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OLD BOYS NEWS AND NOTES.

Management.

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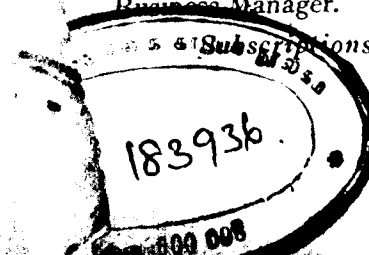
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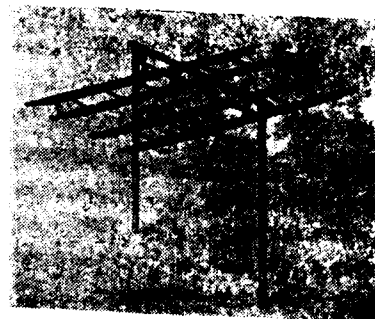
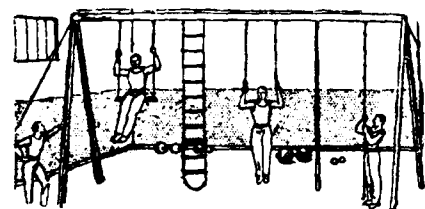
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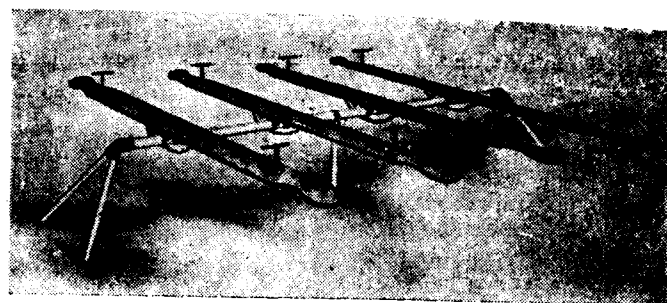
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The Madras Presidency Olympic Sports will be held in Madras during the last week in January, 1932.

The All-India Olympics will then be held in Madras during the first week in February, 1932.

Such Provincial and National athletic activities are conducted all over the world for the purpose of selecting athletes to compete every four years in the world Olympics in which about fifty nations participate.

The ancient Olympic games meant much in the life of Greece from 776 B.C. to 394 A.D. The modern Olympic games were started in 1896 A.D. for the purpose of creating a world-wide interest in wholesome natural physical activities, and to help in developing international friendship.

H. C. B.

Medical Inspection of School Children

The child with defective eyesight is handicapped in his studies.

The child suffering from disease is unhappy. He is a source of danger to others.

HOW MANY CHILDREN IN YOUR SCHOOL ARE SUFFERING FROM DEFECTIVE VISION OR CURABLE DISEASE?

It is the duty of the physical director to continually and persistently agitate for a thorough and adequate medical inspection. And then to make sure that the necessary treatment is secured.

The urgent need for such agitation is forcibly brought to us as we study the REPORT OF THE MEDICAL INSPECTION OF SCHOOL CHILDREN, DELHI PROVINCE, 1928.

The ordinary person thinks of Delhi, with its delightful winter season, as being one of the healthy cities of India. If its medical inspection figures are so distressing, what must they be in other cities?

Of the total number of boys examined, 10,043 or 55.8% were suffering from definite diseases.

10,043 SCHOOL BOYS ACTUALLY SUFFERING FROM DISEASE.

WHAT CHANCE HAS EITHER THE TEACHER OR THE PHYSICAL DIRECTOR WITH 10,043 DISEASED BOYS?

TRACHOMA is one of the COMMONEST DEFECTS found in city boys. 3,603 boys were found to be suffering from this disease. This is 35.8% of the total.

3,603 BOYS SUFFERING FROM AN INFECTIOUS EYE DISEASE CANNOT BE EXPECTED TO STUDY, OR PLAY, WITH PLEASURE OR PROFIT.

ENLARGED TONSILS OR ADENOIDS, OR BOTH, were found in 25.3%.

THIS MEANS THAT ONE FOURTH of the boys are always under par. Nearly 2,000 boys had never been vaccinated. 16% were found to be suffering from DEFECTIVE TEETH.

"The year was comparatively free from MALARIA, owing to the lack of rains. In spite of this fact, 1,127 out of those examined were found to be suffering from malaria, or showed signs of chronic malaria. Thus in an unfavourable year for malaria 11.2% were found to be suffering from the effects of this malady."

The report further states:—"In many instances I have found that there is a regrettable lack of zeal of the part of the masters with regard to this new work. They believe that their duties begin and end with the teaching of the school curriculum. They presuppose that this work is an extra labour which has been thrown upon them and for which no extra pay is forthcoming. They seem unable to appreciate the fact that the teaching of their educational curriculum would be facilitated if they dealt with healthy, as opposed to ailing boys."

Are you, as a physical director, dealing with AILING boys, or HEALTHY BOYS?

Are you, CONTINUALLY and PERSISTENTLY agitating for thorough and adequate medical inspection in your school?

Physical Education in High Schools*

WHAT IS PHYSICAL EDUCATION:—

Physical Education has been defined as the contribution made to the complete education of the individual by the fundamental psychomotor activities. These activities lead to games, athletics, dancing, swimming, camping, etc. It includes the study and application of those subjects and principles which will enable the individual to carry on his own physical training, and that of others. Physical Education is essentially health education. It deals with motor or neuro-muscular activities so directed and controlled as to preserve and develop organic vigour and vitality. Health instruction and health practice form an important part of the programme of Physical Education. Any programme of physical training, to be natural, should be appropriate to the nature of the people and planned to meet their social, national, communal and individual needs. It must be based on modern accepted scientific knowledge and general educational principles, and in full accord with the instinctive tendencies of the growing child.

Many people at the present day are averse to the idea of physical education. To some it is revolting too, and there are only a few who are enthusiasts. Because education is mostly an affair of the mind and hence not allied to physical welfare or development, that it should be attempted in schools passes the comprehension of a good number of educationists, among other people. The sole concern of the schools seems to be to prepare pupils for the S. S. L. C. People seem to forget the good old saying "A sound mind in a sound body." Children should undoubtedly have a good physique before they can be expected to show satisfactory progress in the field of mental development. Undue prominence to either the mental or physical side will lead eventually to serious results. Have we not seen so many students paying undue attention to physical games, sports, etc., and disregarding their studies being branded "Duffers" in the class room? In very many schools in the State the subject teachers take almost no interest in games, etc., so that their dislike for sports is extended to the boys taking part in sports, and the latter are given no help or encouragement. This attitude must change and I hope by God's grace it will.

Dr. Horne says that "the fundamental principle of physical education is that man's nature is a unity". Montaigne expressed it thus "It is not a body, it is not a mind, that we have to educate, but a man and we ought not to divide him. The body is the soul's only medium".

