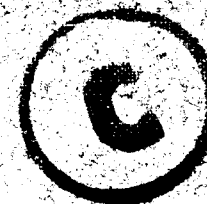


Vyayam

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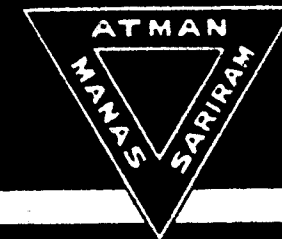


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# VYAYAM

*A Quarterly Journal of Physical Education.*



10 APR 1932

— April 1932 —

**The Saidapet Plan**

**A Survey of Physical Education  
in India**

**The Olympics**

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VOL. III

APRIL 1932.

No. 4

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THE OLYMPICS.

### Management.

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

Royapet House, Royapettah, Madras, India.

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## From Royapettah to Saidapet

It is to the staff of the College a source of supreme satisfaction, to be able to announce a magnificent gift from the Government of Madras.

Sixty-three acres of land, on Mount Road, near Teachers' College, have been granted to the Y.M.C.A. College of Physical Education.

The location of the property is superb, and its proximity to Teachers' College enhances its usefulness. The ground has several levels, and little need be done to secure an effective and attractive arrangement of the various athletic fields and games courts. The property is further beautified by its many fine old trees, and by the Adyar River, which forms our eastern boundary. It is generally agreed that this property is one of the most beautiful in the city. A formal expression of gratitude to the Government of Madras, gives but a slight indication of our appreciation of its generosity.

A gift of money from Colonel Vincent Massey, is to be used for the Administration unit, containing the offices, class-rooms and library. Plans are now being drawn by our architect and the erection of the building will soon be started. Meanwhile we plan to erect temporary quarters, and July 1st will see us installed, students and staff, in the very attractive bamboo and thatched houses which will serve us until the permanent buildings are ready.

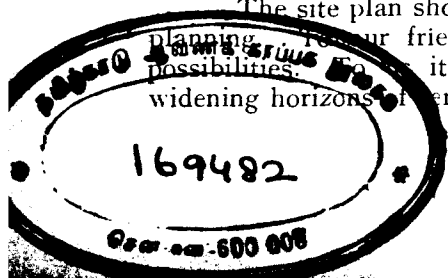
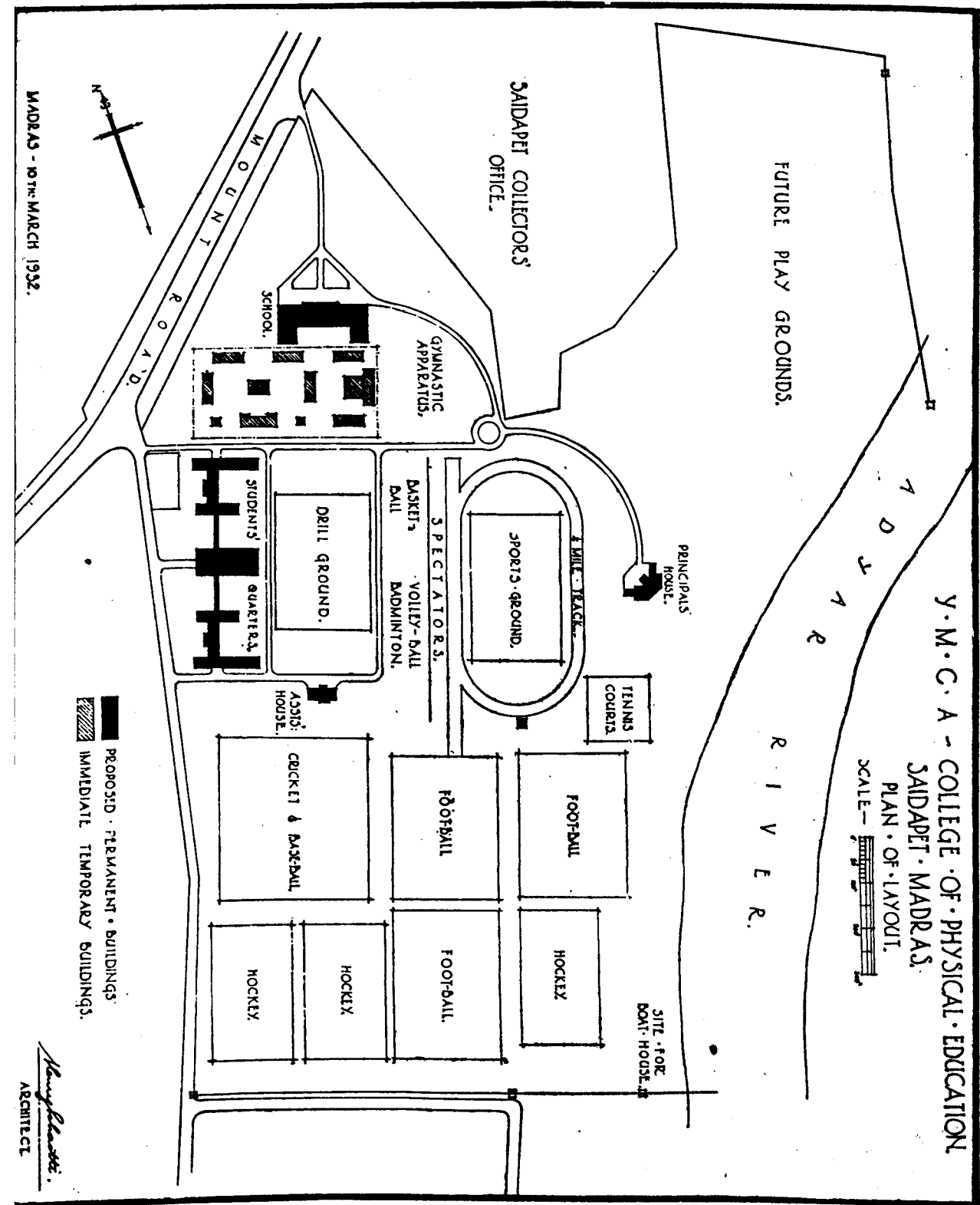
"Massey Hall" is the only permanent structure for which funds are at the moment available. But with it completed we shall be content to develop gradually the other buildings, as the work demands, and resources permit. The possibilities for service are so numerous and varied that we are finding our poverty a not unpleasant check upon enthusiasm which ample funds might lead into unwise use of precious land.

"Sixty-three acres" as a phrase, has a spacious sound, but there will not be room for mistakes in planning, as our ultimate scheme calls for ample standard facilities for Football, Hockey, Cricket, Baseball, Tennis, Badminton, Basket Ball, Volley Ball, Playground Ball, Teniquoit, Handball, Boxing, Wrestling, Sports Arena, Swimming Pool, Children's Playground, Boating, Kho-Kho, Atya Patya, Chedugudu, Gymnastics, Drill Ground, etc.

All of these facilities will be used not only for the training of Physical Directors, but to provide recreation for the general public.

We do not intend to erect large buildings, costly in themselves and expensive to maintain. Our hope is rather, to develop a centre for training and demonstration on as simple a scale as possible, with facilities that may be readily copied by others. Among the few buildings that we hope eventually to erect we plan for a laboratory for the urgently necessary research work in health problems, and in the physiology of exercise in India.

The site plan shown upon the opposite page indicates the trend of our planning. To our friends it may appear to be only an interesting sketch of possibilities. It is the fruit of twelve years of work, and the outline of widening horizons of service for the health and the happiness of India.



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## Report of the College for 1931-1932

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

The close of the present year marks a third and very significant stage in the steady growth of our College of Physical Education. The first and very discouraging stage began in 1920, when we started the work of the institution at the Central Y.M.C.A. on the Esplanade. We speak of it as discouraging because so few people then believed that Physical Education was an educative, socializing process, holding equal rank with other phases of School and College life and requiring educated, technically trained specialists as leaders. There is still much to be desired in the way of a general constructive interpretation of Physical Education, but already considerable progress has been made in this respect. When a better understanding and interpretation of the purpose of the work becomes more widespread, and when those trained for the profession are given more opportunity to promote adequate programmes, then only will the real value of this necessary part of education be realized.

The second stage in our growth began in 1923. The quantity, as well as the quality, of our students increased until we were compelled to seek more adequate quarters, and moved to the Royapettah Y.M.C.A. compound. Since that time the demands upon us have been increasing to such an extent that we have now outgrown our present site, and to-day's programme marks the close of the second stage of pioneering.

With the opening of the next College year on July 1st we will begin the third stage of our development on the beautiful 63 acre site in Saidapet. This generous gift from the Madras Government will enable us to more adequately meet the demands for qualified leadership, and at the same time make it possible for us to cater to the recreation needs of the general public more efficiently than we have been able to do in the past.

We are deeply appreciative of this constructive move on the part of Government, but at the same time the Madras Y.M.C.A. in so generously permitting the institution to use its property all these years must be thanked most heartily for making our work possible and for carrying us up to this third stage. In so far as our stay at Royapettah is concerned we cannot think of the work here without connecting with it the name of our good friend Rev. Canon Goldsmith, who gave this property to the Madras Y.M.C.A.

We hope that the move to Saidapet may make our efforts more fruitful and that the result will be a clearer interpretation of the health needs of India and more constructive programmes for large numbers. It will be necessary for us to carry on for some time at Saidapet in temporary quarters, until funds are available for the erection of permanent structures. Our work is happily, not dependent upon brick and mortar.

In reviewing the work of the past year there are a few outstanding features of the busy life experienced by our students which require particular mention. One of the activities which was mutually beneficial to our students and to a very large number of school teachers as well, was the class conducted every Saturday morning throughout the year for about 200 elementary school teachers of Madras City. The purpose of these classes was to give to the school teachers training in physical activities suitable for them, to in turn, teach to their school children. But it also gave to our students an excellent opportunity to put into practice some of the things which we attempted to teach them on the playing field and in the lecture hall, for they were required to conduct these classes for the elementary teachers.

Another bit of combined service and experience was that concerned with the hundreds of school boys who came daily from the Corporation Schools to our compound for play activities directed by our students. We hope that a similar valuable service will not be impossible at Saidapet.

In connection with the Olympic competitions our students annually profit immensely through the opportunity that is theirs to assist in the preliminary arrangements for, and in the actual conduct of, these activities. They thereby learn, by actually doing, the up-to-date methods of organizing and conducting sports competitions. This year's student body was exceptionally fortunate, as in addition to Madras being favoured with the usual Provincial competitions we also staged here the All-India selections for the World Olympics.

Our students are to be congratulated for the excellent part played by them in making these competitions highly successful. Our College is also to be commended for having won first place in the Province, and for being represented in the All-India sports and wrestling by several students who won points in both the sports and the wrestling. These are projects of immense value, and with our new stadium at Saidapet we look forward to rendering a much larger service in the field of sport, and to making it possible for our future students to gain a much richer experience than has been possible in our crowded Royapettah compound.

Further practical experience was provided for our students by the demands made upon them to referee numerous games and to assist with sports for schools, colleges and clubs. All this was in addition to the regular routine of the study of both the theory and the practice of physical education which daily kept them busy from 6-30 in the morning until 6 in the evening. But they have been immensely happy in the process and it is our hope that such qualified leaders will be rewarded in the institutions where they may be employed, by being given full responsibility and full opportunity to promote and teach what they have learned.

Time does not permit us to mention the details of our curriculum of studies and activities. Our prospectus is available for those who desire this information.

And we shall be glad to give a copy of the anniversary number of our Physical Education Magazine "VYAYAM" to those who wish detailed information of the activities of our institution and its competent Student Association.

In reviewing the work of this year, gratitude must be expressed to the large number of persons who so willingly contributed to the effectiveness of our work by giving valuable lectures and demonstrations. Such hearty co-operation is immensely appreciated by the students and staff and we hope for its continuance. This help from our friends has been in the form of religious education, health education and general education. We can only say that in return we are prepared to reciprocate whole-heartedly by co-operating with them in every way possible.

It also gives us much pleasure to publicly thank all those friends who encouraged and helped us to make possible the Saidapet development, and thus enabled us to launch out with renewed faith and zeal on the third stage of our progress.

And then, finally, a word about our students. The College year began with an enrollment about eighty. But as we attempt to maintain a very high standard, we close the year with a happy family of sixty. Of these sixty men 21 are College Graduates, 12 are Intermediates and 27 are School Finals. They represent practically every part of India, Burmah and Ceylon, although the majority are from Madras Presidency. We congratulate them upon the excellent spirit they have shown in both work and play, and for their commendable attitude toward the cause which they are to serve. The relationships of staff and students have been most wholesome and happy. We regret that it is necessary to say farewell and our hope is that these sixty men have caught a vision of the possibilities that are theirs for constructive service. We wish them success and happiness in their chosen profession.

