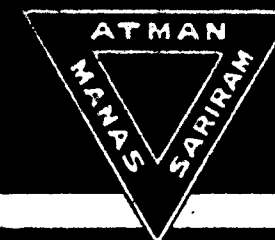


VYAYAM

A Quarterly Journal of Physical Education



326

A PRIL 1933



The Modern Movement of Physical Education

The Origins of Games

The Nature of stic Science

A Campaign Against Leprosy

Vyayam.

V 4. No. 4 April 1933



N33

169486.

Y. M. C. A. College Report for 1932-33

By

H. C. Buck

This, the thirteenth year in the life of the college has marked the beginning of a new era in possibilities for service because of the acquisition of more adequate facilities. Since July of 1932, thanks to the kind generosity of the Madras Government, we have had sixty acres of land on which to promote activities as against a meagre four or five acres in the past. This has enabled us, in addition to our primary work of training specialists in physical education, to cater to the recreation needs of the public and at the same time to give our students very valuable experience in organizing and conducting those activities. In so far as this particular service to the public is concerned our grounds have been used by schools, colleges, and clubs to an extent which is most gratifying. The number of league and tournament games played here by such outside teams mounts up to about one hundred, while sports and other competitions conducted on this new site number more than twenty.

Another bit of service is the Saturday morning class for school teachers, attended this year by about two hundred. The instruction is given by our students under our supervision and the aim is to give, chiefly to elementary school teachers, games and other activities which they in turn may teach to their school children. All of this work is mutually beneficial as it affords valuable normal practice for our students and enables us at the same time to provide much needed play areas and wholesome recreation for the public. Our only obstacle in the way of making this service more effective is lack of funds for improving playing fields, and for providing adequate facilities and staff. Financial aid from abroad and the gift of land from the Madras Government have made our work possible up-to-date. But dependence upon foreign assistance is too precarious and is unwise. We must have substantial contributions from philanthropists in India if we are to continue and if our work is to become increasingly effective.

In this connection we have pleasure in once more referring to the generous gift of Col. Vincent Massey of Toronto, Canada, which has made possible our Administration Building to provide offices, class rooms and a library. Massey Hall as it has been named is now in the process of construction and will be ready for occupancy in July. We wish also publicly to thank the Madras Olympic Association, the Collegiate Athletic Association, the Madras Schools Athletic Association and the Old Boys' Association of this college for kindly making possible a permanent fencing around our Sports Field.

169486

We appreciate more than we can express the kindly interest which prompted this year's student body to stage a very successful variety show which netted a sum for the purchase of valuable books for the library. And

we are grateful to Uberoi Ltd., of Sialkot for a gift of several pieces of gymnastic apparatus. It is such co-operative efforts as these that give us encouragement and stimulate us to cope with the many demands for service.

We started the college year with more than eighty-five full time students enrolled. The number could have been much larger but our limited accommodations made this impossible. We close the year with seventy-eight, who will now go out to all parts of India, Burmah and Ceylon as messengers of the more abundant life. We wish them happiness and success in their efforts to promote physical education as a great socializing agency.

We will not take time to relate the details of the intensive one year course of both theory and practice which our students are required to undergo. Those who are interested in this feature of our work may obtain a copy of our Prospectus, and are cordially invited to visit our institution at any time. The day's work begins at 6-30 a.m., and continues until 6 p.m., with few or no holidays, and yet we realize that one year of training is entirely too short. But we look forward optimistically to the day when India will actually recognize physical and health education as indispensable phases of the curriculum of all schools and colleges, and will demand in the profession leaders of such calibre as will make imperative in this institution a course of training of at least two years' duration.

In the realm of athletic competition we have participated in a number of events and in this particular sphere hold an enviable position. Our college this year won first place in the Inter-Collegiate football tournament; first in Inter-Collegiate boxing; second in Inter-Collegiate sports, second in the Provincial Olympic Sports; and second in the open basketball tournament; in addition to having won a number of friendly matches played with various organized teams. It is not however on the winning that we place emphasis but on putting into practice those ideals of sportsmanship which we are so anxious to promote.

Physical Educators to be successful must take cognizance of the social order in which they live and must shape their programmes accordingly. It has been our attempt therefore to stimulate thinking in this direction by bringing to our students speakers well qualified to help them visualize the needs of society. This year as many as thirty speakers kindly responded to our requests and to all these we are deeply indebted.

We deeply regret that the National Council of the Y. M. C. A. has found it necessary to take from our staff, for service elsewhere, Dr. J. H. Gray, who in addition to serving as National Physical Director has been devoting much of his time to this college. His contribution to the life and policy of the institution is inestimable and his departure will be keenly felt by all of us, staff and students alike. Dr. Gray came to India in 1908 to introduce the Y. M. C. A. conception of Physical Education and the development of

VYAYAM

ISSUED JANUARY, APRIL, JULY & OCTOBER

VOL. IV.

APRIL 1933.

No. 4.

TABLE OF CONTENTS.

A REPORT.

THE MODERN MOVEMENT OF PHYSICAL EDUCATION.—J. H. Gray, M.D., M.P.E.

PHYSICAL EDUCATION, AS EDUCATION.—H. C. Buck, M.A., M.P.E.

THE ORIGINS OF GAMES.—Mary H. Gray, B.A.

THE NATURE OF DOMESTIC SCIENCE.—Miss W. Park.

A CAMPAIGN AGAINST LEPROSY.—Report of an address by Mrs. A. H. A. Todd.

INDIAN SPORTS IN OLDEN DAYS IN MADRAS.—Rao Bahadur R. Krishna Rao
Bhonsle, I.S.O.

POSTURE.—M. P. Abraham, B.A.

THE STUDENT ASSOCIATION 1933.—Literary, Religious, Social, Athletic Activities.

IMPRESSIONS OF COVELONG CAMP.—1932.

THE COVELONG CAMP.—1933.

OLD BOYS NOTES.

A CORRECTION.

Management:

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

Y. M. C. A. College of Physical Education, Saidapet, Madras.

Editorial Board:

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

HENRY LALL

RAMACHANDRA RAO

G. F. ANDREWS

DAVID HLA

P. S. EASWARAMOORTHY

J. BARUHA

SHIRALKAR

N. K. M.A. Business Manager,
Saidapet, Madras.

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

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

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

that programme as we are now promoting it is due chiefly to his pioneering efforts. It is our hope that in his new field of service Dr. Gray may find it possible to employ his talents and his rich experience to continue his contribution to the cause of physical and health education. Our prayers and our good wishes go with the Doctor and also the request that he will from time to time give us from his valuable experience the advice and criticisms which we so much need to make this work succeed.

Throughout the year staff and students have co-operated in work and in play in a manner highly commendable, and we believe that as a result our students have caught a vision of the joy of service that will enable them to rise above discouragements in the opportunities that lie before them as Physical Directors.

The future development of Physical Education is in their hands and we wish them success.

Modern Movement of Physical Education

NATIONAL AND INTERNATIONAL VALUES

By

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

Though perhaps not fully realized, there has been nothing more spectacular or perhaps more beneficial for the race of man than the Modern Movement for Physical Activity. Whether it be considered as one of the expressions of modern Nationalism; a reaction to a philosophy of life that was over ascetic and other-worldly, religiously; a necessary counter to an over mechanized and urbanized civilization, that was rapidly tending to destroy mankind; a new outburst of the fundamental racial instinct of play or physical activity, on which life depends; a manifestation of racial self-preservation; or possibly a composite of all of them one cannot say. Certainly all have played a part in it. It is because of the nature and extent of these forces, and their depth and importance to the race of man, that one dare make what might appear to be such an extravagant statement as that found in the opening sentence.

EARLY BEGINNINGS

History records that Europe, rousing from a long sleep known as the Dark Ages, awoke to a new and wonderful Renaissance. One of the last expressions of this Renaissance to appear, might be listed as the Modern Physical Education Movement. It showed itself in three centres. (1) In Germany—the Germany before the war, where the aim, through the use of heavy gymnastics, mass drills, the organization of Turnverein Societies and the

like, seemed to be to develop a physical man power, nationally, that could be used and should be used for national defence or empire expansion, as required. It is a fact that in the Great War the German armies showed a splendid physical stamina through those four years of terrific struggle. No more do we see it in Germany, but if any nations have taken over this aspect of National Physical Activity it might be that Japan and France have since done so. (2) In Sweden—where the aim might be described as being educational and medical; educational in the form of developing muscular control and co-ordination; and medical, by stressing correct postural values. The training of the mind and muscle jointly, was the aim and the gaining of health and correct physiological posture by means of the so-called Swedish calisthenics or gymnastics or drill. Whether because of this or no, Sweden's vital statistics are among the best of the nations, and participation in regular exercises is indulged in by all. In this expression such values as the development of national leadership, co-operation or team play, stick-to-it-iveness, sportsmanship, etc., were developed; making a strong contribution to national life. The saying of the Duke of Wellington that the "Battle of Waterloo was won on the playing fields of Eton" is perhaps a good illustration of this contribution to the Modern Physical Movement.

