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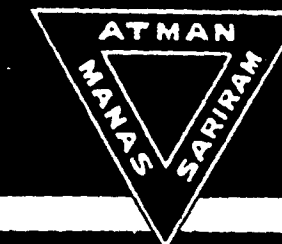
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The Physical Education Conference Trichinopoly

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In Appreciation

We appreciate more than we are able to express the active interest displayed by the Old Boys of the Y. M. C. A. College of Physical Education in donating funds for the provision of essential facilities. Everybody knows the value of fencing around a sports field for satisfactory regulation of spectators who might otherwise encroach and interfere with participants. Our Old Boys through the contribution of Rs. 300 have helped to make possible a beautiful permanent enclosure around our quarter mile running track. This is a fine bit of co-operation of which we are extremely proud. We trust that it may lead to further participation for fuller and more adequate development of our scheme of work. The balance of the money for this necessary fencing was contributed by the Olympic Association, the Madras Collegiate Athletic Association, and the Madras Schools Athletic Association all of whom find a warm welcome by our institution for the promotion of well conducted activities. We are deeply appreciative of help from all these sources and invite still further co-operation.

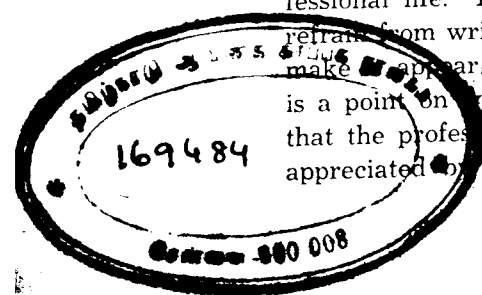
To the class of 1932-33 we are deeply thankful for a gift of almost Rs. 200 for the purchase of books for our College Library. The above money was raised by staging variety entertainments which were extremely enjoyable and at the same time profitable.

The above mentioned efforts are to us a great source of pleasure, not merely because they have provided necessary facilities, but chiefly because they point to the fact that the College of Physical Education has won a warm place in the hearts of many friends and that it occupies a place of importance in the life of the country.

The College of Physical Education has many needs. All are invited to co-operate in supplying those needs and to help us in our desire to make a richer contribution to the lives of young men and boys.

SPORTSMANSHIP

Our Old Boys are all aware that it is our theory and practice that sportsmanship or fair play is something which applies not only to the activities of the playing field, but to every phase of life. It is a quality to be lived out in work as well as in play; in social life and in business and professional life. Believing as we do in this principle I am sure we will all refrain from writing or having printed after our names such letters as would make it appear that we possess some degree in Physical Education. This is a point on which we need to exercise extreme care for we must realize that the profession of Physical Education is not sufficiently understood and appreciated by the general public. The slightest misuse of terms or the



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giving of false impressions will not help the situation. We must not attempt to be something which we are not. We do not wish to be accused of sailing under false colours. We must be only what we are and win out eventually through the practice of true sportsmanship.

The Challenge to Service in Modern India

S. V. RAMAMURTHY, M.A., I.C.S.,

Director of Agriculture, Government of Madras.

(An address delivered to the students of the Y. M. C. A. College of Physical Education, on the occasion of the 13th Anniversary Day.)

It is very kind of Mr. Buck to have invited me to address you on this occasion. It is a pleasure to visit this College. Here are men and women from Europe and America and from all parts of India, gathered in response to a common call. While Physical Education is the outer guise for their activity, its inner spirit is service. That is the general characteristic of all activities of the Y. M. C. A. than whom nobody practises religion more. Why should men born far from India come here to serve our people? Why should men from the Punjab and from Burma, from Northern and Southern India gather here together in a common quest? The immediate purpose of all of them is to restore health and beauty to bodies that are diseased and ugly. Bodies, however, are symbols of minds. Physical Education is bound up intimately with other forms of education—a fact of which this College is fully aware. In this country are many men and women who are too poor and ignorant to have a healthy body or a cultivated mind. Within even a mile of these excellent grounds, on the acquisition of which we may well congratulate the College, are people living in hovels, clothed in rags, often content with a meal a day, living a primitive life seemingly little affected by all the human effort that has built up civilisation. Looking at the country as a whole, our vast natural resources are but little developed. Epidemics find an easy toll. Economic vicissitudes leave our people helpless. The intelligence and spiritual vigour that made India's name respected once upon a time now lies dormant, fit but to snatch crumbs from the tables of Europe and America. The status of Indians abroad has been reduced to that of coolies. Within India herself, we find confusion and petty bickerings.

This is the India to serve which this College is gathered. This also is the India to serve which seers and saints, poets and scientists are rising in the country. This is the India to serve which a new life is pulsing among the youth of the land. This is the India to which the call of the East has



brought men and women from Europe and America. There is indeed a challenge to service in Modern India. Whence is that challenge ringing?

We have looked at the India that is. Let us also look at the India that was. The unearthed city of Mohenjo-Daro shows a full-fledged city 5,000 years ago—co-existent with Egypt, Mesopotamia and China. It is even believed to be possible that the Indus Valley was the cradle of civilised humanity as we know it. After the Dravidians who perhaps built Mohenjo-Daro came the Aryans with their synthesising genius, their intellectual darings and their powers of spiritual perception. They were men who peered into the depths of the soul and the firmament alike and dared to question the credentials of God Himself. From the union of the Aryans and Dravidians rose idealistic religion in the shape of philosophy and realistic religion in the shape of architecture and sculpture. Later came the Moslems and Christians who have made great contributions, to assimilate which India is now struggling. There is indeed a vast contrast between the India that is and the India that was.

There is also a contrast between the India that is and the India that shall be. Some ten years ago when I travelled round the world, the Western world felt disillusioned as regards its civilisation by the facts of the Great War. And I found that the eyes of the world were turned to India for a new lead. A leading philosopher in England told me that when he was as young as I, Europe thought that Asia had been done for and that the only function of Asia was to be exploited by Europe. He said that now he no longer thought so. He thought rather that the future of the world lay in the hands of India and China, that Japan and Turkey would probably follow but not lead, that it would be interesting to see what we would make of the world, that he would not live to see it but that probably I would. I heard of similar hopes of a lead from India in America. In a little book on India, China and Japan, Louis Dickinson spoke of the contrast in civilisation as not one between the East and the West, but between India and the rest of the world. India has, when she was active, shown herself as an intellectual and spiritual pioneer. Again, when leadership elsewhere failed, the thoughts of men have been turning to India. What a contrast then there is between the India that is and the India that shall be?

I asked a little while ago whence is the challenge to service ringing in India. May I say that it is the contrast between the India that is and the India that was, between the India that is and the India that shall be, that constitutes that challenge to service? What constitutes the challenge to activity when the dawn is about to break? Is it not the contrast between the day that was and shall be, and the night that is? Men and women in India are being awakened to freshness and vigour and are getting ready for the tasks of the day. Men and women from outside India are coming to take

a share in the opportunities for service that India is offering. All this, because the dawn of India is about to break.

We are often asked to forget the past. But the India that was has not ceased to be. Nothing that ever was ceases to be. The stars that shine on us do so—some from a hundred years ago, some a thousand and some a million. Stars then shed lustre on us not from the present but from the recesses of the past. So too the India that was shines on us like a bright star from the firmament. If we think of the beauty, the faith, the hopes and high endeavours which bore on our life in past incidents, they all stand out as stars in our spiritual firmament and shed their lustre on us from the past. The hopes and high achievements, the beauty and spiritual quality of the India that was, still shine on us and give us strength and sustenance. The India that was is as much our possession as the India that is and the India that shall be. They co-exist—not in time but in consciousness.

We are in a century when the primary reality of the world is beginning to be realised as not matter but consciousness of life. All religions teach us that love is the law of life. Activity that flows from love is service. India needs our love and is worthy of it. But she spurns a love that is for her alone and not also for humanity, for the spirit of India is the spirit of the world. How then shall we serve India and how shall we serve humanity?

India has suffered from the neglect of her body. The body is real even as the mind and the spirit. But there are regions where each is relevant. The ultimate reality of the spirit does not negate the reality of the body in this life. A belief in the ultimate unity of good and evil has been misapplied to a region to which it does not relate. The result has been a tolerance of evil—of ignorance, of disease and of ugliness, of slack ways of life and of cruel social customs. When once evil accumulates, attempts to cure it often end in a vicious circle. It seems to me that what we lack most in this country is the will to do things. Why is not a village clean? If and when the village is cleaned, it is the labour of the villagers that will be used. What materials need to be used are there. The time needed for the work is often wasted. The men, the materials and the time are there. But the will to apply them is lacking. Why do villages continue to be poor when they can be richer? Science is being increasingly applied to the needs of our rural life. The Department of Agriculture have evolved varieties of seed which have been definitely proved to yield a ten per cent increase over the seed that is now mostly used. In paddy alone, an increase of yield worth crores of rupees a year at the present prices and 7 crores at normal prices can be obtained, if only the villager wills to use good seed and not any seed. It has been calculated that by growing green manure on an acre of wet land, a villager can save five to seven rupees an acre on the crore of such acres that we have in this Province. Yet 99 out of 100 owners do not will to grow it. A loss of several rupees worth of crop is tolerated when a few annas

worth of remedial measures can be applied. But the will to apply the latter is lacking. I do not imply that the mechanism of the Agricultural Department is perfect for the spread of knowledge to the villager. I do recognise that there is a hiatus between the agricultural officer in charge of a taluk and the villagers in the many villages which the one officer cannot reach. But even those to whom the officer preaches day after day lack the will to benefit by what he tells them. There are openings in rural industry whereby the spare time of the villager can be used with profit. Round the Y. M. C. A. centres of rural reconstruction, men learn to make poultry, pigs, honey, vegetables. Elsewhere too they can be made but the will to make them has not been roused. It is not merely the villager that lacks the will to improve his position. We, who are not villagers, lack the will to help them to succeed in their subsidiary industries. If we decided to buy things which the villager could make in his spare time, we help both him and ourselves. Nor are the administrative machines, which are to help the people to know things and to do them, free from defective functioning, because they too consist of men who often suffer from the prevailing lack of the will to do things.

Weak wills lead to weak bodies and then, weak bodies sustain weak wills. It is a vicious circle. We are, however, helped by a general upwelling of life through the stimulus of the dawn that is to break over us. The programme of the College of Physical Education is to attack the weakness of bodies without forgetting the weakness of wills. Men with strengthened bodies and wills can then give a better account of themselves than they do in agriculture, in industry, in education, in public health, in the development of public amenities and generally in all forms of economic, intellectual and social life. Anyone who helps people of this country in any of these directions serves India.