NEED FOR PHYSICAL EDUCATION:—

Mr. H. C. Buck of Madras has clearly explained the need for physical education in the following words "The Biological sciences all teach us that the

* A paper read by B. Pichimuttu, B.A., B.T., before the Teachers' Association, Mysore State. Being a resume of some current opinions on Physical Education.

body was intended for a great amount of exercise. This is evidenced by the large number of muscles and by their size, by the elaborate nervous system developed to permit proper functioning of the muscular system and by the great power and capacity of lungs, heart and other vital organs, whose business it is to care for the huge muscular system. When these organs are not stimulated to activity they cannot help but deteriorate, and that is one of the reasons why doctors are kept so busy and why there is so much misery instead of real joy in living". Long before this mechanical age when people were living by agricultural and craftsmanship activities each man and woman secured sufficient exercise through daily labour, to maintain the organism in a healthy state. The modern civilisation with its many inventions and sedentary occupations is gradually depriving the individual of this needed exercise, and to prevent racial decay in our mother-land, exercise must be taken deliberately and regularly. The child in schools living under very artificial and abnormal condition needs this exercise most, because it is in the formative period.

The school life robs the child of its natural activities. His natural tendency is to be active, in fact to be very active. Yet we expect him to keep silent for hours together and use his eyes and ears under abnormal conditions and perhaps in an uncomfortable seat. School life is a severe nervous strain if the child is expected to sit still for long periods without intervals of relaxation and physical activities. "Inhibition is one valuable trait for the child to acquire, but all inhibition and no relaxation makes the child a nervous wreck."

Play is one of the most powerful instincts in man. A study of the psychology of a child reveals to us that its nature is to be quite free, and to play unchecked. Children are the free sons of nature and they are naturally fond of play. For children, play is a biological necessity. Apart from the social and moral values of play it develops vitality in that it strengthens and keeps in condition the vital organs and increases their functioning power and efficiency.

DEFECTS OF PHYSICAL TRAINING IN HIGH SCHOOLS:—

The physical work that is being carried on in High Schools at the present day is too inadequate to satisfy the ideal of physical education even in the remote future, and is unsatisfactory from several points of view.

The drill master or the instructor we have in our High-Schools is an uneducated and untrained man absolutely incapable of wisely directing physical activities and imparting health instructions. He only knows that it is his business to engage a particular class during a particular period. The relationship between him and the other members of the staff leaves much to be desired. He feels that he cannot control the class properly, and we easily see that really he cannot.

The sports secretary at the present day has to look after the work of sports apart from his twenty or twenty-two periods of regular work. This extra curricular

work has not been till now recognised by the department and nothing but criticisms are levelled against him for doing his thankless job. The department should see that sports secretaries are given less of teaching work if they are expected to do their work efficiently.

Regarding the facilities afforded to a drill master for carrying on his work efficiently the less said the better. He is not supplied with any kind of appliances, not even wands in many cases. The requests of the drill masters for better equipment and play grounds fall on deaf ears.

The fag end of the day is usually set apart for drill when the students are fully tired, and they just under some pretext or other manage to escape. The students know full well that they have to do nothing but monotonous drill for forty-five minutes and that they could utilise their time for some better purpose.

The majority of our school going boys are under-fed on account of poverty and the ungraded character of the present type of physical work is likely to do more harm than good to those poor ill-fed boys.

The education department had circularised the schools to the effect that Scouts be exempted from attending drill classes. This was a fine loophole afforded to the boys to escape drill. In fact a number of students became scouts just to avoid the monotonous drill hour.

Last, but not least is the narrow minded view taken by the public regarding physical education in schools. That is the reason why they do not encourage physical activities, especially games, and that is why they dissociate themselves from the physical activities of the school.

REMEDIES:—

The present system of physical training in our schools should undoubtedly be done away with. Any system we introduce, either indigenous or foreign, must be based on scientific principles of psychology and conduce to health. It would be absurd to include indigenous exercises and games in our programme because they are indigenous and discard foreign exercises and games because they are foreign. We should not adhere to any one system in parrot fashion. Whatever serves and meets all the needs of physical training may without any hesitation be included in the programme.

Instead of the underpaid drill master, Government may appoint trained inspectors who could be in charge of sports as well as drill. A graduate physical director could also take regular lessons such as Physiology and Hygiene in the school. With the idea of improving the efficiency of physical work in schools, under the direction of the Education Department, a Summer Course of Physical Training was started last year in the Bangalore City Y. M. C. A. About seventeen were trained last year and about thirteen this year. We hope the department could make the full use of this training by deputing a number of teachers and have them trained efficiently in modern methods.

There are little or no facilities for games in many of the schools. A large number of the Schools in the state have very little play-grounds attached to them. Government should see that play-grounds are procured for the schools in their vicinity. Schools are very badly equipped in the matter of materials. Sometimes the school authorities place the physical work of their schools, especially the games department, in the hands of their assistants who know very little of games. These instructors are expected to give coaching to the students in the matter of technique but what coaching could be given to boys by these ignorant people?

This is one of the reasons for the poor attendance in the drill classes.

The Government of Madras appointed the Beasley Committee to enquire and formulate proposals for improving the physical education of pupils in Secondary schools in the presidency. This Committee urge that physical training and games should be made compulsory for all pupils except those who are declared unfit by the medical officer of the school, and that absence from games and physical training without leave from the Head Master should be regarded as absence from the school for the whole day. The latter portion of this recommendation may, in some quarters, be considered a bit too harsh but a certain measure of strictness has to be maintained to enforce the disciplinary rule in the case of absentees. The Munshi Committee of Bombay also recommend compulsory physical training in schools by which all pupils should take part in physical activities.

The poverty of the school going boys must receive due consideration in any scheme of physical work for the future. Most of them do not have their mid-day meal, and no useful purpose could be served by compelling them to take part in out-door games or other athletic activities. The Physical Education Sub-Committee of the S. S. L. C. Board appointed in 1928 examined this problem and suggested that the present working hours be altered to 7-30 A.M. to 11-30 A.M. and 5 P.M. to 6-30 P.M., the evening hours being devoted to physical work, or, that provision should be made for lunch to the deserving boys in the afternoon leisure period. Both Government aid and local philanthropic help will have to be sought for supplying cheap and wholesome food to those who cannot afford it themselves.

The one great criticism levelled against the physical training of our schools at the present day is that it does not give an equal chance to every student to exercise himself. The Beasley Committee felt that it would be more effective if training was given to each boy for at least fifteen minutes every day for the reason that if boys are exercised for a longer period only once a week the benefit derived from it will be much less. Games such as Foot-ball, Hockey, Basket-Ball, Cricket and Play-Ground-Ball may be included in the programme of work as well as a few indigenous games such as Gudu-Gudu and Ko-ko. One or other of these games should be played by every school boy at least twice a

week. It is further suggested that the house system be established in all schools. By this system the boys in a school are divided into a number of groups each bearing its own designation and colours. The groups take part in inter-house matches in all games competing annually for a house trophies. This Committee strongly deprecates the award of medals to individual members of a team as it merely tends to defeat the aims of the team system which emphasises the subordination of the individual to the community; while the house system stimulates *esprit de corps* and health rivalry in the school. It is further suggested that the grouping should be entirely irrespective of caste, creed or community.

THE DAY AND THE WORK

To each man is given a day and his work for the day ;
And once, and no more, he is given to travel this way.
And woe if he flies from the task, whatever the odds ;
For the task is appointed to him on the scroll of the gods.

