

Vyayam

11

5

Anniversary Number
April, 1931

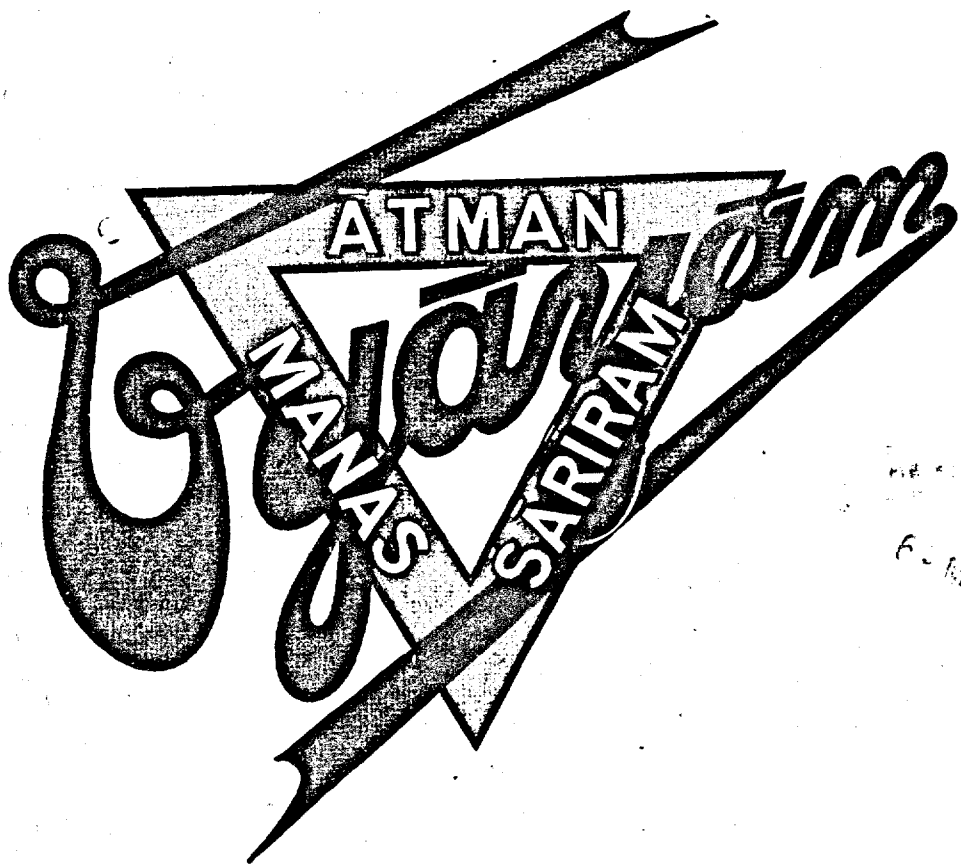
2L
T: 6m2, N2A
N31.204
197311

ANNIVERSARY NUMBER

VOL. II

APRIL, 1931

No. 4



A Quarterly Journal of Physical Education

Table of Contents

- BACKING UP YOUR PHYSICAL DIRECTOR.
INTRAMURAL ATHLETICS.
AN AMERICAN CONTRIBUTION FROM VYAYAM'S FRIENDS.
SCHOOL ACTIVITIES DURING 1930—31.
NORMAL PRACTICE TEACHING IN THE NATIONAL Y.M.C.A. SCHOOL
OF PHYSICAL EDUCATION.
THE EVOLUTION & SIGNIFICANCE OF THE MODERN PUBLIC
HEALTH CAMPAIGN.
EDITORIALS OLYMPICS. NEWS & NOTES.

Published by

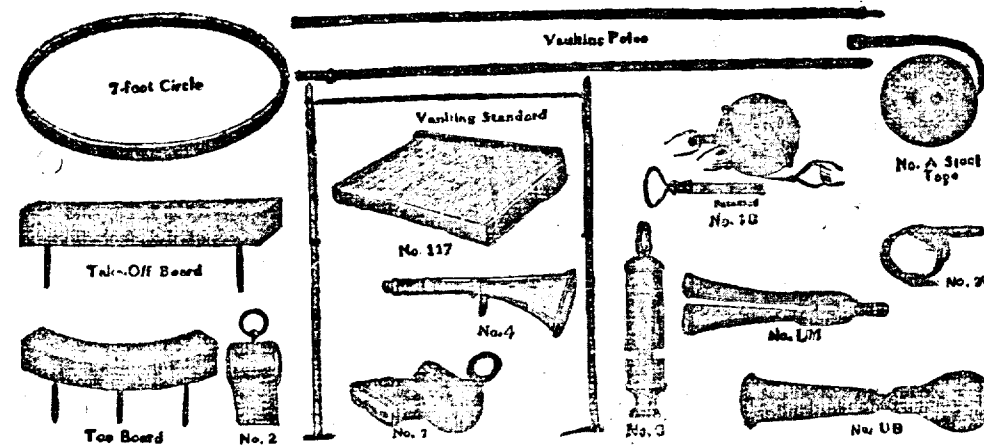
THE NATIONAL Y. M. C. A. SCHOOL OF PHYSICAL EDUCATION
AND ITS OLD BOY'S ASSOCIATION,
Madras, India.

Per Annum : Rs. 2.

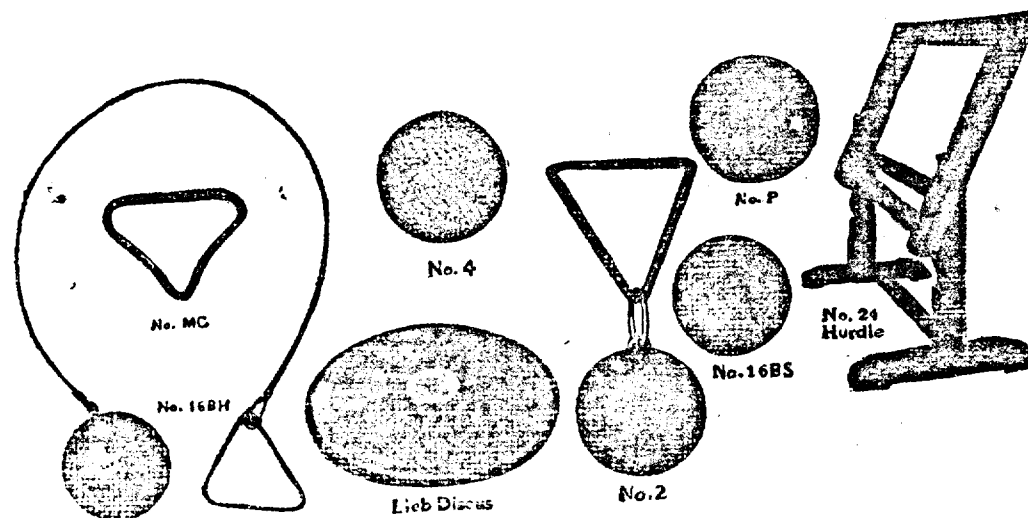
Single Copy : As. 12.

An Invitation to Athletes.

Equip your Store from the Right House and
Avail of the Special Offer.



Practical Manufacturers and Direct-Importers.



Phone : 3544.

CONSULT YOUR NEEDS:—

SHARMAN & CO.,

Sports & Scout Outfitters

Mount Road, Madras.

VYAYAM

VOL. II

APRIL, 1931.

No. 4.

TABLE OF CONTENTS.

ARTICLES

1. Backing up your Physical Director—DR. J. H. GRAY.
2. Intramural Athletics—G. F. ANDREWS.

AN AMERICAN CONTRIBUTION FROM VYAYAM'S FRIENDS

—CHARLES PADDOCK - MAUDE B. GRAY - JOHN HOLT.

SCHOOL ACTIVITIES DURING 1930—'31.

EDITORIALS

1. Notes—J. H. GRAY
2. Get-strong-Quick Physical Training—V. S. RAMACHANDRA RAO.
3. On "Walking"—HENRY LALL.

NORMAL PRACTICE TEACHING IN THE NATIONAL Y. M. C. A. SCHOOL OF PHYSICAL EDUCATION—C. C. ABRAHAM.

THE EVOLUTION AND SIGNIFICANCE OF THE MODERN PUBLIC HEALTH CAMPAIGN—HARBAIL SINGH.

OLYMPICS—International, Regional, Indian.

OLD BOYS NEWS AND NOTES.

Management

A Quarterly Magazine Published jointly by the National Y.M.C.A. School of Physical Education and its "Old Boys" Association.

Royapet House, Royapettah, Madras, India.

Editorial Board

Dr. J. HENRY GRAY, Editor-in-Chief.

G. F. ANDREWS, Madras R. C. PATEL, Bombay.

S. K. MUKERJEE, Bengal. HENRY LALI, Punjab.

D. T. IHLA, Burma. V. S. RAMACHANDRA RAO, Mysore.

N. K. MIA, Business Manager,

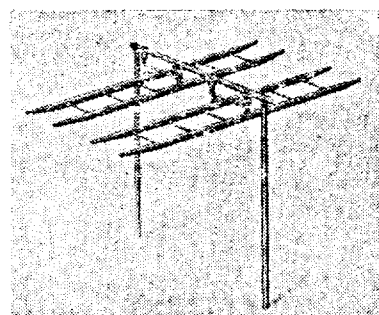
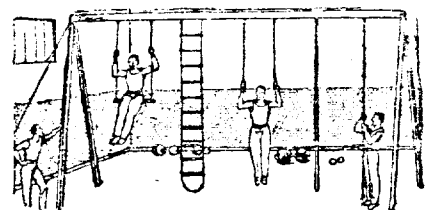
Royapet House, Royapettah, Madras.

Contributions, Original Articles on pertinent subjects pertaining to Physical Education, Health or Sports, are requested by the Editor.

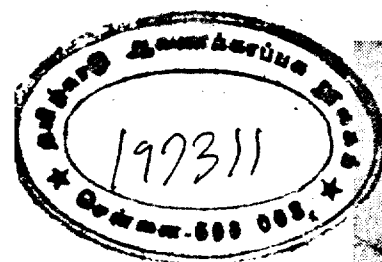
Advertising: For space, rates and other particulars please address the Business Manager.

Subscriptions: Rs. 2-0-0 per annum, post paid. Single copy Annas 12.

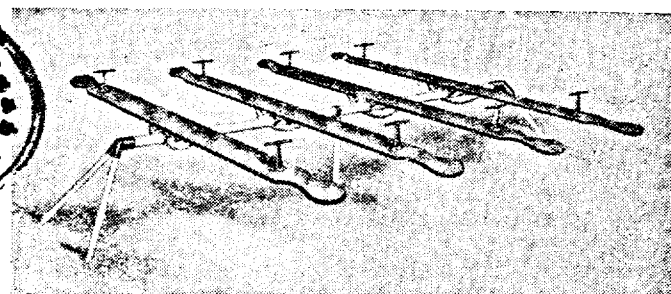
PLAY GROUND AND GYMNASTIC APPARATUS



ASK FOR PRICES



Head Office
and
Factories
Sialkot



from
our nearest
Branch to you

Ubero's
LIMITED.