But India is not content if she alone is served. For some millennia, India gave freely to the world of her intellectual and spiritual treasures. Then she has been overtaken by a period of inaction when she has been content with the charity of other nations to sustain her weakness. But he serves India who enables India to serve humanity again by resuming her spiritual leadership. Great philosophic truths which India gave to the world—none is greater than that of the unity of the world she preached—are becoming richer in content through the discoveries of European and American scientists. I believe that for the final consummation of the work of modern science, a rejuvenated Indian philosophy is essential. With strengthened bodies and minds, the spiritual vigour of India will, we hope, re-assert itself in the new day that is ahead of us so as to help all humanity. The renaissance of India is therefore world wide interest and to serve India is to serve the world.

This College of Physical Education serves thus a basic need of India. May it be blessed with success in its answer to the challenge to service that is ringing in Modern India.

Some Objective Evidence of the value of Physical Education

DAVID K. BRACE, PH. D.,

Professor of Physical Education, University of Texas.

Those of us who are workers in the field of physical education get much of our enthusiasm for the work from our firm belief in its merits. We are so situated as to be able to see the daily effect upon pupils of an adequate physical education program. It is the purpose of this article to present some of the objective, accurately measured evidence of the value of physical education in our public schools. We believe that a modern program of physical education can present concrete data in support of its aims.

Limits of space and time prevent the inclusion, here, of large amounts of available data showing the value of physical education. It is intended here merely to present some of the evidence. Opinions, when unsupported by available objective data, have been omitted. The data presented, and much not included in this paper, will be found in the bibliography. The reader, familiar with the field, will recognize at once the omission of much evidence, possibly even more significant than that herein presented.

PHYSICAL EDUCATION ACTIVITIES STIMULATE GROWTH

The school physical education program has as its basis participation in physical activity involving considerable exercise. Physical exercise is one of the important factors essential to growth. While growth is affected by heredity and environmental factors, there is abundant evidence that among the latter physical activity is one of the most important. The effect of inactivity upon growth and general health is apparent to the lay observer, but exact data on the effect of physical education upon growth is difficult to obtain.

The careful studies of Benedict and Talbot on *Metabolism and Growth from Birth to Puberty* have led these investigators to conclude that "In the normal child, growth proceeds with a considerable degree of regularity and, on the average, at a certain rate of rapidity. When children, however, are subjected to ideal outdoor life, with plenty of food and excellent medical care, they do grow—in skeletal form, at least, as well as in total weight—at a somewhat greater rate than otherwise." And again, "The lesson to be drawn from our observations on private school children is that outdoor life and physical activity contribute toward the development of a larger individual, so far as height, i.e., skeletal growth, is concerned, with likewise a greater weight with children of the same age."

In a scientific study, Dr. Edward C. Schneider presents data showing the beneficial effect of a regular course in physical education upon respiratory efficiency and basal metabolism. For the individuals thus carefully studied, it was found that the average basal metabolic rate (in per cent) varied from 2.6 when out of training to 6.2 when in training.

From the data of this study, Dr. Schneider states that, "There can be no doubt but that a regular course of physical training gives greater strength and efficiency to the body and improves its nutritive condition. The moderate exercise taken by our subjects resulted in a notable increase in the feeling of well-being and in mental alertness. He says further, "The data gathered in this investigation of the effects of training show that moderate physical exercise, about an hour daily, increases the load-carrying ability within one week, but that from five to seven weeks are required to bring out the full effect. They also show that any let down in the regularity or amount of daily work soon reduces the load-carrying ability, but that even with the complete neglect of exercise some of the gain is maintained for several months."

Goddard reports as a conclusion from data derived from a study of growth, height, and weight of feeble-minded children in twenty institutions that "There is a close correlation between physical growth and mental activity."

Summarizing the work of many investigators, Baldwin states that there is clear evidence that "Average precocity is related to average physical development."

Health Education Programme Influences the Rate of Gain of Height and Weight.—In the schools of Malden, Massachusetts, growth records were kept for 273 children under the influence of a reasonably intensive health education program and for 202 children in a comparable control group who continued in the usual school program without any special training in health beyond that previously given. The rate of gain in both height and weight for the children receiving health education was measurably and significantly greater than for the children of the control group. Individual children came out of the underweight group, but significant and statistically measurable changes in the underweight status of the groups as a whole were not shown. More healthful habits of living, resulting from the health education program, produced an improved rate of growth, but not a fundamental change in the height-weight rates.

It is not claimed that physical education is responsible for the beneficial results of correcting health defects. However, teachers of physical education are doubtless very influential in securing adequate programs of school health

supervision. This is especially true in small communities. For this reason, and because physical education is an integral part of school health and physical education program, the above data relating to the correction of health defects have been included.

Physical Education Aids in Correcting Dysmenorrhea.—The presence of dysmenorrhea among girls and women has been adequately set forth by numerous studies, a bibliography of which is given by Bilhuber.

Evidence that a good program of physical education, in alleviating dysmenorrhea is presented by Clow in the following data taken from a study of 1200 English school girls:

Condition	Before a program of exercise and health education	After a program of exercise and health education
Regular menstruation	.. 52.2%	71.5%
Irregular menstruation	.. 47.8%	28.5%
No pain	.. 67.8%	85.1%
Severe pain	.. 1.6%	.5%
Incapacitated	.. 5.1%	.9%
Baths during period	.. 21.3%	6.2%
Bath during period	.. 11.9%	42.0%
Games and exercise	.. 36.3%	67.1%
Constipation	.. 7.0%	2.5%

It will be seen that continuous exercise throughout the period resulted in a favourable gain for every item considered. This favourable gain amounted on the average to 15.7 per cent.

Athletics Are Not, on the Whole, Injurious to Health.—Dublin has presented data to show that athletes from Amherst, Brown, Cornell, Dartmouth, Harvard, Massachusetts Agricultural, Tulane, Wesleyan, Wisconsin, and Yale show a better mortality throughout the life span than do other men accepted for insurance. The men who won letters in two or more sports were better as regarded mortality than other athletes.

The National Safety Council present data on student accidents, September 1930 to June 1931, which show that while some accidents occur through, or are associated with, physical education activities or equipment, the percentage of such accidents is not unduly high. From a total of 8072 accidents to students, we find that only 15.8 per cent of them were in any way associated with athletic sports, playground activities, and gymnasium Work.

Of 1217 accidents occurring in school buildings, 421 or 34.6 per cent occurred in gymnasium, pool, shower, or dressing rooms.

DEFINITE RELATIONSHIP SHOWN BETWEEN PHYSICAL PROFICIENCY AND SCHOLASTIC ACHIEVEMENT

From his study of one thousand intellectually superior children, Dr. L. M. Terman concludes that intellectually superior children are not characterized by a deficiency of play and that "There is no sherd of evidence to support the widespread opinion that, typically, the intellectually precocious child is weak, undersized, or nervously unstable."

A study made in Manchester, England, of the relation of the physique of school children to their educational achievement showed that only 2.35 per cent of students of good scholarship were below the average in physique, but that 39.7 of students of poor scholarship were below the average in physique as evidenced by bodily measurements.

Dr. Herman Paul, from a study of fourteen hundred children between the ages of six and fourteen who had failed at some time to be promoted, found that "repeaters" were inferior in weight and height to children who were "non-repeaters" and yet came from homes of about the same social status.

In another study, Dr. Paul found, from a group of fifteen hundred school children arranged into three groups according to their school marks, that the group with the best marks contained the largest number of children who were above average in height and weight. The majority of children in the group having lowest marks were below the average in height and weight. He concludes that there is a positive relationship between physical development and success in studies.

Nichols and Raubenheimer, in a study of 136 girls in a Los Angeles high school who were from 11 to 33 pounds under weight and who also suffered from other physical handicaps, found that there was a general tendency for scholarship to improve as weight increased and general health improved. Those most handicapped physically showed a poorer quality of scholarship, least improvement in scholarship, and the greatest number of failing grades.

Health and physical condition is a factor in leadership in extra-curricular activities as well as in scholarship, as is shown by Stuart who found that students who engage in the most extra-curricular activities also lead in scholarship and physical condition.

As a result of the examination of Chicago public school children by Smedley, Campbell, McMillan and others, Christopher reports that the studies

confirmed those reported by Dr. Porter who found as a result of the examination of 33,500 school children in St. Louis in 1892, "That there is a physical basis of precocity; that dull children are lighter and precocious children heavier than the average child; that the mediocrity of mind is associated with mediocrity of physique."

Evidence that liability to sickness decreases with increasing rate of growth and increases with decreasing rate of growth is reported by Key in Sweden.

Athletes, on the whole, are not inferior in Scholarship to Non-Athletic Students.—A summary of studies reporting statistical data comparing the scholarship of athletes with that of non-athletes reveals that while some studies report athletes to have slightly lower scholarship, other studies report athletes to have slightly higher scholarship, than non-athletes.

It is apparent, therefore, that athletes and non-athletes have, on the average, about the same scholastic ability. Some of the studies reporting data on the scholarship of athletes are those by Patterson and Patterson, Poffenberger, Hindman, Hutchinson, Howard J. Savage and others, Remp, Ruble, Bear, Worcester, and Hall. These valuable studies support the belief that, on the whole athletes are equal in mental attainment to other students.

Physical Education Deals with Abilities and Traits Different from those dealt with by Class-room Academic School Subjects.—The correlation between neuro-muscular skills, such as those involved in physical education, and information and intelligence is about zero. Brace reports coefficients of correlation of $-.16$ and $-.15$ between motor ability and skill achievement tests and intelligence tests. Data presented by Heath and Rodgers, and others, support this contention.

The objective evidence given above, and elsewhere, indicates that physical education is a way of education which deals with abilities and traits that are educated but little through the ordinary academic school subjects. It is proof of the fact that achievement in physical education cannot be expected to progress and correlate closely with achievement in academic school subjects without attention.

PHYSICAL EDUCATION IMPROVES POSTURE

Thomas and Linder report a study on college women showing the effect on improving posture of a directed physical education programme where the incentive for improvement was the privilege of choosing activities. Over a period of four months, 17 per cent. with "A" posture was changed to 41 per cent., and 83 per cent. with "B" posture was changed to 41 per cent., and about 10 per cent. was lowered to a "C" grade.

Of students taking special corrective work, there was a gain of 21 per cent in the number receiving "A" grade, and a loss of 26 per cent. in those receiving a "B" grade. The loss was entirely an improvement from "B" to "A" rating. The study involved 143 college women.

Data presented by Zingsheim, being a general summary of data on 1300 university women, exclusive of girls taking corrective physical education, showed that:

- 62.4 per cent. had antero-posterior defects.
- 52.6 per cent. had lateral defects.
- 52.0 per cent. had foot defects.
- 14.0 per cent. had a grade of "A" without any defects.
- 19.0 per cent. had a grade of "A" if foot defects were not counted.

