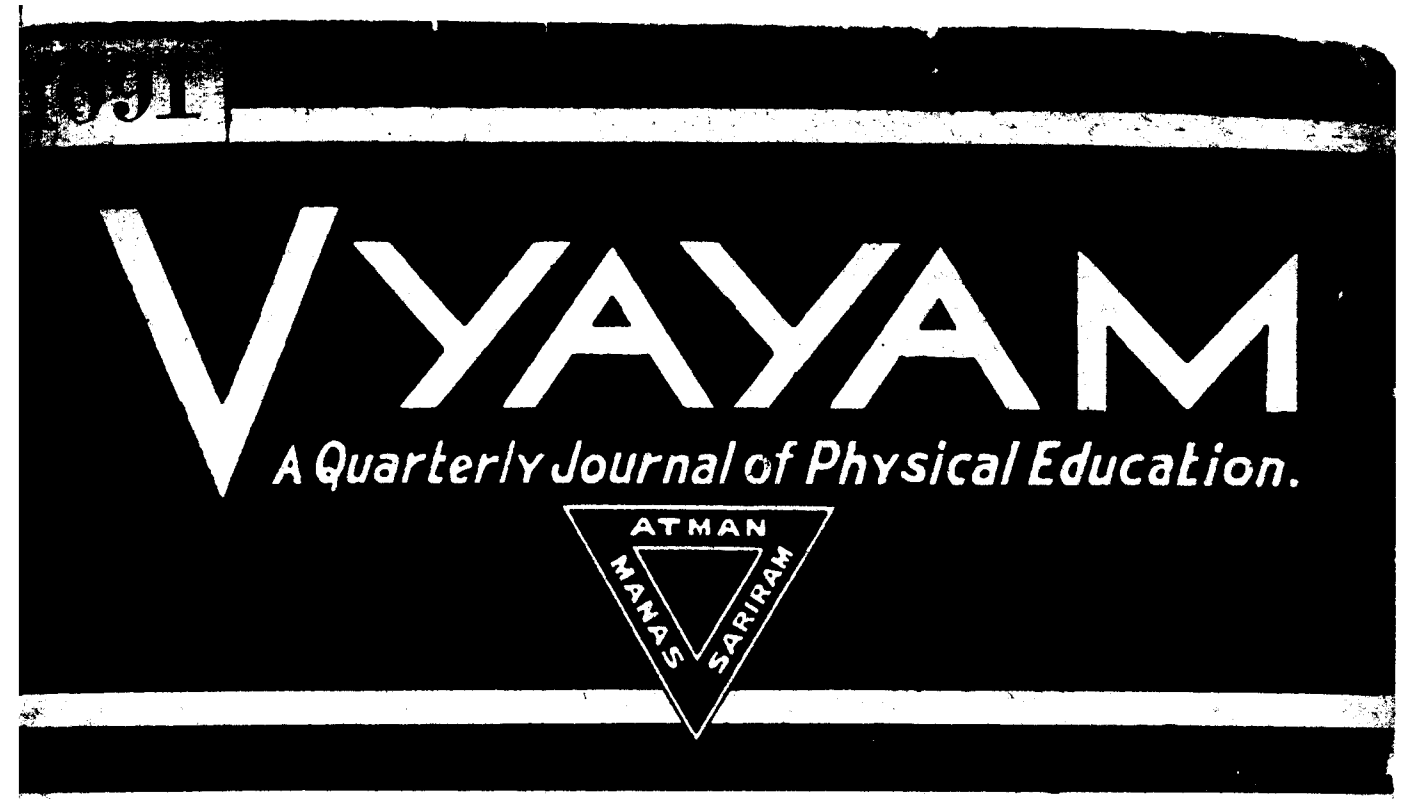




1091

AUGUST 1935



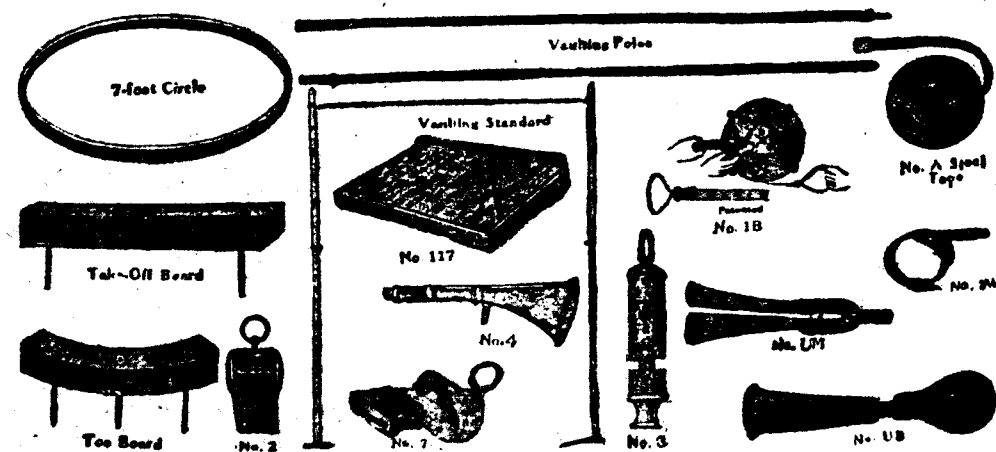
Amateur Boxing

An Improved Diet for India

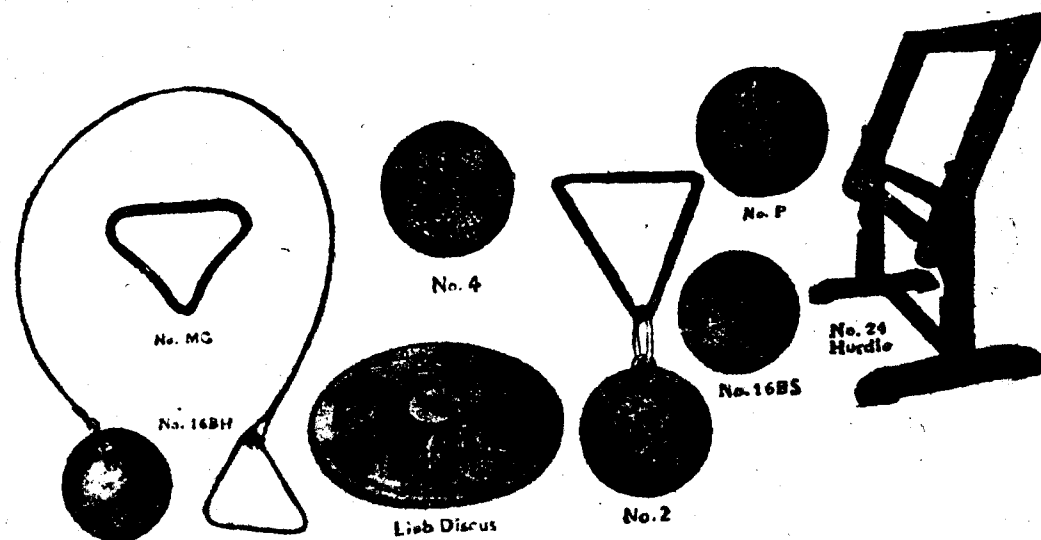
Time Tables for Physical Education

JL
MY m211, n29V
N25
'6945

An Invitation to Athletes.
Equip your Store from the Right House and
Avail of the Special Offer.



Practical Manufacturers and Direct Importers
of all In-door and Out-door Apparatus.



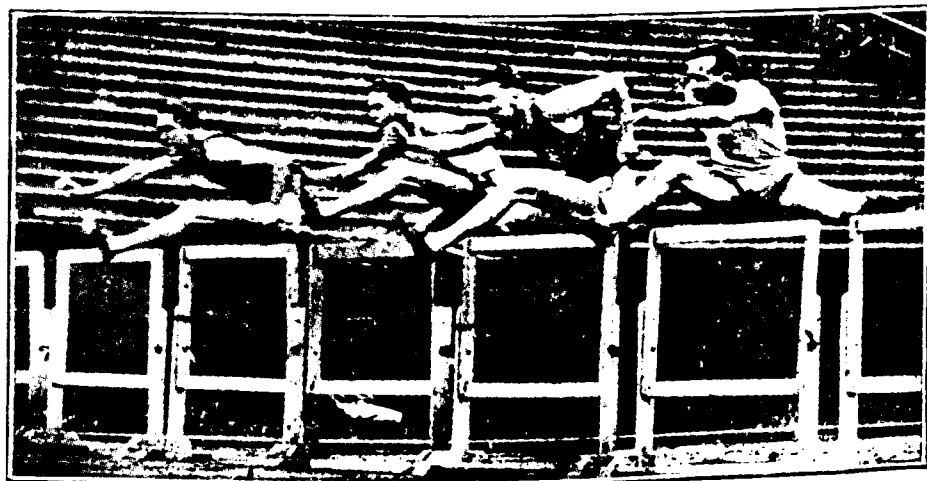
CONSULT YOUR NEED :—

SHARMAN & CO.

Sports & Scout Outfitters,

Phone: 3544.

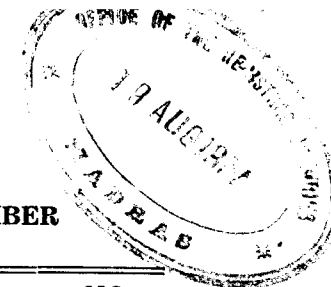
Mount Road, Madras.



GOOD FORM IN HURDLING SEE ARTICLE. P. 15.

VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER



VOL. VII.

AUGUST, 1935.

NO. 1.

TABLE OF CONTENTS.

THE CREATION OF GOOD CITIZENS—By Dewan Bahadur S. E. Ranganadhan.
 THE TIME TABLE FOR PHYSICAL EDUCATION—By H. C. Buck, M.A., M.P.E.
 PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.
 LEADERSHIP IN PHYSICAL EDUCATION—By Dr. G. F. Andrews, M.A., PH.D.
 GOOD FORM IN HURDLING—By H. C. Buck, M.A., M.P.E.
 AN IMPROVED DIET.
 AMATEUR BOXING.
 ANNUAL REPORT OF THE EAST BENGAL PHYSICAL EDUCATION ASSOCIATION,
 Dacca.
 LEAGUE OF HEALTH.
 COIMBATORE Y. M. C. A. SUMMER SCHOOL OF PHYSICAL EDUCATION, 1935.
 OLD BOYS' DAY, 1935—By A. Surendranath, B.A.
 HEALTH AND PHYSICAL EDUCATION CONFERENCE.
 THE LAST WORD ON PHYSICAL EDUCATION.

