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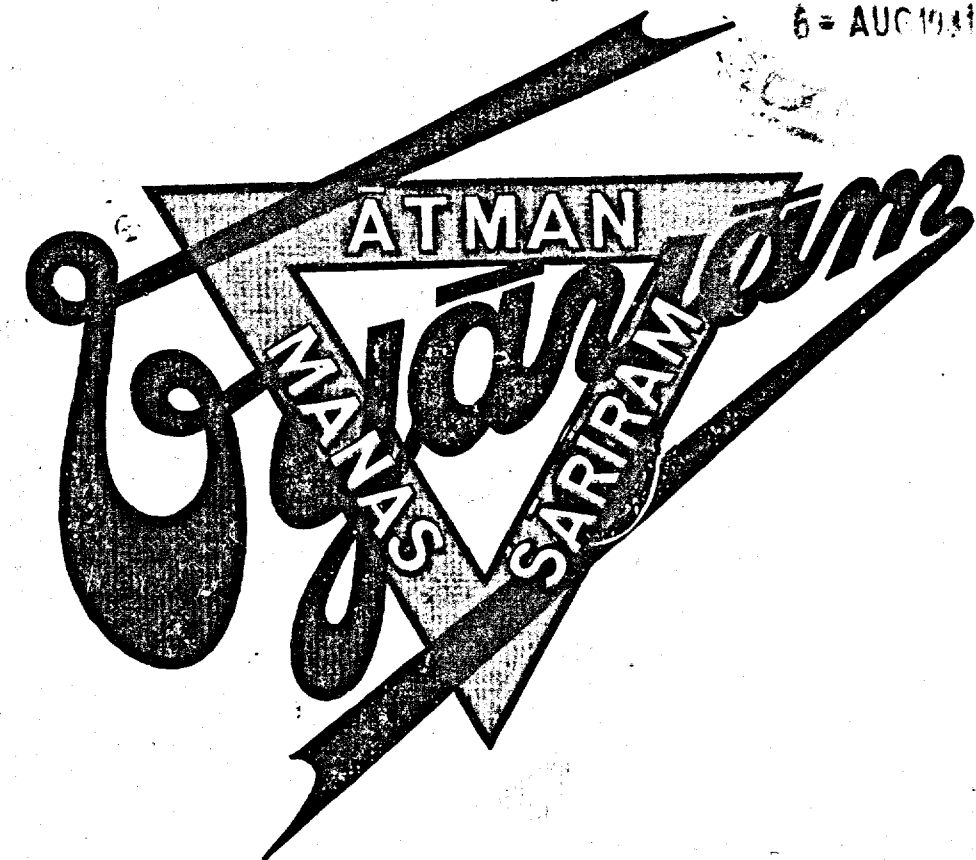
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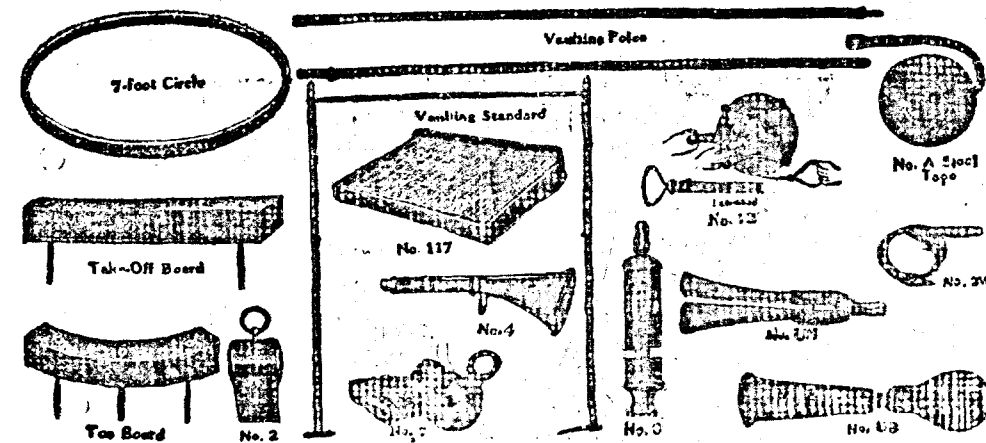
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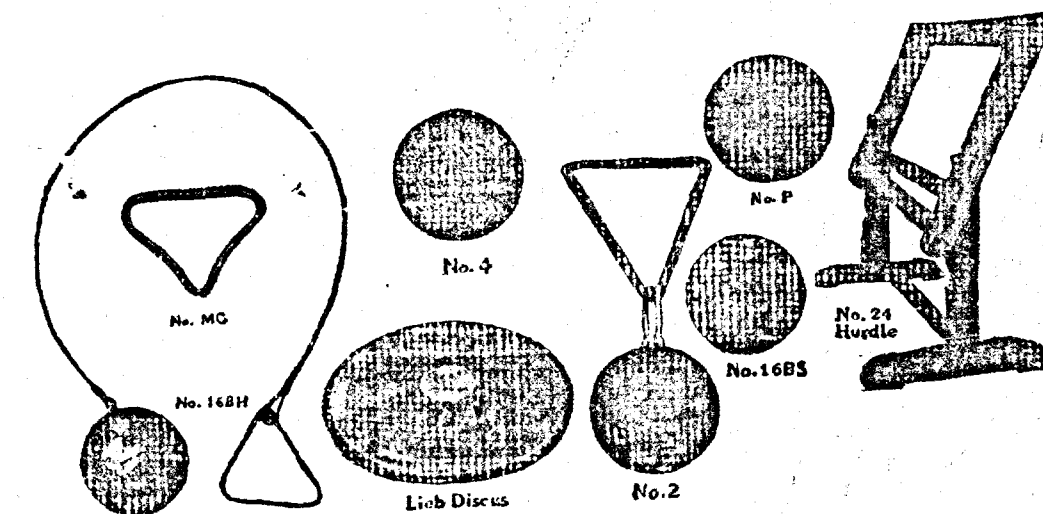
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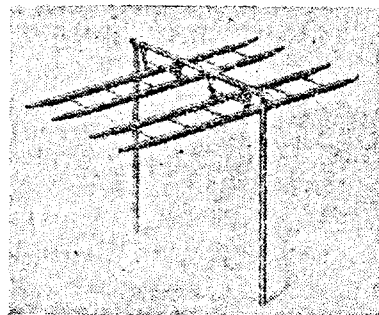
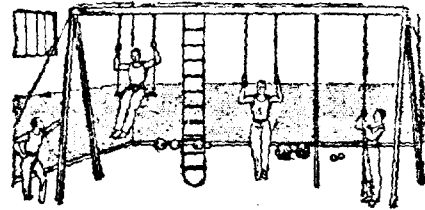
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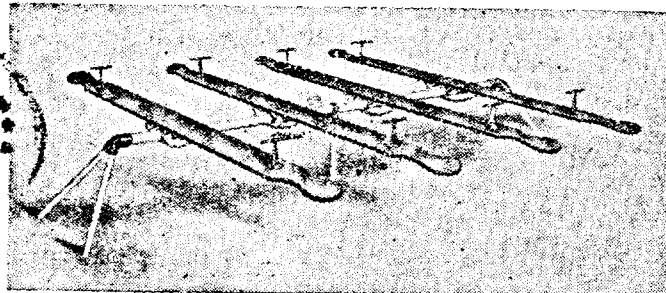
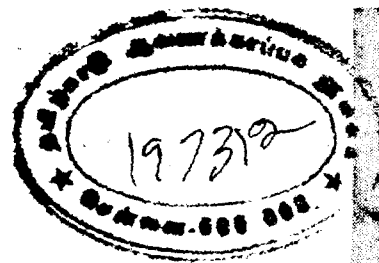
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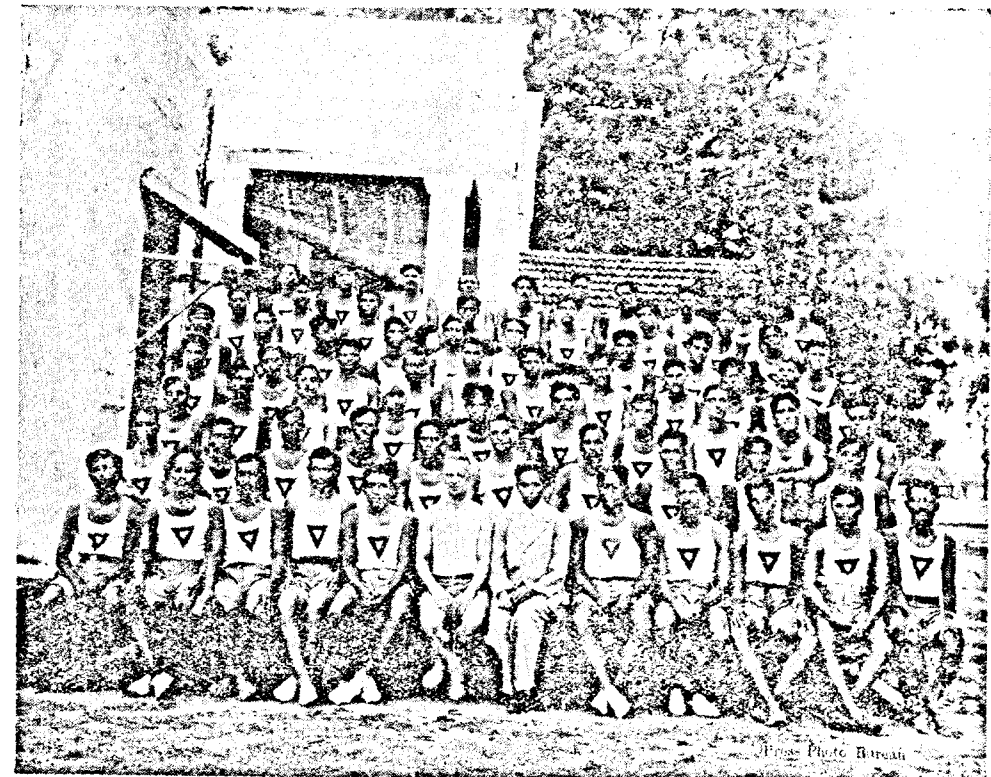
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GROUP IN TRAINING AT THE NATIONAL Y.M.C.A. SCHOOL
OF PHYSICAL EDUCATION, MADRAS, 1930-31.

