

Vyayans

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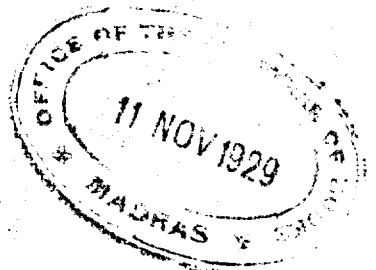
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OCTOBER 1929

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*A Quarterly Journal of Physical Education*

IS PHYSICAL EDUCATION A PROFESSION?

PHYSICAL EDUCATION FOR INDIAN GIRLS.

CHILD HYGIENE AND SCHOOL SANITATION.

*Published by*  
THE NATIONAL Y. M. C. A. SCHOOL OF PHYSICAL EDUCATION  
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*Madras, India.*

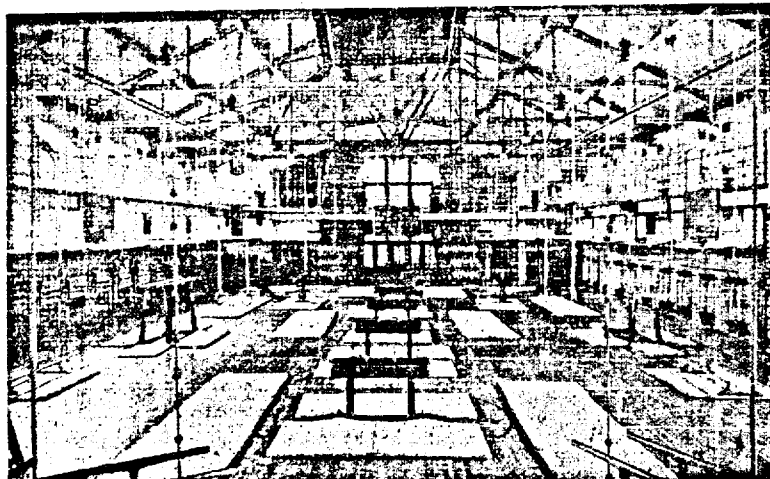
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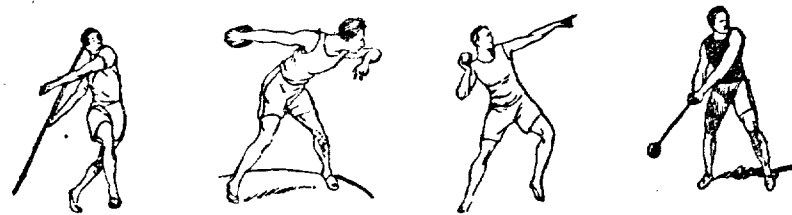
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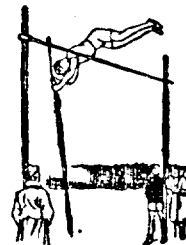
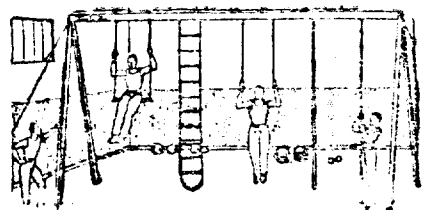
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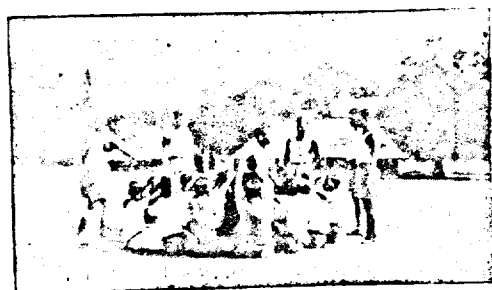
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## IS PHYSICAL EDUCATION A PROFESSION?

DR. J. HENRY GRAY, M.D., M.P.E., *National Physical Director of the Y. M. C. A. in India.*

It was just 28 years ago or in 1901 that I made my decision to enter Physical Education as a life work and I can recall with a great deal of vividness the reaction I got from a host of my closest friends. Often vitriolic, it was except in the case of a very few, at least, slurring-wondering why I wanted to throw my life away in that sphere. That was in the United States of America, as I went to study at one of the four Schools, in all of North America, that prepared students for leadership in Physical Education. Our entering class of seventeen men was a large one and all in all I suppose the figure 200 would include all those in the whole of North America who were doing what I was planning to do. Not without considerable reason, was the attitude taken by my friends, as it was, and I did not protest but kept quiet, and hoped that the future would prove I was right. *Physical Education at that time was certainly not a Profession* but in the keen imagination and fertile brains of such men as Dr. Luther Halsey Gulick, then of Springfield College and Dr. Dudley Sargeant of Harvard University in particular, the future held a wonderful place for Physical Education and they set themselves to build a sure foundation for it. One placed on the solid rock of science, not brute strength in physical activities; service to mankind, not commercialization or personal gain to the worker; the ideals of sportsmanship for the competitor; the place of play in the growth and development of the individual for the educator; the place of play in the life of a nation for the politi-

cian and the sacredness of the human body for all.

They built better than they knew for if one were to ask in America to-day. Is Physical Education a Profession? onethousand college Presidents—ten thousand trained Physical Directors—fifty thousand College Professors, and a million College Students; every newspaper or magazine, secular or sacred—the whole country, would respond in a great shout that would reecho round the world. Yes! Most certainly! One of the most exalted!!; And that shout would be supported in Europe and Asia, South America, Africa and Australia and from every part of the Island world. Perhaps not as loudly everywhere as in America but certainly distinctly even in India—the land most generally associated with asceticism, the negation and destruction of the physical life, a poor racial vitality and a spiritual philosophy which divorces itself from the material aspects of life.

No citizen of North America raises such a question any more *for Physical Education is recognized as a Profession*. But it is not enough to answer the question in the way it has been attempted in the paragraphs above. One must be more analytical, more calm, more inquisitive before he accepts simply the facts of the world at their face value. One must not be fooled by noise or enthusiasm. To such an one the first question that would arise is—what does one mean by a "Profession"? In the past we certainly have empirically accepted the Church, Medicine, Law

Education and perhaps Arms as calling men to a profession, but have we ever tried to think clearly just what was implied by that? What is there in them that makes a thing a "Profession" and does Physical Education call men to the same thing? Let us see. C. F. Tausch in his book entitled "Business and Ethics" lays down the following as

#### THE CHARACTERISTIC ELEMENTS OF A PROFESSION.

1. A profession consists of a limited and clearly marked group of men who are trained by education and experience to perform certain functions better than their fellowmen. . . . . It is reasonable to suppose that "Professional" conduct becomes more clearly defined in proportion to the degree of selection exercised by the respective professional associations and to the resultant limitation in the number of recognized practitioners.

2. More important than a mere limitation of numbers is the clear demarcation of functions. . . . . The chief difficulty with the "shyster" or "quack" is not so much that there are so many of him as that he passes himself off as so many different persons. . . . . He wants to perform the functions, bask in the dignity, and secure the emoluments of a lawyer, or a doctor, but he doesn't want to make the preparation for or assume the responsibility of these professions. A characteristic of professional behavior is a definite commitment to certain social functions.

3. A further criterion of professional . . . . . activity is that it must give evidence of sufficient preparation and skill to differentiate it from amateur activities. . . . . In this sense no man has a right to engage in a profession . . . . . unless he is

more capable than the people who patronize him. . . . . It is thus apparent that a prime duty of every profession is to raise its standards sufficiently to admit only the skilled and to exclude the amateur.

4. The consciousness of professional dignity prompts a man to encourage the very best men to enter his calling.

5. Professional men can never regard their field of work as limited in extent.

6. A profession can only achieve full self-consciousness if its ideals cluster about a respected and revered practitioner.

7. In no case can he allow his conduct in any particular set of circumstances to be determined by his immediate chances of remuneration.

8. A part of the professional obligation—an unpleasant and distasteful part but nevertheless essential—is the courage to purge the organization by eliminating unfit members.

Judged by these standards can we say that in India, Physical Education is a profession? The Answer is *Yes* and *No*. *Yes* when the work done, is done in the way and by a man or woman who complies with the eight characteristic elements mentioned above, and *No* when it is done otherwise. We all know of cases both ways.

