

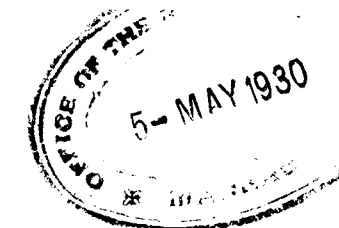
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Vyayam



VOL. I

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No. 4

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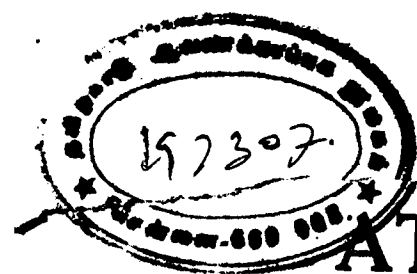
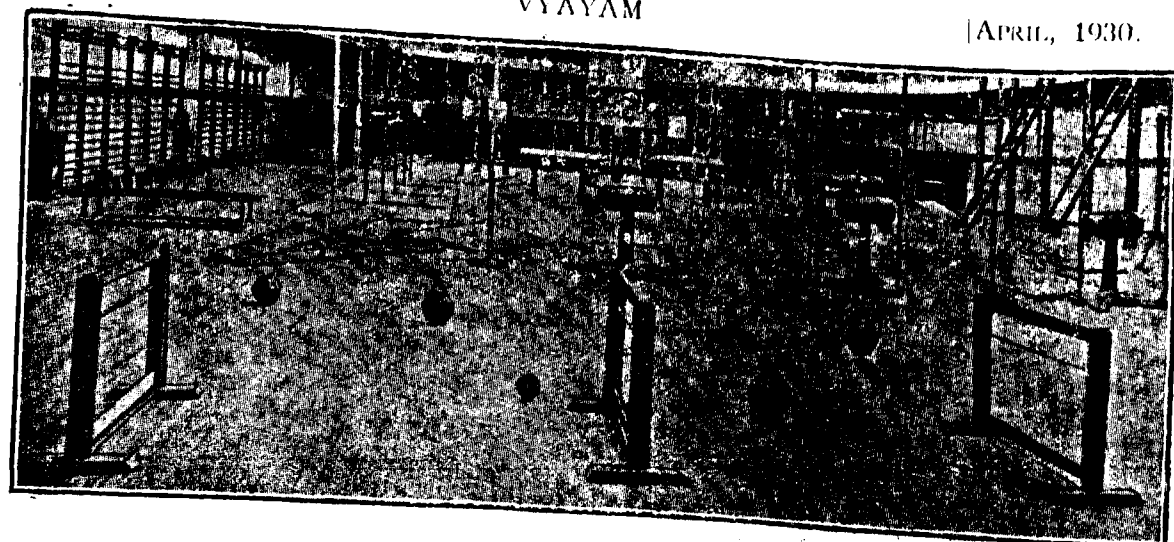
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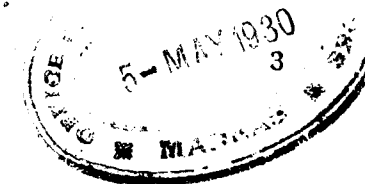
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- (6) Andiras
- (7) Malayalis.
- (8) Burmans.
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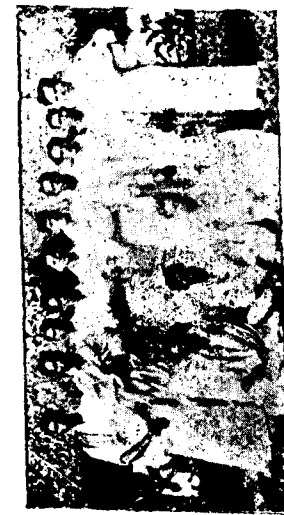
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Student Groups in National Costume.

APRIL, 1930.]

VYAYAM

INDIA'S PHYSICAL EDUCATION WHAT SHALL IT BE?

BY DR. J. HENRY GRAY, M.D., M.P.E., *National Physical Director for the Y. M. C. A. in India, Burma and Ceylon.**

The statement that India, nationally, is keenly interested in the Physical Life of her students—both boys and girls—goes unchallenged to-day. Official action, following a popular demand, has been taken in Province after Province until a Province or Indian State that has not so acted on this matter is thought of as being distinctly backward and is looked at askance by adjoining territories. The reports of the Beasley Committee in Madras, the Munshi Committee in Bombay, the Burnett Committee in Hyderabad, the work and future plans of the Student Welfare Committee of Calcutta University in Bengal, the Resolutions passed in the Legislative Council of the Government of India and in the Assemblies and Councils of other Governments are sufficient references to prove this point.

As one cons the reports which are a result of the work of these Committees, one is made aware of the fact, that it is not a question of 'shall India have physical education in her Educational Institutions, but ather what form shall it take?' And as one continues to read, one becomes conscious of the further fact that a large number of the many varieties of Physical Education that are found in the world, are bidding for recognition or a place of prominence here, and that India is perhaps the "hot spot" of all the nations in the world in this particular. In other words there are, so far as the

writer can judge, a larger number of the so-called "systems" or "brands" of Physical Education, Culture or Training, being exploited and urged, at this time, in India than in any other country in the world with which he is familiar.

Such being the case it makes the question of "what shall India have?" ever so much more difficult of solution and also makes it ever so much more important that India shall set before herself a rational basis for judging and selecting so that she shall finally adopt only what is wisest and best.

In order that the problem may be more clearly understood and a wise solution arrived at, let us proceed to make a list of these aspiring, even almost contending, groups and try to give a very concise statement of what each stands for, so far as one is able to do it, in a sentence or two.

I. We will mention first THE INDIGENOUS GROUP. In this classification we find

- i. The Yogic System Group
- ii. The Shivaji System Group
- sii. The Akhada Group performing Dhonds, Baitaks, Buskies, etc.

There may be others. If so they are not purposely omitted. Nor do we include the wrestlers etc. at this time.

This group as a whole bases its case, first, on the fact that it is indigenous and therefore makes an appeal to the national consciousness at present found in India, for recognition. Second, that it comes down

*Prepared for the 5th conference of the All India Federation of Teachers' Association Madras, December 1929.

from a hoary past as a part of their sacred literature, was formulated by the rishis or wise men of old and therefore is complete, authoritative and unquestionable in its value. Third, because of its uniqueness it is all sufficient and fulfills all the requirements of modern science even to the curing of certain specific diseases of bacterial origin or organic degeneration. The Shivaji Group in particular attempts to revive the use of exercises developed for expertness in warfare of ancient times, when the spear, sword and pike, etc. were the implements of battle. These, they claim, have an individual combat value for to-day. All generally claim health, happiness and a lengthening of the span of life as their chief aims.

II. The second group might be called THE INDIVIDUAL SYSTEM GROUP or the Faddist Group in its purest sense. They divide themselves into two sections:—

i. *The Strong Muscle Enthusiasts* or the followers of such men as Sandow, Liedeman, McFadden and Maxick in the West and Ramamurthi, Krishna Rao, K. V. Iyer and Captain Gupta in India

and

ii. *The Selected Series of Exercises Group* of the "My System" of Muller and the "Daily Dozen" of Walter Camp type in the West, and the Suryanamaskar type in India.

In section (i) we find a group of individuals presenting a so-called system of exercises, which, though varying in the different systems, appeal primarily to the pride in youth, to be *strong*, as though *strength* as indicated by the *size* of one's biceps and irrespective of vitality or real

health was the ultimate end in life. Huge muscles, the muscle dance, photographic displays of knotted fibres in large masses all over the body, secured by some specially constructed piece of apparatus and a series of exercises, provided in a neat book or in a correspondence course of instruction, all for a modest fee, is the method of propagation. Commercialization of Physical Education unquestionably plays a large part in this group.

In section (ii) we find the author of a selected number of hygienic exercises with or without apparatus, has from one source or another compiled in book, pamphlet or even phonographic record form, a series of movements, which, if indulged in regularly will aid one in *keeping fit*. The authors usually do not claim any more for their compilation than just *that* and would be the last to say that their collection of exercises had any extraordinary merit above any other similar selection. The exercises are usually simple and non-injurious to even the physically weak. They are put out to meet a demand on the part of a large number of people suffering from the effects of a sedentary life. Most of the agitation focussing around this group is caused by their publishers or agents rather than the authors themselves.

III. We now come to the last group of those who are pressing more or less for a place in India's Physical Education programme. I have termed them THE NATIONAL EMPHASIS AND OTHER GROUPS. The two previous groups cannot hope to satisfy entirely the present generation of Indian youth or meet all the needs of the times. Hence they do not need to be considered as being comprehensive enough to become the scheme for All

India. Aspects of their work might and should be used to good advantage however. This last group, on the other hand, have attained in some places at least full national approval or in others general recognition as in some portions of India and therefore can claim to be worthy of being considered as a scheme for this country as a whole. Among them one would list the following:—

- (a) *The Ling system of Swedish Calisthenics.*
- (b) *The Neils Bukh System of Danish Extension Movements.*
- (c) *The Jahn System (before the War) of German gymnastics.*
- (d) *The Maharashtra Vyayam System.*
- (e) *The Anglo-Saxon games and recreation emphasis group.*
- (f) *The Boy-Scout System of Training and Tests.*
- (g) *The Military Training Group.*

As to this rather formidable list perhaps the quickest resume of its particular individual characteristics can be given by quoting from a letter that the writer of this article sent to a friend recently. It is as follows:—

"My personal opinion on such a question is somewhat as follows:—

(1) All so-called "Systems of Physical Education" (though I abhor the term) have been founded or developed on some one or more ideas or facts that are sound from one point of view or another i. e. physiological, educational, developmental, etc.

(2) The fact that they have this one (usually one in emphasis at least) idea in mind naturally limits them to the development of that one idea or places an over-emphasis on it to such an extent that in

order to achieve it, the whole scheme becomes unbalanced or is too narrowly circumscribed.

(3) In the process of developing Modern Physical Education national aspects of it have appeared which are usually an expression of the national characteristics of that particular nation from which it comes, i. e., Germany (Jahn) before the war—was *developmental* almost entirely, with heavy gymnastics and iron dumbbells as the method of achievement. This produced almost an anomaly in physique, when consistently carried out, though it did achieve national vitality as well. Sweden (Ling) in her calisthenics, aims at "response to command", "the development of muscular co-ordination," with a great emphasis on "posture" all the time, or in other words, the Educational and Hygienic aspects of Physical Education are stressed. Danish (Neils Bukh) work bases all its movements essentially on the idea of the need for hyper-extension in activity. The Danes most likely do need this but not necessarily other people. The Anglo-Saxons are often quite content to throw out a ball, a stick, or a pair of boxing gloves to students and think that thus are the ends of Physical Education achieved. True, great leadership qualities and certain characteristics of high value in citizenship are acquired while the plan might be said to follow the natural method in the main, by using the strong play instinct found in all children. And so the list might go on and include not only those mentioned above but to it might be added-Sokol, Eurythmics, Dalcroze, Jiu Jitsu, Chinese Boxing, etc., etc., ad nauseum.

(4) The so-called Modern Physical Movement has now advanced beyond the

stage when the whole of the problem is solved by any one person, school of thought or system, to the point where it is not only tolerant of all when they are right and scientific, but eclectic in the selection of its activities. It is familiar to a large extent with the various problems involved in the different sections of the field in which it works and has come to learn to apply certain recognized solutions to definite fundamental problems. Many illustrations might be cited here as above.

The attitude now is "what is the problem? When that is understood, then apply the solution or remedy in one form or another.

(5) It is therefore unwise to import wholesale into any place or country the fixed outlines of a "system" evolved in another, even if the principles underlying it are all perfectly sound so far as they go. It might be added, that to limit oneself to one's own is perhaps equally bad. For to bind oneself to one partial solution of a very wide problem naturally does not solve the entire problem. As a matter of fact the eclectic method of developing a plan is exactly what is taking place in most of the European countries listed above even though formerly they were rigid in their own national systems.

From what has preceded it would appear that there is no single "system" or "brand" of Physical Training, Culture or Education that can adequately or satisfactorily meet India's need. What then is India to do? Clearly she should and must be eclectic and fall back on a group of essentially fundamental principles and on them build her own programme. In line with this suggestion, the writer presents the following principles as basic.

India's Program of Physical Education should be

1st.—*Remedial* and by this is meant the following: Since we force children to go to school, limit their normal expression of movement by inactivity, make them sit in unnatural positions at faulty desks, over-emphasising the use of small muscle groups at the expense of the large ones, thereby lessening the development of vitality and in so many other ways injure their health, it behoves us to see to it that a sufficient amount of the right sort of physical activity is given to overcome such evil effects.

2nd.—*Vitality Producing*—To be simply remedial, necessary as that is, especially when the authorities are responsible for the injuries, is not enough. Physical Education must also be constructive. Every child is entitled to have a physique, which if normal at birth shall be so developed that it will last for a life-time of 70 years' duration, rendering useful service throughout. The methods for producing such are well known but cannot be mentioned at this time for this is not the place to suggest a curriculum.