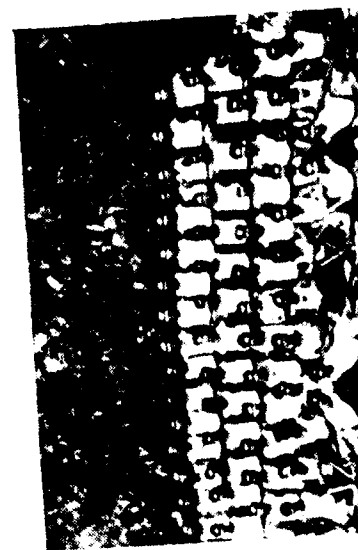
Our aim is to give to India a socializing programme through desirable, rational physical activities. It is our belief that just as much effort should be exerted to remove physical illiteracy as to diminish intellectual illiteracy, and in that manner contribute much to more abundant living. We can visualize for our students tremendous possibilities of service to their country. We picture them going out from our College, as emissaries of a new conception of life for the youth of India. It is our earnest hope that they may faithfully, patiently and courageously bring to reality our vision for India of laughing, healthy, happy children, and sturdy men and women. In their work they will find much discouragement; likewise much joy, and a constant challenge to the best that is in them. We bid them farewell with the earnest hope that they will be worthy of the call to serve India, to which they have responded.



SPORTS TEAM



FOOTBALL TEAM



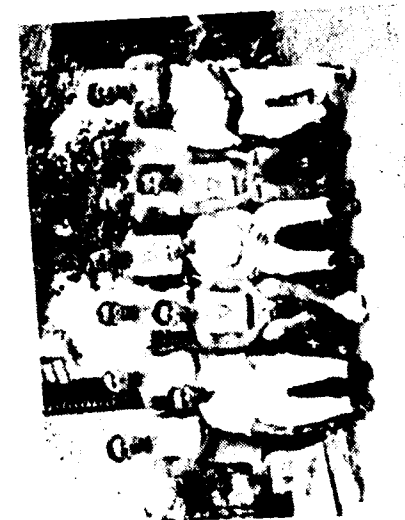
STUDENT BODY



BOXING



HOCKEY TEAM



WRESTLING TEAM

## Students' Activities

### THE STUDENT ASSOCIATION.

The election of office bearers took place on the 24th of July, and the inaugural address was delivered by Mr. H. C. Balasundaram.

The elections resulted as follows :—

PRESIDENT—L. Rajagopala Rao.

SECRETARY—R. C. Shastri.

TREASURER—J. W. Lall.

SOCIAL SECRETARIES—M. Sunderam and S. M. Mohinuddin.

RELIGIOUS SECRETARY—J. V. Hill.

LITERARY SECRETARIES—Benjamin C. Pichamuthu and D. D. Sharma.

TRACK and FIELD CAPTAIN—S. V. Narasu.

PLAYGROUND BALL CAPTAIN—V. Murkuth.

FOOTBALL CAPTAIN—V. K. Mukerjee.

VOLLEY BALL CAPTAIN—C. O. Kora.

BASKET BALL CAPTAIN—B. C. Pichamuthu

HOCKEY CAPTAIN—G. W. Lall.

CRICKET CAPTAIN—J. V. Hill

During the course of the year, the Association had the good fortune of hearing distinguished speakers on different subjects, mainly through the efforts of the Principal and Mrs. Buck, for which we owe our thanks to them.

We take this opportunity, of thanking also the different speakers for the interesting and useful subjects they dwelt upon. We deeply appreciate the kindness of those who addressed us, as follows :

|                               |                                             |
|-------------------------------|---------------------------------------------|
| Mr. H. C. Balasundaram        | ... Inaugural Address.                      |
| Mr. Seth Edwards              | ... Physical Education.                     |
| Dr. Kini                      | ... Posture with Reference to Health.       |
| Mr. R. Dann                   | ... Town Planning and Public Playgrounds.   |
| Dr. Hatch                     | ... Rural Reconstruction.                   |
| Dr. Stanley Jones             | ... Religion and Physical Education.        |
| Mr. C. C. Chandy              | ... The Far Eastern Olympics (cinema show.) |
| Dr. Veerasingh Chinappa       | ... Physical Education and Child Welfare,   |
| Mr. C. Ranson                 | ... Child Labour in Beedi Factories.        |
| Miss. C. Eipe                 | ... Food Values.                            |
| The Public Health Department. | Educational films. (a cinema show)          |

Special mention must be made of the help rendered by Mr. Mumby of the Lucknow Christian College, in regard to wrestling and the conduct of wrestling contests. He stayed with us for a fortnight, and moved with us freely as a friend.

As a final word we express our appreciation and thankfulness to all the members of the staff, who have been our guides in the real sense of the word. We regret very much that we are losing their company, especially at a time when we have come to know them fully. Our good wishes to the old boys and to those that are coming after us. And to all—Goodbye.

### ATHLETIC ACTIVITIES

#### Track and Field—S. V. NARASU, Captain.

We are proud of the achievements of our College track team this year. We conducted two sports meets among our own students, and the amusing prizes, given away by Mrs. Buck, were in keeping with our highest ideal "Love the game beyond the prize."

We had a sports meet with Madras Christian College and were victorious to the tune of 62 to 34 points. Our College flag flew topmost in the Madras Provincial Olympics. We carried away almost all of the events and thus secured the largest number of points, 42, with Madras Medical College and the M. & S. M. Railway in second and third places.

G. W. Lall of our College established a new record in the 120 yard hurdles, and our Relay Team narrowly missed taking first place.

In the All-India Olympics four of our students were on the Madras team, and Lall was one of the Madras Relay team that won first place. We had the rare privilege of having the All-India Olympics in Madras this year, and we benefited by them in more than one way. The splendid performance of the Punjab team should serve as a lesson to Madras in the matter of proper organization and training. It is a pity that Madras athletes do not take full advantage of the excellent coaching and facilities offered by the College of Physical Education.

We regret that there was not a regular tennis club this year.

We are proud of having in D. D. Sharma a good wrestler who knows much of the art, and our Mirza is the undisputed amateur boxing champion of India.

#### Playground Ball—V. MURKUTH, Captain.

It may be said without fear of contradiction that playground ball was the most popular game in our College this year. Though the game was new to the majority of the students, we picked up its fine points rapidly, and we used to anxiously wait for Thursdays and the game of playground ball. When the College moves to Saidapet more time can be given to this most interesting game.

We played two matches with other teams and lost one against the Andhra Christian College, Guntur. Challenge matches between the students from North India and South India used to afford us lots of fun.

*Football*—V. K. MUKERJEE, Captain.

Our football team gave a good account of itself and maintained the traditional prestige of the institution. With students coming from all parts of India we started rather shakily, without any combination whatever, but after some matches we were able to combine admirably. But, lo, April comes against our will, to separate us. We played a number of matches and fortunately lost very few. Throughout the year the players exhibited an excellent spirit and played a "clean game". When the College moves to Saidapet next year, more time can be spent upon football, which is the oldest game in India.

*Volley Ball*—C. O. KORA, Captain.

Although Volley Ball was new to many of us, we took a keen interest in playing the game. We had four matches against outside teams, out of which we won two and lost two.

Giant Volley Ball was very popular from the beginning and we enjoyed it immensely during the rainy season.

*Basket Ball*—B. C. PICHAMUTHU, Captain.

Basket Ball is one of the most popular games in the College. It is increasing in popularity all over the city of Madras. We could not devote much time to this game owing to our varied activities, but the standard of our team was high.

In the Y.M.C.A., Basket Ball Tournament our College was defeated by Madras Christian College, the past and present cup holders. This defeat afforded us a good opportunity of learning from our opponents many fine points of the game. We entered seven teams for the tournament.

Later on, we measured our strength against three important teams. We lost to King Hostel and Kumbakonam College, and we defeated the Andhra Christian College by a narrow margin.

Our players really enjoyed playing the game. The good spirit displayed by our team during and after the game may very well serve as an ideal for many a team in Madras.

*Hockey*—G. W. LALL, Captain.

In considering the doings of the hockey club, or for that matter of any athletic club in our College, we have to remember the heterogeneous nature of our student body. We have men from all parts of India, Burma and Ceylon, and as a rule we are able to play each major game only once a week.

Considering these facts, and being aware of the time and training and coaching necessary to produce a first-class team in this twentieth century of ours, when standards have been set so high, our hockey team did remarkably well in the dozen odd matches we played against local college and club teams.

Unfortunately for us, and fortunately for the rest of Madras, our small grounds are constantly being lent to schools, colleges and private clubs, besides forming the chief playing centre for all the little children living in this area. As a result the surface is not exactly what it should be. With the College transferred to Saidapet this difficulty will be overcome. There will then be a number of games fields at our disposal. And with the course a two year one eventually, the students will have a better chance of building up the numerous essentials that go to produce good team work and better teams.

We wish next year's team the best of luck. And before concluding, I would like to express my sincere appreciation to the team for the fine spirit and generous nature they have always shown.

*Cricket*—G. W. HILL, Captain.

Our cricket club, with limited materials at its disposal, made the best use of the opportunity afforded, and played three matches against local teams, besides the many Home Team matches. Two of our three public fixtures were to our credit.

Mention must be made of the all day match against the Engineering College, Guindy. It was an exciting match. We spent a most enjoyable day and carried away with us happy memories of our hosts.

We shall hope to hear news of excellent cricket teams representing our College on the beautiful cricket field planned for the new Saidapet home of our College.

SOCIAL ACTIVITIES—M. SUNDERAM and S. M. MOHINUDDIN, Secretaries.

The social side of our student life had been much in evidence during the college year. But owing to lack of space we shall mention briefly the College Party held in the Principal's bungalow.

A very lively programme was contributed by the students, comprising vocal, instrumental and comic items. Although the items were given in several different languages, owing to the cosmopolitan nature of the group, each one was thoroughly enjoyable.

There have been other smaller functions, chiefly the Executive Committees tea party to the staff. It was a most happy occasion.

The final social activity of the year will be the farewell party given by the staff the night before College closes, and then we must say goodbye to each other, until we meet again as Old boys.

RELIGIOUS ACTIVITIES.—J. V. HILL

During the year we have had many interesting meetings. Mr. D. F. McClelland began the year for us with a discussion of the various problems present

in our minds. He then very kindly arranged a series of speakers for us. Our very grateful thanks are due to him.

Professor Purshotham came to us for a series on five lectures of "The History of Religions in India". His scholarly discussions were appreciated very much by the student body.

Mr. H. C. Balasundaram spoke to us upon "Religion, Family and Marriage." And the next Sunday Mrs. H. S. Hensman gave us a remarkable lecture upon the same theme.

Mr. Sesha Iyengar gave us a most valuable lecture upon "Religion and Politics", and Mr. Buck upon "Religion and Sex".

We offer our appreciation to all of the speakers and to Mr. McClelland for assisting us in planning the programme.

LITERARY ACTIVITIES—B.C. Pichamuthu and D. S. Sharma, *Secretaries*.

During the year there were three interesting discussions in which a very large number of the students took part.

The first subject discussed was "The Solution of the Communal Problem in India", with Mr. Kanakaraj in chair. Mr. L. Rajagopala Rao moved the proposition, and very many students took part in the discussion. The general sense of the house was that institutions tending to foster communal feeling ought to be abolished. The chairman in winding up the proceedings said that there would be no communal problem in India if people recognize the principle "Love thy neighbour as thyself".

In the second meeting Mr. Purandare pleaded for the necessity of Scouting for India. Mr. Rajagopala Rao presided. Almost everyone present was of the opinion that Scouting is necessary for India at the present time.

The third meeting was the most interesting of the year. Mr. G. W. Lall moved that political reform must precede social reform. Mr. D.D. Sharma occupied the chair. The general sense of the meeting was that there cannot be social reform without political reform.

## Playthings for A Child

Parents often ask us what toys they should give to their children. The chart given below, was prepared by the Child Study Association of America, and has been adapted for India by the students of the Y.M.C.A. College of Physical Education.

There are a few rules to follow in choosing toys for a child:—

Choose toys with which the child CAN DO THINGS. A sand box or a box of blocks is of more use than a toy one winds up and admires.

A few toys are better than many.

Children delight in colours.

Toys should be simple in construction. Take advantage of every day articles. An astonishing variety of delightful toys may be made from coconuts and dried gourds. The toy manufacturers, with all of their inventions, have not been able to improve upon the joys of a simple sand box and a cup or shovel; nor can they rival the rapture of playing with a shallow pan of water.

And finally

Be sure that children learn to SHARE their toys.

