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PHYSICAL EDUCATION AND GIRL GUIDES
PHYSICAL EDUCATION AMONG THE INDUSTRIAL CLASSES
EDITORIALS, OLYMPICS, NEWS & NOTES.

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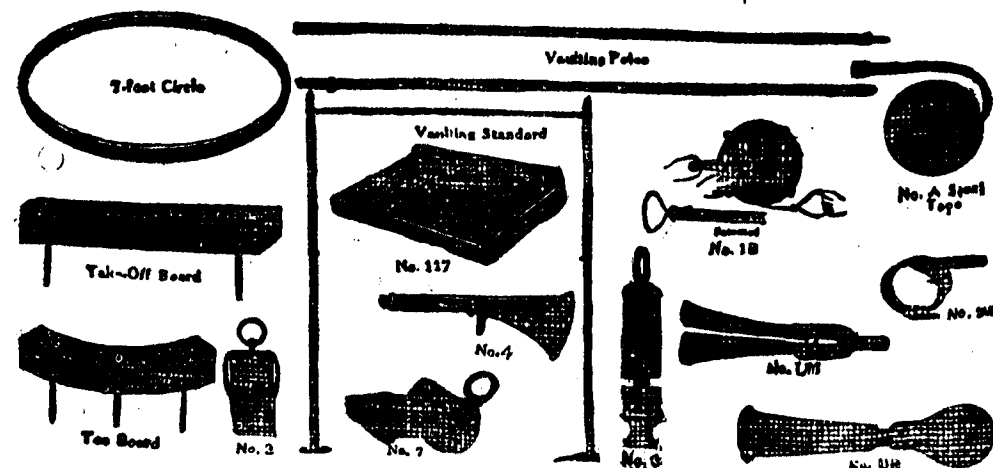
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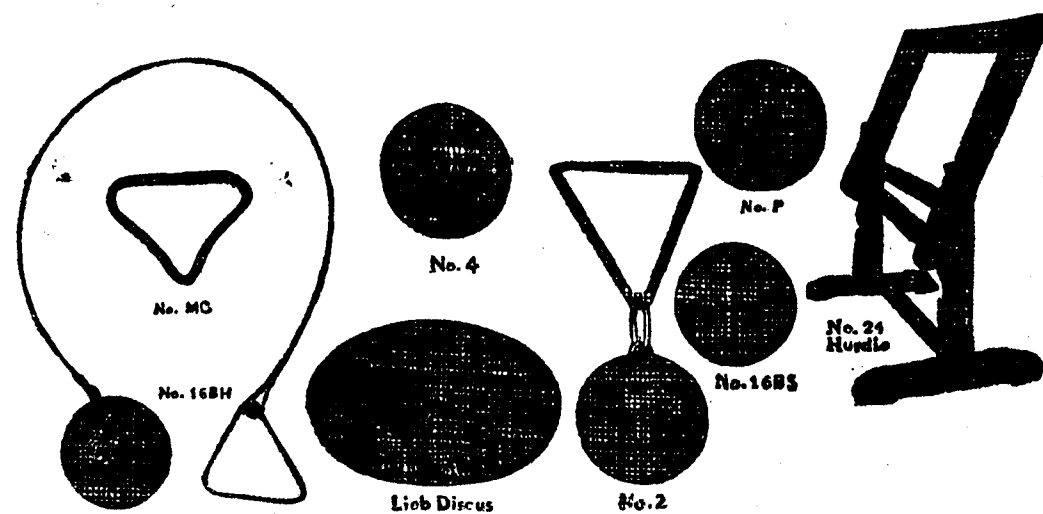
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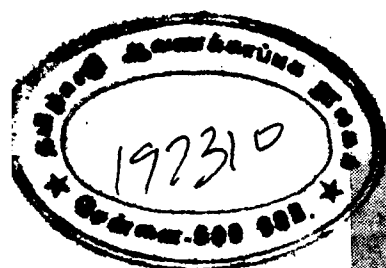
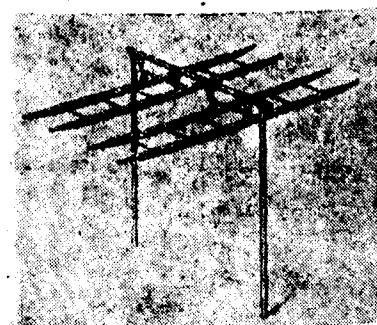
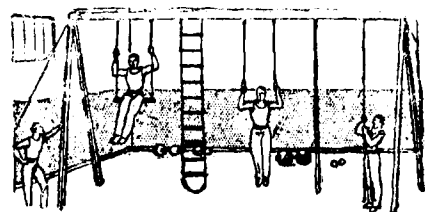
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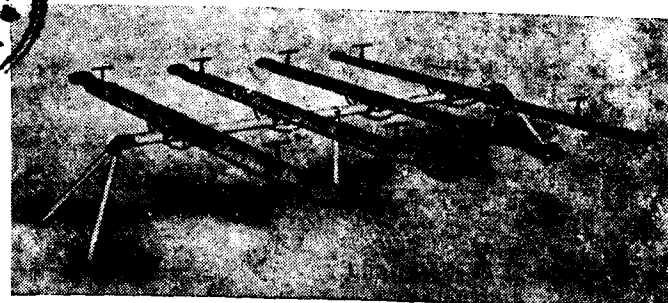
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PHYSICAL EDUCATION IN SOME EUROPEAN COUNTRIES.

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

During our recent trip from India to America on study leave we arranged our tour so that it was possible for us to observe something of Physical Education as conducted in Switzerland, Germany and England.

Landing in Marseilles we journeyed first to Geneva, Switzerland. Here, in the "hub of the universe", the Y. M. C. A. has established a college of Physical Education to enable them to meet the growing demands for trained Physical Directors by the Y. M. C. A. of Europe. This institution is even younger than our Madras Centre and like ours has been struggling along in rented and improvised quarters with inadequate facilities, but also like us looking forward to better things in the future. Their School differs from ours, however, in that we train Physical Directors for educational institutions, public playgrounds, welfare organizations, etc. in addition to the Y. M. C. A. and it is our opinion that the Geneva College should not delay in making its training available for all. Schools, Colleges and other organizations throughout Europe should be permitted to take advantage of the high standard of training which Geneva gives to teachers of physical education for the Y. M. C. A. The course of training requires four years, thoroughly covering both theory and practice of physical education and they have an excellent arrangement with the college in Springfield, Massachusetts, U.S.A., whereby part of the work may be done in Geneva and part in Springfield if desired.

At the Geneva training centre we found

a very broad conception of Physical and Health Education with a comprehensive programme based on sound scientific principles. This qualifies the institution to train Physical Directors competent to carry on effective work. Naturally they cover a wide field of physical activities, largely recreative in nature, but in so far as the formal physical training was concerned we were fortunate in being able to observe the teaching of various systems. We saw one class conducted by a teacher of the Danish system, one by a teacher of the Swedish, one according to the new German system, and one by an exponent of an eclectic system. For the Geneva School does not believe in slavishly following any particular system but in familiarizing the students with all, so that they may intelligently select and apply the type of activity that will give required results. It is evidently not their intention to have their students go out with only a few memorized tables of rigidly standardized exercises to be taught parrot fashion. They have a much higher aim of training leaders with a service motive, leaders with intelligence, vision and purpose, capable of bringing the abundant life to the men and boys whose physical activities they will organize and conduct.

GERMANY.

