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No. 1



A Quarterly Journal of Physical Education

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PHYSICAL TRAINING IN ELEMENTARY SCHOOLS.
SEX EDUCATION OF CHILDREN IN INDIA.

I AM — ?
EDITORIALS, OLYMPICS, NEWS & NOTES.

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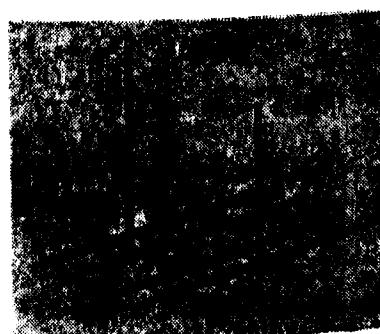
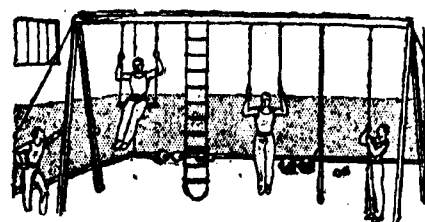
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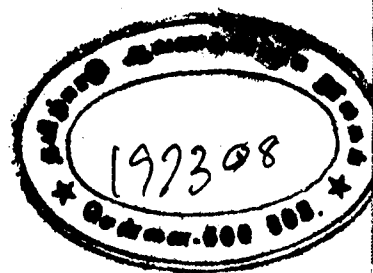
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THE SCHOOL YEAR OF 1929-'30

MR. H. C. BUCK, M.P.E.

Report by the Principal.

As we complete the tenth year of our work of training physical recreation leaders we are embarrassed by demands with which we find it extremely difficult to cope because of inadequate facilities and a small staff. Whereas in 1920 we were told that India would never rise to employing educated men for promoting physical training, to-day the trend is rapidly in that direction, and the profession of Physical Education is becoming a dignified calling issuing a challenge to these purposeful young men who are eager to bring to India the abundant life. In 1920 we had difficulty in inducing even five men to come for training. This year 125 applied for admission. Ninety were accepted, but this number has been reduced to sixty-four largely because we have not the facilities to permit us to adequately care for more. One year ago with the Secondary School Physical Education recommendations before Government and the request from the University and other bodies that we train Physical Directors for them, we had hopes that Government would make it possible for us to improve our difficult situation. But unfortunately we are still compelled to carry on in thatched huts, with temporary hostels, unsatisfactory sanitary arrangements, inadequate play areas, improvised class-rooms, no library building, and no administration building. We have outgrown our present quarters, and if we are to continue our service of supplying trained Physical Directors for educational institutions and other public

bodies, it will be necessary for Government to assist us in supplying the land and the buildings required for expansion.

Of the 64 men permitted to complete the course this year, 37 are College Graduates in the Diploma Course, and 27 are non-graduates in the Government Certificate Course. This fairly large number of Graduates preparing for a profession new to India is proof that we are making at least slow progress in establishing the idea of the great educational value of play, games, athletics, scientific physical education. But India is a large country, with a huge population, and a host of educational institutions. And while a few of them have seen the value of employing technically trained educated specialists to cater to the physical life of the students, many of our schools and colleges have not realized that life has a physical basis, nor grasped the significance of physical education as a necessary educational force; but are content to promote a type of education which merely equips students to pass examinations and does not prepare them to live.

A seeming unwillingness on the part of many educators to give sufficient time and place to the full development of the physical life of students is evidenced by reluctance to change time-tables so as to permit adequate programmes of physical education; and by being content to entrust to illiterate "Drill Masters" the direction of that phase of life which presents the greatest educational possibilities. The time has arrived for schools and colleges to be willing to make any readjustments

that may be necessary to provide the environment, the facilities, the time and the leadership for guiding pupils and students into the full enjoyment of a rich physical experience. The lame excuse of "no time" can no longer be accepted. Educational institutions which neglect the physical life have not caught the true significance of education. Man is not an intellectual being alone, but an entity of body, mind and spirit and all must be equally developed.

Our School attempts to give an impetus to the true significance of Physical Education and to train and inspire leaders who can make the natural physical activities serve as a great educational force and thus supply that essential element which is to-day lacking in so many of our schools and colleges. It is our contention that Physical Education is considerably more than a mere exercise process; that it has great educative, recreative, and character building values and when wisely directed should occupy the basic, rather than a superficial place in the school curriculum.

To prepare themselves for this high calling our students undergo nine months of rigorous intensive work in both theory and practice of physical and health education. But not the least important phase of all this work is that of Normal Practice Teaching which enables them to work out their theories and to acquire the confidence which is so necessary to good teaching. The past year surpassed all others in opportunities afforded in this respect. A large amount of the Normal Practice Teaching was done on our own compound, but a fair amount was done outside also. For example on Saturday mornings throughout the year a class was conducted for the

Elementary School Teachers of the City. This of course was mutually beneficial, as it gave to the school teachers a host of games and other activities for their school boys and in turn valuable teaching experience for many of our students. On four evenings of the week throughout the year nine different schools came regularly to the compound for activities directed by our students, and letters of thanks from many of these pupils and their Headmasters indicate clearly that our Indian School Children are just as eager to play as children in any part of the world, if given the facilities and the leadership. In addition our students have rendered valuable service to a number of institutions in the city by refereeing matches, helping to run off tournaments, conduct sports meetings, help with health exhibits, etc. Not only did our students help with the arrangements of preparing for and running off the Provincial Olympic Sports but our School also participated in the Sports, winning first place in the Presidency, and two of our students were selected as members of the team that represented Madras in the All-India Sports at Allahabad. All of this Normal Practice has been not only valuable training for future Physical Directors, but has likewise enabled the School to make an excellent contribution to the play life of the public. It must not be felt however that all our time has been occupied with formal physical training, for we have had representative teams in Football, Hockey, Cricket, Basketball, Sports Volley Ball and Playground Ball, in all of which we have made creditable showings.

Our Institution is unique in its cosmopolitan character. With fourteen different languages represented and fully as many

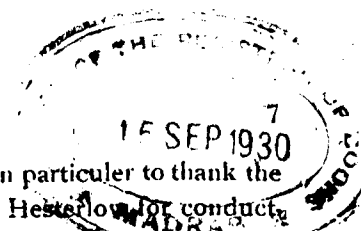
dietary habits we have problems that few Colleges are called upon to face. But out of such problems arise opportunities for bringing about the mutual understanding and fellowship which are so essential for nation building. Some students have difficulty in adapting themselves to the new order of things, and some fail to carry through to the end. But it is our proud boast that every school year has come to a close with our students pulling together as one happy family and that in few institutions can be found such a friendly relationship and brotherly understanding existing among the students and between students and staff. Physical Directors to be successful must be social beings, and it is for that reason that we welcome such a cosmopolitan group in spite of the potential perplexities, and for that reason that we attempt to maintain such a high standard.