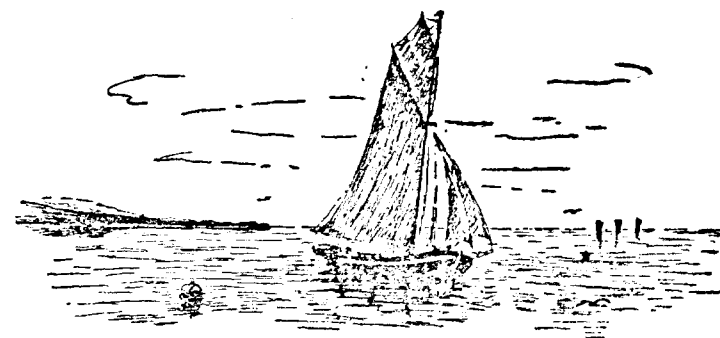
It was 21 years ago that I first came to India to work on this question of Physical Education. Again my friends and well-wishers urged me not to come, saying that there was no field for this sort of thing in India. True, the Europeans played games but no one considered Physical Education any thing better than the work done by the Drill Masters, the poorest paid man on the School Staff. No one had heard of a Physical Director nor of Scientific Physical Education. One school even writing in as

follows. "We hear that the Physical Director has arrived. How soon will he be able to come to our School to teach Physics?"

But though the soil was fallow it was not arid. Seed sown in popular gymnasium classes, in organising School Sports, in revising and rewriting text-books, in conducting Leagues and Tournaments—in all form of games, in agitating for Public Playgrounds, in pioneering controlling bodies in athletics, in speeches and lectures given from the rostrum; soon began to bear fruit and year by year there has been a steady yield that has increased in quality as well as quantity. Or to change the metaphor, like a stone thrown into a tank of water the ripples have widened and widened until to-day they have included all of India. Sports are nationally recognized and indulged in by Indians as well as Europeans and by women as well as men. Compulsory Physical Education in Schools and Colleges is being called for in every province. Government Committees are vying with one another to put

their Province ahead of an adjoining one. All-India Tournaments are perhaps too frequently held. India has sent her representatives to the highest world contests with credit and "the day of the Drill Master is rapidly fading while the day of the trained Physical Director is here." Witness our Y.M.C.A. School of Physical Education with 75 men in which graduates outnumber the non-graduates and all must be at least a school final pass.

While there is certainly a mixture of "non professional" and "professional" Physical Education in India still; the ranks of the Profession still include the "quack" and the "Shyster", it is also true that the star of the "Profession" of Physical Education has risen in the Motherland and is on the ascendent never to fade. The vision is established in part and will go forward in higher and higher ideals of service and scholarship until it is fully established. It behoves every lover of sport, every believer in Physical Education and every citizen of the Motherland to see that that time quickly arrives.



## PHYSICAL EDUCATION FOR INDIAN GIRLS

MRS. H. C. BUCK B. A., *Member of Madras Government Committee in Physical Education for Women Students.*

When considering the question of physical education for Indian school girls we need to ask ourselves several pertinent questions.

1. Are we not wasting a large part of our efforts by being entirely too generous with our education? Is not much money being spent on school fees that would bring better results if put into good food for an undernourished little body? Are we not educating a large number of girls every year who are not physically worth our earnest efforts? When a girl asks to enter our school or college, we make very sure that she has properly passed her preparatory examinations, but what do we ask about her health and her present physical condition? In every school and college today we may find girls who have no physical right to be there, and yet though every effort is being made to increase their general knowledge, in rare cases only do we find any systematic attempt to improve their health.

2. Why are we wasting so much of our educational efforts by our failure to equip our girls properly for daily life? If we pour petrol into an engine and fail to get power we call it waste. Why can we not realize the tragic mistake of pouring facts steadily into a girl's brain when her body is too weak to stand the strain of long continued concentration? So often a girl passes her examinations safely, and when next we hear of her, she is teaching in a listless fashion, so tired or fearful of losing her post that she can do no original work;

or she gets married and has weak, anæmic children; and so tragically we often hear of the death before the age of fifty of our most promising women. For all of this the school is partially to blame. Not because it overworked her brain, but because it underworked her body. The girls' health was perhaps no worse for her having attended school, but the school should have made it better. If we spend years of effort in improving a girl's knowledge and none in improving her health, letting her know how and why we do it, we certainly should be severely censured.

Everything in the life of the average Indian girl points toward a future of marriage and motherhood. What do we do to prepare her for it? Our boys we so carefully equip for their profession of law, medicine etc., but for the health and strength of the next generation which depends upon the health of our girls we do nothing. Why are we so careful in our schools to give the pupils the very latest interpretation of the poets, the most recent developments in science, the very newest exposition in mathematics; when we know that within a very few years 90% of them will be longing, not for the explanation of a geometry theorem, but a remedy for a feverish baby?

The invalid or the harrassed mother of weak children cannot enjoy the normal benefits of a cultural education, and the knowledge our girls most need if they are to enjoy the possibilities we have shown them we leave for them to learn by bitter

experience. I maintain that we are wasting a large part of our educational efforts by putting all of our emphasis upon training our girls for their secondary ambition of teaching, and ignoring their primary ambition of wifehood and motherhood. When we could so easily give the student not only a cultural background, but a real preparation for the problems of living, is it not our duty to demand the educational reform which will make this possible? A proper system of physical education should be our first demand.

Another fundamental defect of our present educational system is that it teaches neither the joy of creative thinking, nor the joy of living. The schools and colleges of India are seldom inspiring or cheerful places. In my own country among the very happiest places are I think, the educational institutions. In them and about them there is a general atmosphere of carefree, laughing youth, brimming with healthy energy that demands expression in hard study and equally hard play. There is a zest and keenness in the very air, and the final impression is that of gay confident youth, joyfully preparing itself for its place in the world. And it is not the atmosphere of the west alone, for one sees much of the same happy youth in Japan and China. In India, one is always conscious of an air of driven effort. The pupils may not always be studying, but there is an almost constant attitude of study, with books ever at hand, almost as though one could absorb knowledge from their very presence. And always present with everyone, the dreaded shadow of the Government examinations. It is not the work to which we object, but the students attitude toward it. If we could create an atmosphere of joyful effort, the

nerves of our girls would certainly suffer less. A proper system of recreation is the remedy.

Can we not look at the problem in this light? The examinations are an established fact. Now what can we do to help our students accept their challenge more joyfully? An intelligent system of physical education will help tremendously. Once we understand the value and need for regular physical exercise and experience its joys we will be just as ashamed of neglecting its daily practice as we are of omitting the daily bath. It is this understanding and pride we must give out students.

To the majority of persons physical education still means "drill". A horrible word, and the actual drill is horrible too. Formal set drill should be the smallest part of a physical education programme for girls. To secure the greatest benefit, every elementary school girl should study physiology. Not as it is usually taught as an abstract, dry and difficult subject with dull dissertations on the bones and the blood, so tediously presented that it seldom occurs to the girls that it is the makeup of *her* body that is being discussed. What we must secure is an interesting and enlightening study of the wonder and beauty of the human body, how it is made and why, and our duty concerning its health. It is essential that this simple course be included in the elementary syllabus, as in the elementary schools we secure the largest number of girls.

And then, equally important, there must be a study of the conditions in which the body exists. If it is important to know the situation which produced the French Revolution, it is certainly equally impor-

tant to know that one of the situations producing widespread disease in India is its unprotected water supply, due to the insanitary habits of a large section of the people. A knowledge of the "three—Rs" is necessary, but along with such information the child should be told the causes of malaria, cholera, hookworm, dysentery etc, and her part in preventing the spread of disease.

All of this is simply a natural, physical defense, we must build if we are to keep our bodies and minds in proper working condition. Education is a failure unless it makes us happier and better citizens. Certainly our present system does very little to make us healthier citizens. And this brings us to the final great fault of our educational system. Because it ignores the strengthening of the body as well as the mind a great portion of its efforts are entirely wasted. Educational reforms have been slow in India, because so many of our leaders are either broken in health or die at an early middle age, before they have had time to benefit from their accumulated experience, and strike a balance. The culture of the new generation is based upon the accumulated and sifted experiences of the previous generations. The tragedy of Indian life is the early death rate which deprives us of our leaders at the very moment when their years of preparation have fitted them for their best service. It is futile to go on pouring knowledge into the minds of students if the majority of them are going to be either dead or weary and old at fifty. It is the experience of these riper years we so urgently need. What do we find elsewhere? In England the average length of life is 46 years, in the U. S. A. 56, in Sweden more, while in India it is only about 23 years. In the last ten years the average length of life in the U. S. has been raised ten years partly by a programme of health education in the schools. What has been done elsewhere can be done here. It is the duty of our educational authorities to see that such a triumph is repeated in India.