3rd.—*Developmental*—Physical Education should not simply be satisfied with making good the evils school life engenders, nor should it be only positive, but also go further in its aims. Aside from laying the foundations of organic vigour and sound health, it should also lay the foundation and build a reasonable superstructure thereon of the fundamental muscular co-ordinations, so that for a life-time the physical expressions of the child shall be economical, graceful and useful. Movements that are awkward, strained and useless are the sole result of a poorly developed neuro-muscular mechanism.

4th.—*Elevating*—By this is meant the creating in the mind of the child a sense of the sacredness of his body, a consciousness that will at all times lead the child to so nurture, take care of, and treat his body that it will at no time suffer unnecessarily in any of its parts. A true knowledge of his body is the basis for such an exalted appreciation of it and one of the secrets of acquiring health.

5th.—*Citizenship Training in its emphasis*.—To enable a child to live in society, to make it possible for him to co-operate with his fellow-men to give him wholesome social points of view, for life is essentially social and not individual, is clearly the function of education. The writer maintains that no field of education offers a better medium in which to develop social traits of character than do certain aspects of Physical Education. Here we have an implement both natural and effective and certainly we should make the most of it.

CONCLUSION.

The writer at this point will rest his case, though additional important principles may be added, believing that if India will at least take the fundamental principles just enumerated, she will wisely, surely and constructively proceed to the selection of a scheme of Physical Education for her youth which will produce the sort of sons and daughters—later the fathers and mothers of India—that India needs and wants. That in so far as she is biased by unsound principles in her selection, by that much will she fail and ultimately have to retrace her steps. And finally he would like to add that it is by such principles and applied methods that the work of training men for Physical Education at the National Y.M.C.A. School of Physical Education, in Madras is carried on.

THE NERVE TO LEAD

The team will speed up in its pace, old man,	Just stick to the rules of the game—play fair
If you will instill the belief they can,	The leaders of men are the men who're square.
Just give them your best, when they call on you,	Don't let adulation go to your head;
Just keep up your nerve, and they'll pull thru.	When whoopee is on, forget what's said.
When feeling all in and the going's rough—	On losing, give credit where credit is due;
The team is downhearted—show your stuff—	Don't blame someone else in words you'll rue.
Just stick out your chin, your fists clenched tight	The team that you lead, to their best will rise
And tell them you've just begun to fight.	If you view the game thru sportsman's eyes.

The world will acclaim sincere men who play
The contest of life the same fair way.
It's useless to lie, to renege or bluff.
It only responds when you've the stuff.
It measures you up by the traits you show;
In service you give—not how you blow.
The world, like a coach, has a crying need
For square, sincere men, with nerve to lead.

—From the "Illinois High School Athlete."

A Note on the Organization of Games and Sports in India and in the Provinces

By Mr. G. D. SONDHI, M. A., I. F. S., *Hon. Secy. Indian Olympic Association.*

Before proceeding to sketch schemes of provincial and inter-provincial organizations of games and sports, it would be better to examine the needs of the provinces in the sporting line.

There is on one side the need of propaganda to make people realise the physical and psychological value of games, and on the other there is the need of playing fields and equipment and games directors.

To meet these needs there should be some organisation in each province. At present there are only one or two organizations in most provinces. There is the Hockey Association, the Olympic Association and may be a Tennis Association. The Hockey and Tennis Associations look after particular interests only and more in the way of managing tournaments than in the way of fostering interest in these games through propaganda.

The main portion of the work in the line of propaganda, and of conducting tournaments in non-organized games falls to the Olympic Associations. This is so at least in the Punjab. The Punjab Olympic Association has set a very large programme in front of it. It wants to conduct a survey of the playing fields available in all the towns, and to make an enquiry into the age-composition of the population of these towns and to formulate schemes for obtaining adequate grounds and adequate supervision of the use of these grounds. The Provincial Government has been approached and though no definite reply has yet been given to the representatives there is reason for considerable hope.

The Punjab Olympic Association has also set itself to organize tournaments in all the districts of the Province. Last year 9 such tournaments were held and twelve district associations were organized. This year it is hoped to have tournaments in more than a dozen districts. A very satisfactory feature of these district tournaments is the support given by the Government

Officials and help rendered by the Military Authorities, in all cantonment areas. Further schemes of carrying the games to the tahsils and to the villages are already on foot, and ultimately it is hoped to cover the whole province with a net of associations not only conducting periodic tournaments but also maintaining permanent sports and games clubs.

The Punjab Olympic Association has not confined itself to athletics and swimming only—though these are the only two sports that the Indian Olympic Association contests. In the absence of other controlling bodies like the Hockey or Tennis Associations—the Punjab Olympic Association has taken on itself the work of running tournaments in the districts, in other games and sports too. Volleyball, Wrestling, and indigenous games such as Kabuddi and Pit-Kandi are generally included in the district programmes. Thus the scope of the work of the Provincial Olympic Association has gone much beyond the scope of the work of the Indian Olympic Association. This presents us with the problem of proper organisation of games and sports in the Provinces and in India as a whole.

To begin with, it must be borne in mind, that the Olympic Associations in other countries are meant only to arrange for national representation in the Olympiad. Their work is to collect funds and to certify the eligibility of the national representatives and to decide between the claims of national teams for being sent to the Olympic Games. The work of controlling and regulating the games, of financing them, and of selecting teams for international events, is entirely in the hands of separate national bodies. For instance in England there is the Amateur Athletic Association for athletes; the Swimming Association for swimming; the Wrestling Association; the Football Associations, etc., each for its particular game or sport.

In India, on the other hand, the Olympic Association is going much beyond its legitimate Olympic work in regulating athletics and swimming. So long as the interest in the several games and sports is not widespread and so long as the number of persons who are willing to devote their time and energy to the conducting of these activities is limited, it may be desirable—indeed it is undesirable—that the Indian and the Provincial Olympic Associations should contest most of the sporting activities. But the time is fast approaching when the Olympic Associations will find the work heavy and other bodies will have to be evolved to take up portions of the work at present done by these Associations.

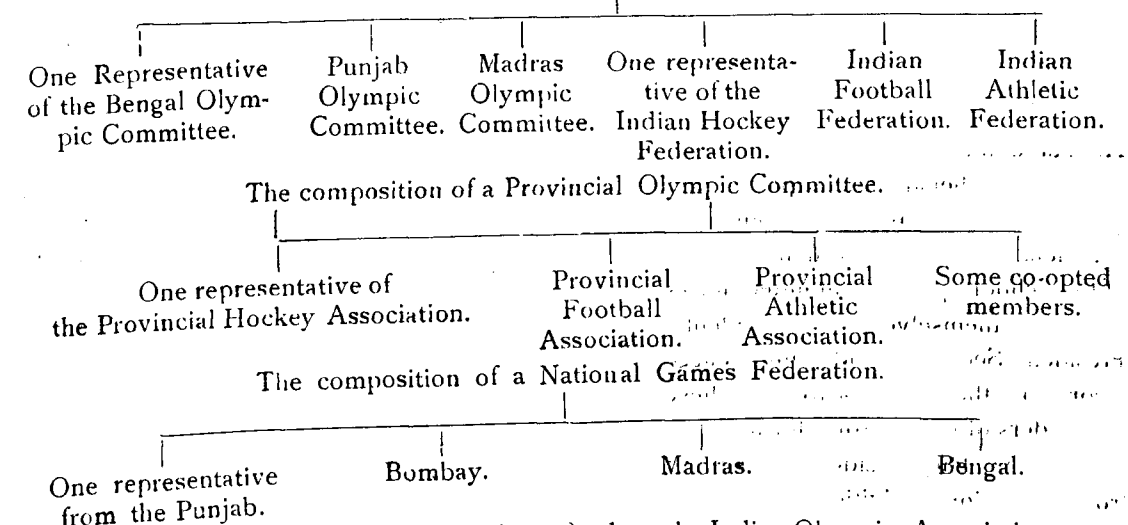
The scheme of organization outlined below is on the model of the Holland System. There should be on one side Provincial Associations controlling separate games and sports. These provincial associations should be affiliated to national federations. For example, the Provincial Athletic Association should be affiliated to an Indian Athletic Federation.

On the other side there should be the Provincial Olympic Committees and the Indian Olympic Association. Each of the Provincial Olympic Committees should consist of representatives from the Provincial Games Associations and a few co-opted members. The Indian Olympic Association should consist of two kinds of members:—

1. The representatives of the National Games Federations, such as Hockey, Football, Athletics, Swimming, etc.
2. The representatives of the Provincial Olympic Committees.

The actual control selection of teams and legislation about the game should be left to the National Federations and the Provincial Associations. Within its sphere of work each Federation should be autonomous, but for national and international purposes the co-ordination between all these Federations and Associations should be secured by the Indian Olympic Association and the Provincial Olympic Committees.

THE COMPOSITION OF THE INDIAN OLYMPIC ASSOCIATION, OF THE PROVINCIAL OLYMPIC COMMITTEES AND OF THE NATIONAL SPORTS FEDERATIONS IS ILLUSTRATED HERE.



The scheme outlined above will lead to the development of the different games and sports and will also secure the co-ordination of their controlling bodies for international and national purposes. This seems the right line of development, and unless this is

done the Indian Olympic Association may not remain the impartial body it should be. The presence of Provincial Sports Association in individual sports will lead to greater interest in that Sport and will guarantee the observance of the rules of amateurism.

Forms of Organisation developed by Graduates of our School

A—The Patrol System of Organization in Physical Education in Schools.

BY E. S. ARUMUGAM

Physical Training Instructor
London Mission Commercial Training School, Erode, Madras.

The strength of the schools totals 300. The games and sports are played in an extensive field which measures 140 Yds by 90 Yds. A football field, a badminton, a basket ball and two volley ball courts are maintained. A set of parallel bars and a horizontal bar are also added. Each game is in charge of a captain and a vice captain.

Special and particular attention is given to games which have been made compulsory. Working on a 'Patrol System' has been found to be very successful. The whole school is divided into 14 patrols each consisting of 21 students which includes a leader and an assistant.

The hour for the games is between 5 and 6 p m. Every student must take part in any one of the games every evening (Sunday excepted). The Leaders and Assistants must observe (they themselves playing) whether all of their patrol members are partaking in any of the games or not. The defaulters will be brought to the notice of the School Sports Committee formed of students themselves. A President, Vice President, Secretary, and Equipment Supervisors are the office bearers. These and the leaders of the patrols, form the sports committee. They decide all matters arising from the various activities.

If any one absents himself from the games any day or misbehaves in the field

the captain who is in charge of the game, and the leader of the patrol of which he is a member make a report to the Sports Committee through the Physical Training Instructor who is also in the field watching the varied activities of the students.

The committee will then decide the nature of the punishment to be given to the guilty and pass an order which should unquestionably be obeyed.

The Physical Instructor has only to hold general supervision over the students while they themselves manage their affairs. A little difficulty was experienced at the beginning from certain students who had a natural dislike for games but at present no such difficulty is felt and the students one and all take keen interest in all the games. In this way compulsory games have produced valuable results and avoided unnecessary disturbances in the field which generally occur.

B—The Physical Education Programme of a Mofussil Y. M. C. A.

D. SANTIAGO,

Gen. Secty. Y. M. C. A. Coimbatore.

I am sorry I am not able just now to write out a full report of our Physical work for VYAYAM; but I give below a list of our activities:—

I. Major Games:

Tennis club (more or less self-supporting).

Volley ball a very popular game here and is gaining more and more adherents.

Basketball—not very common. The Y. M. C. A. introduced it first and it is being copied by others.

Foot ball intended only for Junior members to maintain.

Playground ball is popular but very costly.

Badminton and ring tennis. (Tenalcoit)

II. Athletics: A permanent running track is put up in the compound itself with jumping pits etc. Used by members and out-side public every day. The pits are also used as wrestling pits.

III. Gymnastics: Only one pair of parallel bars. It is therefore only an apology for gymnastics. But it is daily used by many members and others.

IV. Tournaments:

1. Y.M.C.A. Dt. Open sports. First organized by the Association. Run on Olympic lines.
2. Volley ball tournament. Recently started with a rotating shield given by a member.
3. Cricket tournament.

V. The Association is not only interested in these annual tournaments but plans for daily physical activities as well. This is more important than merely conducting annual tournaments.

VI. General work:

1. A Dt. Physical Education Conference was organised in September in the Y. M. C. A. under the presidency of Mr. A. B. Shetty, M.L.C., Member of the Physical

Education Committee appointed by the Government of Madras. About 200 delegates were present including headmasters of high schools, games secretaries, Deputy Inspector of schools, representatives from Elementary schools, ranges, Municipalities, and Local Boards. Many resolutions concerning Physical training in schools—secondary and elementary—and public playgrounds, etc., in cities and villages were passed. A strong committee has been formed to follow up the work of the conference.

2. The Association has been mainly responsible to reorganise the Coimbatore Athletic Association of which I am the Secretary. This controls and conducts 9 interschools and public athletic competitions.
3. At the instance of this Association a permanent running track and playing fields is to be put up by the District Board in the public park, will cost nearly Rs. 1,000 This will be a great boon to the sporting public.
4. Special help is given to local schools at their request in physical training.

VII. The Association has always stood for good athletics and sports, sports for sports' sake and to aim at character building. We have through our monthly magazine shown practically the aims and objects of our Physical work.

C—"House System in Physical Education Organization."