There is waiting a work where only his hands can avail ;
And so, if he falters, a chord in the music will fail.
He may laugh to the sky, he may lie for an hour in the sun ;
But he dare not go hence till the labor appointed is done.

To each man is given a marble to carve for the wall ;
A stone that is needed to heighten the beauty of all ;
And only his soul has the magic to give it a grace ;
And only his hands have the cunning to put it in place.

We are given one hour to parley and struggle with Fate,
Our wild hearts filled with the dream our brains with the high debate.
It is given to look on life once, and once only to die ;
One testing, and then at a sign we go out of this sky.

Yes, the task that is given to each man, no other can do ;
So the errand is waiting : it has waited through ages for you.
And now you appear : and the Hushed Ones are turning their gaze
To see what you do with your chance in the chamber of days.

EDWIN MARKHAM.

Are We Using Dog Intelligence?

A recent newspaper advertisement told the story of a famous Biology professor, and his discussion of the development of human intelligence.

The professor had been describing the development of the cortex or NEW BRAIN, and the raising of the level of human intelligence and achievement. To make his point clear he dwelt upon the difference between human and animal intelligence, and the power of reasoning.

One of the students raised an objection, and argued that animals could be "educated" up to the level of human intelligence. As an example he described a dog belonging to his uncle.

The uncle was fond of fishing, and was always accompanied by his dog. And he always took along a large sponge with which to dry the inside of the boat. One day he forgot his sponge. Arriving at the boat, he turned to his dog, and said:

"Go back, and get sponge".

The dog obeyed and brought back the sponge. And his owner said:

"That dog is as intelligent as a human being."

But the Biology professor did not agree, and said:

The dog did his best, but he was using only DOG INTELLIGENCE. He tried to complete the picture as he had ALWAYS KNOWN IT. Man, dog, boat, sponge, was the picture he knew. He went back to get the missing part of the picture. But if he had failed to find the sponge he would have returned WITHOUT ANYTHING TO TAKE ITS PLACE. If your uncle had gone for the sponge and failed to find it, he would have used HUMAN INTELLIGENCE, we hope, and returned with a pail or a cloth.

DOG INTELLIGENCE must always try to do a thing as it HAS ALWAYS BEEN DONE.

HUMAN intelligence surveys the situation, and having lost or worn out the sponge, seeks for a new and better sponge, or a pail.

These are swiftly moving days. Old methods and old remedies are often entirely unfitted to a new situation. Yet we continue to complete the picture as we have always known it.

We possess HUMAN INTELLIGENCE, but we persist in using DOG INTELLIGENCE.

Are you still going back for the old sponge, when you should get a new one, or try a pail?

The Physical Life of the Social Worker *

By H. C. BUCK, M.P.E., M.A.

It may be taken for granted that as social workers we all believe in the four-fold programme, or in developing the four square man, that is to say, the symmetrically developed individual—socially, intellectually, spiritually, physically. If then it is our attempt to bring this programme to pass in the lives of others, how necessary it is that we put forth every effort to become living examples of what we preach.

It is my observation that social workers usually pay attention to their intellectual and spiritual growth, but woefully neglect the social and physical sides of their lives, particularly the physical. We lose entirely too many valuable workers from our group because of physical breakdowns. It is certainly nothing to be proud of to be able to say that the fight had to be given up because the strain was too great. It is possible to keep physically fit to withstand the strain; but physical fitness cannot be obtained by merely wishing for it, it must literally be earned by the sweat of the brow.

We cannot expect efficient work from dyspeptics and anaemics. Maximum vitality and maximum efficiency are tied up to each other. Life has a physical basis. In the order of our development came, first, the muscles, then the organs, then the nerves, then mentality, then morality. One was superimposed upon the other. Each is vitally dependent upon the other. Muscle thus has spiritual value; for a thoroughly healthy person is full of optimism "as a strong man to run a race". On the other hand, it is hard for a dyspeptic to enter the Kingdom of Heaven.

Physical exercise is the best tranquilizer of the nervous system. Temperance in eating and drinking, and wise selection of food, are the most effective roads to vitality and organic vigour. Digestion is not only physiologic but psychologic and moral. Achievement is largely a question of stamina, and stamina depends largely on a physical base.

RELAXATION AS NECESSARY AS EXERCISE.

Exercise is no more a "cure-all" than are patent medicines. There are times when complete relaxation, rather than muscular exertion, is what our bodies need. And relaxation is an art. Fortunate indeed are those who have learned that art. More fortunate still are those who know how and when to exercise, and what amount of exercise is beneficial rather than harmful. It is a rare experience to run across those who have developed regular habits of enjoyable exercise along with their daily tasks, but who at the same time have learned to relax. Perhaps the ability to relax is more mental than physical; but it is a quality which seems to accompany those who have a keen sense of humour and to whom all work is play.

* Adapted from an address read by H.C. BUCK, before the Madras Missionary Conference.

The question which we need to ask ourselves in this connection is: "Are we on top of our jobs, or, are our jobs on top of us?" Do we go about with tense, drawn faces, so overweighted with a sense of duty that we repel rather than attract; or have we the buoyancy and smile which naturally accompany health and vitality, and which make others desire to know what is the secret of our joy in life.

PLAY GAMES TO LEARN THE SPIRIT OF 'GIVE AND TAKE'.

The play instinct must be kept alive. We need to play to remain young, and we need to play to learn the lesson of give and take. In the athletic game we take defeat without a murmur, we co-operate with our team-mates, we recognize the rights of others, we subordinate self for the good of the team, we obey the rules, we catch the spirit of the game, we give and we take good-naturedly.

Yet in our every-day work, in the game of life, do we give and take gracefully? Do we recognize that others have rights and opinions just as valuable as ours? Are we sympathetic with those who do not believe as we do? Are we charitable when others win and we lose? As social workers we are so in the habit of giving advice to others that we find it extremely difficult to take suggestions ourselves. We need to have open minds.

I am sure that a healthful active play life will make us more companionable, more friendly, more fair-minded and less liable to be autocratic; more willing to take as well as to give. We may be old but we should have young ideas. We should never allow ourselves to reach the point where it is impossible for us to see the school or college students' point of view. Those who are in educational work are making a very grave mistake, and losing a most wonderful opportunity, if they fail to take a keen interest in the play and games of their students. Those who actually play games with their students are certainly enriching their lives and the lives of the students and in my opinion the teacher, who feels it beneath his or her dignity to mix with students in play needs to be psycho-analysed! The habit of constantly "giving" to students needs to be changed occasionally to "taking" from them in the informality of play.

THE OLD IDEA OF MARTYRDOM AND SACRIFICE.

We have all known social work pioneers who periodically had nervous breakdowns. They had been so intent upon their work that they neglected to take ordinary normal precautions to maintain their physical health, without which their work was impossible. As a boy I was wont to regard such persons as martyrs deserving of high praise: but as I consider them now it seems rather that many, if not all of them, were deserving of pity bordering on blame and contempt.