The students are to be congratulated upon the fine spirit displayed under discipline and hard work to which they were previously unaccustomed. They have learned that very valuable lesson of 'give and take' so necessary for success in their profession. And to those who have remained with us and have successfully completed the course the Institution means a great deal. For these men we predict successful careers as Physical Educators. They have our good wishes and our prayers for long years of fruitful service.

Our thanks are due to many friends who helped us with lectures and with friendly

advice. We wish in particular to thank the following:—Major Hester for conducting the First Aid Examinations; Khan Bhadur Abdul Rahim Sahib Bahadur and Kao Bahadur R. Krishna Rao Bhonsle for assistance in conducting the Government Certificate Examinations; Mr. Vedagiri for serving as Boxing Instructor; Mr. M. Varadachari for teaching us some of the Indian Dances; Mr. Kandalkar for teaching Lathi Play; and to Mr. C. A. Gopalan for his valuable assistance as an additional member of the staff while he was undergoing a second year of training. As usual a number of helpful lectures were given by various specialists on subjects related to our work, and the scouting and camping so greatly appreciated by our students was continued under the very able leadership of Mr. Forgie.

Our hope for the future is to be able to make the Institution second to none and of such a high standard that our Indian young men need not go abroad to study Physical Education. We wish further to increase the period of training and to improve it to the point where we are qualified and authorized to award the Bachelors and Masters Degrees in Physical Education. To realize this ambition we must have a larger staff and more adequate facilities. But we believe that India wants this service and we have faith that a way will be found not only to continue it, but to make it more effective.



PHYSICAL TRAINING IN ELEMENTARY SCHOOLS—

What it is and what it ought to be.

BY AN OBSERVER.

"Class! Fall in!! Attention!!! that means all must stand in a line with arms by the side, fingers closed, chest out, chin in, heels together, head up, eyes looking straight forward"—so begins the 'drill class in an Elementary School. The teacher gives the caution, and repeats parrot-like the whole explanation of the caution, with never a care whether his caution has been followed. His class may be standing in a crooked line or they may be in diverse postures, one poking the side of his neighbour, or bending forward to see what a boy farther up is doing, or looking at some antics of boys nearby. These, however, escape the attention of the teacher, or he pretends not to notice them, (being unable to rectify them!), and proceeds with the next caution.

"Class! Number in fours, Number!!" The numbering may or may not be well done; yet, he little heeds that. Once the numbering is done he gets them to open ranks and lo! the class is ready (or not ready?) for the lesson in Physical Training he has been preparing them for.

Now commences the lesson proper. The Elementary School Teacher has learnt a few exercises in the Training School, and they are all now doled out. He begins with the very first exercise he learnt in the Training School, which because it was the first, or perhaps it was the simplest, had made a deep impression on him, and so he commands:—"Fingers shutting and opening exercise—On command 'Fingers

Shut' shut your fingers tight, and on command 'open' open them forcibly", and having put them through a few number of times orders them to do the exercise in even time and counts from 1 to 8 and back to one the performance of the exercise by the class in any odd way they please. So, on they go through a number of exercises, the teacher issuing the commands, and after breaking the head of some poor boy with his knuckles, or using his cane to rap it on some other boy's head, or twisting the ears of another boy, while the class goes through the tortures of a lifeless dull monotonous drill with as much indifference and dislike as can be shown in the performance. The breathing exercise which follows is still more of a torture because of the long time the breath is ordered to be held before it is exhaled.

However, the exercise portion of the Physical Training period is over, and one hopes for some relief in the games to follow. But, alas! the hope is too premature. The eternal 'cap' game nullifies all interest in the game, and the fear that the slightest mistake on their part will be rewarded with the use of the cane makes the class play with fear. The usual jollity, life and happiness evinced by children in play has no place in the Physical Training Lesson in an Elementary School, because the teacher cannot stand any noise. The slightest defaulter is severely dealt with, and so the game proceeds more like a lesson taught in the class-room, than as a

recreational activity. Nor is this redeemed by any other features. Other interesting games are not in the repertoire of the teacher. Equipment for games there is none and in the teacher is no initiative. Thus the class comes to an end, the children happy that the class is over, and the teacher still more happy that he has not to deal with this troublesome element for the rest of the day.

The foregoing is a rough picture of how Physical Training is being conducted in many of our Elementary Schools. It is evident that Physical Training does not serve any purpose. To the pupils it is a drudgery; to the teachers it is an unnecessary burden. The Physical Training lesson bores the children to the very limit and it is tolerated by the teacher because of its inclusion in the time-table. The Elementary School teacher is blissfully ignorant of the value of Physical Training and so the children are deprived of the chances of reaping the benefits of sound Physical Training in their early years.

If Health, Happiness and Wholesome Habits are the objects of Physical Training, how should the Elementary School Teacher try to realise them? In other words of what nature should Physical Training be in Elementary Schools? The following few suggestions are made with the hope that they will be of use to any person who happens to read this article.

(1) In the first place, the teacher should divest himself of all false dignity as a teacher, and, when out with the children for Physical Training work, should be one with them. Ordinarily in Elementary Schools, the teacher is respected through fear. This should be replaced by respect through love. This can be realized only

when the teacher is like an elder brother to the children. He should play and work with them, and thus gradually drive out the fear from their minds and gain their respect through love.

(2) In the second place, the teacher should remember that the children at this age are of an extremely imitative nature, and should therefore set the example to them in whatever he wants them to do. He should not content himself by standing aloof and by issuing commands for doing this or that, but should do what he wants them to do so that they can easily imitate him. Incidentally the teacher will realise that his work becomes easier and that it has better results.

(3) Thirdly, he must note that the children at this age are full of activity, and so he must be active himself and set them play and exercise which is all activity. Dull monotonous work has no appeal for them, and so he must be ever alert and watchful.

(4) He must also note that routine-work and monotony jars on the nerves of children and makes them hate such work like poison, and so, he must try to introduce variety and novelty in his presentation of exercises and games.

(5) Lastly, he must use his initiative and wisely select suitable material for presentation to them. What is good for one class may not be good for another. What he has learnt in the Training School may not suffice. So, he must supplement this knowledge by learning from others, or by reading books. Books for the benefit of Indian Elementary School teachers are even now published, and these should be made use of along with others published every now and then in other countries.

A writer on Physical Training has said that pure-drill has no important place in the Physical Training Syllabus of Elementary Schools. What is wanted is work which is "quite generous in nature, and mentally and physically stimulating". "General play activities", he says, "are best suited for this purpose, and this type of work should constitute the bulk of the programme, while occasionally story, plays and imitation exercises can and should be used". To these may be added the song-plays and action songs, so popular in Elementary Schools. A caution should however be given re-action songs, namely, that they should be of an active nature bringing as far as possible all children into active participation in the play and at the same time giving exercise to the whole body.