EXTENSION TO THE WEST

But these early beginnings were not to be limited to Europe, for this movement swept on to the West, and so on around the world. So far it might be said that Europe had contributed through Germany the purely muscular, body building, physical aspects; Sweden had given the educational and medical or health values and Great Britain the recreative and sportsmanship interpretations. With the settlement of North America by streams of immigration from all of these countries, it naturally followed that each brought with it its own particular expression of physical activity. For a time they vied with one another for supremacy, but later were synthesized and to this composite were added certain distinctive features peculiar to the temperament and nature of the American people. Their contribution may be listed under the following headings: (1) High Specialization in athletic performance. The sort of thing that has made it possible for America to successfully hold the World Olympic Track and Field Championships ever since their revival in 1896. (2) The exaltation of the physical in religious life: exemplified for example in the emblem of the Y.M.C.A. with its equilateral triangle for body, mind and spirit, enclosed in a circle for unity in life. This concept is in contradistinction to the Roman of "Mens sana in corpore sano" which limits the ideal to a sound mind in a sound body. The development of Boys' and Girls' Camps with natural out-of-doors life as the best medium for the development of all sides of life, is also another manifestation of the same thing. (3) Organization and Mass Production or "Play for All". The attempt has been made to provide opportunities for all to participate. Nation wide organizations have been launched with this

purpose in view. The National Recreation Association of America is a good example in its attempt to interest all cities of 5,000 population or more in a public playground and parks system for the people of the city. The Boys' Scout Organization with its high idealism and extended programme and organization is another. The remarkable physical programme of the Y.M.C.A. is a third. The organization last year gave instruction in swimming to a million boys and men and taught 100,000 to become efficient life savers. (4) The interest of America in the world wide extension of the Movement: Trained representatives of America have gone or been sent to all parts of the world and have been instrumental in arousing large developments in the nations to which they have gone. These would include China, Japan, Korea, the Philippines, India, Burma, Ceylon, Palestine, Egypt, Mexico and the Latin and South American Republics as well as several of the European nations.

EXTENSIONS TO THE ORIENT

But the movement was not to stop in the West. With the rapid increase in communications and the increased contacts between the East and West during the last century; the presence in Eastern lands of the groups of men and women who brought their play and games with them i.e., the soldiers, the commercial men, the missionaries, with the national and racial awakening that has taken place in the Orient as a result of these contacts; it was not long before expressions of the Movement were apparent in the youth of the East. This stimulation of the inherent instinct for play, just as truly found in the Oriental as in any branch of the human race, though buried deep beneath old and time honoured social and religious customs and tropical inertia, brought forth a desire to participate. I well recall in Bengal 25 years ago noting that the Indian men only watched the games while others played, and thought it was not for them. But how readily they responded and succeeded too, when encouraged to come forward and enter for competition!

At first hesitant, the youth of the Orient, including those of the whole of the Far and Near East, have now entered as enthusiastically and wholeheartedly into all expressions of the Physical Activity Movement as have the youth of any of the Western nations. Intra and International competitions have been developed. Students in schools and colleges now demand what a few years ago was considered as being placed on the compulsory basis by the educational authorities. Skill which at first was naturally not on a par with the West has steadily advanced till to-day we find practically all Oriental countries participating as equals in the International Olympic Championships, with Japan winning the World's swimming championship and some individual events and India the World's Hockey Championship, with creditable performances in athletics. Other nations were not far behind. This movement has come to stay. It can and should be of immense

value to the Orient as well as to the Occident. India's acceptance of it and her participation in it will go a long way to helping her solve many of the problems that trouble this land.

We have seen that a Physical Activity Movement begun as a national expression not more than 150 years ago, has now encircled the globe, that where properly handled and developed it can bring immense values in health and vitality to a nation or a race, that its best expressions tend to raise the whole level of life not only physically but mentally, socially and spiritually. It comes at a time when sorely needed, to help meet the needs of a changing order of civilization. It is not only individual and national in its values, but international as well. The World Olympics held at Los Angeles, California, in the U. S. A. last August, brought together the representatives of more than 50 countries on a friendly and amicable basis and in this atmosphere of sportsmanship all men understood and appreciated one another. As a medium of international understanding, as a creator of goodwill, as the basis on which men can get together and solve their problems, the methods and rules of conduct of this movement certainly show the world a way out of many of its difficulties. When the language and the code of the conduct of sport is applied to international relationships one can hope that the day of war and strife will be gone and a new era of goodwill among men appear. Let each one do all he or she can to bring this time to pass.

Reprinted from "The Hindu, Physical Education Supplement," Feb. 1933.

Physical Education as Education

Need for Discrimination

By

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

A study of Physical Education around the world, both ancient and modern, reveals the fact that on the part of promoters, national and institutional, various motives have prompted their efforts. In many instances, the primary aim has been the development of an efficient military machine. In other programmes the underlying motive has been health, and in some cases mere development of brute strength without any particular attention to the marvellous inherent values of physical expression as a great socialising agency. Of the ancient nations Greece alone seems to be the one which based its activities on sound educational principles. And even in the case of Greece the highest ideals in physical exercise were confined to Athens, for we find that Sparta and other States were interested chiefly in developing soldiers for defence of their territory.

With reference to the military motive in physical education we venture to say that it is a faulty principle on which to build. The an-

objectives of Military Training and of Physical Education are not one and the same and should not be confused.

In so far as health and strength are concerned, rational programmes of Physical Education should produce these in rational degrees. They are natural by-products of participation in scientifically organised physical activities where intelligent attention is given to all possible and worth-while outcomes. But we must bear in mind the fact that physical exercise alone will not produce health and strength, even if these were the primary objectives. It is true that physical activity is a biological necessity, but without proper attention to diet and nutrition, and to the fundamentals of hygiene and sanitation, bodily exercise can easily result in disaster rather than be beneficial. Further we would decry the advocacy of physical exercise as a purely therapeutic measure or as a purely muscle-building process. All these are but infinitesimal parts of a comprehensive scheme where the nature and needs of man and of the general social order are taken into consideration.

To make Physical Education educationally sound, we must depart from the blind habit of exactly copying what some one else has done, and must refrain from basing our programmes upon so-called "systems" or "tables of exercises" merely because such "systems" have been in vogue for many years. As Physical Educators we must be willing to apply all known scientific tests to our programmes, and in the light of results be willing to discard all that is useless, regardless of traditions, and to introduce only those activities which are proved to produce desirable outcomes, outcomes that are of value in the present-day social order.

POINTS WHICH SHOULD BE REMEMBERED

We would, therefore, suggest that in developing Physical Education for modern India, the following points should be kept in mind:—

1. The inherent interests and desires of those who are to participate in the physical activities. In too few instances has this principle been resorted to when introducing physical training into educational institutions. The traditional method of following the line of least resistance by imposing on boys and girls some "system" like the Swedish, or Danish, or German, or indigenous, has been all too common. Little or no opportunity has been provided for self-expression through physical activities which have real meaning for the children or students. The so-called "required" programme of physical training has been distasteful because the activities were meaningless and under unqualified leadership; and the optional activities while they appealed to the interests have been haphazardly organized and usually under no leadership.

Our opinion is that physical activities, whether required or optional, will appeal and will result in desirable educational value if the leadership is in-

telligent enough to take into consideration age and sex characteristics, and to provide accordingly, situations in which individuals and groups may enjoy satisfying physical experiences.

Natural activities have the greatest appeal. No particular nation has a monopoly on these. There need be no quarrel therefore over indigenous or foreign physical activities so long as they have meaning for the participants, and so long as they are suited to particular age and sex groups and result in desirable outcomes.

2. The social values of activities. It is quite evident that physical activities requiring co-operative or team effort have far greater educational value than those of an individualistic nature.

There should of course be a place in the programme for individualistic activities, preferably "natural" rather than artificial, but if we wish to teach co-operative effort, team play, sportsmanship, and proper standards of social conduct we must make provision of facilities and leadership to engage the entire student body in wholesome athletic games. Development of these desirable qualities will come only to those who practise them. Games under purposeful leadership provide the means.

3. The health values. The physical education programme must be scrutinized carefully to make sure that all its activities are conducive to the health of the participants. This involves a careful selection of activities well suited to the capacities of each age and sex group, physiologically correct and so regulated that the outcome will be vitality, a reasonable degree of strength, and endurance. Slavishly following "systems" will produce no desirable results. There is involved the intelligence to determine the needs of boys and men, girls and women, and to plan wisely according to needs and capacities.

4. The carry-over values. It is a well-known fact that many people cease all participation in physical activity as soon as they leave school or college. They have not during their school or college days learned any physical skill which they can utilize to good advantage for recreative purposes. It is a sad commentary on our physical education programmes to find so many persons physically illiterate even though they may have a college education. We need to make it possible for all students to learn activities in which they can readily participate with satisfaction for many years after completing their academic careers.

Many more criteria could be mentioned for determining suitable programmes of physical education. The few mentioned indicate that if we wish to make physical education educationally sound we must be guided by lessons learned from biology, psychology, and sociology and not to pin our faith on artificial "systems".

Reprinted from "The Hindu, Physical Education Supplement," Feb. 1933.

The Origins of Games

A few Interesting Facts

By

MARY H. GRAY, B.A.

The laying of the Foundation Stone of the Administration Building by the Y. M. C. A. College of Physical Education at Saidapet, has stirred the people of Madras to a new interest in the need of athletics and games in order to make clean, sound bodies and develop character in the people of India. Let us see where the games taught and played in the world had their origins, what needs of men started these games into being, and how they tend to build character.