## Playthings that give a Child a knowledge of Himself

| SENSORY DEVELOPMENT                               | W        | MOTOR DEVELOPMENT                  |
|---------------------------------------------------|----------|------------------------------------|
| <i>Grasping</i>                                   | <i>E</i> | <i>Pushing</i>                     |
| Rattle                                            |          | Small push cart                    |
| Dried gourds of various shapes                    |          | Small stool                        |
| Wooden beads, (the size of pigeon eggs)           | <i>L</i> | Wooden box on wheels               |
| Wooden dolls                                      | <i>E</i> | Small barrel or cask               |
| <i>Feeling</i>                                    | <i>A</i> | <i>Pulling</i>                     |
| Coloured wooden blocks                            | <i>R</i> | Cardboard box on a string          |
| Balls                                             | <i>N</i> | Any toy that may be pulled         |
| Whole empty coconuts of various sizes             | <i>B</i> | Small wagon                        |
| Sand box and spoon (may be half a coconut)        | <i>Y</i> | <i>Climbing</i>                    |
| A shallow deksha of water and a small brass cup.  |          | Heavy chair                        |
|                                                   |          | Charpoy                            |
|                                                   |          | Climbing rope                      |
|                                                   |          | Trees                              |
| <i>Listening</i>                                  | <i>D</i> | <i>Balancing and Walking</i>       |
| Brass tumblers and spoon (bell metal if possible) | <i>O</i> | Carrying pots of water on the head |
| Small bell                                        | <i>I</i> | See saw                            |
| <i>Lifting</i>                                    | <i>N</i> | Bicycle                            |
| Baskets of various sizes and shapes               | <i>G</i> | <i>Running</i>                     |
| Five or six large empty coconut shells            |          | Wheel on a stick                   |
| Small empty boxes of various shapes               |          | Hoops                              |
| Bean bags of various colours, weights and shapes  |          | Skiping rope.                      |



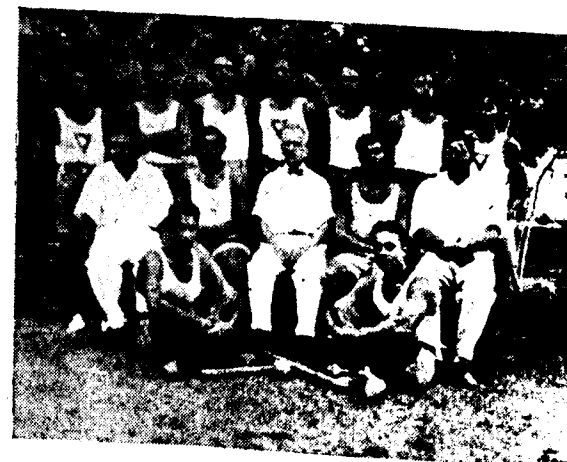
STAFF AND STUDENT  
ASSOCIATION



VOLLEY BALL  
TEAM



CRICKET  
TEAM



PLAYGROUND BALL  
TEAM

## A Survey of Physical Education in India.

In the seven articles comprising this survey, we have attempted to indicate the inspiring possibilities for our work in India. With but two exceptions, the programmes described have been developed and are being conducted by graduates from our College. Their work is a source of great satisfaction to us. Though its real value can be determined only after some years, we feel that the foundations are being laid securely and adequately. The work outlined is not, in any case, to be accepted as a final and perfect scheme, but as an indication of the health and play needs of India, and our plans for meeting them.

### The Equipment of a Playground

M. K. MIA  
(Class of 1922)

"Make everybody play".

"Make games compulsory for all boys at school and college".

"Let every boy have a chance to participate in some wholesome activity every day at school."

These are only a few of the many slogans one hears from thoughtful persons. There is no doubt that demands such as these are all sound and most desirable. One is often asked however, if all of this is practical for India. Our answer is "yes." It is only a question of time and patience in developing public opinion.

The history of the play movement and play activities of other countries convinces one beyond doubt that with a little imagination and forethought, similar changes could be brought about in our country. The moment is most opportune but trained workers are few, and the public spirited citizens who see the need, do not know how to make a beginning.

At present there are three agencies promoting play habits. The Schools and Colleges, Private clubs, and Public playgrounds. The first two are closed to the general public, but the third is open to all.

In a few of the larger cities a beginning has been made with public playgrounds. Calcutta, Bombay, Colombo and Madras are experimenting with playgrounds. We have many requests for information regarding the laying out of a public playground, with requests for suitable equipment and the probable cost.

It is very hard indeed, to lay down any definite rule regarding the proper size for a playground. In the newer cities adequate facilities, ranging in size from an acre up to twenty acres have been set apart for play spaces. But in the older cities where no thought was taken for future development, it is very hard to find land for a decent sized playground. Hence, in the larger cities it may be necessary to have numerous

small playgrounds for children, as they should not be asked to go more than one-fourth of a mile to find a play place. For the adults, recreation centres at more widely spaced intervals may have to suffice.

Cost of equipment for a school yard playground  
or  
Children's playground in a small Municipal park.

| Initial cost.                         | RS.   | Recurring Expenditure | RS. |
|---------------------------------------|-------|-----------------------|-----|
| 3 Three swing outfits ...             | 400   | 1 Care taker ...      | 250 |
| 2 Three plank see-saws ...            | 240   | Repairs ...           | 50  |
| 1 Children's slide ...                | 120   |                       |     |
| 1 Sand box ...                        | 30    | Total ...             | 300 |
| 1 Small store-room ...                | 500   |                       |     |
| Wooden blocks, pails, shovel etc. ... | 20    |                       |     |
| Total ...                             | 1,310 |                       |     |

A small playground 150 feet  $\times$  150 feet.

| Initial cost.                                                                                                                                                                   | RS.   | Recurring Expenditure                                                 | RS.                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------|---------------------|
| 1 Combination outfit, 14 ft. high 33 ft. long Horizontal bar, flexible Ladder, climbing pole, climbing rope, inclined ladder, sliding pole, two flying rings, steel trapeze ... | 400   | 1 Care taker ...<br>1 Supervisor ...<br>Repairs and Contingencies ... | 250<br>1 000<br>200 |
| 2 Four swing outfits. 16 ft. high, 10 ft. long ...                                                                                                                              | 260   | Total ...                                                             | 1,450               |
| 2 scup swing for babies ...                                                                                                                                                     | 280   |                                                                       |                     |
| 1 Baby slide ...                                                                                                                                                                | 120   |                                                                       |                     |
| 1 Ocean wave ...                                                                                                                                                                | 150   |                                                                       |                     |
| 1 Giant slide ...                                                                                                                                                               | 100   |                                                                       |                     |
| 2 Steel Parallel bars ...                                                                                                                                                       | 100   |                                                                       |                     |
| 1 Big slide ...                                                                                                                                                                 | 150   |                                                                       |                     |
| 2 Three board see-saws ...                                                                                                                                                      | 240   |                                                                       |                     |
| 1 Six travelling rings ...                                                                                                                                                      | 250   |                                                                       |                     |
| 1 Combination basket ball and volley ball court ...                                                                                                                             | 100   |                                                                       |                     |
| 1 Sand pit ...                                                                                                                                                                  | 40    |                                                                       |                     |
| 1 Double Teeter ladder ...                                                                                                                                                      | 200   |                                                                       |                     |
| 1 Office and store-room ...                                                                                                                                                     | 2 000 |                                                                       |                     |
| 1 Lavatory ...                                                                                                                                                                  | 500   |                                                                       |                     |
| Total ...                                                                                                                                                                       | 4,800 |                                                                       |                     |

It is well to remember that one should allow at least 150 square feet per child in computing the proper size for a playground. In cities when there is no difficulty in securing adequate open spaces, things may be done in an elaborate way. Then each playground may have many divisions, a nursery playground; a kindergarten playground; a children's playground; one for boys, one for girls, one for adults and finally, an older man's playground. For such a scheme the initial cost and the recurring expenditure is proportionally higher. It is our conviction that it is a worth while and legitimate expenditure of public funds.

Play For School Boys

G. F. ANDREWS

(Class of 1924)

Assistant Physical Director to the Government of Madras.

REPORT ON AN EXPERIMENT CONDUCTED AT THE WESLEY COLLEGE SCHOOL, ROYAPETTA, MADRAS, FROM THE 15TH AUGUST TO THE 17TH SEPTEMBER 1929.

"Make every boy play," "Let every boy have a chance to participate in some wholesome activity every day at school." "Make games compulsory for all boys at school"—this is one of the demands made on managements and headmasters of schools. Theoretically, the principles underlying the demand are sound; but is such a scheme practicable? Is not the whole idea utopian?

With a view to finding out if a scheme of compulsory games is possible in schools, an experiment was tried at the Wesley College School, Madras, during August and September 1929. The strength of the school at the time the experiment was tried was 467 and the available play space making the utmost use of the whole playground was as follows:—

| Play area available.         | Number of players. | Play area available.          | Number of players. |
|------------------------------|--------------------|-------------------------------|--------------------|
| 1. Football (1 Field) ...    | 22                 | 7. Kho-Kho (1 Court) ...      | 18                 |
| 2. Basketball (1 Court) ...  | 10                 | 8. Ring Tennis (2 Courts) ... | 8                  |
| 3. Volleyball (2 Courts) ... | 36                 | 9. Jumping Pits (2 Pits) ...  | 12                 |
| 4. Badminton (1 Court) ...   | 10                 |                               |                    |
| 5. Chedugudu (2 Courts) ...  | 36                 |                               | 170                |
| 6. Kili-Tattu (1 Court) ...  | 18                 |                               |                    |

It was evidently not possible to provide games for everyone every day. Accordingly, those boys who had to attend formal physical training classes during the day were excused attendance at the games. This worked out as follows:—

Forms VI, V, II and I A & B, which had formal physical training on Mondays and Thursdays, were to have games on Tuesdays and Fridays.

Forms IV, III and I C & B, which had formal physical training on Tuesdays and Fridays, were to have games on Mondays and Thursdays.

According to this plan every boy would participate in some physical activity or other almost every day.

Even thus the numbers were too many to be provided for and consequently those boys who belonged to the Wesley College School House, to the

Paddison Hostel and to private sports clubs who were playing some game or other every day were also excused. This reduced the number as follows :—

|                 |     |     |     |     |    |
|-----------------|-----|-----|-----|-----|----|
| School House    | ... | ... | ... | ... | 47 |
| Paddison Hostel | ... | ... | ... | ... | 23 |
| Private Clubs   | ... | ... | ... | ... | 24 |
|                 |     |     |     |     | —  |
|                 |     |     |     |     | 94 |
|                 |     |     |     |     | —  |

To these were added those exempted by the Medical Officer—another nine. Thus the total number of boys for whom games had to be provided was 467—103, i.e., 364.

These could not however be arranged according to classes for games, and hence further classification according to height was necessary. According to this classification the boys attending games on Mondays and Thursdays were divided into six groups, while those attending on Tuesdays and Fridays had to be divided into eight groups. Each group was, on the average, 26 strong and elected its own captain and vice-captain.

The scheme of work was then planned out as follows :—

#### FORMS IV A & B, III A & B, and I C & D.

##### SCHEME OF PLAY FOR MONDAYS ONLY.

###### First play day—

|                                                           |                                                           |
|-----------------------------------------------------------|-----------------------------------------------------------|
| A Group ... Volleyball (A Court) and Chedugudu (A Court). | D Group ... Kili-Tattu and Chedugudu (B Court).           |
| B Do. ... Chedugudu (A Court) and Volleyball (A Court).   | E Do. ... Kho-Kho, Badminton, Ring Tennis, and Athletics. |
| C Do. ... Chedugudu (B Court) and Kili-Tattu.             | F Do. ... Badminton, Ring Tennis, Athletics and Kho-Kho.  |

###### Second play day—

|                                                          |                                                            |
|----------------------------------------------------------|------------------------------------------------------------|
| A Group ... Chedugudu (B Court) and Kili-Tattu.          | D Group ... Badminton, Ring Tennis, Athletics and Kho-Kho. |
| B Do. ... Kili-Tattu and Chedugudu (B Court).            | E Do. ... Volleyball and Chedugudu (A Court).              |
| C Do. ... Kho-Kho, Badminton, Ring Tennis and Athletics. | F Do. ... Chedugudu and Volleyball (A Court).              |

###### Third play day—

|                                                            |                                                 |
|------------------------------------------------------------|-------------------------------------------------|
| A Group ... Kho-Kho, Badminton, Ring Tennis and Athletics. | D Group ... Chedugudu and Volleyball (A Court). |
| B Do. ... Badminton, Ring Tennis, Athletics and Kho-Kho.   | E Do. ... Chedugudu (B Court) and Kili-Tattu.   |
| C Do. ... Volleyball and Chedugudu (A Court).              | F Do. ... Kili-Tattu and Chedugudu (B Court).   |

N.B.—Continue the above programme every three days.

