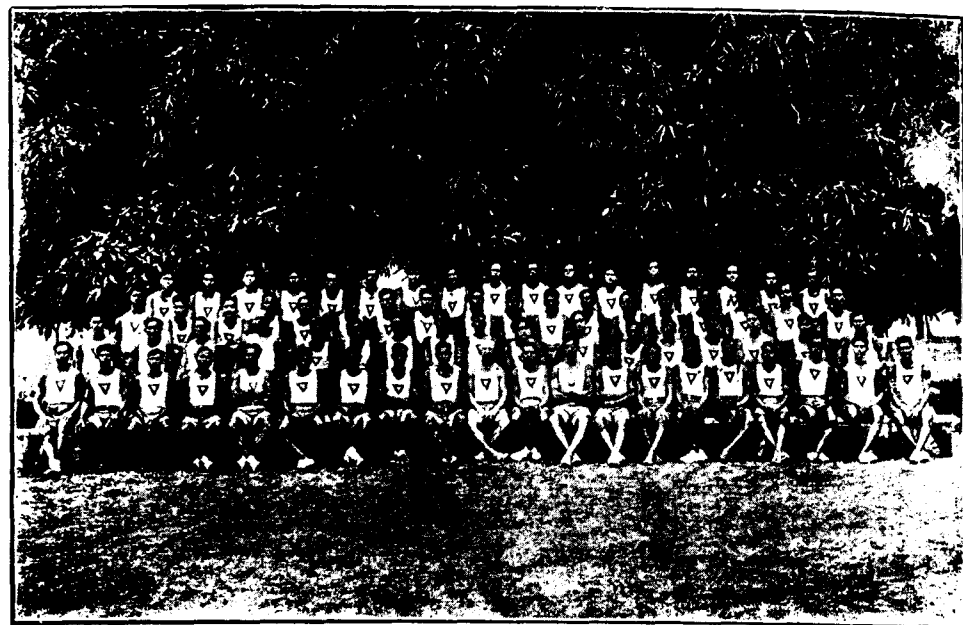




THE CLASS OF 1933—34.

VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER

VOL. V.

NOVEMBER 1933.

NO. 2.

TABLE OF CONTENTS.

EDITORIALS

HOW PHYSICAL INSTRUCTORS CAN HELP THE RED CROSS.—Norah Hill

PHYSICAL EDUCATION—AN ADDRESS.—Dr. J. H. Gray, M.D., M.P.E.

SCOUTING AND CAMPING.—Wallace Forgie.

PHYSICAL EDUCATION FOR COLLEGE WOMEN.

LETTING CHILDREN LIVE THEIR OWN LIVES.—James A. Goldthwaite.

A PHYSICAL EDUCATION CONVENTION.—G. F. Andrews, M.Ed.

NORMAL PRACTICE AT THE Y. M. C. A. COLLEGE OF PHYSICAL EDUCATION.—
C. C. Abraham, B.A.

THE OLD BOYS' ASSOCIATION.

REGISTER OF OLD BOYS.

Management:

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

Editorial Board:

H. C. BUCK, Editor-in-Chief.

HENRY LALL

RAMACHANDRA RAO

G. F. ANDREWS

DAVID HLA

P. S. EASWARAMOORTHY

J. BARUHA

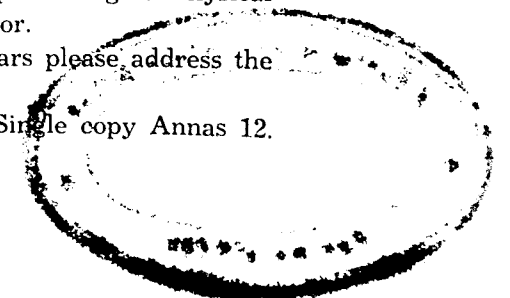
SHIRALKAR

N. K. MIA, Business Manager,
Saidapet, Madras.

Contributions and original articles on subjects pertaining to Physical
Education, Health or Sports. are requested by the Editor.

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

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



Editorials

BOGUS DEGREES

There comes to our notice a "Prospectus of a Correspondence Course in Physical Education". According to our interpretation the idea of a correspondence course as preparation for the profession is unthinkable and the whole scheme appears to be entirely unreliable.

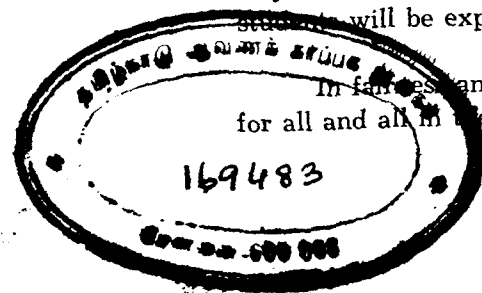
It is stated in this prospectus that a Degree will be awarded to students who successfully complete the six months course. For mere seekers of Degrees there is nothing easier; but for self-respecting persons who realize and appreciate the values and merits of a recognised, honestly earned Degree, the procedure is repugnant, and an insult to reputable educational institutions.

We appeal to Universities, and to educational authorities in general to take steps to prevent such abuses. The rapidly growing interest in Physical Education apparent in many parts of India, will be seriously curtailed if so-called graduates of such correspondence institutions are depended upon to plan and supervise programmes. Our profession is, in India, very new, and its aims and principles as yet are little realized. We regret that its increasing popularity is being used in an irresponsible fashion by those who are attempting to, all too easily, lure men into a profession of which they will have no understanding, and in which we cannot expect them to succeed.

TOURS BY COLLEGE TEAMS

Recently there took place from Madras a great exodus of athletic teams to play matches with colleges in neighbouring towns and provinces. This clearly is an indication of the growing interest and participation in games. In that sense the practice is most commendable. Likewise there are many other values that can be credited to such visits and competitions with outside organizations. But there is an element of danger that must be seriously taken into consideration. We must admit, if we are going to deal fairly with the entire student body, that play and games should be provided for all and not merely for a select few. Tours are expensive and if a major portion of the funds are expended in this way, the general programme of Physical Education is sure to suffer and the purses of the majority of the students will be exploited for the sake of a few.

In fairness and justice to all, we should apply the principle of "Games for all and all in the Games", and apportion our budgets accordingly.



IL
MYM 211, 1127V
N33

IS PHYSICAL EDUCATION ESSENTIAL FOR SCHOOL CHILDREN?

In order to answer the above question to your satisfaction, ask yourself the following questions:—

1. Is school life detrimental to the health and vitality of school children?
2. Is school life detrimental to the physique and posture?
3. Is school life without play normal and wholesome?
4. Can school life without play adequately educate the child?
5. Is the child fitted into education or is education fitted to the child?
6. Does the whole child go to school, or only his intellect?
7. Can time-tables be revised to make it possible to educate the whole child?

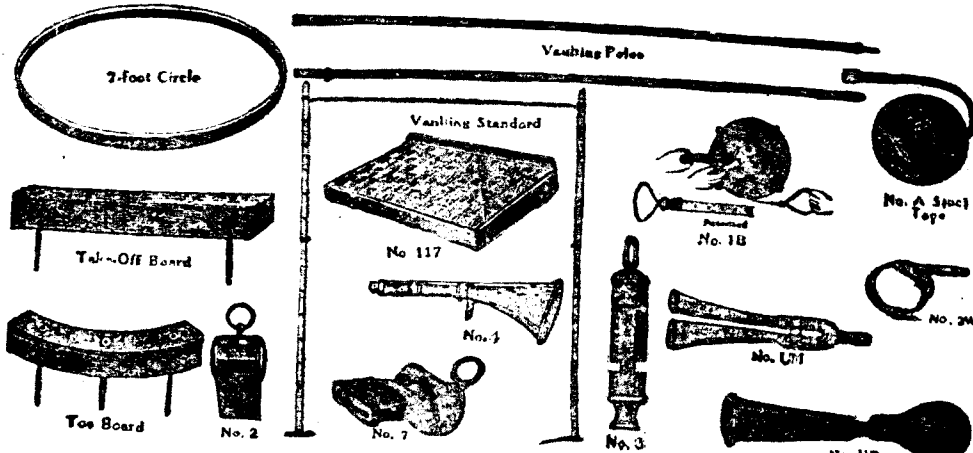
THE COMING OLYMPIC COMPETITIONS

The modern Olympic Competitions, a world-wide revival of the ancient Greek games, are now participated in by practically every nation in the world. In the recent international competitions held in Los Angeles, U. S. A., India proved her ability to compete on a par with any and all nations. The time is again fast approaching for conducting Provincial and All-India selections for the next world competitions. The call is therefore to our athletes to begin now to condition themselves for these sports.

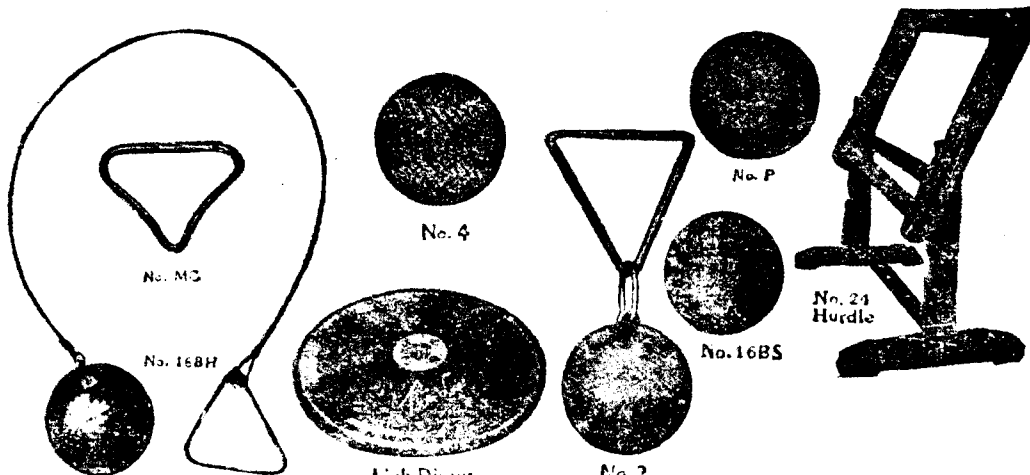
Following the All-India Olympic Competitions in Delhi there will be staged for the first time the Western Asiatic Games. Our Madras competitions will determine which athletes shall go to Delhi for the All-India sports, at which time selections will be made to represent India in the Western Asiatic Games.