Circumstances, such as the need of relaxation from work when tired, or the instinctive love of play and desire to fight in man, have started most of the now much-played and well-known games in the world.

POLO is perhaps, the most ancient of games. All our best games are related to it; cricket, golf, and hockey were known as "ground polo." Polo started in Persia, to teach the soldiers good horsemanship. The earliest game was simply a trial of skill on horseback, while trying to outdo each other in hitting the ball into the air, striking it while in the air, with no division into sides, no goals and no rules. These all came later. Polo was introduced into India by Akbar to teach his men to be good riders.

CRICKET came from an old English pastime in the reign of Edward III, called "club-ball", in which two people played, one throwing the ball, the other trying to hit it with a flat bat. The rules by which the game is played, now, have been a gradual development in England.

HOCKEY or "ground polo", was played in most countries of Europe and Asia, and by the Romans. It was played on frozen ground in winter in Scotland and Ireland. It was called "shinty" and "hurley" and was played on the hard, sandy sea-shore in summer. The play was very rough. Hockey, as now played, was developed in England, the changed rules tending to make the play more honourable.

GOLF, another form of "ground polo", is of Dutch origin, early pictures showing it as played on the ice, the putting being at a stake. From there it passed to Scotland and England, where, at first, it was forbidden as interfering with archery. Later, the rules were changed and the game became very popular, after being taken up by the king.

FOOTBALL was known and played by many nations of antiquity and among many savage tribes in the Philippines, Polynesian and Esquimos. A form of football was played in Greece and Rome from where it was introduced into northern Europe and England by the Roman legions. Many laws

were enacted against this game as being too rough, the aim being to drive the ball through the opposing goal by fair means or foul. In 1877, the "kicking" the opponent's legs was abolished and the rules have been modified to their present form. Association football, the outcome of Rugby football, as played at Cambridge in the 19th century, is now a much-played game in the United States.

TENNIS is one of the oldest of ball games. In the ball games of the Greeks and Romans, we see the rudiments of the French game "jeu de paume", which is the ancestor of modern tennis. It takes its name from "Tenex", the French for "Take it," 'play'. It was played in France and England long before its present rules were adopted. Now it is played in all countries of the world.

BASEBALL now holds undisputed sway in the United States and in Japan. The Americans took the English game of Rounders, and from a clumsy, primitive game, made a complicated machine of infinite exactitude known as Baseball. In the 90 minutes during which this machine runs, it compresses more vigour, excitement and strain than any other game played by a people.

LA CROSSE started with the desire of the American Indian to work off a bit of surplus energy, and is the only real American game we have today. The French found the Indians playing a queer game here, which the French called La Crosse because of the resemblance of the sticks used to a bishop's crozier. Whole tribes took part in the playing, with goals being two or three miles apart. The game would continue all day. The ball was a pine knot carried between a pair of sticks resembling fire tongs. The present rules, the change to a twelve man team from an unlimited number, and the adoption of the racquet now used, have developed in the last hundred years.

BASKET BALL as found in the United States of America, is perhaps the most modern of all world wide games. It had its origin at the International Y. M. C. A. College at Springfield Mass. in the U. S. A. Its originator, Dr. James Naismith, is still alive. Few men have had the privilege of seeing a thing they started spread so rapidly as has Basket Ball. The game was deliberately invented to meet the need for a winter time, gymnasium game. It has since been constantly played out-of-doors as well. Comprising the essentials for success in a game of running, throwing a ball, shooting for a goal, team play and speed, it has sprung into world wide favour. So popular has it become in some places that it tends to drive out other gymnasium activities.

So we see that it was man's need and desire for relaxation and play and to learn to protect himself when fighting, that called our games into

being. One still needs to relax in order to rest. The defense side of games has changed from fighting in real anger, to the joy of winning by hard work and fair play.

Reprinted from "The Hindu. Physical Education Supplement," Feb. 1933.

The Nature of Domestic Science

By

MISS W. PARK

By Domestic Science is meant a study of the most fundamental problems affecting a home, and a community. Domestic Science is not in itself a true Science, but rather a collection of applications to every day life of various sciences such as Chemistry—Physics—Biology—Zoology. Physiology, Bacteriology, etc. So often in Indian schools, girls are given vague ideas about every science, but unrelated to real life. The knowledge of the science can be of little lasting value to the average girl and women, unless the truths are applied to the improvement of the health and efficiency of their homes or in the betterment of their poorer sisters. The Domestic Science teacher has therefore a unique opportunity to create a better understanding between the Laboratory and the home, and more and more is expected to be the interpreter of scientific achievements in all fields that effect home life. Domestic Science is a study of the home and family, and covers a wide field of human activity. For the intelligent understanding of the problems, teachers need a wide back ground of the natural and social science.

The sub-division of this broad field of Domestic Science, Home Science, Home Economics, Household and Social Science, whichever name you call it by is—

FOOD AND NUTRITION.

How important in South India is this knowledge. Colonel McCarri-son says in his wonderful book "Food," "Nutrition is the most pressing of all present day problems in India." The high death rate in South India, is in many cases due to preventable causes, and is often due to lowered resistance to disease due to wrong diet.

Rao Bahadur Dr. M. Kesava Pai, O.B.E., M.D., Superintendent of Tuberculosis Institute, Madras, in an article in the "Health Magazine", "How can Tuberculosis be prevented" says "more important than most other preventives is the adjustment of the diet. Tuberculosis is pre-eminently a nutritional disease and results from an insufficient or wrongly balanced diet." The University of Calcutta Students Welfare Committee fully realise the importance of diet for health. They have not only published a book on "food" but have published pamphlets for students on the importance of wise

choice of diet and balanced diet sheets for use in College Hostels and Messes. Why can this not be done in Madras?

It is not only the poor who suffer due to lack of money, but the rich also who do not know what to eat and have ill assorted meals. This results in an early break down of health and strength and a susceptibility to disease. Nutrition will also include a study of the Chemistry of foods, dietaries in health and disease for all ages, and also the wise purchase, preparation and preservation of food, the science and art of cooking and a study of the Chemistry that underlies all methods and processes.

HOME MANAGEMENT.

This will include organising a home, including health, art, and the beauty of life, the finer forms of social intercourse and the development of gracious womanhood. The family as a unit, and the home as the centre—all that is best in the ancient form of family life in India represented in the new. This will be enriched by discoveries of science, the development of art, the right economics and social ideas. This will permeate in the future woman of India, the spirit of service and loyalty to the highest ideals of Indian womanhood. Home-management includes the study of the household from the Engineering point of view, efficient use of time and energy equipment and money—family expenditure, debts, planning and furnishing the home, care of home, care of the sick, providing for advancement and higher life needs. A back ground of Physics, Biology, Physiology and Bacteriology, Social Science and economics, are necessary for the analysis of some of these problems and for a satisfactory understanding.

MATERNITY AND CHILDWELFARE IN HOME AND COMMUNITY.

Child study.—Problem of Physical and mental health and development of the child at all ages, including the study of scientific feeding—general physical care in health and disease.

How the child develops physically and mentally. Indication of normal physical and mental growth. How to aid the child in formation of good habits. How to provide for mental growth and character formation. Moral and spiritual nature of a child and how it should be guided. A study of the organisations in India and other countries which provide for the welfare of women and children. The responsibility of the community for the less fortunate. The cause and remedies of a high maternal and infantile death rate in India. The needs of a mother, before, during and after the birth of her child. Importance of balanced diets for expectant and nursing mothers. Surely this section is most important in South India where the death rate of infants and mothers is so high?

CLOTHING TEXTILES AND RELATED ARTS.

Study of the economic, hygienic and aesthetic aspects of clothing, textiles of India, a study of the chemistry of washing and cleaning processes.

textiles fabric, etc. This gives a knowledge of qualities, and of the use and care of materials for clothing and home decoration.

HYGIENE AND PREVENTIVE MEDICINE.

This needs a back ground of Physiology, Biology, Chemistry and Bacteriology for the proper understanding of supply of pure water to the community, sanitation, control of insect and human carriers of disease. The yeast and moulds and bacteria which affect the home both as friend and foe. The Protozoa and Metazoa which affect man, and his home, his food, and their control.

DOMESTIC SCIENCE TEACHING IN INDIA.

Since 1917 the "All India Women's Educational Conference" has fully realised the value of Domestic Science teaching on these broad modern lines and in their report of that year say "In all education of girls in India, teaching the ideals of motherhood and in making of the home beautiful and attractive should be kept upper most." They fully realised that the Education of the girl was the education of the mother. How important this is in India where the majority of girls are destined for married life. The opening of the Lady Irwin College of Home Science at Delhi is a great forward step, but this college cannot possibly train all the teachers needed in India.

In Bombay Domestic Science is accepted as an equivalent for science for matriculation purposes. Why should not other parts of India follow suit? especially Madras which is now called an "advanced" and not a "benighted" Presidency.

WHAT IS DONE IN MADRAS?