REPORT OF THE SCHOOL YEAR, 1930-31.

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

Mr. Chairman, Ladies, and Gentlemen,

I rise to present my report with mingled feelings of joy and sorrow. Joy that we have now completed the 11th Year in the history of this school—sorrow that the year is up, and that the warm bonds of friendship which have been welded together between the staff and students are now to be loosened (but I trust never broken). Joy that another band of stalwart sons of India are to go forth on their pilgrimage in this their chosen profession of Physical Education—sorrow that they have not more foundation and grounding in that profession. For we the staff, and I think the students themselves, realise more truly day by day that they have been hardly more than introduced to a deep and lasting course of study and that only by constant and further study can they hope to stand at the head of their profession in this and other lands. All long for the day when things will be different. May it soon arrive.

It was Mark Hopkins I think, who defined a University as a "A log of wood, with a Professor on one end and a Student on the other". If that is a true definition then I think we at this Institution are more truly a University than any other in Madras or perhaps India. We might perhaps more truly be described as an 'out of door college', for aside from three thatched huts—two used as dormitories and one as a class room, library, reading room, etc., a rented bungalow as a hostel and a room in the Principal's bungalow as an office; all of our work is done *out of doors* and we come to love it—in sun or rain, heat or cold,

greensward or brown burned turf, hard baked ground or muddy soil—all of which we have experienced. But what we lack in material facilities, I am sure, all will agree we make up in those more intangible but very much to be desired things as character, friendship, comradeship, sportsmanship, loyalty to one another, achievement in a great cause, the willing assumption of responsibility and services to one's family, to his country, to mankind. It is a rare heritage we build up and take away with us, in such things. Our mottoes of "The Abundant Life" and "Health, Happiness and Efficiency" are written large in the muscles of the body, on the clean skin of the healthy athlete, the clear eye of the alert man and the happy determination to win as sportsman in life's struggle. May the day never come when, with acquiring of material facilities—these things shall become submerged or lost.

PHYSICAL EDUCATION IN INDIA TO-DAY:—

The ever widening circles of interest in Physical Education in India have during the past two decades extended to the far limits of the Dominion of India. Their rebound now tends to strike more deeply and penetrate more discriminatingly into the life and administration of this land. Where formerly only the heads of Departments of Public Instruction in Provinces were influenced, and responded by the willing support of an expert, from abroad, in an advisory capacity, to-day we find that not only do they want a full-time leader of their own, but that Universities also are laying down strict regulations requiring highly trained leaders in Physical Education in the

Colleges; Secondary Schools are demanding equally efficient men; and most interesting of all we find that District Boards are now awake to the value of Physical Education and are deputing, for training, men who are to return to them for employment. An outstanding illustration, at the moment, is the Madura District Board. Here they have secured the full time services of a Director of Physical Education as Supervisor and the full time services of five Instructors of Physical Education, one for each of their five Board High Schools, and they are pushing a vigorous programme.

We believe that they have made a wise move and one that, while it appears extravagant or possibly expensive at the moment, will ultimately well repay them. Not only in increased efficiency in their schools leadership, but in increased health and vitality among their students and in the students families and hence economically in the community—actually in rupees, annas and pies—through the lessened amount of sickness and ill health, lessened amount of crime and the need for facilities to take care of it, and the increased efficiency in living, resulting in the increased earning power of the people. We believe there is nothing more economically sound in public or civil administration than the full promotion of all facilities for the prevention of sickness, the strengthening of the physical and vital forces of a people. Physical Education takes its place gladly right along side of all the others working in this field of Preventive Medicine and Public Health and Hygiene. We congratulate Madura and trust others will rapidly follow suit.

In addition to the developments in Educational Institutions we find also emerging a less rapidly developing, but equally necessary movement for the *non-school*

going population in what might be termed "A City Playground Movement." Like its fellow in the schools, this phase of physical education endeavour has about passed the experimental or demonstration stage and is now recognised as a valuable, almost necessary, part of Municipal life, in several of the leading cities of India. Far sighted is the politician who hitches this ally to his car. In places it wins election, in others it controls votes but wherever it is tried it makes men and women, good citizens, out of the boys and girls that come under its influence. No city can afford to be without its playgrounds. All congested areas need them.

A third phase of the Physical Education Movement needs a few words of reference. It is the development of controlling bodies local, provincial and national in athletics and games. The Olympic Association, and the Tennis Association are illustrations. These are rapidly developing and have a necessary and important place in National Life. Up to the present they have not been sufficiently harmonized to produce their best results and many phases need urgent and often drastic attention. This School takes its full share in the development of all three aspects of these interesting and important phases of National Life.

THE STUDENT BODY.

As might be expected in the development of such a movement, the demand for trained leadership is ever increasing and hence we find that the vortex of this whirling tends more and more to centre in this school. Our graduates are in demand everywhere, and in many places it is a prerequisite to employment. I am happy to say in most cases they are succeeding.