Practical, sensible instruction in physiology and hygiene will do much to effect health reform, and a proper system of recreation will help the children to relate what they learn to life. Moreover the need for more co-operative effort such as is produced in games play, is clearly evident, if we are to develop really good citizens. Until the necessity and the pleasure of group effort is appreciated in India, progress will be very slow. Study is after all individualistic if it is worth while but there are many possibilities for group effort not yet explored. Women the world over find it more difficult than men to work happily together; because women are by nature individualists. Games are the quickest and easiest means of securing happy broadmindedness, and the lessons of fair play and cooperation learned on the play field are not soon forgotten. It is only in the give and take of play that we learn to think of others as well as ourselves. And never except through games will India learn that thoughtfulness for others that leads to civic pride. Until this new idea is established our streets will continue to be rubbish heaps, and our public buildings an offense to the eye. Pride in securing and maintaining a strong, healthy body leads naturally to pride in a clean attractive home and a clean healthy city. Physical education is the means by which we may secure this happy end.

This plan will be difficult and it will be expensive, but surely someone can be found who can transfer her scientific enthusiasm to the physiology class, and another whose passion for sensible cleanliness will make her a good hygiene teacher. And then finally there must be in every school a teacher who will encourage and develop the play spirit, and be herself an example of happiness and health. Given all of these our girls will be healthier and certainly they will be happier. Their studies will be less tedious, and our task of getting them safely through the Government examinations will be easier, and we will also have discharged our duty of making them better citizens.

## EDITORIALS.

THANKS. The Management of VYAYAM is very appreciative of and desires to express its thanks most heartily to all those who have been kind enough after seeing the first Number of the Journal to take the trouble to send us their notes as to what their reactions have been.

From a score or more we take the following as typical :—The Hindu—Madras—We welcome with pleasure this new quarterly magazine published by the National Y.M.C.A. School of Physical Education..... We are sure "VYAYAM" will have a long career of service and usefulness"

K.M.M., M.L.C. Bombay—"I have now received your Journal "VYAYAM". It is really very good and I shall recommend it to some of the Institutions here."

G.D.S.—Lahore "Accept my congratulations and thanks for the first number of VYAYAM. I wish you the best of luck and success in the enterprise. The Olympic News are a welcome feature."

L.A.H.—Calcutta. "May I congratulate you most heartily on the first issue of your new magazine. It seems to promise well and I hope it will have a prosperous career."

But you know, without being at all egotistical, we are not at all surprised that our friends think well of us. We most naturally believe in VYAYAM and its future, if only we can do our part to make it a success.

J. H. Gray

THE PHYSICAL AND MEDICAL EXAMINATION OF STUDENTS. One always expects a Commission or Committee appointed to study the health problems of students to make recommendations, in the

matter of the necessity for the Physical and Medical Examinations of students. Almost every country in the world is agreeable to the idea that such should be the case. Every report that the Editor has seen or even written to Government himself for the past twenty years has had strong recommendations on this matter. The expert feels that it is in the nature of a survey of the ground he is to cover or be responsible for and hence is a necessary thing to have done before he can really begin his work. But when it comes to checking up on the question one is almost forced to the conclusion that most folks down deep their consciousness do not believe in it or that it is really necessary and that most folks are well, so why bother about looking them over and anyhow nothing is ever done about it when examinations are given.

There is unfortunately some truth in some of the above but it is usually when one goes through the process of conscientiously examining a group of students and actually runs into the defects of any group, even the most carefully selected, that one really comes to believe in the necessity for it and of its value. The "follow up" is of course the hardest part and takes more effort by far to get results than does the taking of the examinations.

Recently the question was brought home to us at our School of Physical Education when a strict physical and medical examination of a selected group of 70 revealed the following list of defects all or most of which should and most probably will be eliminated in the

course of the coming year. Flat feet-2; Scoliosis-2; Round Shoulders-9; Hearing-3; Gums-1, Tonsils-10 Lordosis (cervical)-13 Lordosis (dorsal)-1, Irritable and over Strained Hearts-4, Hearts requiring training-6, Bow legs-1, Teeth-5, Hernia-2, Hydrocele-2, Narcotics-(tobacco)-3, (snuff)-5, Eyes-5.

If a selected group of men as the above is handicapped to this extent, is it any wonder then that many of the masses are leading miserable lives due to remedial causes. This picture is not abnormal at all and while awful in some ways, without question shows urgently the necessity of a thorough medical and physical examination of the Middle school and College student. Only such an examination will show the need that people have for help in living an abundant life. And why go through life half crippled? Many are under the impression that one is healthy and well if he is able to carry on his daily work or that one is ill only when he is disabled or actually bed ridden. Many do not realize that they are not living the fullest and richest life simply because they are ignorant of their own condition.

But what about the "follow up." Our experience has been that where a person who is old enough to appreciate his condition is told of these things he will usually go and have them attended to. It did ones heart good a year ago to see the way the group examined then went about making themselves 100% fit. It is true of course that an examination without a follow up is worse than useless. For effective follow up work in schools there must be complete co-operation between the home, the school and the medical authorities. A wise Physical Director in co-operation with the Medical

Examiner can do a lot to improve the situation by the intelligent use of corrective and preventive exercises and by education classes in hygienic living and nutrition. If Physical Examinations constantly show us things as pointed out above and we know that numerous remedial defects exist in every student body why be content to go on teaching half fit students and turning out generation after generation of half fit citizens?  
J. H. Gray.

#### PHYSICAL EDUCATION IN THE PUNJAB UNIVERSITY.

Physical Education was started in the Punjab University just two years ago. It was a required subject compulsory for all students. A Director was appointed, and the scheme in brief given below was accepted by the University.

##### *Scheme.*

1. Each College must have at least one properly qualified and adequately trained *Physical Director*.

2. Each College must have a competent *Doctor*.

3. Each student must have a thorough *Physico-Medical Examination* on admittance and thereafter periodically or whenever necessary.

4. *Classification* of all students into:—

*A. Normally healthy and active.* This class to choose for themselves from a wide and comprehensive selection of activities.

*B. Normally healthy but inactive.* This class to choose for themselves, and to have compulsory calisthenics and gymnastics.

*C. Remediably subnormal.* This class to be given special attention and compulsory corrective and hygienic exercises. They also choose for themselves from certain 'safe' activities.

*D. Unfit—organically or otherwise.* Totally exempt.

5. A table of credit marks has been compiled for stated periods of each activity according to its physiological benefits and every student in class A, B or C is required to get a certain minimum of these marks per month, term and year.

The complete machinery to work this Scheme is not yet to hand, because the number of students in each College is much too large for one Director to handle. Even with the help of a Leaders Corps it is hardly possible to touch 800 or 1,000 students. We hope some day soon to have a regular Department of Hygiene and Physical Education in each institution adequately staffed and commensurate with its size. Then only will we be able to do the work that we aim at for the health, physical efficiency and character of our students.

The scheme outlined is at present only being worked, or rather attempted in the six degree colleges in Lahore, [There are about 48 colleges scattered all over the Province that constitute the Punjab University], but most of the Government Inter-

mediate Colleges now have Instructors trained in the Central Training College Lahore, and these institutions are also working along the lines of the above Scheme. Many other private Colleges are getting keen, and wish to start P. E. but are confronted with the following difficulties:—

1. No properly trained men are available.

2. Difficulty of raising the budget for the Director's Salary and Department, as fees are already high for the average student.

3. Difficulty of fitting in the work of Physical Education into the already too full academical programme.

However the 'will' has come or is fast coming, and doubtless the 'way' will soon be made.

We are urging all institutions to select good men for Physical Education, and have them trained at Madras, and even though things are moving rather slowly just now we are not discouraged, for this is pioneer work, and after all is said and done it is perhaps moving as fast as it ought to, safely.

Henry Lall.

The following have paid up their pledges towards 'Vyayam'

S. C. Bhattacharya, Bholanath, P. C. Banerjee, N. K. Mia, V. S. Sundersan, Mg Ba Than, C. A. Abraham, A. Thomas, M. C. Sinha, B. P. Sinha.

10-10-'29. — L. K. GOVINDARAJULU.

## PERSONAL EXPERIENCES IN SPORTSMANSHIP.

THE SHORT STORY DISCUSSION.

To Readers of 'VYAYAM',  
If 'VYAYAM' is to be more than dry bones it must be made alive with the personal touch. I want to get together a lot of pithy personal experiences which illustrate good sportsmanship or otherwise. They must be genuine and to the point and under 200 words, in length if possible. The following is perhaps a poor illustration. An experience the Editor once had, of what he has in mind.