By G. MISHRA—*Bihar and Orissa.*

The school where I was an Assistant Teacher, but at present, in charge of Physical Education, is called the Patna High School. The school consists of a staff of 26 teachers and a student body of over 400 boys.

Just after I took charge in the end of June last, I classified all the boys into 4 divisions on the basis of height and age. Each division is called a House, and the teacher in charge of each house is called the House Master. After that each house was subdivided into 5 classes, namely, Senior, Sub-Senior, Junior, Sub-Junior, and Infant. This sub-division rested on the combined process of height, weight and age and each class is placed under one Leader. Thus we have got 4 House Masters, each having 5 leaders.

The House system is, of course, not workable during school hours but it is extremely essential for the introduction of compulsory games for all the boys as it facilitates the drawing up the games program and of organizing work.

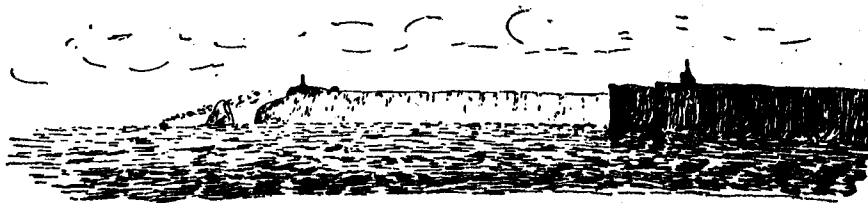
Out of over 400, about 80 boys were exempted from participation in compulsory games on the grounds of physical deficiency after medical examination. For the rest of the boys, major games are compulsory for 4

days and optional for one day a week. Attendance is taken by the teacher in charge of the particular game.

Want of time and space is keenly felt but can be removed as far as possible by the introduction of various games occupying little space and that of having two periods or innings of 40 minutes each per day. Our playing field includes 2 football grounds, 2 Volley ball courts, one Basket ball court, one Tennis court, one Trapeze, one pair of Flying Rings, 2 Parallel Bars, one Horizontal Bar and one Tenikoit court and also space for sports practice.

There is one covered gymnasium just completed for use. During school hours the programme of Physical Training is carried on and in the evening the games are compulsory for all the boys.

Within a short period of three months, my scheme of compulsory games and Physical Tests and measurements, have proved a success. The success is really due to the full support of the Headmaster and the sympathetic attitude of all the teachers. No other school can boast of having all the teachers equally interested in supervising the games and a Headmaster eagerly ready to help the Physical Instructor push his work ahead. My school is really exemplary in this respect and I am fortunate enough to make good use of my initiatives.





GIANT VOLLEY BALL.



PLAY GROUND BALL TEAMS.



HOCKEY TEAM.

STUDENT ORGANIZATION ACTIVITIES

The Literary Association

K. ABDUL QUDDUS,

Secretary, Literary Association.

The Literary Section of the Students' Association had a brilliant record this year. The lively discussions and the oratorical talents displayed by the members testify to the useful purpose it served. It was inaugurated by the eminent citizen, Mr. A. Ramaswamy Mudaliyar B.A., B.L., President of the Corporation of Madras and the prominent educationist, Mr. M. A. Candeth, O. B. E., Deputy Director of Public Instruction.

In the first two ordinary meetings, presided over by Dr. J. H. Gray, M. D., M.P.E., students coming from various parts of the country spoke of their respective provinces in eloquent terms. Their talks besides giving a picturesque account of the provinces they hail from, tended to create a better understanding and greater mutual regard between the different communities represented in the College. The third and the fourth ordinary meetings were on "National Education" and "the position of Women in Indian Society" respectively. Stirring speeches were made and much light was thrown on the subjects.

Our extraordinary meetings also were highly interesting and instructive. Mr. A. A. Paul spoke on "International Fellowship," Dr. Thompson on "Maternity and Child-welfare" and Mr. H. C. Buck on "the All India Olympics 1930." The attendance throughout was quite good.

I avail myself of this opportunity to offer my most sincere thanks to Mr. Buck, Dr.

Gray and other members of the Staff for the deep interest evinced by them in the deliberations of the Association.

The Social Secretaries

L. B. PERIERA, P. I. ALEXANDER, *write:*

We are really sorry to have to report that we were able to conduct only two Socials this year. But we can confidently assert, however, that the enthusiasm shown in these two, was enough to make it appear that we were having socials always. On both these occasions, a lively programme of variety entertainment was gone through and light refreshments served. One of these socials was held to celebrate the birth days of Mr. Buck and Dr. Gray. We presented them with two souvenirs as tokens of our sincerest feeling of good wishes toward them. In this connection we shall not fail to record our sense of thankfulness to Mrs. Buck for readily responding to our invitations and rendering us all possible help. The Staff and Students also wholeheartedly co-operated with us in the most friendly way possible without any thought of denominational hindrance or creed barriers. And undoubtedly these socials best served, more than anything else, to inculcate into us the spirit of the institution, for the enjoyment of an abundance of wholesome fellowship and sociability with one another, under a well chosen environment.

Athletic Team

KHWAJA ABDUL MALIK DAR, *Secretary.*

We are happy to record the achievements of the athletic team for this year. We won

from the Anglo-Indian Sports Club in a dual meet and came out first in the Y.M.C.A. Inter Branch Sports and the Madras Olympics. Three of our team mates won the 50 yards 100 yards and Hop step and Jump and in the last item a new record was created for Madras. Two of them represented Madras in the All-India Olympics and one of them Mr. Alexander stood a close second in the Hop Step and Jump.

Volley—Ball

R. P. JOSEPH, *Captain.*

Volley-ball was a distinguishing feature of our games programme of the school year. Unalloyed interest was evinced by the whole group of the student body in the practice games. On one occasion our representative team carried the palm with a wide margin in their match against the central Y. M. C. A. team. It is only the crowded programme of the evening activities that had prevented us from winning more laurels in match play, but we look forward with eagerness to the match which has been arranged with the Saidapet College and the School when we hope to gain a Victory. It has been a matter of disappointment this year that the Inter Branch Volley Ball Tournament was not held, or else we could have tried our mettle with the other teams in the city.

The introduction of the game of Giant Volley ball was a novelty and was very much appreciated. At a demonstration in the S. I. A. A. grounds, the public were so entranced at this piece of innovation that they actually ran up to participate in the game. This new game is worthy of being introduced in the schools and colleges as it will give them enough recreation and exercise and will take care of a great num-

ber of boys at the same time. We thank the school authorities for the hearty co-operation and keen interest they have shown in the welfare of the Volley-ball club.

Football Club

J. M. GHOSH, *Captain.*

Early in the season I was elected Captain of the club for the year at a meeting of the players held under the presidency of Mr. N. K. Mia.

We had practice games on our home ground every Friday evening and the games were played with great interest and enthusiasm.

During the year under review we played no less than five friendly matches with some local clubs on our home ground. Of the five matches played we won four and the fifth resulted in a draw—an indication of the athletic ability of the club.

Our club stands for clean Amateur Sports. To us Sportsmanship is first, victory second and this is the one underlying spirit that regulates the activities of our club.

I cannot find words adequate to express my thanks to our worthy teachers especially Dr. Gray M. D. M. P. E. and Mr. N. K. Mia for the lively interest they took in the furtherance of the cause of the club. I am sanguine, I voice the opinion of all the members when I say that these two gentlemen were responsible for all the successes achieved by the club during the year under review. In spite of heavy responsible duties of his high office, Dr. Gray was always found to pay his anxious thoughts over the improvement of the team whenever the occasion demanded.

I must also record my gratitude to my colleague and members of the club but for whose loyal co-operation it would have been impossible for me to discharge the onerous duties which are the privileges of the Captain.

Hockey Club

A. PADMANABHAM, *Captain.*

"We practise what we Preach." This cannot be better exemplified than in the sphere of our activities in Hockey. In our first encounter with the Lawyers we had an easy walkover. We had also an easy Victory over Islamia College, while even our defeat at the hands of the Presidencies was by no means overwhelming. Though we had not many occasions to play sufficient practice matches, yet we managed to build up quite a rare combination of the qualities of a good sportsmen.

Our single ground which we use for the major games, though small, has been very useful in our activities so that we are not ashamed of the show that we put up during the year. Even those players not included in the representative teams were kept busy all the time and in fact our high standard in Hockey is due to the weekly games with them. Now that the supreme necessity of Physical Education has been recognized all over India and as there is every possibility of the Indian, if given proper training coming up high even in the World Olympics it is time that the Government of Madras bestirred themselves about this matter and

came out with their helping hand. It is therefore not too much to hope that they would unhesitatingly and without avoidable delay grant our none-too—big request for spacious grounds.

In conclusion we cannot of course forget the little Hockey that we played in the School which has made an abiding influence on our minds and drawn us together as one happy family. We carry with us the happiest recollections of our life, active and enjoyable, as Hockey Players of the Y. M. C. A. School of Physical Education.

Basket Ball

C. S. SRINEVASAN, *Captain.*

Basket Ball, though new to most of the students, enjoyed much popularity. For the open annual Y. M. C. A. tournament four teams from our school competed. In spite of the varied activities participated in by the students and lack of time for consistent and concentrated effort in the game, the standard displayed was high and revealed many potential players. In a hotly contested game of the tournament with central Y. M. C. A., the school team should great grit and courage. The game was lost by a narrow margin of three points.

Apart from success or defeat the players are to be congratulated for (1) having acquired considerable skill, (2) that they really enjoy playing the game and (3) they have more than an inkling of the technique and high points of the game.

EDITORIALS

Notes

With this the fourth issue of 'VYAYAM' the first volume is complete. From the Editor-in-Chief's point of view the task of assembling and editing the material has been one of pleasure and satisfaction. The steadily growing subscribers' list indicates that the magazine is winning its way in all quarters. Financially the venture has been a success and the management wishes to thank one and all for their hearty and willing co-operation.

But if 'VYAYAM' is to go on we must call for a continuance in the same whole hearted fashion and more than ever we want it to be *your magazine* and not ours. Therefore all must keep steadily on the job of producing or securing good articles, notes and new subscribers. Can we count on your continued support? We believe we can.

This is a double number and includes what was formerly the "Annual" of the School of Physical Education. The school activities etc add to the success of this issue. We must always remain young and care free, in thought at least must we not?

A glance over the tenor of the articles appearing in this number clearly indicates the fact that India is struggling with the problem of working out a program of Physical Education suited to her needs and aspirations. These articles were not called for but were voluntarily submitted. The question is raised in all the Editorials spontaneously and from different points of view. The forms of organizations that are being developed also manifest the same thing and in general we believe it to be *the most absorbing topic* in Physical Education in India to-day.

It is a good sign—a sign of life and virility. It is bound to produce good results in the future. Above all things, however, we must not allow unbridgeable chasms to develop and repeat in Physical Education what India has so often done in other lines—namely refused to unite on social, political or communal lines. In unity there is strength and it is unity of effort and results that we all must work for in India these days if the Physical Regeneration we seek for is to be achieved.

J. HENRY GRAY.

Physical Education Programme in Colleges and Universities.

There seems to be a more or less widespread idea in India that Physical Education consists chiefly of formal types of exercise such as calisthenics, drill and marching tactics, with a certain amount of gymnastics, acrobatics, pyramids, fancy steps and group games, and that major games and sports are something quite apart from the realms of Physical Training.

I venture to assert that although all types and forms of physical exercise should find a place in every well organized programme of Physical Education, games and sports should always have the right of way. I am fully conscious of the fact that some Physical Directors, and particularly those trained in Europe, will disagree with this, but it is a matter of religion with me and I am prepared for a mortal combat with them!

In dealing with children up to the age of 14 roughly, i. e., in Primary and Middle Schools, a great deal of emphasis, must be

laid on formal and corrective exercises, partly to counteract the rotten conditions generally prevailing in schools, and partly because of limited time and space available but after that age we reach the period of discretion rather than discipline, and the more pleasure giving games and sports should rule the roost. Of course, in every group and at all ages, there will be a fairly large percentage who are subnormal or of sedentary habits, and for these the piece-de-resistance must always be formal and corrective exercises.

As far as Physical Education in the Punjab University is concerned some of the main principles underlying the work as related to students are as follows:—

Each student must go through a physico-medical examination on admittance to the College and thereafter periodically or whenever occasion demands.

As a result of this examination students are classified in four standard types.

- a. The normally healthy and active.
- b. The normally healthy but inactive.
- c. The remedially subnormal.
- d. The organically unfit.

All activities including sports and games, are classified into periods carrying credit marks according to their respective physiological benefits, and students are required to get a certain minimum of such marks within stated periods before they can sit for examinations. (At present, this applies to First Year Students only).

First Year Students are also required to attend lectures on practical hygiene and sanitation and pass an examination in them.

Students in class *a* and *b* are allowed to choose their own activities, and in addition to this choice, class *b* is required to attend

certain formal exercises as well. Class *c* are allowed to choose from certain 'safe' activities, and are also required to attend regular corrective, medical or hygienic exercise periods. Class *d* is exempted from all activities, and go to the Doctor if necessary.

Our experience shows and supports our contention stated above that as soon as Physical Education is made compulsory in some form or other for any group of boys or men, and the elective element is introduced the majority of those normally healthy will choose games and sports rather than calisthenics and gymnastics, in other words, the informal competitive and team activities rather than the formal and more individualistic activities.