From Geneva we proceeded to Germany which presents a most marvelous nationwide transformation in its type of physical activities. Prior to the World War their emphasis was on heavy gymnastics and military training. To-day Germany is



THE DANCING SHIVA

THIS STATUE IS JUDGED BY SOME CRITICS TO BE
THE MOST PERFECT PIECE OF BRONZE EXANT
IN REPRESENTING HUMAN RYTHMIC ACTION.
THE ORIGINAL IS KEPT IN THE MADRAS MUSEUM.

stressing Games, Athletics, Sports, Swimming, Sun-bathing; emphasis being on the recreative or play programme, rather than on formal artificial activities. Everywhere throughout Germany one sees wonderful stadiums equipped with cinder running tracks, sports facilities, playing fields, games courts, swimming pools, sports halls, and arrangements for seating thousands of spectators. Whereas once Germany stood foremost among the nations in its participation and performance in Gymnastics, to-day it would perhaps be true to say that Germany leads the world in the percentage of its population participating in outdoor recreative activities.

Also, Germany has developed a new form of calisthenics or "body building exercises", built largely upon the principle of relaxation rather than extreme tension of muscles. The system needs to be scientifically studied and tested before passing final judgment on it, but it does appear that because of its continuous rhythmic movement it should have great physiological value. As a matter of fact it closely resembles the "continuous drill" which we have always taught in Madras and which we term hygienic or physiologic. It certainly is much more enjoyable than stiff Swedish drill, is much less formal than Germany's old type of complicated co-ordination drills, and seems to be worth considering for purposes of general body building and for developing organic vigour. It also, no doubt, has certain corrective value. Every group of adults that we saw participating in this new type of work under good leadership appeared to be enjoying it immensely.

Practically every city in Germany has built a stadium, maintained by the city for the use of the general public. The most

magnificent developments of these we saw in Frankfort, Berlin, and Cologne. They are not only a great asset to the country in that they provide marvelous facilities and competently supervised physical exercise and recreation, but also no pains nor expense have been spared in making them beautiful as well as useful. They are thus a great asset from the aesthetic point of view as well. In short they are very elaborate developments of the Public Playground idea. But we were extremely disappointed to find that the provision was for adults almost exclusively and that no playground equipment had been installed for children. Upon inquiry we were told that the schools provided ample physical recreation for children. It is true that organized play forms a part of the compulsory physical training programme in the schools, but they do not yet provide sufficient play periods during school hours nor do they adequately arrange for recreation for school children out of school hours. It is our hope that India may not make the same mistake in its development of Public Playgrounds, but that it will make ample provision of suitable facilities for both children and adults. Of course we feel that Schools and Colleges in India should provide adequate Physical Education of the right sort for all students, but there are so many non-students for whom recreation should also be supplied and for these Public Playgrounds are necessary.

THE PHYSICAL EDUCATION COLLEGE IN BERLIN.

In Berlin the nation has developed an institution for training teachers of Physical Education. The unique and interesting feature of this College is that it is only one part of nation wide organization combining

all physical interests of the country for promoting and controlling all physical activities throughout Germany. A huge federation of all amateur athletic bodies in Germany has been formed with its headquarters in Berlin. This body with its pooled resources and certain funds from Government seems to have delegated to it the responsibility and leadership for all Physical Education and Health throughout Germany. The Physical Education College in Berlin, erection of stadiums in cities, the new type of physical activity in educational institutions, the promotion and control of all amateur competitions, etc. come under the regime of this organization and are the results of its efforts. The College of Physical Education is beyond description in its beauty and in its adequate and elaborate facilities for conducting every type of physical activity, and with its wonderful laboratories, class rooms, libraries, student hostels, etc. The course of training covers a period of four years and is thorough. Germany appears to be in earnest in its efforts to bring health, happiness, physical fitness and physical skill to its people and is willing to spend the money to supply facilities and leadership necessary to realize its ambition.

PHYSICAL EDUCATION IN GERMAN SCHOOLS.

It was our good fortune while in Berlin to make the acquaintance of Dr. Diehm who is the Secretary for this huge National Sports and Physical Education Association of Germany. He and his wife very kindly took us about Berlin to visit the work in the Schools. As might be expected one still sees remnants of the old type of physical training due to the fact that some teachers of the old school have not yet

been replaced by those of the new. But everywhere the new idea is catching on. Attempts are being made to introduce calisthenics which are more natural, more enjoyable, less formal and which combine corrective with physiological value, at the same time getting general body building results. And everywhere organized play, games and sports occupy the major portion of the physical training period. In one large school for boys we were able to observe three different types of physical training being conducted simultaneously. And it must be made clear that what we saw was not set up purposely for our visit. As a matter of fact the instructors were not aware of our arrival and we were thus permitted to see the ordinary every day programme of class work. It so happened that in this school they had three physical training instructors all conducting classes simultaneously on the large school compound. One instructor was conducting Swedish Drill which was his only stock in trade, another was leading his class according to the old German principles because he was trained in the old school, and the third was teaching the new German calisthenics. Here was presented a unique comparative study of three distinctive types of physical exercise and it was extremely interesting to observe the reaction of the participants to each type. There certainly was much less effective response to the purely Swedish work than to the others, and if I mistake not the group participating in the new system derived much more enjoyment and physical benefit from their activity than did the other two groups. However, the instructors were all wise enough to make this portion of the work brief and then all pupils were divided into

suitable groups for well organized team games which occupied the major portion of the hour, and which were thoroughly enjoyed by all. In so far as gymnastic apparatus work is concerned there is much less of it in evidence than in former years. Heavy gymnastics are still promoted but the apparatus is used more as an obstacle to be overcome, that is to be vaulted over and jumped over, rather than for the execution of difficult feats. In other words the activity might be called athletic gymnastics. It permits large squads to be kept constantly active, at the same time making gymnastics more natural and much more enjoyable. The work for girls and women is very similar in character and amount to that for boys and men. There is perhaps more rhythmic work or dancing for girls and women, but otherwise the exercise and games are very much alike for both sexes. In one High school for Girls we saw a marvelous display of gymnastic and athletic ability by a class of girls that far surpassed the performance of many boys and men. Germany's slogan seems to be "every citizen an athlete."

ENGLAND

It is a well known fact that England has always led the world in play life. She has in her participation in outdoor games, and in her wonderful spirit of sportsmanship set a worthy example for other nations to follow. The idea of "everybody in the game" and of "playing the game for the sake of the game alone" gets far better results than highly commercialized spectacular competitions participated in by only a specialized few, and the often prevalent idea of "win at any cost." England has made, and still is making a wonderful contribution through the dissemination of

a high standard of ethics in games and athletics, and through its gift of wonderful team games to all parts of the world. And she has always been foremost as an exponent of the idea of Physical Education through play. It was therefore difficult for us to understand why a nation which utilizes the most natural informal activities for the general purpose of recreation and health should select the *most formal* system of exercises in existence for that portion of the physical training programme which we ordinarily speak of as formal physical training. One would have expected England to have originated a scheme of physical exercises all her own, one that was typically British and portraying the same informal characteristics as displayed in her games. But to our great surprise we found England still using the Swedish system as the foundation of their physical training in schools. It is true however that they have so modified the system and so interspersed the exercises with games and stunts that the class is kept constantly alert, interested, and never idle. The English have introduced into their physical training much of the same thing which characterizes the lessons of the Danish system, namely that of interspersing the free standing exercises with competitive games, or with gymnastic or athletic stunts, or perhaps with only a run. It relieves the monotony of a long calisthenic lesson, and keeps something doing every minute. We received many valuable suggestions by observing the work in English schools. One thing in particular worthy of mention is their practice of dividing the class into teams, scoring points by teams for all work done throughout the entire physical training period, and making all effort competitive;

thus creating interest by developing pride in both team and personal performance.