There are, I trust, only very few who still have the foolish notion that it is a sin or a waste of time to play games, or that they will be severely criticised for neglecting spiritual work to look after the "wicked" physical body. A much more wholesome attitude would be that of preserving the health so that one would be physically able to render the maximum of efficient service to the greatest number

over a prolonged period of years. God calls us to *work*, not to sacrifice our lives needlessly; and for this one must be physically fit.

THE ABUNDANT LIFE.

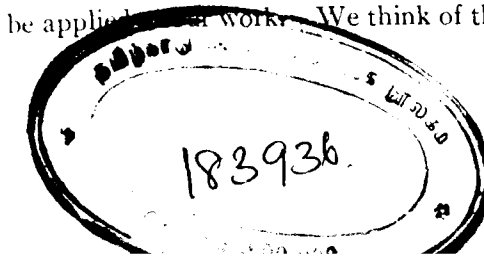
Christ said, 'I came that ye might have life and that ye might have it more abundantly.' I am inclined to believe that as an exponent of the abundant life Christ not only ministered to the physical and health needs of those with whom he came in contact, but that he observed the laws of hygiene to keep *Himself* at a high point of efficiency.

The most up-to-date treatises on hygiene advocate such methods of health instruction as will enable people to "live most and to serve best". In other words, present-day hygiene advocates the abundant life; and the abundant life, I believe, implies a true appreciation and practice of the spiritual, intellectual and physical life; but with no less attention to the physical than to the others. Certainly the old idea of martyrdom does not enable us to live most and serve best.

St. Paul said: "I beseech you, brethren, to present your bodies a living sacrifice, wholly acceptable unto God, which is your reasonable service." If all the Christian workers in the world could be lined up for inspection, I wonder how many would present bodies wholly acceptable unto God!

Of course, the common excuse given by those in sedentary occupations is that they cannot find time for recreation and exercise. In my opinion that is a very lame excuse. I am inclined to think that failure to exercise is due chiefly to "voluntary inertia" or to "constitutional indolence" rather than to any other reason. There are twenty-four hours in the day. In these we find time to eat, to sleep, and later on to die; why not also find time to live? Our consciences trouble us considerably in many cases when we neglect our spiritual or our intellectual development. But in so far as our physical development is concerned, even if our consciences may not bother us when we are neglectful, our dispositions, nerves and vital organs most surely will.

Certainly social workers should learn to "live most and to serve best". More demands are made upon their time, energy and patience than on those of almost any other person. This means that if we are to be free from petulance, irritability or discourtesy, and if we are going to deal with people in a happy manner, we must preserve buoyant, healthful bodies conducive to intelligent, spiritual living and brotherly dealings with our fellows. We, no doubt, are ashamed of the fact, but just the same it is true that misunderstandings, jealousies and petty quarrels arise even between the most devoted workers. This should not be, and probably would not be so if we kept a more optimistic and more healthful outlook based on good physical health. Differences of opinion are sure to arise but they should be constructive differences. The spirit of give and take as learned in play, if we play, will again be applied to our work. We think of the body as the dwell-



ing place of the soul and of the mind. The dwelling place should then be made a fit one.

THE AMOUNT OF EXERCISE NECESSARY.

The amount and type of exercise required will naturally vary with the individual. But let none of us delude ourselves by believing that five or ten minutes per day is sufficient to keep us physically fit. True, such would be better than nothing but it would not be enough. We must realize that our bodies, as we find them to-day, are what they are because of the ages of strenuous physical activity through which our ancestors have passed. In order, therefore, to preserve our bodies and vital functions from deteriorating, it becomes necessary to continue, in as far as possible, the same type and amount of exercise that has made the body what it is.

Biologists and students of related sciences tell us that our bodies were intended for a large amount of exercise. This is evidenced by the large number of muscles and by their size, by the elaborate nervous system developed to permit proper functioning of the muscular system, and by the great power and capacity of lungs, heart and other vital organs whose business it is to care for the muscular system. When any of these functions are not stimulated to activity they cannot help but deteriorate; and that, we may be well assured, is one of the reasons why doctors are kept so busy, and why there is so much misery instead of real joy in living.

Mere muscle-building, however, is not the type of exercise which I advocate. Exercises of the athletic type are better because they are more natural and because they incite to activity, in a normal way, the vital organs of the body. In other words, we need to participate in the type of activity that develops organic vigour; for it is upon proper functioning of the vital organs that health depends. We must have good heart power, good lung power, good digestion, good eliminative processes, good heat-regulating mechanisms and an efficient and healthy nervous system controlling and co-ordinating all of these. Such a state of vitality is not possible through sedentary living but it is possible if we will take time to participate in normal play activities. There are many persons who keep physically fit only when in the hills on a holiday. That is because they there lead an active, normal life. It is not the fault of the work that we do not keep fit but because we lead abnormal, rather than normal lives.

WHY NERVOUS BREAKDOWNS?

Some parts of the human body are older than others in the sense that they have undergone less modification in the processes of evolution. Other structures may be considered as quite new. Thus the nervous system with its elaborate modification of the brain of man represents comparatively a recent achievement in organic evolution. The mistake which we are making to-day is that of throwing most of the work on to the newest system. The nervous system embodies the whole

story of human development, and because of this fact it exhibits in many of its reactions the primitive responses of the race. The health of the nervous system, and indeed of the body as a whole, depends upon a nice adjustment of the work to be done by the two component parts of the nervous system—the sympathetic, which is the oldest, and the cerebro-spinal, which is the newest. Over-use or improper use of either one produces characteristic results.

A marked tendency in organic evolution has been the elaboration of the cerebral hemispheres. The effort has been directed toward central development. The necessities of education and of economic life have made the cerebro-spinal a superior instrument for securing satisfactions in life. This tendency has led to a glorification of the cerebro-spinal, so that in education, in business, in industry, there has been little appreciation of the place and importance of the older structures and functions of the human body. It has produced the scholar who sneers at the physical basis of neural elaboration, the monk who seeks to give spiritual guidance by living a more or less ascetic life, and the scholastic system that omits from the educational curriculum the play life of the child. Historically, this tendency has given us asceticism with its degradation of the body, scholasticism with its contempt of the physical, and Puritanism with its hatred and fear of play, self-expression and the drama.

The great increase in nervous diseases and nervous breakdowns compels us to seek now for a new emphasis. The basis of life must be made secure. The whole tendency of civilization is to cut straight across the essential biological needs of man, the organism. The neurasthenic, the nervous woman, the irritable man are all persons who have taken on cerebro-spinal activities beyond their capacity for accomplishment. To develop the cerebro-spinal system to its maximum point is certainly an acceptable ideal, but its foundation must never be forgotten. We shall always need a generous participation in play, recreation and physical work sufficient to keep the physical organism fit and ready to serve the cerebro-spinal system to its best development.

And so he who seeks to live most and to serve best will be guided very largely by this balance of systems. The great ideals of achievement and of service should rarely mean slow suicide; indeed he only is fit to serve who keeps himself at his best.

Common Colds and Vitamin A*

A diet deficient in vitamin A produces symptoms very suspiciously similar to those observable in common colds, it has been stated by Dr. E. V. McCollum, Professor of Chemical Hygiene, School of Hygiene and Public Health, Johns Hopkins University, and an authority on nutrition, in a resume of results of modern studies in this country and abroad.