The Postures of Girls Entering College Have Improved in Recent Years.—Spindler presents statistical data, including also the work of many other investigators, which show that the posture of girls entering college has shown a definite improvement. For some 1300 or more girls, the percentage of students entering with "A" posture has increased as follows: 1920—2 per cent., 1926—17 per cent., 1928—21 per cent., and 1929—29 per cent. "The number of "B" grades has remained substantially the same." The number "C—D" grades has substantially decreased in only nine years from 70 per cent., in 1920 to 42 per cent. in 1929.

The 1920-26 figures "show an increase in the number of students entering with four or more years of physical education, and a definite decrease in the number entering with zero and one year." These 1928 percentages show that almost half the entering students (44 per cent.) have had four or more years of physical education prior to entering the university—a factor which undoubtedly contributed to the better posture showing.

Students entering with a posture grade of "A" or "B" had 3.25 years' previous physical education while those having a "C" or "D" grade in posture had 2.95 years' previous physical education.

During the first year of required physical education, 54 per cent of the antero-posterior cases improved, and 33 per cent. of the lateral cases improved.

OPPORTUNITIES FAVOURABLE TO DESIRABLE
CHARACTER DEVELOPMENT

A group of one thousand at a research conference in California, in reply to a questionnaire presented by Dr. E. L. Thorndike, gave "The Games in

Physical Education Programmes" the largest number of first rankings as that school subject having the greatest influence on character development.

"The kind of behaviour called honesty can be influenced in a programme of physical education activities over a period of three months."

The above conclusion is one which is reached by Clevett as the result of a carefully conducted control-group experiment. In this experiment equivalent groups of boys were taught physical education activities. In the experimental group, effort was made to teach skills and honesty. In the control group, no such effort was made. Standardised tests were used for measuring all results. The following extract from Table II, presented by Clevett, shows the percentage gains, as measured by the tests used, at the end of the three-month experiment:

Tests.	Experimental Group	Percentage Gain.	
		Control Group	Gain in Favour of Experimental Group
Honest Test	65.0	19.0	46.0
Brace M.A. Test	2.3	2.2	1
Bliss Achievement Test	11.7	5.1	6.6
Aquatic Test	32.0	11.0	21.0
Athletic A.Q.	8.3	2.7	5.6
Aquatic A.Q.	32.0	5.9	26.1
Attendance	55.0	40.0	15.0

Average percentage gain in favour of experimental group—17.2 per cent.

In other words, an instruction programme in physical education caused a gain in the learning of skills and the learning of honesty of 17.4 per cent. Since no difference in gain would be expected in the motor-ability test, the real gain amounted to 20.0 per cent.

Clevett sums this up as follows: The experimental group (in which instruction was given) made gains as follows:

- (1) Gain in honesty 3 to 1
- (2) Athletic-gymnastic ability 2 to 1
- (3) Aquatic ability 3 to 1
- (4) Percentage of attendance 5 to 4

The experiment also showed, incidentally, that "Definitely planned teaching is much more effective in developing skills than mere practice of the activity without instruction." The data show that such a programme is more

interesting to pupils, as measured by attendance, where attendance is voluntary as it was in this experiment and is, therefore, more valuable educationally.

PHYSICAL EDUCATION HAS AN EXTENSIVE NATIONAL SCOPE

Thirty-six states now have laws relating to requiring the teaching of physical education. Ninety per cent. of the population of the country is represented by these thirty-six states.

Thirty-two of these states, representing 80 per cent. of the population of the country have state manuals on physical education.

In twenty of our states, representing 70 per cent. of the population, there are state directors of physical education.

There are now approximately 20,000 teachers of physical education in our public and private schools and colleges. There are over 200 colleges and universities giving a four-year teacher-training course in physical education.

[Reprinted from "Health and Physical Education", April, 1933.]

A Modern Leader in Physical Education

LIEUTENANT P. GOPALAKRISHNAYYA, M.A., M.Sc.

Gustave Le Bon, in his admirable book "The Psychology of Peoples", expresses certain true sentiments when he says, "Whatever the nature of the idea, whether it be scientific, artistic, philosophic, or religious idea, the mechanism of its propagation is always identical. It has to be adopted first by a small number of apostles, the intensity of whose faith and the authority of whose names give great prestige." How true this has been of the modern movement of Physical Education! Where should we have been but for a handful of courageous men who saw the true vision and marched on with unflinching faith in spite of discouragement and cynicism. Beginning with Guts Muths, the creator of gymnastics for children, we have an array of distinguished men who devoted themselves to the worthy cause of Physical Education. We have John the patriot, Spiess, "the pioneer in the development of school gymnastics", Pestalozzi, who "attempted to devise a system of school gymnastics based upon the nature of the body, and tried to combine industrial as well as general bodily training with mental and moral education in his experiments for the amelioration of the common people." Then we have Nachtgall, who saw that the way for the rising generation to live the

full life was to put in the school curricula Physical Education. Then we come to Ling, who emphasised harmonious development of the body for the sake of beauty and health. These men, great as they are, due to various limitations could not see the whole vision. But they laid foundations which were strengthened by another group of men. Strange to say, while the first batch belongs to the old world, the second batch hails from the new. This group of men have made it clear beyond doubt that Physical Education is a contribution to general complete education, and is in fact a phase of education, approached from a fundamental view-point. We have Edward Hitchcock,



DR. J. F. WILLIAMS

who brought to bear on Physical Education a measure of exactitude and scientific research. Dudley Allen Sargent, who "influenced Physical Education more than any man of his time—in the training of teachers, in invention of apparatus, and in the spreading abroad of the gospel of sound Physical Education." Then we have Luther Hasley Gulick, who "by tongue and pen constantly did missionary work for the cause of Physical Education both in the educational world and before popular audiences." Ernest Herman Arnold, who by his rigidity of outlook and search of high ideals cast a wholesome influence on Physical Education. James Huff McCurdy, who through his contact with the Y. M. C. A. International College at Springfield, has sent a number of his pupils all the world over to make physical education really international. We have R. Tait McKenzie, the sculptor of youth and Physical Education. We have Thomas D. Wood, the apostle who made the world understand that schools hold the health key for all future citizens. Last, but not the least, Jesse Feiring Williams—the outstanding philosopher of Physical Education.

The life of Dr. Williams is like a slice from a book of adventure. It is full and one worthy of emulation, since it is rich and varied, and shows what ideals and industry can achieve. In fact it is the story of a self-made man.

Dr. Williams was born at Kenton, Hardin County, Ohio, February 12, 1886, the son of Oran Otis and Ida May (nee Feiring) Williams. He comes from a family of Welsh colonial pioneers, rugged, industrious, fearless and having a wholesomeness of character and the spirit of adventure so characteristic of the settlers of this country in early days. On his paternal side the family goes back to those difficult but romantic days of early colonization to Richard Williams of Richmond, Virginia. From this pioneer there are two lines of descent in the family due to the fact that he married twice. One branch (Lynch) of the family is traced through the children of the first wife, the other (Johnson) through the second wife. Dr. Williams traces his descent from the second line. His paternal grandparents migrated to Ohio and in fact belonged to the batch of the earliest settlers there. His maternal grandparents belonged to a group of tenacious German refugees of the glorious 'Forties'. This rich inheritance has not been lost in the case of Dr. Williams. He has the same pioneering spirit, love of adventure and kindly fervour and devotion, so characteristic of his folk.

He graduated from the public schools at Kenton. Even at school he worked his way. During vacations he used to work and learned the harness-maker's trade. His literary aptitude was even then prominent and he published his first paper while at school.

With fifty dollars in his pocket but with a stout heart and a cheery optimism, Dr. Williams started on his college career at Oberlin College. He stayed there from 1904 to 1909. He was a prominent figure not only in the classroom but on the campus on account of his versatile talents and achievements. He washed dishes, waited at tables, mowed lawns, took care of furnaces and did odd jobs to support himself. Besides in the vacation he worked, which included punching cattle in South Dakota and "skinning" mules in Montana, and climbing mountains in Colorado. He was a prominent member of the dramatic club and took part in many productions. His impersonation of Shylock in Shakespeare's *Merchant of Venice* was so effective that many of his friends and well-wishers seriously advised him to take to a stage career. Even to-day many feel that a great actor has been lost to the stage. He was for some time teacher of dramatics while at Oberlin. He was chosen as the classday orator and in spite of his multifarious extra-curricular activities, he was an ardent and diligent student.

While at college, as is to be expected, Dr. Williams was prominent in all Physical Education activities. He won his letter in football. He played

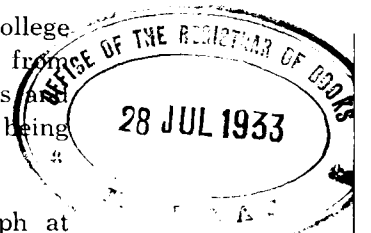
backfield and was on the college team for three years. He was on the college baseball team for one year. Even while at college he graduated from Chataqua School of Physical Education, and was Director of Athletics and Instructor in Physical Education at Oberlin Academy, in addition to being tutor of public speaking.

People in Oberlin consider that Dr. Williams' greatest triumph at college was his winning the first place in the Northern Oratorical League Contest in 1907. It was held at Iowa City and about six states were represented. Oberlin had but won the contest only once before. Dr. Williams' subject was one to tax even the most matured intellect—"The Evolution of Conscience". He came out of the contest in flying colours and gladdened the hearts of Oberlin people and all the banquets, parades, and honours that followed were all well deserved. It was not only a personal achievement but a public one.

Dr. Williams' college experience, there is no doubt, has stood him in good stead when years afterwards it fell to his lot to mould, shape and inspire many a young man in his teaching work. His undoubted sympathy, his human outlook, and his encouraging leadership could be traced back to these days. While at college he led a full life and it is no wonder that he got out of it what he put into it.

Through the influence of Dr. F. E. Leonard and his innate capability and philosophy of outlook Dr. Williams took to the field of Physical Education soon after receiving the A. B. degree from Oberlin College. He joined the Columbia University in New York and took up the study of medicine. He took his M. D. from there in 1915. While he was in the medical school he laid the foundations for his career as a leader in Physical Education. In 1911 he was appointed Instructor in Physical Education in Teachers' College, Columbia University. In 1913 he was promoted as Assistant Professor. In addition to studying medicine and teaching at Columbia, he worked at the Italian Young People's Settlement and University Settlement. This certainly gave him an intimate account of the social conditions of the great metropolis. Another field unique in many respects, where he worked for a couple of years, was the New York Institution for the Education of the Blind. Here he had an insight into the peculiar psychology of handicapped children, and whenever he alludes to this he speaks with considerable sentiment. In 1910 he organized and directed during summer a boys' club at La Junta, Colorado.