To help our Madras athletes, sports coaching is given every Tuesday evening at the Y. M. C. A. College of Physical Education, Saidapet. We trust that a large number will take full advantage of this opportunity.

Equip your Store from the Right House and



Practical Manufacturers and Direct Importers.



Phone : 3544.

CONSULT YOUR NEED :—

SHARMAN & CO.

Sports & Scout Outfitters.

Mount Road, Madras.

How Physical Instructors can help the Red Cross

By

NORAH HILL,

Organising Secretary,

Indian Red Cross Society.

I suppose most of you who pass out from the Y. M. C. A. College of Physical Education take up posts as Physical Instructors in schools and colleges in India. As such you have wonderful opportunities not only to improve the physique of the students under you, but to guide them both in work and play so that they may live full and healthy lives and avoid that terrible burden of sickness and ill-health which weighs so heavily on many of India's sons and prevents them from giving their best in whatever sphere of work they are engaged.

The Indian Red Cross Society is deeply interested in this problem of improving the general health of students and to that end it has organized a school children's branch called the Junior Red Cross. At the end of 1932 we had 3,781 school groups with 192,516 members—not a large number when one thinks of the school population of India but a considerable asset when one reflects that each group practises the health rules and carries on some health activities. The Junior Red Cross has adopted what is sometimes known as the "project method" in education; it believes in "learning by doing", and it sets each of its two lakhs of members a definite task to perform. The younger boys are required to practise daily the "Rules of the Health Game" and to keep a score showing their achievements. The older boys graduate from Personal Hygiene to School and Community Hygiene. They make health posters, write health essays, act health dramas, learn First Aid, see to the cleanliness of their class-rooms and lavatories, and eventually take part in clean-up campaigns; vaccination and inoculation campaigns and help at Health and Baby Weeks. One of the guiding principles of the Junior Red Cross is that the boys themselves must govern the Junior group. They elect their own Chairman and Secretary, and the only guidance they have from the staff comes from the teacher who acts as "Counsellor" of the group.

The Junior Red Cross has three distinct objects, (1) the promotion of health, especially personal and school hygiene, (2) service to the sick and suffering and (3) the promotion of international friendliness. I have described briefly how the first is carried out. The second is attained by training the boys in small acts of helpfulness such as buying books for poor students out of their Red Cross fund, growing flowers and vegetables for the sick, or helping sufferers in disasters such as floods. The third object is promoted

by the exchange of school correspondence albums with children belonging to the Junior Red Cross in other countries. These albums are both attractive and educational and the children enjoy preparing them. They usually contain some pictures and photographs illustrating the history, geography, art and customs of the country, some photos of the school itself and some of its activities, for instance, sports, and samples of embroidery, stamps, local industries or nature study, according to the taste of the school group preparing the album. So far as physical education is concerned, the exchange of these albums might be used to obtain information about sports abroad and to stimulate Indian schools in their sports activities.

Now I come to the way in which you Physical Instructors can be of help to the Red Cross, although this is perhaps already obvious from what has been written above.

(1) When you arrive at your school or college you can find out if a Junior Red Cross group already exists. If it exists, you can help to guide its activities along right lines. If it does not exist, you can suggest that a group should be formed and offer your services as Counsellor.

(2) You can see that the health rules are being properly practised and suggest ways of improvement.

(3) You can stimulate First Aid training, under the auspices of the St. John Ambulance Association, which issues recognised certificates. If you have not yet obtained your own certificate, you should do so without delay. Remember that the Association's rules do not allow a layman to instruct in First Aid unless he has obtained his medallion, i.e., has passed 3 successive examinations in First Aid or Home Nursing or Hygiene according to the St. John rules. The Association will be glad to recognise any graduate of the Y. M. C. A. College of Physical Education as a Lay Lecturer in First Aid, provided he complies with the above rules.

(4) You can lead your school Junior Red Cross group in their school and community hygiene activities, and suggest fresh ways to them of improving their own surroundings and those of their neighbours.

(5) You can link up your school Junior Red Cross group with the local Red Cross Branch, and offer your services to the latter.

I have suggested above how you can help the Red Cross and take part in this world-wide movement for the improvement of health and relief of suffering. I should also like to point out that the Junior Red Cross can be of service to you in your responsible task of physical education.

(1) The Junior Red Cross will help you to obtain the whole-hearted co-operation of the boys in physical activities, without which you will never

really succeed, for sports imposed are not a recreation but a task. The Junior Red Cross group, rightly conceived, is a sort of Health Club in the school, and you will find it a real asset in introducing your physical activities. If the group on your arrival is not fulfilling its right functions then build it up and use it for your purposes.

(2) The Junior Red Cross group usually has a small fund in the school, built up from donations from the Senior branch and from school subscriptions. This fund can be utilised for any health activities and for providing sports equipment, if this is not otherwise provided for.

The present class at the College of Physical Education will have the advantage of a visit from Dr. Abdul Hamid, Director, Junior Red Cross, at headquarters during October. He will lecture to them on Junior Red Cross aims and methods. If any others who read this article would like to obtain literature or to learn more about how to introduce Junior Red Cross in their schools, they should apply to their Provincial Red Cross, or if they are unable to obtain the necessary information, they may write direct to the Director, Junior Red Cross, Red Cross Building, New Delhi, who will be glad to give them all information.

Physical Education

*An address to the Teachers of the Vacation Course, All-Burma
National Teachers' Association, Rangoon, October 1933.*

By

DR. J. H. GRAY, M.D., M.P.E.

PHYSICAL EDUCATION IMPORTANT AS BEING CO-EXISTANT WITH LIFE

Mr. Chairman, Ladies and Gentlemen:—

Let me first of all thank you for inviting me to come and address you at this Vacation Course of the All-Burma National Teachers' Association. It is no small responsibility that is placed upon me to adequately present the subject that has been assigned. Knowing that any place for Physical Education in the educational programme is still very questionable, in the minds of many, one could not but wonder a bit as one looked over the busy programme that you have before you, why this topic was put on so early. Was it from courtesy because a western visitor was speaking? Was it because Physical Education is considered as a sort of necessary evil that had to be included but it were well to get it out of the way soon and be on to more

important things? Was it, as is actually the case, if we but open our eyes to see, that Physical Education is the most basic, the most essential, the earliest form of education. Beginning when life begins, it lasts the longest and serves mankind the most continually throughout life. Actually, is it not co-existent with life, beginning with it and ending with it? Is not the real difference between life, cell activity, and death, cell inactivity and is not Physical Education in its broadest sense related to that activity, whether it be bone, muscle, blood or nerve cell? I maintain it is no material thing, restricted to muscular action or associated with brute force that we are engaged in discussing this morning, but life at its best and fullest. Therefore I judge it to be correct that the first technical paper on your study course should be one on Physical Education.

THE UNITY OF LIFE

Not only would I have you think of Physical Education as co-existent with life but also would I have you consider that life, on this earth at least, is a unit. Even a cursory study of human life from the single cell of life's beginning to its highly multiplied and differentiated form found in the adult proves always that man is a complex unit. That our customary, arbitrary division of man into water-tight compartments of physical, mental, and spiritual is false and for the weakening of man rather than his highest development. Weakening, not alone in any one of these arbitrary division but destructive also for man as a whole. We all admit the need for a good digestion for general health. Do we recognise the need for a sound mind to reside in a sound body and that there is a definite relationship between an indigestion of the body and the health of the spirit in man? We should for it does exist. Therefore any system of Education that fails to include an adequate system of Physical Education must be considered as defective to that extent.

THE PURPOSE OF EDUCATION

But again, before we proceed it is best that we understand one another as to just what we believe the real purpose of Education to be. Arriving at that we can then discuss more intelligently and effectively the subject of this paper. It is necessary for us to have a common understanding not only of the importance of Physical Education in General Education and as to concept of life that is expressed by the phrase unity-of-life, but also as to the purpose of Education; otherwise we will think at cross purposes.

Education has at various times and in various places been an entirely different thing. One quite common idea has been that it consists of the pouring of facts in the heads of the pupils by the teacher. The visualizing of this idea is the one frequently used of the teacher as a big pitcher full of facts and the students as a number of small pitchers all empty, and it is the duty of the big pitcher to fill the smaller ones from his larger supply. That idea

of the purpose of Education is perhaps best illustrated in the lecture method of teaching still found in many places and used for many subjects but fortunately now being abandoned in many parts of the world.

Another idea has been that of simply memorising a certain required number of facts and the achieving of that task was considered as education. The classic illustration of this is the old Chinese system of memory education where a man who memorised 10,000, 20,000 or even 50,000 characters in the Chinese language was voted as a lesser or greater scholar and received political appointment accordingly. China has recently abandoned this method since it failed in its purpose of producing satisfactory National Leaders. In this group also might be classed the present University examination system found in Burma. A third was the Socratic or Discussion method of Greece where the teacher and the pupils discussed topics together, the teacher guiding but not dictating to the pupils what or how they should think. This method has still great value. And yet a fourth is that of Froebel and later of Montessori where the emphasis is placed on the child and its supposed natural development. Some would call this the ultra-modern method. The purpose being to develop self-expression in the child, perhaps even without senior guidance.