Our present student body is a typical cross section of it. The process of recruit-

ing it annually is something as follows:— First we have an ever increasing demand for our small pamphlet or Prospectus, which during the year has amounted to the distribution of over 1,000 copies on personal request. This is indicative of what the future has in store for us in the way of potential students. Second, we receive bonafide applications to the extent of approximately 150. Third, from this group we sift out those who are not adequately qualified and finally select approximately 70 though our seating capacity is 60, knowing that some will drop by the way side and fail to arrive at the last minute. Last of all we make a further and final sifting of those who come when we and they jointly discover after a trial, that for one reason or another they are not fitted to make Physical Education their life work. Therefore, to-day Mr. Chairman, we present to you a group of 57 who have passed through this process and have completed their course. I said a few moments ago that they were a typical cross section of India's interest in Physical Education and they are, for communally we find Hindus, Brahmins and Non-Brahmins, Mohammadans of both sects, Sikhs, Buddhists and Christians of several denominations. Geographically they represent the Punjab, United Provinces, Bihar and Orissa, Bengal, Burma, Ceylon, Travancore, Hyderabad and several other Indian States, and last but not least Madras. Educationally we have men holding the following educational qualifications:—

- 1—Master of Arts.
- 1—Master of Science
- 18—Bachelor of Arts.
- 1—Bachelor of Divinity.
- 3—B. A., L.T's.
- 2—B. Sc's.

6—Others who have appeared for their B.A's.

5—I. A.s.

The remainder are S.S.L.C's or its equivalent.

But at heart they are one in their loyalty to India and to Physical Education, and in their close fellowship in crowded hostels, in the mess, on the athletic field, in the class room, they have become welded into a fraternity of mutual respect and tolerance seldom, if at all, found elsewhere in India. We students and staff come to know one another intimately in the nine months of our stay here, learning to sympathise with one another's weakness and admiring strength where ever it is shown, we come to feel, that "a Man's man for 'a that and a' that" and all rally to the call of "one for all and all for one." It is a rare privilege to be the acting head of such a group for a year.

OUR CURRICULUM:

Our course of study aims to give the men some idea of a comprehensive programme of Physical Education. It is a far cry from the days of the old retired ex-army Drill Sergeant to the modern Physical Director. As far as from the Barber Physician to the modern trained Doctor, but some seem not yet to have comprehended the change. Also, the Modern Physical Director is far more than the usual Games Master though that idea is still prevalent in many places. In short, to become a Physical Director one must undergo a scientific study of man which aims at making him an expert in the knowledge, normal rather than pathological, of himself and of his own kind, and in the employment of those methods of Physical Education that will enable him to help his fellow man attain to his best in life.

Our curriculum requires that a man shall study for three hours per day for five days in the week in the class room. To this are added numerous library assignments for review and reading on subjects which inform him about the genus homo—biologically, histologically, anatomically, physiologically, kinesiology, psychologically and sociologically; and the principles and methods of Physical Education in organising, managing and developing him as a leader of boys, of youths, or of society in in general along the lines of health, happiness and physical and mental efficiency. And finally we believe in the method of "learning by doing." Hence students are required in addition to the text book work already mentioned, to put in from 15 to 20 hours per week in practical and field work. A typical day begin on the field promptly at 6-30 A. M. with two hours of work till 8-30. Class room work from 10-0 to 12-0 and again from 2-0 to 3-0. Normal practice on the field from 3-15 to 4-0 and Field work again from 5-0 to 6-0. The library is open till 10-0 P. M. each evening and at other times for reading and study.

It is no easy course of simple play and good times that a man undertakes when he enlists with us and if he is unwilling to work we do not want him. We are sure it will do him nothing but good, and the men who have taken the course thrive under the strict regime we require. There may be an "iron hand" as one student said the other day "but it is always covered with a velvet glove." We believe in honest hard work and a good time while at it.

But nine months is all too short to adequately cover what we map out, and considerable additional development will naturally follow when it becomes possible

to extend the course to two or more years. We like to believe that we have given sufficient impetus to our men while here, to make them able and anxious to study on their own after they leave.

OUR COMPOUND.

No picture of the School is complete without some reference to the uses to which this small place of land are put. The activities of the school are by no means limited to the curriculum outlined above, and in the extra curricula work that is done the school and students take a large and worthwhile part.

This compound is one of the busiest places in things worthwhile that I am aware of in Madras.—

1. It serves as the home of the school.
2. It serves as the home of the Royapettah Branch of the Madras Y. M. C. A., and for their physical department activities.
3. It has been the centre of training in Physical Education for about 150 Elementary School Teachers. Each Saturday morning for the past six months they have been coming, and our students have taught them as part of their normal practice work. About half of them are with us to-day to receive their certificates.
4. In addition also as part of our Normal Practice Programme but also as a service to them, about 10 Elementary and Middle Schools have come daily for drill and games. From 3-45 to 4-0 each day our compound is a merry sight with groups of students playing away under every bit of shade the compound affords.
5. It is a happy hunting ground for all those who wish to hold their sports

meeting here or conduct them elsewhere. With our trained staff of student-officials and our equipment ever ready we can stage a full fledged Sports Meet on six hours notice. The extent of this service is indicated by the following list of *Sports Meets* with which we have been essentially connected. The Madras Olympics, the Inter-Collegiate Championships, the Inter-School Athletic League (Heats and Finals), Law College, Inter-Branch Y. M. C. A. Championships, the Hindu High School, the Kellett High School, two Meets of our own, etc. The same might be said of other games as Hockey, and Football for which our field meagre as it is, is constantly in demand.

6. And finally our compound is a sort of Community Centre for all manner of social, educational and other activities. All this affords our men a splendid opportunity to gain a large amount of practical experience in Normal Practice work. For more detailed information on these projects I would refer you to our current Anniversary number of VYAYAM, our School and Old Boys' Association Magazine.

THE SCHOOL YEAR.

This year has been characterised in general by the following things. They have had an influence on our work for good or for evil:—

1. By the absence from our midst of Mr. Buck our Principal. We have missed him much with his years of leadership and experience, but the rest of us have rallied around the school and by effective team play have carried the year

through to a successful conclusion. Mr. Buck plans to be back in time to join the school shortly before it opens its new year next July.

2. The inclusion in our student body for the first time of a strong delegation from the Punjab. We and they, I am sure have benefitted by the new alliance. We believe that they will return to do great things in the Punjab for the advancement of Scientific Physical Education of the best type.

3. By the heaviest rain-fall Madras has seen in 70 years. In spite of this little or no time was lost in our work in this "out-of-doors" college.

4. By efforts to further strengthen and raise the courses of study and physical practice, particularly in the field of Normal Practice work. We are confident that any of our men this year can face and lead with confidence a class of ten or a thousand, and many of them will be called upon to do both.

5. By a fair amount of illness such as dengue, flu, colds, and such forms of attack from which even men in the best of health are not immune, with one severe case of pyaemia. But all have recovered for which we are thankful, and

6. By the hearty co-operation throughout between the staff and students.

All in all it has been a GOOD YEAR.

THE FUTURE.

No live organization is content to stand still, and neither are we. A year ago we reported that plans for the securing and developing a new and adequate plant were under consideration. That Government had been approached for the gift of a site and that a good friend in Canada had promised us R 35,000 or approximately Rs. 1 lakh. During the current year we have not been slack in pushing the scheme. We are

pleased to report, what is current knowledge now, that Government has promised to alienate to us 50 acres of land in Saidapet, of the old Agricultural Farm. It is located on Mount Road just beyond the Toll Gate, and will we hope become one of the most useful and enjoyable places in Madras. The process by which Government gives something seems to be a long and arduous one, and reminds one of the couplet "the Mills of God grind slowly but they grind exceeding sure", for we have not yet actually been given the land to work on. However, we believe in the promises of the Government equally with those of God, and expect that ere long the transaction will have been completed and that we can actually go to work there. In anticipation Mr. Buck has been foraging for more funds in America but finds it difficult to get folks to part with their money in these days of financial depression. He still reports hopefully however. Here we have gone ahead and appointed a small building committee and secured the services of an architect and plan soon to present to you our plans in visible form. If then we pester you for funds we trust you will be interested and stand by and help.