This is an important indication of the bent of normal individuals, and we should take the cue from nature and follow it up, if we wish our programmes to work out satisfactorily. Our goal is health and physical efficiency, and our medium exercise, and the more this exercise is in the nature of play rather than work, or pleasure rather than boredom, the easier and nearer will the goal be of attainment.

There is a great dearth in the world to-day of SPORTSMEN, and if we desire greater amity between communities, creeds and countries we have got to have more sports-men, and the only place where sportsmen are 'manufactured' is the playground, in well organised and conducted games and sports—activities that are strenuous, pleasurable, combative in the proper way, spiced with danger, productive of health, vitality and character of the very noblest sort.

HENRY LALL.

Two Paths in Physical Training.

One of the things that must sooner or latter catch the attention of a Physical Director is the present trend of Physical Training in India in several directions. Broadly classified they may fall into two groups, Western and Eastern. Rightly or wrongly we are classified as under Western. I propose to consider how we are to keep ourselves in relation to the others.

Eastern or as they call it "the National" movement is making a deal of noise just at present. I mean by this, systems of exercises that have grown up in connection with political bodies and comprise such things as Lathi, Lazim, Suryanamaskars, Asanas, etc. These are really not now taught as they used to be in days gone by, but have undergone their own changes, mostly under the influence of what I have termed the Western Group. So far, we have let well alone all bodies who have gone in for training of this type and have proceeded in our own way. That we have adapted our modes to indigenous needs, I do not deny, but for the sake of classification, we have to put the two apart.

There is really not much of difference of aims in these two movements. Both of them aim at the same, physical, moral and social value. But added to these, the National Systems claim one more aim and that is Patriotism. Now that they have added "Suryanamaskars" they maintain they are also religious. Whether these may be considered as aims is naturally a matter of opinion. It is of importance to us to see it from the point of view of the Boy and base our conduct accordingly.

It cannot be denied that India is passing through changing times and that their influence cannot but be felt on the boy.

Rightly or wrongly the adherents of the National Movement feel that they are doing a deal of good to the boy and are inculcating in him the qualities of love of country and service. This may be nothing more than a political stunt, and from an educational point of view might be considered dangerous in that it moulds the boy too readily in particular channels of political thought. Whether it is desirable that youths should participate in current politics has been a very much discussed question and it is not necessary to consider it here. I should however like to point out that it looks to me that whether or not their leaders might intend the boys who take these 'national' systems to seem to feel that they are great patriots and servants of their country just because they are learning these particular exercises they do get that result. I believe it is generally agreed that education should be considered as a preparation for life. If this be so then these 'national' movements err grievously. But this again leads us into other fields of topics not within the purview of this article.

It is my appeal that instead of these two movements pulling in opposite directions they should act in co-operation and strive towards the common goal. Whatever be the political views of a person, to whatever creed, caste or colour he may belong, as far as Physical Training is concerned, he stands on an equal platform. I would like to appeal that when a Physical Director draws up a programme of training he should not fail to include in it some aspects of the 'national' movements. I feel then, they would not only be looked on with better grace and probably be taught better but the boys freed from the fervour of other interests will certainly be benefitted to a greater extent.

I have tried to encompass into a small space what should have been dealt at length. I should like to invite other opinion on this point and would be obliged if some of our friends will write about it.

V. S. RAMACHANDRA RAO.

Games and Sports for all.

In my tours through the Madras Presidency the one thought that is mostly in my mind is this—"If we could make the children and students in our schools a playing generation, we shall have achieved something". Not that I do not believe in Calisthenics and Gymnastics. It has its own place; but in the hands of the many Physical Training Instructors of the old school who know not the how and why of exercise, who are ignorant of the corrective educational and hygienic values of exercise, --for it must be remembered that those who have passed out of the Y. M. C. A. School of Physical Education are a handful and those who have realised what Calisthenics is, are still few,—it is lifeless and insipid. Besides, the one or two periods of physical training per week do not go very far to meet the needs of the active growing child.

The case of games and sports however is not so. Play is the heritage of the boy. He loves play and so, not much effort is required to put on a good games and sports programme. What is required is *Organised Play and Fair Play*. Is it too much to ask that every boy at school should be given a chance to play some game or other every day at school? Facilities for games may not be many; playground space may be limited; yet, cannot the utmost be made of these? Mitchell in his book on 'Intra Mural Athletics', and Staley in "Individual and Mass Athletics" have outlined what could be done. Experiments conducted in Madras City and elsewhere have proved the possibility of a games for all programme. If every Physical Director, Physical Training Instructor and Sports Secretary would only work out this problem in his school, organise Athletic Associations for the conduct of organised play, and see that Fair Play is writ large in the minds of every boy who participates in these games and sports, the present generation is sure to grow into a sporting generation full of the big ideals that go to make the efficient citizen: Will all in charge of games and sports give this due consideration and necessary action in the coming year?

Then, from the school my vision takes me to the district and the province. What a grand day can the District or Provincial Annual Sports Day be with hundreds and hundreds of boys from all over the district or the province competing in friendly rivalry with each other! Why devote all attention to the star eleven or the star athletes and leave the masses idle by the side lines? Laymen alone will not be able to bring about such huge organisations: It is the Physical Directors everywhere who have to shoulder the largest share of responsibility: Will every Physical Director bestir himself, associate with whatever organisation there is in his place which fosters games and sports, and see that not the few but the many are catered for?

I cannot conclude these few thoughts better than by quoting from a discourse on "Sports" by Mr D. Santiago, Secretary of the Coimbatore Y.M.C.A.—one of our old boys. He says "Sports and games have a very important part to play in the building up of our manhood. But, bad sports, sports with no high ideals, will never help us to build our body, spirit and mind in the right way and in the right direction".

"And what are those ideals? To run a race for the sake of the big prizes? If you set your eye too much upon the reward the tendency will be to commercialise sports. To protest when you have lost your place and to question the decision of the judge or referee? To use illegal and foul means to win place and honour, or to get puffed up when you are victorious and to look askance at your opponent? No. The true ideals of sports are to enter the sports for the sports sake no matter what the prize or reward may be; to honour and recognise to decision of the judge whether it is right or wrong; to win by all fair and proper means, and to play the man in all games and sports. If these ideals are held up before boys and young men, then the bad blood which is often exhibited in our sports and games will vanish giving place to mutual trust and good will, and friendly feeling among all."

G. F. Andrews.

SUGGESTIONS FOR INDIAN STATES AND PROVINCES IN THE ADMINISTRATION OF PHYSICAL EDUCATION

BY H. C. BUCK, *Principal, National Y. M. C. A., School of Physical Education and
Advisor to the Government of Madras in Physical Education.*

Note:—Physical Education Administration in India has developed in much the same way as has Physical Education Practice—haphazardly.

Requests come frequently to the School and to the Madras Presidency for ideas or aid in the establishment of work. Relationships are not always realized or understood and hence problems and difficulties between those responsible for carrying on the activities and those responsible for administration arise. No definite terminology has ever been adopted nor nomenclature established which again works against a smooth advance. The following suggestions are offered with the hope of helping to clean up these difficulties and of enabling Physical Education Administration to go forward without difficulty. *Editor.*

I. Terminology and Classification of Personnel.

1. DIRECTOR OF PHYSICAL EDUCATION

One having a College Degree, plus a Degree in Physical Education obtained in a reputable, recognized Physical Education Institution which requires of College Graduates at least two years professional study for the Bachelor's Degree in Physical Education.

2. PHYSICAL DIRECTOR.

One having a College Degree plus a Diploma from a recognized School of Physical Education whose course covers at least one year. With the present growing interest in scientific Physical Education it is felt by many that the Physical Director should also possess a teacher's certificate.

3. PHYSICAL TRAINING INSTRUCTOR.

A Matriculate or an Intermediate, preferably one with teacher training, plus a Physical Training Certificate from a one year course of both theory and practice of Physical Education.

NOTE:—The National Y. M. C. A. School of Physical Education, Madras, now trains the type indicated in (2) and (3). It is our intention to increase the course and improve the training so that we may be able to supply (1) also.

4. DRILL AND GAMES TEACHER.

One who has undergone a short course in physical training in a special class or who has had some training in a Teacher Training School or Teacher Training College, but who is not eligible for a Diploma or a proper Physical Training Certificate.

II. Suggested Requirements in Leadership to make Physical Education Effective.

(1) A Director of Physical Education, or a Physical Director, responsible for promoting and organizing Physical Education for an entire State or Province. He should work through the Director of Public Instruction.

(2) A few touring Physical Directors responsible for specified circles or districts. Their work would consist of inspection, training, and demonstration for Secondary Schools.

(3) A few touring Physical Directors responsible for Physical Training in Elementary Schools. Their work would be primarily that of training and assisting the regular teachers in the Elementary Schools to conduct activities suitable for Elementary School children.

(4) A Physical Director on the staff of every College responsible for organizing and conducting the entire programme of physical activities for the entire student body. He should also be permitted to co-operate with the Medical Officer on student health and sanitation problems.

(5) A Physical Director on the staff of every Training College. We need to develop in our teachers the play spirit, health habits, habits of exercise and play and the ability to conduct activities suitable for school children. As this is done the school life of our children is bound to become more natural, more wholesome and more worth-while.

(6) A Physical Director on the staff of every secondary Training School, for the same reason as mentioned in No. (5).

(7) A Physical Director, or a Physical Training Instructor of Intermediate education on the staff of every Elementary Training School for the same reason as mentioned in No. (5).

(8) A Physical Director, or a Physical Training Instructor on the staff of every High School. In large High Schools such teachers of Physical Education will need assistants.

(9) A Physical Training Instructor on the staff of every Middle School.

(10) Drill and Games Teachers for Elementary Schools.

(11) Trained Physical Directors, and Physical Training Instructors for Public Playgrounds for the non-student population.

III. Salary Scales:—

(1) Director of Physical Education.
Rs. 400 rising to Rs. 750 per month.

(2) Provincial Physical Director.
Rs. 200 rising to Rs. 500 per month.

(3) College or School Physical Director.
Rs. 125 rising to Rs. 350 per month.

or

same salary scale as Graduate Trained Teacher plus an allowance of Rs. 55- per month.

(4) Physical Training Instructor of Intermediate Grade.
Rs. 75 rising to Rs. 150 per month.

or

same salary scale as Intermediate Trained Teachers plus an allowance of Rs. 45 per month.

(5) Physical Training Instructor of Matriculate Grade.
Rs. 60 rising to Rs. 120 per month.

or

same salary scale as Matriculate Trained Teacher plus an allowance of Rs. 35 per month.

(6) Drill and Games Teachers.
same salary scale as class room teachers having similar educational qualifications, plus an allowance of Rs. 5 to Rs. 10 per month.

IV. Selection and Training of Specialists:

Great care should be taken in the selection of men who are to be sent for training. In the first instance, whether Matriculates, Intermediates or Graduates are to be deputed they should have teacher training certificates as additional qualifications. There may be some rare exceptions, but it is wise to adopt the policy of selecting for training as Physical Instructors or Physical

Directors those who have already been trained as teachers so that if necessary they may revert to regular teaching. Also the fact that they are trained teachers should make them more able as Physical Education Teachers.

But selection should not be made on the basis of educational qualifications alone. The man's character, leadership qualities, health, physique, and physical ability should also be taken into consideration. It is wise to select men with athletic and games ability and experience, as additional qualifications. We have seen too many failures of men who were selected on the basis of education alone. The man must have in addition to mental alertness, the play spirit and a real love for the work of Physical Education. He must be sufficiently versatile in physical activities, possessed of a high degree of intelligence, and have adequate technical training to enable him to assume responsibility for a comprehensive programme of physical and health education for the entire institution in which he may be employed. Such a comprehensive programme would include the formal physical training classes, informal games, gymnastics, athletics, the organization of group or "House Systems" to engage the whole student population in games, the development of representative teams, inter-school or inter-collegiate competitions, health instruction, etc. etc.

As outstanding men are discovered in the Colleges, Training Colleges and Training Schools they should be deputed for training on suitable stipends. All men

NOTE:— At present the course of Training at Madras is nine months for Physical Instructors and Physical Directors. It is our hope to be able to extend the Diploma Course to two years, leading to the Degree of Bachelor of Physical Education, and the title of Director of Physical Education.

employed as Physical Instructors or as Physical Directors should constantly be on the look out for candidates with the qualifications herein indicated.

V. *Syllabuses of Physical Education* :—

(1) FOR SECONDARY SCHOOLS :—

A new book just has been prepared for the Madras Education Department called "Physical Education for Secondary Schools and Manual of Instructions for Teachers." Government Press, Mount Road, Madras, publishes and sells the book. This book would no doubt suit the needs of any Province as a syllabus of activities for Schools or as a manual of instruction for teachers in Training Schools.

(2) FOR ELEMENTARY SCHOOLS :—

A pamphlet of activities suitable for Elementary Schools is now being used in Madras, as an experimental measure. It is called "Syllabus of Physical Activities for Elementary Schools." It needs to be revised and enlarged and published in various vernaculars. It could also be used in Training Teachers. It may be obtained from Government Press, Mount Road, Madras.

(3) RULES OF GAMES AND SPORTS :—

The rules of games and sports have been compiled under one cover. These would be of immense help to schools and colleges. The book may be obtained from Association Press, 5, Russell Street, Calcutta.