All of these methods have certain purposes behind them and I think we must say that each of them has something to be said in its favour. But none of them answers the purpose of the modern day, nor of my paper this morning because it seems to me they all fail in the concept of the physical, mental, spiritual unity of life. They segregate or divide responsibility all the way from the teacher on the one side, to the child on the other. So without further discussion I would like to state what I consider the purpose of Education to be and with which I hope you will agree. *The chief purpose of Education is the making of worthwhile citizens for the State.* To be a worthwhile citizen one must be *active, intelligent, reliable* and *social*. *Active* in the sense of being healthy oneself, muscularly alert, physically efficient and with a reserve bank of energy to be expended on others. The man who gains physical strength for selfish purposes alone is a poor citizen. One can have little sympathy therefore with the weight lifting contests as popular at the present time in Rangoon. The man who neglects his physical life, soon becomes a social liability. *Intelligent* in the sense that one's mind should be open to see life as it really is and creative enough to remedy individual difficulties and the ills of society. Many of the types of Education referred to above remind one of the proverbial ostrich who when danger menaces him buries his head in the sand and thinks that because in that position he can see nothing, everything is all right and he is safe. So also the person or people, who refuse to face the facts in a personal or national situation and wilfully fool themselves, are not good citizens. What is wanted is the man who can think accurately and act quickly. I recall once in our house when I was quite a young lad, a fire broke out in the top of the house. A servant was asleep

in the room. On the word "Fire" being called out my brother and myself rushed in, got the woman out and began working on the fire. My father said afterwards that he gave credit for such quick and accurate response and team play, to our training gained in football. *Reliable* in the sense of being trustworthy. Progress is impossible in the State unless its citizens are trustworthy, its teachers trustworthy. Burma to-day is facing the question of self-government. All hail to any land with trustworthy citizens and teachers, woe betide any land where they are not so. The confidence developed in team play as one aspect of Physical Education helps to produce the right type of trustworthiness. And *Social* in the sense that a man must learn to live *with* his fellow men as well as to live for them and for himself. Man is inherently a gregarious animal and craves sociability. Exclusion whether for social, religious, political, pecuniary or any other ends does not make for good citizenship in the State in which it is found. The spirit of sportsmanship is the spirit of sociability desired. In all four of these respects, I therefore maintain that Physical Education has an important and real contribution to make in the achieving of the purpose of Education stated above. Therefore if what has been said is true, Physical Education is essential and fundamental. No apologies need be offered at any time for it by anyone, and a wise Educational Association such as yours would do well to demand of the authorities of the State an adequate system of Physical Education in all of its educational institutions and in the national life. But the reverse seems to be the order of the day.

But some one may say "this man is talking pure theory, not practical politics" and asks "Has any country tried to do it?" The answer is "Yes" and the trial was amply justified by the results. In ancient Greece it can be said that at one time at least in the nation's history the object or purpose of Education was to train citizens for the State. Education was grouped therefore under 3 main headings. *1st the Classics.* Every Athenian youth was instructed in History, Literature, Philosophy, etc. much as the art students of the Universities of the present day are. In Modern Education everywhere and even in old China this branch has not been neglected. *2nd the Aesthetic Things of Life.* Music, Sculpture and the like, the Greeks had a keen sense of the beautiful. What finer architecture and sculpture has ever been produced? And *3rd Physical Education.* Not simply the development of the human form which of course was magnificent and considered the most beautiful thing in life, as shown by the sculpture, which in turn may have been possible only because the sculptor had such splendid models in actual life to work from, but also in that wider sense of health for the individual and in the community. This second part is expressed by the original Greek word *Hygiene*, in English the most comprehensive of all such words. A large place was given to the olympic games in the national life and the olympic winners were given civic honour on their return to their home cities. All these things clearly indicate what an important place this section of Education held in the thought of the Grecian people. The high place of ancient Greek civilisation

which was a product of its educational system, is unquestioned, and there is still much to be learned from it.

Unfortunately for Physical Education and the nations concerned, the European countries as they awoke from the darkness of the middle ages and started to lay the foundation of so-called Modern Education for themselves, adopted from Greece the first two divisions but entirely omitted the third. Perhaps for the same reason that the farmer boy, radiating physical life is not attracted by the need of Physical Education, but tries to slake his thirst for the knowledge of facts and often awakens 10, 15, 20 years later to realize that he has neglected one of life's essentials—the *maintenance of health*—in his zeal for abstract knowledge. How true has this been also in the case of many political and national leaders of the Orient. One could name a half dozen modern Indian leaders who have died 10 to 15 years before they should have, because of failure at this point. One wonders what would have been the effect on India, for example, if Gokhale had lived for 10 or 15 years more. The same is true of scores of college graduates who proudly receive their B.A.s or M.A.s, but realize almost at once that they are physical wrecks and not able to take advantage or make the best use of the knowledge they have striven so hard to secure. To gain knowledge and not to be able to use it for oneself, one's family, or one's country, is a tragedy of the highest order, a tragedy we personally may have experienced. Physical Education aims to prevent this.

Among the Eastern nations of modern times one can point to Japan as a nation which has made serious attempts to include adequate Physical Education in its national education programme and with real results. Within two generations the national stature has increased an average of 1", the vitality and morbidity statistics are most creditable and the general life of the people can be said to be in a wholesome condition, while the progress of her athletes shows what can be developed in a people when systematic work is carried out in athletic and games activities. The Japanese leaders are prepared to give credit to their programme of Physical Education for this change.

WHAT DO THE WORLD'S LEADERS SAY?

Leading statesmen of the world have willingly acknowledged the need and place for Physical and Health Education in general Education and national life; let me quote from Plato's Republic: "A careful training in gymnastics as well as in music ought to begin with children and go on through life" and from Disraeli, Britain's Prime Minister, who, keenly alive to the influences that affected national prosperity, said: "Public Health is the foundation on which reposes the happiness of the people and the power of a country. The case of Public Health is the first duty of a statesman" or from W. H. Taft, Ex-President of the U. S. A., who said: "It may well be claimed that the care of individual and family health is the first and most patriotic duty of a citizen".

But it has only been very recently that the educator has been willing to do so. Horne for example says: "The economical way of Education is to put the life situation and life occupation into the school" or, O. Shea: "An individual shall be required to perform during his learning period those activities which he will be called upon to perform most often in maturity". The educator has been forced to it one may almost say, through modern discoveries in the fields of medicine, psychology, sociology and ethics, which all tend to show the inter-relatedness or unity of life mentioned above, and the need for an adequate place for Physical Education in the training for life of the student if he or she is to become a worthwhile member of society and a worthy citizen of the State.

A PROGRAMME OF PHYSICAL EDUCATION

It now remains for me to try and point out as quickly as I can how to achieve this purpose of Physical Education and what an adequate system of Physical Education should aim to accomplish not in detail of course, but generally. First of all it should be *curative*. By this I mean it should aim to overcome the evil effects of school life. To take a growing child, bring him indoors, sit him at a desk for hours at a time, restrict his activities and force him into the moulds of discipline and routine that we adults prescribe, is the most unnatural thing in the world for him. His joyousness at release at the close of the day is ample proof of this statement. To use his muscles, to fill his lungs with fresh air, to contest with his fellow, is real life for the boy. Therefore I feel that our first responsibility is to repair the damage we arbitrarily enforce, and hence our programme should be *curative*. 2nd, it should be *constructive*. By this I mean it should develop and implant in the individual a neuro-muscular co-ordination—an intimate mind muscle relationship, a tying together of the muscles through the nerves as a co-ordinating system of the body with the centres of sight, smell, sound, touch and with the so-called muscular sense. Constructive in that it makes the body an effective, efficient, instrument in the hands of the will. The sort of training which will produce accurate and rapid reaction time. That which makes a man able to do things easily and effectively. Little do we realize how poorly most of us are co-ordinated in even the simplest movements. 3rd, it should be *creative*. By this is meant that physical skills are developed not only in games and play but in general useful co-ordinations which will enable an imaginative mind not only to have new and original thoughts but be able to interpret them into new inventions and methods. I think it can be claimed that on the one hand mental inhibitions are released and the mind made to function normally through an arbitrary physical programme while on the other such a release produces creative work, while the best proof for this statement is found in schools for the mentally deficient and in Mental Hospitals. The same applies to all schemes. The best illustration that I can recall on a large scale of the harmful effects of the absence of Physical Education in creative work is once again from China. One thousand years ago

China led the world in creative work if inventions can be considered as such. She discovered gun powder, wove silk, invented the mariner's compass, led the world in agricultural methods and produced pottery of marvellous workmanship to mention only a few of the things in which she excelled. To-day China ranks among the last of the nations in creative genius. What was the blight due to? I may be wrong, but I like to think it was due to the compulsory introduction of a system of purely memory education and hence the loss of her creative skill. She ceased to lead when she ceased to educate with self-expression. She became stagnant when her mental life was turned inward and backward. With the recent changes in her educational programme and the introduction of Modern Education one can look, I feel sure, for a revival of creative energy. Perhaps a similar experience was that of Greece mentioned above, when her ideal of the physical life changed, and sports became professionalised and lost their amateur emphasis—when crowds went to *watch* rather than to *participate*, Grecian art decayed—her civic life became corrupt and she soon became a conquered country. A country needs Physical Education to stimulate its creative life.

4th, it should be *co-operative*. Under this heading we come once more to the social aspects of the question. Physical Education especially in team games teaches the value of working together for a common objective. It emphasises the value of a single person, no matter how brilliant he may be, sinking his individuality or rather blending it with other for the success of the common purpose of the group, the winning of the game. In life to-day, especially in Burma, no greater quality is needed and especially in the life of a worthwhile citizen of any country. Physical Education is pre-eminently fitted to do this for the student.