IN CONCLUSION

We have much to be thankful for this past year, and we are grateful that it has concluded so successfully. All along the way we have had many friends and to them I want to offer our thanks at this time.

First of all to the Madras Y. M. C. A. for allowing us to continue to live and make our home on this compound. Without their co-operation I do not know whether there ever would have been a school at all.

Second to the Department of Public Instruction for their warm support and aid. Again I do not know whether there would ever have been a school had the D. P. I. and his Associates not stood steadily by us with counsel and help.

Third to those gentlemen and ladies who have come at our request and given special lectures on topics of interest to our students.

Fourth to certain particular individuals who have been most kind or generous. I refer to Mr. H. F. Saunders for the gift of microscope. To Rao Bahadur R. Krishna Rao Bhonsle for his whole-hearted support in the conduct of the Olympic Games and in the issuing of the Certificates which we present to-day; to Mr. Asirvatham and Mr. McClelland of the Y. M. C. A. staff for their constant and timely support; to two of our students for faithful and efficient instruction during the year—to Mr. Hemane Gargory in Boxing and Mr. Jagannatha Rao in Lathi; and finally to our guests of honor to-day, Mr. Lobo for kindly consenting to come and address us, and to the Hon'ble the Minister of Education, Diwan Bahadur S. Kumaraswami Reddiar, for coming to preside on this Anniversary occasion.

SOME ASPECTS OF POSTURE EDUCATION.

JOSEPHINE L. RATHBONE, M. A., *Lecturer in Physical Education*, Teachers' College, Columbia University, in the City of New York, U. S. A.

In a short discussion of any subject it is well to focus attention around a few leading questions. When no attempt is made to cover the entire subject it is well to confine remarks to a simple outline. In this paper I shall raise a few questions which anyone interested in posture education must ask himself, and then state some of the facts upon which I can base answers for my present satisfaction. My answers may not be your answers. My answers to-day may not satisfy me next year. But the answers which I am willing to give now may help you to form satisfactory answers for your present needs. It would be jolly if we could get to-gether some day, and pool all our answers. The world is indeed smaller than it was once, but it has not yet shrunk enough to permit us to exchange ideas first hand between India and America. We may rejoice that we have the medium of the printed page.

Is poor posture serious? In the first place, there is doubtless a connection between poor posture and poor health. But cause and effect are hard to distinguish. Is poor posture the cause of poor health, or poor health the cause of poor posture? Can you make good posture without good health first? Or can you hold a person in good posture, and expect good health to follow without doing anything else to build up general body tone? There is evidence to support both views; that poor health, causes poor posture, and that poor health may be the result of poor posture. We would all agree, I am sure that poor posture

is equally serious, whether it is a cause or an effect of poor health.

Some writers on this subject state as consequences of poor posture such conditions as lowered economic and social success. It is true that people with poor posture are frequently unable to get coveted positions, or to attract social attention. These factors are both connected with something which, to me, seems very important. The person with poor posture is ungainly, awkward and unaesthetic. Due regard for the beauty of the human body is as important in our culture as it was in the Golden Age of Greece, and we could well afford to develop a respect for the human body which would include a regard for symmetry in form and in movement. Poor posture is serious since it contributes to both lack of physical beauty and to poor health.

What is good posture? We may define posture as the attitudes which a person naturally assumes in every activity of life. If these attitudes are efficient and do not cause too much nervous tension they may be called good. We can not overemphasize the fact that there is no set posture to which every one should conform. There is as much difference between the postures of two people as between their faces. Both are expressions of the individuals heredity and environment: both are expressions of their personalities.

To simplify our discussion however, it is wise to picture certain postures which are associated with the vigorous, healthy,

attractive person. It is insufficient to picture only attitudes in standing. Attitudes maintained in sitting and walking are at least as important.

In analysing a standing posture the first thing to note is whether or not the body is erect, and well balanced, with the weights carried near the center of the structure. For example, the head must not protrude forward. Each segment of the body must carry easily and without strain those parts above it. In the erect standing posture, the feet are parallel, and two or three inches apart, forming a strong, square base of support. The weight of the body is thrown to the outer borders of the feet. The knees are in an easy position, neither bent nor thrust back. There is a normal inward curve of the spine in the lower of the back region and a slight rounding of the upper back. The abdomen is naturally rounded, but not awkwardly stuck forward. The shoulder blades hang easily on the posterior aspect of the chest, in a position favorable to expansion of the chest, and deep breathing. The head is balanced easily, in an elevated position.

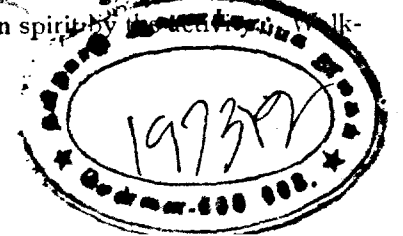
If one will pretend that he is pushing a load upward with the apex of his skull, all the body parts will come into proper alignment. This may result, at first, in a stiff exaggerated posture, so, after one has the desired feeling, he should try to maintain the bony segments in that relationship and loosen up the muscular tensions.

The most important thing in sitting is to have the hips far enough back in the seat to allow the thighs to support the weight of the body. This means that chair seats should be narrow from front to back, should be hollowed out for the large muscles of the buttocks, and should not be too high from the floor. If chairs are too high, the feet

dangle, there is pressure from the front edge of the seat behind the knees, and the tendency is for the person to slip forward. Then the weight of the upper part of the body is thrust upon the end of the spine, instead of being carried comfortably on the center of the thighs.

From the above statements two things should be singled out for special attention. First, in the standing position the feet form the base of the pedestal, and should not be neglected in any consideration of the standing posture. Second, the pelvis forms the base of the trunk both in standing and in sitting. It must be remembered that the pelvis is so attached to the spine that any marked increase or decrease of the lumbar curve will tilt the pelvis. The emphasis in America in the past few years has been to reduce any increase in this curve. As a result many people have developed straight spines, or flat backs which are far from ideal. We should be ever on the lookout to disprove and attack any system of exercise which tends to create a condition so unnatural. There must be a slight curve in the lower back to maintain the pelvis in the proper relationship to the trunk, and to make possible a strong, flexible central column.

When one analyses posture in movements the problem becomes quite complicated, but none the less interesting. Whereas in sitting or standing the body segments must be very perfectly balanced to withstand satisfactorily the force of gravity, in activity the muscle action within the body itself offsets somewhat the tendency of gravity to make the body slump. It is really harder to maintain good posture when one is standing or sitting still, than it is when one is moving, especially if one is buoyed up in spirit by the excitement of the walk.



ing is good exercise to improve posture if the feet point straight forward, if the head is held high, if the chest is kept comfortably elevated and in front of the waistline, and if the waistline itself is not permitted to sag. Out-of-door sports are also good for posture. When in activity most athletes are so buoyed up in spirit and body that their movements are well balanced and beautiful, but they do not always carry themselves well when they are not playing their game. Fatigue sets in, the buoyancy of bearing does not carry over into the longer periods of mild activity, and the body slumps. Something more than activity is needed by most people to make them carry themselves well. This brings us to our next question.

