges should be adopted. It should be recognised that Physical Training is an asset in the education of the child.
2. Physical Training should be placed in the hands of adequately qualified teachers who realize the high ideals of Physical Education, and who are well paid. The demands of Physical Training have so far been largely ignored both from the point of view of the teachers' qualification and remuneration, and these should be satisfied.
3. Every teacher in the school should participate in the daily Physical Training Activities. If all were gamesmasters playing some game or other with the pupils in the evenings and properly controlling their play the best values would be realized. The more the teachers play, the better will be the discipline and character development in the school, and the happier will be the citizens trained in these playfields.

Revision of the working hours of the school, provision of noon-luncheons where necessary, spacious playgrounds, well-equipped gymnasiums where needed and other facilities for individual and group, exercise, organisation of athletic associations, ample supply of play equipment, etc,

are some of the other means of giving a proper place to Physical Training in schools.

Education has been defined as the "Drawing forth" of the mental, moral and physical resources of the children in schools and as the means for developing them into useful and efficient citizens. By making Physical Training one of the important

subjects of the educational curriculum and thereby helping the pupils to secure and maintain health and vitality and to grow into virile men and women of sterling character, the ideals of education will be realized in highly efficient citizens, able to meet life happily and to fight out its battles nobly and bravely.

SPORTSMANSHIP—WITH APOLOGIES TO ST. PAUL

[*The New Testament 1 Cor : 13.*]

Though I play with the dash of a World Champion and have not sportsmanship, I am become as a bully and a four-flusher. And though I have the undertaking of the game, and though I can perform with skill, and have the power to crash any line, and have not sportsmanship, I am nothing.

And though I have all courage to fight against any odds, and though I have the "will to win" and have not sportsmanship, it profiteth me nothing.

Sportsmanship does not disappoint its friends by poor work in the class room. Sportsmanship envieth not; sportsmanship vaunteth not itself, is not puffed up.

Doth not behave itself unseemly, seeketh more than mere victory, is not easily provoked, thinketh no maliciousness, doth not crab; rejoiceth not in dirty tactics, but rejoiceth in clean play; beareth the responsibility of the team's morale, believeth in the team as a whole, hopeth for victory to the very end.

Sportsmanship never faileth; but whether there be braggards, they shall fail; whether there be bluffers, they shall not win; for we know not what the next play shall bring in advantage, and a game is not over until the last whistle has blown.

When the game is over, sportsmanship is not ashamed of the elation of victory yet covereth up to avoid too much display; when the game is lost, doth not alibi and find fault.

When I was a child, I was untrained in sportsmanship and may have been unseemly; but now that I am become a man I shall be generous.

For now we see but faintly how things shall appear to us when many years hence we shall remember these days.

And now, abideth courage, "will-to-win," sportsmanship, these three; but the greatest of these is sportsmanship.—*From La Rue Van Meter, Athletic Director, Johnson City, U. S. A.*

PITFALLS IN PHYSICAL EDUCATION.

F. E. JAMES, ESQ., B.A., O.B.E., M.L.C.

NOTE: An Address delivered to the graduating class of 1928—29 of the National Y. M. C. A. School of Physical Education and many friends with the Hon. the Chief Minister presiding.

During the past few years, there has been a widespread movement throughout India for the extension of physical education among all classes. This has been evidenced in various ways, resolutions of public bodies on compulsory training, articles in the press, Olympic Games, increased interest in sports of all kinds, and the growing attention of Government to this question. It is a most healthy sign, as long as this movement is directed into the most useful channels. But there are certain dangers that have to be avoided by any such movement as this, to which I make passing reference.

The first is the danger of its capture by the "militaristic" school. I do not wish to under estimate the value of military training, and have always encouraged recruitment to the territorial forces. But this kind of training is a specialised form for a particular purpose, with one aim in view. It is not what we are seeking in this school, nor do I think that for general purposes it is suitable. That is why, among other reasons, it should not be compulsory, and I strongly dissent from the view of those who would make it so. The country trained on military lines is seldom the most healthy.

The second is the "muscular" school, which believes in the intensive development of muscle movements. The weakest man I ever knew was one who had the largest muscles, and could make them

move and wriggle at will. Over-development of muscle generally means under-development of brain.

The third is that this movement might limit its activities to boys only. I only mention this in passing, but I feel most strongly that physical education should advance both for boys and girls alike. The Y. M. C. A. has supplied voluntary leadership in the matter of boys and students, but I am not aware of any institution which has so pioneered the movement for girls. It therefore remains a special obligation upon Government to see that some adequate effort on behalf of physical education for girls does not lag behind that for boys and I commend this to the special attention of the Chief Minister, present with us this afternoon.

The fourth danger is that the leaders of this movement might, in their anxiety to provide opportunities for physical training attack the surface only, and miss the fundamental causes of India's physical unfitness. For after all, are not preventible diseases, mal-nutrition, housing, ignorance, unhealthy and degrading customs, child marriage and its attendant evils—are not these fundamentally the causes? In a recent examination of over 10,000 students of the Calcutta University it was discovered that over 70 % of them were suffering from some cardinal physical defect, and that nearly 40 % were suffering from some constitutional disease. These are appal-

ing figures. Physical exercises at the best could act as a corrective but not a cure for such. Let us be sure therefore that the movement is not permitted to develop superficially in the desire for its rapid extension. A sound physique based on a national and racial vitality is the rational basis for the wholesome development of this Physical Education movement.

The Y. M. C. A. School I am glad to find is not only avoiding these pitfalls but is making some positive contribution to the well being of the country.