There appears to be a vast difference in the type of physical activity conducted in the London County Council Schools as compared with that of the Public Schools. The Public schools appear to promote only the major games, neglecting entirely the more formal physical training class work. Whereas the Council schools depend almost entirely upon organized formal class exercise, with not a great deal of attention to major games. It was our opinion that the Public school boy needed to have his games supplemented with a certain amount of formal physical training for corrective purposes, and that the Council school boys could do with more team games.

THE TRAINING OF PHYSICAL EDUCATION SPECIALISTS.

We discovered that England has no Physical Education College for men. In other words England is not training any men to serve as specialists in the field of Physical Education and Health. Physical activities in schools are conducted by the regular class room teachers who attend evening classes and learn how to teach the

physical training syllabus drawn up by the London Board of Education. It appears to us that this practice creates a very narrow conception of physical education and does not insure the benefit that one might hope for in a comprehensive programme under trained specialists capable of dealing effectively with every phase of Physical and Health Education.

We did find schools for training women specialists in Physical Education and these appeared to be doing some excellent work. They have followed the Swedish (Ling system) as the foundation work in these training centres, but also stress rhythmic activities and games suitable for girls and women. We also found them doing a great deal with curative and corrective methods according to the Swedish system of Medical Gymnastics.

We feel that we profited much from our all too brief study of Physical Education in Europe and we appreciate immensely the great kindness of all the persons who made it possible for us to observe the activities in their countries.

A statement regarding Physical Education in America will be submitted at a later date.

BUILD FOR STORMS.

Build roofs for storms, and walls for gales,
Not for the zephyrs of the spring.
Put spikes where there is need of nails,
And wire where there is need of string.
The morning may be bright and fair,
The afternoon be dark and cold;
There may be stormy movements where
A nail will give, a spike would hold.

Build banks for panics, not for booms,
And so a factory, a store,
And know that when a tempest looms
They have the strength to stand, & more.
And, if you think that you must owe,
Owe only half what you can pay.
Though not a strain a string may know,
A wire is much the better way.

Yes, build for storms, and, best of all,
So build yourself, in body, soul,
Your health the corner, heart the wall,
To stand, whatever thunders roll.
Temptation comes in time of stress,
In many shapes, has many forms,
And building character—no less
Than building houses—build for storms.—*Douglas Malloch.*

PHYSICAL EDUCATION AND GIRL GUIDES

MRS. D. SPENCER HATCH, M.A., *Divisional Commissioner, Girl Guides, Travancore.*

Physical well being plays an important part in the Girl Guide movement. As an organization the Girl Guides want to do their share in developing the best type of girlhood and womanhood for future generations.

The method which they adopt is to incorporate certain tests under the heading Physical Health for Bluebirds, and Health for Guides and Rangers. They begin with the Bluebird recruits at the age of eight and continue teaching and practicing health ways and means as long as the girls remain in the association. Health, as they use the word, is a general term and means physical education as a comprehensive education in matters of health and physical hygiene.

Before a Bluebird can win her second class badge she must be able to perform the first body movement (hips firm, alternate knee raising, supporting knee straight) which is given in the command, "See if you can walk like the proud cock. . . . Go." In dealing with small children the play element is used as much as possible. The Bluebird must also know why she does this exercise and understand just how it helps her to balance and walk well. The second test is to know how and why she should keep her nails cut (not bitten) and clean, her teeth clean, and why to breathe through her nose. In inspection at meetings the Wise Bird often examines nails and teeth and looks for tidy hair, to help the Bluebird acquire the habit of cleanliness and the reasons why we consider it a good habit.

The remaining three tests are good fun and are excellent for teaching muscular control and coordination: bowl a hoop or hop around a figure of eight course; throw a ball ten yards with the right hand and then with the left; throw a ball so that a girl six yards away catches it four times out of six.

These definite tests are not the only way that the Bluebird is trained in physical well being. The Wise Bird plays games by the score with her flock. The weekly meeting is varied greatly with running games, quiet games and serious work. The tendency to become round shouldered is often strong even among these little girls. The Wise Bird sees that her games are ones which will stretch the little bodies upward, and backward. Games like "Did you ever see a Lassie go this way and that" can be used to do various exercises and give the additional value of rhythm. Singing games with skipping and dancing are also utilized to a great extent.

When the Bluebird becomes a Guide her health education is deeper. No company can look smart if it is made up of slouchy girls. Posture should get immediate attention. The health tests for the Guides make sure that a good general carriage, walking and running ability are developed, and a girl cannot pass this test until she has at least shown a real effort to improve. All except those who are physically unfit for such an exertion must run a mile in twelve minutes or skip a hundred times without a break.

There is a set of physical exercises for Guides. This used to be a part of the test, but has very wisely been made optional. Formal set exercises should not be indiscriminately given by persons with only a superficial knowledge of the purpose of the exercises and just how they effect the various parts of the body. Corrective and developing exercises should be given only by persons well qualified to do so. More harm than good may result if exercises are wrongly given and wrongly taken.

Hygiene creeps in under two other headings: handicraft and service. Indian Guides must know how to keep cots and bedding clean. No more rolling up the pillow, blanket, mat, and tossing it into a corner as soon as morning comes! Air, sunshine, soap and water hold—often—unsuspected virtues. In order that a Guide may be prepared for emergencies she learns how to treat simple cuts and bruises, to stop bleeding with a pad and bandage, to bandage a sprained ankle, to remove grit from the eye, to stop choking. The important part of this teaching is that she learns simple home remedies, and how to manage the little things that might occur in her own circle. Further she learns just how far she should go by herself and when she should call for expert advice and help. This surely is important in India, for we so often hear doctors say, "If only the patient had been brought in sooner. If I had only been called sooner." At the same time we are learning these simple first aid rules, we discuss the local remedies and treatment and find out in what ways they are good or bad. I personally do not think it is at all sufficient to teach Guides a new and probably better way of doing things. Rather we must find out their own methods

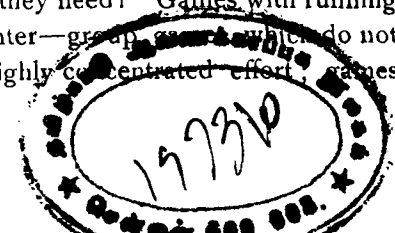
and prove them good or bad and show the Guides exactly how and why they are good or bad.

A second class Guide must know the rules of health which are six in number and cover the hygienic principles: back of fresh air, proper food, proper clothing, sleep and rest, cleanliness and exercise. In my work with various Guiders I always urge them to find out in what way the living of the girls is faulty and then help them by some means to better their ways. This often means a raid on superstition!

Another very useful test is the child nursing. What Indian Guide does not have to do with a child! How to clothe, feed, keep clean in person and surroundings, regulate rest and exercise, for a child from two to five years, is certainly most useful knowledge which can be put into immediate, practical use in nearly every home. Local conditions will govern this teaching which should be done by competent people, if necessary invited to company meetings for this purpose.

The First Class Guide must hold the Ambulance or Sick Nurse Badge which she must renew every other year. These again teach simply and practically, hygiene for persons and surroundings.

These various items are tests which each Guide must study and pass before she can win her badge. The Guider's responsibility does not stop with this teaching. In arranging the company meetings she must consider the needs of her company and plan for them. Do the girls come immediately from the school room, mentally weary from a long day of study? What do they need? Games with running and laughter—group games which do not require highly concentrated effort, games



which will set the blood circulating freely and give freedom and relaxation to muscles. Or do they come to the meeting from distant homes, hot and a little tired from walking? Give them a quiet game in a shady corner for a start.