To sum up, I would first emphasise the fact that Physical Training in Schools stands for Health of children, Happiness

for children and wholesome Habits in children, and I wish every teacher to realise this important fact. The Elementary school teacher has the children in his hands at a most pliable age. They will bend as he wills. He can make or mar them. He can help them to be healthy, happy and of wholesome habits, or he can damn them. He must realise that he has a very responsible work; not merely make the children literate, able to read and write, but also fit them for life through moulding their character. I would therefore close with this appeal that every teacher should make it a point from this day onwards to make the children play some game or other every day, to play with them, and to participate in their activity freely without restraint. "Come, let us live for children" says Madam Montessori, and may we do our best to realise this highest ideal.

CONVERSATION BETWEEN GOKHALE AND GANDHI.

Quoted from "My Experiments with Truth"

Gandhi—"But you do not even go out for walks. Is it surprising that you should be always ailing? Should public work leave no time for physical exercise?"

Gokhale—"When do you ever find me free to go out for a walk?"

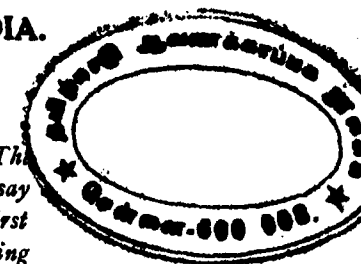
Gandhi continues "I had such great regard for Gokhale that I never strove with him. Though his reply was far from satisfying me I remained silent. I believed then and I believe even now, that no matter what amount of work one has, one should always find some time for exercise, just as one does for meals. It is my humble opinion that far from taking away from one's capacity for work, it adds to it"

Ed. Gokhale died 20 years before he needed to. How much India lost can never be known.

SEX EDUCATION OF CHILDREN IN INDIA.

BY V. SRINIVASAN, ESQ., B.A., L.T.

The Educational Sub-Committee of the Madras Branch of The Social Hygiene Council recently conducted a Prize Essay contest on the subject of this paper. This essay won first prize and we are glad to present it at this time. Following the closing of the contest a summary of all the points made in all of the essays received was made. We add this at the end.



—Editor.

What Sex-Education is.

1. By Sex-education of children is meant teaching them the facts of their birth and parent-hood, impressing on them the beauty and holiness of life, and developing their personalities so as to ensure right ways of Sex-behaviour and correct mental attitude towards Sex-life. India is yet to realise its need.

2. Such an education has two main aspects.—Actual instruction and training through habits, both beginning from the birth of a child.

How to impart Sex-Education.

3. The actual instruction comprises the following stages:

(a) When information is received in matter-of-fact unemotional ways as.

i. during 'Early-childhood' and earlier part of 'Later-Childhood,' first the facts of maternity and then the facts of nonhuman paternity for girls, and paternity (human and non-human) for boys.

ii. A year or two before puberty—the incoming puberal changes and their meanings.

(b) When puberty sets in, 1. the responsibilities of motherhood & facts of human paternity for girls.

ii. the responsibilities of fatherhood and motherhood for boys.

iii. Need for chastity of both paternity.

The method of approach will be and maternity through:—

(a) Nature Study, as it familiarises children with reproductive processes and expressions to clothe the facts, care being taken that love for and sacredness of life are not blunted by rough handling of flowers, eggs, etc. 1. As far as possible, only withered flowers should be cut and the inside shown. While teaching about an egg and the development of the embryo inside, it is not advisable to open an egg each day. Good models may be shown & (b) Answering all the child's questions on 'Sex-matters' naturally and truly.

It is essential that the subject must be approached and taught as a clean matter-of-fact affair, taking its place naturally in the child's other activities and not as an independent subject.

4. Habit—Training (Comprising the stages of unconscious inculcation, development through knowledge, and retention by suitable environments) commences when the mother removes the baby's hand unconsciously resting on the "private parts", and cleanses them daily, and comprises:—

- i. Making the child take to excretory functions naturally and sleep in correct posture.
- ii. Ensuring its Cooperation in (a) not handling the "private parts" and (b) keeping them clean.
- iii. Developing habits of reserve, and reticence in the use of others' things.
- iv. Proper Physical Training and insistence on correct postures

5. Along with the above should go, from early infancy, the development of self-reliance and self-control and Love for the beautiful and the clean.

Let us examine the

Agencies for imparting Sex-Instruction.

6. The Priest and the Doctor hardly enter the education of an Indian child. The only possible agencies are the Parent and the Teacher.

7. (1) The absence of nursery schools in India necessitating the child's spending the entire time at home before school-going (2) the short time spent by children at school compared with the time spent at home. Only 5 out of 24 hours on 5 days in the week and that only for 36 weeks in the year (except in the very few Boarding schools and schools with hostels attached to them) (3) the short time a vast majority spend at school. The Report of the Royal Agricultural Commission (p. 521) says, "Very few boys (less than 20%) stay four years at school)". The average duration is 1-8 years and (4) the extreme desirability of intimating details of human life, especially puerperal changes, to one child at a time, clearly prove that the parent has a far larger part to play than the teacher.

But both of them labour at present under great handicaps.

8. *The handicaps of Parents.*

(a) i. Absence of correct ideas on Sex-physiology and Sex-hygiene on the part of even the 'educated' parents. (a very small percentage of the 8 per cent. of India's 'literate') ii. Their ignorance of, the Psychology of the growth of the young and the influence of their lives—words and actions or those of their children, both born and to be born.

(b) Want of time and ignorance among poor and middle classes and fashion of entrusting children to servants among richer classes—standing in the way of parents spending some time alone with their children enquiring intelligently into their habits and emotions.

& (c) Absence of facilities, to a large majority, for home-gardens and apathy to rear pets at home.

9. *The handicaps of Teachers.*

In addition to (a) i. supra,

(a) Absence of any training in the methods of Sex-instruction in the training institutions.

(b) Poor equipment for real Nature Study.

(c) Rarity of regular discussions among the various teachers of a class and between them and the Headmaster on questions like the growth of the boy (or girl), his (or her) friendships, behaviour etc.

(d) Entire staffing of a large number of girls' schools with men-teachers who cannot have the same freedom as women-teachers to talk to girls on sex-matters.

10. *Other Impediments.*

(a) The vast gulf between children's school-life and home-life and non-existence of any co-ordination between home and school.

(b) Easy accessibility of cheap unhealthy literature producing harmful 'secondary sex-life', and the absence of any control over the home-reading of the young which includes books producing morbid thoughts and ideas in youths. 'A hundred ways of kissing', 'The art of kissing' 'How to write love letters' 'How to make a girl yield to you', etc. are illustrations.

(c) Absence of i. proper provision for children's leisure hours, and, ii. Organisations catering to them.

(d) Perversion of youths' sexual emotions by attendance at dramas and cinemas where scenes are shown, which though natural and not harmful to elders, demoralise youth.

(e) Absence of a healthy public conscience as evidenced in.—

i. Allowing singing of obscene songs on a Hindu girl's attainment of puberty.

ii. The indifference exhibited in public and temple walls being disfigured with obscene writing (and the depicting of sex-unions on some temples and cars).

iii. The toleration of the social class whose profession is prostitution. Happily passing away, though slowly, as a result of the "Devadasi" Act and the 'Brothers bill' now before the legislature (in Madras Presidency).

iv. the frequent light-hearted talks to young children about marriage, consummation, etc., either in foolish joke or as a result of early marriages. Put an end to by the enacting of the 'Sarda Bill'.