##### SCHEME OF PLAY FOR THURSDAYS ONLY.

###### First play day—

|                                                         |                                                  |
|---------------------------------------------------------|--------------------------------------------------|
| A Group ... Football.                                   | D Group ... Basketball and Badminton.            |
| B Do. ... Volleyball (A Court) and Chedugudu (A Court). | E Do. ... Kili Tattu, Ring Tennis and Athletics. |
| C Do. ... Volleyball (B Court) and Chedugudu (B Court). | F Do. ... Kho-Kho and Volleyball.                |

###### Second play day—

|                                                 |                                                  |
|-------------------------------------------------|--------------------------------------------------|
| A Group ... Volleyball and Chedugudu (A Court). | D Group ... Volleyball and Chedugudu (B Court).  |
| B Do. ... Football.                             | E Do. ... Kho-Kho and Volleyball.                |
| C Do. ... Basketball and Badminton.             | F Do. ... Kili-Tattu, Ring Tennis and Athletics. |

###### Third play day—

|                                                  |                                                 |
|--------------------------------------------------|-------------------------------------------------|
| A Group ... Basket-ball and Badminton.           | E Group ... Volleyball and Chedugudu (A Court). |
| B Do. ... Kili-Tattu, Ring Tennis and Athletics. | F Do. ... Volleyball and Chedugudu (B Court).   |
| C Do. ... Football.                              |                                                 |
| D Do. ... Kho-Kho and Volleyball (A Court).      |                                                 |

###### Fourth play day—

|                                                    |                                               |
|----------------------------------------------------|-----------------------------------------------|
| A Group ... Kili-Tattu, Ring Tennis and Athletics. | D Group ... Football.                         |
| B Do. ... Kho-Kho and Volleyball (A Court).        | E Do. ... Basketball and Badminton.           |
| C Do. ... Volleyball and Chedugudu (A Court).      | F Do. ... Volleyball and Chedugudu (B Court). |

###### Fifth play day—

|                                                  |                                                 |
|--------------------------------------------------|-------------------------------------------------|
| A Group ... Kho-Kho and Volleyball (A Court).    | D Group ... Volleyball and Chedugudu (B Court). |
| B Do. ... Volleyball and Chedugudu (A Court).    | E Do. ... Football.                             |
| C Do. ... Kili-Tattu, Ring Tennis and Athletics. | F Do. ... Basketball and Badminton.             |

###### Sixth play day—

|                                               |                                                 |
|-----------------------------------------------|-------------------------------------------------|
| A Group ... Basketball and Badminton.         | D Group ... Chedugudu (A Court) and Kili-Tattu. |
| B Do. ... Kho-Kho, Ring Tennis and Athletics. | E Do. ... Volleyball and Chedugudu (B Court).   |
| C Do. ... Kili-Tattu and Chedugudu (A Court). | F Do. ... Football.                             |

N.B.—Continue the above programme every six days. In the second series of six days substitute Hockey for Football.

FORMS VI A & B, V A & B, II A, B & C, and I A & B.  
SCHEME OF PLAY FOR TUESDAYS AND FRIDAYS

*First play day—*

|                                                  |                                                     |
|--------------------------------------------------|-----------------------------------------------------|
| A Group ... Football.                            | F Group ... Kho-Kho and Volleyball (A Court)        |
| B Do. ... Basketball and Badminton.              | G Do. ... Chedugudu and Volleyball (B Court)        |
| C Do. ... Volleyball and Chedugudu (A Court).    | H Do. ... Ring Tennis, and Athletics and Kili-Tattu |
| D Do. ... Volleyball and Chedugudu (B Court).    |                                                     |
| E Do. ... Kili-Tattu, Ring Tennis and Athletics. |                                                     |

*Second play day—*

|                                                  |                                                 |
|--------------------------------------------------|-------------------------------------------------|
| A Group ... Basketball and Badminton.            | F Group ... Volleyball and Chedugudu (B Court). |
| B Do. ... Football.                              | G Do. ... Kho-Kho and Volleyball (A Court).     |
| C Do. ... Kili-Tattu, Ring Tennis and Athletics. | H Do. ... Chedugudu and Volleyball (B Court).   |
| D Do. ... Ring Tennis, Athletics and Kili-Tattu. |                                                 |
| E Do. ... Volleyball and Chedugudu (A Court).    |                                                 |

*Third play day—*

|                                                 |                                                    |
|-------------------------------------------------|----------------------------------------------------|
| A Group ... Volleyball and Chedugudu (A Court). | E Group ... Kili Tattu, Ring Tennis and Athletics. |
| B Do. ... Chedugudu and Volleyball (B Court).   | F Do. ... Ring Tennis, Athletics and Kili-Tattu.   |
| C Do. ... Football.                             | G Do. ... Basketball and Badminton.                |
| D Do. ... Kho-Kho and Volleyball (A Court).     | H Do. ... Volleyball (B Court) and Kho-Kho.        |

*Fourth play day—*

|                                                    |                                               |
|----------------------------------------------------|-----------------------------------------------|
| A Group ... Kili-Tattu, Ring Tennis and Athletics. | E Group ... Basketball and Badminton.         |
| B Do. ... Ring Tennis, Athletics and Kili-Tattu.   | F Do. ... Volleyball and Chedugudu (A Court). |
| C Do. ... Kho-Kho and Volleyball (A Court).        | G Do. ... Volleyball and Chedugudu (B Court). |
| D Do. ... Football.                                | H Do. ... Chedugudu (A Court) and Kho-Kho.    |

*Fifth play day—*

|                                               |                                                         |
|-----------------------------------------------|---------------------------------------------------------|
| A Group ... Kho-Kho and Volleyball (A Court). | E Group ... Football.                                   |
| B Do. ... Volleyball (A Court) and Kho-Kho.   | F Do. ... Ring Tennis, Athletics and Kili-Tattu.        |
| C Do. ... Basketball and Badminton.           | G Do. ... Kili-Tattu, Ring Tennis and Athletics.        |
| D Do. ... Volleyball and Chedugudu (B Court). | H Do. ... Chedugudu (A Court) and Volleyball (B Court). |

*Sixth play day—*

|                                                  |                                                         |
|--------------------------------------------------|---------------------------------------------------------|
| A Group ... Basketball and Badminton.            | E Group ... Volleyball and Chedugudu (B Court).         |
| B Do. ... Ring Tennis, Athletics and Kili-Tattu. | F Do. ... Football.                                     |
| C Do. ... Kili-Tattu, Ring Tennis and Athletics. | G Do. ... Volleyball (A Court) and Kho-Kho.             |
| D Do. ... Kho-Kho and Volleyball (A Court).      | H Do. ... Chedugudu (A Court) and Volleyball (B Court). |

*Seventh play day—*

|                                                  |                                                    |
|--------------------------------------------------|----------------------------------------------------|
| A Group ... Volleyball and Chedugudu (A Court).  | E Group ... Ring Tennis, Athletics and Kili-Tattu. |
| B Do. ... Basketball and Badminton.              | F Do. ... Volleyball (B Court) and Kho-Kho.        |
| C Do. ... Chedugudu and Volleyball (A Court).    | G Do. ... Football.                                |
| D Do. ... Kili Tattu, Ring Tennis and Athletics. | H Do. ... Kho-Kho and Volleyball (B Court).        |

*Eighth play day—*

|                                                         |                                                           |
|---------------------------------------------------------|-----------------------------------------------------------|
| A Group ... Basketball and Badminton.                   | E Group ... Volleyball (B Court) and Chedugudu (A Court). |
| B Do. ... Volleyball (A Court) and Kho-Kho.             | F Do. ... Kili-Tattu, Ring Tennis and Athletics.          |
| C Do. ... Kho-Kho and Volleyball (A Court).             | G Do. ... Ring Tennis, Athletics and Kili-Tattu.          |
| D Do. ... Chedugudu (A Court) and Volleyball (B Court). | H Do. ... Football.                                       |

*N.B.:*—Continue the above programme every eight days. In the second series of eight days substitute Hockey for Football.

*General Instructions*

1. Leaders of each group will rotate with the groups to the various games.
2. Attendance of each group will be taken on the grounds.
3. Special team practice after 5 p.m. Consult the Physical Director regarding this.

\* \* \* \*

It will be seen from this scheme that the principle of rotation was observed so as to give all boys a chance to play all the games provided in the school. No boy was allowed to stick to one game. The time after 5 p.m. could be devoted by boys, if they desired, for their favourite games.

The time devoted every day was for 45 minutes from 4.15 to 5 p.m. immediately after school. Deducting about 5 to 10 minutes spent in getting ready, every boy had, during the games days, a vigorous 30 to 35 minutes of games, while on other days he had the usual formal physical training

classes with the minor games. By this arrangement, the time after 5 p.m. could be devoted to school matches or team practice while every boy in the school participated in some physical activity or other almost every day.

The programme was possible through the help of the students of the Y.M.C.A. School of Physical Education who acted as leaders. The idea was that gradually the captains of the groups and the members of the staff who helped should ultimately conduct the activities themselves.

The Principal of this College and the Headmaster of the School rendered every possible help in the conduct of the experiment. As a matter of fact the experiment would not have been possible without the kind sanction and co-operation of the Principal.

The experience gained from the above experiment lays bare the following facts:—

1. When properly laid out, even a small playground can be made to provide many games.
2. When properly organized, even a small playground can be made to provide physical activities for a large number of boys.
3. When properly conducted, compulsory games tend to become voluntary after a while.
4. Such a programme is easy to work out with the co-operation and assistance of the members of the staff.
5. The best means of providing games for a larger number is to introduce foreign games like Basketball, Volleyball and Ring Tennis and indigenous games like Chedugudu, Kili-Tattu, and Kho-Kho, since these courts though small in area take a large number of players.
6. Introduction of games mentioned in 5 above reduce the cost of keeping up such a programme, since these games are not as costly as Hockey, Cricket or Tennis.
7. Classification of boys according to height is better than classification according to classes and forms. Classification according to weight or according to height and weight may also work out satisfactorily.
8. A "Play-for-Every-Boy Programme" is a possibility in many schools.

### Play for School Girls.

Mrs. H. C. BUCK, M.A.

The planning of a play programme for school girls in India requires much analysis of the situation, if the work is to be sound. In the first place we must ask ourselves what we expect the school to do for our children. What should the school give our girls in fundamental accomplishments, both mental and physical?

Long ago it was decided that there are certain fundamental intellectual skills which the child should make an integral part of his life. Briefly, these are the ability to read, to write and to count. Without these skills of the mind we say that a person is "illiterate."

It has not yet been generally realized in India that it is also a great handicap to be PHYSICALLY illiterate. Every year we send out from our schools hundreds and thousands of children who though able to read and write and count, are awkward, weak, afflicted with minor ailments, and begin life seriously handicapped because they are PHYSICALLY ILLITERATE.

All too frequently in India, we are grieved at the sight of a sickly, unhappy body, ill-matched with a brilliant mind. We need only to observe the adults in any gathering, and we can quickly see how sadly their physical needs have been neglected during childhood. How few persons are able to take their seats at a meeting without feeling self-conscious; how very few are able to climb up even a short staircase without searching for the hand rail; what a small percentage walk properly or stand with any degree of grace and poise. More depressing still is the spectacle of a group of people getting on or off a tram or bus. All of these are the simple, necessary movements our bodies must constantly make, and yet there is such an appalling lack of ease and efficiency.

In recent years there has been a growing realization of the need for some sort of physical training for girls. But because the programme for boys was fairly well established, the tendency has been to copy their work. Instead of analysing the peculiar needs of the Indian girls, and building a programme to suit them, the entirely wrong procedure was adopted of taking the boys programme as a basis, and modifying it as conditions seemed to indicate.

The major games of cricket, hockey, football etc., being taboo, some more "ladylike" type of activity was substituted. In many schools kummi, kollattum or their local equivalent have been used. In others, equally handicapped by lack of a compound, country dancing has been popular. One feels that much of this work has been poorly planned, and the schools fall into two classes as a rule. In one there will be the enthusiastic teacher who has strong prejudices in favour of certain types of play. In such schools it may be that net ball is the game played at the expense of all others, or kummi and kollattum may be the favourite, with much of the original poetry, both of song and of movement lost. Or the children may have a great deal

of country dancing, and faithfully sing the folk songs of other countries, though they understand little or nothing of the words or the music.

All these activities are in themselves valuable, but they lose much of their usefulness unless they form part of a correlated whole.

In the other type of school, physical training is either a solemn duty, endured with little laughter and no recreative value; or it is just one more item on the time-parrot fashion, with both children and teacher bored and unhappy, and everyone thankful when the bell rings.

There are exceptions to these two of course, and very happy ones, but the purpose of this paper is to stimulate a critical approach to the problem as a whole, in order that we may plan our activities on real, not fancied needs. Therefore, we must ask ourselves three questions:

What physical abilities do children have when they enter school?

What skills should they develop?

How may we help them?

In answer to the first question we may make the general statement that the average girl starting to school in India has had little background in games. There are frequent serious posture problems, the difficulty of weak musculature, and the ever present problem of malnutrition, as severe handicaps in developing adequate physical fitness and skill in games.

The second question can be answered only when we attempt to visualize the future. As nearly as we can predict, life for the next generation of Indian girls will become increasingly busy and complicated, as it has for women in other countries. It seems apparent that great muscular strength will not be required of the average Indian girl who goes to school. Increased organic vigor is a vital necessity. In the West strenuous physical labour is taken for granted among much of the school going population. But in India many women will never carry any burden than a baby, nor will they be required to do heavy work with their hands.