Variety in conducting meetings is essential. Active games, work, active work, quiet games; and fun. The psychological factor is one of the most important in any program: laughter, fun, a good time. There will be better concentration, more learning, a smarter company if they can smile and laugh and shout with the pure joy of being alive and moving. Try it on your company and see.

There are games of all sorts: for exercise, for muscular coordination, for muscle control, for balance, poise, posture, carriage, walking, running. Study the company to see what it needs and give them a game to supply that need. Do it with a smile. It is not necessary to explain to the company that they are very bad in some particular and that now we shall all indulge in a game to correct that. I

have seen Guiders do this and take all value and fun out of the game.

There is very little we can do in a Guide meeting which does not have either a direct or indirect bearing on physical education. The movement believes in physical education; an understanding and practice of hygienic living and thinking. We want to teach Guides to live well and think well. We want to give them the habit of health and vigor. In all the teaching and preparing we do, I plead for the importance of teaching a constructive attitude of mind toward health as the normal usual course of life. Let us not concentrate on the other side. Let us think "To do thus is strong and to be thus is right"; instead of thinking, "If I do not do thus, I shall be ill and weak."

It is right to be prepared for emergencies, but let us not think that the emergencies are the normal. Cultivate the habit of health, think constructively, concentrate on the optimistic side. This, physical education should teach us, or it is not worthy the name education.

POSTURE PRECEPTS

PREAMBLE:

Posture receipts have their place
With growing Girls and Boys;
And strictly to obey them
Adds to life new joys.

ONE:

"Heads up! Chin in!"
Gives bearing and grace;
And just as important,
A bright and happy face.

TWO:

"Chest high! Abdomen Flat!"
Keeps vital organs in place;
And increases lung capacity,
To keep you in the Race.

THREE:

"Shoulders back! and down!"
Corrects relations in bone;
And adds to one's appearance,
As well as muscular tone.

FOUR:

"Back straight! toes front!"
Increases strength of spine;
And buoyancy of stride,
To keep you up to time.

FIVE:

"Stand tall"—Best of all
Completes the whole show;
It straightens up your body
And puts into life more "go".—F. Weber.

PHYSICAL EDUCATION AMONG THE INDUSTRIAL CLASSES

A. G. MANE, B.A., *Physical Director, Bombay Y. M. C. A.*

The importance of physical training and education is now generally acknowledged; but with its growth and development a new problem of equal importance, namely, the well-being and physical fitness of the labouring classes is now rapidly forging ahead, and demanding an adequate solution. A cursory glance at the statistical growth of Industrial classes in our chief cities will convince even the most sceptical of us of the urgent necessity of directing concentrated efforts toward the amelioration of the conditions of this the most backward population of a city. It might be said that the question of the physical education of schools and colleges is primarily concerned with a narrower definition of the term, while that of the labourer is inextricably bound up with those wider aspects of physical education which deal with economic, social and physical conditions. Thus the problem is extremely complex, and any attempt at a solution is bound to be experimental for a long time to come.

Two such attempts under the direction of the Y.M.C.A. are being made. The one is the Welfare work of the Empress Mill's in Nagpur started by Sir Sorabji Mehta, and the other is the Social Welfare work conducted by the Bombay Y.M.C.A. in the Municipal, B.B. & C.I. Railway and Port Trust centres. Whether the problem is one of Social Welfare or industrial welfare, from the point of view of physical education the common human factor is the labourer. He is the same slow-changing conservative person everywhere, and what

is more is not altogether without strong opinions of his own. He is certainly tickled and amused when he sees group games and team games like Volleyball and basketball. He even goes so far as to wish most energetically that the team of his locality should win. There is even a danger of the energy running amok. But when it comes actually to his personal participation in the game he fights shy, with the result that we are compelled to depend for our play programme on children and the grown up boys. With our eyes on the future it is, perhaps, as it should be. However, the skill and proficiency as exhibited by some of the younger labourers of our social welfare centres and playgrounds in such games as volleyball and basketball is amazing. Another gratifying thing is the absence of discontent at the selections made in a team. After an actual experience of physical work among schools and colleges I can confidently say that the labourer is potentially as good a sportsman as a college youth. Keeping this in mind we have entered our social welfare and playground teams in the Y.M.C.A., athletic meet to compete for the championship with the British and Anglo-Indian teams.

Our main difficulty at present is with the full-fledged labourer. He does not take very readily to the play programme. He insists on having akhadas and heavy muscular exercises. These exercises are extremely good in themselves. As a matter of fact they are good body-builders. But the conditions under which the men take their exercises are not convincingly favour-

able. One is often inclined to wonder whether these labourers who take to heavy work in Akhadas from two to three hours in the evening have really come out of their workshops with a full man's job to their credit. What with this and other economic worries at home it is sad to reflect that an Indian labourer ages prematurely. Utmost care is therefore necessary to control and regulate heavy work in Akhadas. Nothing spreads like contagion. I have seen children between the ages of ten and twelve emulate their elders in the number of "baitmaks" and "dunds."

From another point of view the individualistic tendencies developed in an Akhada may have derogatory results. In villages a wrestler is often a bully. The same applies to lathi exercises. These are defensive arts, and need never be offensive. At the same time our aim in team play is not altogether to suppress individuality. In fact team work is the properly regulated expression of individuality in conformity with the needs of a team.

What the labourer requires, after a long confinement in artificially ventilated factories and mills, is plenty of open air and sunshine. What physical exertions

he undergoes inside the mills and factories are only local in their effect on the body. These effects must be counteracted by exercises which are easy, simple and pleasing. The love of play must be encouraged. This should now be easy since in certain Industrial areas the economic amelioration of the labourer is taken in hand by the employing bodies. In Bombay the Port Trust authorities have built a neat little colony with a beautiful playground at Autop Hill. The present Municipal Commissioner of Bombay is devoting more and more of his time to the uplift of the municipal labourers. In Nagpur Sir Sorabji Mehta has built a new colony as a distinct step in Industrial Welfare. It is a work of faith in the ultimate goodness of humanity.

Experienced physical directors must now step in to strengthen the hands of the employing bodies. The slogan of physical education among labourers is SMILE. Some how or other an Indian labourer rarely smiles. Whether the work is Social Welfare or industrial welfare our main aim should be to create an atmosphere for these stoics where they will learn to smile.

HEALTHGRAMS.

Sleep is to a man what winding up is to a clock.
Sweep the cobwebs out of the mind with sleep.
"Must we to bed? Indeed! Well, then, let us arise and go like men,"
Sleep longer if you would be stronger,
Rest your head in bed, not in School.



Editorials

Physical Culture : Physical Training: Physical Education.

Is there any difference in these terms?

Carelessness or looseness in thinking and in the use of words or in a knowledge of their exact meaning is a common fault in many parts of the world. In no sphere of activities is this perhaps more true than in the newly awakened consciousness of the world for the need and desirability of Physical Activity.

Unfortunately one is not allowed to take these phrases at their face value for if that were possible one would naturally select "Physical Culture" as having a wider and finer connotation than either of the other two. But the really professionally minded man in Physical Work is automatically barred from adopting this as the sign of his profession because it has been taken and used for some years by that group of folks who stand for the unprofessional aspects of physical expression—the quack, the fraud, the faddist, the seller of 'systems', the man who has discovered the secret of all ills and can rebuild or remake you if you will only send your fee in advance, purchase a copy of his special exercises and buy his particular type of apparatus. 'Physical Culture' therefore has in reality a bad name in the profession as has the self-styled; so-called 'Professor of Physical Culture' who in most cases has none of the qualifications in education and culture that would make him worthy of the title.