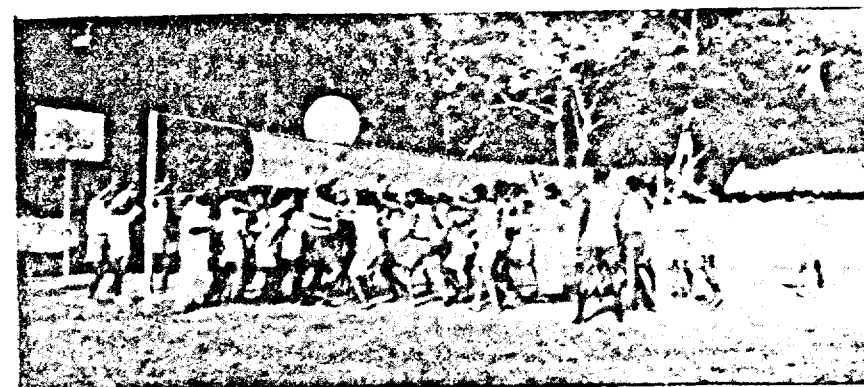
22 Mount Road, Madras.

Founders of Sports Goods Industry in India.

Largest Manufacturers of Athletic Goods in the EAST

Branches
CALCUTTA, MADRAS,
LUCKNOW, DELHI,
RANGOON, AGRA,
POONA, NAGPUR,
ALLAHABAD,
KARACHI,
PESHAWAR,
BANGALORE, SIMLA,
RAWALPINDI, AJMER.

WHY NOT PLAY GIANT VOLLEY BALL?



ANY NUMBER ON A SIDE

FEW RULES

LOT OF FUN

LOW PER CAPITA COST

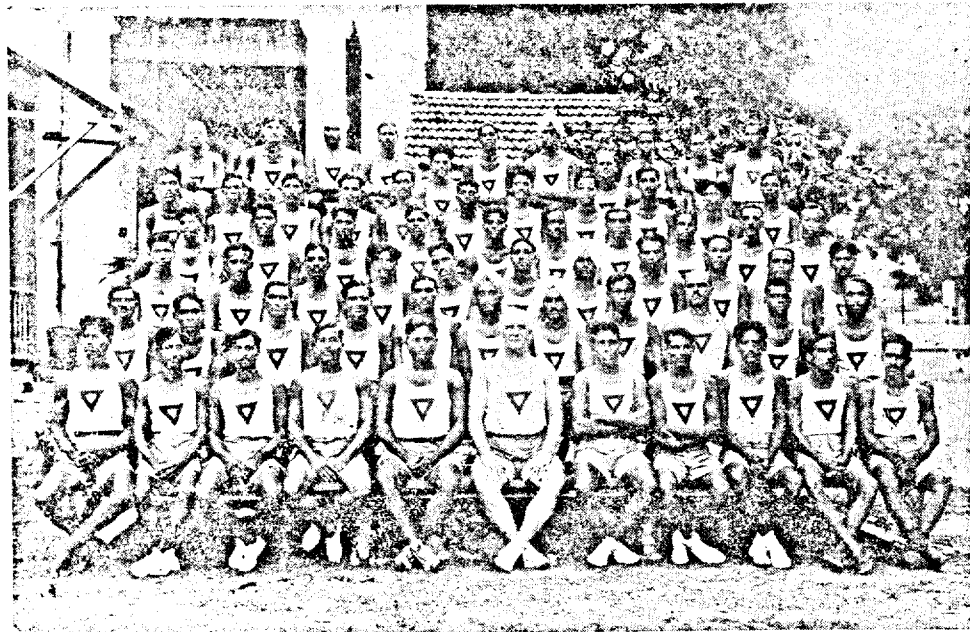
Two Sizes.

For Sale at

The National Y. M. C. A. School of Physical Education,

Royapettah, Madras.

SEASONED, TRAINED, & READY FOR SERVICE



THE GRADUATING CLASS OF 1930-31

Backing Up Your Physical Director

A FEW WORDS TO PRINCIPALS AND HEADMASTERS OF COLLEGES AND SCHOOLS

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

*National Physical Director for Y.M.C.A. of India, Burma and Ceylon. Acting Principal,
National Y.M.C.A. School of Physical Education, Madras.*

The regular advance in the progress of Physical Education in any country depends on several factors. Each must be watched and all must move forward as nearly simultaneously as possible if good results are to come. In other words there must be team work, all round. It is just like driving a four or a six horse team or shall we say mules. If one fails to do his part the load is not moved. If they pull at different times there is a lot of commotion but no progress. It is only when team work appears that results follow and surely it is the results in the lives of the students that we are after.

The Physical Education team that must be handled in any country comprises at least the following parts.

1. A public demand for or approval of the work.
2. Official or legal action or the enactment of the necessary laws or regulations.
3. Trained Leadership.
4. Adequate Equipment.
5. Support from Administrators or those controlling funds and power.

A failure in any of these five will cause the Physical Education Movement to halt.

Where do we stand in regard to each of these is the question we ask ourselves at once and is there any one that needs to have attention called to it at the present moment? It is an answer to this that will be attempted in this article.

1. *Public Approval.*—In this regard most folks in India to-day will agree that there is a general approval—nay a consistent and widespread demand for something that will help to re-establish India's Physical Vitality and produce a condition of general good health in the land. They look to Physical Education in one form or another to do this and we who are deeply concerned are very desirous of helping to do our share to justify that national demand made on us and our profession by the people of India.

2. *Official or Legal Action or the enactment of Laws and Regulations.*—This member of India's team is not a laggard. So far as one can judge we have sufficient and adequate enactments, whether in Educational Circles, District Boards, Municipal Councils, Legislative Councils or even the Imperial Assembly to keep one and all busy for sometime to come in putting into execution what the regulations call for. But even if that were not so Legislatures are so sensitive to Public Opinion that a small agitation anywhere will produce the necessary action speedily.

3. *Trained Leadership.*—It might be easily claimed that India is backward in this particular and the claim could be substantiated on every point. India does need a great deal more trained leadership than she has, but the thing to be remembered in this particular is that India has

recognized the need for and desirability of trained leadership; plans for the adequate training of men are being formulated and men are actually being turned out, not in excess of the demand by any means nor in sufficient quantities to meet it as yet. On the other hand if one were to prophesy one would predict that in a decade, the supply must be increased annually, one hundred fold, to cope with the demand that is just about to arise in all parts of India. At least it ought to be said that Indian Leaders of Physical Education are aware of the situation and that this member of the team is preparing to do its full share in the National Programme.

4. *Adequate Equipment.*—In this part of the programme we find a need and a great need that is not being met as yet. It however, is not as vital to the life of the movement as some of the other phases of it. Its absence of course hinders the trained leader in doing his best work and asks a skilled workman to work without tools. Up to the present the aim in India has been to keep the work simple and inexpensive—two very important things, but now that India has arrived at the stage where she aims to enter International Competitions and to the establishment of records comparable to those in other lands, standard equipment becomes necessary if India's athletes are to do their best. This problem requires a special article all by itself and cannot be fully answered at this time.

5. *Support from Administrators or those controlling funds and power.*—We now come to the last of the list and to the one that by our title heading is the chief objective of this article. The question that now arises is; are what trained men we have being given a chance to do their best or is their scope and place for it being deter-

mined by others and what is the effect? To one who has watched the development of Modern Physical Education in India for the past quarter century and who has aimed to keep the Movement balanced in its development it is only natural that when an apparent hitch in the progress occurs that he should lend his energy in the direction of helping to push forward the lagging member of the team. Several informal reports from men in different sections of the country indicating that they were having trouble led to the drawing up of a Questionnaire which was distributed to a selected list—representing various parts of the country and different types of Educational Institutions—to try and discover what the actual situation is. A study of the replies indicates that there is a wide difference in the support or lack of it that men get when taking up Physical Work in a School or College and that some help is perhaps required. How does the matter appear?

(a) We have in some cases the Principal or Headmaster who is quite sure that he knows all about Physical Education, is quite confident that he knows exactly what his students should have and who vigorously and positively lays down the policy and outlines a detailed programme and informs his Physical Director what he is to do and how he is to do it, instructs him that he can do certain things and must not do certain others

To such an institution a man who has given careful attention to a comprehensive study of the significance and values of Physical Education, whose head is full of plans and whose ambition for service has been keyed up to a high pitch, comes; he finds himself put in the position practically of a peon—never consulted about his own

views in a special technical branch of a valuable part of the School Life, etc. etc. What is going to be the result? Either he will break and submit and become useless and simply draw his pay or he will sulk and boil inside or he will resign or seek another post—any honourable man could not do otherwise.

Or (b) In other cases the Head of the Institution is indifferent to the whole programme and considers the thing a foolish waste of time and shuts down on the purse strings so tightly that a man has no resources with which to work and he finds his hands tied. Naturally his zeal flags as he attempts to make bricks without straw.

Or again (c) In other cases we find the Head that realizes that he must meet University regulations and have on his rolls a Qualified Physical Director but who for one reason or another does not accept the regulations in the spirit in which they were framed; wants or needs a man for some other subject badly and who hence employs a trained Physical Educationist who is also otherwise qualified and in addition to giving him the name and the responsibility for the Physical Work immediately fastens on him the responsibility for teaching other subjects or throws on him the duties of Librarian or in various other ways uses him. What really is the fact, is, that he is getting a cheap addition to his staff under the guise of Physical Education. Such a procedure an inexperienced and enthusiastic Physical Director is willing to accept for a time, perhaps with the idea that his Physical Programme will succeed and be appreciated and that ultimately he will be recognized as a genuine and valuable leader in Physical Education in his School, but more often he is doomed to find himself more restricted,

further encumbered (his out-of-school hours being considered as mere play and not looked upon as teaching as or education) and finally he too will succumb or break over and seek work in a more congenial field.

Or yet again (d) we find the Head who honestly has not the vaguest notion of what it is all about. His course of study in Teacher Training did not inform him. The routine management of a school staff and school schedule does not according to his knowledge have a place for it. He realizes that something must be done and so he seeks out a well recommended youth who when he joins the school because of tradition and precedent and a thousand and one other apparently ironclad and often unwritten regulations finds himself ranked as an outsider often as a coolie or peon and who do what he will cannot break through the caste regulations of the Institution. The poor Head in such a case may be inclined to sympathize but on meeting opposition in his staff is unwilling to endanger the *espre-de-corps* in his staff or disarrange well worn plans and paths for keeping the school machinery going; who on the slightest appearance of opposition gives in and leaves the young Physical Director to languish on the outside of the rigid ring of staff members who resent an intruder breaking in with what they consider a most unprofessional subject and one which they detest and will have none of themselves.

And finally for this list which is not complete by any means, we find (e) occasionally the Head who is keen, who values, who knows, who really supports and encourages his Physical Director. Happy is the man who joins such an institution. His life is one long glad song for he is

supported and backed up at every turn. A new idea is suggested discussed and if it has merit is tried. The program is constantly widening and deepening and making a greater and greater impress on the student life of the school. School spirit rises, school scholastic standards rise, the health results improve—there is joy in the land.

In this connection one is invited to read or reread the parable of Jesus in the New Testament of the Bible about the sower who went forth to sow and what happened to the seed and then let the application be

that the Physical Director, trained, enthusiastic and abounding with life and with seed to sow, be the sower, while the Heads of Institutions may be likened to the types of soil and when this has been done, ask yourself Mr. Principal, Mr. Headmaster. Has the seed fallen on stony ground—shallow ground—among weeds, or on good ground; and why not all get the harvest of some 40, some 60 and some 100 fold. Are you doing what should be done for your Physical Director or are you not? If you find the fault is in the sower let us know.

CAMPING AT COVELONG



A PART OF THE STUDENTS' COURSE OF TRAINING

Intramural Athletics

G. F. ANDREWS, B.A., I.T.

Assistant Physical Director, Government of Madras.

Introduction.