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, }
 MRS. BUCK. } *Joint Editors-in-Chief.*

L. K. GOVINDARAJULU, P. S. EASWARAMOORTHY, }
 DR. G. F. ANDREWS, P. M. JOSEPH, } *Associate Editors.*
 HENRY LAL, C. C. ABRAHAM.

N. K. MIA, *Business Manager.*

Saidapet, Madras.

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

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

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

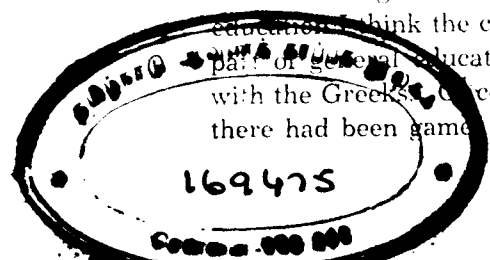
The Creation of Good Citizens

Dewan Bahadur S. E. Ranganadhan delivered the opening Address of the 1935-36, session of the Y. M. C. A. College of Physical Education on July 1, 1935.

"It gives me very great pleasure to be present at this inauguration of a new year's course of study and training in this College of Physical Education and to meet such a large number of young men from different parts of India and Ceylon who have come here to undergo this training. When your Principal Mr. Buck invited me to come here and say a few words at this function I very readily agreed to do so, because I have always been keenly interested in seeing that proper system of physical education obtained in all parts of our country. But when Mr. Buck very kindly sent me later this very artistically produced brochure which I read through I felt that my little talk to you would purely be a work of superrerogation, i.e., not absolutely necessary. Because this excellent little pamphlet contains the prospectus of your course of study and training in this institution and sets forth more clearly the great importance, purpose and scope of education which you are going to receive here. I expect you have all seen a copy of this prospectus and you will find there not only the course set forth but full and detailed account of your curriculum of studies, the principles and methods and history of physical education, and organization and administration of health and physical education, personal hygiene, sociology, psychology and various other subjects which have a bearing upon the important question of wholesome living. Your course in theory and practice therefore deals very systematically and scientifically with all aspects of physical education and you will at the end of your course be awarded either a diploma or a certificate in physical education.

I remember many years ago when the question of introducing compulsory physical education came up for discussion in the Senate of the Madras University of which I was a member. When the term of physical education was used I could see a cynical smile on the face of many of the august members of the Senate, and as a matter of fact even some veteran educationists got up and asked what physical education meant. Because they had heard of physical instruction, physical training, games masters, drill sergeants, but not heard of physical education. Education they thought had nothing to do with games and exercises. When the idea of compulsory physical education was brought forth they thought that it was contradiction in terms. Games and exercises were suitable for men who were savagely inclined and who had not outgrown that stage.

Although I have not been privileged to study the history of physical education I think the conception of physical education as an integral and vital part of general education, essential for complete living, practically died out with the Greeks. From that time after that, all these two thousand years and more there had been games and exercises but they have not been considered as a



part of systematized education. In India we have had our own system of exercises, but you will find very predominantly our systems of exercises to a large extent are individualistic. In western countries we find that they have specialised in games, but physical education was not considered a part of education but a sort of concession to the 'old Adam' in man. Games and exercises were something unrelated to regular curriculum of studies and course of education. This was practically the position until the beginning of the twentieth century. It is only now, after the war, for the last fifteen or twenty years, that we have our ideas in regard to physical education enlarged and we realise that education is incomplete if it is limited purely to mental or ethical principles and that a very vital and important part of education—education of the whole man—is based upon physical activities carried out either individually or in groups and communities.

For I take it that the aim of general education is two fold in the broadest terms. I do not refer to vocational training because it is a kind of specialised training. Even with regard to Vocational training physical activities early in life has a very important bearing. The aim of education is two fold : (1) Individual man (2) his relationship to the society or the community in which he lives.

(1) Individual man : I take it that the main aim of education from the individual point of view is that by a harmonious development of all the powers and facilities of a man he may become a complete and integrated personality.

(2) The other aim of education is to set a man's relationship to society or to the community to which he belongs. It is to develop in him all those social and moral qualities which will make him a good and valuable citizen, and a member of an organized community.