But the Indian girl will be required to meet new situations; to find her place in a life crowded beyond anything her grandmother could have imagined. A new nervous and physical alertness will be needed to make ones way in and among crowded streets, to quickly get in and out of motor cars and to drive them. There will be meetings to conduct and public affairs to control. Life has required of women, in the past, little co-operative effort with those outside her own family group. But the situation becomes rapidly more complex. No longer may one exist as an individual. One must fit into group life.

Therefore our play programme in the schools should concern itself with activities helpful in developing organic vigor, nervous stability, and alertness mental and physical. Having passed this requirement, the programme must pass the second

test. Will the activities help to develop group spirit and happy, instinctive co-operative attitudes toward others? And finally the third test, of laughter. It is our firm contention that any physical training class is a failure unless every child in it has had at least one good, hearty laugh. The play time should not be work-time. It should be full of hard, muscular effort; of laughter and carefree joy—the time of day the child loves best.

In the play time the class room teacher has a priceless opportunity. Play to the child is not make believe. It is life itself. At play we see the child as he actually is, with all of his virtues and faults unconsciously displayed. Every game is full of small crises, and in these vital moments a child's real character is discovered.

But if we are to make the most of our opportunities for developing poised, controlled bodies, and useful characters, many of us must adopt a different attitude toward the child's capabilities. In many schools we find the ABILITIES of the children stressed. The child who sings well must always take the solo parts. The clever little actor has the leading part in every performance. The same athletic stars shine in every match. Meanwhile, the others, who form the majority must wistfully observe and applaud.

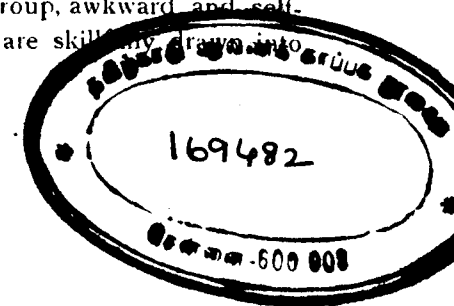
This we submit, is unsound. The teacher is after all, much like a stone mason, faced with the task of finishing a wall, which other workmen have begun. The child is her unfinished wall. And though we may spend much effort in accentuating its beauties, our really vital work lies in discovering possible faults and repairing them. In play, we may easily discover the foundation stones in the child's physical and moral wall, which will prevent her from happily making use of the knowledge she gains in the class room.

Then what type of work shall we use?

We advocate as small a place for formal callisthenics as is consistent with developing habits of correct body carriage. Our emphasis should be upon definitely co-operative play and group games. In them we find opportunities for free activity, strenuous effort, and the constant necessity for individual decisions as to right or wrong which not only help to build vigorous, alert bodies, but also develop right habits of conduct.

But to secure these ends, play must be directed. The average class of little children is not capable of happy co-operative effort at once. In any gathering of children, one usually finds three divisions. The alert, active group, filled with ideas and eager to play. The shy group, waiting to happily follow a leader, but unable to organize themselves. And finally the physically illiterate group, awkward and self-conscious, who will be unhappy and neglected unless they are skillfully drawn into play.

(continued on page 33)



**University of the Punjab**  
**Department of Physical Training.**

BY

HENRY LALL, *Director of Physical Education, Punjab University.*  
*(Class of 1927)*

**AIMS.**

1. Improvement of the physique and general health of students through regulated physical activities.
2. The prevention and correction of ordinary remediable defects.
3. Instruction in practical hygiene and sanitation.
4. The development of character and sportsmanship through discipline, self-control and unselfishness.

**SCOPE.**

The scheme explained below has been made compulsory by the University for all first year students in colleges affiliated to the intermediate standard. Students organically or otherwise unfit, and members of the University Training Corps are exempted. This new regulation is to be enforced from June 1932, and 1932 is the 50th Jubilee of our University.

In the course of time when this department is raised to its proper position, and has the necessary personnel and finances, we hope to include every student in the beneficent activities of the Department of Physical Education and Health.

**PHYSICAL DIRECTORS**

Every College must employ on its staff at least one well educated and technically qualified Physical Director. For the present the following minimum personnel has been suggested:—

- |                                           |                                      |
|-------------------------------------------|--------------------------------------|
| For Colleges having up to 400 students    | ... <i>One Physical Director.</i>    |
| For Colleges having from 400—700 students | ... <i>Two Physical Directors.</i>   |
| For Colleges having over 700 students     | ... <i>Three Physical Directors.</i> |

**MEDICAL OFFICER.**

Every College must also have a Doctor for Medical examinations, consultation, prescription and service. There must also be a dispensary and if possible a hospital.

**PHYSICO-MEDICAL EXAMINATIONS**

Every student must have such an examination on admittance to the College, and thereafter periodically or whenever occasion arises. This examination should be carried out by the Physical Director and Doctor in collaboration, and should aim at discovering chiefly:

- (a) Weak musculature and poor posture.
- (b) Communicable and dangerous diseases or tendencies.
- (c) Organic diseases and weaknesses.
- (d) Functional defects.

A sample record card is attached—Appendix A.

**CLASSIFICATION OF STUDENTS.**

As a result of the above examination all students are classified as follows:—

- (a) The normally healthy and active.
- (b) The normally healthy but inactive.
- (c) The remedially subnormal.
- (d) The unfit.

Class A needs practically no attention, except in the matter of proper organization and direction of the activities that they choose for themselves. This is done usually under the supervision of other members of the staff who are themselves interested in the various games and sports.

Class B also take part in games and sports chosen by themselves as in class A above, but in addition to this they have calisthenic periods at least twice a week with the Physical Director in order to "shake up their livers".

Class C is the real domain of the Physical Director for it includes all those with bad posture, weak heart, lungs, digestion, and generally those with poor physique, low vitality and functional defects. They may be allowed to choose from a limited number of safe activities but must also go through regular corrective or medical exercises under careful supervision.

Class D goes to the Doctor to be cured or improved if possible, or else to be exempted.

I would mention here my unbounded belief in the supremacy of games and sports over gymnastics, calisthenics and formal drill for the purpose of developing health, physique and character in young men in classes A and B; particularly if they are active. The latter type of activities are certainly more important where body-building, correction and quickening are required, i.e., for the sedentary and remedially subnormal, and it is with this group that a Physical Director's chief work lies.

#### ADMINISTRATION.

All activities are classified into periods according to their utility and respective physiological benefits, and each student is required to aggregate a minimum of 50 such periods during his first academic years (at a rate of not more than 3 in any one week) before he is allowed to sit for the Intermediate examination of the University.

The period chart is attached—Appendix B.

First year students are also to have lectures on practical hygiene and sanitation, about once a week, from the Physical Director, who will conduct a yearly test in these subjects.

#### GENERAL.

There are 50 Colleges affiliated to the Punjab University. But excluding 8 Professional and 2 Women's Institutions, our Physical Training programme is compulsory for 40 Arts Colleges. It has been a long, hard task to get our institutions to select suitable men, and have them trained for this work, and a few are still without Physical Directors. If they do not secure a man soon, it will be interesting to see how they circumvent compulsory Physical Training.

The real difficulty has been financial—all others are secondary or negligible—and it is rather a pity that our work turns to a new and important page of its development at a time of such extreme economic depression. A jubilee, a new compulsory department, and serious retrenchment do not go well together, but we have some-how to manage all these and perform a hat trick.

But after all difficulties face us only in order that we may meet them and surmount them, and so with our loins girded up and the lust of battle in our eyes, we will march on with high hope and joy and courage, helping to make men straight and strong and beautiful; teaching them and learning ourselves, how better and better to live and let live.

#### APPENDIX B.

Table of credit marks.

|    | Activity.                                | Duration.    | No. of Periods. |
|----|------------------------------------------|--------------|-----------------|
| 1  | Hockey match or practice ... ..          | 60 minutes   | 1               |
| 2  | Football match or practice ... ..        | 60 minutes   | 1               |
| 3  | Cricket match ... ..                     | One inning   | 2               |
| 4  | Cricket practice—Batting and Bowling ... | 60 minutes   | 1               |
| 5  | Tennis singles match or practice ... ..  | 60 minutes   | 1               |
| 6  | Tennis Doubles match or practice ..      | 60 minutes   | 1               |
| 7  | Athletics ... ..                         | 60 minutes   | 1               |
| 8  | Boxing match or practice ... ..          | 30 minutes   | 1               |
| 9  | Wrestling match or practice ... ..       | 45 minutes   | 1               |
| 10 | Gatka match or practice ... ..           | 60 minutes   | 1               |
| 11 | Basket ball match or practice ... ..     | 45 minutes   | 1               |
| 12 | Volley ball match or practice ... ..     | 60 minutes   | 1               |
| 13 | Kabaddi match or practice ... ..         | 60 minutes   | 1               |
| 14 | Swimming and Diving ... ..               | 60 minutes   | 1               |
| 15 | Rowing and Sculling ... ..               | 60 minutes   | 1               |
| 16 | Gymnastics ... ..                        | 60 minutes   | 1               |
| 17 | Calisthenics (formal and informal) ...   | 50 minutes   | 1               |
| 18 | Corrective and medical exercises ... ..  | 60 minutes   | 1               |
| 19 | Horse riding and cycling ... ..          | 60 minutes   | 1               |
| 20 | U. T. C. activities ... ..               | Drill period | 1               |

### APPENDIX A. Front of Card.

|                                 |                              |          |  |                  |  |  |
|---------------------------------|------------------------------|----------|--|------------------|--|--|
| To be filled in by the Student. | Name                         | Roll No. |  | Address          |  |  |
|                                 | Class                        | Caste    |  | Age.             |  |  |
|                                 | Religion                     | Children |  |                  |  |  |
|                                 | Married                      |          |  |                  |  |  |
|                                 | Father's (or Guardian's)     |          |  |                  |  |  |
|                                 | Name and Address             |          |  |                  |  |  |
|                                 | Deformities and Accidents    |          |  |                  |  |  |
|                                 | Fevers during last 2 years   |          |  |                  |  |  |
|                                 | State diseases you have had  |          |  |                  |  |  |
|                                 | Vaccinations and when done   |          |  |                  |  |  |
| Physical Instructor.            | Health of father and mother  |          |  |                  |  |  |
|                                 | If affected, mention disease |          |  |                  |  |  |
|                                 | If dead, cause of death      |          |  |                  |  |  |
|                                 | Weight in lbs.               |          |  | Chest contracted |  |  |
|                                 | Height                       |          |  | Chest expanded   |  |  |
|                                 | Lung capacity                |          |  | Waist over navel |  |  |
|                                 | Pulse normal                 |          |  | Biceps           |  |  |
|                                 | Pulse after 20 squats        |          |  | Thighs           |  |  |
|                                 | Games or Exercises chosen.   |          |  |                  |  |  |
|                                 | Remarks.                     |          |  |                  |  |  |

### Back of Card.

#### MEDICAL EXAMINATION.

|                   |                    |                     |
|-------------------|--------------------|---------------------|
| Heart             | Hernia, Piles      | Diet                |
| Lungs             | Skin and Hair      | Posture             |
| Liver             | R                  | Nervous System      |
| Spleen            | Eyes               | Health and Vitality |
| Glands            | L                  | Remarks             |
| Alimentary System | Ears, Nose, Throat | Signature           |
| G. U. System      | Teeth and Gums     |                     |

(Examine carefully for Tuberculosis and Malaria.)

Date.

### A Community Play Programme in Coimbatore

D. SANTIAGO, B. A.

(Class of 1928)

It is admitted on all sides that the physical condition of the present-day generation in India is far from being satisfactory. One of the chief causes for this state of affairs is the lack of play spirit, both among the young and the old. Play has been one of the most powerful means of building up the life of a people in every way, all the world over. Play is not only necessary for the growing boy, but also for the adult, for the young and the old. Herein comes the need for a community wide programme of play, in order to promote health and happiness for all.

We should like to state here briefly how we are trying to meet the play needs of Coimbatore. Coimbatore is a fast growing city with a population of nearly a lakh. There are several cotton mills with some thousands of operatives and many public institutions, including 7 high schools, 3 colleges, and 5 special schools in addition to the elementary schools.

*At the Y. M. C. A. Centre.* The Y. M. C. A. has given an effective lead to the play movement in Coimbatore. The Association grounds have been planned to provide for several types of major and minor games, viz., volley ball, playground ball, basket ball, tennis, tenniquoit, badminton, gymnastics and athletics, and here we have demonstrated to the public, particularly to the educational institutions, how, even in a small place like ours, a variety of activities could be organised. From 50 to 100 young men and boys, including street boys, participate in these daily games.

2. *Special Demonstrations.* Special exhibitions and demonstrations have their place in the scheme of physical education. On special occasions, we have had demonstrations in our grounds in simultaneous physical activities. They have given a great impetus to the play movement in Coimbatore.