What causes poor posture? No effort is made here to list the causes in order of importance. All of those mentioned have an important bearing, and they could be listed in any order. As will be noticed, these are not the causes given in many books on the subject of posture. In fact, some of them are neglected entirely by certain writers on the subject and other causes selected which have never appealed to me as very important. I am of the opinion that lack of all-round physical exercise is one of the factors which should be considered seriously. Although good posture is not the main objective of a complete and varied program of physical activity it is a by product, provided other factors have not entered to offset the good effects of the general exercise. So many of our athletes, especially swimmers, are good examples of attractive carriage, and so many sedentary people are perfect examples of poor carriage that we can accept as fundamentally sound the hypothesis that lack of all-round exercise is a cause

of poor posture.

Fatigue is another important cause of poor posture, and it is the one which most frequently affects the good effects of well rounded exercise. The temptation at this point is to go into a discussion of all the conditions that may cause fatigue and how it may be relieved, but space does not permit. Everyone, even the athlete, experiences fatigue occasionally. What we are really interested in as a factor in permanent poor posture is chronic, or almost continuous fatigue. This may be the result of: (1) physical defects, such as infected tonsils or bad teeth (2) chronic ill-health, such as indigestion or a series of colds, and (3) bad health habits, which prevent the body from functioning properly. In the last category should come such factors as lack of sleep, improper diet, unwise clothing, lack of proper ventilation and incorrect lighting. Too hasty resumption of work after serious illness; too short a period set aside for recuperation may also cause chronic fatigue. As a rule, when vitality returns after an illness posture improves. One thing especially must be guarded against during a period spent in bed. If one lies with the head propped up by pillows until the upper back becomes stiffened in the rounded position, posture may be harmed permanently.

Probably no factor has a greater influence upon posture than a person's psychological outlook on life. A feeling of depression, or inferiority, or unhappiness will reflect itself immediately in patterns of posture. Educators should take warning from this fact, and aim to do all they can to relieve any situation that calls forth an unfortunate adjustment in an individual.

This list of the causes of poor posture is not exhaustive in any degree. Anyone

working with cases needing attention will analyse many others. Physiology, and psychology have other suggestions to make to the student of the subject who is seeking for the truly scientific basis for an analysis of poor posture.

How can we build good posture? First, by sufficient exercise of the right kind in the growing years, especially activity in such natural movements as running, throwing, kicking and climbing. These activities give strength to the muscles involved in erect carriage, and stimulate all the organs of the body to proper functioning.

As important as exercise, is rest of the right kind and in sufficient amount. As we all know, during the growing years it is essential to get a great deal more sleep than is needed during adult life. It is also important that while the bony frame work of the body is growing it shall be relieved as much as possible of certain strains. The growing spine should be given special consideration. It is well for children to lie down several times during the day to counteract the effect of gravity, and to spend part of their play time on all fours, imitating animals by crawling around on hands and knees. Recent experimentation has assured us that no one maintains a single sleep position long enough at a time to make that an element of importance in the consideration of sleep. Restful sleep means so much moving from one position to another that no single position could have a chance to develop posture patterns in the neuromuscular system.

Another important lead in training for good posture is to assist the person early to form good habits of sitting and standing. It is important that everyone should have a concept of what is meant by good posture, and an accurate concept. Sometimes it

takes a great deal of ingenuity on the part of a teacher of posture to give the pupil the correct concept. If the pupil has been in the habit of holding incorrect positions, these rather than the correct positions, will be comfortable, and the pupil will feel uncomfortable in the correct positions. Somehow it is up to the teacher to place the pupil so often in the correct position that it will become comfortable. Mirror work will help the pupil to see himself as others see him and to get an intellectual picture to assist his sensational one.

There is no reason why a body should not be held in the proper position by some mechanical device. Or, rather, no mechanical decree in the environment should counteract good posture. For example, shoes should permit the proper use of the foot, and chairs should assist rather than hinder the body in its effort to take desirable postures. As has been stated above, chair seats should be narrow from front to back, they should be hollowed out for the hips, and they should not be too high from the floor, because the feet should rest comfortably on the floor. The uprights on the back of a chair should not go down as far as the seat. Ideally, they should leave a space through which the hips may be thrust. A little pressure from the chair back just below the shoulder blades, or a cushion or book placed there, will make it possible to maintain a good sitting position for long stretches of time. In leaning forward, for writing or reading, one should be careful not to collapse, as it were, and let the chest press down on the stomach and other abdominal organs. This can be avoided by swinging forward from the hips.

The important thing to remember in training for good posture is to supply all the conditions for healthy development.

and then to make it possible for the body to form desirable habit patterns.

How may we correct poor posture? This is a specialized field in Physical Education, and no effort will be made at this time to map out a method of treatment, or even to suggest specific exercises or techniques which might be used. One principle may be stated in a way to furnish a starting place from which a teacher may develop a sound procedure. Although all round physical exercises give a firm foundation for the development of good posture in the first place, it is not movement that is the most important element in a sound posture program which aims to correct, as quickly as possible, a condition of poor posture. It is holding the part in the proper position so that the neuro-muscular pathways may become conditioned to respond in a certain way. Posture is a matter of nerve messages as much as it is a matter of muscle strength or tone.

Certain specialized activities in the Physical Education program may well fit into a Corrective or Reconstructive program. They are aesthetic dancing and swimming, the former because of the strong element of elevation in many of the movements, and the latter because gravity is not a factor in a water medium, and because the movements used in swimming can be so isolated and modified as to provide specific muscle training for certain of the cases which come in the province of the teacher of Corrective Physical Education. Posture is not the only problem that a specialist in this field has to meet. She must consider very carefully the posture or mechanical aspects of every case she has, but some of her pupils will need extra muscle training for such conditions as infantile and spastic paralysis, and poor traumatic or post-operative orthopedic lessons.

A BASKET BALL MEMORIAL.

A marble tablet has been erected by the Paris Union of Y.M.C.A.'s to commemorate the fact that: "In this Gymnasium in 1893 Basket Ball was played for the first time in Europe". The inscription goes on the record that the game originated in America in the Y.M.C.A. College at Springfield, Massachusetts. The public unveiling of the tablet was the occasion of an eloquent eulogium on the game of Basket Ball delivered before a large gathering, followed by a hotly contested match, which the Y.M.C.A. won by 40 to 31. It is interesting to note that Basket Ball and Volley Ball, games which were both introduced into India by the Y.M.C.A. are becoming increasingly popular throughout the country, and have been adopted by the Punjab University for their Sports Tournaments.

Calcutta, 23rd June, 1931.

Editorial

An Open Letter to Old Boys and Friends of the Physical Education School

BY H. C. BUCK, *Principal.*

After a year's leave of absence devoted almost exclusively to study, it is a pleasure to be back in India to co-operate once more with our friends in the challenging task of physical and health education.

It was a great disappointment not to have associated with the 1930-31 student body, but we hope to become acquainted with all of you as soon as possible, by some means, even though it be merely the medium of correspondence. Therefore in returning to our work in India we include in our greetings the "Old Boys" of 1930-31 as well as all the other old boys and friends of the school. We are at your service and invite your continued friendly advice and inestimable co-operation.

Observation and careful study of progress in physical education in Europe and America drives home to us more forcibly, than ever before the fact that in India we have a long road to travel in developing for the whole country what may be considered desirable and adequate physical and health education. In making comparative studies and attempting to profit thereby, our chief concern should be to avoid the mistakes which have been made in other countries and to develop for India a programme based on her particular needs and interests. And it seems to us that one of the greatest tasks set for our Madras School is to discover the real needs, interests and desires of those for whom physical education

is to be provided, and to shape our efforts accordingly.

Germany, for example, has made a radical change from a purely gymnastic programme to one of nation wide participation in games, sports and athletics. In America the trend is steadily away from an artificial, therapeutic, purely exercise process to emphasis on the educative and recreative values. Instead of a formal programme of artificial, meaningless exercises, hated and shunned by normal boys and girls, the trend is toward natural activities which are psychologically as well as physiologically sound, and which attract rather than repel the students.