While no experiments have so far been conducted definitely to establish a relationship, Dr. McCollum suggested that studies along this line may throw much light on the cause and prevention of the common ailment. The same discharges occurring during the break-ups of colds and in sinus trouble seem to be occurring also when there is a deficiency in vitamin A.

Dr. McCollum further stated that the degeneration of spinal tissue accompanying cases of pernicious anemia may be due to a deficiency in vitamin B, and that while a diet of liver cures the anemia, as has been recently discovered, it is possible that the vitamin B present in the liver may be the relief factor for the spinal trouble.

FUNCTIONS OF VITAMINS OUTLINED.

Dr. McCollum outlined the nature and function of the six vitamins contained in foods and sketched the results followed by diets deficient in any of the six.

Vitamin A, he said, is found in butter, whole milk, yolk of eggs, spinach, water cress, lettuce, celery leaves, turnip tops, beet tops and radish tops. It has also been found by Steenbock, he said, that certain yellow-pigmented roots, such as carrots and sweet potatoes, contain this vitamin in greater amounts than do white or red tubers or roots, such as potatoes, white turnip, parsnips, red beets and radishes.

Yellow corn contains vitamin A, while white corn does not. It is found abundantly in liver, kidney and sweetbreads, but is very sparingly present in lean meats and the body fats of animals, such as tallow and lard.

Children especially need vitamin A. If the amount is insufficient, they become susceptible to certain infectious diseases. It is also required for the maintenance of health in adults. One of the results characteristic of the deficiency is an eye condition commonly known as ophthalmia, of dietary origin. This may cause blindness and produce other complications. It also produces what is known as night blindness, which makes it impossible for the person to see in other than in bright light.

Vitamin B is especially abundant in green vegetables such as spinach, leaves, of turnips or beets, radishes, water cress, lettuce, fruits, yeast, grains, such as wheat, oats, corn, &c., peas, beans, and glandular organs of animals, such as liver and kidney. It is not found in either fats or oils of either animal or vegetable origin. While wheat

* Reprinted from THE NEW YORK TIMES.

flour, degerminated corn meal, polished rice, starch, sugar, glucose, muscle meats, do not contain it.

A deficiency in vitamin B produces a disease known as beri-beri, common in China, and other rice eating countries, as a result of eating polished rice, in which the vitamin is lacking.

"We need very little of vitamin B," Dr. McCollum stated, "but that little is indispensable."

Vitamin C is a substance which must be present in food for protection against scurvy. Vitamin C is the most unstable of all the vitamins and is destroyed by heat in the presence of oxygen.

VITAMIN C ABUNDANT IN FRUITS.

It is abundant in citrus fruits, such as lemons, oranges, grapefruits, &c., and can be taken also in the form of turnip juice and potato juice. Cooked, canned, dried, and otherwise preserved foods, do not have sufficient amounts of the vitamin C. For this reason it is necessary that every one should eat, daily if possible, a small amount of some fresh, raw food, fruits for example.

Vitamin E is still in the research stage and seems to have a certain bearing on reproduction in animals. Certain foods given to animals keep them otherwise in a healthy state except that they produce few young. Fertility is restored by adding to the animals' diet whole wheat or wheat germ, lettuce or lean meat.

So far, Dr. McCollum states, it seems improbable that deficiency in Vitamin E has any importance in determining sterility in humans because the distribution of the vitamin in natural foods is such that people are not likely to run short of it. Wheat oil, cottonseed, corn and palm oils, also peach kernel, soy bean, peanut and olive oils are also said to contain Vitamin E.

Vitamin G is a preventive against pellegra. Vitamin G is found in lean meats, yeast, milk, eggs and fresh vegetables.

The Y.M.C.A. Boys and Girls Exhibition 1931.

The Madras Boys and Girls Exhibition has been, for the last four years, one of the satisfying projects of the Boys Department of the Madras Y.M.C.A.

The Exhibition is competently managed by a group of eleven members of the Boys Branch. They constitute the Board of Directors. This year an additional thirty five boys served on sub-committees, and in the various schools of the city forty more boys served as volunteers responsible for advertising, collecting exhibits and assisting in various other capacities.

Since the inception of the Exhibition, the interest and participation have increased largely every year. This year there were 1,605 boys and girls actively participating as exhibitors of their handwork, or as competitors in the many oratorical, musical and athletic contests.

This is an idea which might well be copied by many institutions in other places, as an inter-school undertaking. The ample opportunities for developing leadership, happy co-operation and new friendships during such an Exhibition make it an extraordinarily valuable effort.

The Opening Address Delivered by Prof. PURUSHATTAM, Pachiappas College, Madras:

I look upon this Exhibition as an experiment in Education for social life among boys. I have often asked myself—are boys aware of their boy-problems; are they able to express their views on those dispensations that affect boy-life, or minister to their boy-needs? Has society made room for a boy-world in which the boy-life can express itself? Has society ministered to the boy in the life of his phantasy, in the instincts of his freedom? It is a sad reflection to ask these questions and then look around to find everywhere—at school, at home or in public life, the boy is simply suppressed.

I think it is a boys' privilege to "dream dreams, to scheme schemes, to blow empty bubbles in the air". One needs to be a splendid boy if one would be enthusiastic over "silly things"! and nothing so silly that a boy cannot be enthusiastic about. To answer in mimicry to a magpie, in yonder bush is something *cheerfully worth while* in a boy's estimation. At times it is fascinating! To speak and not be afraid of looking foolish requires the courage of a boy's heart. One needs to be a boy to experience the grim earnestness of the play-field. It is a mistake to suppose that in providing for a boy's instincts of *play*, we have made provision for all his instincts, we have simply to watch his eager face in running a camp, carrying out a rescue, in making love, in order to feel that his life is wider than the play-interest. That the passion is deeper, richer than his pastimes.

Prof. Woodworth has pointed out that the best of all incentives for 'play' is the *play-fellow*. That other boy (who does not play at playing) but plays in the fulness of his zest. It would be truer to say much the same thing of the sum total of the boys interests in objects. The boy functions at his best, when he is rallied by his comrades. No boy was "licked into shape" except by his fellows, his "pals", his boon companions. The best of all gifts that a boy can receive in his life is the gift of comradeship. By nature a boy is a social animal. He does not know himself until he has entered his group. I will be permitted to suggest that a boy is not a boy until he has discovered and entered his "club".

About ten years ago, addressing the National Convention of the Y.M.C.A., Dr. S. K. Datta pointed out that Education is wider than the problem of illiteracy and the activities of the Department of Public Instruction. There are *three* fundamental aims in Education—Cultural, Vocational and Social. I consider it the highest objective of cultural education to assist us in our capacity for the enjoyment of life. Vocational aptitude is still another of the objectives of education. But the least considered of all in India is the objective of solidarity, with the group a commune through cultivation of common interests, precincts of common aims, and pooling of resources for common objectives. It is a heartless system of education which fails to discipline our lives in forms of social endeavour. I consider the boy as the finest material for such discipline. And I also consider the "club" method as affording the finest technique in the education of the boy for social ends.