(f) The social custom separating boys and girls even in their plays at the tender

age of 5. "We all, however prudish and virtuous, think a great deal more about sex than we should do, if we had been brought up freely". Bertrand Russel.

11 *Ways and Means of overcoming difficulties.*

The defects themselves suggest remedies.

(a) The Government (Public Health Department), training institutions, and unofficial organisations (like Social Hygiene council, Y.M.C.A., Indian Woman's Association, Seva Sadans) must carry on regular and sustained propaganda on the need for sex-education.

(b) Rural-Reconstruction lecturers and Adult-Education Workers should, in the course of their work, tell the adults i. correct ideas on Sex-physiology and Sex-hygiene and ii. the proper methods of imparting sex-instruction to children. Women workers and child welfare Associations should convey the facts to women-folk in private talks and gatherings open only to women. (Knowledge to women on these matters is more important than knowledge to men and they have fewer opportunities of acquiring it) The details of the talk will depend on the nature of the audience.

For the average mother, the talk outlined in pp. 5 to 6 of F.N Seerley's suggested methods of giving sex-instruction in sexual Hygiene to Men and boys," will be possible.

Personal talks about the usual vices of boys and grownups and the methods of overcoming them and leading them to correct methods of cure would inspire the villagers with confidence in the worker.

The following are other methods of publicity:—

i. Preparing and broadcasting pamph-

lets on the above subjects by the Government Department of Public Health.

ii. Preparation of suitable Vernacular and English books on the subject, and their inclusion in village and town libraries.

iii. Better organization of Health-weeks (not the present mere *showy* health-days) and setting apart a day or two for sex-hygiene and allied questions.

(c) All training institutions must provide, in future, for instruction in both sex-physiology and methods of sex-instruction.

For teachers now in schools, special lectures must be arranged during the monthly meetings of Elementary School Teachers of each range, half-yearly and annual meetings of District Teachers, Guilds and annual conferences of the S.I. T.V. and other educational organizations. The professional organs might devote a section to this.

(d) Nature Study should be given more prominence in actual work and provision made in every school for gardens, museums, aquariums and excursions. Every school should rear pets.

In towns, where schools suffer for lack of space, municipalities should open public gardens, museums and Zoos (of at least domestic animals). Boys should be encouraged to frequent them, in addition to their teachers taking them.

(e) People must be helped to rear home-gardens and instructed how to keep birds and animals. Instruction in subjects like Poultry-farming and bee-keeping—and the incentive of earning—will create a favourable atmosphere.

(f) Teacher-Parent Associations should

be formed for every school and frequent meetings arranged between parents and teachers to discuss problems affecting their common wards. Sending of 'reports' by teachers to parents and by parents to teachers [Appendix II] must be a regular feature. There must also be regular discussions between teachers handling a class and between them and the Head-master [§§ 9(c).]

(g) Greater control should be exercised over the extra-reading of pupils and there must be frequent but unobtrusive supervision of boys (or girls') books, boxes etc.

Magazines containing advertisements of nude pictures and of undesirable sex-books should be proscribed from school reading-rooms. A discreet supervision of letters and parcels to school pupils is desirable. The outer wrapper will bespeak the source of the letter, and while the head-teacher hands it to the boy, the boy may be called alone and advised suitably.

(h) Pending entire staffing of girls' schools with women-teachers there must be at least one lady-teacher in every girls' Elementary school in charge of Nature Study.

(i) It should be made obligatory on cinema-exhibitors, as in England, to indicate on the posters if films are 'Universal' or 'public', for parents and schoolmasters to know what films to send their children to. The appointment of 'Public Entertainment censor committees' who shall certify which performances are suitable for children of various ages to attend, is recommended.

(j) Plenty of provision must be made for the leisure hours of the young both by

school and outside organisations. Branches of Y.M.C.A. and Y.W.C.A. non-political and non-communal leagues of youth, social service clubs, scout troops and Girl Guides must be started in various places and kept in full activity.

The role of each Agency and details of Instruction.

12. To remedy the handicaps *in toto* would take a long time. Educating the general public (the parent) would take a far longer time than educating the teacher. So for a long time to come, parental influence will, in a large majority of case, count for little that is good. Also schools, could provide necessary facilities easier than homes. So the work of the teacher becomes all the more important and responsible. No doubt the school touches but a fringe of the population and the school coaching a boy from 5 to 15 years a very small fringe. But the leadership of the nation is with the educated. The leaven of good must spread through them.

13. But a difficulty faces the teacher. In each class of our schools, there is a large number of boys (a) not of nearly the same age or stage of physical and mental development and (b) from homes with different degrees and varieties of culture and sexual purity, rendering the giving of sex-instruction (or even instruction leading to it) *en masse* difficult. How is the teacher to give each pupil individual attention and the necessary instruction before puberty (§ § 7 (4) and 3 (a))?

Difficult as the problem is, teachers must take the place of the majority of parents. It is, therefore, necessary that (a) the teacher should have more leisure (b) one (or two) periods per week per class should be set

apart for general work when boys would spend their time in the school-garden (or zoo, library, etc.) and the class-teacher would spend the hour in his room for individual talks with pupils and (c) the teacher should (i) take a live interest in pupils' friendships, detect covert glances, silly smiles and patchiness in attention, and spend some time with each boy (or girl) alone outside the school, and (ii) provide himself (or herself) with a large No. of books on reproduction to suit pupils of various ages and especially to suit a pupil just before puberty. He should read the required book alone with the pupil in the 'free period.'

These "free-periods" must be utilised to reclaim those boys—a good majority in our High schools—taken to malpractices and whose programme of future married life is self-gratification.

The above work will be in addition to Nature study lessons [See Appendix I] and other class-work. The latter are:—

On the informative side.

(a) Prescribing of text-books for Non-detailed study and inserting in Detailed Texts pieces.

i. Supplementing class-room nature-lore 1. Story of kangaroo, Life of Salmon and how they go to fresh water to breed, etc.

Story of plants and animals not accessible in or near the locality.

ii. Containing lives of *Brahmacharies* and *Brahmcharinis* in whom sex-passions are sublimated. 2. Hanuman, Joar of Are, Avvai Andal, Bhishma, and of ideal householders.

iii. Directly dealing with sex and hygienic life but in the form of a

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story 3. Like West's "A clean Heart or Lessons in Motherhood." (C.L.S.) The book might be suitably adopted to suit Hindu, Moslem and other religious sentiments. Similar books might be written. or anecdotes.

(b) Inclusion of similar books in class Libraries and the issuing of these books to boys unobtrusively once a term (Books like Hall's "Life's Beginnings" may be read in Reading circles).