Now I venture to assert, if we regard these two are the main objectives of education, that physical education has a most important contribution to make towards both these objectives, viz., a thoroughly developed personality and good citizenship. Physical Education has a very important contribution to make towards this. For a proper system of education should enable a man to be strong enough to possess sound health and vigour so that as an individual he may lead a good life and at the same time he should have that balance of character, with organization of his emotions and sentiments and powers which will give him complete self-control and self-mastery. You will then agree with me that the aim of general education is to develop a personality and to create a good citizen and that the physical educator has a vital contribution to make towards both these objectives. This is the great ideal you have to keep before you in all your work for you are going to be called physical instructors, or Directors of Physical Education. You have got a tremendous and difficult work before you and not a few among you have to contend against odds as Directors of Physical Education. I know Indian students for the past thirty years and I have been a student myself and as a student I had an aptitude for

games and physical exercises. But we know what our students generally are. You will find that the great majority of them are physically passive. They would rather watch a game than participate in any form of active exercises. You will also find that a good many of your students are physically weak and it is up to you to see that those students love games and participate in physical activities. On the other hand you will have a minority of students who are very keen on games and are good in physical activities. It will be a temptation on your part to give rather exclusive attention and encouragement to these boys so that your school or college can show off in the various competitions, to the neglect of the large majority of other students. Secondly, you have to cut the tendency on the part of our students to expect to be rewarded with prizes or medals or certificates, even for small successes. It will require a lot of courage and tact on your part to point out to them that games are not played for these rewards but, for their own sake. You will have to set your face sternly against commercial exploitation of games and tournaments and star performances of your students. Because, as I have said, the main thing you have to keep in mind is this thought, that you are not drill masters, drill instructors or sergeants but good educationists and as such you should try to secure the greatest and highest values in the aspects of health, personality, character, social efficiency, etc.

Those of you who are destined to work in rural areas or in village parts will have to face a number of educational problems. You will have to wage a crusade against ignorance and superstition, insanitary surroundings and strong social customs. You should try and implant in your pupils the love of healthful surroundings and of clean living and correct habits. Therefore I feel that the work of Physical Education in India which is comparatively difficult in view of our students, of whom you are perfectly aware, requires a great host of well-trained young men and women. I am exceedingly glad to learn that this great institution of Y.M.C.A. College of Physical Education is able to attract and train year after year such a batch of well-conducted young men to go out and undertake this most vital and important service to the community.

I do hope therefore that you will take full advantage of all your opportunities here to study this large and important question of physical education in all its aspects and go out of this institution with a high ideal and large and comprehensive aim in regard to the scope and character of your work in the schools and colleges in India.

I may assure you that by leading our boys and girls on the road to health and happiness and vitality and by securing for them more health and high educational values which grow from games and physical activities you will be truly elevating the foundations of national health, wealth and prosperity.

If this year, and in years to come, students like you go out from this great institution to encourage this interest and love for health and recreation you will be transforming the nation by infusing a new vitality in our country.

creating a new race, building up a new nation—strong and virile both physically and morally. I hope therefore that this great College of Physical Education will continue more and more to carry on its magnificent work which it is doing and has been doing for the past fifteen years and I wish you all, students gathered here, a full measure of success in all your studies and activities, both during this course of training and thereafter in your future career."

The Time Table for Physical Education

By

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

Every modern Headmaster or Principal of an educational institution knows that any scheme of education worthy of the name aims at education of the whole child, or education of the whole man. No longer is the emphasis placed on providing experiences for the development of one phase of life at the expense of others. Programmes which are educationally sound lead to harmonious development of the whole child, physically, intellectually and ethically. The question may therefore be asked, how many of our educational institutions have programmes that are educationally sound? How many schools and Colleges pay as much attention to developing for the physical life of their students, as adequate a time-table as they do for the academic or examination subjects? Perhaps if physical education and health education were to be made examination subjects we might find for these actual working time-tables of which we could all be proud. But this should not be necessary, for physical life is basic, and physical activities have educational values as well as mere biological values. In order to develop normally, the growing child requires daily several hours of big muscle activity and in order to learn all those valuable lessons which are best learned through play he must have an opportunity to participate regularly in well organised and well supervised play. It is quite clear that the present unorganised herd system and the provision of two periods of physical education per week is neither educationally nor biologically sound. We must give the children a chance to develop normally, to grow up with bodies and physical skills of which they may be proud, and with commendable attitudes and habits of play and sportsmanship.

Every school should aim to develop for physical education a time-table that will permit every child to participate for at least one hour daily in organized supervised activities well suited to his nature and needs. Such a programme should not be formal and artificial, but natural and full of meaning. It should make school life happy and enjoyable and should lead to the development of life-long play and health habits.

Obviously the usual faulty practice of postponing all physical activities until 5 p.m. and attempting to provide a play programme for the whole stu-

dent population in this one evening hour cannot be accepted as physical education at all. A way must be found to divide the school population into desirably small groups to make the teaching of physical activities possible and there must be sufficient periods of physical activities to permit such small groups to report daily.

Schools or Colleges which have time-tables permitting all their pupils to participate in physical activities daily, and whose classes for physical activities are so organised that not more than 40 or 50 pupils report to the physical education teacher at one time are kindly requested to submit copies of their time-tables so that we may publish them for the benefit of those who are making an honest attempt to cater adequately to the physical life of pupils and students.

LIST OF SOME MODERN BOOKS ADDED TO THE COLLEGE LIBRARY

1. *Introduction to Physical Education*.—By Jackson R. Sharman, Ph. D., Professor of Physical Education, University of Michigan. Published by A. S. Barnes & Co., 67 East 44th Street, New York. Price \$2.00.

The most important phases of Physical Education are condensed and presented according to the latest educational thought. The book gives complete survey of the history, objectives, methods, psychology and philosophy of physical education.