There are certain contrasts in the technique of education as it obtains in the school-room and as it is afforded in comradeship.

(1) Boys can't be made—they make themselves. That is what explains those anxious instances of school failures who turned their lives to better account than the "geniuses" of the class room. Boys can't be pushed into the acquisition of a character. Character should evolve through the influence of open air and through that subtle, but very real atmosphere we call personality.

(2) The impulses of a boy arise from a deep-seated instinct for *creativity*. "To condemn a boy through the hours of his class-room, to the passive role absorbing information, is to do violence to his nature" (Sir Herbert Barker).

(3) Boys possess spontaneous responsiveness to forms of beauty, heroism, and leadership. The class room generally is devoid of all forms of such appeal to boys' responsiveness. On the contrary many a wretched tuition kills effectively in the course of a session or two whatever little responsiveness the boy may have brought with him into the class-room.

(4) Constructive skill and the power to apprehend things in relation have evolved together. It is doing violence to the laws of the natural evolution of the boys mental powers to deny him opportunities for the harmonious use of his hands and his brains.

(5) Much more than 3/5ths of a boy's mental life is a life of phantasy. Deny it its expression, then it is destroyed effectively. "Self-expression" is an ugly word with ugly associations; all the same "expression" is the soul of poetry. Suppression is death. No boy can completely express himself except through his responses to the *objects of his boy-world*. The "pal" is the best stimulus for the evocation of those responses.

(6) Boy passions and motives are fundamentally *social*, his valuation of things and persons are the valuations of his group. His enthusiasms and loyalties are those of his 'herd'. The intellectualism of the class room and (sometimes) the age distance of the schoolmaster, tend to destroy the herd and make for individualism.

(7) Education that will expand our capacity for the *enjoyment* of life, must possess a technique that will harness the *treasure-hours* of the boy as well as the hours of his 'work'.

With these thoughts in my mind, I look around for a sense of the realities of boy-life. But the Y. M. C. A. Exhibition offers itself to me as proof of those realities. My contact with the Y. M. C. A. has been long enough to demonstrate to me the pioneer-service they have rendered in many other departments of life. Today at the Boys' and Girls' Exhibition, they are pioneering in the service of Boys and Girls.

The Boys' and Girls' Exhibition has significance and value to me as an experiment in Education. It is to be hoped that it has the same significance and value to Ministers of Education.

"It is one of the humiliating features of human nature that we resent a few little things which happen to irritate us more than we appreciate a great deal for which we ought to be thankful".

—Ernest Dimnet.

Hookworm *

BY MRS. H. C. BUCK.

Hookworm disease affects an average of 73% of the population of the Madras Presidency. The rate varies from 23% in the dry northern areas to 100% in some parts of the West Coast.

"In tropical and sub-tropical lands, practically every person who goes barefooted, particularly agriculturists, harbor one or more adult hookworms. The disease is extremely insidious, being manifested by disturbances of the digestive system, progressive anemia of the chlorotic type, physical weakness, debility, greatly impaired nutrition, cardiac weakness, and degeneration and edema. It is also progressive, a gradual increase in the number of worms bringing with it an increase in anemia and the severity of the symptoms."

For many years, in tropical areas, anemia was thought to be due to malaria. But with the tardy realization of the weakening effects of hookworm upon the system, a new approach to the problem of public health must be made.

The eradication of hookworm disease is one of the major problems facing the physical director in India.

Children suffering from hookworm cannot be expected to study efficiently, nor play happily.

An effective campaign against hookworm involves the following :

1. A knowledge of the history of the disease, the areas in which it may be found, and the manner in which the disease is contracted.
2. The treatment of hookworm.
3. Preventive measures.
4. The Bore Hole Latrine—the solution to the problem of rural sanitation in India.

The general public labours under the impression that hookworm is a modern disease, very mild in its effects, and not of a nature to cause alarm. On the contrary, it is a major menace to all residents in tropical countries, and has been so for many centuries.

Hookworm was not actually discovered as a human disease until 1843, though an Egyptian manuscript dated 1550 B. C., indicates that the disease was frequent even at that early date. In 440 B. C. Hippocrates described a disease that caused people to eat dirt and stones; made them look jaundiced; caused a swollen abdomen and much trouble with the digestion. It sounds very much like the hookworm we know today. And under the sanitary conditions of those times, we cannot be surprised.

* (Quotations, dates and etiology from the publications of The Rockefeller Foundation of The International Health Board.)

In both 50 B.C., and 50 A.D., accounts were written of the poor health of the gold miners, and a disease described with the same symptoms Hippocrates had noted. At that time it was thought that the miners were being punished for their greed, and that gold gave off an evil odor which turned the skin of the miners the color of gold!

Then in the 15th century, in places as widely separated as Brazil, Guadeloupe, and Jamacia, epidemics of a strange and debilitating disease occurred. But not until 1838 were hookworms actually found in a human body, and not until 1878 did two Italian physicians demonstrate that it was an easy matter to ascertain whether or not a person was harboring the hookworms in his body.

It is a long stretch of time from 1550 B.C. to 1878 A.D. Yet little progress had been made, in hookworm control. It was known that these queer symptoms of anemia were accompanied by worms, hooking on to the intestinal wall, and sucking the blood of their victims, causing ulcers in the intestinal wall, depriving the person of nourishment, and weakening him to the point where he would fall an easy prey to other diseases. But it was not yet realized that the disease was contracted by walking bare footed, or sitting lightly clad, upon ground polluted by persons who had the disease.

Finally, in 1880, the construction of the St. Gotthard tunnel in Switzerland was begun. For the work of digging the tunnel, many miners from southern Italy were brought into the country. A violent outbreak of hookworm disease occurred among them, and the fears of the public were aroused. It was easily proved that all of the men suffering from the malady had the hookworms in their intestinal tract, but there were still many who refused to believe that the worms caused the anemia. To an Italian, Dr. Perroncito, must go the credit for finding a vermifuge that at once expelled the worms, and then without further treatment the patients recovered from the anemia. Entirely undiscouraged by opposition and criticism, he insisted without ceasing that this anemia which had puzzled the world for so long, and which was found only in the residents of tropical countries, was entirely due to the presence of these hookworms in the intestines. But so hard is the death of prejudice, that it was not until 1895 that the last of the opposition died down, and everyone admitted that the worms caused the anemia. Thus the name commonly used "hookworm disease".

It is interesting to read today the story of the efforts made to find a vermifuge strong enough to rid the system of the parasites without doing other damage. It was a lengthy search, and not until 1912 was thymol generally recognized at the best agent. Since then, it has been superseded by Oil of Chenopodium and Carbon Tetrachloroid. Researches are still continuing for an improved vermifuge.

Until 1897 it had been taken for granted, that since the disease was caused by a parasite, it could only be contracted by drinking contaminated water, or

eating contaminated food. But then, Loos, in Cairo, began the experiments which were to prove beyond doubt, that while it is possible to get hookworm through water or food, the most common means by far, is through the skin.