—*Editor-in-Chief.*

### ARE YOU GOING TO WIN?

The Honorary Secretary of the Bengal Presidency Sports sat working at his desk in his Office just three days before the games were due to come off. He raised his head quickly as he heard a firm elastic tread approaching and beheld Jamal-Din, of the.....Punjabis' for three years the Indian Army Champion in the 100 yds. dash.....as he smartly came to attention and saluted. "Hello! Jamal-Din!" Said the Secretary "I am glad to see you" Going to win again this year?" "Certainly! Sahib!" was his immediate response.

The words were hardly out of his mouth and easily heard by a second arrival, Nirmal Khan, of another regiment, lith-like in movement and a close second to Jamal-Din. for the same three years. "Hello! Nirmal Khan" Again spoke the Secretary. "How are you? Going to win this time?" Without looking at his rival he promptly replied "God knows Sahib", but there was determination on his face.

The men left the Office separately. To them a lot was at stake. The day of the trial races came and both qualified. The finals were scheduled for 3-15 p.m., and both men were on their marks promptly. A record was set and.....Query:—Who won and why?—

(Send your replies to the Editor for discussion. The answer and discussion will appear in the next issue. For every story sent in that is published the author will

receive a year's subscription to VYAYAM free.)

### RANDOM NOTES.

GENE TUNNEY SPEAKS.

"A sportsman obeys the rules. He doesn't shoot out of season; he doesn't take advantage of the weak; he doesn't hit when anyone is down. Try to be a sportsman.

Sportsmanship is that quality of spirit which makes you manly and keeps you within the rules of the game. In fighting this battle of life, do it gamely, fairly, honorably.

And the quality that I would place next to sportsmanship is loyalty—to principles, to God, to friends and to your country."

In a personal letter to Mr. Fred Weber of Hyderabad. Gene Tunney writes as follows.

Your letter of June 20th has been received. I am quite interested in what you have to say in both your letter and the enclosed clippings. As you are interested in instilling manhood into the Indians, I can think of no faster method than by introducing amateur boxing. Boxing unquestionably develops self-reliance, self-confidence, physical and mental courage, consideration for others, an understanding of sport, and greatest of all, sportsmanship, which is a quality of spirit "devoutly to be wished".

The Government of Madras have issued orders that Games Fees should be levied compulsorily from all boys in schools excepting those exempted by the Medical Officer and that such fees should be administered separately as the School Games Fund.—This we believe is a move in the right direction. Now let's hope it will be used for the greatest good to the greatest number and not for a few star players or all in one sports meet.

## CHILD HYGIENE AND SCHOOL SANITATION

C. A. GOPALAN, B. A., Y. M. C. A. School of Physical Education Class of 28—'29.

*Note.*—In submitting this paper I wish to give credit to Rosenau and his book Preventive Medicine and Hygiene for much of the material. My own convictions however synchronize with them.

It has taken a long time for us to realise that the whole child goes to school—his body, mind and soul; that education of the mind alone is one sided and may be hurtful and finally that the hygiene of the child and teacher as well as the sanitation of the school buildings and their equipment are of paramount importance. It is an economic waste to educate children and then permit them to die of preventable infection before they have reached the period of maturity and productivity. This means that special attention should be paid to Child Hygiene and School Sanitation on the part both of parents and the school authorities in these days when compulsory elementary education has become the vogue of the day.

### CHILD HYGIENE

Child welfare is the older term and included all factors in the general well-being of the child. Child hygiene concerns itself primarily with child health. It is therefore a part of the community problem and includes every phase of health and sanitation in the whole realm of preventive medicine. As childhood is the most plastic period it is the best time for preventive work.

There are four stages of child hygiene.

1. Prenatal, 2. Infant, 3. Pre-school, 4. School. Since we are mainly concerned with school children, we will take the last stage only.

### THE SCHOOL AGE

The child should not be sent to school

too young and he should not be permitted to start school life before he is at least 6 years of age for, few children are sufficiently developed or sturdy enough to endure either mentally or physically the discipline and exactions of application and study. Gradings should be according to the ability of children and not according to their age. The work in the school should be as individualistic as possible. Pupils of elementary schools should not be allowed to spend more than one third of their school-time in their seats for the child has entered into and leads a radically different life in the school than in and about the home. The object of the school should be to direct the child's development so as to make it an useful man or woman.

### DIET

As the school age is the period of growth and development, physical and mental, the diet should be generous and varied by judicious selection. Many of the children come to school with a breakfast of carbohydrate only. The need for nutritional classes and the teaching of food values is great, for nutrition is of vital importance to growth and development.

Teachers and parents themselves should be educated in balanced diets and the nutritional values of Indian foods.

### HEALTH EDUCATION

Health instruction should be begun as early as possible—for childhood is the most plastic period, and should be included as

part of the routine work in all classes. The children must know something about the structure and functions of the body in addition to the principles of sanitation and hygiene. The practice of hygienic living should be taught.

#### CLEANLINESS

Through example and discipline, pupils should be taught to love order and neatness and to abhor untidiness and slovenliness. CLEANLINESS IS THE KEY NOTE OF SANITATION. Dust must be discouraged in all ways. The teacher must be constantly on the look out to impress upon the pupils the elementary facts of hygiene. The anti-spitting rules should be reiterated and strictly enforced. Cleanliness is not instinctive in children and must therefore be learned. The significance of modern biological cleanliness comes only through education and example. Progress in these matters cannot be made without an intelligent understanding on the part of the teacher. It is, therefore, important to teach the teacher. YOUTH HOWEVER IS THE TIME TO FORM HEALTH HABITS.

#### HYGIENE

The value of the cleanliness of the mouth, nose and throat cannot be over-emphasized. Flushing and rinsing the mouth with pure warm water, with or without a pinch of salt, helps mechanically to cleanse the surface. Antiseptic mouth washes that do more than help nature to help herself are usually a snare and a delusion. They cannot reach the places where the germs are embedded. Again any known disinfectant that is powerful enough to kill the germs is strong enough to injure or destroy the delicate tissues and thereby do more harm than good. All ulcerated and inflamed conditions of the mouth,—

tonsils, nose and throat should be treated immediately without delay. The nose and throat should be examined for adenoids, polypi and deviation of the central septum, or for any other cause of obstruction to respiration. Nosebleed should always be reported. Enquiries should be made as to mouth breathing during sleep, as this, together with snoring and recurring ear trouble, is a sign of adenoids.

#### THE TEETH

Are living sensitive structures lying in sockets which resemble a bony joint. The teeth can even sparkle with a glow of health. They need exercise by eating the right kind of food in the correct way. A diet of soft, pulpy food weakens the teeth and invites trouble. Dental defects influence growth, resistance to communicable infections, preservation of facial symmetry and degenerative diseases. The teeth can be kept neat with a brush, a floss of fine silk thread and clean water. Children should be taught to cleanse all the surfaces of the teeth. Alkaline mouth washes are often used on the supposition that they correct acid mouths. Dental examinations must be had at least twice a year. It is important not to injure the margin of the gums where they join the teeth. Streptococcal inflammation and abscess are frequently formed at the root of such teeth and sometimes give rise to neuralgia, stiff-neck, rheumatic inflammation of the joints, sciatica, endocarditis, appendicitis, inflammation of the gall bladder and other serious complications. Amongst the centers of focal infection the first in the order of importance comes, the teeth. (tonsils, sinuses, gall bladder, and prostate).

*Caries* is a dissolution and disintegration of the enamel and dentine often extending

into the tissue of the pulp and the gums. It is essentially a process of decalcification. In the light of our present knowledge the development of sound teeth, capable of resisting destructive agencies, is fundamentally a dietary problem. It may be interesting to know that caries is a disease of civilization for while it varies from 1 to 4 per cent in the Eskimo to 20.8% in the Negroes, in the civilized races the figure runs up to 90 per cent. and even higher. One interesting feature is that there is a distinct periodicity in caries for it occurs specially in childhood, during adolescence, in pregnancy, and in old age.

*The Causes are Complex and Multiple* but diet appears to be the fundamental factor. Caries may be due to anatomical anomalies, to the bacteria of the mouth, to the influences of the glands of the internal secretion, to the relationship of the saliva and to the diet. Structure of the teeth may be a predisposing cause. The relation and position of teeth to one another in the mouth is also an important factor. There is such a thing as a *Basilus Acidophylus* but it is not the sole cause. It is demonstrable in every mouth irrespective of the presence or absence of caries. Environment and tooth structure are more important factors. Evidence has shown that the para-thyroids have an indirect influence on the structure of the teeth by their action on calcium metabolism. The observations, however, are quite scanty and unconvincing. It may be that the saliva, which is a complex mixture, plays an important part in the production or stopping of caries. But it is quite clear that it is not the sole or important factor in this disease. Both the physical and chemical properties of food have an influence in the function and health of

teeth. The type of diet that produces the greatest percentage of dental anomalies is one which is deficient in proteins, calcium and vitamin A. Heredity probably plays a role.