The term 'Intramural Athletics' has generally been accepted as the proper designation for all competitive sports which takes place "within the walls" of a particular school. The term 'Intramural' is derived from the Latin words 'Intra' meaning within and 'muralis' meaning wall. It has been broadened recently to include activities of a non-competitive nature too and the term 'Intramural' sports is also at times applied.

Intramural Athletics is yet unknown in this country. The recent recommendations of the Physical Education Committees all over the country that games should be made compulsory for all boys in schools and that every boy should be made to participate in some physical activity or other every day would indicate that the day is not far off when we shall have to devote large attention to Intramural Athletics in our schools.

The Intramural Movement has been making rapid strides in foreign countries, the latest recruit to this movement being Germany, where sports and athletics are being organized on a national scale to serve the men, women and children of the country. In America according to Mitchell "the success of the playgrounds in handling teams on a large scale; the increasing interest of the public in all forms of athletic sports; the importance ascribed to athletics in the training camps during the war and the correspondingly great strides that were made in developing mass athletic programmes; all these things were bound to react

upon the public school and college authorities, the latter in particular, so that it has been from the year 1918 that the great boom in Intramural work has come. Colleges all over the country have been instituting intramural programmes and the schools are following suit."

The principle underlying the movement is mass participation in athletics. The attempt is to reach those who are least apt to exercise and yet who need active recreation the most. There is an element of compulsion in it at the beginning and this is sometimes objected to on the grounds that the element of compulsion will stifle all the spontaneity and enjoyment that is a natural accompaniment of sport. But this assumption is a mistaken one, for the truth of the case is that most people dislike the trouble of taking time and preparation for exercise, and therein lies their reluctance rather than in a distaste for the exercise itself once they have become engaged in it. The difficulty of getting all the student body together at the same time on the playground and the impossibility of bringing them together in this way until classes are through for the day are real obstacles to the introduction of an intramural programme in our schools and these will have to be overcome as they arise.

OBJECTIVES OF AN INTRAMURAL PROGRAMME.

Is there any possible benefit that may result from a wisely guided participation in intramural sports? This is best answered by a study of the objectives of intramural athletics. Briefly they are as follows:—

1. Recreation.

The recreational value of games and sports needs no elaboration. The fun and the enjoyable experience to be had in participating in games and sports is within the experience of one and all. Enjoyable sports helps to divert the mind from too close concentration on studies. Besides, such participation ensures that the student's leisure time is employed in a wholesome way. Wholesome athletic exercises tend to combat a desire for the more vicious forms of diversion that are always tempting student groups.

2. Social contacts.

The chance to meet other individuals of one's own age and in the case of the College from the various sections of the country is one of the most valuable experiences that a person gains in his school life. On the athletic field this mingling is carried on under conditions that reproduce adult social and competitive life in many respects. Such an experience in group relations helps to give a person a broad view point; to make him a better judge of the character of his associates; to give him more self assurance when thrown into the company of other individuals; to teach him the meaning of loyalty and co-operation; and lastly, (this depends upon the standards under which the competition takes place) to teach him lessons in sportsmanlike conduct.

3. Group Spirit.

The feeling of unity, the feeling of belonging to a cause that is larger than one's individual self, and consequently the willingness if necessary, to sacrifice one's own interest for the group welfare—this is one of the praiseworthy features of intramural sports. This devotion is symbolic of the patriotism of a citizen to the state and nation and, therefore, is a worthwhile

attitude to be cultivated among our growing youth.

4. Better Health.

Constitutional soundness is an important feature in life's success. Yet, physical exercise which is so important in securing this soundness is rarely indulged in under present conditions of living. Almost all of a student's occupations of today both in connection with his studies and his leisure time, are of the passive type. This is unfortunate, for moderate exercise in which the large fundamental muscles of the body are employed has an important contribution to health. Exercise develops the muscles of the body and aids in healthful posture. Still more important, however, is the fact that rational exercise helps to develop the vital organs of the body.

5. Permanent interest in sports.

One of the main criticisms against sports and athletics is that they do not create a lasting interest in participation—that the athlete drops his interest in them immediately after school or college. This cannot be said of intramural sports because here there is no high type of specialisation, but rather a variety of activities, in many or all of which, the student gains an average ability. The play spirit thus acquired will continue to demand expression.

6. Development of the school or college team.

This is only an incidental aim of intramural sports. The larger numbers of students participating in these games and sports provide a wide field from which to pick and choose. Consequently the school or college team becomes a really representative team.

7. Bodily prowess.

Athletics develop strength and endurance, also the neuro-muscular co-ordination

that makes for agility and confident control of one's movements. These qualities are directly very useful in meeting the emergencies of life and indirectly they comprise a great asset to any individual through the inner confidence and self assurance that they bring, and through the outward addition that they give to his carriage and presence.

8. Scholarship.

It is safe to say that wise participation in intramural sports has a beneficial effect on the scholarship of the student body. This improvement comes indirectly from a healthful recreation that builds up one's energy rather than dissipates it. It has often been noted that there is a close correlation between high athletic efficiency and a high position in the scholastic standard. The old adage 'A sound mind in a sound body' has persisted through ages and the fact that the intellectual glory of the ancient Greeks was paralleled by an athletic glory that has never been surpassed cannot be easily forgotten.

ORGANIZATION OF AN INTRAMURAL DEPARTMENT.

The objectives of intramural athletics being as above it is necessary that the whole programme should be controlled by an organized body. A number of schools approve of the idea of the students controlling their athletic sports. It does seem democratic. With an institution of any

size, however, the difficulties become insurmountable. Student management is good only to a certain point. After that point is reached, it is bound to break down, for, if the work is centralized in the hands of a few students it becomes too much for them to handle in addition to their school work, and on the other hand, if it is spread out among a large number of students there is a constant endeavour to dodge work and to shift the responsibility when things go wrong. Furthermore, the large system brings impersonal relationships among the students, and this leads to a chance for unfair politics to pass by unnoticed or else unexposed. There are other weaknesses also. The fact that the student body forms a transient group makes for a constant change of policies with resulting confusion. Again, students are not apt of their own accord to take proper measures to safeguard their welfare when competing; nor are they apt to be interested in promoting activities for other than the more eager players. These arguments do not mean to imply that student help cannot be enlisted successfully in intramural administration, but they do insist that student self-government is most successful and most appreciated by the students themselves, when it is under the supervision of an experienced Physical Director who can make judgments without bias.

Note.—We shall be happy to supply on request, to the Principal, Headmaster or Physical Director of any school or college desiring it, a plan of organization and programme of Intramural work.—*Editor-in-chief.*

An American Contribution from Vyayam's Friends

(A) SPORTSMANSHIP: THE DIPLOMAT.
BY CHARLEY PADDOCK.

"International sportsmanship," said Lawson Robertson, lolling back in a lounge chair of the American Olympic team's most recent ship, "is greater than international diplomacy when it comes to making friendships among nations. There are things greater than victory among men."

Across the comfortable table, Dink Templeton, youthful mentor of Stanford University, California, whose track teams had startled the world, and I, nodded in assent. "Robbie" had been twice chief of the American Olympic teams, and he knew. He produced from his wallet a worn cablegram from Bevil Rudd, Kimberley, South Africa, in proof of his assertion. It warmly wished all members of the United States team, and Robertson, luck in the Olympic contest.

I realized the sincerity of the message, because I had seen his heroic sacrifice in one of the greatest races I have ever witnessed—that 800 meters, or half mile grind, of the 1920 Olympics.

The pick of the world had started that day, and Don Scott of Mississippi, Earl Eby of Pennsylvania, Pesky Sprott of California, and Tom Campbell of Yale, representing the United States, Martin of Switzerland, Mountain and Hill of England, and Rudd of South Africa, were coming in on the final lap.

Just as they came to the last turn, Rudd locked elbows with Scott and accidentally pushed him from the track. In that moment of excitement and strain, when Rudd saw the Olympic tape just a little way ahead—a tape that he had always hoped to break—when he heard those thousands

yelling for him to go on, he turned his head and said "Beg pardon, Scott!"

It happened that Rudd lost the race by a scant two feet to Hill, of England. There were many at the finish line who knew that if he had kept a straight course and hadn't taken that moment to turn his head to voice an apology, he would have won the championship of the world.

The first thing that Scott did when he finished was to tell of the incident; and it accomplished more in cementing the athletic friendship between Great Britain and the United States than a dozen victories on the field for Rudd could have done.

I discussed the subject of international accord through athletics with Mrs. May Sutton Bunday, who, after twenty-four years of tennis-court battles, again defended the fair name of California and of the United States on the international courts in the spring of 1929. Her kindly gray eyes sparkling, she corroborated Coach Robertson with a tennis story that again portrayed international good will.

It was the first year that France captured the international Davis Cup from America. France had won two matches and so had America. Big Bill Tilden, then tennis champion of the world and crowned again last September as seventh champion of the United States, was playing Rene La Coste, the champion of France, in the deciding battle. Each had won two sets and they were about even in points, when suddenly Tilden hit the ball sharply to La Coste, and the Frenchman, striving desperately to return it, slipped and fell on the court, but not before he had sent the ball bounding back to Tilden for an easy kill.

All that Big Bill had to do was to hit it across the net before La Coste had time to scramble to his feet. Anyone could have done it. But in the fraction of a second that Bill had time to think, he lifted the ball high into the air, so high that it gave La Coste time to jump to his feet and to smash it back for the point that he needed.

That was the turning point of the match and it led to the championship of the world for Rene La Coste and the Davis Cup for France.

But there was something bigger than a championship cup involved, something deeper, something finer than the laurel wreath of victory.

The Spirit of Sportsmanship! It is greater than Victory. It begins on the sand lots where boys play their first football. It is found on the schoolgrounds where the spirit of competition for a cause begins to take shape. It is one of the most valuable lessons learned at the college or University. Sportsmanship knows no nationality. *It is to be found wherever men play together.*

(B) AMERICAN GIRLS IN SPORTS.

BY MAUDE B. GRAY-CLASS OF '32.

UNIVERSITY OF WISCONSIN.

Most normal American girls are robust, vigorous, and athletic. Early in childhood they start to tear about with their older brothers in wild games of tag, hide-and-go-seek, or prisoner's base, and they climb trees and vault fences as a part of their day's work. They join in games of indoor baseball with the boys. Always they are running about or riding bicycles.

When they reach High School they are introduced into a systematized schedule of athletics and have trained women coaches for their hockey, basketball, volleyball or baseball. Required gym during their

High School days makes these games very familiar to all the girls. Consequently when they reach College they find that sports of one kind or another seem a natural and enjoyable part of the day's schedule. Gym is required for the freshmen and sophomore years in any college; after that they are released from compulsory activity but many of the girls join teams and continue to enjoy athletics as long as possible.

In Universities there are inter-sorority teams in hockey, volleyball and horseshoe pitching in the fall. Swimming and basketball take up the winter season and baseball and tennis the spring. In girl's Colleges where all the time and money is given over to the girls alone, sports such as soccer, cricket, lacrosse and clock golf are also added to the schedule. Interclass is the greatest form of competition in these Colleges.

Many girls who are especially interested in physical education, very often those who have been the best athletes in the past, take a course in physical education and later secure jobs and support themselves entirely through coaching positions. Some schools as Sargeant, in Boston, are physical education schools for girls alone. The curricula covers courses in such subjects as physics, zoology, physiology, chemistry, practice in gymnastics and sports, folk dancing, principles of coaching, plays and games, psychology and practice of teaching, disease prevention, with of course theory as well as actual practice in all types of sports.

The idea of a true sportswoman is well imbedded in the American girl and very rarely does she need to be checked up upon it. She finds that sports add both spiritual and physical enjoyment to life, especially those such as swimming, golf, and tennis which can be played all her life when school days are gone forever.