The entrance of the hookworm into the body, and its progress there after, reads like the most gruesome adventure. The soil is polluted by persons harboring hookworms. If the climate is very cold or very dry, the hookworm eggs in their feces die. But if, as in the tropics, the soil is hot and moist, the eggs soon hatch into young larvae. These tiny things feed on human excrement, and by the fifth day grow a loose skin and are ready to enter the flesh of the first person who passes by or who sits upon the ground. So tiny we cannot feel them, they enter the skin through a crack or a tender spot, and make their way to a tiny lymph vessel or blood vein, and so are carried in the blood stream, up to the right ventricle of the heart. From there they are carried to the lungs, where they quickly grow. Then they crawl, along and in, the mucous membrane of the throat until they reach the esophagus. At this point they are swallowed along with food or saliva, and passing through the stomach, at last reach their home, the intestines.

With their tiny but fierce hooked mouths they attach themselves to the intestinal wall, and there they cling, and suck the very life blood of their unhappy, and often unsuspecting victim.

As a rule, after entering the body, it requires from 6 to 8 weeks for the hookworm larvae to reach the adult stage, and become capable of laying eggs. But once this stage is reached, not only is the health of the person in whom they are living, seriously affected, but he becomes a daily menace to the public health.

The average hookworm will live from 6 to 8 years in the intestine, and once they start laying eggs, from ONE to FOUR MILLION eggs may be found in the daily feces of a heavily infected person. If this person uses the roads and fields for his convenience, we readily perceive what a menace he becomes. If the soil is even fairly moist, and it is warm, the eggs hatch and the resulting larvae await their victim, the next bare footed pedestrian.

It having been discovered that the poor people of the southern part of the United States were suffering from Hookworm, and that all of the tropical possessions of the U.S. harbored it, various steps were taken to control the malady. "In 1909 the Rockefeller Sanitary Commission was formed to combat hookworm disease". This work was merged into the International Health Board in 1915, under which name all of the Rockefeller agencies co-operate. From the U. S. and its possessions, their work has spread, by invitation of the afflicted countries, to all parts of the tropical world. They survey the field, and from their wide experience report to the Governments, concerned, the methods they consider best fitted to cope with the situation. It was their survey which reported in 1928 the alarming figures quoted at the beginning of this article. When we realize that 73% of the popula-

tion of Madras Presidency are suffering in various degrees of intensity from hookworm, we must admit the urgency of the problem.

In the reports of the Rockefeller Foundation we find the following repeated continually.

"Throughout the region of its prevalence, hookworm disease constitutes one of the gravest menaces to physical, mental and economic progress. It shares with malaria and underfeeding, responsibility for most of the debility of tropical lands. The constant loss of blood through hookworm bites (as they cling to the intestinal wall) is a continual drain on the human machine."

The average person has not yet realized that though persons seldom die of a hookworm infection, it so weakens them that they are apt to fall a prey to other diseases. Nor do they understand that it is of little avail to be cured of hookworm if one continues to walk bare footed and sit upon polluted soil.

The root of the question is sanitation. And sanitation means clean, inoffensive, easily cared for latrines. Again the Rockefeller Foundation adequately states the case, as follows.

"The spread of hookworm disease is entirely due to neglect of sanitation. If the feces of all infected persons were properly disposed of, no new larvae could gain admittance to the human host, and with the expiration of 6 to 8 years—the usual life of the parasite in the intestines—the hookworms already in the bowel would be expelled, and the disease would automatically die out. Under present conditions, however, the disease is kept alive, and may be intensified by heavily infected persons, to whom the lack of adequate latrine accommodations in most rural areas, affords opportunity for a thorough seeding of the soil with the worms and their eggs."

Each heavily infected person may deposit on the soil daily from ONE to FOUR MILLION eggs. It is therefore less a wonder that so high a proportion of the inhabitants of unsanitary tropical regions are found to harbor the parasites, than it is that even a single person escapes the infection.

We are told that an adequate system of latrines will solve the problem. But in rural India, the average person cannot afford to have a latrine, as it means employing a scavenger. And then, even if a latrine is provided it is such an offensive, unpleasant place, the people prefer to use the fields and lanes and prickly pear hedges.

The average person cannot afford to have a latrine, because his pay is so low. His pay is low because he is weak and cannot work rapidly and accurately. He cannot work rapidly and accurately because he is one of the 73% infected to a greater or less degree with hookworms. He cannot hope to be permanently rid of the hookworms until he can afford to wear sandals constantly and have a decent latrine. He cannot afford these until he is able to earn

more money. And he cannot earn more money until he is rid of the hookworm. And so the endless circle has whirled onward, with apparently no hope of a way out.

But at last there is a way to break the circle. The Bore Hole Latrine is the answer. So cheap that even the meanest village or the poorest Elementary School can afford it. So clean it does not give offense during the hottest weather. So sanitary it rids us of the danger of hookworm. There remains only the happy labor of spreading the good news abroad in the land.

The Bore Hole Latrine installed in sufficient numbers; the treatment for hookworm given; the people instructed in the necessity for refraining from soil pollution—then we may look to a new day for India.

It has been done in other tropical countries, effecting a permanent improvement in the general health of the residents. The work has been started in this country with immediate and gratifying results. At last the way seems clear for the freeing of India from this scourge.

(To be continued. Next issue—The Bore Hole Latrine.)

"O Friend : this body is His lyre ;
He tightens its strings, and draws
from it the melody of Brahma.

If the strings snap and the keys
slacken, then to dust must this
instrument of dust return.

Kabir says : "None but Brahma
can evoke its melodies".

Curriculum of Studies in the Y.M.C.A. School of Physical Education, Madras

1. Principles, History and Philosophy of Physical Education.

2 hours per week for 2 semesters.—4 points.

The purpose of this course is to familiarize the student with the significance and comprehensiveness of health and physical education, to enable the student to formulate a good working philosophy and an effective program. The following matters among others will be considered :

(a) Definitions of terms, attempting to arrive at correct interpretation of health and physical education.

(b) The Principles of General Education as related and applied to Physical Education.

(c) History of Physical Education and its lessons for us to-day.

(d) The place of physical education in Indian Life. Why necessary?
What Kind?

(e) Fallacies and Remedies.

(f) Theory and Philosophy of Play.

(g) Aims and Objectives of Physical Education.

(h) Physiological, psychological, and ethical implications of physical education.

(i) Criteria for selecting and conducting activities and for creating programs.

(j) Curriculum making.

2. Materials and Methods in Physical Education.

2 hours per week for 2 semesters.—4 points.

The purpose of this course is to assist the student to develop a good working knowledge of the following :—

(a) Construction of materials and facilities for all types of physical activities—gymnasia; swimming pools; playing fields; running tracks; wrestling and boxing rings; layout and equipment of public and school playgrounds; etc. (Designs and estimates will be required.)

(b) Methods of organizing and conducting tournaments; leagues; physical tests; group competitions; track and field meets; aquatics; boxing and wrestling; exhibitions; intramural and inter-institutional competitions; lesson plans and methods of teaching (the formal lesson plan and the naturalized program); selection of activi-

ties and equipment according to age, sex, and school classification, etc.; athletic associations; rules of games and sports; refereeing; coaching and training; gymnastics and systems; nomenclature; etc. (Normal practice will be required in above.)