In 1916 Dr. Williams severed his connection with the Columbia University, when he accepted the headship of the Department of Hygiene and Physical Education at the University of Cincinnati. He stayed there two years.



Meanwhile, the United States entered the Great War. Dr. Williams "did his bit" by resigning his Cincinnati post and joined the army as a First Lieutenant in the Medical Corps, serving at the Walter Reed Hospital, Fort McHenry and Camp Upton. In the spring, 1919, he got his discharge and became the Director of Recreation in hospitals of the Atlantic Division of the Red Cross. During the fall of the same year he resigned the position with the Red Cross Society and came over once again to Teachers' College, Columbia University, this time to become the Professor and Head of the Department of Physical Education. Since then he has remained in that position. All these years the department has gained in prestige and popularity. It has kept pace with all the modern trends of Education, thanks to the indefatigable energy and enterprise of Dr. Williams and his able staff. Not only have there been students from all parts of the United States, but a few have come from foreign countries.

Dr. Williams is a prolific writer. Not a year passes without some book from his pen and a few articles in the leading educational and professional journals. Apart from numerous articles, he is the author of about a score of leading classics in the field of Health and Physical Education. In a few he has collaborated with some of his pupils or friends. They include, among others, "A Laboratory Manual in Applied Physiology" (1915), "Healthful Schools" (1916), "Healthful Living" (1919), "The Organisation and Administration of Physical Education" (1922), "Personal Hygiene Applied" (1922), "Text-book of Anatomy and Physiology" (1923), "Hygiene and Sanitation" (1927), "Principles of Physical Education" (1927), "Topical Sources for Personal Hygiene Applied" (1929), "Industrial Hygiene for Schools" (1930), "Athletics in Education" (1930), "Health and Physical Education for Public School Administrators" (1931), "A Text-book of Physical Education" (1931), "Wholesome Living Series: Teachers' Manual" (1931), "The Athlete in the Making" (1932), "Methods in Physical Education" (1932), and "Health and Physical Education" (1932). At a meeting of the Health and Physical Education student alumni of Teachers' College convened for the purpose of congratulating Dr. Williams on his election to the Presidentship of the American Physical Education Association last year, Miss Agnes Wayman of Barnard College expressed well the popular sentiment when she said, "How does he do it?" Really how Dr. Williams, with his teaching, interviews, examinations, student and staff meetings, lectures and what not, finds time and above all, the energy to write, is an enigma. With the modesty so characteristic of him, at that meeting he evaded this point.

This is not the occasion to write an estimate of his books. The books reveal him to be a startlingly original thinker, a master of diction and style, and what's more, a prophet with a message. He writes because he has something worthwhile to say. His "Personal Hygiene" is an outstanding book of

its kind. Never have facts been presented so truthfully and at the same time so interestingly. The approach and presentation is the work of a real master. The underlying philosophy of the book is "to live most and serve best." The author's incisiveness, erudition and outlook is brought out clearly in his preface to the fourth edition of the book. He says, "New facts will be discovered from time to time, and on the basis of acceptable evidence old practices will be altered and new ones adopted. Constant changes should be expected therefore in the factual elements that make up the scientific guides for living but not in the fundamental approach to the problem. Regardless of the changing items of procedure, one's purpose to find the facts of life, and to live in accord with them, may remain unaltered. This is the open-mind at its best." His "Principles of Physical Education" is a masterpiece and by far the best book written on the subject. It gives a philosophy and basis for Physical Education beyond any question. In his writing of a "Text-book of Anatomy and Physiology", he has written a complicated and detailed subject in an interesting manner by presenting the subject from the biological and developmental point of view. No wonder all his books are popular and widely read.

Dr. Williams is connected with various educational, professional and cultural associations. He is a member of the National Education Association, American Public Health Association, American Physical Education Association (President 1932-33), Editorial Board of the American Journal of Health and Physical Education, Society of the Directors of Physical Education in Colleges (President 1927-28), New York Governing Committee of the Gorgas Memorial Institute, Advisory Council of Sportsmanship Brotherhood, New York Academy of Medicine, American Education and Eastern District Society of Physical Education (President 1929).

His fraternities are medical and educational: Nu Sigma Nu and Phi Delta Kappa. He is also Alpha Omega Alpha and is noted in Who's Who 1913.

He has been associated in a few outstanding surveys of education in recent years. In 1923-24 he was a member of the Educational Survey Commission in a comprehensive study of education in the schools of the Philippine Islands. He was in charge of school health and Physical Education. He has been associated with the Department of Educational Research of Teachers' College, Columbia University, in several studies of school conditions, notably the Baltimore, Md., Stanford, Conn., Providence, R. I., Lynn, Mass., Newburgh, N. Y., Perth Amboy, N. J., Holyoke, Mass., and Fort Worth, Texas, surveys.

There is hardly any doubt that Dr. Williams is a pre-eminent thinker. He has mapped out a philosophy for health and Physical Education that is based upon the rock bottom of science and human progress. He has esta-

blished beyond doubt the place of Physical Education and its indispensable character in modern life. His definition of Physical Education is the most comprehensive and scholarly and is the most quoted in all Physical Education literature. "Physical Education is the sum of man's physical activities selected as to kind and conducted as to its outcomes. Its worth depends upon the kind of activities pursued and the outcomes of the activities. In organised Physical Education selected carefully and led completely, the activities arise out of man's needs as a human being and satisfy real want. At times his needs are defects in body structure; always represented, however, and far overshadowing these are the immemorial racial desires for activity, for dramatization, for development, for self-realization."

Dr. Williams gives an admirable practical interpretation of health. "Health results from living the proper way. It flows from life as a by-product of actions, responses, or conditions that are wholesome . . . the problems of human living remain essentially the same; to adjust a rather primitive, biologic organism to a complex civilised society, and to shape society to provide for man's essential biologic and social needs. The view held for this problem of human adjustment is that one should first face the problems and then try to meet them squarely and honestly, paying whatever price is required." Therefore he has no quarter or tolerance to any method which aims "to beat the game" or find a short cut. The life of man, in his opinion, is not to be guided by mystic formulae nor to be saved by special methods. Hence his anathema against "cults" as such. Though a scientist, he is a great believer in ideals and, in his opinion, "a life that is guided by the highest ideals in applying the scientific knowledge of the laws of health is the best illustration of artistic living."

Dr. Williams does not believe that there is one best method in Physical Education. In his opinion there are rather many methods and in their proper use the progress of Physical Education continues.

His philosophy regarding athletics and education is refreshing. He is of the opinion the athletic games and sports of a people are indicative of their morale and civilisation. "A people whose education leads to outdoor life, to athletic contests, and an interest in wholesome play for leisure time hours present a different appearance in physique, in health, and in morals from that shown by a people whose recreation is marked by cock fighting, gambling in various forms, and watching the performance of professionals."

Dr. Williams, in my opinion, has been the philosopher and prophet who established Physical Education as an educational agent. He is the new leader of our new age. How can we go wrong with a man who sees the whole picture, who looks at deeper things and speaks and acts with his heart in the high heavens but his feet firmly planted on the earth? Are not those

the words of a true leader? "It is merely another view of that narrowness and failure to understand that fostered the cult of mind and the cult of spirit. The athlete who centers his whole effort upon physical movements to the substantial neglect of other aspects of his life is as mistaken as were the followers of St. Simon Stylites in their cells and wells . . . In teleogy, mind and body are one, a unity that Browning with poetic insight understood: 'Nor soul helps flesh more now than flesh helps soul' . . . Physical Education teaching a way of living will be called upon to combat the cynicism and scepticism that arise out of a rapidly changing course of a modern scientific civilization . . . We have listened to strange reasoning in recent years. The Joyces, the O'Neills, the Huxleys, the Cabells, driving ahead in their search for the real, have appeared at times ready to assume that only the gutter is true, since so much that was comfortable and consoling has turned out to be false . . . Ours may well be the professional group to save man from insanity and his nervous system from the wreck that it promises us so surely to become. Gone are the days of Physical Education as a disciplinary drill in the classroom to keep children in order. Now are come the clear demands for positive moods and responses that may make life reasonable, happy, and sane. Physical Education will make possible this contribution to our common culture by developing, expanding and distributing the idea that play is a worthy part of the good life, that fine recreation is not only compatible with but essential to fine living, and that devotion to work and neglect of play are injurious to a fine life, as overproduction of goods is injurious to economic life."

To me, a wayfarer from a far-off land in quest of eternal truth, who without ceasing to be a Hindu, wants to appropriate all that is excellent and superior in American life, and of that there is much, persons affect me more than things. My stay here has been the happier for my contact with men and women. My aim is to help build again the bridge between the East and the West, which stood firm in earliest times, but which, while never altogether destroyed for the great nations of antiquity, has never broken in the course of the historic centuries. It will be a great day indeed for all of us when we are able to read the thoughts, comprehend the motives, hear the prayers, understand the life, and know the business, the worship, the laws and the poetry of each of us. As such a man of the type of Jesse Feiring Williams, with his humanistic outlook has an affectionate fascination for me. Theories are forgotten, the sciences are outgrown; but to have been the inspiring leader of many in the onward march of knowledge, and to have achieved a serene and rounded character, go far to amply crown any life.

"Denn wer den Bester seiner zeit genug
Gethan, der hat gelebt für alle Zeiten."
"That which lived true life, lives on."

The Second Coimbatore Y. M. C. A. Physical Training Summer School, 1933

The class was opened on the 24th April, 1933 at 6-30 a.m., in the Y. M. C. A. grounds with 40 men on the rolls. 46 applications for admission were received but only 40 men joined the school, paying up their fees. Though the numbers were slightly smaller than last year the training produced better results and it was more efficient and more thorough.

The school was held under the auspices of the Coimbatore District Educational Council and continued for four weeks as against three weeks last year and we hope that, in future, the course would be for at least four weeks.

The students may be classified as follows:—

It is noteworthy that as many as 23 men came from the aided schools (11 from Mission and 12 from Non-Mission schools) and we do hope that they will continue to evince their deep interest in the promotion of play programme for their boys. There were only 10 men from the Municipal and Taluq Board schools. We were led to think that this poor representation was mainly due to financial stringency and retrenchment and we hope that, when conditions improve, they will send in their full quota of men in future years.

Staff.—Mr. D. Santiago, Physical Director and General Secretary, Y. M. C. A., Coimbatore was in charge of the school and he was ably assisted by Mr. E. S. Armugham, Physical Instructor, London Mission Community Training School, Erode, Mr. J. Rajaratnam, Physical Instructor, St. Michael's High School, Coimbatore and Mr. C. S. Venketesan, B.A., Physical Director.