#### EYES

It has been found and there is unmistakable evidence that neglect of certain types of defective vision, which are found in school children and who are thus unable to take full advantage of their educational opportunities, will result in loss in the efficiency of the individual and a restricted enjoyment of life. Errors of refraction are exceedingly common and if not corrected may be, the cause of head-ache, nervousness, reflex pains and a great variety of symptoms. Such are also a great handicap to the mental and physical development of the child. It is believed that the unnatural strain of accomodating the eyes to close work leads to myopia in a certain type of growing children. Normally, the book should be held at a distance of 12 to 14 inches while reading. Scowling and wrinkling of the forehead while reading or writing, watery eyes, redened or granular lids, twitching of the face and slowness in book-studies in a child otherwise bright are some of the symptoms that indicate eye trouble. Dim light, improper angle of vision, small print, focussing at close range for a prolonged time are some of the contributing factors towards the eye defects of school children. Pupils should be taught that it is advisable, while reading or during other close focussing of the eyes, to look occasionally away to accomodate the eyes for distance, to relieve tension and to counter act tendencies towards myopia.

#### EAR

It has been found that in the United

States 15% of school children have some defect of hearing either in one or both ears. Defective hearing is often mistaken for inattention and the pupil is unjustly punished. Practical tests to determine the acuteness of hearing should be made separately with each ear by the use of a watch. Deafness may be due to the result of epidemic disease of childhood, especially scarlet fever, measles, infected tonsils, and inflammation of the throat.

#### SKIN

Scabies is the common skin complaint of school children. It is a result of contact with dirt. The staphylococcus causes the most annoying symptoms. Sulphur ointment is usually efficacious. Very many school children suffer from lice in the scalp. No person should be blamed for having lice but only for keeping them. A wash with crude petrol or combing the hair with vinegar or alcohol will keep down the lice. Ringworm is another common skin disease of school children. It is quite contagious and is treated with salicylic ointment.

#### VACCINATION

All children should be vaccinated before they are permitted to attend the school. Vaccination should be done before they enter the school and repeated once, at least before they enter the High school.

#### NERVOUS DISEASES AND MENTAL DEFECTS.

*Chorea* is shown in the twitching of the muscles of the face. For the child's safety he should be removed from the school and placed under a capable physician.

Mild attacks of *epilepsy* are quite common and are often mistaken for fainting. The lapse of consciousness is the chief feature of epilepsy. Medical advice should be had at once.

Children often have *Neurasthenia* or nerve fatigue. This is due to irregular habits, want of proper sleep, lack of suitable food, poor hygienic conditions, excessive fear, and morbid ideas. Excitability is often the first stage of fatigue, and is frequently mistaken for brightness and therefore encouraged. The teacher should know that forgetfulness, loss of interest in work and play, desire for solitude, untidiness in dress and person and like changes of character are sometimes incidental to the period of puberty.

*Mentally defective* children are destructive and often cruel to smaller children and sexually precocious. A careful look out should be kept for children showing sexual perversion for, a single sexual pervert can demoralize a whole school.

(To be continued.)



## OLYMPICS.

"DIFFICULTIES are what show men's character. Therefore, when a difficult crisis meets you remember that you are as the raw youth with whom

God, the trainer, is wrestling. "To what end?"

"That you may win at Olympia; and that cannot be done without sweating for it."

*Epictetus A. D. 60.*

#### International.

#### Regional.

#### Indian.

*The Olympic Oath.* An impressive ceremony for athletes and spectators alike at all International Olympic Games is the taking of the oath on the part of all contenders. The way by which it is done is as follows:— One representative from each country's athletic team is selected to represent all the competitors from his land. With his National Flag and in his distinctive national athletic uniform he appears at a special time before the Governing body of the Games and together with the representatives of all other countries participating steps forward dips his flag in sign of salute and says the following:—

"We swear that we come to the Olympiad animated by a respect for the regulations which govern it and desirous of participating for the honour of our countries and the glory of Sports."

When all have done this the flags are assembled in a circle and all dip simultaneously to the Olympic Flag as a sign of fealty to the ideals of the Olympic Games, and in recognition of the authority of the Committee of the games to be held.

*The Olympic Flag.* The Olympic Flag consists of a white field with six coloured rings of different colors linked together as a chain. This design being emblematic of the following:— the white field signifying purity in sport-amateurism, sportsmanship, etc., the rings joined indicate that a chain is only as strong as its weakest link and the colors from left to right of Blue, Yellow, Black, Green, Red incorporating all the colours used in flags of all the nations and when interlinked standing for world unity.

At the 26th meeting of the International Olympic Committee held at Lausanne—Switzerland on 8—11 April 1929 the following items of interest were presented in a speech by the President—Count de Baillet-Latour.

1. *The change of place for holding the meeting.* The meeting was originally scheduled for Alexandria-Egypt in connection with the proposed African Games. The Competition being suddenly cancelled the place of meeting was changed to Lausanne, Switzerland, the home office of the International Olympic Committee.

(Please see under the "Regional" Section a reason for the abrupt termination of the African Games.)

2. *The Success of the IX Olympiade:* "The year 1928 will be inscribed in letters of gold in the annals of Olympism because of the manner in which the IXth Olympiad was celebrated. I also feel that I am interpreting the views not only of the members of the International Olympic Committee, but also those of the National Olympic Committees and of the National and International Associations, when I pay a public tribute to our colleagues the Baron de Blonay, Baron Schimmelpennick and the Captain Scharoo, as well as to the Swiss and Dutch Olympic Committee for the excellent organization of the Games of St. Moritz and Amsterdam.

I have already had the occasion to tell the world of the true sporting spirit, which animated the athletes throughout the games, and to state how every four years we are making progress in a manner, which is

indisputable, in the attainment of those ideals, which we have set before us. I have no hesitation in repeating this and with the greatest pleasure possible."

3. *The question of Amateurism*: This becomes a more and more difficult problem for the International Olympic Committee to solve with the different points of view on the question held by different Nations and races. The question will not be raised at this time but we hope to have a good article on the question in a later issue of VYAYAM.

4. *A restudy of the programme of the games*: Here again the question is a very large one and still in the flux. When a decision is arrived at by the International Olympic Committee, VYAYAM will publish the results.

5. *The Report of the American Committee* on the coming games of the Xth Olympiad at Los Angeles. Regarding the objections raised by some of the European Competitors that Los Angeles was too far away and too expensive to travel that far, Count de Baillet-Latour remarks as follows:—

"Those Games, I desire to remind you, will be celebrated in Los Angeles and not in one or other of the cities of the United States, as some say, who are not aware of the fact that the Games are given not to a Country, but to a City."

"I also desire to take this opportunity of refuting the objection raised regarding the distance of Los Angeles and the length of the Journey entailed in getting there, by those, who forget that China, Japan, The Phillipines, Australia, New Zealand and other Countries, are much closer to the West than to the East of America. Is it not then only fair that these Countries, which, for some years past, have travelled enormous distances to come to Europe, should in their turn be given the advantage of a comparatively short journey in order to take part in the next Games? Let us never forget that this great movement, which sees the picked athletes of nearly every nation in the world gathered together on the field of Sports, is neither national, nor yet European; it is a world movement.

That it should be so was the wish and desire of its Founder Baron de Coubertin, and to keep it so is the task committed to you, Gentlemen."

"America has deserved well of the nations of the world, and especially of the European nations, if only because of the magnificent support she has given to the Games by sending her great teams of splendid athletes to Europe to take part in each Olympiad organised since 1896. It is right and just to America that every nation should do its utmost to help make the Xth Olympiad a great success by sending its teams to Los Angeles in 1932."

This point of view is warmly supported by VYAYAM and makes one wonder how soon India (Delhi, Calcutta, Bombay, Madras etc.), will be given the opportunity of acting as host to the Nations of the world in Athletic Sports.