5th and Finally. Physical Education, if it is to be worth anything to the State of the individual must be *character* forming, in the right sense. To produce strength or health without *character* and useful purpose for the good of the State is to produce the dacoit and the bandit. To develop skill of movement and graceful action without useful purpose, is a loss not a gain to the State. To develop skill and the creative mind and then have that skill used in destructive rather than constructive ways in the destruction of society and not in its upbuilding is the prostitution of Physical Education. Hence we see that in Physical Education as in every other part of the educational programme "*character*" is the chief end in view. In the developing of this it can be said that the *teacher* is perhaps the key to the situation. Depending largely on the attitude and purpose of the teacher will in a very great measure determine the results to be achieved in the pupils, the attitude must be positive and forceful, indifference is almost worse than a determined negative attitude. This, Ladies and Gentlemen, is your responsibility, be you Principals, Headmasters, or Class teachers. Success or failure depends upon your co-operation.

Physical Education for the very reason that it operates in the sphere of the "natural" in the student—perhaps more than any other branch of Education must be especially guarded and guided by teachers not only with good technical training but chosen because of their reliable safe and forceful personalities for good. To give this work into the hands of the weak, poorly trained, incompetent teacher is the height of folly.

But also we find that in the athletic field, in the gymnasium, in sports, or the various activities used in the physical programme, an almost ideal situation in which to develop character. The boy is acting out his thoughts. He is being subjected at times to severe temptation and it is only when difficulties are met and overcome that the character of the right sort is developed. Therefore, once again, the *need* for adequate provision for Physical Education becomes apparent and the *demand* for it insistent.

In closing, I appeal to you one and all that if your work is not simply a job for the pay received but a life calling, a profession, you will for the sake of personal and national health, personal and national efficiency, for the love of your own and your home land of Burma, give serious heed to what I have said and in the years to come may you have that satisfaction which has been mine in seeing your pupils, come on in life, exemplifying the ideals and practices which you, as teachers, have stood for. See them take large places of responsibility in national life and carry these responsibilities as worthwhile citizens of the land of Burma.

Scouting and Camping

IN THEIR RELATION TO PLAY AND GAMES

By

WALLACE FORGIE

Scouting and camping are both much more inclusive than play and games. Scouting, when well done, is a plan of training for a broader and more effective life and teaches particularly the ideal of service to others. A good camp is an experience in socialization and life sharing and the basis for further development on these lines. This article limits itself to the partial aspect of play and games in these wider spheres.

We may leave out of account those Scout organisations which exist chiefly in reports to the departments of education and have little real existence among boys. We may also leave aside camps which are conducted for the purpose of carrying on special training of some kind or for religious conference and retreat. In such camps any recreation and games will be in the

nature of relaxation and not a major feature of the camp life. With these limitations of the subject stated we may proceed to show how both Scouting and camping may be ideal agencies for the effective promotion of play life.

Scouting, even in its larger sense, is a game. In the Cub plan for boys of 8-11 years of age it has the most ideal form of organisation yet devised for the conduct of play and games. Based as it is on Kipling's animal stories, especially that of the infant Mowgli brought up by wolf foster parents in the jungle among their own wolf cubs, this plan lends itself to unlimited play of the imagination and creates the true atmosphere for the conduct of all kinds of games.

The cub dances are one of the finest forms of play for pre-adolescent boys. Mowglis Dance, Ka's Dance, Tabaqui Dance and a number of others teach co-ordination, rhythm, and dramatic expression. In these dances which may be used with profit in or out of a Cub pack the mind and body are kept actively and happily engaged in real play.

All the ordinary group games are used in every good Cub pack but here in this charmed circle of sixteen to twenty-four boy friends and under the friendly guidance of Akela, Pagheera and Baloo, their leaders, they take on new interest and provide opportunities for the realization of character values which the physical director would seek in vain to secure among the mass of loosely identified boys on the school playground.

Scouting for boys from twelve years of age and upwards is not usually given over nearly so much to play and games as is the work for Wolf Cubs. But the really good Scout Master makes the whole of the work a game, for himself as well as for the scouts. All the group games are suitable for scout meetings and here again there is that small intimate and friendly circle to add to their values. Scouting also has the whole range of tracking, observation and team games to make it a very full play programme. Unfortunately, in practice, more time is given to parade and display than to the play features which are its most effective opportunity for interpreting the teaching of the school and home in its relation to social living.

Vacation camps offer one of the finest opportunities for the development of group co-operation in games and athletics. The boys being divided into small groups of seven to ten each, and carrying this organisation through all the activities of camp life, there is a splendid basis for carrying on athletics and group and team games backed by a group loyalty which it is difficult to duplicate in the ordinary play activities of a school or Y. M. C. A.

In camp the timid boy, who escapes from the games everywhere else has no chance for escape. His group needs him and friendly camp mates and counsellors are in a position to break down every resistance he offers. Frequently boys who have withstood many efforts to interest them in games in

town have been won over quickly by their camp group and have come to a new realization that they are capable of taking part with their fellows and enjoying group play life.

In the friendly sympathetic atmosphere of camp will be found one of the best opportunities to demonstrate the use of group athletic contests using a scoring table basis. Where the poorest boys points count as well as the strongest, the unfortunate ridicule and sharp discouragement, which so frequently follow the bungling efforts of the beginner, gives place to a whole group of friendly and sympathetic boys trying to teach the beginner how to perform and to encourage him to make his maximum score of points. Under such helpful circumstances progress is made which amazes everyone, most of all the boy himself. Then as the strong athlete strives for a fine score in order to make up for the weaker members, (not to gain a prize for himself) a fine principle of helpful social living is demonstrated.

What are the suggestions which these facts give to the physical director and other persons interested in the promotion of play and games?

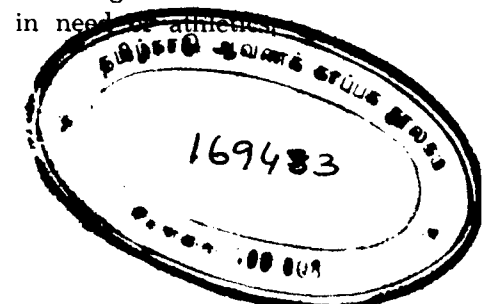
To give every possible encouragement to the organisation of Scout Troops and Cub Packs among boys who need play life and especially to encourage non-school troops and packs.

To give training and help to all Scout and Cub Masters in the use of group games and to see that facilities and encouragement are given to all scouts to qualify for the Athletic Badge.

To study the play atmosphere in a good Cub Pack and apply this as fully as possible to elementary and middle school boys by dividing them into groups of twenty and using two or three older high school boys as the play leaders for each of these groups.

To take a number of timid non-active boys to camp along with some of the finest of the athletic type and there break down resistance to and dislike of, athletics and games and build upon this experience when the boys return to their homes.

To see in the principle of the strong sharing with and helping the weak (as is the case in the group athletics) a vitally important social basis as well as a way to get beginners into the game and give them encouragement to attain skill and achieve. In this way it is possible to gain the end which prizes have aimed at but which they themselves defeat—they encourage the skilled only and never interest the timid boy who is most in need of athletic games and all forms of play.



Physical Education for College Women

The following excerpts from an Alumanae Bulletin from Vassar College, Poughkeepsie New York, U. S. A., will be of interest to our readers as a picture of the development of a Physical Education programme in a Women's College, in a cold climate. We do not, of course, require such expensive buildings in the tropics. But the variety of activities which are here offered, and the place obviously given to physical activities in college life, should be of interest to us.

"Vassar has had its calisthenium. It has had its gymnasium. Now it is to have its hall of physical education. This change in nomenclature suggests the larger place of physical education in the present scheme, the meaning of this new building as an educational asset.

Imagine the year to be 1934 and that you, good reader, have returned to your alma mater after an absence of forty or more years. Of course you are taken through the newest building, Kenyon Hall, where you observe the proceedings with amazement. You remember the gymnasium of 1889, "the finest in the country" at the time, where you and your fellow students stood in stiff rows swinging dumb-bells or Indian clubs or wands. Here you see the greatest variety of physical movement. In one large room a number of students are concentrating on elementals; through individual exercise under careful instruction, each is trying to remedy certain weaknesses. Elsewhere movement is translated into sports and games; and in another large room, where a group is dancing, it becomes a means of artistic expression. As you watch many different groups in action, you are impressed by the fact that everybody seems to be having a wonderfully good time.

"Very interesting," you say, when you have seen all. "I see now why you no longer call it a gymnasium. Gymnastics are a small part of the whole programme. But just what is Physical Education? What are the ideas governing this work?" To which you receive the following answer:

Physical education at Vassar has two aspects, the individual and the social. It is concerned with the individual student alone in seeking perfection of physical movement, in trying to bring her up to standard if she is below, and in setting before her an ideal of bodily vigour. It is concerned with the individual in relation to others in working through physical activity toward the adjustment of the individual to the group. What you have observed in Kenyon Hall is the carrying out of these two broad objectives.

If you were to look closely into the work of the Department of Physical Education, you would see that it seeks to make this building and the playing fields a sort of personal laboratory for the student. Here she may see movement in terms of efficiency, economy, control—and, consequently,

beauty; and she may analyse and practice movement in relation to her own range, flexibility, and strength. She may learn how to develop organic power as the basis of physical and mental health. She may learn something of the relation of diet, rest, fatigue, and emotions to this power. She may acquire the muscular technique by which certain organic disturbances can be overcome or muscular balance, often upset by our civilized occupations, can be returned.