First.—The School aims at not only the physical development but also the spiritual excellence of its pupils.—selecting only steady and sound applicants at the start it seeks throughout its course of training to inculcate those characteristics which will produce trustworthy and worth while citizen leaders.

Second.—The School does not cling to only one system of Physical Training but aims to use any and all means which have a scientific and useful basis as the foundation for a man's training. This is certainly in accord with conditions as found in most if not all other countries in the world to-day. Besides being physically sound students must come with sufficient general education to enable them not only to grasp the scientific aspects of the teaching they receive but also to hold a place on their return to their posts of equality educationally with other teachers in the school. Physical education has too often been the despised Cinderella of the curriculum and he who has taught it has too often been regarded as the spare man or errand boy of the Head-master. Mr. Buck is wise in insisting that a good general edu-

cation is an essential background for any physical instructor or teacher.

Third.—The school is setting up a fine tradition of that enthusiasm and unselfish service which we call "missionary" using the term in its broadest sense. I understand that Government has from time to time cast envious eyes on this school and indeed, on Mr. Buck. I am not surprised. There are also some who think that the time has come in its development when Government should take the school over. I can appreciate that point of view. But I do suggest that if that were to happen, the school might lose that enthusiasm and pioneering spirit which are its most priceless possession. Government institutions are often efficient but seldom enthusiastic, and I think the tremendous energy and enterprise of the present staff are worth preserving at all costs.

Fourth.—The school is making the training of character its ultimate aim, and in the time-table, one can see how this is constantly in the minds of its teachers and students. It is not a machine turning out men to pattern; it is an "ashram" in which ideals mould and enrich human personality. I can testify to the effect which 2 years residence in this College has had on the character and lives of old students.

One word to those who are to leave this term:

- (a) Keep in touch with the school and with one another. Come back for refresher courses whenever you can. A man gets very quickly stale and out of date in this work. Write from time to time to your colleagues and to Mr. Buck. It will help you to retain the spirit of the place. In

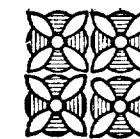
Bengal we have recently started a Physical Education Association, whose object is to band together all those who are teaching this subject, for mutual encouragement and improvement. Meetings are held from time to time to hear papers on questions affecting the profession, its methods and aims. It is hoped to have a monthly journal which will help the members to pool their experiences, and keep up to date with modern developments. I do not know whether there is anything of that

kind in Madras. If not, it would be useful.*

- (b) Remember that you are not only teachers with a profession but missionaries with a message. You are real builders of India. Men quarrel about the constitution of the State—let them. You are concerned with the far more important question of the constitution of bodies and minds of this and coming generations. It is a noble but difficult task and I voice the feelings of all when I wish you God-speed.

*Vyayam had already been launched.

One ship drives East and another drives West,
With the self same winds that blow;
'Tis the set of the sails, and not the gales,
That tells them the way to go.
Like the winds of the sea are the winds of fate,
As we voyage along through life;
'Tis the set of the soul that decides the goal,
And not the calm and strife.



EDITORIALS

The Birth Announcement

With this the initial number of "VYAYAM" the National Y. M. C. A. School of Physical Education in conjunction with its "Old Boys" Association; through their representatives on the Editorial Board, make their bow to all those in India and elsewhere who are interested in the development of the physical well-being of the Indian people, and ask their indulgence for any short comings that may occur in this or succeeding numbers of this magazine.

The fond parents of this new literary infant are pleased to announce its arrival. In bringing it forth they feel that its arrival is both timely and necessary; that its coming is not the result of a hasty or over enthusiastic passion for a love of "rushing to print", nor for the commercial exploitation of a popular and growing movement in India, but is the product of a thorough and long deliberation resulting in a decision to go ahead and try to meet a real need, after fully considering all the implications involved i.e. effort required to produce a magazine, the finances involved, the material to be presented, the public to be served and the Movement it hopes to represent.

We therefore expect it to be robust and normal in its growth and development, as any such child ought to be and bespeak for it, not an early grave but a long and healthy life of service and usefulness in a land which is wrestling with the problems of a revival of racial and national vitality.

Its forebears are those who have been keenly interested in the rise and development of the modern physical education movement in India, as it manifests itself in such ways as producing racial vitality, emphasizing citizenship values, providing recreation and developing individual character; over a period of more than two decades and who now feel that the time is ripe if not long overdue when the printed page should supplement and assist in the work that has been carried on in personal interviews, on the lecture platform, in the class room and on the athletic field, for most of this time.

The Christening

The naming of this new arrival was no easy task. It was at once agreed that in as much as this new literary individual was of Indian origin it should therefore have an Indian name. It is necessary, in accordance with good Indian custom, that the name should have some real significance and seek to embody the ideals and aspirations the parents hope and expect to see the child show, as it grows up and attains maturity. But in a land with many diverse races and languages was such a thing possible, for it must not be local or sectional and did the languages of India have such a word or words that would be understood and appreciated throughout the Motherland? Hence, in true Indian fashion the parents consulted the rishis and after long and almost controversial discussion the name of "VYAYAM" was decided upon and handed down to us. It is of

course Sanskrit in origin and for those of our readers who are not familiar with this ancient language the rishis give as the meaning of the word "EXERCISE".

They admit that this title does not cover fully the ideas of the "abundant, full, all-round" type of life which the parents had in mind but assure us that there is none better—that it will be generally understood by the Indian public that it is a general not a technical word and that the Editors are permitted to interpret "VYAYAM" in any way they please. It might therefore, very readily be interpreted to include Physical Education in its fullest sense and can also be used to include the ideals and ideas of Physical Education that the School and the Old Boys Association stand for in their philosophy and practice.