3. *Lantern Lectures.* During the annual public health week celebrations, and in the Y. M. C. A. adult education work which is carried on month after month, a series of open air lectures in vernacular are given to the masses in different parts of the town on health subjects, with special emphasis on the necessity of play for healthful living. 200 to 400 men, women and children attend each meeting.

4. *District Physical Education Conference.* With a view to creating public interest in physical education, a District Conference was convened in the Y.M.C.A. in 1929. Over 200 delegates representing schools, colleges and other institutions in the district attended the conference and actively participated in its deliberations. We can say from what we see now everywhere that the conference has contributed much to the cause of physical education in the district. Physical education is slowly but surely coming to its own and to take its right place not only in schools but also in the community.

5. *Physical Training Summer School for Elementary Schools.* The condition of elementary schools is much worse than that of secondary schools. Lack of proper leaders is one of the chief problems. To meet this need, the District Educational Council is asking us to run a Physical Training Summer School for teachers. The Council will meet the cost of running the school.

6. *Excursions* to places of interest are undertaken from time to time and they are proving very valuable to young men both from the physical and educational standpoints.

7. *Coimbatore Athletic Association.* The most interesting piece of service we have done to the community is the reorganisation of the Coimbatore Athletic Association which was started some 15 years ago. Three years ago it was more or less in a defunct state with no constitution and no leadership. To-day it has an up-to-date constitution with its membership purposely restricted to 3 classes, viz., Patron, Corporate or Institutional, and Associate. In all, there are 29 members including 15 corporate members. The sympathy and support of the departments and organisations in the district, official and non-official, to any programme that may be chalked out by the C.A.A. is now assured as the heads of the various departments are on the C.A.A. as Ex-officio Patron members. Barring the few associate members, the C.A.A. is practically a body representing the various educational institutions and public associations like the Y.M.C.A. In short, the C.A.A. is a Community Organisation trying to serve its constituency.

(b) *Organised Public Tournaments.* The C.A.A. is not only coordinating but also conducting and controlling 10 public tournaments—3 foot ball, 1 hockey, 3 cricket, 2 sports and 1 volley ball. Three of these (cricket, volley and district sports) were originally organised by the Y.M.C.A., 1 (foot ball) by the London Mission, and the rest by private enterprise. Ever since the C.A.A. took control, there has been more order, more discipline and more uniformity in the conduct of all the tournaments. The institutions have been brought into closer fellowship with one another, to work together with the common aim of fostering and promoting healthy play among young men and boys.

(c) *The Gandhi Irwin Stadium.* Another important public service was the opening of the Stadium by the District Board at the instance of the C.A.A. Situated in the Coimbatore Park, it was constructed at a cost of Rs. 14,000 and provides full-sized football and hockey fields, also a quarter mile running track with permanent fencing all round. All the tournaments are now run here. There is plenty of play space in the Park in addition to the Stadium grounds, which has been portioned out to institutions for play purposes. Arrangements are being made to transfer the management of the Stadium which is now under the District Board, to the C.A.A.,

so as to keep the grounds in a trimmed condition all the year round for the use of the public.

(d) *Survey of Open Spaces.* The C.A.A. recently appointed a Committee to survey the whole town and mark out all the open spaces lying in different parts of the town especially in congested areas. We have submitted a list of such open lots to the Municipal Council, strongly urging them to preserve these places so as to serve as city 'lungs' and as public playgrounds. It is hoped that our city fathers, with a far-sighted policy, will welcome our proposals and co-operate with us in this playground scheme.

(e) *Swimming Tank.* The C.A.A. is thinking of opening a public swimming tank in the Park. But this is just in the talking stage!

These are the lines along which we are trying to meet the play needs of Coimbatore. In all these, the Y.M.C.A. has actively co-operated with the C.A.A. and through it with public organisations like the District Board, Municipal Council and the District Educational Council, and we do believe that only by such team work, can we best serve the community.

(Continued from page 25)

It is the teacher's task to amalgamate these differing elements; to plan her activity so that each child takes part; to grade her work so that it keeps abreast of the child's developing abilities; and above all to constantly remind herself of the three aims toward which she directs her work.

Free activity, demanding vigorous movement and alertness.

Laughter and the joy of play.

Group effort and the satisfaction of doing something together.

If we use these as our measuring sticks, we may look far ahead to the day when our school girls will take their place in adult life—poised, healthy, vigorous women, ready to carry their responsibilities in the home and in the community.

### Play For Adults—A Municipal Scheme

An interesting plan of work for a Municipality has been introduced in Calcutta by B. D. CHATTERJI (*Class of 1928*).

The work has three phases. The first is concerned with the teachers in the Calcutta Corporation Schools. The second with the employees of the Calcutta Tramways. The third attempts to serve the sweepers and carters employed by the Calcutta Corporation.

#### THE PHYSICAL TRAINING INSTITUTE

The teachers of the Corporation Schools attend this institute four times weekly. There are four courses. A senior course for graduates, of which 30 are attending this year. A junior course for under graduates, of which 45 are now in attendance. Both of these courses continue for one year. A third course is offered for under matric teachers, and continues for one month. Its enrolment is 30. During the summer term a special 15 day course is given on games and on the conducting of athletic meets. During the Puja holidays a short course for lady teachers is offered.

One special feature of this Institute is that all of the work is done in the vernacular. The syllabus followed is that of the Madras College of Physical Education, translated into the Bengali by Mr. Chatterji.

Another important item in the work with the Corporation Schools is the yearly Mass Athletic Meet. More than 500 boys and 200 girls from over 50 Corporation Schools take part. This meet is an important factor in teacher training, as well as in developing skill in games. It is increasingly popular and effective.

#### THE CALCUTTA TRAMWAYS—WELFARE WORK

As this is chiefly concerned with adults, the central point of interest is athletic leagues. Fourteen teams join in league and knockout tournaments in football, hockey, cricket, and badminton.

There is also a yearly athletic meet. One thousand men competed this year. Much of the success of this work has been due to the keen interest and co-operation of the officials of the Calcutta Tramways.

#### WELFARE WORK—CORPORATION OF CALCUTTA.

This work, with the sweepers and carters, is concentrated in three gowkhannas, and affects 300 men, 100 boys and 100 girls.

Each gowkhana is directed by two teachers, one of whom is a physical instructor under the direction of Mr. Chatterji. The work is carried on six days in the week, and much stress is laid upon the recreational aspects in which the whole family can participate. There is a weekly cinema performance. Another happy feature is the correlation of music with activity. A "marching band" is a source of great pride, as one boy is able to play the large drum, two children play the small drums and eight children play the pipes.

The enjoyment of the children in the activities offered them is very evident. One of the most encouraging features is the changed attitude toward holiday recreation. Formerly there was much gambling and drinking, but now attention is centered upon games and sports, and preparation for tournaments and sports meets. There has thus been a great improvement in the economic condition of the people. With the holiday recreation centered upon sports, the father and children may take part, and the mother watch them from the sidelines. This new emphasis upon recreation for the whole family is one of the most encouraging aspects of the work.

### PLAY IN BOMBAY

#### A SOCIAL SETTLEMENT SCHEME

(Reprinted from "The Social Settlement" by CLIFFORD MANSHARDT, PH. D.  
Published by Association Press, Calcutta).

PRACTICALLY every settlement has its playground, ranging from a roof-garden in one of the more congested sections of a great city, to a major games playground in the centre where land is plentiful. Some playgrounds are equipped with a full supply of the best apparatus. Others provide facilities for volley-ball, basket ball, football, cricket, hockey and other running games. Still others provide nothing but a piece of ground, leaving it to the ingenuity of the supervisor or those who play to utilize the ground in the best manner. Other things being equal, a certain amount of equipment can always be used to advantage, but the equipment of a playground is distinctly secondary to the personality and ability of the playground supervisor.

To have a really educational value, play must be supervised. A group of boys or girls can play without supervision and can have a good time doing so; but it is the alert supervisor who gives to play its educative value, for it is he who senses the larger issues involved and uses the playground situations as educational opportunities.

This does not mean that the playground supervisor should be a preacher. To interfere with games for the purpose of preaching would render both the playground and the leader highly unpopular. It rather means that the supervisor should keep his eyes open, making mental note of the daily happenings and then dealing with the individual situations according to his own best judgment. In some instances immediate discipline may be essential. The older boy who knocks the smaller boy off the swing in order to use the swing himself must be curbed. The hockey player who maliciously trips another boy with his stick had best be relegated to the side-lines. But discipline is not the major function of the supervisor. The supervisor is first of all a friend, and as a friend, a counsellor.

Many playground situations teach their own lessons. When a new set of swings is installed the first reaction of the children is to get on the swings as quickly as possible. Every child wants a swing, and there is a wild scramble for turns. But it is not long before the wiser among the children themselves see that without some order the situation is hopeless. No one is having any fun. Accordingly an older boy or girl will arrange the children in lines for turns, and then every child has a fair chance at enjoyment. This necessity of subordinating individual desires to the welfare of the group is a lesson soon learned on the playground, but it is one of the most important lessons that life has to teach. Selfishness is an unsafe foundation on which to rear any social structure. As an immediate proposition it may seem that self-interest gets the best results. The man who 'grabs the swing' and holds it against all comers often attains to wealth and to a position of power. But if every member of

society were to engage in the same practice it would be a poor world in which to live. *A* would be in conflict with *B*; *B* would be in conflict with *C*; and every man would be suspicious of his neighbour. It is because men co-operate with each other, subordinate their "my" desires to the best interests of the group, that society makes progress.

Another lesson of the playground is to play the game according to rules. A game can be played in a slovenly fashion and more or less enjoyment derived from it. Every boy can be a rule unto himself and "get-by" with as much as the group will allow. But the certain result of such a procedure is bound to be quarrels and bickerings. The boy who is the strongest will dominate the situation by force. When rules are followed, each participant in the game is a partner to a contract. Every boy knows what to expect of every other boy, and the boy who breaks the rules must suffer the known penalty. The tension of uncertainty is released, and every player is free to give his best efforts to the game. The bully is in no more a favoured position than is the physical weakling.

What else are laws but the rules of the game? The boy who learns to respect the rules of the playground is well on the way to becoming a citizen who respects law, and who sees in laws not a fetter, but a pledge whereby each citizen agrees to play the game not only for his own benefit, but for the benefit of every other citizen.

A third lesson of the playground is the lesson of team-work. Volley-ball has been a popular game on the Bombay playgrounds for several years. The first team that represented the Neighbourhood House three years ago was a group of nine men, each man an individual player. When the ball came over the net, the man receiving it tried his best to hit it back again. There was no thought of utilizing the services of the other eight men on the side. The team entered the city tournament but was an easy victim to teams having an idea of team-play. After much persuasion and various changes in personnel, the Neighbourhood House teams began to see the light. The peculiar abilities of each man were analysed, and the men began to take an interest in passing and team-play. A definite method of attack was worked out, and for the last two seasons the Neighbourhood House team has won every Bombay tournament. The small boys have learned the value of team-work from the older boys, and are trying to carry the same spirit into their games. Whether we can carry the spirit still further into co-operation between the various racial and religious groups making up the neighbourhood remains to be seen. One thing is certain, we have a background to draw upon which every child in the neighbourhood understands.

Our schools are supposed to train our children in the art of thinking. How successful they are is an open question. Certain it is that the most of the products of the system are 'conformists' and not 'pathfinders.' The majority of the population find it extremely difficult to form independent judgments. Play is an aid to clear thinking. Over and above the well-known connection between an alert mind and a

healthy body, competitive games continually present situations which call for quick thinking and encourage mental alertness. Indian boys love wrestling. The wrestling-pit is always one of the most popular places on the playground. Time and again in wrestling one sees two boys equally matched in size and in wrestling knowledge, and yet unequal in competition. The one boy depends upon strength and skill, while the other is just one step ahead of his opponent in thinking. Each hold is figured out in advance, a proper defence is planned and momentary advantages are given as a part of a wider strategy. The secret of good boxing is not only to carry a good punch, but to out think one's opponent. And what is true in wrestling and boxing is true in a greater or lesser degree in practically every playground game. The difference between the mediocre athlete and the champion is seldom a difference in physical equipment, it is a difference in the use of brains.

The playground is a school of patience. Some athletes are so-called natural athletes, but the majority acquire their skill through practice. Only those in the closest touch with athletics realise the long hours of wearisome practice that enter into the finished product. The boy who thrills the crowd with spectacular shots in hockey was not born with a hockey stick in his hands. His skill is the result of strenuous work. The boy who shoots the winning basket in the basket ball match has spent days and weeks in basket shooting, to be ready for just such an emergency. The boy who handles a volley-ball with uncanny skill has lived with a volley-ball until it has become almost a part of himself. The boxer who dazzles the onlookers with his speed and ability has spent tedious hours in punching the bag, shadow boxing, skipping the rope, and perfecting his timing. Proficiency in even the simplest playground games demands patience—the same patience that is essential as one faces the drab and unheroic situations of daily life.