VI. *Gymnasia, Gymnastic Equipment, Games Equipment, Equipment for Physical Training Classes, Physical Training Costume, etc.*

(1) GYMNASIA :—

If the time table for Physical Training is so arranged that classes are to be conducted during school hours in the hot season,

or if the rains interfere with physical activities, Gymnasia may be necessary to protect from sun and rain. But they should not be erected unless there is a real need for them. Neither should they be built unless they are of a type that will permit of a varied worth-while programme of recreative as well as formal activities. Because of their necessity it is our intention to design and obtain estimates for a type of gymnasium suitable for India. In so far as possible activities should be conducted out of doors on the play-ground.

(2) MISCELLANEOUS EQUIPMENT :—

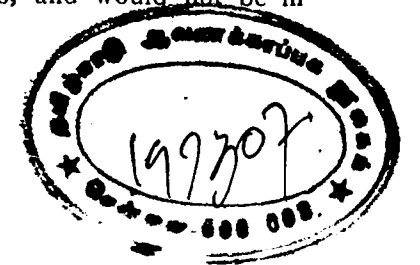
In general the policy should be to supply equipment that will cater to the interests of the entire student body. Playing Fields, and Games and Sports Equipment should be given first attention. Gymnastic Apparatus usually appeals to a small minority, and should be given a secondary place. I do not mean to discourage the use of Gymnastic Apparatus, as it has a legitimate place when wisely used, but before spending large sums of money on such equipment a careful study should be made of the needs and conditions of the institution and equipment should be supplied accordingly. Equipment which serves no purpose other than the spectacular should not be supplied. Weight Lifting apparatus should never be provided for school boys. The activity is a straining one and has no place in a scientific programme of Physical Education. It is extremely difficult to lay down hard and fast rules standardizing equipment for either formal or informal activities for all Schools and Colleges. Conditions vary. The District Inspector of Physical Training should study the conditions and interests of the institution in question and in conference with the Ins-

pector of Schools, the Head Master of the School concerned, and the Physical Instructor, determine the equipment according to the exigencies of the case. In the final analysis the use or non-use made of equipment will depend upon the Physical Training Instructor in charge. If a School has a good Physical Training Instructor it could no doubt make effective use of equipment for (1) Major Games and Sports; (2) for Volleyball, Playground Ball, and Basketball; (3) for formal Physical Training classes, such equipment as Balls, Wands, Blocks, Poles, Dumb Bells, etc.; and (4) of a small amount of Gymnastic Apparatus. But as previously stated the amount and type needs to be determined on the merits of each case.

(3) CUSTUME FOR PHYSICAL ACTIVITIES:

For hygienic reasons it is quite clear that there should be a complete change of clothing for physical exercise. The usual custom of participating in games, athletics, or any form of physical activity in street clothing is to be condemned. But our Indian School boys are poor and if a special costume is required it should be one that can be used for many purposes, and not only for the Physical Training class.

A good type of costume is khaki shorts and white banian, which can be used for other purposes. Or it might be well to attempt to introduce the custom of merely tying up the dhoti like a loin cloth and wearing nothing above the waist. If no provision is made for bathing following exercise the body could at least be given a good rub with a dry towel. The boy would then have a dry body, would get into dry street clothes, and would not be in danger of a chill.



VII. *Time and Space Required for Physical Education.*

(1) TIME REQUIREMENT:—

We realize to-day, more than ever before the absurdity of the statement that 15 or 20 minutes of exercise daily suffices to keep one physically fit. The human race did not evolve by any such practice. Biologists and Physiologists now tell us that during the school period the minimum of brain-big muscle activity to insure normal growth should be four to five hours a day in kindergarten, three to four hours in the elementary grades, two to three in High Schools, and one to two hours daily for the College. If we believe this, steps will be taken immediately to so arrange timetables that every pupil may have at least 1 hour daily of vigorous enjoyable physical activity.

(2) SPACE REQUIREMENT:—

Experience has taught us that if play activities are to be ideally organized and directed to give every pupil in the school adequate physical opportunities the following playground areas are desirable:—

- (a) Kindergarten Schools—150 Sq. Ft. per child.
- (b) Elementary Schools—250 Sq. Ft. per child.
- (c) Middle Schools—500 Sq. Ft. per pupil.
- (d) High Schools—1000 Sq. Ft. per pupil.
- (e) Colleges—2500 Sq. Ft. per student.

VIII. *Time Tables and Type of Work:—*

(1) TIME TABLES:—

Because of Climate, Dietary Habits, and various customs in India the matter of arranging suitable Time Tables for adequate Physical Education is a very real problem.

We ought to work out a schedule that would permit of every pupil reporting for directed activities one hour daily, and in such a way that every pupil would get a fair proportion of formal physical training and of the team games. For example, by introducing physical training classes during regular school hours and major games following school hours, periods might be so arranged that every boy could get weekly three periods of physical training during school hours and three periods of directed games after school hours. This should be aimed at as ideal, and could be done in some schools without any great difficulty. But as a requirement all schools should have for all pupils not less than two Physical Training classes plus two Team Games Periods per week. The usual custom requiring only one or two periods per week is futile. To get results we must aim at one hour daily. Where there is a will there is a way.

Residential pupils can be required to report in the morning before school opens, day pupils can be cared for partly during school hours and partly after school hours. I do not favour exemption for day students.

Good Physical Training Instructors can take care of fairly large groups at a time by wise organization, and by dividing the class into squads under squad leaders trained by them. This certainly can be done for games, and in addition to developing student leaders the instructors could no doubt enlist the services of staff members. The whole student body might be assembled one period per week for mass drill of a simple but vigorous nature.

(2) TYPE OF WORK:—

The entire programme of physical activities and of health instruction in the

Schools should be spoken of as Physical Training or Physical Education. It is a mistake to think of the Formal Activities and of the Games as having no relationship. To get best results both must be included, as one supplements the other. It is Physical Education that is wanted and to get this we must include a happy combination of all those activities that will assist nature in insuring to the individual an abundant life. But we must not stop with activities alone. There is also needed the instruction in the care of the body that will develop in the pupils life long health habits and play habits.

IX—*Games Fees and Government Grants for Physical Education:*

If we agree that all physical activities of the School should come under the regime of Physical Education and be handled by a competent Physical Instructor, rather than to place Major Games in one compartment and Formal Physical Training in another, perhaps we can agree to have common equipment, a common fund, and common management for all physical activities.

I would recommend having a "Physical Education Fund" which would attempt to finance all the physical activities of the School. Fees should be collected from all pupils and staff members, the fund to be used for no purpose other than for physical activities, both formal and games.

Government Grants should be given to Schools for Physical Education on the basis of fees collected and amounts expended. Government should however refuse to accept as a legitimate expenditure any amount spent for prizes or for refreshments.

This fund might also be the means of making it possible for non-government Schools to employ a more highly qualified Physical Instructor. Since this Instructor would be capable of handling a comprehensive programme for the School his salary would be a legitimate charge on the Physical Education Fund and thus the School could include this item of expenditure in its claim for a Government Grant for Physical Education.

X—*Physical Education for Girls:—*

While we are seeking ways and means of supplying health education and recreation for boys and men we must not forget the girls and women. Steps should be taken at once to provide Physical Education for school girls and college women on the same broad lines as proposed for her brothers.

XI—*Inspection Reports:—*

It is advisable to have a standardized printed form to be used by the Physical Training Inspector, on which he can place his remarks to be submitted to his superior officer.

In Madras Presidency we use two forms. one to be filled in by the Head Master of the School before the arrival of the Inspector, the other by the Inspector after his visit. Perhaps one form combining both feature would be better.

XII—*Certificates:—*

It is perhaps wise to issue Certificates to men who attend short time training camps. But in my opinion they should not be too inclusive or too elaborate, nor drawn up in such a way as to be mistaken for Govt. certificates. I favour a very modest statement of accomplishments.

PERSONAL EXPERIENCES IN SPORTSMANSHIP No. 3.

A Problem in Cricket. What is your solution?

By D. S. ABRAHAM

A few years ago an ALL CEYLON Team met the M.C.C. Cricketers in a whole day match in Colombo. M. C. C. went in to bat and scored 160 (I am not quite sure of the figures but it does not matter). Ceylon followed and had scored 130 for 6 wickets when the eighth man 'Y' joined 'X' the star bat for Ceylon, who was well set now and was so far highest scorer with over 60 runs and was shaping well. He was generally expected to win the game for his side. Excitement ran high and runs seemed to come in. 'X' hit one towards cover and started off to run one. 'Y' cautioned him 'X' had come half way when an excellent bit of smart fielding and 'throw in' by the Cover Point seemed disastrous for 'X' if he returned. Foreseeing the danger 'Y' spurted out and sacrificed his wicket instead, to enable 'X' to stay on. The next over unfortunately saw 'X' out also. The match ended in a draw when time intervened with one wicket in hand. Was it good sportsmanship on the part of 'Y' to have thrown his wicket away like that?

(We are glad to have this contribution from Abraham of the class of 28-29. He is now one of the Playground Supervisors in Colombo. Send in your replies to the Editor-in-chief. Ed.)

Review of the Replies of No. 2

From the answers received in reply to the question "Was it good sportsmanship" in our last issue, it is evident that a lot of interest is taken in these short sport stories. We had more than 60 solutions sent in.

There was a clear majority of votes in this case given to the winner. As many as 37 wrote to say that it is more than

sportsmanship that made the winner wait for the one who lost his stride *due to a bad place in the track*. They maintain their claim to the leader's act of super-sportsmanship with the following reasons:—

- 1 It is not the winning or losing of a race that essentially matters.
- 2 The fault was entirely due to the track and a similar accident might have happened to the leader.
- 3 The leader wanted to give equal chances to his opponent and then win, so that he could really merit his victory and not win because of an accident.
- 4 The higher ethics of sport is more educative and real than mere winning.

About 25 replied that it was not an act of good sportsmanship. They claim that the leader did not do his best to win the race and thus he was not loyal to himself or to his institution which he was representing quoting the following lines:—

"Oh! I know your time was bad
But the game is not in the running, lad!
The best of it, since the beginning, lad!
Is the taking your licking and grinning,
lad!
If you gave them the best you had."

Further they contend that it was more for personal glory and the gratification of lynching his rival that made the leader wait, than a real act of sportsmanship and that it was an act of great humbug to hoodwink the public.

There was also the usual number of those who tried to straddle the question and argued both sides of it. Some said it was very 'sporting' on the part of the winner but not sportsmanship. The former including a touch of the gambling spirit which Sportsmanship does not include.

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

International:—

TOTAL ABSTINENCE VALUE TO
SPORTSMEN.

The National Commercial Temperance League entertained 150 young business men to dinner in Manchester on November 20. Mr. Neville Cardus was in the chair, and Mr. W. W. Wakefield (English Rugby football captain for the years 1923-27) was the principal guest and speaker.

Mr. C. D. Britten, explaining the object of the meeting, said that while the object was that of total abstinence among business men, they were also interested in the cause of temperance in a general sense. He welcomed Mr. Cardus and Mr. Wakefield to their meeting.

Mr. Cardus then introduced Mr. Wakefield, who said that he thought the consumption of alcohol useless, and explained the reasons, that had led him to that conclusion. Among other things he described his experience in the Air Force. He wanted, he said, to come through the war alive. He had confidence in himself, and that was why, instead of sitting in trenches, he joined the Air Force. There he saw that for hand-to-hand encounters he had to keep as clear and keen as possible. He had picked more than one man out of a machine who would have been alive to this day if he had kept off alcohol. When he got home he wanted to get to the top

Regional

Indian

of the tree in Rugby football, and no one who took alcohol was as fit as one who didn't. In addition, if you were going to be a successful captain it was essential that you should set your team a good example, and the same thing held true of business.

Regional:—

North America

U. S. A.

President Hoover of the United States of America in his Annual Message to the United States Congress announced that he in planning to call a Nation-wide Conference on Recreation.

The American Physical Education Association consists of those who are interested in or giving full time to Physical Education in Schools, Colleges, Universities Welfare organizations, playgrounds, etc. It is the premier society in the U. S. A. On the front page of its Magazine recently retitled, "The Journal of Health and Physical Education" is found the following—which is worth thinking about.

PROFESSIONAL OBJECTIVES.

A medical examination for every school child.

Health habits that endure

A class period in physical education each day.

A gymnasium and playground for every school.

The teacher fully trained and accredited.
 The coach a member of the faculty.
 A graded and scientific curriculum.
 Standardized physical efficiency tests.
 Positive credit for physical education work.
 Education for leisure.
 An intramural program for after-school hours.
 A varsity program that stresses sportsmanship and ethical conduct.

GLORY'S VICTIMS.

The business of the Carnegie Foundation in the U. S. A. is to do research work along the lines of recreation and play. They have issued several important and interesting reports of their studies. A recent one on College athletics is epoch-making. The following editorial sums up the situation to a certain degree.—*Editor-in-Chief.*

In discussing the present mania for athletic display every attention has been paid to its effect on the college student, very little to its effect on the boys and girls, but particularly the boys, who in high-school or secondary school are preparing for college, or if not preparing for college, are subject to the magnetic influence of college standards. Frederick Rand Rogers, director of health education in New York State, has constituted himself a champion of this latter and much larger group. As adolescents, he points out, they suffer because of overemphasis on athletic prowess not only in the matter of mental and spiritual development but in that of physique as well.