The following curriculum was followed:—

Time-Table and Curriculum.—6-30 to 8-30 a.m., *Physical activities* like calisthenics, group games, story plays, athletics, gymnastics (selected), pole and ward drill (selected), pyramid building (selected) and practice teaching.

10 to 12 a.m., and 2-30 to 4-30 p.m., *Theory Classes* on "Principles and Methods of Physical Education," "City and Village Playgrounds," "Personal Hygiene and Sanitation" and "Rules of major and minor games."

5 to 6-30 p.m., *Major Games* like foot-ball, volley ball, kho-kho, balji, kilithattu, playground ball, basket ball, hyderabad ball, Indian rugby and field basket ball.

The theory work was supplemented by out-side speakers as noted below:—

Supplementary Lectures.—Dr. S. Gurupatham, Medical Officer, Moses Gnanabaranam Eye Hospital—"The evils of birth control," Rao Sahib C. M.

Ramachandram Chettiar, B.A., B.L., President, District Educational Council—"Physical Education in Ancient and Modern India", Dr. T. S. Nair, L.M. & S., Homeopathic Specialist "Venereal Diseases". Mr. P. K. Ramakrishna Iyer, B.A., L.T., Deputy Inspector of Schools,— "Physiology as applied to Physical Education", Mr. P. Pathar, B.A., Junior Deputy Inspector of Schools "Child Psychology", Dr. A. J. George, L. M. & S., District Health Officer "Rural Hygiene and Sanitation," Mr. T. Narayanasamy Iyer, B.A., L.T., Science Master, St. Michael's High School "Rudimentary Physiology" (lantern lecture).

We tender our heartfelt thanks to all the lecturers for their kind services.

The practical work, both morning and evening, was conducted in the Y. M. C. A. grounds and the theory classes were held in the London Mission High School Hall. Our thanks are due to the London Mission authorities for placing the hall at our disposal.

Excursion to Kallar.—A most enjoyable day was spent on the 6th May in excursion to Kallar on the Nilgiri hills, about 30 miles from Coimbatore. The party left at 5 a.m. and returned at 6-30 p.m. The arrangements were all in the hands of the students and the whole trip was managed exceedingly well. We wandered all over the hills and visited the Government gardens at Kallar and up at Burliar. It was a fine experience for all our men.

Excursions should have a prominent place in the programme of education for the youth. They have a physical as well as educational and other values. Team-spirit, discipline, hardihood, self-help and self-reliance, love for camp life, desire to know the outside world—these are some of the many valuable by-products that come out of a well-planned excursion.

Physical Demonstration and Closing Function.—On the final day—20th May—the students put on a public Physical Demonstration consisting of mass drill, group and competitive games, kindergarten plays, pole drill, pyramid building, etc. It was a grand show. A large gathering was present. The Hon'ble Mr. V. C. Vellingeri Gounder, Member, Council of State and President, District Board, presided and distributed the certificates of merit to the students. Mr. Gounder was greatly pleased with the work of the school and pleaded for its continuance year after year.

We take this opportunity of recording our special thanks to Rao Sahib C. M. Ramachandram Chettiar and Mr. P. K. Ramakrishna Iyer, President and Secretary respectively of the District Educational Council for their unstinted support and hearty co-operation in bringing this school to a successful finish. Our thanks are also due to Rao Sahib Dr. T. A. Raia for all the help he rendered as Medical Officer of the class and to Mr. A. C. Hensman, Deputy Superintendent of Police for the help he gave to the excursion party.

Conclusion.—Our chief aim in organising and conducting this school is to train teacher-leaders for play-work in Elementary Schools. It will be an interesting study, if a survey is taken as to how many schools have a well-organised play programme and what facilities each school has as to trained leadership, play equipments and play space. Trained leadership alone will not be enough for effective play programme in schools. There should be also a fairly extensive playground and adequate play equipment.

We trust that the men who have gone out of the training school have picked up something that will enable them to organise and carry on a good play programme in their schools, if other facilities such as playgrounds and equipment are made available for them by the managements.

It is our earnest hope that the managements will steadily endeavour to devise ways and means to bring the Physical Education programme to its rightful and legitimate place in the school curriculum and thus give their school children enough and more of play which is, after all, their "birth-right".

D. SANTIAGO,

Secretary, Y. M. C. A., Coimbatore.

The Aims of a Physical Director

E. W. MUMBY, M.A.

1. A good Physical Director will conduct recreation that is physically helpful. His programme should build muscle, endurance, and vitality, thus giving the whole body a splendid healthy tone. He should ever be on his guard against any type of recreation which is in itself wholesome, but when over indulged becomes physically harmful.

2. A good Physical Director will conduct recreation in such a way that those participating in it will go away mentally refreshed. His programme will broaden the knowledge of worthwhile things, and keep the mind, keen, alert, and clean. His programme will not be planned to develop keen and alert minds for cheating, and playing to win at all cost. Such recreation of the player is to be moulded and directed by the trained Physical Director, if the player is to leave his play mentally refreshed. Compare a happy winner and loser to that everlasting quarrel over trouble due to a poor attitude. It is anything but mentally refreshing.

3. A good Physical Director will stiffen the moral backbone of those who come under his direction. Playing games develops the powers of inhibition. Any game that weakens moral resistance is "wreckrecreation" and not recreation. The extent to which habits of fairness, self-control, good sports-

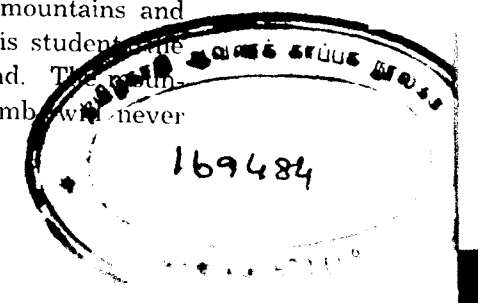
manship and team play, etc., will carry over into other activities of life depends a great deal on the leadership. Play under trained leadership is important in character education. Joseph Lee, in his "Play and Education", makes the point that play is important in the education of the child and youth, because it is the one activity that gets the "complete enlistment" of all the powers and faculties. Therefore Character Education in play will come with education if the leader is trained to put character elements into the play periods of the child and youth.

4. A good Physical Director will make it easy for the participants to be sociable and friendly. He will pay attention to those games in which many take part. He will try to avoid such games which develop clannishness, cliques and too much of "pairing off". Play programmes should be built to secure the greatest possible social value. A good Physical Director will mix the staff and students, the strong with the weaklings, the high with the low. A school or college programme thus planned will be a school or college worth going to.

5. A good Physical Director will win voluntary participation in games and real joy as a result of the activity. Whenever the willingness or the joy is absent it is not play, whatever else it may be. How often have you seen individuals work hard trying to make themselves and others believe that they were having a good time? Real joy is not a sham. It isn't play if it isn't fun. A good Physical Director will build his programme around the group he is to serve. Teach them new things, but not all new things. Teach them how to enjoy their recreation so that they always forget themselves. When students are able to lose themselves in play, that time can be called the time of real fun, and the play can be called real play.

6. A good Physical Director will see that a fair measure of excitement comes in his programme. The normal demand for excitement must be met. If it is not provided students will seek their thrills in places more dangerous than the athletic field. Athletics, competitive games, stunts, hikes, challenges, all create a fair amount of excitement. Have you forgotten the thrill that comes when you mustered up enough courage to challenge the best tennis player in your school or college? The daring spirit of youth should be used up on an athletic field. The good Physical Director will see that interest is kept up with the right amount of excitement.

7. A good Physical Director develops an appreciation for good health. Just as a guide taking a group to the top of high mountain tries to give to that group a better appreciation of beauty as seen on high mountains and in deep valleys, so must the Physical Director keep before his students the body beautiful, the body useful, the body a servant of the mind. The mountain climber who thinks of nothing but the agony of the climb will never



see the beauty of the mountains and the splendour of the valleys. The student who plays games for a medal, fame, money, honour, or is always speaking of the cuts, bruises, pains, aches, waste of time, unfairness of referees and opponents will never see the body beautiful, the body useful, the body as a servant of the mind. A good Physical Director will keep high physical benefits and the body beautiful and useful before his students. What else matters if India becomes physically beautiful and full of young men and women who are physically ready and capable to serve their motherland?

8. A good Physical Director develops desirable personal traits in his students. This is a difficult task but it can be done. Many people have the following personal traits. They got them from somewhere. Courage, truthfulness, fairness, good sportsmanship, regard for the rights for others, cheerfulness, enthusiasm, animation, perseverance are some of the products of a good play programme wisely conducted. Over against this you have the results of a poorly conducted programme. Cowardice, cheating, poor sportsmanship, grouchiness, selfishness, rowdiness, lying and quitting show that at least three things are wrong with the programme. (1) The play is poor recreation, or (2) it has been indulged in unwisely, or (3) the leader is incompetent or vicious. When "Eat, Drink and be Merry" becomes the chief aim of life it is likely that some of these undesirable traits will result. Thus play falls out of perspective in its relation to the whole of life, and selfishness is one of the fruits of over emphasis.

9. A good Physical Director will see that all concerned achieve some measure of success. If one cannot attain some degree of success after a reasonable time of earnest effort, the recreation is poor and unsatisfying as far as he is concerned. A good Physical Director will so modify the rules or requirement, place handicaps, so as to make it harder for the good player, easier for the poor player, so that both have an equal chance to win. He thus offers encouragement to inexperienced, younger, or poorer player and also makes the play harder for the experienced, older and good player so that they can play together and with increased enthusiasm for the game. He will arrange his programme according to the ability, age, and experience of the group concerned, and even go so far as make a very varied group compete together and enjoy it. They will achieve a certain amount of success and thus all will enjoy themselves.

10. A good Physical Director will build a growing programme. As stated above, if the activity is too hard so that there is little hope of success, there is no interest. On the other hand, if the activity is too easy, so that anyone can do it without much effort, it will not hold the interest very long. He will know that interest increases in proportion to the increase of skill. This is true in athletic checkers, class room studies, and a whole range of activities for leisure time and non-leisure time. You cannot keep a high school standard for

a college. The standard time for passing the 100 yards test cannot always be 13 seconds. Men grow better than that and they want to aim at 10 seconds and then at the world's record of 9 and 2 5 seconds. Although the passing standard for all should not be 9 and 2 5 seconds, yet for example the Track and Field Athletic Programme should be graded into divisions so that all will find it difficult yet interesting.

11. A good Physical Director will so conduct his programme that it brings no regrets to anyone. This is a real task. There are many involved and many shades of opinion to please. I read of a man who committed suicide when he was ridiculed because of a mistake he made in a game 20 years after the game had been played. Remorse and shame had better be passed by for that which gives pleasant and satisfying memories. Overstrain of young hearts, and muscles, vicious words and remarks, ill-feeling because of defeat, poking fun at opponents because of your victory, harbouring bitterness against a team-mate or an opponent thinking that revenge is sweet, are all in the hands of the Physical Director and he can control and should control them. They are perpetual tortures, they fan fires of hate, they sometimes seem friendly, but are vicious and deceitful, and instead of letting these things breed and grow and which bring regret in all walks of life the good Physical Director will eliminate them from his programme by constant supervision, forethought and care.