If this is true and we accept it as such we are sure you will agree with us that it is well chosen. If the literary infant as it grows up can live up to its name and the interpretation thereof it will accomplish much of what its parents hope for it. The Cover page you will note bears the name "VYAYAM" over the Red Triangle which is the world wide symbol of the Y.M.C.A., in its conception of the all round development of the man. The English words Spirit: Mind and Body being substituted by the sanskrit equivalents-Atman, Manas, and Sariram. We hope you approve of the choice but what is one to do when the Rishis pronounce it so to be?

The Horoscope

"VYAYAM'S" horoscope was a long and full one. It was clearly evident from the auspicious synchronizing of the heavenly bodies that a glorious future of usefulness awaits the growth of this new born infant.

From among the many things that were

predicted we have chosen the following few as of most importance and which we judge will enable our friends to form some idea of what is in store for them as they follow this and succeeding issues of the magazine.

(1) It will have regularly two or more strong original articles which will aim to place before one as well as discuss, the pertinent problems of Physical Education in India, as they are or will arise. Articles which one can read and ponder over and which we hope will be applicable as well.

(2) It will, with as much flash and vividness as the Pathe Gazette of the movies, review world events of interest in Physical Education. We will call this section "Olympics,—International,—Far Eastern-Indian".

(3) It will keep the reader informed of activities and developments taking place in India. Such things as the progress and results of tournaments, leagues, and athletic championships of one sort or another, with comments on them.

(4) It will aim to give wise counsel, advise and aid to Physical Directors in various phases of their work and to individual cases when necessary. We hope the men will make "VYAYAM" the medium for their discussions. Perhaps the "Editorials" columns will be the place where most of this will appear.

(5) It will have a "Question and Answer" page and will try to answer pertinent question put to it by any and all.

(6) It will have some biographies and personels and possibly at times a directory of Physical Directors in India.

(7) Small portions of unused pages will be utilized for wit, story and inspiration. An occasional poem or stanza of verse appearing.

(8) While last but not least will appear the Old Boys News Notes. These may come from any place our men are found. We expect our graduates to make good use of this opportunity and if it lags it will be because they fail to send in the material.

And finally if these are not enough and other things are desired by our subscribers or friends we trust you will let us know and the Editors will aim to supply the deficiency.

Its Constituency.

We feel that this magazine will be first of all.

(1) *A Physical Director's Magazine* :—a sort of Trade Journal. —a means by which a man or woman will continue to grow and keep up-to-date in the Profession he or she has taken up as a life work. We therefore count on all who give all or part of their time to this work to have a share in the magazine.

Next we want it to be :—

(2) *A Student Athlete's Magazine* : Interesting any or all of that great and growing host who do or will participate in physical activities with benefit and enthusiasm. We trust the magazine will be read regularly by many such.

Again it will be.

(3) *An Educational Journal* :—in a field of education which is constantly growing and expanding, it should therefore be easily available—where the Headmaster of a School, Principal of a College, Inspecting Officer of a District or the Head of a Department can readily put his hand on it for technical information and mental relaxation at the same time.

And finally it will be.

(4) *A Popular Magazine* : and should have a legitimate and called for place on the reading table or library rack of all

Clubs—both Social and Athletic, European and Indian; of all such Institutions as the Y.M.C.A's, Student Organizations, Young Men's Institutes, School Libraries etc. If the Club or Organization to which you belong does not carry it, encourage them to subscribe or better still make them a present of it.

In order that it may fulfill its greatest mission in life we trust that all who read it will recommend or give it to their friends. A most worthwhile present for a father to give his son, a tutor his pupil, or a friend his friend.

Its Organization.

In the section headed "Old Boys" News Notes will be found a description of how the Magazine actually came into being and of the process by which it was accomplished. The names of the Editorial Board and the way by which we hope to secure our material for the Magazine. This auspicious start we feel sure will carry us far and as our District Editors gain experience we will be able to make our News Notes and other Sections constantly more attractive. We admit that we are, many of us, inexperienced but we believe in our task and are enthusiastic for its greatest success. We trust that we shall so conduct "VYAYAM" that not only the Editor-in-Chief, and the Business Manager at Headquarters, nor the Members of the Editorial Board scattered throughout India but each subscriber and reader will come to feel that he also is in a measure responsible for the success of the magazine and will not hesitate to send in articles for publication or news items of interest. When such things begin to happen the ultimate success of the project is assured. Join with us at once in doing this.

OLYMPICS

International

Far Eastern

Indian.

As has so often been pointed out, the revival of the Modern World Olympics was due to the vision and persistence of one young man who was aware that his country was going backward physically and that if such a tendency was not stopped and an advance secured, national ruin was all that could be looked forward to. This young man was a Frenchman and his country was France.

The way he set about accomplishing his purpose is well described by an old member of the International Olympic Committee, Prof. Wm. M. Sloane of Princeton University, U. S. A. He writes :—

"It was in the Victorian era that a young man visited England and the United States with the idea of studying British and American sports so that his own country might be benefitted by what he learned. Returning to France this young man found his ideas flung back at him and his theories held in contempt, but from country to country he went in the years immediately following and again found himself in America to complete his study of athletics. At no time had more than very faint encouragement been given the new theorist, but it was as the result of international travel and study and the lessons learned in various countries that Baron Pierre de Coubertin renewed his striving for the revival of the Olympic Games.

"It was in 1892 that de Coubertin first suggested the Modern Olympic Games and pronounced the words. They were received in France, as far as they were noticed at all, with a pitying and rather contemptuous smile. Germany had excavated the past at Olympia so as to make

the city real once more, but the games! And nothing but a young Frenchman with a circle of idealistic friends to back the notion! It was seemingly absurd."