(C) WHAT MAKES A GOOD SPORT?

BY JOHN B. HOLT, '30

UNIVERSITY OF CHICAGO.

Once again the merry-go-round of months has carried us through another

football season. Each Saturday afternoon hundreds of thousands of football enthusiasts have huddled themselves into heavy coats, pushed wildly through stadium gates, and worn themselves into either disappointed or happy human wrecks while they watched the teams of padded warriors push each other up and down the length of the whitemarked field under the tawny autumn sunsets. At last the schedule of games is finished. The first snow flurries of late November have made indoors and a fire on the hearth more tempting than hard, cold cement stadium seats.

Thinking back over the season while I sit comfortably in the armchair, I find most of my memories friendly and pleasant. But they are suddenly halted by the remembrance of two injured players being helped off the field during the third game of the season. As I recall it, there was almost no doubt whatsoever that these men had been fouled, for it is very seldom that the two outstanding members of any team are forced to retire from the field with injuries during the first three minutes of a match.

This example of underhand playing reminds me of a conversation concerning sportsmanship which I had with a young Englishman on my home journey from India. He was a Ph. D., recently graduated from Oxford, where he had been a 'blue' and captain of boxing. "The player who tries to win by unfair methods," he said, "seems to look upon the rules of a game as laws which he is to evade as often as he can without being detected. To him being detected is the worse crime rather than actually committing the foul. A good sport, in my opinion, should regard rules of the game as laws which he and his opponent have agreed upon as those which make the game the most interesting. A good player should not only keep voluntarily within these limits but should also show himself to be generous, willing to cede the point to his opponent in case of dispute, give his opponent the benefit of the doubt."

"Shall we say," I suggested, "that a good sport corresponds to a gentleman?"

"That all depends upon what you mean by a gentleman," he answered. "To define the word is a difficult task. I remember that some time ago a London newspaper conducted a contest for the most satisfying definition of a gentleman. A young cousin of mine, just a boy, gave on the moment what I have always considered as a fairly good definition. He said, 'Why, a gentleman is a man who always does the right thing.' This little phrase, of course," my friend added, "implies some intelligence on the part of the man, else one might say a monkey might be taught to be a gentleman."

"And," said I, "that is just where the definition fails. You cannot call a phrase a good definition if it leaves everything to implication. Would it not be better if we subtract beforehand the social standards which are presupposed in the word 'right'? I would define a gentleman as a man who does those things when he is with other people which tend to add most to their enjoyment of his company. In other words, he is a socially intelligent man."

"You have certainly got down to fundamentals," my friend exclaimed. "Nevertheless, let us take the definition and apply it to the world of sport. You say, a gentleman is the socially intelligent man. Then a fine sport is the man who is an intelligent sportsman. He plays to the rules which he and others have found to be the most conducive to an enjoyable game. Now in the rule book are found only those rules which limit the means he may use to win the game. It does not contain all those suggestions which tend to make the game pleasanter. Those things one learns by custom and by watching for opportunities to make the game more fun are not found in rule books. According to your definition, a good sport must play the game in such a way as to make both teams, no matter which wins, eager for another match. Is that right?"

"Quite right," I replied.

School Activities During 1930-31

ROYAPET COMPOUND, A COMMUNITY CENTRE.

The Y. M. C. A., the world over has been recognised as one of the greatest of service organisations working for the betterment of the community in every possible way. Community service has been defined as follows: "The purpose of community service is to liberate the power of expression of the people and community" it is with this idea in view that the Royapet Compound has been made a centre of community service.

Our modern cities are responsible for many ills and unless we find ways and means to liberate this power of expression: mental, moral, and physical, the future of city life does not look very hopeful or healthy. Social workers in western cities have realised this fact and are now trying their best to make life worth living in cities by removing those causes which make city life so demoralising. They are constantly studying the situation from different angles and inventing ways and means to ameliorate this present state of affairs by finding opportunities for the masses for healthy recreation and for creative expression of the community through different types of service agencies, thus they are turning the leisure hour of the community into an asset rather than a liability.

The same purpose is behind what is being done at Royapet Compound. It is being put to use to meet this legitimate demand of the community. A comprehensive programme of activities is being run through out the year for the all round development of the community in the best ways possible. The physical programme of the locality has been

kept in the forefront and the presence of the School of Physical Education has been a great help in this direction. The following few instances will illustrate the point.

The Corporation Schools.

Playgrounds and leadership in physical activities for the primary schools of the city are problems of great magnitude; most of the primary schools have neither open space nor qualified leadership to give the little children an opportunity in physical activities, while in addition we now have and a second fact added to the above i.e., this, the introduction of compulsory primary education in the municipal areas has been responsible for opening up many new schools and a large army of little children have been brought under school control without ever giving thought to the needs of the children. It will be interesting to note what the British Committee on Education in their latest report have to say on Primary Education as given in England. The committee have been studying the problem of what ought to be taught in the school for children under eleven years of age and perhaps the most important conclusion at which they have arrived is that 'subjects' as such ought not to be the media of education in primary schools. "We are of opinion that the curriculum of the primary school is to be thought of in terms of activity and experience, rather than knowledge to be acquired and facts to be stored. "We agree with the majority of witnesses coming before us who pleaded that the pursuit of primary school studies in the form of distinct and separate "subjects" was not the method best calculated to meet the needs of the

young children. "We think that the time has now come to consider these conventional categories with a view to relating the curriculum more closely to the natural movement of the children's minds, we are far from desiring to remove the backbone of intellectual discipline from the work of the school, there are obviously certain parts of the curriculum—for example reading writing and arithmetic—which are the tools of education and reasonable proficiency in which requires regular practice." The committee suggest that an important feature of the work should be *physical training*, the term being used to include not only exercises subserving physical health and efficiency, "but also those which tend to produce good carriage and graceful movement. If this state of affair is true of England how much more is this true of primary education in our cities; has anything been done to rectify this defect?"

At Royapet we have aimed to meet this special need of the school going children. Arrangements have been made with the help of the authorities to give physical education to about 500 children of the primary schools from 8 schools of the locality and they have been given throughout the school year a sane programme of physical training under the able leadership of the physical training students. Boys from different schools come every alternate day, between 3 p. m. and 4 p. m. and have a splendid time in playing games and doing a bit of formal work.

Training of Corporation Elementary School Teachers.

It is not possible to cater for every school in the city; if however, leadership could be found, children in other parts of the city may have an equal chance of a good time in schools where open spaces are available.

In order to meet this need the physical training school with the help of the students has been conducting classes every Saturday between 7 and 9 a. m. for the primary school teachers so that they may be of better use in their school work; about 200 such teachers have been trained so far and we are sure these men will meet this need to some extent.

Inter-School Activities.

In the evening hours this compound has been extensively used by the Inter-School Athletic league in running tournaments in Hockey, Football, Basketball and an Athletic Meet, the one advantage of this place over any other grounds, is that the crowd can be controlled easily and that the Training School always provides qualified referees and officials to conduct these activities to the satisfaction of everybody concerned.

School and College Athletic Meet.

The athletic field though not big enough for a big meet yet it is no exaggeration to say that it is the best equipped athletic ground in the city both from the standpoint of equipment and personnel and as such the ground has been constantly in use by different schools and colleges during the season and every possible help has been given them for the successful conduct of meets. Besides helping in running meets in the compound our help has always been asked for by other schools in the city. Every year no less than a dozen such schools and colleges of the city have been helped in this direction.

Activities for the Members.

The presence of a branch Y. M. C. A. in the compound is primarily responsible in bringing in a good number of young men and boys during the evening hours of the day and in order to meet the physical need of these members, games like Football,

Hockey, Basketball, Volleyball, Badminton and Tennis are provided. For and apart from this physical work for the members one could always find every Saturday a group of keen scouts going through a programme of character building activities under the guidance of a specialist in boyleadership.

The Physical Training School.

For the last nine years this place has been the home of the National Y. M. C. A. School of Physical Education for training teachers of Physical Education, Students from all parts of India, Burma, and Ceylon come for a period of one year and go through an extensive course of physical education thereby trying to meet a need of great national importance. Every year about 60 such men after their training scatter all over India and spread this gospel of a new type of education.

It is thus seen that this compound is really meeting the needs of the community in a big measure and provides for opportunities of service to the community.

N. K. MIA.

TENNIS.

As an extra curricular activity, Tennis forms an important section of the social life of the school. Unlike the previous year a Tennis club was formed early in July, and continued to the last with unabating zeal and vigour. It aimed at good social values such as the spirit of sportsmanship, courtesy, co-operation and good character, believing that man is a socio-moral being. The membership was limited to sixteen and the court was used throughout the year with the result that beginners progressed fast and showed a healthy sign of improvement as the months rolled on. The interest and enthusiasm soon crystallised itself in the organization of a handicap tournament open

to the school and staff. The entries consisted of a good number of students and the entire staff and the hearty cooperation of both carried the tournament to a thorough success. In this connection we thank, Messers Uberoi limited, for presenting a cup for the winner.

We had two socials during the year under report, one in September and the other in March. One could easily imagine the cosmopolitan atmosphere prevalent in the club which has for its members students from the Andhradesa, Punjab, Bengal, Central Provinces, and Malabar, creating mutual respect and affection between the different communities represented.

Thanks are due to the unswerving co-operation and encouragement of the staff which made everything smooth and healthy.

We will never forget the warm and happy days spent in the school.

— C. K. S. MURTHY.

VOLLEBALL

We have had a very busy time this year and the game formed a regular feature of the School, activities. We had many players who were noted for their skill in places from which they had come. Such of those who had no opportunities to learn the game before, availed themselves of the occasions for picking up the game when an Inter-group tournament, which at the same time furnished a week of exciting activity, was played among the students of the school.

It was due to our team work and co-operative spirit that we came out with flying colours in the few matches that we played. We were really unfortunate as to have not enjoyed any match on our own ground. One match we played against Christian College on their ground and beat, our hosts fair and square.

We entered in the Egmore Volley ball Tournament and after beating some of the best teams of the city we met Malyali Club in the finals, and though with a vehement start we began, as ill-luck would have it, the chance of success passed away into the gloom of inaninity and we were just polite to finish the game in favour of our opponents. This was, therefore, the first and the last match that we lost because we never played any afterwards.

From the very begining we worked upon Team work and kept it up till the end and our motto throughout was "All for one, and one for all"

HARBAIL SINGH.

CRICKET REPORT.

We played Cricket occasionally. But it has its place in the school curriculum. As it is a very highly specialised game the students were given regular coaching on Saturday morning from the month of December in the technique of batting and all showed marked improvement in the art of the game.

We did not fail to make full use of the limited gear at one disposal. I am sure that to make mention of a full day match against the Wesleyan Institute will not be out of place. One team showed superiority to its opponent in smart fielding and forceful batting. The game was exciting from start to finish. The staff showed lively interest in the match and gave us a hearty welcome when we won the game.

H. SEN GUPTA.

ATHLETICS.

A vigorous program of athletics was carried during the year, as a result of which remarkable progress was made in Hurdling, Vaulting, Jumping and throwing events.

Though we were not particularly lucky in getting any outstanding athletes, excepting one Punjab Olympic sprinter, but we were able to achieve good results on account of expert coaching that we were given. The individual efficiency tests in a few events, conducted in the second term, served to stimulate interest in athletics and created a very wholesome competitive spirit in the student body.