You would see that the department tries to show her the sheer joy in feeling keen and alert, the confidence and sense of power that go with fitness, the satisfaction of a body thoroughly alive and expressive. It would show her how physical activity goes beyond the merely "physical" and merges her physical, mental, emotional, and artistic natures; how it becomes art—living art—as it was recognised to be in ancient Greece.

In all this, the aim is to help the student to understand herself, her abilities and her needs, and then to assist her to evaluate, select, and direct her own activities accordingly. Moreover, you would see how a definite effort is made to prepare her for her next physical phase by encouraging her to take up forms of sport which she can continue after college.

Then there is the other side of the Physical Education programme: what is done for the social adjustment of the individual. What the department actually does, as you saw in Kenyon Hall, is to provide so great a variety of sports and games that the student will surely find some form of group activity she thoroughly enjoys. The department is interested in games for two main reasons. First, the player in a game immediately becomes an indispensable member of a group, for every member of a team is essential. For many individuals this feeling of *belonging* is a vital need. Here we touch directly the fundamental principle in mental hygiene. And secondly, the game provides a group within which the student learns co-operation, sportsmanship, and other forms of social control. She undergoes an intense, practical experience in getting on fairly and happily with other people, which after all is a primary objective of education.

This whole idea of the social implications in sport is considered most important at Vassar. Kenyon Hall contains a number of rooms purely for social use, because almost the best part of the game is the opportunity it provides to meet other people and to sit down together afterward in friendly, comfortable talk, perhaps over a cup of tea. Exactly the same idea underlies the effort to enrich each student's repertoire of sports, so that she can go into the game wherever she may be, not only in college but later.

Physical Education at Vassar then, means the use of physical activity, or movement, as a tool in the educative process. First of all it is *education*. Like every other department of the college, that of Physical Education is interested in the development of the whole student, and its work touches that

development at several points. Especially significant, however, is its contribution, first, toward her physical well-being and secondly toward her social adjustment,—well-being and well-living.

Kenyon Hall will be not only a sports building but also the point of departure and finish for outdoor sports. In this respect the location is ideal. Just outside to the east are the concrete tennis court and the paddle tennis court. The first tee on the golf course is 200 yards away. Another 100 yards beyond is the first of the three hockey fields on Sunset. Between these fields are the open air archery range and the small golf and winter sports house. The bridle path around the golf course and farm passes within a stone's throw of the building. The athletic circle with its track and playing fields is about 150 yards away on the southwest. Only the tennis courts and hockey field at Josselyn House are not adjacent. It is doubtful if any sports building is more centrally located with respect to the general area of athletic facilities and the academic and residential campus."

* * * * *

"Kenyon Hall offers one possibility which is likely to prove popular, and that is the use of the dancing-rhythmics room, together with the large entrance hall and the adjoining reception-room-and-library, for small, informal dances. There might also be included the trophy room upstairs which (with kitchenette) is to be a sort of club room, and a good spot for tea. For many social affairs the dormitory parlours are too small and students' is too large. Moreover, why should the evening not include badminton or ping-pong or bowling if the spirit moves?"

Speaking of the building's doing double duty, it is interesting to note some of the possibilities in a purely athletic way. The basketball courts are really a great area which can be used not only for basketball but for badminton, deck tennis, archery, golf practice cages and so on. The tennis court can also become a basketball court, and since this area opens into the basketball area it will be possible to set up a 75-yard archery range. Smaller rooms can and will be put to many uses. The room off the individual exercise room is said to be counted on for photography, consultation, sun lamp treatments, and rest as the occasion may demand. Adaptability is one of the building's striking features."

UNIT GIFTS TO THE GYMNASIUM FUND

"The following unit costs in the gymnasium and sports building are based on total costs and make allowance for the special character of each section and its equipment:

	Main Units
Basketball courts	.. \$80,000
Tennis court	.. 45,000
Squash and hand-ball courts	.. 40,000

Dressing rooms	.. 85,000
Administrative unit	.. 75,000
Swimming pool	.. 75,000
	\$400,000

Included in these larger sections are the following costs for smaller units:—

Individual exercise room	.. \$15,000
Partially given in honor of Miss Ballintine by 1905	
Dancing and rhythms room	.. 15,000
Trophy room	.. 8,000
Given in memory of Mr. Morris Fatman	
Fencing room	.. 5,000
Given in honor of Dr. Thelberg by 1906	
Hand-ball court	.. 5,000
3 Squash courts (total \$12,000)	
One at	.. 4,000
One at	.. 4,000
One at	.. 4,000
Social room	.. 2,500
Given anonymously	
Golf practice equipment	.. 2,500
Given anonymously	
Men's lock-room	.. 2,500
Given in memory of Mr. Chellis A. Austin	
Faculty women's locker room	.. 2,000
4 Bowling Alleys (Total \$5,000)	
One at	.. 1,250
One at	.. 1,250
One at	.. 1,250
One at	.. 1,250
Photographic room	.. 1,000
4 offices (total \$4,200)	
One at	.. 2,000
One at	.. 1,000
One at	.. 900
One at	.. 300
Given by Worcester, Mass., Vassar Club	

Letting Children Live Their Own Lives

By

JAMES A. GOLDTHWAITE

"That poor baby! Only two years old and her mother made her put on her own shoes! First she sat on the floor, trying and trying. Then when she couldn't do it, she took her shoes to her mother. Even then, she only took her up in her lap and held the shoes while the baby put her feet in. The poor, neglected little thing!"

The fortunate child and the wise mother—a mother far-sighted enough to deny herself the joy of doing for her baby in order that the little one might have the pleasure and the educational experience of putting on her own shoes.

The love of parenthood yearns to express itself through acts of tender service. Yet this is a prompting against which we should impose the self-denial of a deeper insight. For the proof of love is often in the seeming harshness of the withholding of such service.

We all realize the general fact that childhood is a period of training in the practical everyday matters of routine performance as well as in those of character development. Few will deny that in the effort to make good one of the greatest assets is self-reliance, the ability to do for and depend upon one's self.

THEY NEED EXPERIENCE

Now self-reliance is a thing that can be cultivated only through experience. To succeed, one must know how to do. One learns how to do only by doing. For an extreme illustration, compare the quick wit and ready self-dependence of a street urchin with the usual helplessness of the pampered scion of millions.

Moreover, the growth of the self-reliance tree must begin almost with the cradle. Four-year-old has to go up stairs. By denying ourselves the joy of catching him up and carrying him, and permitting or compelling him to scramble his own way up over the treads, we are preserving for him a right and a privilege of prime importance. When he goes out to walk, the gentle hands, eager to make things easy for him by fastening his buttons, will achieve an even greater service of love if they insist on his doing the buttoning himself. He undertakes to load his train with a cargo of play blocks. Let the big person, whose hands and arms have long since learned how to do things, not forget his duty to childhood by taking the task away from him, robbing him not only of pleasure, but invaluable training, while he sits helplessly by.

To wind a string on to a ball at 4 or 5 without help from flying adult hands is not only an adventure into a land of thrills, but an act rich in educational experience in respect to the behaviour of strings and balls. To thread shoe lacings into eyelet holes at 4 is as wonderful as the first drive in the new car at 18.

And so on, through the later years. My 10-year-old was one day fitting roller skates to a box to make a side-walk scooter. He was doing it badly. The nails wouldn't go where he wished, he was incredibly clumsy in handling the tools. I withstood the desire to take the job away from him and handle it adequately myself. He finished the scooter. It fell apart on the first trip around the corner. He went to work and built another—in all, five or six more, each better than the last. Now, at 17, he is adept and accurate in the use of tools to a degree far in excess of my own powers.

BY HIS OWN EFFORTS

John, in his first months or year at high school gets into snarls with his algebra or his latin or his book reports. What so easy or joy-affording to the parent who chances to remember the subject matter as to ease him over the difficulty? Yet the wise mother or father realises it is only by his own efforts that John can truly succeed. Trying and trying again is a process of great potency in instilling the strong fibre or self-knowledge and self-dependence.

All this requires a resolve which may often be construed by the non-understanding as cold-heartedness. But no service among all those which a parent may render his child is greater than this—hands off. The clear reward will come to both later. The children destined to lead the happiest and most useful lives as men and women come unfailingly from those homes where the watchword is: "Ask no one else to do for you what you can learn to do for yourself."

Great as are the opportunities for joy-giving and character training through the denial of unconscious parental selfishness while the children are little, an even greater opportunity exists for bringing happiness into the lives of grown-up daughters and sons. And this through the application of the same law of elementary human justice recognising and respecting the sanctity of the children's rights to live their own lives. •

How much of understanding we parents might gain were we seriously to try the experiment of putting ourselves in our children's places! To taste again the tingling rush of new impressions, thoughts, ideals, the pride of strength, the exaltation, the hunger to think, to experiment, to learn by trying, to blaze new trails, to achieve—the myriad surging impulses of the new personality building into conscious form, aware of its birthright of independent life! To comprehend something perhaps of the heartache undergone by

many young people of 18 to 25 because their mothers and fathers, even as they put on little caps, buttoned tiny coats and determined every action at 6 and 10, at this later time still strive to fix their children's comings and goings, their tastes, their friends, the books they read, the clothes they wear, the very thoughts they think!

A Physical Education Convention

By

GEORGE F. ANDREWS, M.Ed.,

Assistant Physical Director to the Government of Madras.

Rarely is it the privilege of one from India to participate in the conventions of the American Physical Education Association. The writer had the good fortune of attending the 1933 Convention of the Eastern District Society of the Association and he found the proceedings to be so helpful that he decided to pass on his impressions to his friends and co-workers in the field of Physical Education in India, that they might be of use to them also.