Then in the early days of 1894 a circular was sent out advancing the idea in definite form and the response to it is described as follows :—

"The German federations took no notice whatever, the gymnastic element in France was hostile, the British were lukewarm, the Belgians frankly and actively embattled. They had always held and still were of the opinion that gymnastics and sports were two inimical things and would always combat the latter as opposed to the former. Italy, Spain, Greece and above all Sweden sent regular delegates. Somehow or another seventy-nine persons representing something or another appeared at the congress."

Following the Congress it was agreed to go ahead, and the first set of games were called for 1896 at Athens amidst the scenes of the ancient Olympics. They were held under Royal patronage and were successful and have continued regularly every four years with the exception of 1916 (during the World War,) as follows :—

1896	... Athens.
1900	... Paris.
1904	... St. Louis, Mo. ... U. S. A.
1908	... London.
1912	... Stockholm.
1916	... (Berlin)—not
1920	... Antwerp. (held.
1924	... Paris.
1928	... Amsterdam.

where more than 40 nations took part.

Baron Pierre de Coubertin has remained the leader of the I. O. C. until the last meeting. His farewell message at Amsterdam was given out to all athletes and officials and is as follows:—

"It is with deep regret that owing to illness I am unable to be present in your midst. Doubtless, I shall also be unable to attend the celebration of the Xth Olympiad at Los Angeles four years hence. I, therefore, take this opportunity of saying farewell to you.

I ask you to preserve and maintain amongst you the flame of the resuscitated Olympic spirit and to uphold the principles and institutions which are its life blood. First let me ask you to retain all the individual sports—athletics and gymnastic sports, combative sports, water sports, equestrian sports—as of equal importance.

Then the Art Competition, which combines with fine muscular activity thoughts inspired by the idea of sportsmanship.

Next the Olympic oath sworn by all athletes, an oath based on the true conception of honour, which contains the crux of the only effective solution to the problem of amateurism.

The Olympic flag, in which are assembled the colours of all the nations arranged to symbolize the five continents of the world united by sport.

The ceremonial and the formulas connected with the opening and closing of the Games, with the final salute to the Spirit of Greece from which they have sprung.

And finally, the authority of the International Olympic Committee, whose independent method of formation guarantees the maintenance of traditions without leading to embarrassing complications in regard to technical points.

I believe, more and more, that the great competitions organized side by side with the Games should possess their full autonomy and should not be confused with the Games themselves, the primary object of which is the glorification of the individual athlete.

I hope that, more and more, the regular continuity of the Olympiads will assist in the rhythmic flow of sporting life, will continue it and preserve it against its own excesses. To attain this it is highly desirable that the prejudices which continue to separate the gymnast from the athlete should disappear. They are two brothers who, too often through the fault of their managers, do not know each other.

Personally, I would wish to see the Modern Pentathlon brought back to the principles that I laid down when creating it. With regard to the participation of women in the Games, I am still against this. It is against my desire that they have been admitted to a growing number of competitions.

In the same way that the Olympic Spirit has passed through the world war without hindrance, so will it survive social revolutions. I have seen with joy the various sporting organizations imbued with the Olympic ideal, and, without doubt students in their turn will wish to create for it a better defined place in their university life. The important point is that, at all stages, from the adolescent to the mature man, one works to disseminate the sporting spirit created by spontaneous loyalty and chivalrous impartiality.

Once again I thank those who have followed me and successively aided me in the task I have carried on for forty years in the face of so many pitfalls and so much hostility."

This message is one that is not all full of hope and achievement. It indicates that many pitfalls have been found in the past and are to be met in the future. This is true in every nation as well as internationally and we in India have got our problems to solve as has everyone else. But if the true Olympic Spirit of Sportsmanship and unselfish service prevails such difficulties dissolve as the mist of the morning before the warmth and life of the sun.

U. S. A.

The next International Olympic Games are scheduled to be held in Los Angeles, California, U. S. A. during the summer of 1932. California is a land of sun-shine and roses and all know the spirit of hospitality that exists in Los Angeles. Hence athletes will not only be given the very finest of equipment with which to compete and spectators have ample opportunity to observe comfortably, but all visitors are sure to receive a royal welcome in every way during their entire stay in America. The one great difficulty in holding Olympics in the U. S. A. in the past has been the matter of meeting the expenses of transporting its athletic teams from Europe and other places, across the ocean, by each country. We await with interest the solution to this problem at this time.

Canada.

Perhaps no athletic team of its size, at the International Olympic Games at Amsterdam in 1928, made a better showing than did Canada's, eight of her representatives winning or placing. At a grand carnival held in Toronto on their return they again showed their skill before a vast audience. The two outstanding individuals were Percy Williams, World Cham-

pion of the 100 and 200 meter sprints and Miss Ethel Catherine, World Woman Champion, High Jumper. The Canadian Women's Relay Team also won the 400 meter Race.

Finland.

If any country especially of the smaller groups rivalled Canada it was Finland. But Finland excelled at the other end of the line. If Canada held the sprints, Finland was supreme in the long distances, her two outstanding men being Nurmi and Ritoli. Really they were in a class all by themselves. One Swede, Wide, was the only other runner to be anywhere near them. The 5000 and 10000 meter races were marvellously run and won by these two men.

Japan.—Won the Hop, Step and Jump. The first time she had placed first in world competition.

Ireland.—Won the Hammer Throw.

Algeria.—An Algerian running for France won the marathon. A Chilian was second.

Forty nations participated in the Track and Field events. Of these 14 only won events or were placed while 26, among them India, failed to even place. 1, 2, 3 or 4 in any event. It looks as though most of the nations of the world had a long way to go to catch up with the few who excell.