Domestic Science is a compulsory subject from the S. S. L. C. course, but not an examination one. This will of course speak for itself!! Here in Madras the cart has been put before the horse, i.e., Compulsory Domestic Science for the S. S. L. C. course before any especially trained Domestic Science teachers are available. I ask which of you would buy a new car and then ask an unqualified person to drive it? If you were foolish enough to do so, I am sure you would not enjoy that drive nor would your new car benefit. This is the exact position of Domestic Science teaching in Madras to-day. It is at the mercy of teachers who mostly know nothing about its aims and ideals, nor have they any sound knowledge of the subject themselves. They are often chosen to teach Domestic Science in schools and Training Institutions because either they are the *least* qualified on the staff, or have proved a *failure* in other subjects. I ask you how can Domestic Science teaching reach its ideal under these conditions? An Indian gentleman said to me the other day "my two daughters attend a High School and learn Domestic Science but nothing they learn can be applied to *our* home." How can a teacher who is untrained in Domestic Science present

the subject so that it does reach the homes of her pupils? Unfortunately Domestic Science in Madras still suffers because some of the too academic Educationalists regard it still as not intellectually respectable.

I think after my talk to day, you will not be among that group of Educationalists and must realise that Domestic Science has a real Educational value as well as practical. If Education is "to learn the art of living" Domestic Science teaching is the right of every girl and woman in India.

SUGGESTIONS FOR THE IMPROVEMENT OF DOMESTIC SCIENCE TEACHING IN MADRAS.

- (i) The training of specialist teachers.
- (ii) Introduction of Domestic Science as a subject for the Intermediate Examination.
- (iii) and finally an introduction of a Science degree in Domestic Science.

THE OBJECTIVES OF DOMESTIC SCIENCE TEACHING.

The process of learning how to live and of living centre in the home. It is in the home the "twig is bent". Let us see in the future that the twigs are strong and unbent. The influence of the home is the most powerful force in the life of a nation. To that extent the higher the home standard the higher the nation. It is said that the greatness of a nation is not built in the victories of the armies, nor in strategy of its statesmen but in the successful functioning of millions of home makers. The aims of Domestic Science teaching are far reaching as it will improve not only the health of the pupils, but the family and hence the nation. How necessary this is in India where lakhs of people die and the crores who survive have feeble constitutions due to preventable causes, these causes bringing death to people at the average age of 23 years while people of other lands live thrice as long.

A Campaign Against Leprosy

Much interest has been aroused in Madras by the visit of Mrs. A. H. A. Todd, Mrs. E. Phillips and Mr. Curtis, who have done such splendid work in the Salem district on the control of leprosy. We feel that their work should have widespread publicity, because of its keynote of social service. The agencies for controlling leprosy are available, if only the general public can be persuaded to take advantage of them. The Salem district in its publicity campaign has set an inspiring example for the rest of India.

"Though the exact number of lepers in the Salem district cannot be precisely ascertained, I believe it must be nearly 50,000. We have on the rolls of the leper clinics more than 10,000 affected citizens. The numbers clamouring for treatment are increasing every day. We need leper clinics

in every town. We want to reach all lepers in the district," said Mrs. Todd, wife of Mr. A. H. A. Todd, I.C.S., Collector and District Magistrate, Salem, in the course of her address yesterday to the Madras Rotary Club.

Mrs. Todd said that Medical and Health Officers, who had been doing leper relief work in the district for many years, had to contend with great difficulties. At the beginning of the movement lepers looked upon leprosy as a terrible disease, which could not be cured. There were some who believed that it was the scourge of God, sent to expiate wicked deeds committed in their past lives. In these early days there was a prejudice among villagers that if a leper clinic was established in a village it would tend to create the impression that their village was infested with leprosy and that it would be boycotted by other villages.

BIRTH OF THE MOVEMENT

"I once went to a village in the Salem district," continued Mrs. Todd, "and asked some of the inhabitants if there were any lepers in that village or in the neighbourhood. They all assured me that there was nothing like leprosy for miles around but on visiting the hospital, eight miles away, I discovered 68 lepers had come from the very village where I had made this inquiry. Later, when a clinic was opened there, it was found that there were as many as 600 lepers in that area, of whom no less than 200 came from a single street. This came as a great shock, and really marked the beginning of the movement against leprosy in the Salem district."

Mr. Todd felt that the only way of overcoming these prejudices would be by holding meetings among urban and rural populations to impress upon the people their obligations and responsibilities to their fellow men and to the country, and to instil in the minds of the people that leprosy was like any other disease and that, if taken in hand in time, could be cured. The risk of infection was indeed great and therefore every endeavour should be made to persuade lepers to resort to clinics for treatment and to submit to injections regularly. To establish such a system of treatment the aid not only of doctors and other health workers but of the general public is necessary. Social service is required and constant touch should be established with lepers under treatment, who should be told of the need for having regular treatment. Lepers were to be cheered by making them understand that they were not outcastes and should know that they too have a duty to their country, in that they must get themselves treated and so avoid infection by others.

WORDS OF ENCOURAGEMENT

A word of such encouragement from voluntary service workers, the speaker said, was part of the treatment and would do much both to cheer the suffering and to support the magnificent efforts of the medical profession. It was a duty incumbent upon everyone to report to the Medical Officer in

charge of leper clinics, the prevalence of leprosy among bazaar traders and hotel keepers, since these were capable of spreading the contagion to a great degree.

In 1928 there was only one leper clinic in the Salem district which was attended by 140 patients that year. At the end of 1929, with the opening of a second full-time clinic by the Salem District Board at an annual cost of Rs. 1,900 the number had increased to 870. In 1930 the number swelled to 1,733. During 1931 three more clinics were opened and by the end of the year there were 3,776 patients on the rolls of the clinics. In 1932 the Salem District Board granted a sum of Rs. 6,000 from the Rural Development Fund for leper relief work in the district and by the end of last year the number of lepers receiving treatment at the clinics was nearly 10,000.

The speaker felt that even this number represented only a fraction of the lepers in the district. There were at the present moment 32 leper clinics in the Salem district and several more clinics would have to be established in order to place clinics within a reasonable distance of every leper's home.

DISTRICT COUNCIL

In August, 1932, a District Council to expand the work of leper relief at Salem was formed with the speaker as President. The Council after surveying the state of leprosy in the district, came to the conclusion that special funds should be raised to supply medicine and equipment, as the grants made by the local boards were inadequate to meet the demands and to employ trained inoculators to assist doctors, as well as to open and maintain fresh clinics. On January 13, 1933, "Leper Day" was held throughout the Salem district in order to raise funds for the above purpose. To an organisation of collecting committees throughout the district 1,238 collecting tins were distributed and 138,507 paper flowers. The entire district was organised. From the latter part of December to "Leper Day", the propaganda was intensified by local committees and the people were made to realise their part in the effort to face and deal with their own problems. The joy of the endeavour and of working out their own salvation in the great cause was appreciated by the people. "Leper Day" has realised nearly Rs. 33,000, and it is remarkable to note that this large sum has been collected not by big donations but by some small contributions through the generosity of the poor. For example, over 17,000 quarter annas were counted and more than 13,000 one anna pieces, while there were 4,486 one-pie pieces. Besides the value of money the committee has been able to achieve their object of explaining to every individual, who bought a flower, that leprosy could be arrested and that the treatment could be had within a few miles of their village. The cost of treatment (only) at a clinic run by voluntary service worked at Rs. 3 per leper per year. The cost of equipment was about Rs. 75 per clinic. A trained inoculator would have to be paid from

Rs. 25 to Rs. 30 per month; he might have to be provided with a bicycle for visiting the villages.

SERVICE COMMITTEES

The District Council has under its supervision many local voluntary service committees carrying on the work of leper relief in their respective areas. The Voluntary Service Workers' League, organised by the Council, has given valuable assistance by investigating the needs of lepers, constructing and improving sheds for clinics, visiting the clinics on working days and assisting the doctor and giving local relief and nourishment to the more destitute patients.

The Voluntary Service workers also carry on vigorous propaganda among the people, persuading lepers to go to clinics for treatment. In order to evoke interest in the work among boys and girls social service leagues have been formed. The students are taught the ideals of social service and many of them bring gifts of fruit, vegetables, milk, etc., for the poorer patients. The League also conducted propaganda, excursions and meetings in order to get into touch with the masses and to persuade lepers to visit clinics for treatment.

Mrs. Todd remarked that this activity on the part of the students was creating a welcome impression among the villagers.

Concluding, Mrs. Todd expressed the hope that more and more people would take an interest in the campaign against leprosy and that the disease, before long, would be eradicated from Salem district.

(Reprinted from *The Madras Mail*, Jan. 28, 1933.)

Indian Sports IN OLDEN DAYS IN MADRAS Some Games Described

By

RAO BAHADUR R. KRISHNA RAO BHONSLE, I.S.O.,

It is with pleasure that I attempt a peep into the life of "Indian sports in olden days in Madras".

"The records regarding athletic activities in Ancient India are very meagre," says Mr. A. F. W. Dixon, I.C.S., but he adds that "from the Mahabharata, the Ramayana, and other sources we know that hunting, riding, elephant-racing, archery, boxing, wrestling, fencing, mace-drill and throwing the discus, were all indulged in." In the former epic, it is stated that Jarasandha and Bhima wrestled, and the story goes that the match lasted

for twenty-eight days and that it was only by his own prowess that Bhima was in the end able to defeat the former. In the Ramayana, it is stated that Queen Kaikeyi came to the rescue of her husband, King Dasaratha, when the wheel of his chariot had to be lifted, while he himself was engaged in battle. The Queen lifted up the wheel and enabled the chariot to move about from wherein her husband was fighting his enemies.