The American Physical Education Association holds its conventions in different States once every year. Since the territory covered is too large to adequately satisfy the needs of the profession all over the United States, special section conventions are also held prior to the national convention. The Physical Education Societies of the several States included in these District Societies are represented at the section conventions. The Eastern District Convention, e.g., had delegates and representatives from the States of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Maryland and Pennsylvania.

The 1933 Convention of the Eastern District Society was held at Springfield, Massachusetts, from the 5th to the 8th April. Prior to the Convention a special programme of visitations to outstanding colleges and public and private schools had been arranged for the benefit of those who desired to see the Physical Education work in men's and women's colleges, in elementary, junior high and senior high schools, while a special recreation demonstration and a demonstration of orthopaedic cases of crippled children gave opportunities for those interested in recreational and therapeutic work to become acquainted with work in this field.

And 800 delegates were registered for the conference, which I may say, is a very good indication of the high professional spirit among physical educators in the section. The programme was made up of general assemblies,

section meetings and demonstrations. The section meetings enabled delegates to take in those in which they were specially interested, while in the general assemblies outstanding men and women attempted to emphasize the place of physical education for life, and to co-ordinate the several aspects of a broad programme of physical education. The subjects as detailed below were presented at the general and section meetings which were all very well attended, and they give an idea of the scope of the convention programme.

I. General Assemblies:

Physical Education from a superintendent's point of view:

Let us balance our budget.

The role of physical education in socialization.

The Sokol festival in Prague, Czechoslovakia.

Feminocracy.

Physical Education in an age of leisure.

The new qualities of character demanded by modern life:

What may be expected of the programme for physical education.

Activity procedures and the release of personality.

II. Section Meetings:

A. Public School Section:

The relation of physical and health education to the modern school programme.

What adjustments are necessary in the class room activity programme of physical education to meet the needs of general education?

The influence of modern German gymnastics.

B. Private School Section:

The private school's opportunity to contribute to the field of physical education.

A study of the growth in muscular strength of children and its relation to physical education.

C. Teacher Training Section:

Progress and plans of the National Committee on Teacher Training.

Evaluation of qualities and capacities essential to teaching success.

Outstanding problems in teacher training.

D. Recreation Section:

The individual activities of childhood influence, to a high degree, the complete enjoyment of later life.

Recreation in relation to the enrichment of adult life.
Selecting games to fit the interests, abilities, and needs of children.

E. Therapeutics Section:

Medical gymnastics.
An orthopaedic department in a public school system.
The child as the focal point for a course in practical hygiene.
Athletic injuries, presentation of cases, demonstration of treatments.
Support in the treatment and prevention of minor injuries.

F. Men's Athletic Section:

Metric measurements applied to athletic events.
The place of athletics in the programme of physical education.
Night football for High and Private Schools.
Touch football as an interclass and interschool game.

G. Women's Athletic Section:

Co-ordination of the day and after school athletic programme for high school girls.
The effect of swimming on the sinuses—causes and prevention of Sinusitis.
Group tennis—with an educational film of class methods.
Health principles in the athletic programme.
Safe games and leisure time activities for elementary school children.
The modern trend in athletics:
Badminton.
Report on the Olympic Games.

H. Research Section:

Problems in the selection of malnourished children.
A comparative study of methods of classifying college men in physical education activities.
The resistance offered by water to swimmers.
Safety in secondary school physical education.
Faculty recreation for men in colleges.
The relation of physical health to mental progress.
Project work in body mechanics and physical development with relationships to motor performance.

I. Dancing Section:

Teacher Training programme in the dance.
Application of educational principles to the teaching of the dance.
The American Dance.

J. Camping Section:

A challenge to physical education leaders.
Balancing the camp programme.

K. Health Education Section:

Experiences in the construction of a health education curriculum.
Health Education—Whither bound? opening highways for progress.

L. Administrative Directors of Health and Physical Education Section:

Equipping a new school gymnasium with a restricted budget.
Student eligibility in inter-school athletics.

M. Student Section:

The new teacher as a personality entering the field of education.
The new teacher's equipment.
The new teacher's influence on the student body.
The new teacher's contribution to the curriculum.
The new teacher's place in a school system.
The new teacher and growth.
The new teacher and ethics.
The teacher and leisure.
The student becomes a teacher.

The Convention demonstrations in dancing, tests and measurements, swimming, basket ball (for women), Danish gymnastics, apparatus work, and social activities afforded the necessary relief from the pressure of meetings. Alumni luncheons, student luncheons and social dancing took away the edge from the heavy programme and kept the delegates in good humour. Exhibits and exhibitions of books, sporting goods, playground apparatus, medals and trophies, first aid material, flood lights, college exhibits, etc., provided ample occupations for the spare time.

The outstanding contribution of the convention meetings was in the specific indications to the role of physical education in socialization, in character development, in training for leisure and in the integration of personality. The reader will be convinced of the significance of the statements made if he were to refer to the reports of the addresses and summaries of the articles which will no doubt soon appear in the Journal of Health and Physical Education the official organ of the American Physical Education Association.

In these days when budgets are apt to be cut down and when physical education and allied subjects are likely to suffer because of their being classi-

fied as "fads and frills" it was well worth reiterating in no uncertain terms that physical education is concerned with the development of the human organism taken as a whole and that it is not interested merely in the physical aspect of the organism as distinct from the intellectual, the emotional or the moral.

It is said that our problem is still the problem of Plato—"to blend music with gymnastic and apply them proportionately to the soul." The Convention programme, it seems to me, did not bring this problem to the fore with sufficient emphasis. Williams says:

"Physical, mental, spiritual are words describing aspects only of a totality, a unity, a personality. It becomes increasingly clear, as we follow the threads of investigation and teaching, that one may, for purposes of description, speak of physical effects, or mental qualities, or spiritual values, but in reality these are only aspects of life that is single and absolute. One cannot dissect the human body without violating a fundamental law." (Williams, J. F.—Principles of Physical Education—p. 233; revised edition:)

Browning asked "Thy body at its best, how far can that project thy soul on life's lone way?". Herein, it seems to me, is an aspect of physical education to which considerable thought and action should be given. MacCunn amplifies this when he says:

"Spinoza makes the pregnant remark that we do not know what Body is capable of. We may go a step further, and, following Aristotle, declare that we shall never know, till Body finds its true function as instrument of fully developed Soul. For materialism consists, not in frankest recognition of matter, but in the assignment to it of a spurious supremacy or independence. There can be no materialism in utmost emphasis on physical education so long as "Body for the sake of the Soul" is, as it was with Plato, the presiding principle of educational action." (From Principles of Physical Education by J. F. Williams (revised edition)—p. 267.)

Physical educators in the United States have done well in reinstating the teleological conception of the relation between mind and body. In response to the times they have laid stress, *inter alia*, on the role of physical education in socialization and in the field of character development for efficient citizenship. The establishment of the spiritual basis as the bed rock for the development and progress of humanity still awaits. No doubt they will tackle this problem in due time. Will the physical educator in India have any contribution to make?

Normal Practice at the Y. M. C. A. College of Physical Education

By

C. C. ABRAHAM, B.A.

I. THE IMPORTANCE OF NORMAL PRACTICE

During the last 25 years, the scientific study of Education has been progressing as never before. A new light has been shed on the learning process. Many theories which hung on, on the virtue of their age have been blown up. The old order hath changed yielding place to new. The laws of learning, enunciated by Professor Kilpatrick of the Columbia University have become the basis of sound teaching. The Professor states that learning depends on the three fundamental laws of Practice, Effect and Readiness. We learn what we practice. We do not learn what we do not practice. This law of practice is at the root of all learning and Normal Practice alone affords scope for the operation of this fundamental law in teacher-training institutions. Hence it is that plenty of facilities for practice teaching should be given to students in such institutions, so that they make the proper responses to situations as they arise later on.

II. THE VARIOUS ACTIVITIES THAT CONSTITUTE NORMAL PRACTICE AT THE Y. M. C. A. COLLEGE

Practice teaching holds a high place in this institution because most of the work of a Physical Educator is in the realm of practical activities. At present, practical teaching in the school is as varied as it is active.

It consists of:—

1. Teaching activities on Friday and Saturday mornings.
2. Giving play-periods for boys in the neighbouring Elementary Schools and High Schools.
3. Refereeing major and minor games played every evening, and officiating practice by refereeing for matches and tournaments conducted by institutions of the inter-school type.
4. Organising and conducting project sports meet (intra-mural).
5. Organising and conducting sports meet on the compound and outside for various institutions in the city.
6. Helping at Provincial Olympics.

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

1. We have regular practice teaching on Friday mornings between 6-30 and 8-30 A.M. The student body is divided into groups, each group under the supervision of a member of the staff.

The lesson to be taught is set well in advance. The type of work the students have during these hours are teaching exercises and games suitable for various standards, engaging the class for full periods of different duration. The staff member helps the students by giving them criticisms to improve upon their method of teaching.

Another type of Normal Practice we have at present is on Saturday mornings when our students train the Elementary School teachers. Our special class on Saturday number, about 150 consisting of teachers from the various Elementary Schools in and around the city, and pupil teachers from various teacher-training institutions in Madras. These men are divided into seven small squads and each squad is put in charge of a group of five of our student leaders. The classes begin at 7 o'clock and last for an hour and three quarters. On these mornings they are taught a variety of group games, story plays, calisthenics and other activities suitable for Elementary School children. The work of the student leaders is supervised and co-ordinated. Having had no normal play life and little play tradition, and being adults, the games lack spontaneity, but our students have been able to inculcate in the teachers the spirit of the game and a desire for activity. We do hope that, given the opportunity, these teachers will make the life of the Elementary School boy much more cheerful and happy.