2. *Introduction to Physical Education*.—By Eugene W. Nixon M.A. and Frederick W. Cozens Ph. D., Published by W. B. Saunders & Co., Price \$2.50

This book is primarily designed as a text-book in Physical Education. It gives a readable survey of the Principles of modern Physical Education.

3. *The Theory of Play*.—By Elmer D. Mitchell, Professor of Physical Education, University of Michigan and Bernard Mason, Professor of Sociology Ohio University. Publisher A. S. Barnes & Co., Price \$2.80.

"Play is universal. Play is life and wherever life is found there is sure to be play in some form or other."

The authors present not only a complete history of play but also give definite programmes for the better direction of play activities. It is based on the famous "The Theory of Organised Play" by Bowen and Mitchell. The material has been entirely rewritten and revised but the basic structure and the presentation of the material have been preserved. "Theory of Play" should be in the hands of every teacher engaged in the field of Physical Education. They will welcome the new interpretation of the play movement.

4. *Corrective Physical Education*.—By Josephine Rathbone. Published by W. B. Saunders & Co., Price \$2.50.

Miss Rathbone defines and describes corrective physical education in terms of the modern understanding of the purposes and methods of education and of a wide realization of individual needs. The material is condensed and practical in its application. A useful book for corrective work.

5. *The Administration of Health and Physical Education*.—By J. F. Williams, Columbia University. Published by W. B. Saunders & Co., Price \$3.00.

In this book Health Education and Physical Education are treated as a single administrative unit. Meaning, principles, health service and instruction, equipment, facilities, finance and other important topics are discussed. The material is organised in such form that it is excellently adapted as a text-book in the administrative field.

6. *Physical Education for Elementary Schools*.—By Neilson and Van Hagen. Published by Barnes & Co. Price \$2.00.

This book serves as a basis for the Physical Education programme in elementary schools. It includes a graded programme of activities which should be adapted to the school situation, the time of the year and the individual needs of the child. An excellent reference book for activities in the elementary school.

7. *Board of Education—Syllabus of Physical Training for Schools—1933*.—Published by the English Board of Education. Sold by Higginbothams Ltd. Price Rs. 1-8-0.

A syllabus of Physical Training for elementary schools was first issued by the English Board of Education in 1904 and revised in 1909 and again in 1919. This new edition of the syllabus shows a notable advance upon its predecessors. Changes are made wherever necessary to bring the syllabus into line with recent methods of teaching to achieve the desired results in the Physical development of the children. An excellent book for Elementary school activities.

8. *Modern Wrestling for the High School and the College*.—By H. Otopalik. Published by Chas Scribner & Sons. Price \$2.00.

The author tells of the improvements in wrestling under modern rules, gives helpful material regarding conditioning, advises beginners and also the experienced wrestler and coach. The technique and rules of wrestling are fully covered by the author who has developed several Olympic wrestling champions.

9. *Track and Field*.—By Charles Paddock. Published by A. S. Barnes & Co., Price \$2.50.

The fundamentals of track and field events are clearly described and the book is well illustrated. Most of the illustrations are from photographs taken at the 1932 Olympics. The book contains training diet and also training schedules.

10. *Track and Field*.—By T. Jones, Director of Physical Education in the University of Wisconsin. Published by Charles Scribner & Sons 5th Avenue at 48th Street, New York.

The book is written primarily for beginners and coaches. There is meat in it for any performer, coach or conditioner of athletes. An indispensable book for the Physical Director who has to deal with athletes.

11. *Volley Ball—A man's game.*—By Robert E. Lavega. Published by A. S. Barnes & Co., Price \$2.00.

The technique of the game are fully discussed, a chapter each being devoted to the serve, attack, defensive and offensive playing and training a team for intensive competition. Numerous attractive line illustrations and diagrams aid in clarifying descriptions.

Proceedings of the Director of Public Instruction

R. C. No. 895-D 34 dated 28th June, 1935.

The following instructions are issued in connection with the imparting of physical education in Secondary Schools. The District Educational Officers are requested to bring these to the notice of the managements of Secondary Schools under their control for their information and guidance.

2. In order to make physical education educationally sound the timetable for physical education must be so arranged that there may be a fair proportion of (1) "Instruction Periods," and (2) "Participation Periods."

3. During Instruction Periods pupils should come to the Physical training instructors in groups of not more than 40 or 50 at a time. Each physical training teacher on the staff should be required to handle 5 or 6 such instruction periods per day and all pupils should have physical activities daily. During instruction periods the special teachers should teach only such games and other activities as are of value in the "Participation Periods" and have real "Carry Over" values. The herd system in physical education will never succeed. The educational value of physical training in schools should be fully recognised and every effort made to so organise it as to obtain the educational values of such training.

4. Full co-operation of all the class teachers and the assistance of well-trained school boy leaders are also required. But such service must be utilized in connection with well organised "Participation Periods," and not during "Instruction Periods" as an unsatisfactory substitute for possible effective work by properly qualified specialists.

5. The "Play-For-All-Programme" is one that should be introduced into every school as "Participation Periods," part of the physical education programme, and wise physical training teachers will use every class teacher and capable school boy to make this programme a success. The "Participation Period" must however have "Instruction Periods" for its foundation.