3. Organization and Administration of Health and Physical Education.

2 hours per week for 2 semesters.—4 points.

The course, will deal with the organization and administration of health and physical education for elementary schools, middle schools, high schools, colleges, training schools, public playgrounds, clubs, welfare organizations, Y.M.C.A.'s, Provinces, etc. The particular administrative problems of each situation will be considered with reference to controlling bodies, staff, time-tables, control, programs, equipment, activities, space requirements, relationships, duties, budgets, records, etc.

4. The Human Body.

2 hours per week for 2 semesters.—4 points.

Anatomy, physiology and body mechanics. This course will deal with the structure and functions of the human body, the physiological effects of various activities, and the mechanics of natural bodily movements, particularly as all these relate to physical education.

5. Principles and Problems of Wholesome Living.

2 hours per week for 2 semesters.—4 points.

The purpose of the course is to introduce the student to the personal, home, school and community life problems of children and adults in such manner that as teachers they may be able to stimulate the children and parents to create ideal environments and to live abundantly. The following will be dealt with :

(a) The significance of the abundant life.

(b) Personal and social values of wholesome living.

(c) Mental, moral, social and physical health.

(d) Hazards to wholesome living in India.

(e) Essential and non-essential elements involved in improvement of health and in prevention of illness and disease.

(f) Proper hygienic care of the various organs and systems of the body.

(g) Effects of various school activities, including physical activities, upon the bodily functions and structure, and the task of the teacher therein.

(h) Diet and nutrition.

(i) Normal growth and development.

(j) Methods of developing health habits in school children.

- (k) The significance of civic pride.
- (l) School, home and community sanitary problems.
- (m) Control of communicable diseases.
- (n) Water, milk, and food supply protection and control.
- (o) Air, light, ventilation and cleanliness problems.
- (p) Disposal of sewage and garbage.
- (q) Public Health Service and how it functions.
- (r) School health service and how it functions.
- (s) Methods of educating the public on matters of wholesome living. (Village and city projects will be assigned.)

6. Physical Examination, and Treatment of Emergencies.
5 hours per week for 2 semesters.—2 points.

First aid ; treatment of athletic injuries; massage; home nursing; diagnosis and physical measurements; prescription of exercise; methods of conducting physical and health examinations; treatment with heat, light, water, etc.

7. Psychology.
1 hour per week for 2 semesters.—2 points.

A foundation course in elementary psychology applied to the problem of the physical director in education and character building. A study of the value of modern methods in developing a co-operative attitude in discharging the duties of citizenship.

8. Sociology.
1 hour per week for 2 semesters.—2 points.

A course in the foundations of Indian social customs. The power of tradition. Physical education a socializing agency. The ensuing responsibility of the physical director in guiding released energies into safe channels. The impact of the West and the probable consequences in the economic, social, educational and religious fields. Building the New India—a discussion of various satisfactory approaches to the problem.

Various projects will be worked out in adjoining villages in an effort to develop an objective attitude toward social problems.

9. Camping and Scouting.
1 hour per week for 2 semesters.—1 point.

The course will consist of both lecture and practice, which will be given alternately. For example, the work this week would consist of a lecture, next week

of practice, etc. In scouting the student will be fully trained to undergo the examination for a Scout Master's Certificate if he so desires. As part of the camping course the entire student body is taken into camp for two weeks for actual camping experience, where training in methods is continued.

10. Physical Activities.
15 hours per week for 2 semesters—10 points.
Mon., Tues., Wed., Thurs., Fri., 6-30 to 8-30 A. M.
Mon., Wed., Thurs., Fri. 4-30 to 6 P. M.

Calisthenics ; gymnastics ; tumbling ; boxing ; wrestling ; fencing ; marching ; dancing ; games of low organization ; group competitions ; efficiency tests ; indigenous games and activities ; track and field sports ; hockey ; football ; cricket ; basketball ; volleyball ; playground ball ; handball ; tennis ; badminton ; etc.

11. Practice Teaching.
3 hours per week for 2 semesters.—2 points.

Every Friday 6-30 to 8-30 A. M., students are divided into groups for practice teaching among themselves, under direction of the staff. One afternoon per week 3-4 P. M., students are required to handle groups of school boys who come to us daily for organized activities. On Saturday morning elementary school teachers come to us for training. In these ways opportunities for practice teaching are provided.

12. Life Problems Discussion Group
Sunday 11 : A. M. (Optional-)

13. Literary Meetings.
Friday 8 P. M.
Managed by the Student Organization.

14. Social Activities.
Managed by the Student Organization.

15. Athletic Competitions.
Student and Staff Management.

"Old Boys" News and Notes

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

PRINCIPAL ON TOUR :—

Mr. H. C. BUCK, Principal of the School had been on a short tour to Andhra-
desa visiting several Colleges affiliated to the Andra University, with a view to submit-
ting to the University a scheme for introducing Physical Education in the various
Colleges affiliated to it.

Old Boys will indeed be glad to learn that Mr. Gopalakrishnaya, Physical
Director, Pachaiyappa's College, Madras, has sailed for America to take up a Course
of Study in Physical Education at the Teachers' College, Columbia University. We
hope he will have a busy time there, and bring back to India the benefits of his
experiences.

We read with interest an account of the open Inter-Collegiate Sports meet
conducted under the auspices of the Annamalai University. The meet was a well-
conducted one, and several Colleges of the Presidency participated. The Champion-
ship was won by the Madras Medical College, De'costa carrying several first places.
Our congratulations to Govindarajulu for organising and conducting the meet.

We also read with interest an account of the activities of the Coimbatore
Y.M.C.A., and the various tournaments that will be conducted under its auspices
during the course of the year. We are very glad to learn that Santiago is doing his
best to keep the Members of the Y.M.C.A. busy, with a crowded programme of
activities.

POSTINGS :—

1. K. Narasimhachary student of the School 1929-30, has been appointed
Physical Director, P. R. College, Cocanda. Our congratulations and best wishes
for him.

2. Varathappa, student of the School 1928-29, and Physical Instructor,
Municipal High School, Erode, has been appointed Physical Instructor in the Madura
District Board High School at Periyakulam.

3. P. H. Chakravarthi, student 1930-31, has been appointed Physical Director,
Bagerhat College, Bengal. Congratulations, Old boy! We wish you every success.

4. N. K. Patham, student 1930-31, has been appointed Physical Director,
St. Joseph's College, Bangalore, in place of K. Narasimbachar who took up his new
post as Physical Director of Kumbakonam College. We are glad to learn that Patham
is given all possible facilities to carry on a vigorous programme of Physical activities.
We wish him all luck.

5. N. D. Samuel, student of the School 1930-31 has taken up his post as
Physical Director, Masulipatam College. Our congratulations and best wishes
to him.

6. C. Sreenivasan, Physical Director, Government College, Coimbatore, has
been transferred to Government Mahomedan College, Madras, to take the place
of A. Padmanabhan.

7. K. M. Pachaiyappan, Physical Training Instructor, Government Training
School, Erode, has been transferred to the Training Department, Government College,
Coimbatore.