The third term proved to be the most busy period of athletic activities. The All-Diploma students meet and the All-Certificate men's meet, each organized by the other group, afforded an opportunity to both the groups to practically organize an athletic meet. In the end of January besides actually participating in the Madras Olympics with credit, we had also the honour of working as officials in it. The month of February had been an eventful one, in that we gained vast experience as officials in the meets conducted for a large number of High Schools, Colleges, Mills employes, and the Inter-school and Inter-collegiate contests.

The Inter Branch Y. M. C. A. meet was fixed for the 7th March this year. We entered a fairly strong team and our feeling of confidence in good achievement was justified by the following results

School	91 points.
Central	43 "
Royapettah	7 "
Vepery	1 "

H. A. SOOFI.

Students Association.

The annual report of the National Y. M. C. A. Physical Education School Student Association.

The association started its work from the very first month of the school year with the

hearty cooperation of all the members of the school under the genial guidance of Dr. Gray M.P.E. the principal and the staff. The association consists of two branches viz.: the Literary Branch and the Social branch.

The general matters like the election of the office bearers and the conducting of the business were carried by the whole union under the student presidentship of Mr. Jagannatha Rao.

The Literary secretaries Messrs L. D. Reddy and Gian Chand have arranged very interesting meetings, where subjects relating to physical education were discussed and debated at length by a large number of the members in a very enthusiastic way. During this year the union had the privilege of hearing Mr. Abdul Rahim the Deputy Director of Public Instruction Madras, Justice V. Ramasem and Miss Fearn the woman specialist of Physical Education.

Messrs R. V. Sathyanarayana Raju and R. D. Bhalla the secretaries of the social branch arranged a good social function, when there was a voluntary display of musical talents of different provinces of India.

The aims of the association (*viz.*) the development and promotion of the art of public speaking, the promotion of social fellowship and the solidarity among the members of the student association were fully realised by the ever enthusiastic encouragement and the lead that was given by the Principal of the school. Thanks to the management and the staff for the advice and support given to make the student association a success all the year through.

SATHYANANDAN,
Secretary.

HOCKEY CLUB.

The hockey club had one of the most successful seasons of any school club this year and was the outstanding organization in upholding the reputation of the school. The team as a whole gave a very creditable account of itself, in the various encounters against well organised teams of local clubs and colleges.

All through the team members displayed a genuine spirit of comradeship and friendliness. The games have been lively and full of enthusiasm. Respect for Leadership, lawful obedience to authority, fair-play and sportsmanship have always reigned supreme on the field.

RAM DAYAL BHALLA.

BASKET BALL.

Although new to almost all of us in the beginning, Basket Ball became interesting very soon, which led to extra voluntary basket shooting and play. This made it possible for the school to enter six teams in the Y. M. C. A. tournament. The last minute in the semi finals brought Victory to the school "A" team winning by a close margin of 23, 22. The game was a see-saw; a toss up with good luck for "A" because they happened to lead, when the time was called. The Bangalore team had to crack the toughest nut in the finals before it could win the Championship.

The best season we had was in the Christmas vacations; thanks to the daily presence of Dr. Gray in the game.

We all have cultivated a love for the game, and hope to introduce it where ever we go, having the belief that it will be popular if once started.

VICTOR K. MALL.

FOOT BALL

This year's foot-ball team was a brilliant one and it contained many first class players. We had few opportunities to play with local teams owing to heavy school work. However we found time to play a match with the Wesley College team and the Vepery Branch of the Y. M. C. A. The former team was badly beaten by us though they put up a good fight. Our combination proved too strong for the collegians. The Vepery Branch also was beaten by us.

Foot-ball was played regularly among the pupils of the school and players who required special training were given extra opportunities to play; and at the close of the session it is pleasing to contemplate the improvement attained. We thank the staff and players who throughout offered their hearty co-operation and made our career a success by helpful suggestions and warm encouragement.

S. M. RAZA
Secretary.

THE SWIMMING HOLE AT COVELONG



AN IDEAL PLACE TO LEARN TO SWIM

Editorials

Notes

Once more we approach the end of a School Year and hence the end of a year of publishing VYAYAM. This is our second anniversary and once again we are proud of it.

The Editor-in-Chief has continued to enjoy his work and the editorial acquaintanceships begun two years ago have been cemented into lasting friendships. The loyalty of the Editorial Board, of the Business Manager and all concerned in putting out the Magazine has been lasting and true and has added to the pleasure of the work.

The Magazine has flourished from the business point of view for the men (students) who 2 years ago pledged their faith in the enterprise by advancing funds to guarantee the first year have all been paid back and hence financially VYAYAM can look the world in the face with the knowledge that it is financially free.

Our subscribers have increased and our field of service has widened. Men who for a time thought that they could drop the Journal have come back into the fold when they became lonesome without the companionship the magazine brings with it. Old friends are sending in more and more copy so that the Editorial pencil has to be more vigorously used. We hope men will recognize their contributions.

But with this issue your Editor-in-Chief lays down his pen or hands it to another for his turn has come for long leave. He hopes to retain his interest and promises support from afar. He wishes his successors all the success possible and

binds himself to their support.

So *Au Revoir* from your Editor-in-Chief.
J. Henry Gray.

"Get-Strong-Quick Physical Training."

There has been developing a tendency in certain quarters to go in for "Get-strong-quick" systems of Physical Culture as an analogy to the Get-rich-quick methods. These have been in the nature of tabloid patent medicines, the swallowing of a single pill, it is claimed, makes a man healthy, wealthy and wise.

There is but one formula for the attainment of health, etc., which put tersely in the language of physical training would amount to—a certain amount of pleasant muscular fatigue, followed by the required amount of nourishment and rest. This is recognised more or less by everybody, but there are those who while appreciating physical exercise have backsliden and would desire a 'pick up', like the school boy who has played truant and neglected his lessons for the year and at the close approach of the examination seeks recourse to 'notes' and 'cribs'. It is not uncommon for one to meet among teachers and students who come up for training, pupils who have never played in their life and expect something to be done to them in the limited time of a short course of effort.

It ought to be impressed upon such people that physical training is by no means an easy affair. It is literally a business, drawing out the sweat of the brow. It therefore follows that as a man puts in his effort so shall he benefit by it. There

are those, however, who would desire to become physically fit but by an easy process and these fall a victim to the get-strong-quick quacks. Professionals keep going about declaring, "We shall make you an Hercules in three months," "We shall increase your height in two months," "We shall put an inch round your biceps in a few weeks." They may or may not succeed in their manifest objectives but they succeed in their get-rich quick methods.

Unfortunately this fallacy seems to be prevalent even among responsible educationists who should be expected to know better. Recently, I heard of an instance of a high officer who was in charge of education in a large area enquiring without a shadow of apprehension as to the validity of his question, "How long will it take normally to make a boy healthy and strong"? Physical training is not a matter of a moment or a moment of moments. It is a life-long matter to be carried through from the moment of birth to the very end. Physical education should be the acquisition of a habit, pervading a man's very nature.

It is a natural human trait to judge by immediate results. And so long as a Professional shall produce on the back of a pupil knotty muscles so is he applauded. And people turn from system to system hoping for a result they should not expect and blame somebody else when they fail to get it. I appeal to physical educationists to see to it that when they plan a system, it be not to please the personal fancy of a certain class of people by showing off 'improvements', but to look ahead to the time when the boy who is in their care now, will have grown into manhood and be a responsible citizen.

Far from producing the beneficial results acclaimed these systems are very likely to create dangerous and lasting injuries. In the desire to get-strong-quick, the exercise may lead to physiological injuries and may wreck a man's life. Apart from the physiological ill effect the pupil may also become so much disappointed and dejected that it may be difficult to induce him to try physical training ever again.

I am of course not talking here of an intensive period of training when physical perfection is desired, as before a competition, for that training would be the gradual culmination of a long drawn out process of regular practice.

Let us when we build our bodies, build slowly but for long.

V. S. Ramachandra Rao.

On 'Walking'.

This title may suggest to some that what follows is 'condensed wisdom' in the inimitable style of Bacon. It is nothing of the sort. It aims merely at airing some views of a person who cordially detests walking for 9 months in the year, but who loves it with an undying affection for the remaining 3 months in each year. This paradox is true, for the 9 months are spent in the cold and hot plains of Northern India where the roads are flat and dusty, the scenery uninspiring, the sanitation poor, and where work claims a large part of the day, and tennis and other more vigorous forms of exercise claim free evenings. The 3 months are spent in that Heaven upon Earth—glorious Kashmir—in a never ending round of trekking and mountaineering, till the purse calls a halt!

To return from this rhapsody—walking is defined as the ordinary human act in which both feet are never off the ground at once. But walking is done in so many different ways, and for such a variety of reasons, that we must narrow it down to reach the real purpose of these ramblings. We will therefore exclude children and youth upto the end of the University age, the entire rural population, and the uneducated poorer classes of the cities. We are now left with the educated sophisticated middle and upper classes only.

This class of person usually has either motor or horse transport, not to speak of bicycles, tricycles, doolies, etc., and therefore never walks at all, or at best goes out for a little morning or evening stroll for recreation, or in other words for pleasure and exercise. Their type of walking may give them pleasure, but it gives them very little exercise, and exercise for this class of person of middle and older age is terribly important.

Unfortunately the growing tendency of civilisation is toward the artificial or mechanical rather than the natural and fundamental, and here again the middle and upper classes are moving fastest, so that we have to do our bit regarding their physical needs.

Exercise is defined as the use of limbs in walking, etc., specially for health. The part of this definition that I like best is the 'etc.', so I may be pardoned for giving my own conception:—Exercise is activity of the body and mind (I am not quite certain of the spirit!) in part or whole, for the sake of health, and it must cause increased respiration and circulation. At the risk of offending the Physical Education Pundits,

I maintain that exercise must cause at least a fair amount of breathlessness to be worth while. This is my criterion even if I have to be excommunicated for it.

For the normally healthy person there is no adequate substitute for the outdoor pleasurable, competitive games and sports in vogue. If age or occupation or other circumstances make these impossible, I believe that walking, and specially mountaineering, not to speak of skipping, running, etc., are quite good forms of exercise, and much better than tabloid exercises at home. But walking must be done properly if it is to produce any physical benefits. The usual sight of one, two or more middle aged or elderly people walking or shuffling along at a snail's pace, with poor posture, and arms in their pockets, or behind the back, or snugly caught up in a wrap, is rather distressing. It may be sociable and pleasurable, but if it is done for the sake of exercise, as it should be done by all those who cannot or do not take more energetic forms of exercise, it must be done not only in conformity with the dictionary definition, but also in keeping with the requirements of the body. Cut out the doddering, alley sloperish snail step of the decrepit old thing, and walk like a man. Keep your body erect and your head up. Use your arms freely and swing the body along at a pace that will make you feel your heart beat and your blood course faster and faster. Avoid dusty roads and dirty smelling localities if you can, but if not just go through them faster, and thank God for a stout pair of legs.

Henry Lall.

Normal Practice Teaching in the National Y. M. C. A. School of Physical Education

(Summary of a paper written by the late Mr. C. A. Gopalan, Physical Director, Kumbakonam College and student of the School 1928-30).

BY C. C. ABRAHAM.

I. The place of Normal Practice in General Education.

Physical Education, like general education, aims at developing the individual physically, mentally, and morally. As a matter of fact, it is only a phase of general education, having the same end and aim, in view, trying to achieve its object through partly physical means, or big-brain-muscle activity. As such the underlying fundamental principles of general education hold good in physical education.