6. The mistaken notion that "Instruction Periods" should be devoted primarily to "Drill" should be removed. During this time emphasis should be placed on teaching natural and naturalized activities with the idea of developing those skills that are useful and satisfying at the time and throughout life.

(By Order)

(Sd.) V. KALYANARAMAN,
Senior Superintendent.

Dis. No. 3074/34

Madras.

Dated 28th July 1934.

Read Again.—Director's Proceedings R. C. No. 2068-E/32 dated 29-11-32 and 10-1-33 regarding Physical Training Certificates.

The Proceedings read above are hereby cancelled, and the following revised instructions are issued for future guidance.

It has been brought to the Director's notice that persons who hold certificates issued to them at the end of short time course in Physical Training or certificates issued by training colleges and other institutions are entertained as Physical Training Instructors in some educational institutions.

2. The District Educational Officers are informed that such training courses do not qualify persons for employment as Physical Training Instructor and that only those who possess *bona fide* Government Certificates in Physical Training are eligible for appointment as qualified teachers of Physical Education.

3. The Director desires to point out that the only way to earn a qualifying certificate is to attend the ten months' course at the Y. M. C. A. College of Physical Education, Saidapet, Madras, and to pass successfully the Government Examination given at the end of that ten months' training.

4. The heads of institutions should be informed as above.

(By Order)

(Sd.) V. Kalyanaraman,
Senior Superintendent.

"Leadership in Physical Education"*

By

DR. GEORGE F. ANDREWS, M.A., PH.D. (COLUMBIA).

Assistant Physical Director to the Government of Madras.

Leadership in physical education! What presumption and how preposterous!! Such might be the reaction that may arise in the minds of a good number of you educators assembled here. And indeed it will be no wonder if the statement that we need highly qualified leaders to handle physical education activities did arouse in you a feeling of surprise and perhaps of mild merriment. For, a good many of you have in bygone days passed through the hands of the Drill and Gymnastics Instructor performing a few antics or feats on the gymnastic apparatus or doing a few set drill and exercises. A few have perhaps recently had other experiences of participating in a few games besides the routine drill and exercises. The drill and gymnastics and games seemed to have served their purpose, if any, and so, you may well ask of yourselves why a demand that physical education activities

* A paper read at the XXVI Provincial Educational Conference, Anantapur.

be under the guidance and direction of trained intelligent and capable leaders is being insistently made in these days.

Because of the confusion of thought concerning this subject it is necessary at the beginning to discuss what physical education is. Drill and gymnastics, Physical Training, Physical Instruction, Physical Culture—these terms have been used time and again and thereby the scope of the activities have been limited and circumscribed. Feats on the gymnastic apparatus, “systems” of physical culture for the harmonious all-round development of the body beautiful, activities for the sake of increased “perspiration and peristalsis,” health giving exercises doled out for 5 or 10 minutes and such are said to be all that physical education consists of, the physical side of man being its whole concern. Visions of physical culturists like Sadow Ramamurthi, Atlas, K. V. Iyer, Krishna Rao and others of this type or of advocates of national systems like the Surya-Namaskaras, Yoga Asanas, Pranayamas, Dundahls and Bhaskis or even of exponents of military training might come up before your mind’s eye as the people who can be trusted in this matter. Their claims to make a new man of one in so many days,—a man wonderful to behold and possessing health and vitality in no unbounded degree—and to revitalize the nation and its manhood and womanhood would appear to be justifiable and the summum bonum to be aimed at.

Recent investigations and studies on the subject however reveal that glorification of the physical body is the be-all and end-all of an outlook concerning physical education as described above. But physical education is something more than muscle culture or exercise for the development of the body beautiful. The following characteristics have been put forward as essential to a sound programme of physical education:—

1. Physical education is an aspect or phase of education: as such it co-operates with the general educational aim so that the individual may grow and develop fully and be enabled to live the abundant life now and later; it aims to realize this through physical activities.

2. Physical education is mainly administered through bodily activities involving the use of the musculature of the body, the emphasis being generally speaking, on the big muscle activities because of the racial heritage of activities like running, jumping, climbing lifting and carrying and because of their value to organic development.

3. In spite of the use of big muscle activities, muscle culture or the development of the body beautiful is not its main concern: it contributes to the mental and emotional development of the individual also by providing situations where the use of bodily activities has a definite reaction on the mental and emotional make-up of the organism where the total body functions as an integrated whole.

4. Through these activities the individual is educated to adjust himself or herself to society and to behave in social situations as a member of the group.

“Education”, says Sir Leslie Mackenzie in “The Child at School”, “cannot be separated into two parts, one mental and one physical. The mental processes affect the bodily processes as the bodily the mental. Hence in brief we may say that education, mental and physical, must be conceived as one process. No matter what our ultimate metaphysical theory of the relation of mind and body may be, the psycho-physical organism has to be educated as a unity. It is very easy to forget this; but to forget it is to miss the essence of physical education.”

And so, in the light of these thoughts, physical education has been defined as an aspect of education which uses bodily activities “selected as to kind and conducted as to outcomes” under intelligent and skilled leadership supplied with adequate facilities so as to “afford an opportunity for the individual or the group to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound.” “Physical Education thus is not physical training or Physical instruction or Physical culture, but Education.—Education of the Physical and through the Physical.”