A recent report of the Carnegie Foundation has indicated the commercialism that has followed in the wake of intercollegiate competition for football honors. It paints a depressing picture of college and alumni

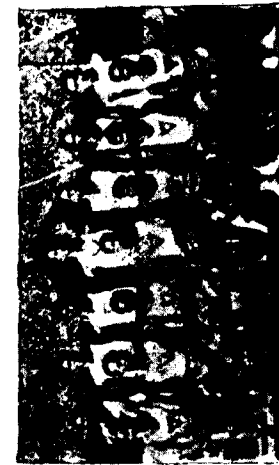
activity in bidding for promising athletic material in the preparatory schools; it exposes the whole sordid business of recruiting victorious elevens for the glory of Alma Mater and the advertisement of the endowment fund. Its main complaint, however, is concerned with the injuries which such practices work on the prospective and ambitions of the undergraduate, with their prostitution of the aims of a higher education.

Mr. Rogers presents an even more serious charge. Caught in the prevailing pressure for star performances and championship events, the schoolboy of athletic promise is induced to over-exert himself at an age when moderation in this respect is essential to his future wellbeing. "Increased blood pressure, strained hearts, exhausted tissues, torn ligaments permanently weakened—these," he says, "are typical of the more obvious penalties extorted from adolescent athletes" as a result of the mad scramble for athletic prestige in which our educational institutions are engaged. "Even the most superficial investigation," he goes on, "will reveal countless cases of athletes who have played with broken ribs (tightly bandaged) or strained ligaments (carefully protected), and cases are on record of men who have left sickbeds for the sake of championship honors and have been crippled for the remainder of their shortened lives."

The distortion becomes immediately apparent when one considers that the primary and only logical objective of student play is the health and happiness of the players. To redirect it to this objective Mr. Rogers recommends an elaborate system of restrictions on the star system, to be imposed by an athletic association

VYAYAM

APRIL, 1930]



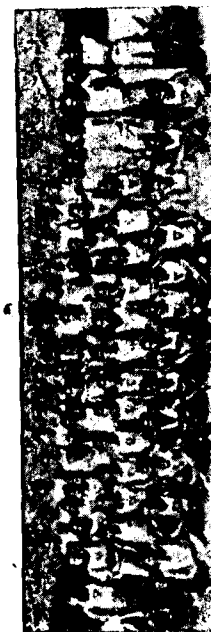
FOOT BALL.



BASKET BALL.



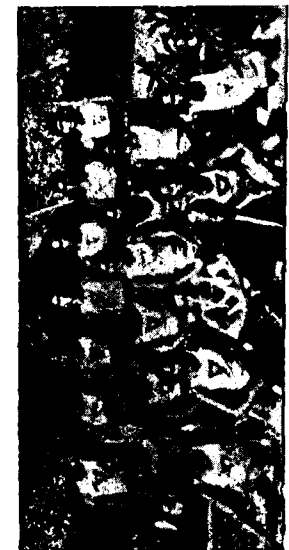
VOLLEY BALL.



STUDENT BODY.



CRICKET TEAM.



TRACK TEAM.

composed of secondary schools. Perhaps this is the only practicable method of meeting the menace, but we lean to the simpler recipe suggested by Miss Betty Grimes, a member of the first American women's Olympic team in 1920. In Sunday's "World" Miss Grimes tells what she would do if made a "modern proletarian dictator of amateur athletics."

"I would confiscate all the medals, cups and other championship trophies," she writes, "and have them melted into one grand hunk of raw material. From this I would have a huge statue made. There would be but a single figure, a scrawny, knock-kneed and anemic individual. This statue would be entitled, of course, the Unknown Amateur Athlete."

For it is not only the lads and lasses who over-exert themselves but that much greater number who are discouraged from exerting themselves at all that are being sacrificed to the current Moloch.

Mexico

Her First National Olympics.

Mexico City, Jan. 11 (Ap.)—Athletes from all parts of Mexico were arriving in Mexico City to-day for the first national Olympiad starting to-morrow under the auspices of the Department of Education.

The Olympiad will be inaugurated with a parade of 5,000 athletes, who will be addressed by President Portes Gil on the balcony of the national palace.

The Olympiad is part of the government's program to interest the people in sports.

Europe

A COMPARISON OF THE PERFORMANCE OF ENGLISH AND GERMAN

WOMEN ATHLETES AT DUSSELDORF, AUGUST 1929.

100 Metres	
1. Walker	(E) 12'3/5
2. Thompson	(E) 12'7/10
3. Gelius	(G) 12'4/5

200 Metres	
1. Lorenz	(G) 26 1/10
2. King	(E) 26'5/10
3. Schmidt	(G) 26'7/10
800 Metres	
1. Dollinger	(G) 2.23'1/5
2. Christmas	(E) 2.23'4/5
3. Stramm	(G) 2.25'4/5
80 Metres Hurdles.	
1. Hatt	(E) 12'3/10
2. Haux	(G) 12'3/5
3. Cornell	(E) 12'7/10
Long Jump	
1. Grieme	(G) 5.69 M. 18'7 1/2"
2. Gunn	(E) 5.61 M. 18'4 1/2"
3. Hargus	(G) 5.36 M.
High Jump	
1. Okell (E) and Brannmuller	(G) 1.51 1/2 4'11 1/4"
2. Milne	(E) 4'9 3/4"
Discus	
1. Fleischer	(G) 37.95 124ft. 4 1/2.
2. Heilblein	(G) 34.90
3. Weston	(E) 34 M. 111ft. 5ins.
Javelin	
1. Hargus	37.82
2. Jacobs	(G) 34.73
3. Weston	(E) 25.125 metres
Shot	
1. Henblein	(G) 12.45 42ft. 5 1/4.
2. Fleisher	11.73
3. Weston	9.95 metres
Relay	
1. England	48'7/10
Germany	53 1/2
2. Germany	48'9/10
England	45 1/2

British Records

1. Previous best	
800 Metres	
1.	2m. 24 sec.
2.	2.23'4/5
80 Metres Hurdles	
1.	12.2/5
2.	12.3/10

	Discus	
1.		103 ft.
2.		111 ft. 5ins.
	Relay	
1.		49.4/5
2.		48.7/10

Records not accepted by the W.A.A.A. unless made in England

1. Points score,	4. 3. 2. 1.
2. Relay.	7. 1st 3. 2nd

No German child is allowed to leave school without learning how to swim.

Over 5,000,000 adults throughout Germany, from fifteen years up, are connected with sports organisations.

Thirtyfive thousand German athletes, amateurs, coming from all parts of Germany met at Cologne in competition for a whole week preceding the last International Olympic Sports Meeting. Germany's leading statesman, on opening the meeting in his address, remarked: "The World Olympic Sports Meeting to be held in Amsterdam next week will be a Meeting of Record; the meeting for all Germany will be a Meeting of Accord". Following which editorial opinion in Germany waxed prolifically to point out that every nation and people in history to have risen to heights were alive to the inherent values of amateur physical competition and participated in such on a wide scale. The example of the Greeks, in the classical period of that great people, was held up extensively in that she was supreme only when her interest and participation in amateur athletics and gymnastics were greatest. And conversely, when this interest and participation relaxed her moral and cultural degeneration set in, from which she has never to this day fully recovered. In these trite remarks there emanate a double note, namely, encouragement on the widest possible scale for the promotion of

athletics in Germany, and the warning never to relinquish interest and participation in them

The school classes in Germany cease at one o'clock daily. The afternoons are given to sports, games and other forms of recreation.

One day in each month is set aside in every school for physical activities only, games, etc.

The movement to have every youth joined to an open-air and next to nature club has the whole nation enlisted in its support and participation.

Gardening is one of the most popular forms of recreation in France.

The Playing Fields Associations of England are bringing a most salutary influence to bear upon the matter of increasing the facilities for sports and recreation in England.

A national movement called "Dopolavoro", the purpose of which is to promote recreation in the leisure hours, has sprung up and is gaining great momentum in Italy.

Checho-Slovakia, through its Sokol organisation, is promoting gymnastic and recreation programmes more vigorously than ever before. The promotion of dramatic presentations and concerts, and educational conferences come within its scope as well.

Far Eastern

The compulsory physical education in schools in Japan, although inaugurated in a systematic manner only recently, is returning even greater benefits than was ever anticipated by that people and Government. Every school boy wears school uniform and his School's particular colours. The boys in groups are most impressive.

A statesman of Russia remarked that the Soviet Government made one drastic mistake which was that of not making physical education amongst its youth rigidly compulsory. A movement of this sort even at this late day will enliven immensely the regeneration of a national youth that has deteriorated considerably. So efforts are being made in that country to regenerate at the proper place in life, the physical.

Indian :—

THE TRACK AND FIELD SPORTS SEASON OF 1930.

DR. J. HENRY GRAY, M. D., M. P. E.

National Physical Director of the Y.M.C.A. in India Burma and Ceylon.

The Track and Field Sports Season in India is a short but a busy one. The extent of it, if all phases were included would amount to a very considerable number of Meetings. Unfortunately there is no way of tabulating all that takes place, so exact figures are not available. In general the program throughout the country builds up as follows :—

Individual Meets.

(1) Practically all Middle Schools and many Elementary Schools throughout India hold Annual Sports Meetings.

(2) All Colleges, Training Schools, and most of the Universities, have a Sports Day.

(3) Many Athletic and Sports Clubs hold Club Annual Sports Meets.

Group Championships.

District Sports Meets where all the schools in a District take part are increasing rapidly.

(2) Provincial Interscholastic Championships are held in several places.

(3) Inter-Collegiate Championships are held in most University areas.

(4) Inter-Provincial Contests are on the increase.

Open Championships.

(1) Open Championships are found in several places as in the large cities and in several Districts.

(2) Provincial Olympic Committee Championships are held in all of the organized areas in India i.e., Bengal, Madras, Punjab, Mysore, Hyderabad, Central Provinces, Bihar and Orissa, and perhaps elsewhere.

(3) Then finally the All-India Olympic Championships which are held biennially, One must not forget that India sends teams abroad occasionally, to the World Olympics and The Far Eastern Championships.

Such roughly is the field of Athletic Competition in India and so far as extent and numbers go it is a splendid achievement for it has all come about in less than 25 years. Were it properly co-ordinated it would be a marvelous national program but unfortunately that is not the case as yet.

While the above is very laudatory one cannot pass the question by with only this statement. If wide in extent, it is weak in other ways. Among these might be mentioned the following, most of which are weaknesses due to immaturity and lack of experience.

(1) Too many of the Meetings are improperly organized and haphazardly carried out. This results in inaccurate records and most of the reports that are sent in have to be discounted for it is discovered that the track or timing was not according to recognized practice. The writer recalls one occasion when a report from an obscure place indicated that 3 world records were beaten and 4 others equalled and it was all done in perfectly good faith.

(2) Too often is the Sports Meet a "Tamasha" or a Social Occasion when the affair is run for show and not as a genuine athletes contest. Events such as threading the needle being included.

(3) Too often are the athletes untrained, the officials inexperienced and the arrangements inadequate for a *genuine* sports meeting.

(4) Too often is carelessness allowed to lower the standards of amateurism by the inclusion of money prizes.

What is needed is that the standards should be raised, the program of events codified; the athletes graded and properly coached and trained. The officials coached in their jobs and the whole tone of the competition raised to pure athletic competitive standard. All this requires constant effort on the part of those concerned, a greater number of trained leaders or Physical Directors and the dignifying of the occasion by having adequate arrangements in the way of athletic equipment for the athletes and proper facilities for spectators to see the contest. The minimizing of prizes and a limiting of the number of events any one athlete can enter for. It is with regret that we publish the following criticism of the All-India Games held at Allahabad this year but we do so with the hope that by so doing it will make the repetition of such an occurrence, impossible. These games as conducted this time should be considered in the nature of a national disgrace.

THE 1930 ALL-INDIA
OLYMPIC SPORTS—A CRITICISM
BY H. C. BUCK

The following criticisms are given not in a spirit of malice but in a friendly helpful spirit, attempting to make it possible for persons conducting sports to avoid making again such glaring, unnecessary mistakes as were made in connection with the All-India Sports staged in Allahabad on the 7th and 8th of February, 1930.

The Olympic Sports should, if nothing else serve as a model demonstration of how a Sports meeting should be conducted. The disappointing thing is that the Sports in Allahabad did not serve this purpose and in the following ways:—

1. The fundamental principal of planning all details well in advance was not observed. As a result there was chaos and confusion, rather than order and system; and a general feeling of disappointment was created rather than a desirable state of satisfaction with plans and results.

2. Advance information was not sent to athletes instructing them what to do and where to go upon arrival in Allahabad. Neither were they met at the station. The various groups were thus put to great difficulty attempting to find the lodgings supposed to have been arranged for them. The psychological effect of this was not good as it put the athletes and managers in a very bad humour from the very start.

3. Apparently the accommodations for athletes had not been definitely arranged. No one seemed to know just who was to go where and even when finally settled into living quarters, the arrangements and food were far from satisfactory. One of the great by-products of such sports should be the beneficial results of social intercourse between the men of different provinces. Bad arrangements defeat such possibilities.