We read that throughout the best period of Hindu History, *Vyayama* (Physical Culture) was enforced upon everyone—high or humble. The ideal of Brahmacharyam or studentship is that the first twenty-five years of life ought to be spent in the development of the intellect and of the body. During the period of Brahmacharyam, students were trained under the system of Gurukula (the residential school of a preceptor) and the best of India's sons of the highest and noblest families and princes were sent to Gurus to be trained, not to love the life of softness and luxury, but to love the life of hardness and hardship and to be prepared to begin the duties of life as Grahastha (householder).

Brahmacharyam enjoins upon the young the Pranayama exercises, Sandhya (Greetings to Dawn) and Suryanamaskaram (Sun Adoration) are physical exercises for higher purposes. The scientific principles involved in the latter are recognised as enabling the vital organs to function normally and to ensure robust health rather than develop muscular strength. The application of sight and speech in Namaskarams is useful in concentrating the mind. Certain mantras should be chanted during Suryanamaskaram. The order of reciting these mantras was so scientifically designed in ancient days that whatever be the number of repetitions, one never gets out of breath.

To secure the undivided attention of the mind, it is exhorted in the Bhagavad-Gita as follows:—"Look at the tip of your nose, don't look round here and there". Hindu women make every day a certain number of circumambulations of the sacred Tulasi plant (*Ocimum basilicum*) grown in many of their homes. Men and women make prathakshanams (going the rounds of the central shrines of a Hindu temple)—an indication that even for the weaklings and the weaker sex, light exercise has been prescribed as a sacred duty.

Some Ancient Games

In South India, there have been indoor and outdoor indigenous sports and games of hoary antiquity. Here are some of them:—

KILLITATTO

Several straight lines are drawn in the sand with the foot, leaving a space of eight or ten yards between. The players divide themselves into two parties, the one advancing, the other opposing. The former party stands in a regular row and the latter opposes the advance, electing the best among them as their leader; and he is called the *Killi*. The *Killi* always

stands on the last line and watches the movements of the advancing party. This is really a running game requiring resource, adroitness and activity, played in the evenings and on moonlight nights on the village common, with a certain amount of regularity and rule. Girl teams also used to play this game.

KITTUPPULLU

A kind of cricket played from early times—all the players who assemble in the playground, stand on one side except one who is to hold both the bat and the pullu (a piece of stick two inches long); he strikes the pullu in such a way that it may rise to a great height and give a chance to the players to catch it as it comes down. Whoever catches the pullu becomes the striker; so the game resembles somewhat the catch of the cricket of to-day. The game develops both strength and agility.

GOODOO-GOODOO

This is another open-air exercise. It resembles to a certain extent the football of the West. Two parties meet on the village common and separate themselves by a line drawn on the ground. One takes the lead by sending a member of the party to cross the line and touch one of the opponents without being caught by them. While he proceeds, he utters without taking breath, the words "goodoo-goodoo". If he cannot hold his breath repeating the words until he crosses the line that divides the parties, he is a *dead* man on the field and is not allowed to play again till the game ends.

SILAMBAM

This is an exercise in itself and also practised as an art of offence and defence. Each of the pupils who learn this is armed with a long and strong stick; and the tutor has a similar one with which he instructs the pupils how to twirl the stick in defending or attacking. The art was taught to all fighting-men. Side by side with Silambam, the sturdy exercises of Dandal, Bhuski, Charkaman, Santhola, Jodi and Karla were also practised in the Gardis (old Indian Gymnasium organizations). Boys commenced practising these exercises on the Vijiadasami Day.

ARCHERY

The Hindus, who cultivated archery assiduously, were masters in the use of the bow from horseback. Archery practice consisted also in shooting a number of arrows at one time often from four to nine. The arrows also returned to the archer. There are Indian boomerangs. It is stated in "The Prince of Wales' Tour: A Diary in India" by W. H. Russell, that the Rancee of Sivaga-ga presented the prince (afterwards King Edward VII) "with boomerangs of steel inlaid with silver and with gold mountings showing that the use of the boomerang is not confined to Australia".

WRESTLING

This was popular even in very early times. There used to be an institution by itself of the Malyuththa Jetties in the Tanjore Palace in the

days when Tanjore Rajas were ruling. These trained wrestlers were under the patronage of the Mahratta Kings of Tanjore. Rajah Sarfojee, a mighty ruler of Tanjore, used to try each wrestler's strength by himself wrestling with him and then allow combatants for a match.

BOXING

This art was so important as to make even the religious Buddhists practise it for protecting its monasteries. The Buddhist Jatakas state that the University of Taxila was noted for the proficiency of its professors in Archery and the passed students were awarded diplomas.

CHAUGHAN

Chaughan (Indian Polo) was an old game practised in India. It was borrowed from Persia. Kutbu'd-din Aibak, the first Sultan of Delhi, was an expert in the game and died as the result of a fall sustained when playing polo at Lahore. The great Akbar used to play polo at night with balls of burning naphtha that emitted a great glow. It also spread into South India.

THELLOO

This is played in the open fields with the fingers. The principle is more or less the same as in marble-playing; but the methods adopted are somewhat different.

Among the indoor-games, there are Thayam, Ottai-Rettai, Pallonguli, Village-Chess, Pandi, Kolattam. The last two are more especially for girls.

Animal Sports

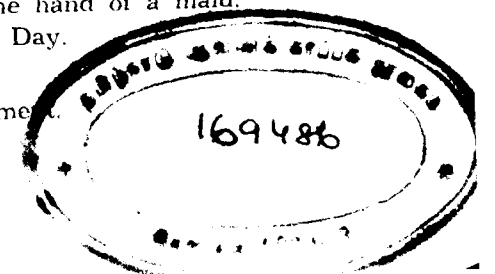
Sports, like hunting, were indulged in by the Zamindars (Landholders) and their retainers were armed with the *Kurattu-Kombu* (short stick with iron rings) to be thrown at the animals, and also with bows and spears and sometimes with match-locks. They used horses, elephants, and bulls in their hunting expeditions. Strange as it might sound, leopards were trained to hunt deer, which these brought alive when caught. Hunting dogs too were impressed into the service of the hunter. They were generally of three breeds: 1. The Poligar dog, 2. The Persian dog, and 3. The Pariah dog. Jackals, deer, hogs, leopards and tigers were usually hunted.

BULL-FIGHT

This is particularly popular in the Madura district being known as *Jollikattu* in which a fighting bull with a new cloth and a bag of money, tied to its horns as prizes, is let loose in the midst of the competitors, who, individually, without the aid of stick or knife, absolutely unarmed, try to take the prizes, facing the bull manfully. Whoever takes the cloth is considered to be the hero who is rewarded also sometimes with the hand of a maid. The best fights are usually reserved for the Mattu Pongal Day.

RAM-FIGHT

There were also ram-fights promoted as an amusement.



COCK-FIGHT

The fighting cocks were usually of two breeds, the country breed and the jungle breed. They fought either armed with double-edged sharp knives fastened to their right leg or without them. The two kinds of fighting were known respectively as Katthyporu and Vattuporu.

The sports and games in the East were not quite neglected in olden days by Indian students paying sole attention to mental culture. Only in recent times did they grow indifferent to them. But to-day, there is a renaissance. They are taught that all work and no play makes Jack a dull boy, it being pointed out that thus many an educated Indian suffers from the 'fashionable' disease of diabetes. Indian youths are also to-day taught the importance of team spirit. They realise that games are a solvent of communal differences and many other ills. May they play the game honourably; more than that, they may bring to bear the spirit of sportsmen whether in the game of the field or in the game of life!

Reprinted from "The Madras Mail Sports Supplement," Jan. 16 1933.

Posture

By

M. P. ABRAHAM, B.A.

Physical Director, The C. M. S. College, Kottayam.

INTRODUCTION

There is a notable difference between the tree that is uncared for and the one that is well tended. The latter is decidedly more fruitful. The above truth applies to the faculties of man also. "Growing up well is not an easy task, nearly every power of body, mind and character has to be trained and guided to mature expression, but of all these weak and undeveloped powers none is in need of greater help than that of erect carriage of the body."¹

DEFINITIONS AND EXPLANATIONS OF GOOD POSTURE

Posture may be defined as an attitude of body or mind. To most of us the idea of its being an attitude of mind comes as a distinct surprise, but to me the idea is the most important feature of the entire subject.² Correct posture is the efficient and natural carriage of the body. It is the aristocracy of bearing. In good posture the bodily conditions will be as follows:—Head high (up), chest high (out), shoulders retracted (square), abdomen flat, back almost flat, pelvis tilted up, and feet pointed straight forward.³ A geometrical definition of good posture is that the axes of the head, neck, trunk and the lower limbs are in one straight line, and not zig-zag. According to Dr. J. H. Williams, posture is related closely to an expres-

sive body, flexible and well-co-ordinated. In detail, such a body will exhibit a flexible spine with normal dorsal and lumbar curves, strong flexible feet, well shaped waist muscles, a strong contracted abdominal wall, a head carried high, but without tension in neck, shoulders and chest. These points bring with them ideal posture and bearing.