What is the purpose of physical education as thus interpreted? Sir Percy T. Nunn in his “Education—its Data and First Principles” says “Educational efforts must, it would seem, be limited to securing for every one the conditions under which individuality is most completely developed—that is to enabling him to make his original contribution to the variegated whole of human life as full and as truly characteristic as his nature permits; the form of contribution being left to the individual as something which each must in living and by living forge out for himself.”

A. J. Stoddard, an American Superintendent of Schools (Providence, R. I.) discusses the objective of education thus:—

“The objective in all education is to develop the best abilities and capacities of every individual—intellectual, emotional, physical—in such manner that they will contribute most to his pursuit of happiness in the highest sense possible.”

According to Stoddard through education the individual should be enabled:

- (1) to realize his own powers and capacities as far as they are essential to his pursuit of happiness:

- (2) to develop his own initiative and the right kind of critical judgment so that he will try to find happiness and be able to recognize it when he does find it: and

- (3) to build into his life those attitudes and ideals that will enable him to claim and appreciate the abundant rather than the narrow life.

The optimum development of the individual to be a fit member of society and to worthily participate in its activities thus appears to be the aim of education, and physical education, being an aspect of this process, must

tribute towards this aim. The physical education experiences that are of value in this respect are :

1. Physical capacities for large tasks strenuously done and carried through to completion (organic vitality and vigour).
2. The possession of physical skills for daily use as well as for enjoyment, companionship and healthful, constructive and joyful use of leisure time.
3. Mental alertness for vision of opportunity, ability to see methods of approach to the problem and the ability to evaluate, reorganize and re-evaluate.
4. The development of interests, hobbies, and avocations for enriching the living of all of each day as well as for the constructive expenditure of leisure time.
5. The ability to exemplify healthful living on a positive basis i.e., "able to do" because certain scientific principles of helpful living have been applied rather than the mere slavish following of text-book rules handed down traditionally.
6. The possession of attitudes of co-operation, loyalty, optimism, persistence, honesty, etc., and their application to every day life situations.
7. The possession of ability of happier adjustments to problems of school and everyday living, and
8. The possession of that integrated personality which makes for a judicious, helpful wise use of hours in self-improvement hobbies, avocations, vocations, physical health and fun.

Organic development for vitality and health, neuro-muscular co-ordinations for grace and skill of movement, emotional control for healthy moral and social living and mental training for quick and critical judgements are furthered through the experiences of physical education activities. This contribution is not compartmentalized but proceeds as part of the total process of the education of the whole individual.

The activities that are included in a programme of physical education that serve the above purpose have the following characteristics :—

1. They are natural activities, i.e., such as easily arouse the interest of the individual for participation because of the existing predisposing neural connections.
2. They are such as give scope for the exercise of the fundamental skills necessary for daily life.
3. They make use of the big muscle groups so vital for organic growth and development.
4. They afford opportunity for the exercise of the instinct mechanisms, for self-expression, for self-testing and for the development of social standards.

5. They help to create a favourable attitude for desirable leisure time activities and for outdoor life.

6. They are capable of being organised and administered in harmony with the accepted findings of the educational, psychological, physiological, biological and sociological sciences.

If the above definition and purpose of physical education is accepted then necessarily the problem of leadership arises. No longer can we then be content with the type of a teacher who knows his subject meagerly, who is unacquainted with psychology, physiology, biology, and sociology, whose educational outlook on physical education is lopsided and who in consequence is ill-paid, ill-treated and ill-cared for.

Leaders in the field of health and physical education say :—

" Experience has shown that without leadership playgrounds and recreation facilities are liabilities rather than assets, and that the best equipped grounds are unused if there is no leadership to vitalize them. Without trained leadership the playground often becomes the gathering place of idlers sometimes degenerating into a place where immorality is taught, vandalism occurs, and damage done to public property. With intelligent leadership the playground becomes a constructive influence—the place where ideals of fairplay and citizenship are instilled and adds infinitely to the joy of life for the child."

What is leadership? It is evident that it means something more than instruction, more than organization service, more than supervision. It means ability to supply the materials and creating the environment for the employment of play skills; it involves looking into the individual's personal problems in play with reference to his observed capacities and shortcomings; it means standing by to encourage and befriend the child in the development of his powers and personality; it restores initiative to the child rather than suppress or repress; it is unobtrusive and yet like a magnet draws children and adults into the beneficial atmosphere and activities of the playground; it means ability to ensure that the investment on physical education brings forth fair return in the mental, moral, physical and social growth of the children and adults attending the playgrounds.

J. F. Williams, in his *Organization and Administration of Physical Education*, says :—

" As a specialist, the physical education teacher must be skilled and equipped by training to carry on the work of instruction. In a larger sense that equipment should mean the ability to understand and appreciate, to guide and advise, to teach and inspire."

Three qualifications of a leader namely, 1. training, 2. experience and 3. Personality, however need to be emphasized.

1. **TRAINING:** That the teacher should be adequately trained is accepted. The teacher trained should have a broad educational background and a general knowledge of psychology, sociology, biology, physiology, civics, and pedagogy and the technical training in the various principles, methods and activities of physical education should be based on these.