In the American educational institutions the typical programme is divided into two branches, physical education and health education, which are closely co-ordinated and mutually supplemental. Physical education has its staff of highly qualified physical educators dealing with physical activities carefully selected according to the inherent interests, desires, capacities, needs and characteristics of the participants, and aiming at the education of the whole man. Health education has its staff of doctors, nurses, and corrective specialists who conduct medical and health examinations, advise regarding treatment, and carry on follow-up work and correction of defects. Health instruction which is a legitimate and necessary part of this co-ordinated programme of health and physical education, is carried on by those persons found to be best qualified for the task. It may be done by the physical educator, by the

doctor, the nurse, or the regular class room teacher, or better still by all of these. There is a growing feeling that health should not be taught as a separate subject, (at least not as an academic subject) But that every activity in the curriculum should be so conducted as to make its contribution to health, and every teacher on the staff should practice and teach such wholesome habits of living that pupils and students will through precept and practice develop health habits. There is common agreement that mere knowledge of hygiene is of no value unless it is applied, and therefore the aim and purpose back of the health instruction is to develop habits attitudes, skills and knowledge of health that will function effectively in life.

There may be great differences of opinion as to method. However, no one will deny that in India we need in addition to a better type of physical education, a really effective scheme of health education based on adequate medical and health examinations, and justifying itself in rational health instruction. Whether such instruction should be given as a separate subject or co-ordinated with all school activities is a matter to be decided. I am of the opinion that both methods should be employed and that the entire environment, curriculum and personnel of the institution should be made to contribute to the physical, mental, emotional and moral health of pupils, students, and teachers. The school or college which does not take into consideration the whole man and which does not promote and develop wholesome living, cannot be considered an educational institution and has no reason for existing.

In my mind there is no doubt but that physical education must be handled separately by specialists. But its aims and

objectives must be the same as for general education; it must be educationally sound, and must be given its legitimate place in the whole scheme of education. Health education which has been more woefully neglected in our schools and colleges than has physical education, must be given more serious consideration in the future. Health instruction, not as an academic subject but as a way of living, must be introduced without delay. We therefore call upon our friends who are interested in education as a means to more abundant living, to help us discover the most fruitful methods in this field of education.

One thing seems quite clear; that since so much depends upon the class room teacher, proper attention must be given in the teacher training institutions to both physical education and health education. The pupil-teacher needs them both for his own recreation and health, and he also needs proper training in them to enable him to more effectively promote the habits and ideals of abundant living in his pupils. Teachers with play habits and desirable health habits, are more likely to influence children for wholesome living than are those lacking in these qualities. One thing is certain; that unless we make it possible for those training to become teachers to develop these desirable habits the task of developing them in school children is not made any easier.

In the final analysis if we are to succeed in the field of health and physical education, schools and colleges must face the facts of biological necessity and must be willing to make radical changes in time-tables to give this programme a chance. Once we are prepared to consider physical and health education in the light of their physiological and educational values first

consideration will be given to them in the time-table and other subjects will be considered as of secondary importance and be built on or around the primary programme. The present plan of tacking physical education on to the fag end of all other activities will never get results. Our school children and college students have only one life to live. Let us do all that we can to help them live it abundantly.

In so far as the training of specialists is concerned we are eagerly looking forward to the possibilities for more adequate development of our "College of Health and Physical Education" on the new site in Saidapet. It is our aim to make of it an institution second to none for the purpose of preparing workers in this field. We look

forward to the day when we shall have not only facilities and staff adequate for teaching purposes, but hope to have laboratories and staff for thorough going research work as well. This institution should become the centre from which will radiate effective and far reaching service in all phases of health, physical and social education. We desire to develop the equipment, the course the staff and the service to such a high standard that it will not be necessary for any of our young men to go further than their own country of India to prepare themselves for life work in this worthy profession. We will be in a better position later on to give you more complete information regarding the development of our plans for Saidapet.

THE STUDENT BODY.

Half past six in the morning. July first, found the usual new group of students, recruited from all parts of the Indian Empire, gathered under the Big Tree, waiting for the first whistle.

Again, the students are representative of widely separated areas, with Madras Presidency as usual, heading the list. The Punjab follows with 12 men; then Andra with 4; Bengal, Baroda and the U. P. have 3 each; Burma, Indore and Travancore each send 2, while Ceylon, Bombay, Pudukottah and the Central Provinces send one each.

The thatched huts and Dilkusha still serve as hostels. But in their spare moments the staff is frequently be seen poring over

the plans for the new buildings soon to arise on the banks of the Adyar River.

As always, a number of men became quickly aware of the meaning of "once around the track." All have been initiated into playground ball and basketball, while the devotees of Cricket are making good use of their free Saturday mornings, as practice teaching has not yet begun. Another week or so will find the compound crowded with its usual groups of teachers, thus making Saturday one of the busy days of the week.

This promises to be a good year. The staff and the new students join in sending greetings to the "Old Boys."

THE EVOLUTION AND SIGNIFICANCE OF THE MODERN PUBLIC HEALTH CAMPAIGN.

By HARBAIL SINGH, *Class of 1930—31.*
A Review of some Health Education Material.

(Concluded)

CHAPTER—III.

Pasteur and the Scientific basis of prevention.

The Royal Sanitary Commission in its report of 1871 summarised the following heads as the fundamental essentials of health.

1. The supply of wholesome and sufficient water supply for drinking and washing.
2. The prevention of pollution of water.
3. The provision of sewerage and its utilization.
4. The regulation of streets, highways and new buildings.
5. The healthiness of dwelling.
6. The removal of nuisances and refuse and consumption of smoke.
7. The inspection of food.
8. The suppression of causes of disease and regulation in case of epidemics.
9. The provision for the burial of the dead without injury to the being.
10. The regulation of markets—Public lighting of towns.
11. The registration of death and sickness.

While doing some experiment Pasteur's curiosity was aroused when he found out the peculiar properties of Amylitic alcohol as it appeared in certain fermentations, which led him to the germ theory of disease.

In 1865 he was asked to undertake a study of the strange disease of silk worm. By 1867 however he has definitely reached the parasitic hypothesis and by 1870 he had shown how the serious economic problem of the

silkworm disease could be practically controlled by the application of isolation and quarantine. He and Robert Koch afterwards in 1877 found out independently that the germ of anthrax is the actual cause of this disease. In 1884 he was successful in producing artificial immunity against microbic diseases by the attenuation of specific viruses concerned. Hence by the labour of one man the whole mystery of the cause of these diseases was solved, which opened the way for building up specific resistance against their ravages. Before his death in 1895 he saw his discoveries acclaimed throughout the civilised world and the scope of their influence widening with every passing year.

THE GOLDEN AGE OF BACTERIOLOGY.

The new knowledge which came flooding in as a result of the researches of Pasteur was very quickly brought from Germany and France to America. From the practical public health stand point, two centres of dissemination for the young science of Bacteriology proved of peculiar importance in their influence upon the public health. The first was developed in the State Board of Health and then the Health Department of New York. It was now becoming apparent that the discoveries being made in the laboratories of Europe held rich promise of usefulness in the more direct control of communicable disease. From this time onward the laboratory has become the scientific foundation of the public health campaign in America, deve-

loped to a point perhaps unequalled in any other country.

The two decades between 1896 and 1910 formed in a sense the golden ages of public health. The germ theory was now thoroughly established and its applications went forward by leaps and bounds.

The first result of the new Science of Bacteriology was to make precise and definite shot gun methods of the empirical sanitation and the empirical isolation of an earlier day.