2. *Giving play-periods for boys in the neighbouring schools.*

We are very anxious to make ourselves useful to the various Elementary and Secondary Schools around us, which are handicapped in the matter of play space, equipment and leadership. Our students now visit the Ramakrishna Mission Secondary School, Mambalam, in small squads of 4 or 5 and engage the students numbering about 200 in group games and other activities suited to their ages. We hope to get more schools around us to give us this opportunity for our students, by which our students get the practical experience of handling a group of boys, and the boys the benefit of the recreation and exercise they get under supervised play.

3. *Refereeing major and minor games.*

Besides learning in detail the rules governing the various major and minor games, our students get practical experience as referees at the games

played each evening. The student body is divided into smaller squads for each game and each squad is under the supervision of a staff member. One of the students will act as referee, and the staff member under whose supervision the game is played corrects his mistakes and helps him to interpret rules in the right way. This is beneficial for the referee as well as the rest of the students participating in the game.

Such of our students who show proficiency in refereeing get additional experience by refereeing matches when clubs, schools and colleges run off their tournaments. The number of league and tournament games played by such outside teams on the college grounds reach up to about fifty. We thereby cater to the recreational needs of the public, and at the same time give our students very valuable experience in conducting these activities.

4. *Project Sports Meets.*

Several sports meets are conducted by the students during the early part of their training. After discussing the organisation and conducting of an athletic meet, in the class room, a group of students is given an opportunity of arranging a meet. The remaining part of the student body acts as competitors. The group conducting the meet organizes itself into committees for sharing responsibilities under the direction of a staff member. These committees select events, draw up a programme, send out and receive entries, arrange heats, appoint officials and officiate at the meet. All the details of a standard meet are strictly adhered to. The members of the staff act as critics, and their criticisms and suggestions are discussed in the lecture class for the benefit of the whole student body.

This opportunity of organizing a meet is given to all the students, and the experience they get out of this is very helpful. Each new group responsible for conducting the meet tries to do better than its former groups.

5. *Organizing and Officiating Meets for Institutions in the Neighbourhood.*

Sports meets are usually a feature of the athletic activities in Madras during the months of January and February. The students of the college are wanted by many institutions to help to conduct such meets. With their previous experience in the college they act as capable judges, help in marking out tracks, and very often have to take over all the details associated with the organization of an athletic meet. The Taluk Elementary Schools Sports meet in which nearly two hundred boys and girls compete, the Madras Inter-School Sports with nearly four hundred participants, and the Madras Inter-Collegiate Sports are some of the important ones in which the students help. The Madras Inter-Scholastic Sports is organized and conducted entirely by the students.

6. *The Madras Olympic Sports.*

The Madras Provincial Olympic Sports are conducted on the College grounds. Our students get very valuable experiences in being of service in various capacities at the meet, and while getting ready for it. Acting as ushers, stewards, officials and in various other capacities they come to know intimately the intricacies of the first class sports meet.

The students learn in all these ways through personal experiences many lessons which they could not possibly get through lectures.

World's Records in Track and Field Athletics

The following records will be of interest to all athletes and patrons of sports. A study of them should serve as a stimulus to potential athletes in India to so train and so practice that they may approximate or perhaps even surpass some of them.

Scientific training for condition and consistent practice on technique will produce desirable results. We shall be pleased to help in every way possible:—

Event.	Time or Distance.	Holder.	Nation.
RUNNING.			
100 Yards	9.4-10 sec.	Wykoff	
220 Yards	20.6-10 sec.	Locke	U. S. A.
440 Yards	47.4-10 sec.	Eastman	U. S. A.
880 Yards	1 Min. 51.6-10 sec.	Peltzer	U. S. A.
One Mile	4 Min. 9.2-10 sec.	Ladoumegue	Germany.
Two Miles	8 Min. 59.6-10 sec.	Nurmi	Finland.
Three Miles	13 Min. 50.6-10 sec.	Lentinen	Finland.
Six Miles	29 Min. 36.4-10 sec.	Nurmi	Finland.
Ten Miles	50 Min. 15 seconds.	Nurmi	Finland.
25 Miles	2 hrs. 29 Min. 29.4-10 sec.	Green	Finland.
100 Meters	10.3-10 sec.	Tolan	Great Britain.
200 Meters	20.6-10 sec.	Locke	U. S. A.
400 Meters	46.2-10 sec.	Carr	U. S. A.
800 Meters	1 Min. 49.8-10 sec.	Hampson	U. S. A.
800 Meters	1 Min. 49.8-10 sec.	Ladoumegue	Great Britain.
1,500 Meters	3 Min. 49.2-10 sec.	Lehtinen	France.
5,000 Meters	14 Min. 17 seconds.	Lehtinen	Finland.
10,000 Meters	30 Min. 6.2-10 sec.	Nurmi	Finland.
30,000 Meters	1 hr. 40 Min. 57.6-10 sec.	Ribas	Finland.
			Argentina.

Event.	Time or Distance.	Holder.	Nation.
RELAY RACES			
4 x 110 Yards	40.8-10 sec.	University of California,	U. S. A.
4 x 220 Yards	1 Min. 25.8-10 sec.	University of California,	U. S. A.
4 x 440 Yards	3 Min. 12.6-10 sec.	Stanford University	U. S. A.
4 x 880 Yards	7 Min. 41.4-10 sec.	Boston Athletic Assn.	U. S. A.
4 x One Mile	17 Min. 21.4-10 sec.	Illinois Athletic Club	U. S. A.
4 x 100 Meters	40 seconds.	American National Team	U. S. A.
4 x 200 Meters	1 Min. 25.8-10 sec.	University of California,	U. S. A.
4 x 400 Meters	3 Min. 8.2-10 sec.	American National Team	U. S. A.
4 x 800 Meters	7 Min. 41.4-10 sec.	Boston Athletic Assn.	U. S. A.
4 x 1,500 Meters	15 Min. 55.6-10 sec.	Eng. National Team	Great Britain.

HURDLES.			
120 Yards	14.2-10 sec.	Beard	U. S. A.
220 Yards	23 seconds.	Brookins	U. S. A.
440 Yards	52.6-10 sec.	Gibson	U. S. A.
110 Meters	14.4-10 sec.	Saling	U. S. A.
200 Meters	23 seconds.	Brookins	U. S. A.
400 Meters	52 seconds.	Taylor	U. S. A.

WALKING.			
One Mile	6 Min. 25.8-10 sec.	Goulding	Canada.
Three Miles	20 Min. 25.8-10 sec.	Larner	Great Britain.
Six Miles	43 Min. 26.2-10 sec.	Larner	Great Britain.
Ten Miles	1 hr. 15 Min. 57.4-10 sec.	Larner	Great Britain.
25 Miles	3 hrs. 37 Min. 6.8-10 sec.	Schofield	Great Britain.

JUMPING.			
Standing High Jump	5 ft. 5 ³ / ₄ in.	Goehring	U. S. A.
Running High Jump	6 ft. 8 ¹ / ₄ in.	Osborn	U. S. A.
Standing Long Jump	11 ft. 4 ⁷ / ₈ in.	Ewry	U. S. A.
Running Long Jump	26 ft. 2 ¹ / ₈ in.	Nambu	Japan.
Running Hop, Step and Jump	51 ft. 7 in.	Nambu	Japan.
Pole Vault	14 ft. 17 ⁸ / ₈ in.	Miller	U. S. A.

WEIGHT THROWING.			
Putting the Shot	52 ft. 7 ⁷ / ₈ in.	Heljasz	Poland.
Discuss Throwing	169 ft. 8 ⁷ / ₈ in.	Jessup	U. S. A.
Javelin Throwing	242 ft. 10 ¹ / ₈ in.	Jarvisen	Finland.
Hammer Throwing	189 ft. 6 ¹ / ₂ in.	Ryan	U. S. A.
Throwing 56lb weight	40 ft. 6 ³ / ₈ in.	McGrath	U. S. A.

Old Boys' Association of the Y. M. C. A. College of Physical Education, Saidapet, Madras.

The executive committee of the Old Boys' Association met on the 29th July, 1933, at the College office to discuss the possibilities of holding an All-India Physical Education Conference. A sub-committee, consisting of Messrs. C. A. Abraham, A. Padmanabhan, C. S. Sathyanandam, Mrs. H. C. Buck and C. C. Abraham (as convenor) was appointed to be in charge of the preliminary work in connection with the conference. It was also decided to send round a questionnaire to the Ministers of Education, Physical Educators, Directors of Public Instruction, Principals of Colleges, District Board and Taluk Board Presidents, Municipal Councillors, Vice-Chancellors of Universities and other leading educationists in the various presidencies in India, to get their opinion whether an All-India Physical Education Conference was the best method to give Physical Education its rightful place in the scheme of General Education. The following questionnaire was sent round immediately:—

1. Do you believe in the Conference method as a desirable means of giving to Physical Education a more wholesome interpretation and a recognised place in the Scheme of General Education?
2. Is an All-India Physical Education Conference the best method of getting together opinions and suggestions of educators on Physical Education?
3. If a Conference is organized, will it be possible for you to co-operate by (a) your participation? (b) Sending a delegate if your presence is not possible? (c) Reading a paper on a vital phase of Physical Education?
4. Will a Conference at Madras in early April suit you?
5. If a Conference is not advisable, what suggestions can you make?

We are glad to mention that we have received a number of replies to the questionnaire from some leading men in India giving very valuable opinions and suggestions. Some of them favour the idea of an All-India Physical Education Conference; others suggest the immediate formation of Provincial Associations in each province and then delegates be deputed from such Associations to an All-India Physical Education Conference.

The Secretaries have not been able to reach all the leading educationists in the various provinces. They have made an effort to do it through the Old Boys of the College working in different parts of India. They will be glad to send copies of the questionnaire to any of the Old Boys of the College for the purpose of circulation among the prominent educationists in his province or state. The opinions and suggestions so collected will be very helpful in guiding the future of Physical Education in India.