"In the problem of good posture, the objective involves a concept in terms of readiness to act. By good posture is meant an adjustment of body parts to each other that results in an erect alert body, representing readiness for mental or physical effort. This broadening of the concept 'posture' to include mental as well as physical characteristics implies the following:— (i) selection and wearing of clothing that favour readiness; (ii) facial expression indicative of an emotional control that favours readiness; and (iii) an objective rather than subjective manner, as favourable to readiness. The emphasis on the psychological in relation to posture is in line with the experience of teachers of individual gymnastics, and also conforms to the experimental evidence from neurology."⁴

"To the layman bodily posture means little beyond the aesthetic point of view. To the scientific student of human behaviour it means much."⁵ What is that much in the matter of advantages? Let us hear what Staley says in his "Calisthenics".

ADVANTAGES

(i) *Physical*.—Recent studies in body mechanics have revealed an extraordinarily close relationship between posture and organic health. Dr. Goldthwait of Boston, perhaps our leading authority in this field, asserts that there is a direct relationship between body mechanics and organic health. In the well poised body with chest and abdomen up, the organs inside are held in positions best suited to the proper performance of their functions. Besides, good posture is unquestionably, more conducive to all-round motor efficiency—to speed, alertness, and economy of effort. As poor health is one of the chief causes of poor posture, one of the means of improvement is to improve posture.

(ii) *Mental*.—The mental aspects of posture need better appreciation. Burnham emphasises posture as a condition of efficient brain activity and especially suggests that definite posture may condition definite emotional tenderness and habits of mental activity. Muscular posture may also be mental posture, and prepare the organism as a whole for more efficient or inefficient action according to postural habits. Further, it has been established by statistical tests that good postured children are better, in attendance, in deportment, in physical activity and endurance, in manual training, and in studies than poor postured children.

(iii) *Moral*.—The moral and psychological advantages of posture are conspicuous. The individual who stands erect, throws the chest out and holds his head high, feels himself to be more of a man than when he slumps.

He has more courage, more sureness, more self-confidence, and can look another in the eye more easily. The mere act of straightening up causes this frame of mind to steal over him. The term "brace-up" calling for a straightening of the body with the added implication that the mind and spirit will then be cleared and enlivened, illustrates the point in question. Thus standing tall and square is a means of getting rid of worry, and gloom, and of acquiring cheerfulness and determination. A high held head is a clear asset in leadership. A strong erect posture, to the world at large, expresses strength of will, alertness, poise, and the ability to lead. It is behind such men that the world falls in step. Hence posture is a barometer of personality.

(iv) *Social*.—Emerson's statement, "what you are speaks so loud that I cannot hear what you say", epitomizes the social significance of body carriage. The strong upright male makes a far greater appeal to the opposite sex than does his sagging slouching brother. He is more beautiful. All pay tribute to him. Thus everybody appreciates the aesthetic aspect of posture. An upright bearing without doubt raises one a step or two in the social scale of any community.

(v) *Economic*.—The economic value of good posture is unquestioned. In the class-room, business office or drawing room, the man who carries himself well is bound to get more attention than he who does not. Whether interviewing a prospective employer, or a prospective purchaser, or client an upright bearing is a primary asset. Did you ever see a weak-chested, round-shouldered, travelling salesman who was pronouncedly successful? A travelling salesman has to command attention and respect. He has to make a good first impression. A good bearing is the chief "entry card" of many salesmen. A stooped anaemic lawyer does not make much impression on a jury, no matter how logical his arguments are. A strong upright alert minister or teacher gets a better hearing than the opposite type. Miss McKinstrie, in her investigation among business women in New York, finds that there is a direct relationship between posture and success. Upright posture positively increases one's earning power.

ON WHAT DOES GOOD POSTURE DEPEND? HOW TO SECURE IT?

On what does this much valued good posture depend? And how to secure it?

Primarily, good posture depends on, health of mind and body and also on a clear conception and practice of good posture.

A few of the physical factors that determine normal posture are superb general health, good shaped bones, healthy strong ligaments binding the bones together and strong flexible muscles. For securing the above factors, proper exercise, rest and diet are necessary.

On the mental side, we find that a cultivated, calm, generous, broad mind is the main substance behind the shadow of good posture. Worry, lust, selfishness and inferiority complex are the enemies of good posture. For, physical poise is related to mental poise, motor attitude to mental attitude. With every attitude, conscious or unconscious, an apparent motor attitude is in accompaniment. For example, the spectator desiring ardently to see his friend get over the bar in the high jump will raise his leg with the jumper. Hence we are to keep the mind noble and serene, in order to serve as the foundation for good posture.

In addition, a clear conception of and occasional testing and frequent training in good posture are essential. It is helpful to have in mind ideals of good posture taken from living persons, or from portraits. Occasional testing by others is helpful. Frequent self-testing in posture, by standing close to an erect wall with heels, buttocks, shoulder blades, and head touching it, and walking for some time in that position is quite practical and highly remunerative.

ENEMIES OF POSTURE

There are certain enemies of posture to be warded off. Tight and incorrect clothing and shoes, uncomfortable furniture, and uncongenial and harmful vocational habits are enemies of good posture. Carrying loads—students carrying books—in one hand for a long time is to be avoided. Frequent exchange of load between the arms is necessary. Absence of vigorous and pleasurable open-air exercise is prejudicial to posture. A definite factor aiding bad posture in adolescent girls is the development of their breasts, which leads them to droop their shoulders forward to hide a change that makes them shy or self-conscious.

Besides, the many going about with the "debutant slouch" and airing themselves as models for the rest; and the careless and the ignorant people who go quite unconcerned in their defective posture, are forces, to be fought against, in the battle for good posture.

SOME POSTURAL DEFECTS AND THEIR REMEDIAL MEASURES

A few common defects in posture, and certain remedial measures are stated below:—The leaning forward of the neck and consequently of the head is off set by the "chin press" and "neck firm" exercises. The unevenness of shoulders might be remedied by swinging and hanging on rings or horizontal bar or else where with the hand on the side which is to be raised. The "dundhal", "kasrath", and "chest-pull" are apt exercises for correcting sloping shoulders and hollow chest. The protruding abdomen is set back by strengthening the abdominal muscles by raising the trunk and legs after lying flat, on the back and on breast.

CONCLUSION

Lastly, one should bear in mind that posture is a real vital thing, that it is more a matter of the mind than of the body and that sound health of body and mind are always to be kept for maintaining the aristocracy of bearing.

AN ODE TO POSTURE

"Good posture is an asset,
Which very few possess,
If you would cut a figure,
In business, sport or school,
Just mind the Posture Precepts,
Obey the Posture Rule.
Get uplift in your bearing,
And strength and spring and vim.
No matter what your worries
To slouch won't alter them.
Just square your shoulders to the world,
You are not the sort to quit;
It isn't the load that breaks us down,
It's the way we carry it."

Bibliography

1. Bancroft—"The Posture of School Children".
2. McKenzie—"Exercise in Education and Medicine".
3. Staley—"Calisthenics".
4. J. F. Williams—"Principles of Physical Education".
5. Charles C. Cowell—"Essay on Bodily Posture" in Journal of Health and Physical Education, May 1930.
6. Miss Lillian C. Drew—Ode to Posture,—Issued by the American Posture League.

Students' Activities

THE STUDENT ASSOCIATION.

The election of office bearers took place on the 11th of August, and the inaugural address was delivered by M.R.Ry. O. Kandaswamy Chettiar.

The election resulted as follows:—

The Executive Committee.

PRESIDENT—S. S. Gideon.
GENERAL SECRETARY—J. E. Santiago.
TREASURE—Y. V. Krishna Rao.
SOCIAL SECRETARIES—S. D. Sourì and K. Bakshi.
RELIGIOUS SECRETARY—A. S. Chinnakone.
LITERARY SECRETARY—Kasthuri Iyengar and Venkataraman.
ATHLETIC SECRETARY—William Jesudoss.

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

We also deem it a great pleasure to thank the different speakers for the interesting and useful subjects they dwelt upon. We deeply appreciate the kindness of those who addressed us, as follows:—

Mr. Kandasamy Chetty	..	Inaugural Address (History of Physical Education in India and its purpose).
Miss Mason	..	Metabolism.
Rao Bahadur Ananda Rao	..	The Agriculture Department—Its work.
Miss W. Park	..	Food Values.
Mr. Gedat	..	Germany—Its war debt and Reparations.
Colonel Webb, I.M.S.	..	The Department of Public Health and its work.
Mr. Souter, I.C.S.	..	The Department of Labour and its work.
Mrs. Todd.	..	} Leper Work in Salem District.
Mrs. Philip	..	
Mr. Curtis	..	
Major General Sprawson, I.M.S.		Medical Service for South India.

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

LITERARY ACTIVITIES.

During the year we had interesting discussions, in which a very large number of students took part.

The first subject discussed was "whether New India required a standing army or a Nation physically strong. Mr. Gideon moved and Venkataraman opposed it. Many students coming from various provinces spoke comprehensively in favour as well as against.

The next meeting was also a debate. The subject was "whether social reforms must precede political reform." Mr. Venkataraman moved the proposal. This debate made the different new men who had come from all parts of the country state their social customs prevailing in their respective provinces.

In the next meeting Mr. D. Maitra read an educative paper on the physical aspect and needs of a college.

Venkataraman and Kasthuri Iyengar—*Secretaries*.

SOCIAL ACTIVITIES:

We are glad to report that during the College year we had about eight social gatherings including two variety shows.