4. The Sports Grounds and Equipment were not ready in advance. In fact the running track, with proper markings and proper measurements for all items, was not ready for the heats or for the finals. So much time had to be utilized by the referee after taking over his duties in marking and rectifying matters for each item on the heats day that darkness came on before the programme was completed and several items had to be postponed until the next day. The arrangements and the performances took on all the appearances of a badly organized elementary school competition instead of a model demonstration

for a National Championship which it should have been.

5. The person selected to prepare the grounds, running track, and equipment was incompetent and inexperienced. As a result the track, equipment etc., did not conform to standardized required specifications. The track markings were not properly made and at the last moment it was found impossible to run the 440 yards hurdle race for lack of equipment. Jumping pit arrangements had to be rectified and upon checking the track it was discovered to be about 5 yards short of a quarter mile. It therefore becomes necessary to disallow any records made by Athletes in the track events. It seems too bad that athletes must suffer this embarrassment because of the carelessness of those responsible for staging the sports.

Competent, experienced technical sports specialists, should have been placed in charge of all grounds and equipment arrangements.

6. The order of Events was badly arranged. Care was not taken to allow sufficient time between items of the same nature thus working a great hardship on athletes. The reason given was that the order of events could not be arranged until entries were submitted. That however is a poor explanation, for the proper thing to do is to indicate the order of events on the entry forms so that athletes can submit entries with full knowledge of possible conflicts and can select items in such a way that their efforts may be expended to the best advantage. Experience has made it possible to determine what items athletes of a type are likely to select and it is therefore possible to arrange the order of events to avoid hardships for those who select their items with some intelligence. No meet should be planned to accommodate one freak athlete.

7. For the Judges and Scorers no record sheets and no summary sheet were prepared. Officials were compelled to tabulate results on the pages of the printed

programme which is a very haphazard way of keeping a proper record and makes it impossible for officials to turn in to the Committee over their signatures, a statement which may be considered authentic. There are standardized record sheets for Sports Meetings and the rules require the Judges' signatures on such proper papers.

8. There were no adequate arrangements for spectators and no provision to keep them off the sports grounds. As a result crowds swarmed on to the field and succeeded in spoiling the competitions for themselves, the officials and the competitors. As a matter of fact this state of affairs created a situation which makes it difficult for many to accept the winning of the hop, step and jump, and record in the same as authentic. The competitor jumped while the judge was busy getting the crowd away from the take-off board and in the opinion of the athletes and others observing, it was a foul jump. We are not protesting against the decision of the judge but against the faulty arrangements which permitted such an unfortunate situation to arise.

9. No dressing tents nor facilities of any sort were provided on the field for the convenience of athletes. But much credit needs to be given to the citizens of Allahabad for their honesty, since in spite of having no place to keep clothing and valuables and with crowds surging about over the field, no athlete seems to have lost any of his possessions.

In spite of all these embarrassing situations we all managed to have a good time, the standard of performance was very good and India should be able to send a very good team to the Far Eastern Championships. But we beg the All-India Olympic Committee to take more pains in future to see that all arrangements are made well in advance and that competent persons with technical knowledge and experience are entrusted with the preparation of grounds, equipment and all other necessary arrangements.

"OLD BOYS" NEWS & NOTES

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

Burma

Hello Folks,

How shall I start and what should I say to make you all understand why, I have been so silent. The word 'tour' is the explanation. For the past months I have been continually on the move, riding these silly trains, motor boats and buses. Mr. Healey and I want to make as much of a showing for the 1st year as possible in order that our scheme shall go through. Thank goodness I will be around Rangoon for the next two months, even though we start our teacher's camps on the 15th of this month until 14th May. Without clerks and peons it has been quite a problem keeping up with the red tape of the Government.

They have sanctioned one clerk and two peons starting this April so things will be going much better next year.

You people must think I am a poor sport for not contributing to the magazine and doing more for our School. I'll not be so rushed all the time. We hope to send a few more Burmans this coming year and I hope they will find room in your School.

Being in this position I am fortunate enough to be able to go around and size up the situation. The Gang I brought over is officially under me so that I have an opportunity of visiting all of them. Little Tun is making good in his big Karen School. He has been carrying on physical measurements through out the year

not only that, but he has had competitions in the school also. Ba Than is doing the same thing. Chit Tin and Mg. Hwe are under the Rangoon Education Board doing fine pieces of work in the Vernacular Schools. Ba Thin has been teaching P.T. in Normal Schools. The promotion work is in my hands. On the whole I believe it has been a successful year for us all, considering that it is our first year. I have had several of the men who were at Madras write for schemes'. We don't bother about writing schemes here, we just go out and teach games and drills. If necessary we get the teachers together and give them a talk on the importance of P. T. Having visited many centres I am more than ever convinced of the need for a Health and Physical Education programme.

DAVE HLA.

United Provinces

At the All-India Olympic Sports held in Allahabad on 7th and 8th of February the Madras School of Physical Education was represented by S. K. Mukerjee, K.R. Dube, Henry Lall, Charles Simeon, B. D. Chatterjee, Isaac Abraham, H. C. Buck, P. I. Alexander, and R. P. Joseph. The last two were competitors representing Madras Presidency, and won second and third in the hop, step and jump. They also helped Madras win third place in the relay race.

Behar and Orissa. Mr. Buck on the invitation of the D. P. I. made a three weeks visit to Behar and Orissa, just before the

X'mas Holidays. He pretty well toured the whole province visiting the most important educational centres. He saw all of our graduates in that Province and ended by making some strong recommendations for the future development of Physical Education. A part of the result of his report is found in the article in this issue on "Suggestions regarding Administration in Physical Education." This we feel is very timely just now when a number of the Provinces and Indian States are seeking a way out of their difficulties. Be sure and bring it to the attention of the Educational authorities in your area.

Colombo, Ceylon. Mr. D. S. Abraham in sending along the Experience in Sportsmanship Story for this issue also says "I have heard of the great doings of our School—The Great School of All—and I am very glad about it." He regrets his inability to return for Old Boys Day Celebrations but says he will do his best by reading "VYAYAM" "the Circulatory System" of the group. He apologizes for not responding to the suggestion made by the Burma group in the first issue.

Central Provinces. Mr Smelly invites us all to a "Physical Activities Demonstration at the Spence Training College, Jubbulpore. A few items seem to be original—Educational marching, Self-testing activities simplified. What are they, Smelly?

Assam. We are sorry to learn that S.C. Bhattacharya is undergoing anti-rabic treatment at Sylhet. He also informs us that the D. P. I. Assam, has sanctioned Rs. 700 for equipment for each of the five schools now under the supervision of the Physical Directors.

J Baruah and Bhattacharya have been very busy lately in conducting Inter-school tournaments in their respective areas and we are sure that they must have had a hard time of it to have made it a success.

Madras. "Condyle" (C. A. Gopalan) is posted to the Government College, Kumbakonam, as a Physical Director. We wish him all good luck.

We learn from the papers that Sundaresan who lately created a sensation in his town with Basket Ball, has finished a successful season in the same.

What we need is not so much a winning team as a strong team—too strong to stoop to foul play—strong enough to accept defeat without whining and victory without boasting.

DIRECTORY OF STUDENTS

NAME.	COURSE.	PRESENT POSITION.
YEAR 1920—1921		
William Zaccheus	... Diploma ...	Physical Director, Y. M. C. A., Madras.
S. K. Mukerjee, B.P.E.	... Do ...	Director of Physical Education, Y. M. C. A., Calcutta
Charles Simeon	... Do ...	Physical Director.
C. C. Verghese	... Do ...	Physical Director, St. Paul's School, Madras.
10 Physical Instructors	... Refresher ...	.....
YEAR 1921—1922		
A. G. Mane, B.A.	... Diploma ...	Physical Director, Y. M. C. A. Bombay.
N. K. Mia	... Do ...	Physical Director, Training School, Royapettah.
C. D. Ekka	... Do ...	Physical Director, Goanar Mission High School, Ranchi.
18 Physical Instructors	... Refresher ...	.....
YEAR 1922—1923		
G. F. Andrews, B.A., L.T.	... Special ...	Physical Instructor, Victoria College, Palghat.
V. Meenakshisundaram	... Do ...	Physical Instructor, Theosophical College, Madanapalle.
K. B. Hari Krishnan	... Do ...	Physical Instructor, Theosophical College, Madanapalle.
S. K. Kelkar, B.A.	... Refresher ...	.....
12 Physical Instructors	... Do ...	.....
YEAR 1923—1924		
G. F. Andrews, B.A., L.T.	... Diploma ...	Assistant Physical Director to Government of Madras, Royapetta, Madras.
B. B. Nattu, B.A.	... Do ...	Physical Director, Baroda Government.
K. N. Naravane, B.A.	... Do ...	Do
K. R. Dube, B.A., L.T.	... Do ...	Superintendent of Physical Education Teachers Training College, Allahabad.
S. Isaac Abraham	... Do ...	Physical Director, Wesleyan Mission High School, Hyderabad.
K. Yanadaiya	Govt. Certificate	Physical Instructor, Pollachi.
R. Sundrachari	... Do ...	Physical Instructor, Kellett High School, Triplicane.
S. A. Bhasker	... Do ...	Physical Instructor, Bombay Playground, Bombay.
R. Sathivelu	... Do ...	Physical Instructor, Pachaiyappa's College, Madras.
M. Ismail Baig	... Practical ...	Playground Instructor, Bombay.
A. Thomas, B.D.	... Do ...	Physical Director, Wesley College, Madras.
M. A. Sheriff	... Do ...	.....
12 Physical Instructors	... Refresher ...	.....

NAME.	COURSE.	PRESENT POSITION.
YEAR 1924—1925		
A. G. V. Kadirgamar	... Diploma ...	Physical Director, Y.M.C.A., Colombo.
S. V. Bhonsley	... Do ...	Physical Director, Police Training School, Nasik.
A. Anthony	... Special ...	Physical Inspector, Rangon.
K. Kolhandapani	Govt. Certificate	Physical Instructor, Board High School, Pauruti.
S. Kalyanasundaram	... Do ...	Physical Instructor, St. Michael's High School, Coimbatore.
S. Narayana Misra	... Do ...	Physical Instructor, George V. Middle School, Digupudi.
N. Purnabodhachar	... Do ...	Physical Instructor, Municipal High School, Bellary.
Md. Abdul	... Do ...	Madrassa-i-azam, Madras.
36 Physical Instructors	... Refresher ...	...
YEAR 1925—1926		
M. Singha	... Special ...	Inspector of Physical Education, Bihar,
B. P. Sinha	... Do ...	Inspector of Physical Education, Patna Bihar, and Orissa.
James Henry	... Do ...	Physical Instructor, Andhra Christian College, Guntur.
N. Viswanathan	Govt. Certificate	Physical Instructor, Junior Certified School, Rajahmundry.
B. V. Ranganatha Rao	... Do ...	Physical Inspector, Pachaiyappa High School, Chidambaram.
K. V. Sreekantan	... Do ...	Physical Instructor, Board High School, Bhavani.
N. B. Varada Reddi	... Do ...	.....
A. G. Sreenivasagam	... Do ...	Physical Instructor, Ambur, North Arcot.
K. Patro	... Do ...	.....
B. S. Sethumadhavan	... Do ...	Physical Instructor, Sir. M. C. T. Muthia Chetty, High School, Madras.
15 Physical Instructors	... Refresher ...	.....
YEAR 1926—1927		
G. T. Williams, B.A.	... Diploma ...	Physical Director, Y.M.C.A., Madura.
V. S. Ramachandra Rao, B.A.	... Do ...	Inspector of Physical Education Mysore State, Bangalore.
Srinivasalu Naidu, B.A.	... Do ...	Do
Henry Lall	... Do ...	Physical Director to the University of Punjab, Lahore.
J. Sen, B.A., B.T.	... Do ...	Physical Director, Asansol Railway School, Asansol.
S. Sen, M.A.	... Do ...	Physical Director, Presidency College, Calcutta.
R. C. Patel, B.A.	... Do ...	Physical Director, Charotar Educational Society, Anand, Bombay.
T. Zachariah	Govt. Certificate	Physical Instructor, Mission School, Bhimavaram.
J. H. Mendis	... Do ...	...