(c) Emphasising of sexual purity and holiness of love when come across suitable passages in Religious-Instruction, Literature and other classes. e. g. *The Bible*. John "God is Love" "Every one that loveth is begotten of God."

Samuel Chaps. 11 to 14 [Sin in wrong Sexul unions weakening of race. Love its holiness.]

The verse in ten commandments "visits the iniquities of the fathers upon the children unto the third and fourth generations of them that hate Him."

Proverbs xii. 22. "Lying Lips are an abomination to the Lord."

The Hindu Books. Manusmriti III. 2. "Having studied the vedas or 2 vedas or even one veda in due order, *without violating celibacy*, let him enter the householder order."

Manu Smriti ii. 180 "Let the student always sleep alone, and let him not waste his seed; he who from lust wasteth his seed, destroyeth his vow of studentship."

The Koran Swa v: 8. 9. (Purity of body and Purity of mind).

Swa xxiv: 31 (Modesty in dress of women, etc.)

(d) Putting up of suitable mottoes e. g. "The future is for the nations that are

chaste". M. Thorean.

"How we can be healthy if we expend all the health that we acquire"—Mahatma Gandhi.

"Broad-shouldered, deep-chested, hard-muscled, fiery-eyed, resourceful—he is the ideal man" (adapted from W. S. Hall). in upper forms The experiment of showing films like 'How a sheep is born 3. Showing the actual birth of 2 lambs, and later their care (shown in German Schools): if shown before 12 years, there will be no response of passion, and false shame to school-boys must be ried. 4. Produced under the direction of the Board of Health of Berlin—connected with a romance (to hold the attention of the public) and containing a study by diagrams of the reproductive organs, of the development of various germs, their exact action and effects.

Sex-educated parents would, besides laying the foundation during infancy, attend to children's sleeping postures, give them confidential sex-talks and help teachers in the ways suggested. Such parents should be supplied, month after month with details of school-work in Nature study, etc. There is a need in India for forming Parents National Education Union with branches.

Social service organizations must cater to those not touched by such parents or teachers. Like Purity Leagues abroad. India must develop 'Chataquas' like America.

A Synopsis of points on Sex Education.

Sex is an instinct:—It is ineradicable and deep rooted. It can be modified, not suppressed. Sex education has an important bearing on the racial health and strength of population. The purpose of sex education is to fit the young for the

proper and noble discharge of their duties in life.

Difficulties in the way:—(a) India is a community ridden land, largely conservative in character, social prejudices die hard. Hence the need for educating the community on the importance of sex education by means of lectures, talks and lantern slides.

(b) Lack of ideal school surroundings and the scarcity of residential schools. Children learn covertly and wrongly what they have a right to know rightly. Indifference of parents, bad companionship, obscene books, lewd pictures, sensational films and the proximity of brothels are the positive factors of disturbance.

(c) Lack of trained teachers.

(d) Enervating climate and the dawn of early maturity.

How to impart sex education:—(a) Parental meetings with the teachers and doctors.

(b) No conspiracy of silence and no attitude of "hush" should be resorted to in answering the questions of children.

(c) Dispassionate treatment of the subject from the biological and physiological points of view.

(d) The help got from the Hindu legends such as, the chastity of Sita, the fidelity of Rama, the Brahmacharya of Bhishma can be utilised to show the importance of sex purity. Ceremonials such as the monthly Tharpana (done by the son to the dead Ancestors) and the mantras recited in the consummation marriage show the necessity for the birth of a son to a Hindu on religious grounds. This sentiment can be

harnessed to making sex purity the basis of married life.

(e) Girls in the Adolescent stage may be better taught by woman teachers and that separately.

Sex educator's warning:—"Fence the child off of bad influences and ignorance on its steep ascent to manhood or womanhood instead of placing an ambulance at the bottom."

A Teaching chart of sex education.

Stage. Psychological characteristics,
5 to 10 wonder, curiosity. No emotional
child stir.

11 to 18 Restlessness of
Adolescence disposition, emotional
stir, eagerness to know,
appreciation of the sex
instruction.

above 18 Doubts on sex questions,
youth eagerness to know about
fatherhood, maternity etc.

Method of instruction.

Nature study,
excursions, talks
and diagrams.

Remarks.

Children
trained
along these
lines will
develop in-
to a race of
healthy
men and
women.

Biological and Physiological
treatment of the sub-
ject, frank talk and
sympathetic remedies.

Freedom of discussion
and dispassionate treat-
ment of detail.

I am—?

I am the vital principle of life—the greatest of all success and happiness assets.

I am that which gives the plus quality to human beings. I put pep, ginger, and vim into human effort.

I am the source of physical and mental power. I give the body vigor and buoyancy the brain, vital energy and originality.

I am your best friend—the friend of the high and lowly, the rich and the poor alike—but, be he king or beggar, who violates my laws must pay the penalty.

I am often sought in vain by the man who rides in his limousine, but I am generally found in the company of the man who walks to his work and takes plenty of exercise.

I am the great multiplier of ability, the buttress of initiative, of courage, of self-confidence, the backbone of enthusiasm, without which nothing worth while was ever accomplished.

I am the greatest constructive force in the life of man. Without me his faith weakens, his ambition sags, his ardor oozes out, his courage faints, his self-confidence departs, his accomplishment is nil.

Without me ambition and wealth are but a mockery, a palatial home and luxuries a bitter disappointment.

Next to life itself, I am the greatest gift God has given to man. The millionaire who has lost me in piling up his fortune would give all his millions to get me back again but I am beyond the reach of money.

I am that which gives buoyancy to life, which makes you magnetic, joyous, forceful, which brings out your resourcefulness and inventiveness; that which raises efficiency to its maximum and enables you to make the most of your ability.

I increase every one of your forty or fifty mental faculties a hundredfold. I am the leader of them all. When I am present they are up, at their best; when I am absent, they are down, at their worst.

I am the friend of progress, the stimulator of ambition, the encourager of effort, the great essential to efficiency, to success, the promoter of long life and happiness.

I am a joy bringer. Where I go, good cheer goes. Where I am not, depression, the "blues," discouragement are present. My absence means declining powers; often thwarted ambition, blighted hopes, mediocrity, failure, a shortened life.

The wise man guards me as the apple of his eye; the fool abuses and loses me through ignorance, indifference, or neglect.

I am good Health,

ORRISON SWEET MARSDEN.

EDITORIALS

Our Second Year

With this issue VYAYAM begins its second year of existence. Its progenitors look back with a bit of pride at the growth and development the infant-of-a-year-ago has made. The issues have appeared regularly and the material—we judge—in each issue has justified its own individual existence while the composite of the whole volume leaves one with the feeling that solid material of real value to India has been presented. Just turn back to Vol. I. No. 1 and see for yourself how far we have fulfilled the horoscopic prognostications made then.

Among the gratifying features of the past year have been the growing circle of subscribers, the hearty endorsement of the magazine generally, and the interest taken by Indians in contributing to the Magazine. The Magazine has paid its way and should continue to do so provided the staff and subscribers continue to do their part in the future as they have in the past.