Education for the last decade or two, has undergone radical changes. Many theories which hung on, on the virtue of their age, have been blown up. The old order in education, hath clanged yielding place to the new. Leading psychologists and educationists have been working hard to grasp the underlying principles of education. A few theories are being put to the proof of practical tests, while a good many have been accepted. The laws of learning, so ably enunciated by Professor Kilpatrick of Columbia University, have never been questioned by any educationists. In his book on "Foundations of Method" the professor states that learning depends on the three fundamental laws of 'Practice,' 'Effect' and 'Readiness.' No one could possibly dispute the statement that "we do what we practice," and "we do not do what we do not practice." The old days of Theorizing are gone, and the present generation has come to the conclusion,

through experience and research that in education, one must learn by practice and practice alone. This law of practice is at the root of all learning and normal practice alone affords scope for the operation of this fundamental law. Hence it is that no training school for teachers would be complete without affording plenty of facilities for practice teaching. Normal practice really holds a very high place in general education, for it is that which gives to the teacher, a confidence in himself which is so essential for his success in life.

II. Its importance in Physical Education.

If in general education, which is more often theoretical than otherwise, practice teaching holds such a high place, its position is all the more important in physical education, where most of the work is in the realm of practical activities. The saying that 'Example is better than precept' is no where so true as in physical education. The law of practice, is so imperatively operative in this field of education, that to neglect it is to count disaster. Cases of students who having neglected practice teaching during their period of training, do experience considerable difficulty in controlling and commanding their classes, are not very uncommon. Practice teaching must therefore take up the time and attention of both the students and staff of any school of Physical Education.

III. Its Growth and Development in the School.

Practice teaching in the Y.M.C.A. School had to change its methods with the increase in the student body. In the beginning when the strength of the school was limited it was possible to devote individual attention to each pupil. Then the students were sent to the different schools in the city 3 or 4 times a week. The principal went round to check their work. But with the increase in the strength of the school this scheme had to fall through. Other facilities for normal practice had to be arranged. The plan has been to get to our compound school boys from various institutions nearby between three and four in the afternoon to be taken care of by our students. Another opportunity for better normal practice was presented to the school, when the Corporation Educational Officer expressed his desire to have his elementary school teachers trained as leaders. To give this advantage to all elementary school teachers in the city, a circular was sent round by the District Educational Officer to the heads of all institutions in the city. The response to the circular was very good. The Saturday classes for elementary school teachers were started with a 150 strong. It has also been possible to get a few corporation schools in the neighbourhood to come to our compound between 3 and 4 in the afternoon. An unique feature this year was the coming of the boys of the "Deaf and Dumb school," Mylapore to our grounds for two days a week. The facilities for normal practice thus grew up by slow steady stages.

IV. The Various Activities that Constitute Normal Practice.

At present practical teaching in the school is as varied as it is active. It consists of:—
1 Teaching activities on Thursday, Friday, and Saturday mornings.

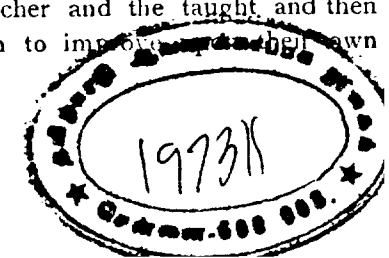
- 2 Supervision of School boys in the afternoon for 4 days a week.
- 3 Running sports meet on the compound and outside for various institutions in the city.
- 4 Helping at the Provincial Olympics.
- 5 Refereeing matches conducted by institutions of the type of inter-school and inter-collegiate.
- 6 A play for all programme.

It would be worth while to deal at some length on each of these activities to give the reader a mental picture of what our students are doing in the shape of their normal practice.

1. Teaching Activities on Thursday, Friday and Saturday mornings.

We have regular practice teaching—Calisthenics and group games—on Thursday and Friday mornings between 6.30 and 8.30. The student body is divided into groups, each group under the supervision of a member of the staff. On these mornings the students have to practice on themselves only. The lesson to be taught is set on the previous day by the Principal so that the staff members have only to criticise the method of teaching and control of the class. The type of work the students have during these hours are teaching the class exercises for various forms, teaching games for various standards—engaging the class for full periods of different duration.

The staff member offers criticism after teaching is over. Often remarks are invited from the taught also. It is expected that the criticisms—both from the staff and the class—which are of course constructive, will be taken advantage of both by the student teacher and the taught, and then enable them to improve their own teaching.



Perhaps the best type of Normal Practice that we have, is however on Saturday mornings, when our students teach the elementary school teachers. The selected student teachers are divided into batches of three each and each group put in charge of Elementary School a group of teachers. The work of the students is supervised and co-ordinated. The class usually begins at 7 o'clock and lasts for about an hour and three quarters. On these mornings, they are taught a variety of group games, story plays and calisthenics suitable for elementary school children, the greater part of the time being devoted to the first two. Having had no normal play-life, and little play tradition, and being adults the games lack spontaneity and rarely bubble over with enthusiasm. But our students have been able to inculcate in the teachers the spirit of the game and a desire for activity.

2. 3-15-4 p. m. class.—We have yet another class for practice teaching daily excepting on Wednesdays between 3-15 and 4 P.M. During this hour children from the various schools near by come to the compound. This year we had 5 Corporation schools, 2 Mohamedan, 3 Hindu and 3 Anglo-Indian Schools sending their boys to our grounds. Many of these children are of the primary grade and are taught only story plays and action games. Usually our students are divided into groups and each group takes charge of a school once a week. It is left to the individuals in these groups to work out their turn in Calisthenics games and story plays.

3. *Officiating at the Sports meets.*—Now we come to the various activities of the athletic type that also constitute a part of our practice teaching. Our students act as officials for the various meets held on the

compound and outside by the different institutions of the city. In this way they get valuable experience in conducting meets. If the school provides for these meets a complete set of officials, from the Starter and Referee to the Marshals including the Judges for both field and track events. Even the inspectors and clerks of the course are our students.

Apart from this they actually prepraie the field by getting the jumping pits ready, chunnaming lanes, etc., when the meets are conducted on our grounds. This manual labour, besides its own value in the arrangements and organisation of meets helps our students to realise the dignity of labour. It must be said to their credit that they do the job well and enthusiastically enough to make the meets a success. This year as in the previous years a contingent of our students was sent to the B. & C. Mills, Perambore, to help the authorities there to run off their sports.

4. *The Provincial Olympics.*—But the one great experience that our students get as regards sports meets is, however on the S. I A. A. grounds in connection with the Provincial Olympics. The actual conduct of such a big meet with all its working details becomes familiar to one and all of the students of the school of Physical Education. The whole school is out at the grounds two days before marking lanes, getting pits ready, fixing posts, etc. By doing they learn the practical details of laying running tracks, fixing the finish and start for the various races, and fixing hurdles for the different events. Every detail of the scheme is worked out before hand so that when the sports are actually on, the whole thing works smoothly like a clock without the slightest hitch.

Besides making all such preliminary arrangements to make the meet a success

a sufficient number of our students act as officials to enable a smooth and rapid running of the events possible. The great success with which the meet is usually carried out speaks of the efficient service rendered by our students, and the staff.

5. *Refereeing Matches.*—Besides the work at this great event of the year, our students are busy all the year round, refereeing matches, when clubs, schools and colleges run off their tournaments. The efficient way in which our students referee these matches increases the demand for them all the more, from these institutions. Whether it is in Hockey or Football or Volleyball our students do their job excellently enough to maintain the high prestige of themselves as well as that of the Institution.

(6). *A play—for—all—Programme*—Our neighbour institution, the Wesley College High School was the Centre of a new experiment in Physical Education. A plan by which games could be given to all the High school students at least two periods of 45 minutes duration a week, was given a trial. All the High school boys who did not take part in games outside the School, numbering nearly 350 were divided according to height into 14 batches and were asked to report to the leaders at 4-15 P. M. as soon as the school was over. Provision for playing Football, Volleyball, Basketball, Kho-kho, Chedugudu, Ring Tennis, and athletics was made. Each group has to play one of these games under the supervision of a leader. The groups changed games by rotation and the leader too went with the group.

This play for all programme was carried efficiently by our students. Our

students were able to infuse into the High School boys an interest in games and sports by arousing their dormant play spirit. This work was carried on only for 2½ months at the end of which time the High School teachers themselves took charge; but it is no exaggeration to say that during this short period our students gathered plenty of worth while experience at the Wesley College School.

Conclusion.—A glance at the list of activities, that the students have as their normal practice, will show that life in the National Y. M. C. A. School of Physical Education is anything but leisurely and ease loving. The amount of time that is spent on Practice teaching is amazingly great when ones looks at it from a critical point of view. Taking the Schedule of work we find that there is practice teaching 2 hours each morning 3 days a week, 45 minutes in the afternoon 4 days a week and one hour in the week twice a week, with a total of 11 hours per week through out the year, besides the time spent in organising and conducting sports meet inside and outside the school, refereeing matches, and conducting play programme in Schools. If normal practice stands for anything in a teacher-training institution then we stand second to none; not that our practice teaching is perfect but the honest effort we put into it is worth a whole lot. We sincerely believe that the work we turn out in the shape of normal practice besides helping our students a lot in their profession, is really a great service to Schools and Colleges in particular and to society in general.

The Evolution and Significance of The Modern Public Health Campaign

By HARBAIL SINGH, *Class of 1930-31.*

CHAPTER I: *Dark Ages of Public Health:*

Public Health is the Science and the Art of preventing disease, prolonging life and promoting physical health and efficiency through organised community efforts for the sanitation of the environment, the control of community infections, the education of the individual in principles of personal Hygiene, the organization of medical and nursing service for the early diagnosis and preventive treatment of disease and the development of social machinery which will ensure to every individual in the community a standard of living adequate for the maintenance of health. Public Health is not a concrete intellectual discipline but a field of Social Activity. It includes the application of all sciences like Chemistry, Physiology, Bacteriology, Pathology, etc. and builds upon their basic sciences a comprehensive programme of Community Service. Public Health, in such a sense as this, is something very new in the History of Human Race. The ideal of controlling the forces of nature for the uses and purposes of man must have glimmered in the mind of every seeker of causation. To the mind of the average man, the conceptions of life and death are merely dispensations of divine providence and the idea that they lie within the control of the human mind and the human will has only become familiar within a period of one hundred years.

Visions, there are, of fragments of the public health ideal, first flushes of a dawn

which was not to break for centuries thereafter. In ancient Greece, for example, the pursuit of personal hygiene was developed for the first time in history and in a scope and degree never approached again. The particulars I need not mention here for with them most are familiar.

As personal hygiene flowered in Greece so Public Sanitation reached a brilliant development in ancient Rome. The Office of Aedil was established in 494 B. C. and "To this period" says Mommsen, "probably belong in great measure the enactments under which the four Aedils divided the city into four police districts and made provisions for the discharge of their equally important and difficult functions—for the efficient repair of the net work of drains small and large by which Rome was pervaded—for the proper cleansing and paving of the streets, preventing the nuisance of ruinous buildings, or foul smells and generally for the keeping open of the communications, for the destruction of unsound goods and for the special oversight of berths, taverns and houses of bad fame." There were excellent building regulations and in addition were strict laws in regard to pollution of the water supply, sewerage and scavenging.

Yet these were but transitory gleams of social intelligence, to be quenched in the intellectual darkness of medieval Europe. The decay of Hygiene and Sanitation at this period was associated with a very positive and definite reaction from the personal

luxury and the pomp of statehood of Pagan Rome, which to the mind of early Church were symbols of the moral and spiritual corruption which accompanied them.