At every function a very lively program was contributed by the students comprising, vocal, instrumental and comic items. Owing to the cosmopolitan composition of the group every item was new and enjoyable. We shall ever remember the Inter-provincial dances, Ghatka, Jujit-su, Dagger Combats, Fire Clubs, etc. The two variety shows were the outcome of the general appreciation of the talents displayed by the students at our socials. The shows were given in aid of the College Library. The first show given in the Hostel Quadrangle was a grand success and we were asked by the friends of the College to repeat the show at the Royapetta Y.M.C.A. We realised nearly Rs. 180. We really had a very nice time throughout the year and it was mostly due to the fine spirit and co-operation of the students. It may be mentioned that we had a social evening on Mar. 3rd, 1933, when we presented the Inter-Scholastic Challenge Shield to Mr. Buck as an expression of our joy and happiness on his recovery from his serious illness last summer. We would like to take this opportunity to thank all those who contributed to make our socials lively.

K. D. Bakshi and Soundararaj D. Souri—*Secretaries*.

RELIGIOUS ACTIVITIES

Sunday Discussion group

We are glad to report that our Sunday Discussion Group met Sunday after Sunday and we were able to hear some of the very best speakers. Early in the year we with Mr. McClelland's help, selected a long list of subjects for discussion. The following subjects were discussed, the name of the leader in each discussion being indicated.

<i>Leader.</i>	<i>Subjects.</i>
Dr. Purshothum	.. What is Religion?
Mr. O. Kandasamy Chetty	.. Religion
Mr. O. Kandasamy Chetty	.. The Body, Mind and Spirit of Religion.
Rao Bahadur Shesh Iyengar	.. Communalism.
Dr. Purshothum	.. Communalism.
Dr. J. Henry Gray	.. Sex and Religion.
Mr. Fossil	.. Religion, Youth and Sex.
Mrs. Hensman	.. Religion, Marriage and the family.
Mr. S. Gideon	.. Has Life a Purpose?
Mr. Ransom	.. Religion and Sex.
Mr. Strong	.. Nature of Boy's Work.
Mr. Herman	.. Is Fellowship Possible?
Miss George	.. Women in India.
Mr. A. I. Paul	Inter Religious Co-operation.
Dr. Purshothum.	Valedictory Address.

We take this opportunity to thank all the speakers for their immense kindness in coming to us to our Saidapet home. Mr. McClelland for helping us to select subjects and speakers and to Mr. and Mrs. Buck for their immense interest in our discussion group. We are really very grateful to them.

A. S. Chinna Kone,
Religious Secretary.

ATHLETIC ACTIVITIES.

Football.—

The year under report witnessed a high standard in Foot-Ball. Thanks to the fine efforts of Mr. Buck, our Principal, and the kind consideration of the Inter-Collegiate Athletic Association in affiliating our College to the said association, we were able to compete for the Wilson Cup knock out tournament, which we ultimately won in a convincing manner with seven goals to one against Law College; nine goals to nil against Christian College; and five goals to nil against the School of Technology in the finals. Further we played a series of friendly matches with the St. Thomas Mount Regiment Team, and we had the satisfaction of coming out successful each time with a decisive margin, though weather conditions were quite against us. We hope that these various victories will serve as stepping stones for future success for our College in this particular field.

Y. V. Krishna Rao, *Captain.*

Volley Ball.—

It was only when the notice of the central Y.M.C.A. volley ball tournament reached us in the last half of February we began to organize our team and have regular practice.

After playing two matches with central Y.M.C.A. Boys branch and G.T. Playgrounds respectively which we won in two straight games, we came up to the semifinals only to be defeated by the winners of the tournament. But we gave them a good fight and extended them to three games. It was said by some of the spectators that it was one of the best and most exciting games that was played in Madras for the last four or five years.

But anyway, we realized only very late that we had such a good team. If not we would have played many matches and brought glory to the College. We are greatly indebted to Mr. C. C. Abraham who took much trouble in coaching up our team.

C. P. Varughese, *Captain.*

Basket Ball —

Basket ball was, if not the most popular, one of the most popular games. We started the year with a number of good players and within a few months the rank of the novices diminished to a minimum. The players have acquired plenty of skill and endurance under good coaching.

We played a friendly match against King Hostel and had a very close struggle for each point but our endurance awarded us with victory.

The College entered eight teams in the Y.M.C.A. annual tournament and our "A" team reached the finals but lost against Theagaraja Sports Club. The critics informed us that we lost because our players were slow in passing and shooting for the basket.

Peter John, *Captain*.

Hockey.—

We have equally a good team in Hockey as in Foot Ball. It is a pity we were not able to participate in any tournament and show our stuff. Neither had we the opportunity of arranging a number of friendly matches, since by the time we got organized ourselves the Hockey Season in Madras was over. Any way we played a friendly match against the school of Technology (the team that came to finals in the Inter Collegiate Hockey Tournament) and won over them by four goals to two. The hockey season is started for this year and we played our first match against the St. Thomas Mount Regiment on the 8th March and drew with them though we were not able to put up our best Eleven as some of us had to participate in the Inter-Collegiate Boxing Tournament that same evening. We are playing with the Triplicane Sports Club on the 15th of this month and we hope to arrange a few more friendly matches against some of the leading teams by the end of our term.

P. W. David, *Captain*.

Track and Field Sports.—

We do not claim to have a better Track and Field sports Team this year than we had last year, yet we are glad to say that the team this year was larger in number. We conducted three Intra-mural sports, one sports for Elementary Schools of Saidapet Taluq, the Inter-Schools sports for Madras schools and the Inter-scholastic sports meet for European and Indian schools of the Presidency.

The Inter-scholastic Sports meet is an initial effort to bring together the European and Indian schools of this Presidency for friendly competition, with the hope of promoting and establishing good will and friendship between the two types of institutions. The challenge shield for the Sports was presented by our students as a mark of their gratefulness to the Almighty God on Mr. Buck's recovery from a very serious illness last summer. This year eleven teams entered for competition and Madras Christian College school and St. Mary's school had a tie for the trophy; so both were permitted to keep the shield for six months each. The College presented two permanent Rose wood shields to the two winning teams.

In the last Olympics our college got a number of second places; our Relay Team won a really well contested race in 4 X 110 Yards Relay.

In Inter-collegiate sports our College got the second place and our Relay team was a real treat to one and all. His Excellency Sir George Frederick Stanley, who was present on the occasion, said, "I have never before seen a better relay race run than that I have seen to-day. It was full of incidents and there were splendid dashes at different times. It was a real pleasure to see the race."

William Jesudas, *Athletic Secretary*.

Cricket.—

The cricket team cannot claim to have had a good year. We practised on Fridays and Saturdays, throughout the year but did not get the chance to arrange many matches. We only played one match against a Private Club and lost by a good margin. We hope that those who will come after us would have better luck than we have had.

S. P. Bhasin, *Captain*.

Boxing.

Boxing along with various activities at the College was started from the beginning of the academic year. Although the time set apart for this particular activity was only one hour per week everyone had an opportunity to learn the fundamentals. The interest in it grew day by day and the informal bouts held around the sleeping shed bear testimony to this fact.

Just before Xms holidays we had an opportunity of sending some of our men for exhibition bouts held at the College of Engineering. We played our part equally well in the "variety show" in aid of the College library.

With the approach of the "Inter-Collegiate Boxing Tournament" every one at the College wanted to try out their skill in this branch of sport. About twenty students reported for regular training under the able and experienced guidance of our Boxing Instructor Mr. P. M. Joseph. The following outstanding men were selected to represent the college at the said boxing tournament: (1) A. S. Chinna Kone; (2) P. W. David; (3) S. Chakrabarty; (4) A. K. Mitra; (5) S. C. De; (6) N. D. Bali; (7) E. F. Albert; (8) D. Maitra; (9) R. M. Chatterjee.

RESULTS.

Fly weight under 7-8.

Raja Kundaswami (Presidency) beat Maitra, Y. M. C. A.

Raja Kundaswami (Presidency) beat Subbiah, Y. M. C. A.

Feather weight under 9.

Jansan (Loyola) beat Albert, Y. M. C. A.

Clarkson (Medical) beat De, Y. M. C. A.

Light weight under 9-9.

Henry (Christian) beat Mitra, Y. M. C. A.

Bantam 8-6.

Chatterjee, (Y.M.C.A.) beat Mitra Y.M.C.A.

Chatterjee, (Y. M. C. A.) beat Bentic (School of Technology).

Welter under 10-7.

P. W. David, (Y. M. C. A.) beat Fowler (Loyola).

P. W. David, (Y. M. C. A.) beat Chakrabarty, (Y. M. C. A.)

Eight points were scored by our college (including three championships) and thus we won the Lalitha Sastri running shield which is awarded to the best college.

Special mention—(a) Chinna Kone who hails from Ceylon proved too much for Mullor of Medical College. (b) David and Chakrabarty had



FOOT BALL TEAM



HOCKEY TEAM



VOLLEY BALL TEAM



SPORTS TEAM



BASKET BALL TEAM



BOXING TEAM

really a good fight in the final and David's stamina decided the issue. (c) Chatterjee had to put up with a hurricane attack in the 1st round. Later he held his own ground and won. (d) Mitra who was slightly handicapped due to a sprained wrist put up a good show but lost by a narrow margin.

We hope that the good standard established this year would be maintained by others who would come after us.