Far Eastern.

But before India begins to worry about the 1932 Olympics in Los Angeles, what about the Far Eastern Championships in Tokyo, Japan in 1930.

The question is not a new one to India, and has received considerable attention in past years. The Editor-in-Chief remembers quite clearly when as Hon. Secretary of the Far Eastern Athletic Association in 1920—22, he invited India to send a team to

China and on later occasions other efforts have been made. We know that India would be heartily welcomed into the Far Eastern family. From the point of athletic development, nationally, India and the Far Eastern countries are about equal. Therefore the chances of India's athletes in Tokyo would be far better than they have ever been in Europe.

We understand that the Indian Olympic Association has the matter under consideration and that the likelihood of a team being sent is rather bright. If this is, so, India should get down to honest effort at home first and by the multiplication of activities at home be able easily to pick a team from the cream of home competition. It is none too soon to begin planning and working on this proposal. "Vyayam" offers its help in every way it can.

Indian

We have received a report of the "Indian Olympic Athletics Team and the Amsterdam Olympics 1928." In this a graphic and detailed account of India's participation is given. There are ample reasons why India's men did not win, for they were in very fast company. It is the spirit of the team that really counts—In conclusion certain "lessons to be drawn from this visit" are made. We publish these. In all of them we cannot fully agree but they are food for thought and discussion, if India is to continue in this game as we are sure she will :—

1. That there should be a period of at least 6 weeks for the team's training abroad.

2. That during this training abroad they should participate in one or more athletic contests before taking part in the Olympic Games.

3. That a good coach should accompany the team, provided he is good enough to undertake the full training of the team abroad.

4. That a responsible person should always be sent as India's Delegate with the team whose duty should be to meet the heads of other teams and to represent India at all the functions. This is not such an unimportant work as it may look. India must not only take her place among the teams, but also at the council boards.

5. That participation in the Olympic Games has a definite political athletic and social value.

6. That just as the Finns have done we should also make athletics popular among the villages so as to have a large number of athletes to choose from.

7. While not advocating the giving up of any of the athletic events I strongly suggest that we should select for special attention those events for which we have special aptitude. These may be throwing the hammer, the discus and the javelin.

8. That the Indian Olympic Association should encourage other games and sports too besides Athletics. It is possible that we may more easily provide world champions at Wrestling than at Athletics. But we should never give up participation in Athletics as these are the most important part of the Olympic programme.

9. That the Indian Olympic Association should separate the Olympic part of the work from its athletic and other activities.

10. That we should form for each game separate national controlling Federations just as we have formed the Indian Hockey Federation and the Indian Lawn Tennis Association. The Olympic Association as such should divorce itself from Athletics

and Swimming and confine its activities to purely Olympic matters. Athletics and Swimming should be taken up by an Indian Athletic Federation, and by an

Indian Swimming Federation. It is only in this way that sports can best be regulated and developed.

India's All-India Athletic Championships are due to take place in 1930. Is your Province getting ready for them? The time and place have not come to the notice of VYAYAM as yet.

BARON COUBERTIN'S MESSAGE TO THE BRITISH OLYMPIC ASSOCIATION ON THE PUBLICATION OF THE OFFICIAL REPORT

"We—the International Olympic Committee—desire the purification of sport. Precisely because in the new world, which is rising around us, sport is capable of playing a supreme part in promoting progress and social unity, therefore, we desire to see it purer, more chivalrous, more transparently sincere. We count on Great Britain and her Dominions to aid us in this task."

A New Scheme of Physical Training in the London Mission High School, Coimbatore.

D. SANTIAGO, *General Secretary, Y. M. C. A. Coimbatore.* (Class '28)

The Beasely Committee on Physical Education appointed by the Government of Madras in 1928 did herald the coming of a new era in the history of Physical Education in South India and we hope that the recommendations already submitted by the Committee will have far-reaching effects.

The old type of drill masters is slowly but surely going away and we see everywhere a growing demand for a new type of men—men with up-to-date technical training and with good general education. Already in schools here and there efforts are being made to make Physical Training a live interest to the school boy.

The London Mission High School under the administration of its able and enthusiastic Head Master, Mr. M.J. Sargunam, M.A., L.T. has recently launched a new plan of Physical Training for the whole school. At the request of the school authorities a scheme of simultaneous Physical Training was drawn up by the writer and put into operation last June. Though it is too early to judge whether it is a success or not we should like to pass on this experiment for what it is worth.

At the Provincial Conference on Physical Education held in Madras in 1927, in the discussion it was pointed out that the present way of giving one or two periods of drill only in the course of a week has been found to be very unsatisfactory and in no way conducive to the health and happiness of the school boy and the Conference urged in one of its resolutions that every school should formulate a practical scheme of Physical Training suited to local conditions and demands in which every boy in the school would be given adequate Physical Training almost every day in the week by means of drill, games, athletics etc.

The London Mission School with this object in view is experimenting with such a plan and it promises to be really worthwhile. There are but two Physical Instructors in the school while the total strength of the school from the 5th class to the 6th form is about 600—some of the classes having two or three divisions. The problem was how to engage this big army of boys in Physical Training every day and that at the same time. It is of course impossible for two Instructors to manage such a large group. We will see how this difficulty has been solved. About five minutes have been taken out of each school period and thus a half an hour from 4.15 to 4.45 P. M. has been provided for Physical Training. At this hour the whole school with the staff assembles in their spacious grounds. The school is fortunate in having about 4 or 5 acres of open ground in the school compound itself. A scheme like this is unthinkable but for this large open space. The Beasely Committee has recommended that there should be at least 5 acres of playfields for a high school of 250 to 400 boys. Those who are interested in the education of boys should never forget that the playfields are the very life and soul of the school and that it is there that the future man-hood of the country is built.