If, however, hygiene and sanitation were neglected in the Middle Ages there was one phase of Public health which grim necessity forced upon the attention of the Rulers of that time—the control of epidemic disease. The development of the practice of Isolation in mediaeval times constitutes indeed the third great fore-shadowing of modern public health. Its foundation goes straight back to the Old Testament, for it was the Jews who first grasped the importance of contagion and laid down the elements of a sound system of Isolation and Quarantine which was in a real sense a form of preventive medicine. The Middle Ages have no thought to the underlying hygienic or sanitary factors which might favour the development of disease. It was natural that the classical world with its love for comforts and for beauty should promote hygiene and sanitation. It was equally inevitable that the mediaeval churchmen with eyes fixed on another and a better world, should pay scant attention to the deeper causes of merely earthly ills. It is in any case certain that the people of Europe emerged from the Middle Ages and came down to very modern times with no general comprehension of any one of the principles of public health, save the single procedure of Isolation and Quarantine. In France in 1350 King John II established the first sanitary police, in an ordinance which provided that hogs should not be kept in the cities, that streets should be cleansed and the offal removed, old meat was not to be sold. In England as early as 1297 we find legal regulations requiring every man to keep clean the front of his own tenement. Such sporadic attempts at reform appear to have accomplished little in the way of immediate results.

Conditions in the cities were very bad. Even in London a public water supply was available only in certain districts and only at certain hours of the day. In the summers of 1858 and 59 the Thames stank so

badly as to rise to the height of an historic event, day after day, week after week, the Times teemed with letters filled with complaints, prophetic of clamity or suggesting remedies. Here and there, a more than commonly passionate appeal showed how intensely the evil was felt by those who were condemned to dwell on the banks. It was felt to be a National reproach "India is in revolt and the Thames stinks" were the two great facts coupled together to mark the climax of a national humiliation.

London was not unique in its appalling conditions of sanitary neglect. New York was also sailing on the same boat as late as 1865. In a single tenement house on Mulberry Street, with a transient population of 320 persons, there had been 240 cases of fever and 60 deaths in a period of four years..

CHAPTER II: *The great Sanitary awakening:*

The serious concerted effort to remedy such conditions—an effort which formed the real starting point of the modern public health campaign was essentially a product of the first half of the 19th century. Its roots struck into the dawning social consciousness of 1800 and its full flowering came about 1850. There were two major tendencies dominant in the life of Europe a hundred years ago which were jointly responsible for the birth of this public health movement. The development of the scientific spirit and the growth of a new motive of humanitarianism quite new to the history of human race. An enormous impetus was given to the subject of personal hygiene and particularly to the prevention of scurvy. (Captain Cook). Finally the medical history of the century was crowned in 1798 by the announcement of the discovery of vaccination by Edward Jenner. It is difficult for us to-day to realise the burden once imposed upon mankind by the continued raging of that pitiless plague (small pox).

In our present task of considering the public health campaign, primarily as a social movement, the development of the

* Being a digest of a Book by the same name by Dr. Winshaw of Yale University.

humanitarian spirit in the 18th century is a factor quite as important as the progress of natural science.

The first phase of the humanitarian movement which exerted a direct and immediate influence upon public health was the campaign for Prison Reform associated with the name of John Howard. The next of the great movements which added its force to the stream of sanitary reform was the campaign for the protection of the industrial workers of England—associated with the name of Antony Ashley Cooper.

Mrs. Browning had pictured their hopeless fate in the "Cry of Children". Under the insanitary conditions which surrounded these wretched children, both in factory and barracks it is small wonder that epidemic disease raged as in a hothead of contagion. In 1833 Lord Ashley took up the cause and secured before the end of the year the passage of a most comprehensive Factory Act. The Ten Hours bill of 1874 and its Factory Consolidation Acts of 1878 were perhaps the two other outstanding landmarks which led at last to a rounded and a reasonably complete system of protection for the health of industrial workers.

We may pass now to the 3rd and most significant of the Socio-Sanitary movements of the early 19th century—to the campaigns initiated by Sir Edwin Chadwick and Sir John Simon, which constituted the movement rightly known as the great sanitary movement. It is these two men who are in a very real sense the fathers of the modern Public Health Campaign.

Edwin Chadwick was a lawyer and a keen student of social problems. In 1838 he was serving as Secretary of the Poor Law Commission and the connection between poverty and disease as well as preventability of disease was forced upon his attention. For the first time in the history of England he employed a Physician to study systematically the sanitary conditions which might contribute to ill health and then for the physical causes of sickness and mortality to which the poor are particularly exposed and which are capable of removal by sanitary regulations. The synoptical

volume on the sanitary condition of the labouring population of Great Britain which was his work, led to the appointment of a special Royal Commission on the health of large towns and populous districts. The reports of this Commission in 1844 and 1845 initiated the movement for water supply and sewage disposal throughout the world.

Sir John Simon was appointed, fortunately for the future of Sanitary Science, as the Medical Officer of Health in England, in 1848. He then was a young lecturer on Pathology at Kings College. He improved the condition in cities considerably so far as sanitation was concerned. He did far more service than to clean up the municipal area under his care. He was an excellent administrator but was even greater as a teacher. In 1855 he was called to the newly created office of Central Medical Officer to the General Board of Health. The People enjoyed their best health during his time of office. His work, necessarily, largely concerned with the remedy of those grosser evils of obvious filth which favoured the spread of epidemic disease, but he was far-sighted enough to glimpse the deeper prevention of the present day, which aims at building up vital resistance through the personal conduct of life.

Meanwhile a similar impetus was given to the development of municipal health administration by the sanitary survey of New York City. In 1864 the attempt was made by the Citizen's Association under the leadership of Peter Cooper to secure a health organisation for the city, in place of the highly corrupt and inefficient force of Inspectors. On the failure of this effort a sanitary survey of the city was instituted under the direction of Dr. Stephen Smith. The startling revelations of their survey formed the basis for a purposeful political campaign which early in 1866 led to the triumphant passage of the Metropolitan Health Law, whose far reaching and drastic provisions formed a basis for the sweeping powers later conferred upon Departments of Health throughout the United States.

(To be continued)

OLYMPICS

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

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

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

Epictetus A.D. 60

International

International:—

THE OLYMPIC CONGRESS OF
BERLIN—1930.

Reports have now come to hand.

More than 120 delegates representing 30 nations met together in Berlin to make arrangements for the next Olympiad. The Olympic Congress was finally opened on the 25th of May, 1930, by a solemn ceremony which took place in the Ancient Hall of the University. H. E. Dr. Wirth, Minister of the Interior on behalf of the Government welcomed the Olympic Congress. In the course of his speech he said that every healthy nation regards physical training as a national task and physical exercise as a fundamental factor in the general culture of the individual and of the nation as a whole. Appreciating the value of physical training the German Government has devoted special attention to its development. He recalled the daily gymnastics now practised in almost all German schools, the school excursions, the formation of a very complete network of Juvenile Camping Homes distributed to the number of over 2000 throughout the whole of Germany, the large number of gymnasiums, playgrounds and particularly of stadia. The best estimate of the value attached in Germany to games and sports is to be obtained from the fact that there are 53 central associations in Germany for

Regional

Indian

Physical Exercise of all kinds, the membership total being 8 million. Germany is making rapid progress to the increasing realization of the great ideal that 'Physical Exercise must be a life's habit, must become a common possession of the nation, it is a civic duty and a service due to the country'. This evolution in progress in Germany has received a strong impulse from outside and above all Dr. Wirth said it has been favourably influenced by the idea of the Olympic Games which are destined by their very nature to contribute to the reconciliation of the nations. He wished the Congress success and hoped that an effective solution will be found of the problems to be discussed by the Congress especially the difficult question of defining Amateurism as much as this is the principle which must preserve the notion of nobility and chivalry essential in sporting rivalry.

Apart from other important tasks, namely the preparations for the 10th Olympic Games in 1932 at Los Angeles, the principal task carried out by the Berlin Congress was the definition of Amateurism. The Resolution on Amateurism ran as follows:—

Athletes who are qualified by the regulations and rules of their International Federation are considered as Amateurs for the Olympic Games provided they are

qualified in compliance with the resolution passed at Prague by the Olympic Congress 1925, i.e., an Athlete taking part in the Olympic Games must satisfy the following conditions:—

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

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

By 69 votes to 12 the Congress passed the following resolution—

"The Congress is of opinion that for the present it is not necessary to define the meaning of "leave with salary paid" and asks the I.O.C., to submit the question for consideration to the Executive Committee and the Consultative Council of the International Federation:

Should India continue to send teams abroad even though they fail to win points? is a question frequently asked in many quarters. The following is an extract of a letter from J. S. Edstrom, President of the International Amateur Athletic Federation.

"As regards sending athletes to the Olympic Games, I would consider it advisable to send a few Athletes. They will probably not achieve any results but they will learn and it is only by learning that you can obtain results. I wish to remind you of the Japanese. The first time they appeared at the Olympic Games was in 1912. They had a troupe of 3 or 4 athletes. Afterwards they have considerably increased their participation and at the Olympic Games in Amsterdam 1928 they obtained their first gold medal."

Regional:—

U.S.A. Those who think of the International Games as merely an Athletic

contest should read the following. They will find out that the scope is much wider. When will India's Olympic programme broaden out to include some such work?

"The fine arts competitions of the Games of the Xth Olympiad, will be held in the Los Angeles Museum located in Olympic Park near Olympic Stadium."

"The competitions will consist of exhibitions of architecture, literary works, musical compositions, paintings, sculpture and reliefs and medals. Each Olympic country will present, through competitions, the best of each of these from among the works of their living artists and submit them in international competition during the Games of the Xth Olympiad."

"The Olympic swim stadium for the swimming, diving and water polo events of the Games of the Xth Olympiad, will be built in Olympic Park.

Final plans for the swim stadium have been completed. Ample accommodations will be provided for spectators, officials and representatives of the world press. Adequate dressing rooms, showers and lounges for the Athletes, will be incorporated into the plans."

"The boxing, wrestling and weight lifting events of the Games of the Xth Olympiad, will be held in Olympic Auditorium."

"The yachting events of the Games of the Xth Olympiad, will be held over a course in the Pacific Ocean near Los Angeles Harbor."

Indian:—

MADRAS.

Some Stray Jottings by one Interested.

1. All India Olympics—1932.

The Madras Provincial Olympic Committee have invited the All India Olympics

to be held in Madras in 1932. If the invitation is accepted, what an opportunity for the Physical Directors of this Presidency! Apart from participation in the Olympics and apart from benefiting by the contacts such an occasion is bound to provide, it ought to be possible to work out the organisation of an All India Physical Education Conference and an All India Physical Education Exhibition.

The Physical Director's profession is still in its infancy. Only by coming out into the limelight can the Physical Director expect to improve his lot. Will Physical Directors of the Madras Presidency get together, organise themselves, work up the All India Physical Education Conference and Exhibition and prove their worth?

2. Pay of Physical Training Instructors

The scale of pay of Physical Training Instructors in the Madras Government Schools will in future be Rs. 35-1½-50-1-60.

Efficient work can be expected of men well educated and adequately qualified for their work. This evidently is the significance of this revision. It is hoped that managements of schools all over the Presidency will take note of this revision and see that the Instructors in their schools get at least the minimum living wage of Rs. 35 p. m., and offer them a scale of pay rising up to at least Rs. 60 p. m., so that these Instructors may be spurred on to more efficient work.

3. Progress of Physical Education in the Madras Presidency during 1930-31:—

1930-31 has not been productive of any outstanding changes. The scheme of

compulsory physical education adumbrated by the Madras University has been introduced in almost all the affiliated Colleges, which have their own Physical Directors. The review of the year's work will no doubt, indicate future lines of action. All the same, a University Physical Director, who can control the work of these Physical Directors in the affiliated Colleges and who can coordinate it, is badly wanted.