NAME	COURSE	PRESENT POSITION
YEAR 1926—1927 <i>Continued.</i>		
E. S. Arumugam	Govt. Certificate	Physical Instructor, L. M. Community Training School, Erode.
P. I. Ittiara	... Do ...	Physical Instructor, Voorhee's College, Vellore.
D. Anthervedi	... Do ...	Physical Instructor, Hyderabad.
S. James	... Do ...	Physical Instructor, Baptist Mission School, Kurnool.
B. S. Kulkarni	... Do ...	.....
B. L. Sudershanam	... Do ...	Physical Instructor, Mission School, Medak, Hyderabad.
John Narayan	... Do ...	Physical Instructor,
K. Ramulu	... Do ...	Physical Instructor, Municipal High School, Rajahmundry.
Syed Ismail	... Do ...	Physical Instructor, Board High School, Kandukur.
S. P. Mudaliar	... Do ...	.....
S. P. Jagannadhan	... Do ...	Playground Supervisor, Madras.
B. S. Dash	... Do ...	Physical Instructor, Science College, Patna.
P. C. Matthew	... Do ...	Physical Instructor, St. Berchman's High School, Chengannacherry.
Dakshinamurthy	... Do ...	Higher Elementary School, Masulipatam.
J. A. Vadivelu	... Do ...	Physical Instructor, D. M. Middle School, Nellikuppam.
J. A. Mahapatro	... Do ...	Physical Instructor, Board High School, Aska.
YEAR 1927—1928		
K. N. Roy, B.Sc.	... Diploma ...	Physical Director, Collegiate School, Dacca.
S. L. Sircar, M.A.	... Do ...	Mission College, Sialkot.
D. R. Kalyan, L.M.P.	... Do ...	Physical Director, Noble College, Masulipatam.
G. K. Shiralkar, B.A.	... Do ...	Inspector of Physical Education, Holkar State, Indore.
K. I. Ipathu, B.A.	... Do ...	Physical Director, Training School, Trichur, Cochin State.
C. Rama Menon, B.A.	... Do ...	Physical Director, Maharaja's College, Ernakulam, Cochin State.
Raghava Menon, B. A.	... Do ...	.....
Gopal Rao, B.A.	... Do ...	.....
D. Santiago	... Do ...	Secretary, Y.M.C.A. Coimbatore.
T. P. Joseph	... Special ...	Physical Instructor, Malabar Christian College School, Malabar.
R. N. Nivsarkar	Govt. Certificate	Physical Instructor, State High School, Indore.
J. C. Arulampalam	... Do ...	Physical Instructor, Jaffna College, Ceylon.
B. D. Chatterjee	... Do ...	Physical Instructor, Calcutta Corporation.
J. K. Seal	... Do ...	Playground Supervisor, Calcutta Corporation.
A. F. Joseph	... Do ...	.....
T. Rangiah	... Do ...	Physical Instructor, Board Middle School, Polavaram, Godavari Agency.
A. V. Mammen	... Do ...	Physical Instructor, M. D. Seminary, Kottayam.

NAME	COURSE	PRESENT POSITION
YEAR 1927—1928 <i>Continued.</i>		
E. A. Varathappan	Govt. Certificate	Physical Instructor, Erode High School, Erode.
M. M. A. Mallick	... Do ...	Inspector of Physical Education, Ranchi Bihar and Orissa.
C. S. Saraiya	... Do ...	Physical Instructor, Charotar Educational Society, Anand, Bombay.
M. S. Swamidoss	... Do ...	Physical Instructor, Municipal High School, Ootacamund.
D. Devachariam	... Do ...	Physical Instructor, L.M.C. School, Shiyali.
B. Vasudeva Somayaji	... Do ...	Physical Instructor, S. V. S. Temple Secondary School, Bantwal, S. Kanara.
S. Kasturi Rangan	... Do ...	Physical Instructor, The High School, Tirukattupalli.
P. N. Krishna Rao	... Do ...	Physical Instructor, Board High School, Salem.
M. Natesa Iyer	... Do ...	Physical Instructor,
B. Ananda Rao	... Do ...	.....
P. S. Manikkavachakam	... Do ...	Physical Instructor, St. Joseph's School, Cuddalore.
A. J. Paul	... Do ...	.....
K. I. Aippu	... Do ...	.....
K. M. Pachaiyappan	... Do ...	Physical Instructor, Municipal School, Erode.
K. Ali Sahib	... Do ...	.....
P. B. Prasad	... Do ...	.....
D. Satyanarayana	... Do ...	.....
T. G. Rangiah	... Do ...	Physical Instructor, A.M.B. Mission School, Shamshabad, Hyderabad.

YEAR 1928—1929

E. Dharmaraj, B.A.	... Diploma ...	Physical Director, Wesleyan College, Manargudi.
G. P. Selvam, B.A., B.T.	... Do ...	Physical Director, Nagarcoil Christian College
R. A. Mozunder, B.A.	... Do ...	Do Assam Scott.
S. Narayanan, B.A.	... Do ...	Do Loyola College, Madras.
P. A. Devassy, B.A.	... Do ...	Do St. Thomas College, Trichur.
A. Thomas, B.D.	... Do ...	Do Wesley College, Madras.
S. C. Bhattacharjee, B.A.	... Do ...	Do Habiganj Assam.
H. N. Sircar, B.A.	... Do ...	.....
L. K. Govindarajulu, B.L.	... Do ...	Do Annamalai University, Chidambaram.
H. Karmoker, B.A.	... Do ...	Do Islamia College, Calcutta.
B. C. Dass, B.A.	... Do ...	Do Silchar Assam.
V. Sunderesan, B.A.	... Do ...	Do St. Joseph's College, Trichinopoly.
C. A. Abraham, B.A.	... Do ...	Do Christian College, Madras.
D. S. Antonimuthu, B.A.	... Do ...	Do St. Xavier's College, Palamcottah.
C. A. Gopalan, B.A.	... Do ...	Do Government College, Kumbakonam.
J. Baruah, B.A.	... Do ...	Do Assam Jorhat.

NAME.	COURSE.	PRESENT POSITION.
YEAR 1928—1929 <i>Continued.</i>		
B. Ghose, B.A.	... Diploma ...	Physical Director, Calcutta Corporation.
K. Narasimachar, B.A.	... Do ...	Do St. Joseph's College, Bangalore.
S. C. Barbaruah, B.A.	... Do ...	Do Assam.
Bhola Nath, B.A.	... Do ...	Do Sanatan Dharam College Lahore.
M. P. Abraham, B.A.	... Do ...	Do C.M.S. College, Kottayam.
A. Ahmed, B.A., B.L.	... Do ...	Do Assam.
Jagan Nath, M.Sc.	... Do ...	Do Forman Christian College Lahore.
Anil Das	... Do ...	Do Y.M.C.A. Bangalore.
D. T. Hla. PH.B.	... Do ...	Do Burma Government.
H. D. Smellie, B.A.	... Do ...	Do Spence Training College, Jubbulpur.
P. M. Joseph, B.Sc.	... Do ...	Do American College, Madura.
P. Ganguli, B.A.	... Do ...	Do Training College Dacca.
S. R. Chowdhry, B.A.	... Do ...	Do Govt. High School Sylhet.
B. N. Baruah	... Do ...	Do Assam.
P. C. Banerjee	... Do ...	Do Calcutta Corporation.
M. A. Krishnaswamy	... Govt. Certificate ...	Physical Instructor, V.P.H. School Omalur.
Tun Pe	... Do ...	Do Nichol's Sgaw Karen High School, Basein, Burma.
G. Jeyraj	... Do ...	Do L. M. School, Salem.
M. A. Venkoba Rao	... Do ...	Do Govt. High School Saidapet.
A. Kandaswamy	... Do ...	Do
S. R. Thiagarajan	... Do ...	Do Board School Satyamangal.
Mg. Ba Thin	... Do ...	Do Burma Government.
Mg. Ba Than	... Do ...	Do Methodist Boy's High School, Rangoon, Burma.
Mg. Chit Tin	... Do ...	Do Rangoon Corporation.
Mg. Nwe	... Do ...	Do do
G. Misra	... Do ...	Do Govt. High School, Patna.
S. R. Pandit	... Do ...	Do Ahmednagar Mission.
C. P. Kurian	... Do ...	Do
C. L. Dave	... Do ...	Do
C. D. George	... Do ...	Do Playground Supervisor, Bombay.
D. S. Abraham	... Do ...	Do Playground Supervisor, Corporation, Colombo.
Rama Pillai	... Do ...	Do Physical Instructor, Municipal High School.
Shesha Iyer	... Do ...	Do
Mangalchand	... Do ...	Do Bikaner State.
Udey Singh	... Do ...	Do do
YEAR 1929—1930		
P. Gopalakrishnaïya, B.A.	... Diploma ...	Physical Director, Paehaiyappa's College.
Ninan Thomas, B.A., L.T.	... ..	Government College Tellicherry.
P. S. Easwamoorthy, B.A., L.T.	... ..	P. D. Hindu College, Tinnevely.
A. V. Desikachari, B.A., L.T.	... ..	National College, Trichinopoly.
S. K. Lahiri, B.A.	... ..	Bengal.

NAME.	COURSE.	PRESENT POSITION.
YEAR 1929—1930 <i>Continued</i>		
L. B. Pereira, B.A.	... Diploma	St. Aloysius College, Mangalore.
H. C. Thakore, B.Sc.		Guzerat.
K. Srinivasaraghavan, B.A.		National College, Adyar.
C. C. Abraham, B.A.		Y.M.C.A. School of Physical Education.
J. M. Ghosh, B.A.		A. M. College, Mymensingh.
K. C. Mozumdar, B.A.		Bengal Govt.
N. N. Chatterjee, B.A.		Do.
K. A. Quddus, B.A., L.T.		Islamiah College, Vaniyambadi.
I. B. Sircar, B.Sc.		Bengal.
M. V. Ramachandran, B.A.		Madura College, Madura.
P. K. Sen, B.Sc.		Govt. of Bengal.
K. Narasimbachari, B.A.		Presidency College, Madras.
P. R. Subramaniam, B.A.		Zamorin's College, Calicut.
T. Sankunni Kurup, B.A.		Govt. College Coimbatore.
C. Srinivasan, B.A.		M. T. Seminary, Kottayam.
V. J. Joseph, B.A.		U. C. College Alwaye.
C. P. Andrews, B.A.		Govt. Mohammadan College, Madras.
A. Padmanabha Naidu, B.A.		Govt. College, Mangalore.
E. K. Varadan, B.A.		Municipal College, Salem.
G. Samuel, B.A.		Govt. College, Palghat.
V. Karunakara Menon, B.A.		L. S. H. School Dacca.
T. C. Abraham, B.A.		Travancore Govt.
S. C. Shyam Roy, B.A.		Punjab.
T. K. Gopalan Nair, B.A., B.L.		Almora U. P.
Taj Ahmed Khan		Travancore, Govt.
C. Rawat, B.A.		Bishop Heber's College, Trichy.
Alexander, B.A.		Islamiah College, Lahore.
K. M. Abraham M.A. B.D.L.T.		Govt. College Kumbakonam.
Abdul Malik		Govt. Bengal.
C. A. Gopalan B.A.		Do.
B. K. Datta B.A.		Govt. Certificate.
R. P. Chatterjee, M.A.		Purulia Zilla School Bihar and Orissa.
T. K. S. Raghavachari.		A. B. M. Karan High School, Henzada.—Burma.
B. Ganga Maharaj.		Madura.
Saw Chit Pe Kya.		Erode.
S. Thanam,		Erode.
A. Bhavani Mudaliar,		Erode.
T. M. Joseph,		Erode.
Abdul Ghanni,		Pasumalai Trg. School, Pasumalai.
L. D. Kanniah,		Secundarabad.
B. Adam,		L. M. H. Schools Gooty.
S. G. S. Phillip,		Pudukota.
N. M. Narayanaswami,		Christian College School, Madras.
R. P. Joseph,		A. B. M. Karan High School, Henzada, Burma.
James Po Myat,		Tenali, Guntur.
P. Bhushanam Pillai,		Poynnur.
F. T. Hermon.		Kurnool.
M. A. Khader,		Puttur.
B. N. Baliga,		

NAME.	COURSE.	PRESENT POSITION.
YEAR 1929-1930 <i>Continued.</i>		
T. Appuswami Nadari,	...	Govt. Certificate. Sarvajana High School, Peelamedu.
R. Gauripathy,	...	" " Ellore.
S. Narayana Iyer.	...	" " Kattuvalli, Marelikara.
K. N. Mukerjee.	...	" " Calcutta Corporation.
L. M. Tewari,	...	" " Do.
M. C. Sen	...	" " High School, Tatanagar.
Subramania Sarma	...	" " "
G. Vengulam	...	" " "
C. Lohitsayudu	...	" " "
V. K. Kandalkar	...	" " Y. M. C. A. Bombay.

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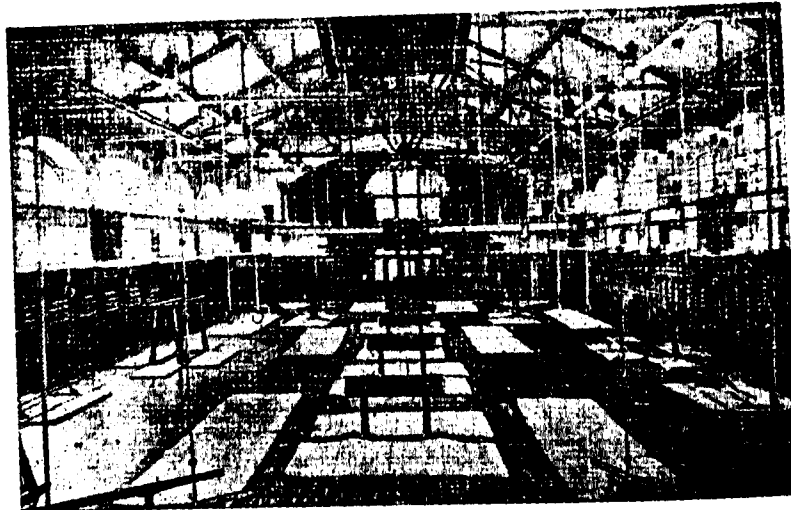
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