The members present were as follows:—

S. E. Dr. Lewald (Germany), Dr. Th. Schmidt (Austria), Count de Baillet-Latour (Belgium), S. E. R. de Rio Branco (Brazil), Sir George McLaren Brown (Canada), Baron de Guell, (Spain), William M. Garland (U.S.A.), Albert Glandaz (France), Marquis de Polignac (France), Count Clary (France), General Kentish (Great Britain), Lord Rochdale (Great Britain), Commandant Scharroo (Holland), Baron A. Schimelpennick van der Oye (Holland), Count Geza Andrassy (Hungary), Senator Jules de Muza (Hungary), Count Bonacossa (Italy), Count Gautier-Vignal (Monaco), Thos Fearnley (Norway), S. E. Ignace Matuszewski (Poland), J. E. Edstrom (Sweden), Baron Godefroy de Blonay (Switzerland), Councillor Jiri Guth-Jarkowsky (Czecho-Slovakia).

Excused:

S. A. S. The Duke Adolphe Frederic of Mecklenburg-Schwerin (Germany), P. J. de Matheu (Central America), S. E. de Alvear (Argentina), R. C. Aldao (Argentina), R. Coombes (Australia), James Taylor (Australia), Arnaldo Guinle (Brazil), J. G. Merrick (Canada), S. E. Dr. T. C. Wang (China), Yvar Nyholm (Danmark), Angelo C.

Bolanachi (Egypt), Marquis de Pons (Spain), S. E. Dr. Fr. Skel (Esthonia), General Ch. H. Sherrill (U.S.A.), Commodore Ernest Lee Jahncke, (U.S.A.) Erns Krogius (Finland), The Earl Cadogan (Great Britain), Georges Averoff (Greece), J. J. Keane (Ireland), General Carlo Montu (Italy), Senator Jigoro Kano (Japan), Dr. S. Kishi (Japan), J. Dikmans (Latvia), M. Pescatore (Luxembourg), Miguel de Beistegui (Mexico), Professor Dr. M. Saenz (Mexico), Colonel B. Freyberg (New-Zealand), Alfredo Benavides (Peru), Prince Casimir Lubomirsky (Poland), Count de Penha-Garcia (Portugal), Georges A. Playino (Roumania), Prince Leon Curoussoff (Russia), Selim Sirry Bey (Turkey), Colonel Sv. Djoukitch (Jugoslavia), Professor Dr. Fr. Bucar (Jugo-Salvia).

We publish this list to let our readers know who the International Olympic Committee is:

It may be noted that India does not appear in either group, while being a member of the International Olympic Committee we unfortunately have not a representative serving us at present. This matter ought to be attended to in the very near future, otherwise India will lose out in her rightful place among the nations of the world in sports.

#### *Women's Competition in the Olympics.*

At the fifth Annual Meeting of the Women's Division of the National Amateur Athletic Federation, New York, U.S.A. the following resolutions were passed.

1. Whereas, competition in the Olympic Games would among other things (1) entail the specialized training of the few, (2) offer opportunity for the exploitation of girls and women, and (3), offer opportunity for possible overstrain in preparation for and during the games themselves,

Resolved, that the Women's Division of the National Amateur Athletic Federation go on record as disapproving of competition for girls and women in the Olympic Games.

II. Whereas, the United States will be acting in the capacity of host to the other

nations participating in the Games in 1932 in order that we may not seem to be inhospitable to the girls and women who may take part in the Games, especially those from foreign countries.

Resolved, that the Women's Division send a letter to the proper committee or authority offering to assist in every way possible in the entertainment of the women participation in the Games in 1932.

III. Whereas, the Women's Division is interested in promoting sports and games for girls, and believes absolutely in competition of the right kind under the proper conditions and

Whereas, the Women's Division is interested in promoting the ideal of play for play's sake, of play on a large scale, of play and recreation properly safeguarded and

Whereas, it is interested in promoting types and programs of activities suitable to girls as girls, be it

Resolved, that the Women's Division or whomever it shall designate shall ask for the opportunity of putting on in Los Angeles during the Games (not as a part of the Olympic program) a festival which might include singing, dancing music, mass sports and games, luncheons, banquets, demonstrations, exhibitions, etc.

Whereas, as a result of the discussion which took place during the convention realizing that a crisis is at hand whereby the platform and principles of the Women's Division will be severely tested.

Be it resolved that the members of the Women's Division and all of those who are interested in the Federation and its ideals, go back to their communities determined to do all in their power to more actively spread the principles advocated by this Division and to work unceasingly toward putting on for girls a program of sports and games in their individual situations which shall (1) include every member of the group, (2) be broad and diversified, (3) be adapted to the special needs and abilities and capacities of the participants with the emphasis put upon participation rather than upon winning.

**Regional**

*Note.* A change of name for this section heading of the Olympic News has been made from "Far Eastern" to "Regional." The reason for this is that the International Olympic Committee officially recognizes certain portions of the world as Regional Areas. Among these are the Far Eastern, Central America, South America and Africa. We want our readers to be intelligent on all these areas as well as the Far East so have decided to change the name.

**Far Eastern.**

Mr. G. D. Sondi reports that he has written to Japan regarding India's participation in Far Eastern Championship in 1930, but as yet has not had a reply. Word is expected any day. If India goes the following list of record times and distances of the Far Eastern Athletic Association will help India to know what to work toward. It is well to remember that these are being beaten at almost every succeeding meeting. Be a Scout in this matter "Be Prepared."

FAR EASTERN (TRACK AND FIELD)  
RECORDS

| Year. | Holder.         | Record.                 |
|-------|-----------------|-------------------------|
|       | 100 Yards Dash. |                         |
| 1921. | Catlon, P.I.    | 10 Seconds.             |
|       | 100 Meter Dash. |                         |
| 1927. | Nepomuceno P.I. | 10. 7 Seconds.          |
|       | 220 Yards Dash. |                         |
| 1923  | Catlon P.I.     | 22. 2-10 Seconds.       |
|       | 220 Meter Dash. |                         |
| 1927. | Aizawa, Japan   | 22 Seconds.             |
|       | 440 Yard Run.   |                         |
| 1919. | Danao, P.I.     | 51. 3-5 Seconds.        |
|       | 400 Meter Run.  |                         |
| 1927. | Estrada P.I.    | 5.06 Seconds.           |
|       | 880 Yard Run.   |                         |
| 1923. | Okazaki, Japan  | 2 Min. 2. 2-10 Seconds. |
|       | 800 Meter Run.  |                         |
| 1927. | Kuwata, Japan   | 2 Min. 1 3 Seconds      |
|       | One Mile Run.   |                         |
| 1923. | Okazaki Japan   | 4 Min. 39. 8 Seconds.   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1,500 Meter Run.        |                     |
| 1925.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nawata, Japan           | 4 Min. 7. 8 Sec.    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 120 Yard High Hurdles.  |                     |
| 1929.                                                                                                                                                                                                                                                                                                                                                                                                                                  | C. Rabaya, P.I.         | 16. 2 Seconds.      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 110 Meter High Hurdles. |                     |
| 1925.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Rabaya, P.I.            | 15. 8 Seconds.      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 220 Yard Low Hurdles.   |                     |
| 1923.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Abiera, P.I.            | 26 Seconds.         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 200 Meter, Low Hurdles. |                     |
| 1927.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Fernandez, P.I.         | 25. 1 Seconds.      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Running High Jump.      |                     |
| 1923.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yui, China              | 5 Ft. 9 in.         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Pole Vault.             |                     |
| 1921.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Alo, P.I.               | 11 ft. 6-1-5 in.    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Running Broad Jump.     |                     |
| 1923.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oda, Japan              | 22 ft. 7-3-4 in.    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Shot Put (16 Lbs.)      |                     |
| 1919.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Alvares, P.I.           | 37 ft. 4-1-4 inches |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Shot put (12 Lbs.)      |                     |
| 1927.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Roa, P.I.               | 14. 225 meters.     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Discus Throw.           |                     |
| 1923.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Birtulfo, P.I.          | 119 ft. 7½ inches.  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Hop Step and Jump.      |                     |
| 1927.                                                                                                                                                                                                                                                                                                                                                                                                                                  | M.Oda, Japan            | 50. 2 ft.           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Javelin Throw.          |                     |
| 1927.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sumiyoshi, Japan.       | 185. 5 ft.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 880 Yard Relay.         |                     |
| 1923.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Japan                   | 1 Min. 32-2 Sec.    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 880 Meter Relay.        |                     |
| 1925.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Japan                   | 1 Min. 30. 3 Sec.   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | One Mile Relay.         |                     |
| 1923.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Japan                   | 3 Min. 32. 8 Sec.   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1,600 Meter Relay.      |                     |
| 1925.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Japan                   | 3 Min. 25. 8 Sec.   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Pentathlon.             |                     |
| 1927.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Hoshina, Japan          | 2542 Points.        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | Decathlon.              |                     |
| 1927.                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oda, Japan              | 5504 Points.        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | African Games.          |                     |
| Apparently some enthusiastic Sportmen in Egypt set about organizing the First African Games. They appealed for and secured the approval and support of the International Olympic Committee. Apparently they were unwise in allowing the games to have a political flavour which resulted in their cancellation by Government orders. We have not the details but quote from the report of the International Olympic Committee meeting. |                         |                     |

The Committee expressed its approval of the action of the President in transferring the meeting from Alexandria to Lausanne and General Kentish (Great Britain) and Lord Rochdale (Great Britain) both expressed their regret at the cancellation of the Games, but they also stated that in their opinion it would have been wiser if the Egyptian Committee, before deciding to organize had ascertained from Government what degree of support the African Games were likely to receive.