The Committee on Physical Education in Elementary Schools and the Playground Commission for the City of Madras, both of which were appointed by Government, have submitted their reports. Government Orders on these reports, which are awaited, will, no doubt, mark a further step in the progress of Physical Education in the Presidency.

A change from the ordinary was made when a special class for Sports Secretaries was organised under the auspices of the Educational Department. Only graduates were admitted to this class. The proposal to conduct another such class next year too is indicative of the fact that such classes are considered necessary.

Indications are not wanting to show that the progress is steady but sure. "The harvest truly is plenteous, but the labourers are few". May the Lord of the harvest send forth labourers into his harvest.

Bengal:—

The All-India Olympic Swimming and Boxing Championships are Scheduled for May in Calcutta. We wish them all success.

"OLD BOYS" NEWS NOTES

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

Here and there among Old Boys.

One Physical Director says "I began Calisthenics with great diffidence. I had only 2 to begin with. But, now I have 40." Similar is the experience of another Physical Director who says that he did not expect Calisthenics to appeal to the students, but that he was agreeably surprised to find that after some time many a student wished to give up participation in sports and games for Calisthenics.

How refreshing are these reports!

"We need one more Physical Director" so is one Principal reported to have said after watching the work of his Physical Director in the College . . . Good for you! Old Man. May your tribe increase!

Another Principal is said to have begun by trying to have his own way re. athletics and sports; but that he has of late allowed his Physical Director to do much of the organisation and conduct of the physical education programme speaks for itself. Honest work is sure to win the confidence of any one. . . . You have begun well, Old Chap! Keep it up!

BUT

What shall be said of the Physical Director who ordered for a pair of boxing gloves with the idea of starting Boxing in his College and who evidently is more concerned with the safety of the gloves (as he has kept them safe under lock and key) than of the welfare of the students and is so anxious about the latter that he would not even let them hurt each other!

Or, what again can be said of those Physical Directors who consider that they have done their duty if they mark the attendance of their students and then dismiss them?

Or what can be said of the Physical Directors who still stick to antedated rules in games and sports and content themselves by saying that they are not to blame as they are not given a free hand?

Reports of good work and of poor work alike reach us now and then. Old Boy, does physical education appeal to you at all? Do you look on it as a job or as a glorious profession? Do you conscientiously handle this nation building work or are you sleeping and letting your opportunities pass by? One more year is past. Sit up! Take stock!! You are not a glorified 'Drill Master! You have more responsibilities. Awake! Arise!! Or, for ever be fallen!!!

We have had word that Mr. H. C. Buck will complete a full year of study at Columbia University while on leave and will earn an M. A. degree. Our congratulations. His sailing dates at present are—leave New York May 24th, arrive London June 1st, leave June 5th, arrive Bombay June 26th, Madras June 28th. Write him a note of welcome.

ASSAM.

The work of our men in the Assam Area has been well spoken of but the working of the full scheme cannot be developed further in the present period of financial stress.

BENGAL.

P. Ganguli has sent us a report of his Physical work in his College and School in full detail. We wish it were possible to reprint in full. He has been giving Physical Demonstrations now and then in his College to acquaint the public and the pupil teachers in true ideas of Physical Education; besides practical work, he has to take theory classes also for the pupil teachers. The difficulties are many but he hopes that some of these will be removed in the near future. Keep on smiling.

S. K. Mukerji has been appointed by the University of Bombay as the Director of Physical Education for the Colleges in Bombay Presidency. Congratulations.

BURMA.

Chit Pe Kya—He is very happy with his work and the co-operation he receives from his Principal. He works six period a day (rather heavy) and all the boys are given Physical Exercise at least twice a week.

D. T. Hla—We are sorry to hear that he has not been keeping good health lately and is planning to take some rest and we offer him our sympathy.

MADRAS.

G. F. Andrews Assistant Physical Director to Govt, of Madras has been granted two years leave to study abroad. He leaves about June to enter Springfield College. We offer congratulations and best wishes. Before leaving he will conduct a Special Short Term School for Sports Secretaries at Mangalore.

C. C. Abraham on the School Staff conducts the Physical Programme in the Y.M.C.A. Summer School for teachers at Martandam in April. This is effective work.

D. Santiago of Coimbatore is planning to run a Physical Training Summer School in his district for Elementary Teachers, the Dt. Educational Committee have been approached for taking necessary action. We wish him success in his undertaking.

S. Narayanan—Loyola College—"The idea of Modern Track and Field Sports, i. e., on the lines of the Olympics, introduced last year, was kept up and improved in the sports for the current year; the number of competitors was nearly double in each event and the quality of the performance is worthy of note. Six new records were established for the College. Besides the usual items and competitions in Physical Training Games, an Individual Athletic Efficiency Competition was held. Twenty Two Competitors entered for this item."

Padmanabhan—Muhammadian College, Madras—This College has seen many improvements with regard to Physical Activities since his appointment. The boys took up the work with real zest and they here been hard at work specially in games and athletic activities and the result has been that the College for the first time in its history, won the Presidency College Hockey Tournament. Basket Ball has been revived and they are having an Inter Class tournament now with better facilities. Next year he is hoping to have a successful year. Cheerio, old chap. keep it up!

MYSORE.

Anil Das in Bangalore has kept the Physical Programme of the Y. M. C. A. very alive by conducting tournaments in major games and conducting athletic meet and also he has been responsible for conducting a class in Physical Training for teachers during the off season.

TRICHINOPOLY.

Desikachari is very keen about his work, has brought about a lot of changes in Physical work in his College (Keep it up Baraswami.)

PUNJAB.

Old Bhola is making a name in the Punjab U. T. C. lately he has been given a senior grade (King's) Commission in the Indian Territorial Force and that he had to undergo a further training of three months in a Military Camp.

Government Certificate Course, 1930-31.

Sl. No.	Name	By whom deputed.
1	Edwin Prasad	Y. M. C. A.
2	Ishwar Singh,	H.E.H. Nizam's Educational Department.
3	Girija Pada Chaudhri,	Y. M. C. A. Calcutta.
4	Mahinga Singh,	Punjab.
5	Hartirath Singh,	Punjab.
6	Jirasinghi,	Corporation, Colombo.
7	G. L. Jacob,	A. B. M. High School, Ongole.
8	A. Anthonimuthu,	M. E. T. I. Mission, Vadakankulam.
9	Maung Ba Shu,	Govt. High School, Prome.
10	Konda Gnanaiah,	Noble High School, Masulipatam.
11	Maung Kye Tin,	Myoma Boys School, Rangoon.
12	P. H. Narayan Singh,	Patna.
13	K. J. Joseph,	Travancore.
14	Shalkh Kaleshab,	Madras.
15	H. Gargory,	Lucknow.
16	S. A. Viswanathan,	Madras.
17	Potty David,	Luthern Mission, Guntur.
18	M. S. Williams,	U. L. C. M. High School, Peddapuram.
19	Atturi Prasangie,	Osmania Intermediate College, Warangal.
20	Nangu Ramiab,	Madras.
21	Barkath,	Rawalpindi.
22	Mirza Yousif Ali Baig	Hyderabad State.
23	Barikara Kenchappa	Madras.
24	Kalaigar Fadruddin,	Sandur Durbur.
25	Muhammed Abdul Subhan,	Banganapille State.
26	C. K. Srinivasan,	Nandyal Municipality.

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

Diploma Course for 1930-31.

Sl. No.	Name	By whom deputed.
1	Haralal Dutta, B.A.	Bengal.
2	Harbail Singh, B.A.	Khalsa College, Amritsar.
3	Alfred Motiram, B.A.	Murray College, Sialkot.
4	B. M. David, B.A.	Punjab.
5	N. D. Samuel, B.D.	Y. M. C. A. Alleppey.
6	S. Biswas, B.Sc.	Paiya H.E. School, Chittagong.
7	Bhupendranath	Bashu Roy, B.A. Bengal.
8	Jitendra Kumar Neogi, B.A.	Maclean Institution, Bengal.
9	Jagan Nath Rao, B.A., L.T.	Kalikot College, Berhampur.
10	K. V. Thomas, B.A.	St. Berchman's College, Changanacherry.
11	Himangsu Kumar	Carmichael College, Rangpur, Bengal.
12	Sen Gupta, B.A.	C.M.S. High School, Bhagalpur.
13	Probooth Ranjan Alley, B.A.	Malabar Christian College, Calicut.
14	P. C. Mathew, B.A.	Malabar Christian College, Calicut.
15	A. K. Varada Iyer, B.A.	Madras.
16	Nirmal Singh, B.A.	Punjab.
17	Harpal Singh, B.A.	Punjab.
18	Ram Dayal Bhalla, M. Sc	D. A. V. College, Lahore.
19	Jagan Nath Sarma, B.A.	D. A. V. College, Jullundhur.
20	Paran Haran	Bengal.
21	Chakrabarti, B.A., M.A.	Madras.
22	N. Kunchitapatham, M.A.	Kapurthala State.
23	B. Pooran Singh,	Punjab.
24	Gian Chand, B. Sc.	Gardon College, Rawalpindi.
25	Victor K. Mall, B.A.	The Pudukottah Durbur.
26	Nataraja Iyer, B.A., L.T.	Madras Government.
27	Satyanarayana Raju, B.A.	do do
28	Satyanandam, B.A.	do do
29	Doraiswami Reddi, B.A.	do do
30	Syed Mohammed Raza, B.A.	The Nizam's Educational Dept.
31	Syed Massodul Hassan, B.A., L.T.	Nizam's College, Hyderabad.
32	P. J. Joseph,	Travancore.
33	H. A. Soofi, B. Sc.	Punjab.

APRIL, 1931]

VYAYAM

"REBUILDING VILLAGE INDIA"

SET 135.

Twelve Parts and more than 200 lantern slides, many of them beautifully coloured.

Eight Parts now ready.

Part I—"Dig a pit"—Get your village out of Debt, Dirt, Disease and Death.

Part II—Our "Better Half" The women.

Part III—Smallpox is no divine visitation but an avoidable scourge.

Part IV—Air, Light, Rat-Traps and a little energy will prevent Plague.

Part V—Guard your *Drinking Water* and prevent Cholera.

Part VI—"The Female of the Species is more dangerous than the Male." Get a Mosquito Net.

Part VII—Our Villagers Marry Early and Die Young.

Part VIII—The Why and the How of Good Crops and Strong Cattle.

Other parts will be ready shortly.

These slides illustrate "Socrates in an Indian Village."

A complete lecture with each part.

Ready for sale now and will be available for rental after 1st January, 1931.

Get particulars from :—

The Secretary,

LECTURE DEPARTMENT,
5 Russell Street, CALCUTTA.

SPORTS AND ATHLETIC GOODS

“THE BEST in the MARKET”

is a trite phrase, but the testimony of constant users is not to be underestimated, and that is the verdict of thousands of Players, Leading Clubs, Colleges, and Schools who have experimented and now stipulate our recognized qualities, simply because OUR goods have proved for themselves.

“UBEROI MAKE is the BEST”

*Head Office
and
Factories*

Sialkot

*Established
1888*

**Uberoi
LIMITED.**

22 Mount Road, Madras.

Branches :—

Calcutta,
Lucknow, Delhi, Ran-
goon, Agra, Poona,
Nagpur, Allahabad,
Karachi, Peshawar,
Bangalore, A j m e r,
Simla, & Rawalpindi.