The second year of anything is often a harder year than either the first or the fifth but the staff will do all possible to maintain that buoyancy and freshness of enthusiasm that characterizes a new adventure. We are working in a field of intense interest to India and one in which India herself is vitally interested so we feel assured of an ever-widening circle of friends, subscribers and contributors. We wish to point out again that it is your Magazine and we edit it. So let us have your thoughts expressed in writing for others to share in.

J. Henry Gray.

Good News

For ten years our School of Physical Education has been struggling and developing and progressing. From a half dozen pupils a year it has grown to more than sixty. From poorly qualified men educationally to the place were more than half are graduates. From no equipment and the use of the gymnasium and play court of the Madras Central Y. M. C. A. to the Royapet Compound of about 5 acres until at present we are crowded out and it is absolutely imperative that we secure more commodious quarters or die of attrition.

An appeal to Government last year for a plot of land in Saidapet has brought results and we are pleased to announce that we are now the proud possessors of a splendid new site of approximately 50 acres, the securing of which gives us a new lease on life and the opportunity to become a really first-class School of Physical Education.

We aim to become one of the best in the world, the equal of any in the West and without equal in the Orient if that is possible. This new site will start us on this road of expansion and development.

But the land is not all. We are glad to announce as well a handsome gift of \$ 37,500 (or approximately Rs. 1,00,000) from the Hon. Mr. Massey, Canadian Ambassador to Washington, U. S. A. This generous gift will enable us to start building operations in the near future. The year 1929-30 was a good year. May 1930-31 be as good or better. You will hear more of these plans as they develop and somehow we want to give you a chance to share in them. —*J. Henry Gray.*

Refereeing

As one of the knotiest problems that Physical Directors face after starting their work is that of Refereeing. I am trying in what follows to help all such by offering a few suggestions.

The duties of the referee as defined by the controlling boards of various games can be summerised as follows :—

He shall have the power to enforce the laws of the game.

He shall decide all disputed points and his decision on all matters of fact is final.

He shall have the power to order players off the field or warn them for violent conduct.

He shall allow extra time or stop the game if he thinks best, in the interests of the game.

He shall report all cases of misconduct and also the result of the game at the expiry of the match.

He shall decide all other disputes not covered by the playing rules.

Such in brief are the duties and powers of the referee.

On going through these points one easily realises the power that a referee wields in the field of play; but while it is one thing to know one's power and duties, it is another thing to enforce them. The referee is the executive authority and as such he must have certain outstanding qualities. It is no easy task to be an efficient referee and yet one may be efficient if he has the following essential requirements :—

He must be a man of character—he can mar or enhance the prestige of the game and be a great factor in the healthy development of friendly rivalry and in the development of this innocent recreation which is so very essential in these days of

artificial living.

He must be a man of independent and impartial views—a decision once given should be final and he shall on no account play to the gallery. No referee can ever satisfy the whole crowd. (His idea should never be to satisfy anyone but to do his duty). There will always be a class of people in the crowd who are hard to please, as a rule those are the people who have never played games in their lives hence cannot understand the finer points of the game and the difficulties that the referee has to overcome. His merits are overlooked and his faults are very often exaggerated out of all proportion.

He must be thoroughly familiar with the rules of the game,—unlike many other subjects he must score cent per cent to get a pass, a wrong decision may at any time unnerve the players and spoil the whole show and may bring disrepute both to the game and to those that conduct it.

He must have keen eyes and be physically fit to do the necessary running about, so very essential in good refereeing.—bad eye sight coupled with laziness are very often the causes of wrong decisions. Under no circumstances should the referee be rooted down to one spot.

He must understand the finer points of the game—It is desirable that he should know how to play the game. This does not mean that he should be a star player; there is a popular belief that a star player should prove himself to be a good referee but this is not always borne out by the facts.

He must be quick to decide and to give a decision—his reaction time must be very good; very often it is here that one cannot measure up to the requirements and fails

miserably. It's a pleasure to play under referees who can act promptly and justly.

While the referee is asked to do certain positive things as laid down in the rule book there is another aspect of the whole question which is unwritten and concerns himself—observance of these simple precepts would help a referee to avoid many unnecessary troubles and bring credit both to himself and to the controlling authorities.

Never discuss or argue any point with anybody on or off the field of play either during the playing period or at the expiry of time.

Never by action or by word show your displeasure to anybody while cautioning.

Never depend on your memory, keep a record of the game on a slip of paper and hand the same over to the proper authority

at the termination of the game.

Never allow anybody on the field of play when the game is in progress, if need be stop the game unless the field is cleared off.

Never accept an apology; be strict from the very beginning.

It is a pleasure to play under good refereeing, bad refereeing very often leaves a nasty scar on human memory. I remember two schools that had to give up their dual meet for nine years, the whole life of a boy in a school, because of the traditional fight they used to have in a match game. I dare say bad refereeing in the early stages was responsible for this state of affairs and they had to pay heavily in later years. Remember a referee is a potential force for evil or for good in the field of sports and on him rests a heavy responsibility.

—N. K. Mia.

The Class of 1930-31.

We are glad we have this year a strong student body of 67, of whom 32 are graduates, the rest Intermediates and S.S.L.C's, representing all parts of India, Burma and Ceylon. We had more than a hundred registrations and we hope that those who could not turn up this year will do so next year. Many applicants for the Certificate Course were rejected for want of the necessary educational qualifications. We hope we may be able to give training to such men at some time, but at present this is not our job.

Punjab deserves to be congratulated for the great interest she has evinced for the cause of Physical Education by sending in 15 of her stalwart men—thanks to Henry Lal for preparing the way. Bengal has sent in 7, Burma 4, Hyderabad 4, Ceylon 1, and the rest from various other provinces in India. The majority of the students, coming as they do from different parts of India, are living in the hostel, as members of a big family and are learning to understand each other better, every day. All are as gay as ever.

C. C. Abraham.

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:—

"Sport, which still keeps the flag of idealism flying, is perhaps the most saving grace in the world at this moment, with its spirit of rules kept, and regard for the adversary, whether the fight is going for or against. When, if ever, the fair play spirit of sport reigns over international affairs, the cat force which rules there now will slink away and human life emerge for the first time from the jungle."