(Sd.) C. C. ABRAHAM,
A. PADMANABHAN,
Secretaries.

Students, 1931-32

1. Ramesh Chandra Shastri, M.A., Gurudutt Bhavan, Lahore.
2. Benjamin Pichamuthu, B.A., B.T., Government School, Kolar, Mysore State.
3. C. C. Desai, B.A., Kathar High School, Baroda State.
4. D. B. Kothiwala, B.A., Government High School, Basin, Berar.
5. A. G. Kanakaraj, B.A., Findlay College, Mannargutty.
6. K. Kesava Nayak, B.A., Canara High School, Mangalore.
7. Victor Moorkoth, B.A., Scott Christian College, Nagercoil.
8. S. Muinuddin, B.A., Modern School, New Delhi.
9. M. A. Varughese, B.A., Voorhee's College, Vellore.
10. P. V. Shankaran, B.A., Pudukkotta State.
11. D. D. Sharma, B.A., Ludhiana, Punjab.
12. J. C. Mallick, B.A., Scottish Churches College, Calcutta.
13. L. Rajagopal Rao, B.A., Vizagapatam.
14. S. Venkatanarasu, B.A., Venkatagiri Town, Nellore.
15. M. K. Sundaram, B.A., Budalur.
16. Nandsingh, B.A., Hissar, Punjab.
17. C. S. Venkatasana, B.A., Coimbatore.
18. T. Subrama Chetty, Government Arts College, Anantapur.
19. V. D. Purandare, B.Sc., Lodhipura, Indore City.
20. M. M. Upadhyay, B.Sc., Gangadhra Mixed School, Baroda.
21. B. L. Nakra, Lahore, Punjab.
22. C. O. Korah, Kottayam, Travancore.
23. Tulsi Ram, D. A. V. College, Lahore.
24. Ram Nath Sharma, Jullundur, Punjab.
25. Abdul Aziz Khan, S. E. College, Bahawalpur.
26. John Vernon Hill, Y. M. C. A., Colombo.
27. S. K. Mitter, Boys Branch, Y. M. C. A., 86, College Street, Calcutta.
28. B. N. Roy, District Board, Muzaffarpur.
29. Jaswant Singh, Jullundur, Punjab.
30. Wilburn Lall, 15, Abbot Road, Lahore.
31. Nene Gopal Shripad, No. 4, Charni Road, Bombay.
32. M. A. Mirza Khan, Islamia College, Lahore.
33. Madan Mohan Sharma, Ludhiana, Punjab.
34. S. Narayanan, St. Gabriel's High School, Madras.
35. M. Sundaram, Y. M. C. A., Rangoon.
36. S. Lakshminarayanan, Board High School, Kollegal.
37. R. Krishnaswami, Municipal Council, Tiruppur.
38. M. Sreenivasiah, Chittoor District.
39. Sankaralingam, Municipal High School, Tiruppur.
40. V. Subba Rao, Southern Street, Ellore.

41. H. K. Mukerji, Anglo-Bengali College, Allahabad.
42. S. K. Chatterjee, University Gymnasium, Allahabad.
43. Banagopal Mitra, Bengal.
44. P. David Christian, St. Peter's High School, Tanjore.
45. D. H. Mayo, Madras.
46. Kishen Lall, Punjab.
47. K. R. Ramakrishnan, Madura District Board.
48. C. S. Sreenivasa Rao, Hindu Elementary School, Velur, Salem District.
49. K. Abdul Sathar, Municipal Council, Adoni.
50. M. J. Satyanandan, Bezwada.
51. M. J. Mariadoss, St. Joseph's High School, Chingleput.
52. V. Venkiah, Western Street, Ellore.
53. K. Krishnan, Palghat.
54. A. Mayandi, Board High School, Usilampatti.
55. K. Kuppa Boyan, Park Road, Erode.
56. Samuel Thatchilody, B. H. School, Cadacal, Tirur.
57. G. S. Bhoge, Holkar State.
58. H. S. Abdul Rashid, Hosur, Salem.
59. Victor A. Urilla, Municipal High School, Ootacamund.
60. S. Mohideen Sahib, Municipal Ele. Boys' School, Kottapet, Kurnool.

Students, 1932-33

1. S. S. Gideon, Ewing Christian College, Allahabad.
2. Venkataraman, P./O. Kandembakkam, District South Arcot (M. Pcy.).
3. P. Raghavan, "Pottery House", P./O. Chowa, (N. Malabar).
4. Ajit Kumar Mitra, Jaswant College, Jodhpur (Rajputana).
6. Dasarathi Maitra, The Temple, P./O. Khagra, Dist. Murshidabad, (Bengal).
7. T. V. Sivaprakasam, 10, Pidariar Kovil Lane, Madras.
8. Soundararaj D. Souri, Voorhees College, Vellore, District (N.A.).
9. K. D. Bakhshi, D. A. V. College, Rawalpindi.
10. Jiva Nand Dhoundyal, Nayalgarh, Srinagar, District Garhwal, (U.P.).
11. C. P. Varghese, Nakassery House, Kaniampal, Kunnamkulam (Cochin State).
12. O. Mohan Sundaram, 73, Thambu Chetty Street, George Town, Madras.
13. Narain Das Bali, Bali Newan, College Road, Rawalpindi.
15. I. Karuppiyah, Pasumalai, Madura District, (S. India).
16. B. H. Krishna Rao, A. V. N. College, Vizagapatam, (M. Pcy.).
17. J. E. Santiago, The American College, Tallakulam, Madura.
18. V. Kameswara Rao, c/o Mr. V. Bhaskara Ramamurthi, Postal Dpt., Rajahmundry.
19. Y. V. Krishna Rao, c/o Mr. Y. Raghupat Rao Naidu, Labour Inspector, Kottapet, Guntur District.
20. Abdul Hafez, P./O. Gazra, Vill-Aburkandi, District Tipperah, (Bengal).
21. P. Venkatachalam, Rajah's College, Parlakimudi, District Ganjam (M. Pcy.).

22. D. Basava Raj Urs, Doddahyalalu, Kampalapura Post, Periya Patam Taluque, (Mysore State).
24. Kali Das Banerjee, P./O. Kola, Biswaspara, District (Dacca).
25. Navish Chandra Ganguly, P./O. Kola, (Dacca, (Bengal)).
26. Pareshnath Ray, Mayna, P./O. Midnapur, District (Bengal).
27. V. G. Abraham, Vallia Veethil Omolloon, P./O. Pathanamthitta Via Punalur, Travancore.
28. Sardar Rustam Ali, 241, G. B., P./O. Chak, No. 159, G. B., Via Gojra, District Lyalpur, (Punjab).
30. Munsha Singh Johl, V. & P. O. Jandiala, District Jullundar.
31. Peter John, Gordon College, Rawalpindi.
32. Presing Nageswara Rao, Ramanaidupet, Masulipatam, District Kistna (M. Pcy.).
33. V. Subbiah c/o Mr. V. O. Veerananadar Avergal, Landlord, Pathveeranpathy, Battlagundu P.O., Via Kodai Road, S. India.
34. Shiam Sundar Lal Tiwari, c/o Pt. Ladli Persad Tiwari, Rakhbar Ganj, Dalmandi, Lucknow.
35. Kartar Singh Akali, R. S. D. College, Ferozpur City.
36. E. F. Albert, P. O. D. M. Kotmi, Via P. O. Pensra, District Bilaspur, (C. P.).
37. P. W. David, "Arcot House," Puthur, Trichinopoly.
38. C. A. Benjamin, c/o Mr. C. A. Joseph, Warden, Christian Hostel, Vellore.
39. Lakshmikanth Adhikari, Katika Brahmin Street, Parlakamedi, Ganjam District.
40. A. R. Asghur, c/o Mr. Ladhu Mall Bhatti, Mission High School, Rawalpindi, Punjab.
41. J. I. Paul, 53, Old Town, Vellore, (N. A. District).
42. T. Arulswamy, Maharajah's College, Pudukottai State.
44. T. Kasturi Iyengar, Perumal Koil Street, Pudukottai State.
45. S. P. Bhasin, c/o Prof. Sardari Lal, Rasala Bazaar, Lahore.
46. A. N. Bhalla, Inspector of Phys. Edn., Patiala.
47. Balavavant Kuverji Naik, Sayaji Ganji, Baroda.
48. S. C. De, 6/1, Kunkulia Road, Ballygunge, Calcutta.
49. A. S. Chinnakone, Uduvil, Manipay, Ceylon.
50. K. Ganpathi, 610, Railway Road, Kumbakonam, District Tanjore.
51. Dhivananda Roy, P. O., Surul, Bolpur, Bengal.
52. R. M. Chatterjee, "Chatterjee Bhavan," Nayatola, Patna.
53. Jog Nath Jha, V. P./O. Barari, District Bhagalpur.
54. Ganga Parsad, V. Jhunapur, P./O. Siwan, District Saran.
55. Bijay Krishna Upadhyaya, V. Sidhipur, P./O. Hutmura, District Manbhum.
56. M. Yahmin Hasan, Mohalla Sadanian, Panipat.
57. T. V. Rangaiah, Kandukur, District Nellore.
58. K. I. Jacob, Kanjirapallil House, Thalawady, Tiruvella, Travancore State.
59. Pirthi Singh, V. Matta, P./O. Kotkapura, Faridkot State, (Punjab).
60. T. L. Samuel, C. A. M. High School, Nellore.
63. A. V. Natesan, 28, Old Hospital Street, Krishnapuram, Ambur, (N. A. Dist.).
64. D. James Doraiswamy, Mission High School, Chingleput, Madras.