Too much care cannot be exercised to see that Sports and Politics are never premitted to mix. Where-ever it has been attempted it has killed Sport.

**Indian**

The Honorary Secretary of the Indian Olympic Association writes as follows: regarding the holding of the All-India Championships for next year. "The question of venue of next Indian Olympics is not settled yet. I have not had any pucca offers so far." This seems strange. Come forward you enthusiasts.

Is it not time that India adopted the metric system in its Track and Field Sports and so come into line with the International Olympic Sports and the Far Eastern Championships.

L. Hookens of the Stanes High School, Coimbatore, aged 15 broke the junior Long Jump record of his district by clearing 18 ft. 3 at the Coimbatore Dt. Grigg Memorial Sports.

**MADRAS PRESIDENCY OLYMPICS**

The Association was organised in 1923 during which year the first Provincial Sports Meeting was held. A team of athletes was sent to the All-India Sports at Delhi in 1924 and in the very beginning Madras was fortunate in having two men selected for the World Olympics held in Paris during 1924. In addition to the above, Provincial Sports have been held annually and athletes have been sent to the All India Sports in Calcutta in 1927, to Lahore in 1928, and one man to the World Olympics in Amsterdam in 1928.

The Olympics have done much to stimulate active and wholesome interest in Sports in Madras. The standard of performance has likewise improved. Madras records compare favourably with those of other parts of India and in a few instances surpass them. The following athletic records made in Madras Provincial Olympic Competitions speak for themselves. Some of these stand also as All India Olympic Records:—

|                      |                    |
|----------------------|--------------------|
| 100 Yards Dash.      | 10. 3/5 seconds.   |
| 220 Yards Dash.      | 23. 4/5 seconds.   |
| Half Mile Run.       | 2 Min. 6. 1/5 secs |
| 16 lb. Shot Put.     | 36 feet            |
| Pole Vault.          | 10 feet. 2 in.     |
| Discus Throw.        | 112 feet. 3 in.    |
| High Jump.           | 6 feet.            |
| Hop, Step and Jump.  | 41 ft. 3½ in.      |
| 50 Yards Dash.       | 5. 4/5 seconds.    |
| 120 Yards Hurdles... | 17. 2/5 seconds.   |
| One Mile Run.        | 4 min. 52. 3/5 ss. |
| 220 Yards Hurdles... | 28. 3/5 seconds.   |
| Five Miles Run.      | 29 min. 39 secs.   |
| Long Jump.           | 20 ft. 3. 1/4 in.  |
| Ten Miles Run.       | 54 min. 36 secs.   |
| Three Miles Run.     | 17 min.            |

From the standpoint of interest, participation, and performance on the part of athletes, the past has been successful. From the standpoint of finances and facilities the past has been rather discouraging and future appears not too hopeful. The organization must be placed on a sound financial basis, we must have adequate standard equipment, and a stadium where many and varied Provincial Physical Activities can be conducted in a manner pleasing to participants and to spectators alike. In the development of plans of the Y. M. C. A. School of Physical Education now under consideration such facilities are provided. They will cater admirably not only to the Physical life of Madras City but to the entire Province as well.

## OLD BOYS' NEWS NOTES.

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

The following is an experience often met with and to be encountered by any in the days ahead. The way in which the writer of this letter met it is admirable. We are glad to print it in full. We hope if you have had similar experiences that you have faced up to them in the same way. Ed.

My Respected Guru,

I suppose I am the only *Sishya* who has not written to you after leaving the school in April last. I postponed all correspondence so that when I do write I may be able to represent to you some progressive work in the great mission you have instructed us. Now I think the time has come.

I joined my duty here on June 21st. I am the Physical Director of the College, and the Assistant Warden of the Hostel—rather a curious combination. But I suppose all Physical Directors will be rather curious combinations for some years yet to come. When our Principal met me at Madras he said I am to be a Physical Director, when I got the appointment order he had mentioned that I would have to help in the management of the Hostel, and when I joined duty here I found that I am to fill the place of a former full time Assistant Warden whose services have been discontinued. I am having plenty to do in an office where I calculate the cost of boarding, the expenses of oil baths, the consumption of fire wood, etc.

It is in the evenings I get into my element. Then come games, the most enjoyable hour of the day when I forget everything about the Assistant Warden's work. The Athletic Department of the College has a number of Clubs. Our Playing Fields can easily accomodate up to 250 students in regular games. This year I have introduced Basket Ball, and Playground Ball. You may be glad to know that these two are the most favourite games of the College at present, leaving out Tennis. There will be four to five different

sets of students playing basket ball every evening, thus providing an active game for at least forty students. Similarly in Play-ground Ball, two groups play every evening which means another forty. Thus two games which cost comparatively little, and take very little ground space provide play for a crowd of eighty. The popularity of basket ball has gone beyond the walls of the..... College. Three out of the five High Schools in.....are making arrangements to start the game in their play grounds. Some of them came over to me, and I have given the general instructions about the construction of the court, the baskets etc. I also hope to go down and actually start the game in one or two Schools, and train some body in the general rules of the game. Playground ball will be enjoyed better when the players learn its intricacies a little more. Just now the rush is for trial batting. Mr.....who was a Varsity..... player comes round and helps at times.

In foot-ball through my suggestion the Athletic Committee has introduced a shift system. That is from 5 P. M. to 5. 45 P.M, the juniors or the beginners play, and from 5: 45 onward the seniors. This is giving a chance to many more. Formerly a crowd used to go into the field at 5 or 5:15 and continued to play till it was dark. If necessary some further adjustments may be made, and three groups given a chance every evening. That needs to be tried only when the rush is so great. Hockey is not a crowded game, but every evening at least two full teams will be on the ground.

Hitherto in foot-ball and hockey, and in certain other games also the tendency was

to play too many match games. Some times it was three or four matches a week which meant overwork for the team players and no game for the rest of the student body. The idea was to train for some Annual Tournament, and also as they say to keep the 'reputation' of the College. Now we have effected an important change in this. The Athletic Committee's notice was brought to this, and a resolution restricting each club to play only one match at the most per week has been passed. I think that is doing a lot of good, in as much as a student is fairly certain he can have a game if he turns up on the field.

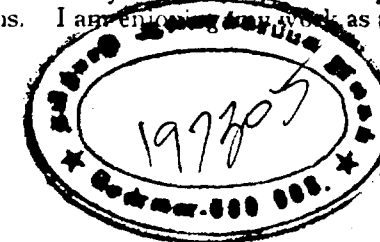
Another difficulty was about team players. There are a few star players in each game. These represent the College team usually. But the difficulty is to get them round. The captains have to send repeated requests 'to kindly turn up on the field punctually'. These players feel that a match can't go without their presence, and so generally act as they please. Very few of them turn up for regular practice. They think they are for matches only. I explained this to the Athletic Committee and they have accepted my suggestion that only those players who play at least three practice games a week in a particular game be allowed to be on the representative team. I hope this will bring out our better players to the field more regularly, and thus give a good game to every body.

**About Roll Call.** The College has an Aid Fund, and this aid is given to those students whom the College employs in certain types of works. For instance if a student works on the Tennis Court, rolling, lining etc., he is paid 6 annas per hour. Four students are employed by the Athletic Department this year for taking Roll Call. Two of these work for three days a week, and the other two the remaining three days. These boys go round the fields taking down the numbers (each student of the college has a number) of those who are playing. These are later on marked in the attendance register. From this it is easy to find out all

who are regular in their games, all who neglect entirely etc. As no provision what ever is made to make the programme compulsory all I could do at present is to talk to the students personally and get them interested. A few are persuaded, but many more disappoint me. Day students (students living outside the Hostels) are more difficult to be tackled. I am also doing some propaganda work in the Literary and Debating Societies and the magazine of the College. On the whole there is a general awakening and many seem to be realising that a well developed body is as essential as a well developed brain.