Gaulsworthy

The Universal Language

Sport is a language which is understood by everyone, whether he be Turk or Portuguese; Swede or Italian. One might cite many incidents of sportsmanship to bear out this fact. Probably a little incident which occurred in Constantinople during the city volley ball championships might serve as an illustration of what is constantly happening when people come together on the athletic field or the gymnasium floor. The incident occurred in the gymnasium of the Y. M. C. A. between two Moslems. One was the physical director of the Association, the other was the captain of a Turkish team. It is a rule that during the volley ball championships all spectators must be in the gallery; only officials upon presentation of a white card, have the right to remain on the floor. It was during one of the matches that the Turkish captain sought to gain admission to the floor. He

Regional

Indian

was minus a white card, and the gatekeeper a young Jewish lad, refused him admission. The Turk became rather indignant, and forced his way, stating: "Do you not know who I am? *I am* the captain of theclub." The gatekeeper said: "No one is permitted to enter without the proper white card." He was ruthlessly forced aside and told to hold his peace. The physical director saw the incident, and called both men to his office for an explanation. Seeking to teach the Turkish captain a lesson for striking the gatekeeper, he went down to the entrance and told the Turkish captain to enact the scene with him, even going so far as to strike him in the face. The captain said: "But you are not the gatekeeper and I must not do that to you." The physical director replied: "Oh yes; he is a representative of the Y. M. C. A. just like I am. You have insulted the organization and must make amends." The young Turk saw the error of his ways and offered to apologize. He extended his hand to the gatekeeper whom he had struck. He then said: "I suppose that that is enough?" The physical director said: "No that is not enough, you go down to the gate and for the rest of the afternoon, you question the people who want to gain admission to the floor as to whether they have the official white card." The Turkish captain gladly did just that thing. The sequel to this affair is that, the

volley ball team of which he was the captain qualified for the final round. Just before the game began he called his team mates around him and said in a voice loud enough for spectators to hear: "Now I want you men to play hard and fair. No one is to question any decision of the judges." Not a reproachful word was said by any player during the match. As the game was about to start he asked his fellow players to give three rousing cheers for the opponents.

Regional:—

Europe

Poland

In an inter-association National Y. M. C. A. championship that would have done credit to any American inter "y" competition, the Krakow teams scored a clean sweep and won the title in both basketball and volleyball recently.

The championships were conducted over a two-day program. The Poles are great on showing their visiting teams a welcome. Groups of the Krakow boys were at the station to meet the Lodz team, which had travelled 185 miles and later in the night to meet the Warsaw boys who had travelled 215 miles.

In the fine Karkow building a large welcome sign was hung in the main foyer. Just before the opening volleyball match the entire group was called together on the gymnasium floor and a pleasant little ceremony took the form of a speech of welcome by the chairman of the National Committee of Physical Education, and the presentation of bouquets of flowers to each of the visiting teams.

All the games were keenly contested and the finest kind of sportsmanship was displayed at all times.

The closing ceremony was a banquet at which time the presentation of silver loving cups and individual medals was made. These trophies were made possible through the generosity of the chairman of the National Committee of Physical Education, Mr. Ryszard Kanenberg.

Germany

Ray Barbuti, Olympic four hundred meter champion, and the only American to win a flat race at Amsterdam, remarked on his return from Europe that the Germans were very good sports. He said that after the finish of each race they took pains to shake the hand of the winner and to congratulate him on his performance.

In a recent article Dr. Adolf Becker comments as follows on sport in his country:

"During the last fifty years of its development, sport in Germany has increased far beyond expectations. There is no doubt, however, that we are nearing a turning point in the history of sport. The question is, will it run itself to its death through organization, style, technic and records or will sport become a real, life factor in the lives of the German people. The leaders in gymnastics, Diem, Geisow. Neuendorff, Rob Werner Schulte and others have worked earnestly for the promotion of this spirit but it requires the cooperation of all to raise it to the ideal standard.

"This struggle for the ideal spirit of sport is not only apparent in Germany but also in the home of sport, England, and, even more so in the United States,—the necessity to instil the spirit of sport, as recognized by the good sportsman."

America

Central America

Tela and Castilla are the two main ports

of the United Fruit Company in Honduras and are headquarters for two distinct working units. The former is the port for the Tela Railroad Company and the latter serves the Trujillo Railroad Company in like capacity. Each of these units has its own baseball, track, tennis and soccer teams which is also true of the units in Cuba, Costa Rica, Guatemala, Panama and Colombia. Contests are sponsored between teams from these different countries and among teams from the various departments in each country.

Coaches and players are drawn from the ranks of professional and college teams but the colleges furnish the bulk of the number. Each year brings its quota of recent graduates from colleges in the States and various parts of Europe, Central and South America. The commercial and professional spirit is notably absent and a spirit of loyalty to division, and of friendly rivalry exists. When one team starts on a tour of amicable invasion of the other Republics, it is met with open handed hospitality and the result is a cleanly played contest. Dances, side trips to points of interest, and the short voyage necessary for the trip, arouse enthusiasm and a desire to be among the fortunates who make up the list.

The good sportsmanship exhibited by the teams of the Company's tropical divisions exert a strong yet subtle and invisible influence upon the athletic contests engaged in by the youth of the Latin Republics. Each year shows an increase in the interest taken in soccer, cricket, baseball, tennis and in some countries polo.

Far East China.

The Y. M. C. A. was organized at Hongkong in 1901, and has conducted its varied work with a modern plant in the heart of the city.

Athletics have played an important part in the Association's program during the last thirty years in Hongkong. It was the Y. M. C. A. that introduced basketball, volley ball, and other group games which are now widely played. It organized the first team in Hongkong to take part in the Far Eastern Olympic Games, held in Manila in 1913. It then sponsored the Hongkong Amateur Athletic Federation, uniting all schools, clubs, and institutions having athletics for Chinese.

Shanghai—China.

The next two months will see a series of interesting national gatherings in China. Beginning from March 1st, the Third Plenary Session of the Central Executive Committee of the Kuomintang will meet in Nanking. On April 16, the National Educational Conference will meet also in Nanking. The National Athletic Meet which will be held in Hangchow from April 1 is far more in the public eye than either of the two meetings already mentioned. Candidates for the National Meet are being selected in a series of provincial meets occurring in March. Athletes who succeed in capturing places in the National Meet will be eligible for selection to represent China in the Far Eastern Olympic Games. One of the outstanding features of Chinese life in recent years is the rapidly growing interest in games and physical development and this series of athletic meets will augment that interest.

"OLD BOYS" NEWS NOTES

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

The annual function of the Old Boys' Association came off on Saturday the 22nd March 1930. True to the profession the day was started with games. The past and the present students were busy the whole morning in playing Basket Ball and Playground Ball. At 11 o'clock the Old Boys assembled in the library and had their business meeting under the presidency of Mr. Andrews. The Secretary presented the annual report for the year 1929-30 (printed elsewhere) which was unanimously adopted. The members of the Governing Body and of the Executive Committee were then elected. In the evening at the invitation of the Association the present students assembled in the class room when all the Old Boys present spoke to them of the aims and ideals of the Association and requested them to help the Association by enlisting themselves as members. At this meeting the Old Students gave their experiences of physical work in their respective schools and colleges and explained how best they are trying to overcome some of the difficulties that are bound to arise in the pioneering stage of any profession. The students present evinced a keen interest in this part of the programme as they were about to go out and start their work and as they wanted to get as much light as possible on this point. Immediately following this a group photo was taken and then all adjourned to a social function nicely arranged on the Tennis court by the social committee.

This occasion was also availed of to present a souvenir to Mr. and Mrs. Buck for the service they have rendered to our country. The souvenir was a brass bowl inlaid with copper and silver depicting Indian religious life. The function closed with the usual vote of thanks.