Side by side with patience, the playground teaches the lesson of self-control. The boy who loses his head and gets angry is of no value to any team. He may receive hard knocks, both intentional and unintentional, but the moment he gives way to anger is the moment the other team secures the advantage. The real sportsman is no less sensitive than the "sore-head," but instead of expending his energy in futile mutterings and attempts to get even, he puts added energy into the contest, securing his satisfaction in the knowledge that his added efforts have been a real factor in the total accomplishment of the team. The control of temper cannot be learned from books: it must be the product of experience. The world needs men who can be hit hard and come up smiling. Trying situations are bound to enter into every life. Happy is he who has learned his early lessons in self-control in the school of play.

Just a few weeks ago the Neighbourhood House volley-ball team was playing a municipal playground team in the final match of a cup tournament. The Neighbourhood House boys took the first game with points to spare. They lost the second game and went into the final game a bit disturbed. Before they knew what was

happening the playground boys had marked up 12 points to the Neighbourhood House 4. Three more points, and the game and match would be decided. But at that juncture the Neighbourhood House boys "came to". They made a resolve and they made a stand. Time after time they turned back the attack of the playground boys, and slowly but surely their own total began to rise. The score became 11-13, 13 all, 14-13, 14 all, and finally 16-14, with a Neighbourhood House win.

In that match our boys learned an invaluable lesson. The weakening of any man on the team would have meant certain defeat, but fighting under difficulties every man stood firm. A lost match was recovered through a singleness of purpose. Do you suppose that any of those boys went back to their school and work quite the same as they were before? Through facing a hard situation and conquering it, new power had entered into their lives—a confidence and determination which our Indian boys need sorely.

Thus far I have been speaking largely in terms of match play, but every form of play has its value. Through participating wholeheartedly in even the simplest games the child learns the joy of free activity and is released from any feeling of self-consciousness. The spontaneity of children's play is ever a joy to an ageing elder. But the very enthusiasm of children for play leads one to interpolate a word of warning. Children in their growing years can play too hard, to their own physical detriment. The wise playground supervisor will arrange for graded play, for games that meet the physical abilities of children at their varying stages of growth. A nine-year old boy should not be allowed to take the same long hike as the sixteen-year old. A twelve-year old should not indulge in the strenuous games of the boy of eighteen. The same type of game can be played, but it must be modified to meet varying age groups. Neither can boys and girls always engage in the same games with profit. The playground supervisor is much more than a watch-dog. He should be a man with a thorough knowledge of the human body.

If match play is emphasised on any playground, care must be taken to put this type of play in its proper perspective. Our boys and girls should learn from the beginning that the game is more than winning. To win at any cost may be the slogan of a professional football team, but it is not the spirit that should be displayed upon the settlement playground. To play the game fair and hard is of much more value than to register a win. Life is not a triumphal procession of successes. The defeats must be mingled with the victories. Defeat is no disgrace. The only disgrace is when a team had done less than its best.

The playground upon which small boys and older boys play side by side presents both an opportunity and a challenge, for the small boy is of course a hero worshipper. He will gaze in awe at his athletic ideal, will copy his mannerisms, and follow him about as a shadow. How important it is then that the older boy should be worthy of emulation. The settlement is not satisfied simply to produce good athletes, it also wants to produce men. The athletic director of my own university

in America is a man who over a long period of years has set before him the ideal of building men. He has turned out championship football teams and All-American players, but he never allows a man under his tutelage to forget that over and above being a football player he must be a man. He does not preach, but every man who comes near him knows exactly where he stands. The settlement playground supervisor should be of the same type. He should stand for definite ideals of living and should strive to make his ideals contagious. No older boy who has come up through the settlement playground should ever cause a younger boy to stumble morally. He should himself be a radiant example of wholesome manhood.

Among the ancient Greeks, it was the custom to place great emphasis upon the development of the body. Every city had its gymnasium where the boys congregated for play and physical instruction. When the philosophers wanted to find listeners for their favourite philosophical doctrines, they would wander around to the gymnasium where they were always sure to find the young men.

The social settlement operates somewhat similarly. It too places emphasis upon the development of the body, and it too instructs in the art of living. It regards the gymnasium as an educational opportunity no whit less important than the opportunity of the class room. It sees in play one of the most effective agencies of community socialization. If we have hope that people of different castes and creeds will live together in a friendly, co-operating manner, where is a better handle to take hold than to provide them the opportunity of enjoying themselves together? Through learning to know and respect each other in play, the way is opened for still further co-operation.

India needs more good sportsmen and better sportsmanship. She needs men who know how to be gracious both in defeat and in victory. She needs men who know their bodies and who have mastered the art of self-control. She needs men of determination, men who will carry on in the face of heavy odds. She needs men who can be cool under stress, who can concentrate on the job in hand, despite distractions. She needs men who are willing to sacrifice themselves for the interests of the larger group. She needs men who can lead and men who know how to follow. The playground cannot guarantee to produce such persons, but it can assist in their development.

## Loyalty To Our Profession.

P. M. JOSEPH, B. Sc.

(Class of 1929)

Not long ago, Mr. Andrews and I were discussing a subject, much in the minds of both of us; the future of Physical Education in India. We agreed that the success or failure of the movement would depend entirely upon its leadership. This is a problem over which I am deeply concerned.

The pioneering days for our profession in India are practically over. "The last twelve years have seen a gratifying change in the attitude of the public toward Physical Education. No longer is an uneducated "drill master" considered a fit person to direct the play life of school children and college students. The foundations have been laid for an appreciation of the importance of Physical Education. The seeds sown are now beginning to grow. Who will tend them so they will bear fruit "a hundred fold, sixty fold, and thirty fold."

The sons of the soil must shoulder this most important task. India, probably, needs Physical Education, properly directed, more than any other country in the world. But if it is to be adequate to the need, we must have proper leaders.

What kind of men does Physical Education need? To ask for men who enter the work purely out of a devotion for the profession is difficult. If we can get men of that type, we should consider ourselves extremely fortunate. But most of the people who take up this work cannot afford to ignore an adequate remuneration. They need to support themselves and those who are dependent on them. To expect returns for the work one does with the sweat of the brow is nothing shameful. But a man who has selected Physical Education as his life profession should make a success of his life. He should be loyal to his calling, and understand the philosophy underlying Education and the contribution Physical Education makes towards it. Here are a few suggestions:

1. A Physical Educator should ask the question as to what his work means to the institution which he serves, to the community in which he lives, and to the country at large. The community is a wider field than a school or college, and the good one's activities contribute to the whole country may not be easily perceptible. If the work you do in your institution is appreciated by right thinking people, be sure that you are serving both your community and your country. Keep in mind that your work has far-reaching results, though often years of effort are required before public sympathy and appreciation are secured.

2. Approach the situation you are going to handle, with confidence. You have had a good education, and the best of technical training possible during the short time you spent in our Madras College. An understanding of human nature, and a willingness to face situations courageously, are greater necessities than all the technical qualifications you might acquire.
3. When you left the school at Madras, at the end of your training, you were so full of good resolutions and high hopes. Keep up these resolutions and hopes. When you meet with difficulties, lack of appreciation, obstructions from misguided people, think of the school days at Madras, and resolve over again what you resolved while there. The field you are working in is a field which is misunderstood by many, through unfortunate abuses in the past. It is your task to re-establish its good name. The task is a difficult one, but it is worth any amount of hard work.
4. Keep in touch with the modern trends in Physical Education. A few rupees invested in books and journals dealing with your profession will be well invested. Do not think that what you learnt in 1930 is the final word in Physical Education. The school at Madras and the Old Boys' Association can help you to select books or journals. Try to keep in touch with others who are doing work similar to yours. Very often somebody will be able to help you out of a difficult situation, or, sometimes, you may be able to help others.

To those who are in our ranks merely for the salary it fetches, we have only one request. *Please quit.* You cannot make a success of your profession or your life. You either will have to be a hard worker or be a big failure. The earlier you decide to enter some other work, the better. Your presence here, instead of doing good, will do only harm. For the sake of Physical Education, for the sake of the men who have invested their very lives in this profession, for the sake of the young lives you are handling, and for the sake of your country, please quit. We wish you all success in some other work.

## Royapet Compound—A Boys' Work Centre

While the compound will, after the departure of the College of Physical Education to Saidapet, be largely occupied by the all round programme of activities of the Royapettah Branch of the Y. M. C. A. and as a community centre, it is not to lose altogether its identity as a training centre. Commencing on June 15th of this year, a course of training for leaders in boys' work will be opened. The course is intended for those who will give all or most of their time to the leadership of boys.

Mr. Wallace Forgie will be in charge of the training course in boys' work. The term will cover the six months to December 15th. Students will spend each morning in the study of the principles and methods of modern boys' work and each evening in the actual organisation and conduct of the work. Practical experience in the conduct of Community Boys Clubs, School Clubs, Scout and Cub Work, Group Games, Team Games, Athletics and Camping will be given to each student.

The school will specialise on boys' work from the standpoint of character building. Special instruction and practice will be given in the diagnosis of the interests and needs of individual boys. The causes of inferior feelings or of unsocial or anti-social conduct will be made the subject of case studies. The application of corrective activities and methods will be prescribed and the results achieved will be noted and discussed in class sessions. Wherever possible, specially needy boys will be sought out and students will be directed in giving help to such boys.

A number of qualified instructors will be available to lecture and advise on special phases of boys' work and boy life. The 1932 school will be especially fortunate in having a number of periods of study and work with Mr. Tracy Strong of Geneva, Switzerland, one of the most outstanding boys' work leaders, who will be in Madras between October and December. Both in respect to boys' work opportunities and leadership the school will be ideally situated and a profitable course is anticipated.

The Boys' Work School will be limited to a small group of students. Special arrangements will be made between the National Council and the Madras Association in connection with any students who are secretaries of the Young Men's Christian Associations. Leaders who come from Missions, Educational Departments or from other agencies should write regarding arrangements. There will be little cost attached to the school proper except for books and equipment. Students may adjust their living arrangements to suit their own situation.

By special arrangement it may be possible to have certain leaders, especially those who are responsible for the supervision of various forms of boys' work, to come to the school for a shorter period than the full six months. Any heads of institutions or individuals who are interested in the full course, or in some arrangement for partial study should correspond at the earliest possible date with Wallace Forgie, c/o Y. M. C. A. Esplanade, Madras.

## The Olympics.

C. C. ABRAHAM, B. A.

(Class of 1930.)

### THE MADRAS PRESIDENCY OLYMPIC GAMES.

The Olympic Games for Madras Presidency were conducted on the Madras Cricket Club grounds on the 29th and 30th January 1932. There were 79 competitors in all. The institutions represented were the Madras Medical College, the Madras Christian College, the Y.M.C.A. College of Physical Education, Wesley College, the Engineering College, the M. and S.M. Railway, the Forest College Coimbatore, Cochin State and a number of schools and clubs from the city and other part of the province.

The competition in the various events was very keen, in view of the fact that the purpose of the meet was to select the athletes to represent Madras at the All-India Olympics. As usual, several records were broken. S. F. D'Costa of the Madras Medical College was the outstanding athlete. He ran the 100 yards in 10 1/5 seconds, thereby lowering his old record by 1/5 second. He also carried off first place in the Long Jump and in the Hop, Step and Jump.

P. Rajagopalan of Orathanad High School did well in the half mile and in the mile, in which he lowered considerably his previous records in these events. Mc Innes of Medical College ran the 440 yards race in 53 seconds, a new record for Madras.

On the basis of points scored by the various institutions, the Y.M.C.A. College of Physical Education were congratulated on taking first place with 42 points. Medical College and Cochin State tied for second place with 25 points each.

At the close of the meet His Excellency Sir George Stanley, presented the Olympic Certificates to the winners of each item.

### THE ALL-INDIA OLYMPIC GAMES.

The All-India Olympic Games, were held on February 5th and 6th for the purpose of selecting the team to represent India at the World Olympic Meet, to be conducted in Los Angeles in 1932. The spacious and attractive grounds of the Madras Cricket Club were again kindly put at the disposal of the athletes, as they had been for the Madras Olympic Games.

There were 90 athletes entered, drawn from the various provinces of India; 7 from Bombay, 5 from C.P. and Berar; 9 from Bengal; 4 from Bihar and Orissa; 11 from Mysore; 24 from the Panjab; 7 from the U.P. and 23 from Madras. The athletes were comfortably lodged in the commodious halls of the Army Clothing Depot, which for a few days assumed a most cosmopolitan appearance.

# ALL INDIA OLYMPICS 1932.

APRIL, 1932]

VYAYAM

45



S. F. D'COSTA  
(Madras)



VERNIEUX  
AND  
M. SUTTON  
(Bengal)



MEHR CHAND  
(Punjab)



THE PUNJAB TEAM

The games opened with the March Past of all the athletes, each Provincial contingent carrying a banner bearing the name and the coat of arms of the Province. After traversing the field, the teams lined up behind their banner facing the Tribune of Honour. His Excellency Sir George Stanley, then proclaimed open the Olympic Games, celebrating the 5th Championship of India. The bugles sounded and the Olympic flag was hoisted. The Captain of the Madras Provincial team, then advanced to the Tribune of Honour and took the Olympic oath on behalf of the competing athletes. Following this impressive ceremony the games were begun.