I have stated a team of eleven things that a good Physical Director can do. He can do them when he himself sees and believes with all his heart the following things are true.

A good Physical Programme:

1. Is physically helpful.
2. Is mentally refreshing.
3. Is morally strengthening.
4. Is socially enriching.
5. Is enjoyable.
6. Is normally exciting.
7. Develops a greater appreciation of the body beautiful and useful.
8. Develops desirable personal traits.
9. Is easy enough to allow success to all.
10. Is difficult enough to challenge all to higher achievements.
11. Brings no mental or physical regrets.

Report of the Travancore Physical Training School, Y. M. C. A., Alwaye

(From 20th March to 19th May 1933.)

This, the first session of the Travancore Physical Training School has marked the beginning of a new era in the Travancore Physical Education. Since 1931, the school authorities were trying for an institution of this kind. But due to several inconveniences we were not able to begin in 1931 itself. The pressure from the drill masters of the different schools was such that we wanted to begin in 1932. With that idea we approached the Government; but last year also it proved an impossibility. This year, by the beginning of January, the authorities met together in consultation and decided to start the school even if the Government did not reply to our request. Thus in fact it was a risk and venture made by some of us.

The Prospectus of the school was printed and sent out in the middle of February and applications began to reach the Secretary from the 1st of March. By the 15th of March admissions were closed. Even afterwards many applications reached us but we had to refuse them. There were 151 applications. On the 19th the school was opened with a word of prayer and a short address by the Rt. Rev. E. A. L. Moore, the Bishop in Travancore and Cochin. The inaugural meeting was conducted on the 20th March with Mr. V. M. Ittyirah, M.A., B.Litt., in the chair. The speakers were Messrs. V. K. Philip, B.A., L.T., the local School Inspector and P. K. Matthew, B.A., B.L., the Secretary of the Christava Mahilalayam English Girls' School, Alwaye.

Strength of the School.—The school has a strength of 36 students all from the different parts of Travancore—24 Christians, 5 Nairs, 1 Ezhava, 1 Paravan, 1 Goldsmith, 2 Vellalas, 1 Konghoni Brahmin and 1 Namboodiri Brahmin. We have to record with pleasure that all these different members belonging to different communities are dining together at the same table. In all aspects there is the complete cosmopolitan atmosphere. It was a privilege of our school to have a father and the son as students.

Aim of the Institution.—The aim of the institution is to train the teachers of the Vernacular and English Schools of our State in scientific Physical Education. We expect them after their course of training to be of increased use to the thousands of school children. We wish this institution to be a fountain of physical help to the future citizens of our State.

Staff and Subjects.—From the beginning to the end of the session, we were having God's blessings in all our turns of life. When the prospectus was published there were only two of us, viz., Mr. M. P. Abraham of C. M. S.

College, Kottayam and Mr. C. P. Andrews of Union Christian College, Alwaye. Soon afterwards Mr. George Thomas, the Secretary of the Kottayam Y. M. C. A., kindly consented to work with us. Then Mr. C. O. Korah of Kottayam sent his approval to work in the school. Mr. V. I. Joseph of the M. T. Seminary, Kottayam, was the next to join us. Later, Mr. C. A. Abraham of the Madras Christian College, offered his services. By the beginning of April Dr. P. K. Joseph volunteered to work in the school as the honorary doctor and first-aid teacher.

Daily Programme.—A work about the daily programme is not out of place. From 6-30 to 8-45 a.m. physical activities from 10 a.m. to 1 p.m. three lectures and in the evening from 4-30 to 6-15 p.m. major games and major activities. Even besides these on certain days, there were extra activities like cubbing and posture training between 3-30 and 4-15 in the evenings. There were, in addition, many social and team activities.

Camp.—By the close of March the school had its Malayattoor camp. It was a very pleasant part of the school life. Mr. M. O. Oommen, D.F.O., of Malayattoor, was a helping hand throughout. Mr. George Thomas, the camp director, was an inspiring element to all our students.

Physical Demonstration.—On the 25th of April there was a physical demonstration presided by H. H. The Kerala Varma Thampuran, M.A., of Cochin. We went through a varied programme of warming up, Calisthenics, Mass Game, Pole Drill, Wand Drill, Dumb-bell Drill, Group Games, Boxing, Wrestling, Giant Volley Ball, etc. The show was largely attended by the public of Alwaye and its suburbs.

Matches and Sports.—The school had its intra-mural matches. A Volley Ball match and a giant Volley Ball match were played between the married and unmarried members of the school, of course the staff also included. On both occasions the married team came out successful. The final sports meet of the school was conducted on the 4th May. Mr. N. V. Abraham of Kozhencherry turned out to be the champion. He deserves our congratulations.

Devotional meetings.—It was compulsory that all the students should have their regular prayers at 6 a.m. and at 7-30 p.m. On most occasions Rev. W. O. Oommen and Mr. M. V. Varkey, the local Catechist, came to lead us in prayer.

Examinations and Results.—There were weekly examinations and the final examinations were conducted in the last few days, both theory and practical. The total number of marks was 1,000. Those who get 600 or more are grouped in 1st class, 450 or more in 2nd class, 300 or more in 3rd class and below 300 failures. We are glad to record that all the 36 passed, 3 first classes, 24 second classes and 9 third classes.

We extend our thanks to all the institutions which allowed their members to work in the school. The local Union College deserves our thanks greatly because it gave us so many materials also for our use. We thank the Principals of the C. M. S. College, the Union College, the Kottayam Y. M. C. A. Board of Directors and the Head Master of the Kottayam M. T. Seminary.

Accounts.—Before concluding, we wish to make a statement of our accounts. Though we cannot give here a detailed picture of the same, yet we can say that the total income is Rs. 458 and the total expenditure is Rs. 475.

Government sympathy.—All through we were getting help and encouragements from the Government of Travancore and particularly from the Director of Public Instruction. We are very glad to know that the Director of Public Instruction and the School Inspectors are issuing orders to the different schools in the State to train their drawing masters in the Travancore Physical Training School. With great joy we add that the Government have recognised our school.

To conclude, we note the timely help and genuine encouragement given by H. C. Buck Esq., M.A., M.P.E., Principal of the Y. M. C. A. College of Physical Education, Madras, with great regards to him, our worthy principal, and praying the Almighty to enable us to carry on the school in future years also, we submit the report of the Travancore Physical Training Summer School, Y. M. C. A., Alwaye.

The Physical Education Conference, Trichinopoly

15th May 1933.—The Physical Education Conference was held at Trichinopoly on the 15th, 16th and 17th May 1933, under the auspices of the XXV Madras Provincial Educational Conference.

Dr. J. H. Gray, M.D., M.P.E., General Secretary, Y. M. C. A., Rangoon, presided on the occasion.

The Conference met at 6 p.m. on the 15th May 1933 in the Lawley Hall. There was a large gathering of teachers, Physical Directors, Physical Training Instructors and a host of distinguished ladies and gentlemen interested in the cause of Physical Education, including the distinguished President-elect of the XXV Madras Provincial Educational Conference, N. S. Subba Rao Esq., M.A., Bar-at-Law, Director of Public Instruction, Mysore, and the Chairman of the General Reception Committee, V. Saranatha Iyengar Esq., M.A.

Mr. K. Singam Iyengar, M.L.C., President, Taluk Board, Trichinopoly, and Chairman of the Physical Education Committee, read the welcome report. In the course of the report the reader touched in general on the course of the history of Physical Education in this Presidency and how it progressed under the able steersmanship of the famous Messrs. Grigg MacDonalds, Stone, Champion and Grieve and our Mr. H. C. Buck and Dr. J. H. Gray in particular and what more is expected of us all now.

The Conference was duly opened and Dr. J. H. Gray delivered his presidential address. In the course of his address, the President who has been well known as a sincere friend and worker for India and for the welfare of Indians, after his twenty-five years' service for India and the far East, touched upon the brilliant capacity of Indians for taking a place with the other nations of the world on an equal footing with them all; how we have realised our capacity to think and act, and we have happily realised the importance of Physical Education to the individual and the need of health education, sex hygiene, etc., etc., and the need for the standardisation of equipment, and a central stadium at Delhi, and the general need for national physical strength now for Indians and a host of other important points. Then the Conference Secretary, Mr. A. V. Desikachari, was called upon to read the messages of good-will and congratulations from well-wishers and friends.

Messrs. H. C. Buck, M.P.E., of the Y. M. C. A. College of Physical Education, Saidapet, V. Sundaresan, Physical Director, St. Joseph's College, Trichinopoly, K. Srinivasaraghavan, Physical Director, The School, Rishi Valley, Madanapalle, Ananda Rao from Kasargod, all sent their messages of congratulations and good-will for the successful conduct of the Conference.

Then Mr. A. V. Desikachari, Physical Director, National College, Trichinopoly, read a paper on Physical Education in colleges and its defects. In the course of his paper, the reader touched on the importance of Physical Education, how it is administered in schools and colleges and the need for the same in big towns and cities. There was also a discussion about some of the points put forth by the reader as to how the same should be administered in colleges and schools.

Then there was a committee meeting of the First Madras Physical Education Association presided over by Dr. Gray and Mr. P. S. Easwaramoorthy Pillay, its Secretary, read the report for the year 1932-33 along with the accounts.

The meeting was then adjourned after authorization from the members for audit of the accounts.

7 to 8 a.m., 16th May 1933.—There was demonstration of Physical activities on the National College grounds between 7 and 8 a.m. on the 16th May.

About forty students participated and these belonged to the National and E. R. High Schools. There was Drill, Pole drill, and some games like Base-ball, and Leap Frog and Relay.

The Sub-Committee met and audited the accounts of the 1st Madras Physical Education Association and passed the same, subject to the approval of the general body the next day.

1-30 p.m. to 4-30 p.m., 17th May 1933.—The Conference met again at 1-30 p.m. on the 17th May under the presidency of Dr. Gray. The Secretary read a message of good-will from Mr. Narayana Rao of Mavillikara, and nearly 21 resolutions were drafted and passed unanimously after slight recommendations.

A paper was then read by Mr. Venkoba Rao, Physical Instructor, E. R. High School, dealing with the defects in Physical Training in High Schools, how they ought to be remedied and about the lot of Physical Instructors, etc., and calling upon the Conference to attend to it.

The election of office-bearers was held and with a hearty vote of thanks by the Conference Secretary, Mr. A. V. Desikachari, the Conference came to a close.