Coming to our scheme, the school staff actively participate in the activities by being present on the field during the Physical Training period as it comes within the regular school hours. The whole school has been divided into a number of groups ranging from 30 to 40 boys in each according to their forms and divisions. Each group has its own regular place in the field. This seems to be the only easy way of grouping the boys for the present though it is not an ideal method. The class teachers are in

charge of their respective groups and help to maintain order and discipline during the Physical Training period.

Now the question is how is it possible for the Physical Instructors to engage all the groups in physical exercise at the same time? To begin with they have divided the groups into two sections—the higher and lower forms and each Instructor is responsible for one section. Even then it is impracticable for one Instructor to manage 7 or 8 groups of boys hence a Leaders' corps consisting of Senior boys with ability and enthusiasm to lead and direct their fellow boys has been organised and each group is in charge of a Boy Leader under the general supervision and command of the Section Physical Instructor. By this we see that the whole scheme is practically revolving on these Boy Leaders. In order that they shall not fail the Section Physical Instructor occasionally takes up a group himself and carries out the programme for the day. His real job is however to plan out the work for each week and to have general oversight. To train these Boy Leaders a special class is arranged every week under the direction of the Physical Instructor and it is found that the Boy Leaders are managing the classes remarkably well.

Some of the teachers are evincing keen interest in this novel plan of work and even help the leaders in themselves leading the classes sometimes while others are present in the field as a matter of mere duty. The presence of the class teacher certainly makes it possible for the Boy Leader to keep the group under control. In our country where conditions are different from those obtained in the west it is really difficult for the teacher to bring himself down to the level of the school boy and to enter into his play spirit and enjoy a game with him. We hope, however, that times will change and that a new age will dawn when the teacher and the school boy will have as much to do together on the playfields as in the class rooms. For this task the teacher should

equip himself not only to teach school lessons but also to build and develop the physique of the boys placed under his care.

So then we see that the success of this scheme or any scheme worth the name not only depends upon the wise choice of Boy Leaders but also upon the good-will and co-operation of every member of the school staff. In the absence of these two chief factors any comprehensive scheme will naturally come to grief sooner or later.

A word more about the weekly programme of activities in this scheme. About 10 or 12 minutes have been allotted to Calisthenics and the rest of the period is devoted to group games. Provision has also been made in each group for competitive games and simple athletics like jumping, running etc., once a week. There is also room for each group to play some major game like volley ball during the period. This kind of mixed programme not only breaks up the monotony of drill but also affords a variety of exercises to every boy which are very essential to his all round physical development. Physical Training is not all drill as we commonly understand it.

The boys particularly the junior boys have taken to this plan of daily drill and play very enthusiastically. Much time at first is wasted in marching to their respective plots from the class rooms and in getting ready for the work. The Boy Leaders sometimes find it difficult to make the classes really interesting and lively for the older boys, every day. These are problems to be solved in course of time. In spite of all these and other difficulties it is a scheme full of promise for further development and we heartily commend it to other schools.

The London Mission School richly deserves our congratulations on this new enterprise and on the success they have so far achieved.

"OLD BOYS" NEWS NOTES

Old Boys' Association of the The National Y. M. C. A. School of Physical Education.

Its origin

As the Y.M.C.A. School of Physical Education grew in strength and numbers it was felt by successive batches of students who passed out of the school that there should be a connecting link between them and the school. It was not however till 1928 that this idea took practical shape and received official recognition. During that year the work of organising the Association was entrusted to a Representative Committee which worked out a Constitution for the Association to be presented to the Old Boys for approval and adoption.

The first Old Boys' day was celebrated with great enthusiasm on the school premises at Royapet House, Royapettah, on the 28th March, 1929. At the business meeting held under the presidency of Dr. J. H. Gray, M. D., M.P.E., the Old Boys present adopted the constitution of the Association and elected the following office bearers:—

President.

- 1 Mr. G. F. Andrews, B.A., L.T.,
(Madras).

Vice-Presidents.

- 2 V. S. Ramachandra Rao, B.Sc.,
(Mysore).

Aims

- 3 D. T. Hla, Ph. B., (Burma).
- 4 Jagan Nath, M.Sc., (Punjab).
Secretary & Treasurer.
- 5 N. K. Mia., (Bengal).

To further the cause of Scientific Physical Education in the country the Old Boys also decided to help the school to conduct a Magazine on Physical Education and to give the Magazine their full moral and financial support. Contributions to the tune of nearly Five Hundred Rupees were promised on the spot to meet the initial expenditure of the Magazine and a strong Editorial Board was appointed to conduct the Magazine with Dr. Gray as Editor-in-chief and Mr. N. K. Mia. as the Business Manager.

The Association it is hoped will meet the long felt need of a connecting link with the school—a link which will be strengthened by the Magazine to be run as far as possible on Indian lines and to meet Indian needs and conditions. The Old Boys of the school have a tremendous responsibility to discharge in helping to improve the health and vitality of the people in the country and it is the desire of the Association to be able to help one and all as far as possible.

G. F. A.

and Ideals

NOTES FROM "OLD BOYS".

(Note. If nothing appears after the name of your Province or District it means that we have not heard from you.—Editor).

ASSAM.

Mozumdar in continuation of his constitutional aspirations has accepted a post as Sub-Deputy Magistrate in Assam.

BARODA.

BENGAL.

Karmokar has been appointed to the Government H. S. Pabna.

BIHAR AND ORISSA.