The development of knowledge in regard to the insect borne diseases was even more far reaching in its influence than that of water supply sanitation. The solution in 1899 of the cause of the mystery of malaria attracted world wide attention to the insect enemy of man. Malaria still remains one of the major health problems of the world. Next comes the most dramatic episode in the whole history of public health: the conquest of yellow fever. Dr. Carlos J. Finlay of Havana had suggested the mosquito theory of yellow fever in 1881, though without experimental proof. The first successful experiment was made by Dr. Carroll who allowed himself to be bitten by the mosquito who had previously bitten other yellow fever patients. He however recovered, but Dr. Lazear died from an accidental bite of the mosquito. Hence the mosquito theory proved to be right. Hence the suppression possible. It was the demonstration of yellow fever control at Havana which four years later made possible the building of the Panama Canal, and throughout the Torrid Zone has opened up the tropics for occupancy. While the mosquito borne diseases were thus passing under control, the two great pandemic scourges of medieval times, the

Bubonic Plague and Typhus fever were also yielding up their secrets. The germ of plague was discovered by Xerzin in 1894 and in 1898—99 the researches of the Indian Plague Commission completed the demonstration.

The part played by the louse in the spread of Typhus fever was discovered by Nitolle in 1909.

The eradication of the communicable diseases which are spread by water and by insects, present to-day solely a problem of economics and administration. Of the discoveries the most far reaching in importance are those which relate to Typhoid and to diphtheria. Inoculation against typhoid should become a practice as universal as vaccination and it will disappear in no time.

THE NEW PUBLIC HEALTH

The progress of scientific thought and of social movements is of course never marked by sharp discontinuity. Ideas and practices overlap each other, as in the succession of groups of plants and animals through geologic time. We shall best understand the motives which animate present day public health by going back a little and considering the development of some of its chief constituent movements, particularly that of the campaign against Tuberculosis. Environmental sanitation will help in the control of industrial dusts and other atmospheric conditions which form a contributory factor in the incidence of this disease. The isolation of the careless consumptive will help to reduce mass infection, and in particular will protect children against an invasion too heavy for their powers of resistance to endure. The first real note of hope came in 1859 when Brehmer in Silesia published a series of articles in which he maintained that a regulated life in

the open air would enable the tuberculosis patient to effect his own cure in a fair proportion of cases. The improvement which Dr. Iruden experienced and his meditations on the views of Brehmer finally led to the establishment of Adirondack Cottage Sanatorium at Saranac lake in 1884. Sanatorium treatment formed the corner stone of the modern campaign for the conflict with the "Captain of the hosts of death." Above all, however, as soon as the fact became clearly recognised that tuberculosis could be cured by a properly regulated regime of fresh air, food, exercise and rest, the need was evident for a campaign of education to acquaint the public with the good tidings. The first society for the Prevention of Tuberculosis was organised by Dr. Flick in Philadelphia in 1892. The problem was being actively discussed in New York at that time and in 1894 under the inspiration of Dr. Beggi the New York Department of Health developed the first comprehensive plan for dealing with this disease (put in for anywhere in the world.)

The Tuberculosis Committee of the charity organisation society of New York was formed in 1902, and the National Association for the study and prevention of Tuberculosis in 1904. The first Tuberculosis exhibition in the U. S. A. was

opened at Baltimore in January 1904. The anti tuberculosis movement from the first was animated by a new idea, the idea of bringing Hygienic knowledge right to the individual in his home or in his shop; and it developed a new machinery, a new system of organization for bringing about this end. The dominant motive in the present day public health campaign is the education of the individual in the practices of Personal Hygiene. With the growth of this conception of education there came the need for new machinery through which such education could be accomplished. An elaborate technique of health bulletins, health news service, health lecture bureaus and institutes, health cinemas and exhibitions have been created to meet this need. Personal Hygiene is after all a personal matter and the Kingdom of Health, like the kingdom of God is within you. In the person of the public health nurse has been found the ideal agent for carrying the message of Garcia. For such achievements we may thank God and take courage for the future, bearing on our banners that eternal phrase of Cicero "In no single thing do men approach the God more nearly, than in the giving of safety to its own kind (mankind)."



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

Regional

Indian

Regional:

IN THE BALKANS THEY PLAY AT GAMES. A REPRINT FROM THE BULLETIN OF THE EUROPEAN PHYSICAL DIRECTORS SOCIETY.

Two thousand years have elapsed since the time of the ancient Olympic games. The Balkan games of 1930 marked the first time since those early days that the people of Greece, Turkey, Yugoslavia, Roumania and Bulgaria have been brought together in friendly athletic contests. This event, held during the first few days of last October, marks a most important epoch in that it will probably lead to better and more friendly understanding amongst those widely different nationalities in this so-called danger zone of Europe. Along with the Balkan Conference, which already has markedly affected the relationship between Turkey and Greece, as evidenced by the visit of the Greek premier, Venezelos, to see the Turkish leader, Mustapha Kemal, were held these athletic games.

The people of Greece consider it to be a double honor and joy to have the first set of Balkan games celebrated at the same time that the Balkan Conference is being held in Athens. Athens, the historic city which has incarnated so happily the spirit of the beautiful, the good and of peace, brings together and reunites within its walls today the champions of a great idea of peace amongst the peoples of the Balkans and the athletic champions of track and field sports.

The efforts employed on the part of the one and the other are in reality those of the highest and the purest which the human spirit can find. Here on neutral grounds

in our marble stadium, whose whiteness symbolizes innocence and purity, we welcome our visitors. There they will wrestle for the branch of laurel and for the olive wreath which was regarded as sacred by our forefathers.

The frontiers of states fade away with the advent of these international athletic games. The quarrels, the differences and misunderstandings which have preceded the recent sad conflicts, are forgotten. The athletic field is transformed into a common meeting place and serves as a place of emulation for the participants where they will demonstrate their prowess in their struggle for victory. They are no longer Greeks, Bulgarians, Roumanians, Turks and Yugoslavians. They are only robust YOUTHS whose sound bodies enclose sound minds, the two pursuing a common objective: Fraternization.

This is the great aim, and here is the great advantage. It is on the neutral field of the stadium that is to be found in the future the frequent meeting place of the youth of the Balkans. It is only in such a setting as this that one appreciates the significance of these games being contested in a Greek stadium. In such a milieu, Greece mixes her own youth with those of other Balkan lands. This was uniquely the principle, the cause, and the aim of our ancestors who established the Olympic games in ancient times.

Far wiser than we moderns, they had established the fact that all dissensions, all hostilities and all wars must cease during the duration of the Isthmian, the Nemean, and the Olympic games. For them the

games had only one objective: Emulation. They were guarded by an invulnerable armor which was considered sacred. They had one aim: Mutual knowledge of the adversaries, friendship, fraternization and peace. It is in this spirit that Greece welcomes her Balkan neighbors, and the latter no doubt have sent their athletes with the same sentiments and the same objectives.

With the frontiers non-existent, we are permitted to see all the Balkans as a large peninsula making up one country. But if it is in this spirit that our athletic visitors are competing in the stadium, how much more necessary is it for the diplomats who are participating in the Balkan political conference to be imbued with the same ideals. If in our athletic games it is the vigor and the élan of the body which moves onward toward fraternization and peace, then those who are participating in the Balkan Conference might well be motivated by the same idea.

The two opposing forces of human existence materialism on the one hand and idealism on the other turn towards peace, and each holds out its hand for the other to grasp.

And now we have explained why our joy is doubled. We can declare without hesitation that the coincidence of the two events is one of the most important pages in the history of the Balkans.

(Translated from the French by Mr. Schroeder from *Le Messenger*. Athens.)

Indian:

INDIAN OLYMPIC ASSOCIATION BULLETIN No. 2.

The results of the first All-India Boxing Championships and of the second All-India Swimming Championships are already known to the public.