You may be wondering what I have done with Calisthenics. I am practising them every day in my room. I go round the Hostel and give personal instruction to certain interested students, especially that set which has got some sort of an aversion for games. I have not introduced it as a part of the Department's Activity, as I am rather doubtful about the response. Drill is a prejudiced subject, and without some compulsory element at least in the beginning every body will try to avoid it. When the University makes provision for compulsory Physical Education from next year then this can be launched. I do greatly believe in calisthenics and I know it can be made interesting. Last week I had a group of Rovers at my disposal whom the Chief Rover had handed over to me for Physical Exercises. I did get good work out of them. They all perspired and when it came to breathing exercise they took it long and deep. I wanted to know their opinion about a drill of that sort. When every thing was over most of them came round and said that they never thought drill can be so strenuous. They also seem to have thoroughly enjoyed it. I hope to try some more experiments, and establish a good name for Calisthenics.

I am afraid my letter is getting too long. But then this is my only letter for nearly five months. I am enjoying my work as a



Physical Director, and see clearly the great possibilities we Physical Directors have. I only wish I was in a position to give all my time for this work. Then it would be glorious. Then could one workout some scheme to appeal to all. The present part time system will never let any one do the sort of work he should do.

I heard that you are having as many as 75 students undergoing training this year. That is a big number for the good old Thatched Hut, and the Playgrounds must be packed. I hope you are having as enthusiastic a crowd as we had last year.

I remain,

In the propaganda of Physical Education,  
Ever your devoted.

ASSAM. Of the eight men trained by the Government last year only five are now engaged in promoting Physical Activities in the Schools of Surma and Assam Valleys, B. C. Dass, S. R. Chowdhry and S. C. Bhattacharya are devoting their time and energy in the Surma Valley whereas J. Baruah and B. N. Baruah are devoting theirs in the Assam Valley. In most cases these men are to give their attention to Schools in different sections of the Valley; thus in Surma Valley B. C. Dass is posted for Silchar and Haliakandi section, S. C. Bhattacharya for Haliganj and Sunamaganj section and S. R. Chowdhry is giving all his attention to Government School, Sylhat. Similarly in the Assam Valley B. N. Baruah is looking after the Physical Programme of Goalpara and Dhubi section and J. Baruah or Jorhat section. Evidently these men are given enough work to keep them out of mischief.

MADRAS. D. Santiago at Coimbatore is arranged a Dt. Conference on Physical Education which came off on the 21st. September.

E. Dharma Raj has been appointed as Physical Director at the Findlay College, Mannargudy.

G. P. Selvam has joined the staff of Scott Christian College, Nagercoil, as Physical Director.

A. Thomas has introduced compulsory games and physical training for the Junior Intermediate students of Wesley College, Madras. About 60 report every Wednesday. He has been re-elected Secretary of the Madras Inter-School Athletic League.

He is also experimenting on a "Play for Every Boy" program in the School in which he is assisted by C. A. Gopalan.

L. K. Govindrajulu has been reelected to the Academic Council of the Annamalai University.

V. Sundaresan of St. Joseph's College, Trichinopoly, is made O/C of the U. T. C. in his territory.

C. A. Abraham is conducting voluntary Physical Training Classes for the Hostel Students of the Madras Christian College twice a week.

C. A. Gopalan is busy on his paper on "Sex Education of Children in India" and hopes to get Rs. 50/-, the first prize offered by the Social Hygiene Council for the best paper on the subject.

S. R. Theagarajan is appointed Physical Training Instructor of P. S. High School Mylapore, and is making steady progress.

C. Kalyanasundaram of St. Michael's High School has joined Government Service as Physical Training Instructor of the Government High School, Coimbatore.

E. S. Arumugham and E. A. Varathap-pan of Erode have entered matrimonial life. Our best wishes to the happy couples.

On Wednesday the 7th. August at the School Grounds in Royapettah, C. F. Andrews as Assistant Physical Director to the Government of Madras put on a very interesting display of physical activities.

## 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. Is the Y. M. C. A. School of Physical Education necessary? Why? (A Student)

A. Certainly necessary! It is the only school of its kind in the whole of India which has shown India the way towards overcoming her weakest points through the use of physical activities and the spirit it stands for. (S. R. P. another student.)

Q. Seven questions raised by a Secretary of a Parent Board Games Association as to "Bad-minton" (We hope the name as written did not create a wrong impression in the mind of the questioner.)

1. Is it objectionable to use a tennis bat in the play? (This point has not been made clear in your "Rules of Games and Sports")

2. Why can't the individual players of the two teams serve alternately? (Once the team that got the chance of serving first made the game at one stretch in three hands without giving a chance of serving to the opposite team.)

3. Why should there be given only "Three" hands in the 1st service instead of "Five"? Is there any earthly reason?

4. In single attempt the ball touches the bat twice. Is it fair or foul?

5. After crossing the net line by one inch, if the ball touches any part of the net (say on account of wind) how is it to be counted? (Not during service)

6. When singles play, that is one on each side, what must be the restriction concerning the crease line? If a broader

crease is allowed proportionately for service sake, can he cross it afterwards in returning the ball?

7. Is it objectionable to play "five games" instead of "three" in a match to be more deciding?

A's. In general the first thing to do is to read carefully the rules. Usually the answer to your question can be found in them if you search for it. Local Ground Rules and variations that do not affect the fundamentals of play are always permissible. Anything that really prevents the fundamentals of the game usually rules it out and one cannot play it at all. The Rules as published are the result of much experience and have been put down because they have been found necessary to regulate the game. So, as far as possible abide by them. Questions of fact are not debatable questions of interpretation are. Now for specific answers. No. 1. Rules in general for simple play sake are positive in their statements. They cannot however be discriminatory. When championship matches are to be played according to certain specified codes of rules then they must be adhered to in detail unless local alterations are agreed to before the match starts. No. 2. They could if so agreed upon in advance. It has been found more advantageous to play as the rules specify. The case cited indicates that the teams were very unfairly matched if one team could score a game without losing the serve and that a change of service would not have affected the final result. No. 3. For the very reason that you raise in question no. 2. See answer above. It is conceivable that a team might run out in one serve if all served before a change of

service took place and to balance any too great an advantage in first choice the restriction of three has been made as a result of experience.

No. 4. See rule No. 8

No 5. See rule no. 20. This kind of accident could be avoided if the net is tightly stretched by the four corners.

No. 6 The rules state as follows see Rule 10. Any variation from that must be agreed upon locally. Our opinion would be that it is unwise to alter the markings of the court for any purpose. It would lead to innumerable difficulties.

No. 7. There is no objection whatever, provided time and other circumstances do not enter in. If a player is not willing to admit defeat after losing the rubber he is a poor sportsman. Badminton is not an endurance test.

Q. What sort of cooperation should there be between the teacher or teachers in charge of classes and the Physical Instructor or Director?

A. Many questions of this sort are constantly being raised. It is a muted question in these days of beginnings in Physical Education in the schools. The sort of cooperation that ought to exist in the opinion of the Editor is about as follows. The Physical Director of the School should

be looked upon as the expert in such work. He should take his full share in the actual handling of the work and some of his time should be given to training the entire school staff in the leading of simple work in cales thenics and group games. Such training should be a required part of every teachers training and duties. It is unthinkable that one person should attempt or be asked to carry on endless hours of daily drill and games. No one can stand such a program month in and out. The Physical program is a large and broad one and should be handled by the whole staff with the P. D. as mentioned above, as the expert and leader of the group.

Q. Why not a revival of Indigenous games and exercises? A. This is also a very common question. The answer is that such is happening. All over India one sees evidences of it. But one must recognize the limitations of such forms of physical activities and not suppose that they are necessarily complete nor adequate. In the games particularly it is often impossible to raise them to the status of a first class team game which will satisfy a vigorous young man or even produce the result that games should in the development of a desirable citizenry in India.

# MOTHER INDIA

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Keen of intellect, and  
Sound at heart.

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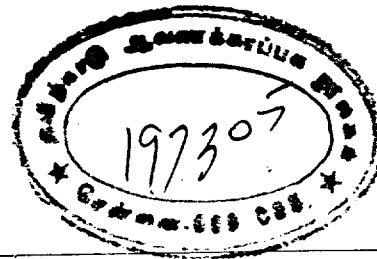
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