BIKANER.

BOMBAY.

BURMA.

THE "BOMBAY-WALLAS" BURMA.

Greetings to all our friends, (you too Bhola Nath) in every corner of India and Assam, including the spot where our 'Property Man' Mr. Pundit lives. With due respect for 'Hanuman Bhaski' we write this extra sentence of hearty Greetings to our Brother from 'Home' even though we have always considered Ceylon as our cousin Province. We may say here that all of us have joined in rejoicing for the recovery which our mutual 'Friend' has made. In order that our friends may have some idea of the type of work we are attempting to carry on over here we will sketch a few lines about each member of our group.

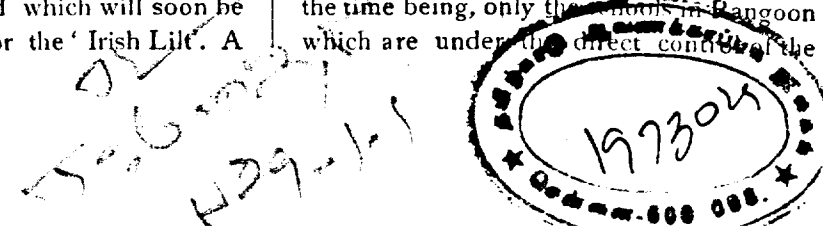
Thra Tun Pe, the most bashful member is not such in his big Karen High School with over a thousand students. The building itself is one of the finest in the East and aside from the natural desire on the part of the Karens for play and work the School has a fine band which will soon be used to keep time for the 'Irish Lilt'. A

good programme of Games and Formal work is going on there and the students are undergoing various Tests in Physical Work. We understand that matrimonial sentiments are being expressed and that a certain Thramu (lady teacher) will soon be helping to make the Karen race a stronger and healthier one.

Saya Ba Than is the Full Time Physical Training Instructor in one of the largest High Schools in the Province. His daily programme consists of teaching drill and games and giving physical measurements. We understand that the boys in his school are already very efficient in executing the various Bhaskis and Dhundals. The school is well organised and the students are having a fine time under his charge. We might add that Saya Ba Than has not lost his contagious laugh and we hope he never will.

U Nwe and U Chit Tin are in charge of Physical Training in the Vernacular Schools which are under the Rangoon Education Board. There are 69 Schools and nearly 13000 children in these Schools. A big task for ten men, but these two are handling the situation very well. After a detail survey these two men have been holding P. T. Classes twice a month for teachers under their charge. Aside from the promotion work the schools are inspected at least once a month to see if the instruction which the teachers have received has been put into practice.

U Ba Thir and the author of this article are supposed to have all the schools in the Province theoretically; but practically, for the time being, only the schools in Rangoon which are under the direct control of the



D. P. I. After a Survey which was carried on for the purpose of acquainting us with the School Managers and the existing conditions we have shifted our efforts to organising football tournaments, and the official football season will start within the next ten days with 23 Schools participating in three Divisions. Every School (37) receives personal instruction every month given by U Ba Thin. We are planning on holding a meeting on the 13th of this month for the purpose of forming an Association for all men who are holders of P. T. Certificates. It is hoped that this organization will serve to keep all of us better informed on subjects relating to Modern Physical Education and to assist each other in the Promotion work, which I believe is most essential at present.

The work on the whole has been quite encouraging but it would not be a complete picture without commenting a few lines on the main difficulties. The Governing Bodies such as the Department of Education, Rangoon Education Board and the Missions have given their support to our work and we all are grateful for this but the pull comes from the teachers and children. The introduction of Physical Training in the Schools naturally means more work and expense and since the investment which they are asked to make is not on a short term basis and the returns cannot be immediate we may expect them to be a bit reluctant at first but I feel certain that our cause will soon justify itself in the lives of the children.

We Burmans will always look back to the happy year at Royapettah as a period which helped us most in finding the Real Values of Life and a period which has brought us in close contact with fellow workers who have the spirit of Service in

their hearts. We hope to reflect the good name of our School in the work, we are carrying on here.

4th July, 1929.

DAVID T. HLA.

CENTRAL PROVINCES.

H. D. Smellie has been appointed Lecturer on Physical Education to the Government Training College, Jubbulpore. Congratulation.

CEYLON.

D. S. Abraham—"Longs for the happy days at school".

COCHIN.

HOLKAR.

HYDERABAD.

MADRAS.

Narayanan at Loyola reports about the scheme of Physical Education in his College, as follows:—

A couple of months after my joining the school of Physical Education I made out my scheme and plan and submitted it to the Principal, who was kind enough in placing at my disposal about 8 to 10 acres of land. The plan consisted of a combined football and hockey ground surrounded by a quarter mile running track and enclosing jumping pits and throwing rings; two basketball courts, four volleyball courts, two playgroundball diamonds with space for formal work and indigenous games besides an Office, stores and a covered gymnasium. The estimated cost was Rs. 20,000. The authorities of the College applied for a half grant from Government and in the anticipation of its sanction we pushed on with the work. Though things were encouraging, the Government at the end sanctioned only a grant of Rs. 1,000, for each college. The question of the covered gymnasium was dropped

out. The plan of the Office and Stores had to be changed. The other features of the plan have been carried out as such. With much pressure except the office and the stores, other things were completed for the reopening of the College. Physical training is compulsory on all Junior Intermediate students, about 150 in number. They are all engaged out of college hours on three days in the week one hour each day. The students take to games with pleasure. The authorities of the college render all possible help to see that attendance is compulsory. I really feel that my job is worthwhile.