In Boxing, 18 representatives of four Provinces, viz. Bengal, Bombay, Hyderabad and Punjab took part. With the exception of Bengal and the Punjab, other Provinces did not enter a full team. On account of the small number of entries, it is difficult to judge of the best form that

the country can produce. In order to decide whether the form displayed by the Indian Boxers justifies their being sent to Los Angeles for the Olympic competition, a sub-committee has been formed which will report on the matter. Lt. Col. Maynard, Inspector of Army Physical Training and a member of the Indian Olympic Association, has rightly suggested that the form expected from any boxer chosen for the Olympic Games should not be below that of the English Amateur Championships.

In Swimming, representatives of five Provinces viz. Bengal, Bihar and Orissa, Hyderabad, Punjab and United Provinces took part, the number of entries being 29. Here again with the exception of Bengal and the Punjab, no other Province entered a full team. Victory here, as in the case of Boxing, rested with Bengal. The Bengal Swimming and Water-Polo teams outclassed most of their fellow competitors. In only one event did another Province (Punjab) take the first place, viz. 100 yards back stroke.

The times made by the competitors compare unfavorably with the World's best. Perhaps it will be desirable to reach a higher standard at home before entering into International competition.

His Highness the Maharaja Adhiraj of Patiala who is the President of the Indian Olympic Association has been taking a very keen interest in the progress of the Association. He has also interested himself in the question of India's representation on the International Olympic Committee. The Member of the International Olympic Committee at present in charge of India is Sir Dorab J. Tata. But in view of his bad health, he is thinking of resigning.

His Highness the Maharaja has made certain suggestions for filling up this vacancy and it is hoped that these will be accepted by the International Olympic Committee.

G. D. SONDI,

Hon. Secretary,

Indian Olympic Association.

"OLD BOYS" NEWS & NOTES

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

1. OLD BOYS' DAY.—The annual meeting of the Old Boys' Association came off on the 25th March. The present students entertained the old boys in the morning with an interesting match in playground ball in which the old boys were defeated by a narrow margin of one run.

2. BUSINESS MEETING.—The business meeting of the Association was held in the school room at 11 A.M. with Mr. Andrews in the Chair. The minutes of the last meeting was read and confirmed. The secretary then presented the report for the year 1930-31 which was unanimously adopted. The members of the executive committee were then elected. Mr. Buck was elected Editor-In-Chief and the following as Sub Editors. Messrs. Henry Lall, Ramachandra Rao, G. F. Andrews, David Hla, Easwara-moorthy, J. Boruha, and Shiralkar.

Resolutions appreciating the valuable services of Dr. Gray for the cause of Physical Education in this country and especially as Editor-In-Chief of *Vyayam*, and also of the services of all those who contributed to the success of *Vyayam*, were moved by the president, and carried.

3. COMBINED MEETING OF PAST AND PRESENT BOYS.—At 3 o'clock the past and present students assembled in the class room, when the president spoke of the aims and ideals of the Association and requested the present students to help the Association by enlisting themselves as members. This meeting gave an opportunity for the Old Boys to give their experiences and difficulties in their work in the respective schools

and colleges. They explained how they were getting on in spite of the great obstacles in their way. The present students evinced great interest in the discussions that followed.

4. FAREWELL TO DR. GRAY.—The past and present students then adjourned for a combined social. After tea Messrs. Jagnatha Rao and G. F. Andrews made short speeches appreciating the services of Dr. Gray and wished him bon-voyage, and a pleasant furlough. A souvenir was also presented on the occasion. Dr. Gray in fitting terms replied to the speeches and thanked the students for the souvenir which he regarded as a token of their goodwill and friendship. The pleasant function came to a close at about 6-30 in the evening.

5. Old Boys will indeed be interested to learn that Mr. Wallace Forgie has taken a group of boys representing some of the provinces of India to attend the World Boys Conference to be held at Toronto. We wish them a pleasant journey, as well as a happy time with the boys of other lands. And that they may carry their experience and the message of the Conference back to their fellow-boys in India.

6. Sorry indeed we are, Dr. Gray and Mr. Forgie had to leave us on furlough, but glad Mr. and Mrs. Buck have now come back. We understand both Mr. and Mrs. Buck had a very busy time in the Teachers' College, Columbia University, preparing for the Master of Arts degree. We offer them our warmest welcome to our midst,

and hope they will continue to give this country the benefit of many more years of fruitful service.

POSTINGS.

Our congratulations are due to David Hla on his appointment as the Physical Director of the Rangoon University. We wish him all success in his new sphere of action.

Mr. A. Padmanabhan has been appointed acting Assistant Physical Director in place of Mr. G. F. Andrews who has left to join the Association College at Springfield for higher studies. We congratulate Pud and our best wishes go with him in the arduous work he has to accomplish.

We are glad to announce that Mr. Heman Gargory, student of the school 1930-31, has been appointed Physical Director of the Lucknow University. Congratulations boy!!! We wish you every success,

B. M. David, student of the school 1930-31 has been appointed Physical Director, Edward's College, Peshawar. We offer him our congratulations and best wishes.

Mr. K. Narasimhachar of St. Joseph's College Bangalore, has taken up his new post as Physical Director of the Kumbakonam College. We wish him all success.

We were indeed glad to receive a copy of the report of the work of Baliga at Puttur High School. In spite of lack of facilities,

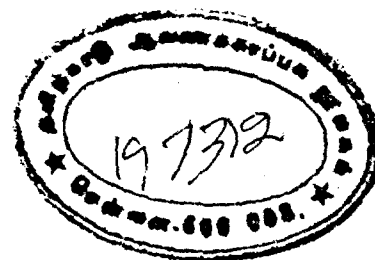
he has managed to carry on a busy programme of activities. We wish him better facilities and greater success next year.

We are glad to mention that Physical Education in the District Board schools of Madura under the supervision of Mr. P. S. Easwaramoorthy is making good progress. Every District Board School has now a trained Physical Director or Instructor, with facilities for organising and conducting a fairly busy programme of activities. We wish other District Boards would follow the example of Madura.

MARRIAGES.

One of the outstanding events of the year is the marriage of Mr. N. K. Mia, our popular and genial member of the staff of the School. The bride was Miss Tara Bala of Calcutta, and the marriage took place in that city on June 11th. It has been a very great pleasure to welcome Mrs. Mia to the School family. We are sure that all of the Old Boys will wish to join the Staff and the present student body in wishing them many, many happy years together.

Mr. T. Chacks. Abraham, '29-'30, has also entered the bonds of wedlock. His marriage to Miss Mary Thomas took place on Thursday, April 16th, at Eravipoor, Tiruvalla. We wish them every happiness and success.



Books on Physical Education, Games, Sports, etc.

- Brief History of Physical Education. By Emmett A. Rice, A. M. Rs. 7-1.
 Calisthenics: Modern Methods of Free-Exercise Instruction. By S. C. Staley. Rs. 9-6.
 Education in Plays and Games. By George Ellsworth Johnson. Rs. 4-14.
 Exercise in Education and Medicine. By R. Tait McKenzie, M.D., I. P. D. Rs. 18.
 First Aid. A Textbook for Use in Y. M. C. A. Classes in Camps, in Industry, and in the Home. By George G. Deaver, M.D. Rs. 3-2.
 First Aid to the Injured. Plain and simple rules to be followed in cases of accident or emergency, as well as in the first stages of illness. By F. J. Warwick. Rs. 6-4.
 Games, Contests and Relays. By Seward Charles Staley. Illustrated with Diagrams and Photographic Reproductions. Rs. 9-6.
 Games for the Playground, Home, School and Gymnasium. By Jessie H. Bancroft. Crown 8vo. Rs. 6-6.
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