THE MADRAS PROVINCIAL EDUCATION ASSOCIATION, FIRST ANNUAL REPORT OF THE PHYSICAL EDUCATION SECTION

Origin.—In the second week of March 1932, the Executive Committee of the XXIV Provincial Educational Conference met at the Union Christian High School, Madura, under the presidency of R. Foulkes Esq., O.B.E., M.L.C., and decided to hold a Physical Education Conference along with the general Conference. They appointed me as Secretary and entrusted me with the conduct of the Physical Education Conference. But unfortunately the Committee did not allot a single pie for the expenses of the Conference. At first I did not know what I should do. After some time it suggested itself to me that it would be a good thing to start a Physical Education Association and conduct the Conference under its auspices instead of depending upon the Provincial Educational Conference for funds. R. Foulkes Esq., O.B.E., M.L.C., President of the Reception Committee, readily agreed to the proposal. Accordingly an appeal was issued to the Physical Instructors, Physical Directors and others interested in Physical Education in this Presidency, pointing out the necessity of forming such an association and requesting them to enrol themselves as members of the proposed Association. The response to the appeal was very encouraging. The Association itself was formed at a meeting of the Physical Instructors and Directors and others held on the 11th May 1932, under the presidency of M.R.Ry. Rao Bahadur Vedanayaka Thevar

Avl., of Usilampatti. A workable constitution was drawn up beforehand and this was adopted by the general body with certain modifications (vide Appendix A.). A Provincial Committee consisting of the following members with Mr. P. S. Easwaramoorthy Pillai as Secretary was appointed to carry on the business of the Association:—

1. Mr. L. K. Govindarajulu.
2. „ P. I. Alexander.
3. „ Edward Chelliah.
4. „ P. V. Sankaran.
5. „ A. K. Sitaraman.
6. „ S. G. Ponniah.
7. „ Pakkiam Pillai.
8. „ Edward Dharmaraj.

The work of the Provincial Committee.—On the 13th May 1932, a meeting of the Provincial Committee was held for taking necessary steps to push through the work of the Association. H. C. Buck Esq., M.A., M.P.E., presided. The meeting authorised the Secretary to take necessary steps to affiliate the Association to the South India Teachers' Union and modified subject to the approval of the general body. Article 11 of the constitution so that there may be only two classes of membership, namely, patrons and members. In the light of the above modification, the membership fee was revised as follows:—

	Per annum.
1. Patrons ..	Rs. 25 0 0
2. Members (a) All those getting a monthly income of Rs. 75 and above ..	1 0 0
(b) do. below Rs. 75. ..	0 8 0

As per decision of the Provincial Committee, the Secretary, South India Teachers' Union was addressed regarding the affiliation of the Association to the Union. The subject was placed before the Executive Board of the S. I. T. U. and it was resolved by the Board to affiliate our Association from 1-7-'32, and that the affiliation fee for the first year be Rs. 15. The Secretary of the S. I. T. U. accordingly requested me to send the affiliation fee. As our newly found Association is working at a deficit, it was not found possible to remit the amount and get our Association affiliated to the Union. It is earnestly hoped that during the current year, the finances will considerably improve by the enrolment of more members and it will be possible to affiliate our Association to the Union.

It was not found possible to hold any other meeting of the Provincial Committee during the year for want of a quorum.

The strength of the Association.—The Association has at present 61 members on its rolls. The 61 members have paid their subscriptions for the year 1932-33 (vide Appendix B). About 28 gentlemen promised to become members and have signed the enrolment form, but have not yet paid their subscriptions and become members. These gentlemen and others interested in Physical Education are earnestly requested to become members of the Association, by paying their subscriptions, at an early date. The present strength is very poor indeed for a Presidency Association.

THE FIRST MADRAS PROVINCIAL HEALTH AND PHYSICAL EDUCATION CONFERENCE

The Conference was held on the 11th, 12th and 13th May 1933, in the American College buildings at Madura. The Executive Committee of the XXIV Provincial Educational Conference entrusted me with the conduct of the Physical Education Conference. As the time at my disposal was very short, it was not found possible to form a separate Committee for the purpose.

A full report of the conference has been published in the Madras Dailies, and in the South Indian Teacher, Vyayam, and the Educational Review. I shall, therefore, make only a very brief statement about the conference.

The open session of the conference took place on the 12th afternoon. A good number of Physical Directors, Instructors and others were present on the occasion. K. P. Gopal Menon Esq., M.R.A.S., Bar-at-Law, welcomed the delegates and M. R. Ry., T. C. Srinivasa Iyengar Avl., B.A., B.L., M. L.C., opened the conference. H. C. Buck Esq., M.A., M.P.E., was then duly elected President of the conference and he made an extempore speech. After the Presidential Address, R. Foulkes Esq., O.B.E., M.L.C., and R. M. Savur Esq., B.A., (Cantab) addressed the gathering for a few minutes. M.R.Ry. Rao Saheb Rajiah Lazarus Avl., B.A., Superintendent of Panchayats, Madura District Board, addressed the meeting on "Rural Reconstruction and Health and Physical Education." Mr. P. S. Easwaramoorthy Pillai, B.A., L.T., Director of Physical Education, Board School, Madura, read a paper on "Madura District Board and compulsory Physical Education," and was followed by Mr. L. K. Govindarajulu, Director of Physical Education, Annamalai University, who read a paper on "Some problems of Physical Education in Schools and Colleges in South India." Mr. Gubil Sunderesan next spoke a few words on Physical Education. M.R.Ry. Rao Bahadur Vedanayak Thevar Avl., next addressed the gathering on "Local Bodies and Health and Physical Education." Dr. Nainar, L.M.P., read a paper on "School Hygiene".

The conference then adjourned for lunch.

After lunch Mrs. Unnithan read a paper on "Nursery Schools" sent by Mrs. Webb and this was followed by P. G. G. Unnithan Esq., M.B. B.S., B.S.Sc., D.P.H., D.T.M. & H (Eng.) who read a paper on "Pedagogues and Public Health." Mr. P. I. Alexander, B.A., Physical Director, Arts College, Trivandrum, then read "Brief notes on Physical Education in Bengal" sent by James Buchanan Esq., Director of Physical Education, Bengal.

The conference then discussed and passed as many as fifteen resolutions (vide Appendix C). These resolutions have been, in the due course, communicated to the authorities concerned for necessary action.

On the 13th evening, there was a demonstration of Physical activities by the boys of the Board High School, Usilampatti.

Conclusion.—Our Association is now only an infant, just a year old and the future is bright indeed. The most essential thing required to strengthen this Association is the formation of District Physical Education Associations which should be affiliated to it. And may I close this report with an earnest appeal to the Physical Instructors, Physical Directors and others who have come from various parts of the Presidency to bear this on mind and take necessary steps to form such association as soon as they return to their places.

P. S. EASWARAMOORTHY,
Secretary.

14-5-33.

APPENDIX "A".

ARTICLES OF THE MADRAS PROVINCIAL PHYSICAL EDUCATION ASSOCIATION.

ARTICLE 1. *Name and objects.*—

Section 1. The organisation shall be called "THE MADRAS PROVINCIAL PHYSICAL EDUCATION ASSOCIATION."

Section 2. The objects of the Association are:—

- (a) To awaken and promote a wide and intelligent interest in health and physical education.
- (b) To acquire and disseminate accurate information,
- (c) To promote fellowship and foster *esprit de corps* among all Physical Instructors, Sport Secretaries, Physical Directors and others interested in physical education in the Presidency.

- (d) To find out ways and means of improving the condition of those engaged in physical education,
- (e) To advance the cause of scientific physical education among its members and the public by lectures, demonstrations, etc.,
- (f) To help and organise branches of the Association in the various districts of the Presidency.

These objects shall be obtained among other means by holding annually the Provincial Health and Physical Education Conference at such a time and place and in such manner as the Executive Committee shall decide.

ARTICLE 2.

Section 1. Membership of the Association shall be open to all Physical Instructors, Physical Directors, and others interested in physical education in the Madras Presidency including the states.

Per annum.

Section 2. Membership fee shall be as follows:—

Those getting a monthly income of Rs. 75 and above, Re.	1	0	0
Do. do. do. below, „	0	8	0

per annum.

Section 3. Any person may become a Patron upon payment of Rs. 25 or more.

Section 4. The official year of the Association shall be from April 1st to March 31st.

Section 5. Membership shall cease if the membership fee is not paid within 3 months.

Section 6. Office-bearers, members and patrons shall be entitled to vote at meetings of the Association.

Section 7. All members and patrons shall be eligible to hold office.

ARTICLE 3.

Section 1. There shall be a general council consisting of one representative from each district elected annually at the general body meeting.

Section 2. The office-bearers of the Association shall be a President, two vice-Presidents, a Secretary-Treasurer, and a joint Secretary elected annually at the general body meeting. The office-bearers shall hold office until the next general election and shall be ex-officio office-bearers of the general council.

Section 3. The Executive Committee shall be composed of the President, the two vice-Presidents, the Secretary-Treasurer, the joint Secretary and 4 members elected annually by the general council.

Section 4. The duties of the office-bearers:—

1. *President.*—He shall preside at all meetings of the Association. In the absence of the President, one of the vice-Presidents shall exercise all his functions.

2. *The Secretary-Treasurer.*—He shall keep a roll of all the members of the Association, give notice of all meetings sufficiently early and serve as executive officer in respect of the work of the Association generally. He shall keep the minutes of the Proceedings of the Association and conduct all correspondence. He shall sign and attest all instruments executed by the Association or to which the Association shall be a party.

He shall keep detailed accounts, liquidate all bills against the Association after the same have been approved by the Executive Committee. He shall deposit the funds of the Association in a Bank as directed by the Executive Committee and shall operate on the same.

The accounts shall be audited annually by such officer as may be decided by the Executive Committee.

ARTICLE 4.

Section 1. The management and control of the Association shall, subject to the general control of the general council rest in the Executive Committee.

Section 2. The Executive Committee shall make a report to the general council in its minutes of whatever business that has been done. This committee shall also have power to incur pecuniary liabilities to such an extent as may be defined from time to time by the General Council.

Section 3. The Executive Committee shall have power to make such by-laws and regulations as may be necessary for the furtherance of the objects of the Association, subject to the approval of the general body.

ARTICLE 5. Meetings.

Section 1. A general meeting of the Association shall be held once a year at the time of the Health and Physical Education Conference at such a place and time as may be decided by the Executive Committee. Special meetings may be called at the request of 20 members. 30 shall form the quorum for the general body meeting. Sufficient notice shall be given by the Secretary to each member of such meetings and objects thereof.

Section 2. The general council shall meet at least once every year. 9 shall form the quorum of the general council.