N. K. M.

Annual Report 1926-30 Old Boys' Association.

(A Summary.)

Membership.

The membership of our Association numbers 55 to date. This figure is not at all disappointing considering the fact that the graduates of this school till now number only 150. It will take some time before we can get the sympathy of all but with the circulation of our Journal 'Vyayam' the membership is bound to increase; it is only a question of time.

Vyayam.

One of the greatest achievements of our Association, though it happens to be in its infancy as yet, is the joint publication of the Quarterly Journal 'Vyayam' and we are glad to report that it has already been recognised by various Governments as a journal of Scientific Physical Education and the credit must go to Dr. J. H. Gray who has been kind enough to accept our invitation to be the Editor-in-chief. We are fortunate enough to have a man of his experience as the directing head of our enterprise.

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Finance.

(1) LOAN FUND.

Our thanks are due to those who have come forward to help us with their contribution to the loan fund. This fund was started last year to meet the initial expenditure of the publication of Vyayam. We are glad to report that a large number of our students kept their promises and contributed a sum of Rs. 326 towards this fund.

(2) OLD BOYS' ASSOCIATION.

The total receipts of the Association including loan fund are Rs. 518 up to date and the expenditure Rs. 488. The latter includes payment of loan and subscription amount of Rs. 442 to Vyayam office. We are hoping that this year more members would join our association and place our financial position on a sound basis.

(3) VYAYAM.

We are glad to announce that, though this happens to be the first year of its publication we have been able to square up our account on this venture.

Future Programme.

We take this opportunity of inviting all to give their best thoughts to the following:

1. Help to enlist members to the association.
 2. Help to enlist more subscribers to Vyayam.
 3. Help to enlist good men for training in our profession.
 4. Always keep before the public this important question of Physical Education of the adults and children.
 5. Give our very best in whatever way we can for the cause of Physical Education.
- Office Bearers of the Association.

Board of Governors. (Year 1930-1932).

The following were elected to the Board of Governors for the next three years.

Madras.

J. F. Andrews, Wm. Zaccheus and C. A. Abraham.

Bengal, Bihar and Assam.

M. M. Mallick, S. K. Mukerji and J. Barua.

Burma.

D. T. Hla, Ba Thin and Ba Than.

Punjab.

Henry Lal, Bhola Nath and Jaggannath.

Central Provinces.

H D. Smellie

Executive Committee. (1930-31).

The following were elected to the executive committee for the year 1930-31.

Mr. J. F. Andrews (*President*).

N. K. Mia and C. C. Abraham. (*Joint-Secretaries*).

N. K. Mia. (*Treasurer*).

A. Thomas.

C. A. Abraham.

Wm Zaccheus.

V. S Ramachandra Rao.

K. Narasimachar.

Committee members.

N. K. M.

Surprising indeed it was to hear from Baliga of a demonstration of physical activities held by his School. Keep alive boy! you have made a good start.

It was interesting to find from the Annual report of the principal, Forman Christian College, Lahore, that a regular department of Physical and Health education on modern lines has been established in the College with Jagan Nath as physical Director. On ahead Jagan, you are on the right track!

*Postings.**Madras.*

The students deputed by the Madras Government have been posted to the

Colleges printed against their names.

Subramaniam, Presidency College, Madras.

Padmanabham, Islamia College, Madras.
Gopalan, C. A., Government College, Kumbakonam.

Srinivasan, Government College, Coimbatore.

Varadan, Government College, Mangalore.

Ninan Thomas, Brunnen College, Tellicherry.

Karunakara Menon, Government College Palghat.

Bengal.

J. M. Gosh, A. M. College, Mymensingh.
Shyam Roy.

Chotta Sen, High School, Calcutta.

Datta, High School, Calcutta.

Chatterjee, R. P., High School, Calcutta

N. N. Chatterjee, High School, Calcutta.

Theuari, Corporation, Calcutta.

Mukerjee, Corporation, Calcutta.

Travancore.

T.K. Gopalan Nair, H. H. The Maharaja's College of Science, Trivandrum.

P. I. Alexander, H. H. The Maharaja's College of Arts, Trivandrum.

Chacko P. Andrews, Union Christian College, Alwaye.

V. I. Joseph, M.T. Seminary, Kottayam.

Punjab.

Malick, Islamia College, Lahore.

Taj Ahmedkhan, Forman Christian Collage Lahore.

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PERSONAL EXPERIENCES IN SPORTSMANSHIP. No. 4.

Is it Sportsmanlike

(By J. M. Ghosh—Class of 29-30)

1. In a contested football match the Referee awarded a penalty-kick against a particular team at the last moment. But every one of the contesting teams knew that it was not really so. Finding that it would be taking a questionable advantage if a goal is scored from that kick, the Captain of the team in whose favour the kick was awarded, personally refused to take the kick, where upon another player of the same side took it and kicked the ball purposely wide out of the mark.

Under the circumstances was the Captain justified in refusing to take the shot knowing that it was not really their due? or can the action of the other player who kicked the ball in the direction to which it was not meant, be supported in spite of the fact that he observed the letter of the law only and violated the spirit in not making a bonafide attempt at the goal of his opponent? or can a team conscientiously win a game in a manner stated above without violating the moral principles involved in Sportsmanship?

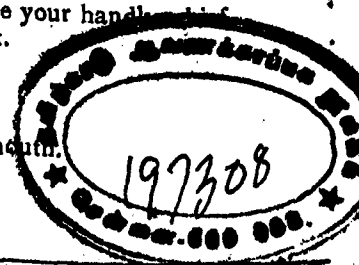
Review of Replies to No. 3

We had more than 50 answers attempting to solve the "Problem in Cricket" sent in by Abraham. Points on both sides of the question are well founded. The following are typical answers:—

1. It was the piece of a fine sporting spirit shown on the part of "Y". Any one who comes out of the pavilion cannot trust to his abilities to win as the game of Cricket is a most uncertain one. "Y" was sure that "X" who had been on the wicket for sometime must have set in. He therefore made this self sacrifice in a high sporting spirit. The fact that "X" was out in the very over could never have been foreseen by "Y" or anyone in the world. This is the "Chance" for which Cricket is famous.

2. It was a false idea of sacrifice that prompted "Y" to so throw away his chances in the game. Cricket is a game where in spite of individual skill and experience a large measure of chance decides the success or failure of the party playing. Instead of relying on the ability of "X", if "Y" had taken his chance with more of self reliance in himself probably the game would not have ended in a draw.

Don't forget to wash your hands before eating.
Don't forget to keep your teeth, mouth, and nose clean.
Don't wipe your nose on your hands or your sleeve. Use your handkerchief.
Don't wet your finger when you turn the leaves of a book.
Don't wet the end of a pencil in your mouth.
Don't put money or pins into your mouth.
Don't spit on the sidewalk or the floor.
Don't take anything that may have been in somebody's mouth.



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

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