R. M. Chatterjee.

Impressions of the 1931-1932 Covelong Camp

M. A. VARUGHESE, B.A.,

"Variety is the spice of life." On a certain Wednesday evening a jolly crowd left the hurry-bury of Madras City for the Y.M.C.A. camp site at Covelong. Since we could not go the whole way by bus, we engaged two boats and went down the canal, reaching our destination about 4 A.M. With a change of scene we also had a change of names. We began with pumpkins and brinjals and ended with tigers and lions. The camp site is a splendid one, and we are thankful to the authorities concerned for their second to none camp arrangements under the cocoanut palms.

The working of the camp was entirely on democratic lines. A committee was elected and it chalked out the programme for each day. After the early morning chota, games and physical jerks, we went for a bath. It was really a sight to see all of the people swimming in the salt water, except for a few who like the crows enjoyed a splash bath in the shallows. After the bath we were so hungry and all sat down to food. Here the spirit of service was predominant also, where people usually have trouble. After the heavy meal, (heavy in the sense that we took too much of sand along with the rice), we all had a sound sleep.

But soon the talley for the day blew his whistle and all were seen arranging their huts for inspection. The healthy rivalry and the keen competition in this respect is worth mentioning. At four o'clock we all went to the playfield and enthusiastically played playground ball. The people striving to reach the bases in spite of the great natural inconveniences of the scenery provided much merriment.

One of the most interesting events of the camp was the camp fire. Under the leadership of Messrs. Mia and Abraham, we had an opportunity to experience the Red Indian camp fire ritual. And then after much merry-making we retired for the night.

Each day had its own joy and freshness. Interesting indigenous games played on the sands; a visit to Covelong village; and best of all the evening camp fires.

Throughout the camp the leaders set us a real lesson. There was no distinction between the teachers and the taught. One of the exciting events of the camp was the ducking of the Staff. They stood the test well, and their sportsmanship was a real lesson to all of us.

The camp had been so interesting that none of us wanted to come away. For all of us it had been a rest and a happy change. For those who went ready to learn, the experiences of the camp were of great use and value. After campfire on Sunday night, the whole show ended. In spite of drawbacks to be overcome, I can certainly say that the camp was a complete success. I am quite sure that all of the campers enjoyed the four days stay out in the open, and came away with renewed spirit to attend the heavy routine of calisthenics, lectures and games in our Physical Training College.

The Camp at Covelong—1932-33.

The long expected yearly camp was enjoyed by us during Michelmas Holidays. We started from the College at 8 p.m., on the 1st of October 1932 in boats along the Canal and reached ... 5 a.m., on the 2nd the Camp site. It being full of Cocoanut trees, bushes and flower plants, befits to be called an ideal place for camping. By the time the 68 campers arrived the advanced party of 12, had pitched up tents in a line overlooking the backwaters of the sea and every other arrangement was made under the able guidance of Mr. Forgie, the Camp Commandant.

The party was divided into 2 Camps, each in charge of an Assistant Camp Commandant and was again divided into patrols with their Tribal names under their respective Tribal Chiefs. The whole Camp was conducted on the Tribal system with Grand Chiefs for each Camp.

- 6 A.M.—Rouse.
- 6-30 .. —Prayer.
- 7 .. —Chota.
- 8 .. —Chiefs Council Consisting of Tribal Chiefs, Grand Chief and Assistant Camp Commandant to fix up the programme of activities for the day.
- 8-30 to 10 .. —Activities.
- 10 to 11 .. —Swimming and games in water.
- 11 to 12 .. —Commandant's Pow-Wow to B. Camp.
- 12 .. —Food.
- 1-30 p.m. to 2-30 p.m.—Commandant's Pow-Wow to A. Camp.
- 2-30 .. —Kit inspection.
- 3 .. —Lunch.
- 3-30 to 5-30 .. —Activities.
- 7 .. —Food.
- 8 .. —Camp Fire.
- 10 .. —Lights out.

During the 6 days of our Camping we enjoyed many games of various types of observation, different relays of simple and complex nature, tracking and stalking, diving and Water Polo and such other funny and educative games on the sea-shore. On the 4th day we were let off on a hiking trip to

the study of Covelong Village basing our observations on Rural Reconstruction Scheme. The reports submitted by the Chiefs were so educative and useful as to form an eye-opener in the general Survey of Villages.

To know ourselves and understand each other better, the Camp Fire offered many opportunities. The tribal dances, songs, competitions and other fun and frolic around the Camp Fire brought us out in our true colours and revealed the innate being, the capacity and character of each camper.

On the whole the Camp gave us scope to practise the spirit of sportsmanship, leadership, endurance, to stick together under all circumstances with a smile and to lead an open air life realising one's own responsibilities in the interests and welfare of others. The personal example of the Camp Commandants was the most potent factor in our experiences.

We thank the faculty members, especially Mr. Forgie, in organising and conducting the Camp most successfully on an ideal place.

Old Boys' News and Notes

Dr. Gray, who had been with us for several years, is going to Rangoon to take up Y. M. C. A. work there. Everybody who has come in contact with "Doc" will recall his great personality and power to fill us with enthusiasm. He has surely done a great piece of work among us and in India. Let us hope that he will come back to us. Even if he does not let the seeds he has sown bring forth fruit in abundance. We wish "Doc" and Mrs. Gray good health and strength to continue their great service.

P. A. Devassy, Class of 1929, visited our College and stayed with us a few days when he brought a team of fine athletes from Cochin to compete in this year's Provincial Olympics. He was coach and manager, and his men gave a good account of themselves. The first, second and third places in Pole Vault were secured by his team.

Mr. Devassy, who was here at the beginning of this year, expressed great surprise and delight at the rapid improvements which our College has undergone. He gave a talk to the students pointing out some of his experiences as a Physical Director which was appreciated by all. It is a treat to hear of the work our men are doing. Old Boys can help each other by sharing their experiences through the medium of *Vyayam*.

M. P. Abraham, 1929 and C. P. Andrews, 1930 are making arrangements to conduct a two months' Physical Training course this Summer at Alwaye. They deserve our congratulations on their move; but we hope that a training course like this will not be considered as a substitute for the nine months' course given at the College to qualify as a Physical Instructor.

Gopalakrishnayya, 1930 who is in Columbia has contributed a fine article in the February number of the Health and Physical Education Journal on the Indian Yogic System.

We understand that K. Narasimbachari, 1929 who is at the Government College, Kumbakonam, took a Basketball Team to Trichur and had a successful tour.

G. F. Andrews, Old Boy, is taking Graduate studies at Columbia.

We hear that Wilburn Lall, 1932 is getting along well at Springfield. We hope that the experiences he gains in United States will be of great use in the promotion of Physical Education in India.

OLD BOYS MEMORIAL FUND

With the last issue of *Vyayam* went our final appeal for funds for the proposed permanent structure to be put up by the Old Boys. The response has been encouraging, but we still hope that many more of the Old Boys will come forward and help us to make this project a success. The amount raised to date is Rs. 315. We are glad the Principal has very kindly suggested to utilise the money raised for the enclosure which has been put up around the sports field, costing much more than the amount raised, and be called the "Old Boys' enclosure".

27th March is the first Old Boys' Day we are going to have at the new site. It will be a unique occasion, because of the first contribution we will be making to our Alma Mater.

We thankfully acknowledge the following further contributions:—

Amount raised as per list published	Rs.	229	0	0
S. Muniddin	..	12	0	0
Taj Ahmed Khan	..	10	0	0
B. N. Roy	..	5	0	0
S. Narayanan	..	5	0	0
M. M. A. Mallick	..	4	0	0
B. Basu Roy	..	5	0	0
C. A. Abraham	..	10	0	0
L. K. Govindarajulu	..	10	0	0
A. Padmanabhan	..	10	0	0
P. M. Joseph	..	15	0	0

Total 315 0 0

C. C. ABRAHAM,

C. A. ABRAHAM,

Secretaries

A CORRECTION

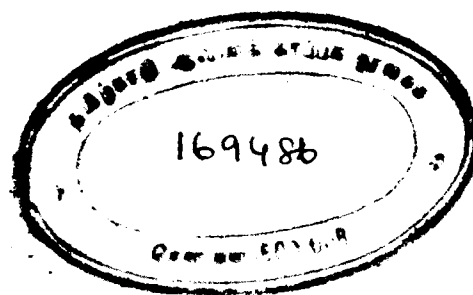
In the October issue of *Vyayam*, the acknowledgment of a gift of gymnastic apparatus mentioned Messrs. Uberoi and Co. Ltd., as the donors.

Our attention has been called to the fact that "Uberoi Ltd." is the registered name of the firm. It is unfortunate, that through an oversight the name of such a generous and well known firm should have been incorrectly printed. We wish to rectify the error, and again to thank publicly "Uberoi Ltd.", for their much appreciated gift.

A WORD TO OLD BOYS

We regret to note that a few Old Boys are using after their names the letters D.P.E., or P.E.D., thus giving the impression that they have been awarded a degree in Physical Education.

The Y. M. C. A. College of Physical Education does not confer a degree. It gives a Diploma in Physical Education. Any Old Boy using letters after his name which gives the impression that he has a degree in Physical Education is committing a serious error, and harms not only himself, but the College. We urgently request all who have committed this error to rectify their mistake immediately.



EDITED BY

H. C. BUCK, AND PRINTED BY THE G. S. PRESS, LINO PRINTERS, MADRAS.

[illegible][illegible]