Govindarajulu Director of Physical Instruction to the University of Chidambaram in begging the school staff to come and lecture to his University writes:—

"Prof. Ranganathan, our Vice-Chancellor here, is a great encouragement to my work; and although he has been unable to grant me an assistant, he has been doing all that is necessary to get the work started. I have to do my work single handed, but I have to do P. T. work only for the I Year Class."

C. A. Gopalan (Condyle) has returned for special work on a Government University scholarship.

Santiago at Coimbatore is forwarding an article for "Vyayam" if space remains we will include it.

MYSORE.

Anil Das has gone to the Y.M.C.A., Bangalore and is doing well.

PUNJAB.

Jagan Nath from Forman Christian College, Lahore, writes as follows:—

"A department of Physical Education on up-to-date lines has been organized at a cost of Rs. 2000/-. The College has made Physical Training compulsory for the 1st year students and whenever time permits for the 2nd year students also. The whole thing augurs well for Physical Education in this College."

UNITED PROVINCES.

TRAVANCORE.

The following have paid up their pledges towards "Vyayam".

MESSRS. E. A. Arumugam; E. A. Varathapan; V. G. Velayudam; J. Baruah; S. V. Narayan; G. F. Andrews; S. P. Jagannath; A. Thomas; D. R. Kalyan; B. C. Dass; Jagannath; Tun Pe; M. A. Krishnaswamy; D. S. Abraham; P. A. Devassy; K. Narasimachar; G. Misra; Manickavachakam; K. N. Roy and T. P. Joseph.

19-7-29.



Handwritten notes in the bottom right corner: "T. G. S. N. 129-1-1".

QUESTIONS AND ANSWERS

Note. In this page the Editor will attempt to give as reliable and accurate answers as possible to questions raised by any and all. The questions of course will be limited to those that have to do with subjects related to the Scope of "VYAYAM".

Q.—1. What suggestions can you give regarding the organization of an All India Physical Education Conference?

A.—(1) Get your Provincial D.P.I. to urge the Government of India to call such a Conference.

(2) Use occasions such as the All India Sports Meet to convene a Conference.

(3) Get some organized Body to take the initiative and appoint a temporary or Organizing Committee to undertake it.

Q.—2. What are the ways and means by which Physical Education can be made compulsory in Schools and Colleges?—

A.—(1) Create public opinion for the need of it.

(2) Show by facts and figures that Indian vitality will improve because of it.

(3) Secure legislative enactments to put it on a legal basis.

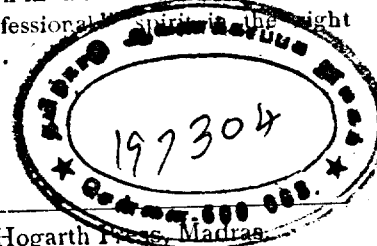
(4) Make Physical Education popular.

Q.—3. Can the mental and moral training afforded by "Physical Training" be "Carried Over" into other spheres of life?—

A.—This is a controversial question, modern psychologists disagreeing on the point. Physical Education has always rashly claimed that there was a "carry over". It is now in the process of proving its case. Empirically the carry over has always been accepted. Illus—"The Battle of Waterloo was won on the playing fields of Eton and Harrow", or the characteristics which made victory possible were developed on the playing fields and carried over.

Q.—When can a Physical Director call himself a success? Not when he gets a few hundreds of rupees as his pay, not when he has produced a few star athletes not when he is regarded as a great personality but only when he has imparted something worthwhile to every one of the students and he takes the attitude of a missionary who forgets self.

A.—It seems to me that you have answered your own question in a fairly satisfactory way. It might be added that the spirit you suggest brings most of the rewards mentioned above and is its own in addition. One wants the "Professional" spirit in the right sense.



Edited by DR. J. HENRY GRAY, and Printed at the Hogarth Press, Madras.

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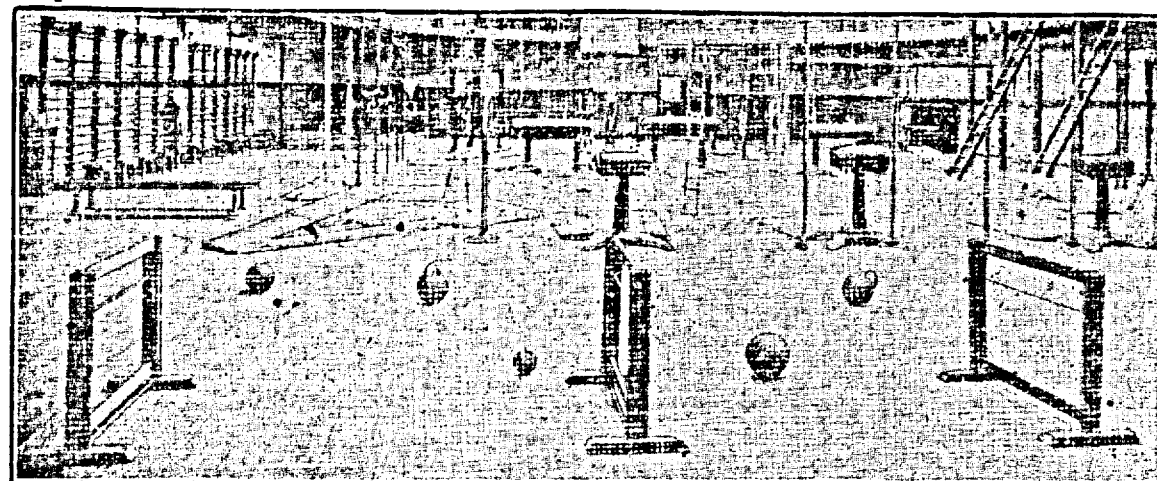


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