Section 3. The Executive Committee meetings may be convened whenever necessary either by the President or the Secretary. The quorum for a meeting of the Executive Committee shall be 5.

ARTICLE 6. *Amendments.*

Amendments to this constitution may be brought before any meeting of the general body of the Association, provided, at least, one month's notice of such amendments has been given in writing to all the members and these amendments shall be passed by a vote of three-fourths of the members present.

Olympic News.

Mr. G. D. Sondhi, Member, International Olympic Committee, and Hony. Secretary, Indian Olympic Association has received the following letter from His Excellency Dr. Theodor Lewald, Member International Olympic Committee and President of the German Olympic Committee. The letter is of interest in view of the rumours regarding the opposition of the Nazis party of the Olympic Games, and of the reports in connection with the German Jewish atrocities.

"During the last weeks the foreign press reported in many instances that the National Government of the Reich opposed the Olympic Games being held in Berlin 1936.

This is one of the numerous wrong news about Germany which recently have been set afloat, it is as unfounded as all the widely circulating rumours about atrocities occurring in this country.

The fact of the matter is that the Chancellor Herr Hitler, the Minister of Foreign Affairs, the Minister of the Interior, the Propaganda-Minister and the Minister of Defence have expressed their willingness to further the cause of the Olympic Games by all means in their power."

G. D. SONDHI,
Member,
International Olympic Committee,
&
Hony. Secretary,
Indian Olympic Association.

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

OLD BOYS' DAY

1. As usual the Old Boys' Day was celebrated on the 27th of March, at the new site of the College. The day started with an interesting Playground Ball match between the Old and the Present Boys, which resulted in a win for the Old Boys.

2. The business meeting of the Association was held at 11 a.m. with Mr. P. M. Joseph in the chair in the absence of Mr. N. K. Mia, the President of the Association. The Annual Report was presented by the Secretary and adopted unanimously. It was resolved that the report should be published in the July issue of the *Vyayam*. The report ran as follows:—

THE ANNUAL REPORT OF THE OLD BOYS' ASSOCIATION, 1932-1933.

Gentlemen,

In presenting this report for the year 1932-33 we will ask you not to expect too many achievements in the life of the Association. In certain spheres of our activities we have been able to accomplish things to a limited extent, although our expectations were great; but we hope to grow from strength to strength as we go along.

Old Boys' Memorial Fund.—The Old Boys' Association, at its last annual meeting, resolved to approach the Old Boys of the College for funds, for the purpose of putting up some permanent structure at Saidapet, as a token of their loyalty and endearment to the *Alma Mater*. A circular asking for funds for the said purpose was sent to all the Old Boys, early in April. This was followed up with the July issue of *Vyayam*, and reprints from *Vyayam* for the month of October and January, thereby keeping the Old Boys informed of the progress the campaign was making and also reminding them of the same. The response has been encouraging to some extent and we have managed to raise Rs. 330 although the amount collected to date is only Rs. 245. We still hope that many more of the Old Boys will come forward and help us to realise our ambition.

Membership.—Practically nothing was done last year in the state of a membership campaign. The reason for not doing must be evident to all of us.

Finance.—We are glad that although the campaign for raising funds for the Old Boys' Memorial was a strain on the resources of the Association, it has been able to close its books with a margin of Rs. 56-2-0 at the end of February.

Vyayam.—The journal *Vyayam*, though on very sound foundation financially, has reached a stage where it needs our co-operation and support.

It needs more subscribers, and contributions in the shape of editorials, problems, news and notes from the Old Boys all over India, Burma and Ceylon, thereby making it realise one of the chief purposes it was intended to serve.

Our thanks are due to Mr. and Mrs. Buck for the great interest they are taking in *Vyayam*, to our Business Manager, Mr. Mia and all the outgoing office-bearers of the Association.

C. C. ABRAHAM,
C. A. ABRAHAM,
Secretaries.

3. The minutes of the previous annual meeting of the Association was read by the Secretary and passed.

This was followed by the election of the office-bearers for the year. The following men were elected:—

President.—William Zaccheus.

Vice-President.—P. M. Joseph.

Secretaries.—C. C. Abraham.

A. Padmanabhanaidu.

Treasurer.—N. K. Mia.

Executive Committee.—S. Narayanan.

C. A. Abraham.

K. Narasimhachary.

S. Satyanandan.

R. P. Joseph.

The Association then discussed some of the problems and methods of making it function more effectively and the following resolutions were passed:

(1) Resolved that at the 1934 annual meeting of the Association a Physical Education Conference be held in Madras. It was suggested that information about this proposal be communicated to all Old boys at the beginning of this year so that they may make some provisions in their budget to meet the expenses in this connection.

(2) Resolved that the Old Boys' Memorial Fund be utilised for the erection of a fence around the sports field in the College.

(3) Resolved that, in view of the absence of the Treasurer, Mr. N. K. Mia, he be requested to prepare a statement of receipts and charges for 1932-33 and be published in the *Vyayam* after being certified by Mr. S. Narayanan.

4. *Combined meeting of the past and present students.*—At 4 o'clock the past and present students assembled in the class room with Mr. P. M. Joseph in the chair. He spoke of the aims and ideals of the Association and requested the present students to enrol themselves as its members. Mr. Joseph also emphasised that the activity and usefulness of the Association depended upon its members and exhorted them to do their best in the promotion of its ideals.

5. *Farewell to Dr. Gray.*—The past and present students and staff were then "At Home" to Dr. and Mrs. Gray which was attended by many friends of the College. Following this, a farewell address and souvenir were presented to Dr. and Mrs. Gray to which they made suitable replies. Many made short speeches appreciating the services of Dr. Gray and expressing their regret at his departure.

The following is a copy of the address:

Farewell Address presented to Dr. and Mrs. J. Henry Gray by the Past and Present Students and Staff of the Y. M. C. A. College of Physical Education, Saidapet, Madras, India.

Dear Dr. and Mrs. Gray,

You are about to leave this place that has borne the fruit of your labours; and although you leave us poorer by the loss of one who was not only teacher, but friend, we are richer by the inspiration of the ideals, encouragement, and high endeavour that you leave behind. Our feelings on such an occasion as this, are too deep for adequate expression; we can only say that we, your students and colleagues, are conscious of a great loss, and of a vacant place that will remain unfilled.

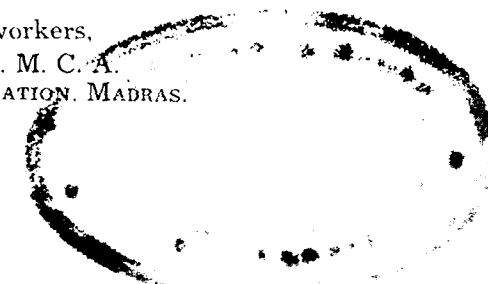
You came to our country in 1908, as the pioneer of Physical Education. Your work and unfailing devotion to that cause have endeared you, not only to those who know you, but to all who have the welfare of India at heart. It is becoming more and more evident to our people that, if we are to achieve anything worth while, the minds of future generations must be housed in bodies as fit and fine as it is possible to make them.

Your labours and achievements in the field of Physical Education in this country and in the Orient will always be cherished by us. Your sense of humour, ready wit, and unfailing enthusiasm have always inspired us. In the face of disappointments, prejudice, and difficulties, we will look back and remember; and, recalling the hardships of our pioneer, we will find new strength to work and to win.

Mrs. Gray, we shall not forget your interest in us and in our activities, and the kindness that has made you dear to us. Your name will always quicken our admiration and affection.

Finally, we beg you to accept this token of our regard for you, a humble tribute that but poorly expresses our boundless affection, admiration, and gratitude. That God may bless you and grant you many years of happiness in the service of that cause to which He has called you, is the earnest and heartfelt prayer of

Your Friends and Co-workers,
THE PAST AND PRESENT STUDENTS AND STAFF OF THE Y. M. C. A.
COLLEGE OF PHYSICAL EDUCATION, MADRAS.



OLD BOYS' MEMORIAL FUND.

The Old Boys' Association at its annual meeting held on the 27th March resolved to continue the campaign for raising money for the Old Boys' Memorial. We once again request all Old Boys who have not contributed to do so at their earliest convenience.

Contributions up-to-date stand as follows:—

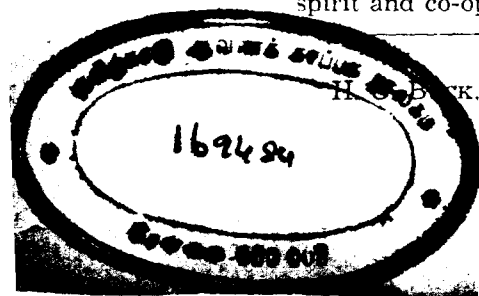
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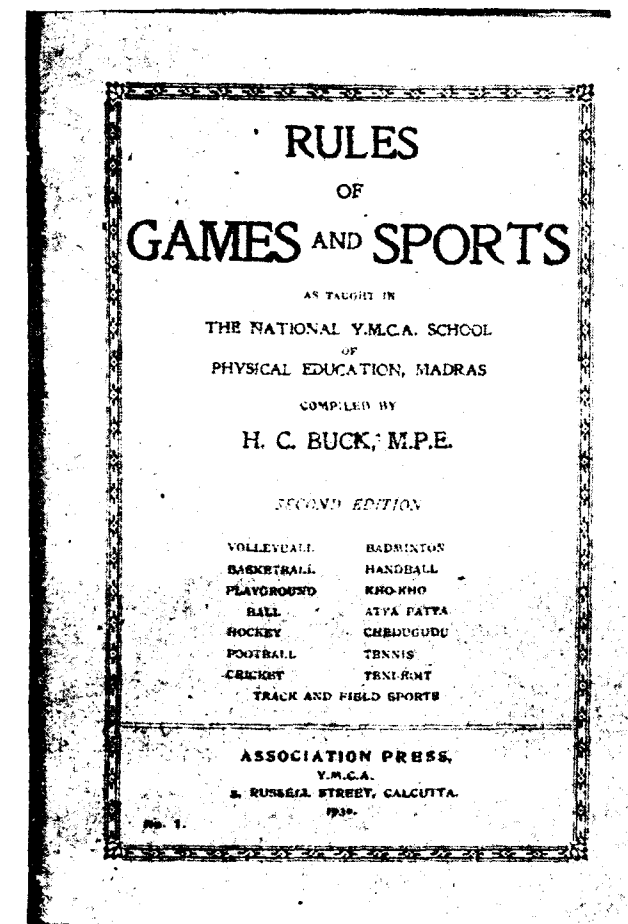
N. B.—We request you to send in your subscription fee of Re. 1 for 1933-34. We hope the old boys will take these requests for funds in good spirit and co-operate with us in all possible ways.

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