Next what about the other two terms? The distinction is often not clearly understood and there is a more frequent inter-

change of these two terms when the same thing is meant then with the first which has come to have only one meaning. Dr. J. F. Williams of Columbia University in an address on "Education of the Physical *vs* Education *through* the Physical" has expressed the following as to what Physical Education is:

"We must get the conception that physical education is *education*; that we are *teachers*, not acrobats; that we are *training* for *health, neuro-muscular skills, sportsmanship, personality*, and not developing weight lifters, high jumpers and parallel-bar champions."

If then we should amplify this statement, we would point out that "Physical Training" is related more specifically to Education of the Physical while Physical Education is Education *through* the Physical to the higher and newer levels of men's mental attainment. The Education of the Physical is not a mean or unworthy thing to do and there are lots of men of culture, education and refinement doing it and men who are proud of their products when a particular protege of theirs wins an athletic event or boxing championship or a team comes through to victory. But the highest exponent of the Physical will never be content to stop at that, and will only gain real satisfaction when he educates *through* the Physical, the highest and finest qualities of man in the moral, ethical and character developing spheres of his life. As a Physical Educationist, a man's greatest pride is that he has as his tools, in the making of

an all-round man, what many now agree, are the most natural, most effective and in many ways the real implements by which a man really arrives in the moral, ethical and social spheres of his life. Let those who aim this high call themselves at this time not Physical Culturists, nor Physical Trainers but Physical Educationists.

J. Henry Gray.

Physical Education—Some Fads and Fancies.

Physical education aims at the development of health strength and skill through the activities of body and mind, and its place in life is a very important one because activity is the expression of a life process and there can be no progress without it. We have to secure for the child its normal growth and development, and to conserve for the adult the power and efficiency that are necessary for him in his life work, and in both these cases it is activity alone that can bring about the desired result. Since activity, is so fundamental to life, and physical education or training or culture the means whereby life is sustained and developed let us examine some aspects of this subject.

There are unfortunately quite a large number of people whose lives are guided by superstition and prejudice, and still more who believe in the healing or destroying powers of mysterious and esoteric cults with the smack of charms, laying on of hand, and so called harmless drugs at hurtful prices. These people are the happy hunting grounds of the charlatan and faddist, whose theories of health are based on the fact of their being good business propositions rather than along sound scientific lines. These quacks find their best scope

for business in countries where there is either plenty of poverty and superstition or an over abundance of money. A cursory survey of the advertisement pages of Indian or American papers and Magazines will, discover many nooks and corners where these individuals hold forth on their infallible treatment of every known malady for a consideration, and usually a pretty big one too. Pride of place must go to the pseudo medical expert who has concocted the panacea for all ills. His small phial or pill box, worth its weight in gold, is guaranteed to cure asthma, debility, rheumatism tuberculosis, cancer, and in fact everything except housemaids knees. His devices and machinations are very well known, and it is a pity, indeed, that we have no legislation to put a stop to his nefarious trade, or at least to require the examination and certification of his stuff.

On the body building side we have at most as many exponents as the hidden herb specialists. First comes the individual who from a rickety childhood has built himself into a modern Hercules of health and strength, and who offers you his experience for one rupee down and more to follow. If you pay his fees and buy his books, dumb bells, chest weight, expanding spring etc. and work hard you will develop great big knotty muscles, much to your own and his satisfaction.

Another individual, who has pulled himself out of the grave, has worked out quite a different system. If you pay him and buy his stuff you will ultimately find yourself lifting tremendous weights over your head, allowing elephants and carts to pass over your chest, and so forth. You go on your way rejoicing and leave him cluckling too.

A third individual tells you that according to ancient books and secret traditions, specially studied or ferreted out by him, deep breathing and breath retention will prolong your life and make a man of you. If you take the bait you will do his exercise till you are blue in face, and then die before your appointed time.

There are many experts of physical culture like the above making good money out of the gullible public by the practice of systems that are usually quite opposed to scientific fact and often result in positive harm and shortening of life. The majority of these experts themselves die prematurely, because they disregard certain fundamental physiological principles. As far as the human mechanism is concerned we know that function makes structure and the lack of function causes deterioration and decay, but it is equally true that too little exercise is better than too much. The great defect with the many theories mentioned above is that they all go for muscle building exclusively. Appearances are never so deceptive as in the case of these mighty men who can show you wonderful muscles, but whose hearts and lungs are weakened in the process and whose vitality is astoundingly low. A certain amount of muscle is very necessary but to be muscle bound is almost worse than to be flabby. Big muscles are very spectacular, specially when they can break chains and lift enormous weights, but they are like huge sponges in the body sucking up more than their share of nourishment from the blood and thus causing a lower functional ability of other vital organs. Says Dr R. Tait McKenzie, an eminent physical educationist "When muscles are over-developed they become parasites on the vitality, which is

sapped in the struggle to provide for their nourishment." Physical education aims at the development of organic vigour rather than mere brute strength. Some strength is necessary, but more essential still is vitality. We want sound hearts and lungs, good digestive powers, and other body organs functioning efficiently. Health—not mere strength—is the goal we aim at.

All exercises are natural or artificial. The former include all those movements that come easily and insinctively to human beings, such as running, jumping, fighting throwing etc., and which are called into play in games and athletics. Artificial exercises comprise almost all movements done in a gymnasium. All special muscle building exercises, with or without apparatus, are artificial, because they have to be acquired and do not come naturally. The great difference between the two is that natural activities are not, except, in a few instances. People will continue playing tennis, golf and polo, or climbing mountains, or doing walking tours well into middle life and old age, but no one will do gymnastic or other special exercises cheerfully for a long time. A very important fact that the faddist ignores is that exercises are most beneficial when they are most pleasing. Games and athletics, and a vigorous outdoor life in general, are much better for normal people than special stunts of which the average man soon tires. Usually speaking exercises that have to be taken with apparatus should be regarded with suspicion, for in a gymnasium and under the direction of an expert they are of great value in building up poor muscles, or regions of the body that are deficient and below average; or as serving as a substitute for games and sports in inclement weather,

but left alone the majority of boys and men are apt to do them universally and derive as much harm as good

We have been to some pains to try and show the multitude of quacks and charlatans at large under the guise of medical and physical experts, and how many of their working hypotheses are wrong. No theory that deals with any branch of Science should be accepted unless based on scientific facts, and until proved by proper investigations and tests, and then, too, it should be practiced in a manner that is open and above board.

For the average man and woman natural activities are by far the best, but there are large numbers of people who are physically below normal whose conditions are remediable. What should they do? We require, first of all, the awakening of a national conscience to a realisation that the days of the ascetic and hermit are passed, and that ignorance and superstition are our greatest bars to progress. General education is essential to national advancement, but as far as health is concerned it is our considered opinion that physical education is more important still. Every boy and girl should be taught the structure and function of the human body so that they may learn to treat it properly and live in healthy surroundings. Hygiene and sanitation are the fundamental requirements of physical education, as they are of life in general, and we make bold to say that at some period of school life they should be compulsory subjects along with history, geography, mathematics and

languages. Correct habits and methods of life must be inculcated into children at the age when habits are being formed, otherwise legislation, health departments and similar organizations, lectures, posters, plagues and pestilences alike will be powerless for many many years to come. We want an educated and enlightened conscience on matters affecting health. Much better than the telling of adults what to do will be the teaching of children at the proper time and place.