A record crowd of more than 15,000 persons watched the events. Perhaps the outstanding athlete was M. Sutton the sprinter from Bengal. He ran the 120 yards hurdles in 15 2/5 seconds, creating a new All-India record, for that event. He won the 220 yard race, and secured second place in the 100 yards.

The Panjab carried away most of the jumping events, long distance races and the weight events. Mehr Chand, a college student from the Panjab was conspicuous with his 45 foot Hop, Step and Jump, which is a new record for India. Dilbagh Singh, also a college student, created a new record in the High Jump, and cleared 6 feet 1/8 inch. Gajundra Singh vaulted 10 feet, 10 3/4 inches, a new pole vault record for India. The Panjab deserves to be congratulated for the excellent performance of its athletes.

The Championship Trophy was retained by the Panjab with 82 points; Bengal was second with 32 points and Madras third with 28 points. Mention must be made of the fact that the Madras Relay team surprised everyone by winning the relay race in record time against the favourite Bengal team with their two men who do the 100 yards in 10 seconds. The race was exciting and the spectators thoroughly appreciated the splendid team work exhibited by the Madras runners.

The games came to a close with the March Past of the athletes and the presentation of certificates and the trophy.

The All-India Olympic Association hopes to send a team to represent India at Los Angeles. It will probably consist of M. Sutton of Bengal; R. Vernieux of Bengal; S. F. D'Costa of Madras and Mehr Chand of the Panjab.

Our good wishes go with the team. May they render a good account of themselves at Los Angeles, and bring honour to themselves and to India.

# SUMMARY SHEET

FOR  
MADRAS OLYMPIC SPORTS 1932.

| EVENT.                  | WINNER.                                    | SECOND.                                          | THIRD.                                          | HEIGHT<br>DISTANCE<br>OR TIME. | MADRAS<br>RECORD<br>FOR 1932. |
|-------------------------|--------------------------------------------|--------------------------------------------------|-------------------------------------------------|--------------------------------|-------------------------------|
| 120 yds.<br>Hurdles     | G. W. Lall,<br>Y.M.C.A. College            | J.C. Heathcote<br>Y.M.C.A., Vepery               | A.T. Abraham,<br>Christian College.             | 16½ secs.                      | 16½ secs.                     |
| Pole Vault              | P.A. Paul,<br>Cochin State,                | C. Krishnadass,<br>Cochin State                  | I.S. Umarsa,<br>M.H. School,<br>Mayavaram       | 10 ft. 1½ in.                  | 10 ft. 7 ins.                 |
| Discus<br>Throw         | M.A. Mirza Khan,<br>Y.M.C.A. College       | G.K. Naidu<br>Private                            | J.V. Hill,<br>Y.M.C.A. College                  | 94 ft. 1½<br>ins.              | 112 ft. 3<br>ins.             |
| 440 yds<br>Hurdles      | C.O. Korah<br>Y.M.C.A. College             | M.R. Doraswami<br>Cochin State                   | J.A. Varadarajulu<br>Christian College          | 1 min 5½<br>secs.              | 1 min 5½<br>secs.             |
| 16lb Hammer<br>Throw    | M.A. Mirza Khan<br>Y.M.C.A. College        | Abdul Aziz Khan<br>Y.M.C.A. College              | G.W. Warning<br>M.&S.M. Railway                 | 68 ft. 10<br>ins.              | 68 ft. 10<br>ins.             |
| 100 yds Race            | S.F. D'Costa<br>Medical College            | G.W. Lall<br>Y.M.C.A. College                    | R.T. Ireland<br>St. Patrick's H.<br>School      | 10½ secs.                      | 10½ secs.                     |
| Hop, step and<br>Jump   | S.F. D'Costa<br>Medical College            | M. W. Edwards<br>M. & S.M. Railway               | G.M. Taylor<br>M. & S.M. Railway                | 41 ft. 10½<br>ins.             | 41 ft. 10½<br>ins.            |
| Javelin<br>Throw        | J.V. Hill<br>Y.M.C.A. College              | J. Arnold<br>M. & S.M. Railway                   | Abdul Aziz Khan<br>Y.M.C.A. College             | 125 ft. 9<br>ins.              | 125 ft. 9<br>ins.             |
| 220 yds<br>Hurdles      | P.A. Paul<br>Cochin State                  | M.R. Doraswami<br>Cochin State                   | J.C. Heathcote<br>Y.M.C.A. Vepery               | 27½ secs.                      | 27½ secs.                     |
| 16lb Shot<br>Put        | J. Arnold<br>M. & S.M. Railway             | M.A. Mirza Khan<br>Y.M.C.A. College              | G.K. Naidu<br>Private                           | 33 ft. 8 ins.                  | 36 feet.                      |
| 440 yds<br>Race         | V.A.H. McInnes<br>Medical College          | I. Rajagopalan,<br>Board H. School,<br>Orathanad | R. Elumalai<br>Hindu High School,<br>Triplicane | 53 secs.                       | 53 secs.                      |
| Long Jump               | S.F. D'Costa<br>Medical College            | R.N. Philip<br>Teachers' College,<br>Saidapet    | M.W. Edwards<br>M.&S.M. Railway                 | 21 ft. 7½<br>ins.              | 22 ft. ½ in.                  |
| Six miles<br>Race       | J.S. David<br>National College,<br>Trichy. | M. Shunmugam<br>St. Gabriels                     | James Lacey<br>St. Patrick's                    | 35 mins 29<br>secs.            | 35 mins 29<br>secs.           |
| 220 yds<br>Race         | R.T. Ireland<br>St. Patrick's              | G.W. Lall<br>Y.M.C.A. College                    | H.R. Mills<br>Madras Christian<br>College       | 23½ secs.                      | 23½ secs.                     |
| High Jump               | C.S. Baldrey<br>M. & S.M. Railway          | G.K. Naidu<br>Private                            | R. Ratnavelu<br>Pachaiappas College             | 5 ft. 9½ in.                   | 6 feet.                       |
| 880 yds<br>Race         | P. Rajagopalan<br>Orathanad H. School      | M. Vedachellam<br>M.&S.M. Railway                | K. Venkatasana<br>Central Y.M.C.A.              | 2 min 5½<br>secs.              | 2 min 5½<br>secs.             |
| 1 Mile Race             | P. Rajagopalan.<br>Orathanad H. School     | M. Vedachellam<br>M.&S.M. Railway                | K. Venkatasana<br>Central Y.M.C.A.              | 4 min 42½<br>secs.             | 4 min 42½<br>secs.            |
| 3 Miles Race            | James Lacey<br>St. Patrick's               | M.R. Naidu<br>Bangalore                          | J.S. David<br>National College<br>Trichy.       | 16 min 40<br>secs.             | 16 min 40<br>secs.            |
| 4+100 Yds<br>Relay Race | Medical College                            | Y.M.C.A. College                                 | Christian College                               | 46½ secs.                      | 46½ secs.                     |

N.B.—Y.M.C.A. College of Physical Education was first with 42 points and the Madras Medical College and Cochin State tied for the second place with 25 points each.

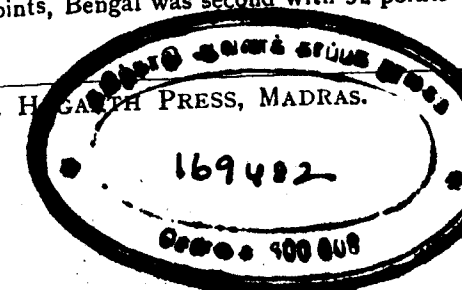
# SUMMARY SHEET

FOR  
THE ALL-INDIA OLYMPIC SPORTS 1932.

| EVENT.                | WINNER.                            | SECOND.                         | THIRD.                             | HEIGHT<br>DISTANCE<br>OR TIME. | ALL-INDIA<br>RECORD<br>FOR 1932. | WORLD'S<br>RECORD.   |
|-----------------------|------------------------------------|---------------------------------|------------------------------------|--------------------------------|----------------------------------|----------------------|
| 120 yds<br>Hurdles    | M. Sutton<br>Bengal                | H.K. Dutt<br>Bengal             | Abdul Hamid<br>Punjab              | 15½ secs.                      | 15½ secs.                        | 14½ secs.            |
| Pole Vault            | Gajindra Singh<br>Punjab           | D.K. Chowdry<br>Bengal          | P.A. Paul<br>Madras                | 10 ft. 10½<br>ins.             | 10 feet 10½<br>ins.              | 14 ft. 1½<br>ins.    |
| Discus Throw          | E.N. Whiter<br>Punjab              | Mehr Chand<br>Punjab            | R.L. Thompson<br>Mysore            | 113 ft. ½ in.                  | 113 ft. ½ in.                    | 163 ft. 8½<br>ins.   |
| 440 yds<br>Hurdles    | Abdul Hamid<br>Punjab              | Dayal Singh<br>Punjab           | L. Osborne<br>Bengal               | 58½ secs.                      | 58½ secs.                        | 52½ secs.            |
| 16lb Hammer           | E. Rourke<br>Punjab                | Dayal Singh<br>Punjab           | M.A. Mirza<br>Khan                 | 84 ft. 9½<br>ins.              | 120 ft. 6<br>ins.                | 189 ft. 6½<br>ins.   |
| 100 yds Race          | R. Verninix<br>Bengal              | M. Sutton<br>Bengal             | Madras<br>S.F. D'Costa             | 10 secs.                       | 10 secs.                         | 9½ secs.             |
| Hop, step and<br>jump | Mehr Chand<br>Punjab               | S.F. D'Costa<br>Madras          | S.G. Mirnunon<br>Punjab            | 45 ft. ½ in.                   | 45 ft. ½ in.                     | 50 ft. 11½<br>ins.   |
| Javelin<br>Throw      | Laldin<br>Punjab                   | Mehr Chand<br>Punjab            | R.L. Thompson<br>Mysore            | 160 ft. 9<br>ins.              | 163 ft. 9½<br>ins.               | 232 ft.<br>11½ ins.  |
| 16 lb Shot<br>Put     | Nazar Moh'd<br>Punjab              | E.N. Whiter<br>Punjab           | Abdul Shakur<br>Mysore             | 38 feet<br>5½ ins.             | 40 ft. 1 in.                     | 52 ft. 7½<br>ins.    |
| 440 yds<br>Race       | Teja Singh<br>Punjab               | E.S. Whiteside<br>Punjab        | W. Sutton<br>Bengal                | 52½ secs.                      | 50 secs.                         | 47½ secs.            |
| Long Jump             | S.F. D'Costa<br>Madras             | R.N. Philip<br>Madras           | Moh'd Bashir<br>Punjab             | 21 ft. 10½<br>ins.             | 22 ft. 4 ins.                    | 26 ft. ½ in.         |
| 6 Miles Race          | N.K. Gujjar<br>Singh               | W. Basava Raj<br>Mysore         | R.N. Bhagat<br>Bihar & Orissa      | 34 mins<br>15½ secs.           | 34 mins 15½<br>secs.             | 29 mins 59½<br>secs. |
| 220 yds Race          | Punjab<br>M. Sutton                | M. Staynor<br>Bengal            | S.G. Mackinnon<br>Punjab           | 22½ secs.                      | 22½ secs.                        | 20½ secs.            |
| High Jump             | Bengal<br>Dilbagh Singh            | G.K. Naidu<br>Madras            | C.S. Baldrey<br>Madras             | 6 feet ½ in.                   | 6 ft. ½ in.                      | 6 feet 8½<br>ins.    |
| 880 yds Race          | Punjab<br>P. Rajagopalan<br>Madras | R. Judge<br>United<br>Provinces | S.N. Hayder<br>United<br>Provinces | 2 mins 3<br>secs.              | 2 mins 1½<br>secs.               | 1 mins 51½<br>secs.  |
| One Mile<br>Race      | R. Judge<br>United<br>Provinces    | M.P. Thanga-<br>velu            | Gurbachan<br>Singh                 | 4 mins. 31½<br>secs.           | 4 mins 31½<br>secs.              | 4 mins 10½<br>secs.  |
| Miles Race            | Kishan Singh<br>Punjab             | Mysore<br>M.K. Gujjar<br>Singh  | Punjab<br>U. Basava Raj<br>Mysore  | 15 mins 31½<br>secs.           | 15 mins<br>31½ secs.             | 14 min 11<br>secs.   |
| 4+100 Relay<br>Race   | Madras                             | Punjab<br>Bengal                | Punjab                             | 44½ secs.                      | 44½ secs.                        | 41 secs.             |

N.B.—Punjab won the Championship trophy with 82 points, Bengal was second with 32 points and Madras third with 28 points.

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MY 20, 1932