Of course under any conditions there will still be many people physically below normal. Without going into the many causes that are responsible for this state of affairs, it may be stated that many of these cases are remediable under judicious and expert physical treatment. First of all they should be medically examined and then physical exercises prescribed as may be necessary for hygienic, corrective, medical or educative purposes. It is true that physical education as a profession is in its infancy in India, but it is fast spreading and a very hopeful sign is the fact that practically all the provinces are introducing it in their educational institutions. We want properly qualified physical directors in all our schools and colleges, in public playgrounds all over our cities and members of the medical profession studying this subject and able to prescribe special exercises for the many cases where selected physical activities are more effective curatives than physic or the knife.

Henry Lall.

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.

Olympic Cup:

Each year the International Olympic Committee awards a cup to the organization which in their judgment has done the most for Physical Education. It is a sort of Nobel Prize in Athletics.

The Olympic Cup of the Year 1930 was awarded to the National Playing Fields Association of Great Britain.

THE BERLIN CONGRESS.

In June last an important Congress of the Nations interested in the promotion of sport was called by the I. O. C. This was held in Berlin. The following are some of its decisions.

I. AMATEURISM.

An Athlete taking part in the Olympic Games must satisfy among other things the following conditions.

1. Must not be or have become a professional in the sport for which he is entered or in any other sport.

2. Must not have received re-imbursement or compensation for loss of salary.

II. DURATION OF THE GAMES.

By 71 votes to 13 the Congress passed the following resolution:

The period of the Games shall not exceed 16 days including the opening and closing day.

Regional

Indian

III. PROGRAMME OF AN OLYMPIC MEETING.

After prolonged discussion the I. O. C. has adopted the following:

General Rules Programme: The official programme is laid down in accordance with the classification agreed to by the I.O.C. It comprises:

Athletic Sports.

Gymnastics.

Sports of Defence (Boxing, Fencing, Wrestling, Shooting).

Water Sports (Rowing, Swimming),

Riding.

All round competitions (Modern Pentathlon).

Cycling, Weight Lifting, Yachting.

Art Competitions (Architecture, Literature, Music, Painting and Sculpture), and the following Athletic Games: Football (Association and Rugby). Lawn Tennis, Polo, Water Polo, Hockey, Handball, Basketball and Pelota from which the Organizing Committee may select those which it can organize provided that the finals are completed during the official period of the Games.

Each International Federation must decide in consultation with the Executive Committee of the I.O.C. the events which shall be included in each sport.

Xth OLYMPIAD.

India can very well learn a good lesson from the U.S.A. in the matter of "advance preparation" in the holding of National Games. The Games are to be held in Los Angeles, California, in August, 1932 the equipment for the games is already prepared, all nations are being regularly informed in five different languages of the outstanding developments. Thirty five nations have already announced their intention to participate. An Olympic Village for the housing of athletes is being built. Liaison officers will be attached to each National team to look after their needs and comfort etc. etc.

India has a National Championship to carry out in 1932. Why not let India know all about it now if it is to be a really first class affair.

XI OLYMPIAD.

The President of the I. O. C. informed the Committee that the following cities had officially applied for the Games of the XI Olympiad (1936).

Alexandria, Barcelona, Berlin, Budapest, Buenos-Aires, Cologne, Dublin, Frankfurt-on-Main, Helsingfors, Nuremberg and Rome, and that for the Games of the XIII Olympiad (1944) Lausanne had applied, that year being the 50th anniversary of the revival of the Olympic Games.

The President also stated that Montreux and St. Moritz had both offered to organize the Winter Olympic Games if the organizing country was unable to do so.

When will India come forward? is the question all should ask themselves here.

Regional.

RESUME OF AN ADDRESS DELIVERED AT THE FOURTH ANNUAL CONFERENCE OF THE NEAR EAST LEAGUE BEIRUT, LEBANON.

After welcoming the delegates and reading a few verses from 1 Cor 12:1, Mr Jessop, the General Secretary, made the following address:—

"Standing on the touchline of the football field of the American University of Beirut, on a crisp afternoon in spring, says Basil Mathews, I saw streaming down from the pavilion a team such as I had never before even imagined in my wildest dreams.

"The Captain was an Abyssinian, thickset, but a fast and accurate shot. His fullbacks were a Turk and an Armenian; the halfbacks and forwards included a Syrian, a Greek, other Turks a Persian, and an Egyptian. Their trainer was Irish, and the President of the College was American.

"As I stood watching the members of the team take their places and the opposing team move out to face them, then heard the whistle blow and saw the game surge up and down the field I could see that they were playing a really magnificent team game. Talking with the sports Captain of the College who was standing by me I asked "What special difficulty do you find in training a team like this? "A real hard nut to crack". He replied; it is just this: These fellows come from countries where the whole idea of team-play is unknown. Each at the beginning of his football training wants to dribble the ball down the field at his own feet and score the goal himself for his own glory. So I have won the battle-not only for the

boy as a member of the team, but really for his whole life-job-when I have taught him to pass the ball.

"The world is just such a football field. The Problem of racial conflicts is the same problem the football coach has to face-lack of international team play. Our problem in the N.E.L. is precisely the same—to get our members to work together for the common good.

"The unity of the team, the spirit of fair play, the sacrifice of the individual for the good of the whole does not wipe out the distinctive characteristics of each player or their racial gifts and differences. Indeed they are finer members of their own race because they play together as one unit or one team. What would happen should these players go into a game disregarding the coach's instructions and the other members of his team, each striving to get the ball and playing for himself? It would be a hopeless muddle from the start, and end in a free for all fight.

"Sport—playing the game—John Calsworthy says 'which still keeps the flag of idealism flying, is perhaps the saving grace in the world at the moment, with its spirit of rules kept and regard for the adversary, whether the fight is going for or against one. When, if ever, this fair-play spirit of sport reigns over national and international affairs, the wild animal force which so often rules there now will slink away and human life, free and equal, will emerge for the first time from this jungle".

"And what after all is playing the game? Isn't it simply accepting as the rule of life that wonderful precept of Jesus "Whatsoever ye would that men should do unto you do ye even so unto them". This is a universal creed, the common

denominator of all religions. Do we, can we practice it? It is very easy to repeat and even assent to a creed but it is a more difficult matter to make our lives, our deeds, conform to that creed.

"We all accept the Golden Rule, I am sure, as the most wonderful, the most complete, the only way by which we can have co-operation, harmony, peace, whether it be in our home life, in our daily relationship with our fellows, in our community, or in our attitude to the people and country in which we live.

"To quote Mathews again "The Creative Power that made man made him of different races—though essentially of one blood for a purpose. There is nothing so flat as uniformity. The sound of one reiterated note is maddening and makes us want to strangle the piano tuner. We only get the rich full harmony in music by the blend of different notes or in a picture by the blend of contrast in color."

"In the verses I read St Paul gives us a living picture of man as he may be when he realizes the unity of which he is heir. There is no suggestion or equality of the limbs in the sense of uniformity. The glory of the whole body lies precisely in this, that the limbs are different. But there is equality in the sense that each limb gives something that it alone can contribute. Robbed of any single limb or feature, however insignificant, the body is to that extent maimed. "The body is simply all the limbs (as man is all of the races) fitly framed and knit together through that which every joint (or race) supplies." Eph: 4: 16.

"So then if our League means anything to us, if we would make of it a really useful association we must learn what every

member of a successful football team has to learn and that is *to pass the ball*, to sink self for the good of the whole, to co-operate with the rest of the team, even if it means that we must give way to someone else, and take a seemingly less important place—In other words we must learn to "*Play the game*".

GERMANY.

The following decision was made at the first European Physical Education Conference of the Y.M.C.A. held in Berlin.

"While acknowledging the importance of Physical Training in the development of character, the Conference has reacted against competitions for prizes or records and the degeneration which is manifest in sport life. The conference recommends the organization of Physical Training Courses, of Circles in which would be discussed the fundamental problems of this branch of activity, and, if possible, that of Y. M. C.A. Athletic meets".

There is no doubt but that there is too much 'pot hunting' and commercialism in all branches of athletics to-day, but before much can be done in downing competition what is the substitute, especially for the young men? All life is a competition, in one way or another, so a clear interpretation should be made.

Germany won the so-called Women's Olympiad, recently held at Prague. The Reich team scored a total of 57 points; Poland gained second place with 26 and Great Britain was third with 19 points.

LATVIA.

"The largest summer programme in the history of the Association was conducted this past season. First and foremost was the mass of activity on the athletic field.

It began with the annual field-day. Three hundred participants paraded before the grandstand and stood at attention while President Berge conducted the opening religious ceremony and Dr. D. A. Davis brought greetings from the National Council and World's Committee. Then followed contests and demonstrations of mass games, athletics, soccer football, basketball, playground ball, tennis and handball. All parts of the field were alive as the different games were displayed. The Association's community outreach brought many organizations with their membership on to the field. Four-fifths of the major sport contests of the city were held on the Y.M.C.A. field. Leagues for young men and boys flourished in soccer football, volley ball, and basket ball. The membership of the tennis club had to be limited because of the lack of playing space. This large programme is due to expert and capable leadership of Mr. Schadeiko, the Y.M.C.A. physical director, and the assistance of his athletic field leaders club. They deserve our whole-hearted praise and appreciation.

ROUMANIA.

"We had an American student from Springfield to teach Archery. It was the first time that this pastime was demonstrated and proved very popular. We hope this will be a regular feature of our programme in camp each year.

TURKEY.

Physical Education is growing in the land of the Crescent. Word from our friend, Ted Gannaway, states:

"We have certainly put in an interesting year. Here in very brief form are some facts and figures which may be interesting in showing progress in the heart of this

nation.

"Two playgrounds with full apparatus and equipment serving this past year a gross number of children totaling over 100,000., with an estimated number of different children in attendance of over 5,000. This number is between the ages of 3 and 16. Among the activities conducted area—basketball, volley ball, track and field events, boxing, wrestling, group games, sand and clay modeling, calisthenics, gymnastics, story telling, checkers, and a new game that Burhans (a Springfield physical man) and I made up ourselves and which went over big. It is called VOBKRVO from volley, BA from basket, and Kr from kriket.

"Training of physical personnel is attempted by means of staff schools and are open to any interested teacher that cares to attend. Soon we hope that this will develop into a definite training school for social and recreational leaders of which this country is so much in need.

"Free play and organized sport has met with some opposition, but the boys have taken to them with great gusto, and when you think that we are in contact with over a thousand a day on ordinary days, it means rather a large job.

"The Turkish youth are great to work with and we can fairly see them develop in a thousand different ways when they are given a chance. We are keeping things as informal as possible, laying great stress on the values of play for, and in itself, and not binding it to confederations, club teams, etcetra, preferring to reach the maximum number of participants.

United States :—

The following are a few significant facts recently received from U. S. A. regarding developments in that country.

New York City has recently voted 13 million dollars for new park sites, one hundred playgrounds and 3,550 acres have been added to what the city previously had.

PUBLIC PLAYGROUNDS.

To an airplane observer crossing the continent one conspicuous feature of the man-made part of the landscape is the playground. There is not a city and hardly a town or village in which there are not to be clearly distinguished ball fields, tennis courts or golf courses. Here and there is to be seen a stadium or a great bank of seats, suggesting an ancient Greek landscape with its open-air theatres. If the Almighty has such a view of this planet, He must be pleased that the descendants of ADAM and EVE, doomed to earn their bread in the sweat of their faces, have not only erected churches for worship and school-houses for enlightenment and houses for shelter, but have also provided places in which through recreation they might recover something of the happiness of their lost paradise.

It is conservatively estimated on the basis of the recent year book of the National Recreation Association that in 1929 three million persons daily attended the public playgrounds of the United States and Canada. This is exclusive of bathing beaches, swimming pools, and athletic fields, separate from playground areas.

In 1909 a total of 1,535 outdoor playgrounds under leadership was reported. By 1919 the number had increased to 2,783, and by 1929 to 7,681. Last year alone 794 new ones were opened for the first time,

more than one-half as many as all the playgrounds existing twenty years before. Indoor recreation centres, athletic fields, municipal golf courses and other facilities brought the total of "directed" play areas for 1929 to 13,397, reported by 945 towns and cities. The municipal bills for public recreation in 1929 were \$33,539,805, an increase of \$32,000,000 over the 1909 report and almost \$27,000,000 more than the 1919 report.

It is said of SOCRATES that for recreation he blushed not to ride upon a stick among little children. The public has come to learn that it is as necessary to provide playgrounds in cities for its children as schools.

Colleges:

Thirty students of Lehigh University have united to form a committee to conduct Intra Mural Sports activities for their under class men. This is a move in the right direction. We should see some of it in India.

Indian:

The Indian Olympic Committee have planned the launching of a Quarterly Journal to help stimulate activity in India. VYAYAM while not giving up its Olympic News sections, welcomes this new publication. "The more the merrier" we are all out for the same thing.

All India Swimming and Boxing championships are proposed. Bengal undertakes

to carry them out. One of our Madras committee members replied as follows:—

I cordially support the programme of the General Council of the Indian Olympic Association for tournaments at Calcutta in May 1931.

My reasons may not be without interest to you.

I do not swim. I learnt to venture into water and dive in after ten years of age where water was no deeper than myself and have as a consequence ever admired swimming and swimmers.

"Water Polo" bears the name of an admirable game, though I do not know what exactly it is. It involves no risk to Horses' lives as I am sure horses take no part in this game and I hope it has less risks to the player himself than Polo on land.

Boxing is manly. A friend present says it is brutal and is either prohibited or disliked in Russia and we should not be behind Russia. I am not sure it is brutal and if it is we have so little of the brute in us in this country that it is worth cultivating some brutality.

It will be seen readily that I have proceeded on the sound principle "admire the quality you have not"—A principle which is at any rate sounder than the other one of "admire nothing."

Punjab. The Report of the P.O.C. has come to hand. Congratulations on a successful year. Other Provinces would do well to emulate.

"OLD BOYS" NEWS NOTES

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

DEATHS:—

We are sorry indeed to report the untimely death of G. Misra, Student of the school 1928—29, from fever.

Also with deep regret the death from drowning of C. A. Gopalan Class of 1928-29, at Kumbakonam on Christmas morning. Gopalan's going is a real loss to Physical Education in India. He was very well equipped for his work and was making rapid strides.

APPOINTMENTS:—

We understand that the following appointments have been made; Mr. Shiam Roy, B. N. R. Ry Institute, Khargpur; B.K. Datta, Govt. High School, Jalpaigee; R. P. Chatterjee, Kanya kubja College, Lucknow; and Tackore, Amil Ashram, Nanpura Surat. We also understand that Cyril Rowatt has been Appointed Physical Director, Jaynanayan High School, Benares; and is getting busy preparing for a demonstration of Physical activities in connection with the All Asiatic Educational Conference. We wish him all success.

Subramaniam, Presidency College, Madras, writes:

The activities of the College on the physical side began with vigorous practising of all games on different grounds. Junior intermediates do two hours of Physical training compulsorily. They are given the option to join any major game or formal class for these two hours. The formal class began with two who have now become leaders to fifty.

Another feature of the activities of the college was the tour to Secunderabad where the visitors performed very creditably in both Cricket and Hockey. We made an unbeaten record in Cricket whereas in Hockey the team suffered only once. That was an occasion to our men to show how to take a defeat cheerfully amidst roaring victories. We were very much impressed at the traditional hospitality we received at Secunderabad and Hyderabad.

The college was kept busy during the months October, November and December with the intramural activities in all games. A score sheet on the notice board worked wonders. Besides a boxing class was opened and there was a good response from all the students. A team of ten were selected after six weeks training and we had an inter-collegiate fixture in boxing with the Engineering College on the 4th December night at 9, where his Excellency the Governor presided. He appreciated very much the real spirit with which the students fought and made mention of how the fighters went at each other even in the third and last round. We lost the match by 4 to 6 fights.

The Presidency College open tournaments in Hockey, Football, Cricket, and Tennis commenced on the 17th Dec. and we have sailed this safely so far in spite of storm and cyclone. The next and the last term for this year will be the busiest as the college day is coming on the 23rd January.

1973/10

1973/10

and a proposal has been made to run inter-group Competitions in all games and athletic sports and to present a shield to the winning group."

We also understand that Gopalakrishnaya of the Pachaippas College now Lieut. of the University Training Corps. had also a successful time in Bangalore with his representative team playing several matches in Hockey and Cricket.

Mr. Issac of Secunderabad and Narasimachachar of Bangalore were in Madras on a short tour with their teams. They had a busy time playing several matches in volley Ball, Basket-ball, and play ground-ball with the various colleges in the city.

We understand that Mr. P.M. Joseph who has proceeded to get further training in the Association College at Springfield has now joined the College and is having an interesting course in Physical Education. We expect him to write to us his new experiences.

We congratulate Mr. Govindavajulu of the Annamalai University on the successful inter-college sports meet conducted under his supervision.

We have read with interest an account of the various tournaments and sports meet conducted by the Coimbatore Y. M. C. A. We congratulate Mr. Santiago for the great work that he is carrying on.

Mr. P. I. Alexander of the Arts College, Trivandrum, in an article to the "Daily News" pointed out the necessity of properly supervised public playgrounds in the town. We now understand that Trivandrum is making a great move to achieve this. We also understand that Mr. Gopalan Nair and Alexander will be conducting a Summer School next summer, for the benefit

of the large number of Elementary School teachers in Travancore. We wish them all success in this great task.

An Old Boy writes as follows. We are glad to print this.

Respected Sir,

May I beg to submit before you "A Code of Ethics for Physical Directors" adapted from the Journal of Health and Physical Education of November, 1930.

If you find it worthy of publication in VYAYAM you might do so, without affixing my name.

I am doing well. Hope the same with you and the school.

A CODE OF ETHICS FOR PHYSICAL DIRECTORS.

(Adapted from the Journal of Health and Physical Education of November 1930)

I OURSELVES.

1. Maintain a high standard of health and physical fitness.
2. Improve in every way possible one's knowledge and skill in the profession and fully utilise them always.
3. Cultivate love and sympathy for others.

II OURSELVES AND THE PROFESSION.

1. Uphold, honour, and dignity of the profession.
2. Be completely unselfish and self-sacrificing in the discharge of the professional duties.

III OURSELVES AND THE STUDENTS.

1. Set a high standard of conduct and performance and insist on the practising of the same by students, whenever and wherever they are under one's direct supervision.

OURSELVES AND OTHERS.

1. Don't "go over the head" of one's superiors.
2. Maintain a tolerant or open minded attitude towards others in matters where opinions differ; and accept proper criticism in a gracious manner.

ner, and if in error strive to remedy the fault which called forth criticism.

V OURSELVES AND GOD,

1. Be true to the core.
2. Be grateful to the Almighty and pray for His blessings and gifts.

KINDS OF HABITS.

As we contemplate the importance of habit formation, we should keep in mind the following classification of habits and exert every effort to choose proper habits in each group and make them function.

1. **Physiological habits.** These are the habits that regulate the proper and efficient functioning of the body. They include habits of eating, sleeping, exercise, and waste elimination.

2. **Protective habits.** By means of these we protect ourselves. They include the practice of self-defence and the common rules of safety.

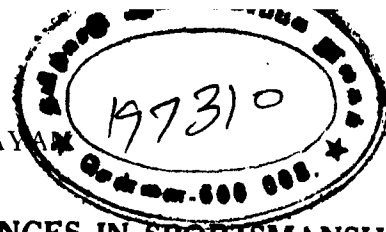
3. **Emotional habits.** These are the habits of emotional control, as the habit of controlling one's temper.

4. **Habits of skill.** These include the habits that make for adjustment of the body to the requirements of vocation and avocation, particularly to the requirements of sports.

5. **Mental habits.** Among the most valuable mental habits are concentration, perseverance, promptness, accuracy, cheerfulness, and hopefulness.

6. **Spiritual habits.** Among these are prayer, charity, reverence, and tolerance.

7. **Social habits.** Friendliness, good manners, and co-operation with one's fellows.



PERSONAL EXPERIENCES IN SPORTSMANSHIP.

A GOOD "COME BACK"

By

Dr. J. Henry Gray.

Chu En Te was a typical Chinese well set up and strong in wind and limb. He was an ideal type for an all round athletic contestant, and as might be expected with natural ability added to his splendid physique he entered for the Pentathlon and Decathlon contests in the Far Eastern Championship at Manilla in 1919. China that year did not have too many good athletes so when Chu En Te by running in the mile race, the last event in his ten, broke his own time record and won both events, he at once became the hero of the meet and the idol of China in athletics. He was praised and garlanded and feted times without number and what so often happens victory and praise went to his head and he considered himself invincible.

The next set of games was held in Shanghai in 1921 just two years after and all eyes were again looking for their hero. But Chu because of a swollen pride had in the meantime failed to keep in condition and to practise faithfully—the only way one can keep on winning—and he came up to the meet only partially trained and depending more on his reputation than his skill.

The third day of the meet was the day for the Pentathlon or five event contest and Chu found himself surpassed by his own team mate Dhu Jung Tang and hence no more a winner. His bubble of pride burst and so great was his chagrin or loss of face that he actually quit and refused to run the mile—his best event, and so threw away a

chance to win a very probable third place for himself and his country.

His team mates were disgusted and wanted to put him out of the team in disgrace, but the Coach held them in check with the following proposal, that if Chu was to start in the Decathlon he must agree to finish even if he came last, and so they all agreed to give him this last chance.

"Chu" said the Coach, as he found him lying on the grass in the sports arena a very much disturbed young man, "the boys say you quit to day and want to drop you from the team but I have saved you provided you agree to the terms which are these:—If you start to-morrow in the Decathlon or 10 event contest you will finish all ten events. It doesn't make any difference if you are tired or get sick to your stomach, or sprain a muscle or hurt a leg. You will go through to the very end regardless even if you have to walk." Chu turned up a face on which was written anger almost hate at the conditions but when he saw that the Coach meant what he said and after a moments thought realized that they were just, his eyes fell and he pondered long and deep. Once again he raised his eyes and this time they nodded a yes and the bargain was struck. Chu had come back. He had regained control of himself and went in to do his best. He did not win first, but he did win an honourable third for his country but above all else he won the respect of his team mates and also his own self-respect.

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