2. **EXPERIENCE:** Experience is invaluable. To have the satisfaction of having accomplished something worthwhile is the test of successful service. This of course comes with maturity and persistent perseverance at the work on hand.

3. **PERSONALITY:** Personality is of equal importance. It is "that gift which attracts others and makes leadership possible; the ability to interest people and to let them know that you are interested in them and their activities, that you trust them and expect fine results of them; the ability to maintain order, co-operation and joyousness, contentment, earnestness and true principles of sportsmanship." Executive ability, common sense, courtesy, tact, good sense of humour, alertness, sincerity, initiative, sociability, self-control, self-reliance, good judgment, resourcefulness, adaptability, perseverance, devotion to duty, personal appearance, kindness bearing, etc., are other aspects of personality of a leader.

In addition to these, however, and of great significance are the ideals and enthusiasm of the leader himself. He should have visions of work that seeks to help in moulding better men and women and an attitude of service in an ideal field for the development of character.

Leadership in physical education in India should be lifted from its present low level if physical education is to be vital. "To develop the best abilities and capacities of every individual—intellectual, emotional, physical—in such manner that they will contribute most to his pursuit of happiness in the highest sense possible," is the physical educator's desire and aim. This pursuit of happiness is not after something that is chimerical. As Stoddard says "Happiness refers to that deep and abiding contentment that comes from the abundant life, even though such a life includes both joy and sorrow, success and failure, prosperity and adversity, sunshine and shadow, laughter and tears, cradle songs and funeral hymns. It is not that we would banish sorrow from our concept of happiness if only we can have the ability to interpret the deeper meanings of sorrow; we would not object to the shadows in the picture if we could not but know their relation to the light. To be happy we want to know the realities of life, whatever they may be to be able to understand relative values in the midst of confusion, to be able to appreciate that which is good in the midst of that which is bad, to care for the deeper meanings in the midst of the shallow, to desire the worthwhile in the midst of much that is trivial." Such is the happiness we are after.

Shall we be then content with entrusting the physical education of children in our schools to those who are unequal to the task? Shall we fatalistically accept the lines,

"The Moving finger writes and having writ
Moves on. Nor all thy piety nor wit
Shall lure it back to cancel half its line,
Nor all thy tears wash out a word of it."

and adopt a laissez faire policy in the matter of leadership in physical education? If physical education is to contribute toward the fuller growth of the individual, the integration and satisfaction of his needs and the creation in him of worthy interests, ideals, habits and attitudes so that he may now and later live the abundant life—live best and serve most—participating fully and happily as a worthy member of society, it behoves us to bestir ourselves, to "be up and doing," to provide the necessary intelligent and skilled leadership so that the youth of to-day may be really enabled to shoulder the responsibilities of the citizenship of to-morrow.

Good Form in Hurdling

By

H. C. BUCK.

The frontispiece of this issue is an illustration of excellent form in hurdling. It should be studied carefully by all hurdlers who are ambitious to place themselves in the class of winners and record breakers. The hurdles are included in practically every sports meeting but the spectacles presented by the athletes in crossing the obstacles are anything but beautiful to behold. Instead of beauty of form, grace, rhythm of movement and good mechanical advantage the majority of our athletes jump the hurdle instead of taking it easily in their stride. The athlete who is a speedy sprinter but who jumps the hurdle has little or no advantage over the more slowly moving runner who clears the hurdle in good style and who takes just the correct number of strides between the hurdles.

In this picture you will notice that the hurdlers are clearing the obstacle with no greater height than is absolutely necessary; opposite arm and leg are forward to maintain balance, the body is inclined forward to insure coming down to the ground quickly and the rear leg is bent in such position as to enable the hurdler to land close to his hurdle and quickly regain his running stride without loss of time.

In the 120 yds. Hurdles which are placed 10 yds. apart the number of strides between hurdles should be three, in the 220 yds. Hurdles, 20 yds. apart, the number of strides between should be seven or nine; for the 440 yds. hurdles which are placed 40 yds. apart the hurdler should take either thirteen or fifteen strides between. In any case the number must be odd to enable the same leg to always cross the hurdle first.

During the process of training the conditioning of the legs should be a slow careful process, in which every care should be taken to prevent over-work and in which no injury to the leg muscles is possible. An injury to a muscle or tendon of a hurdler will usually mean that he is out of competition for the rest of the season. At least he will be unable to reach top form again that season.

It is quite important in all track events that not only development of the legs be given special care, but that the entire body be well conditioned to add to the general strength and endurance of the athlete. If you are interested in hurdling it is on perseverance in practice and pride in good physical condition that will enable you to reach the point of doing a creditable performance.

Free Coaching in all Track and Field sports is given every Thursday evening at the Y. M. C. A. College of Physical Education, Saidapet. Those who are willing to come may find it possible to improve beyond all expectations.

An Improved Diet

Vyayam wishes very strongly to recommend "Balanced Diets," prepared and issued by the Bombay Presidency Baby and Health Week Association. Cost Four Annas.

There are available many books and charts on correct diet for securing and maintaining bodily vigour. But for the average person they are not practical, as they suggest combinations too difficult to obtain or too costly for the average purse.

This book not only lays down principles but actually provides a month's menus, at a cost of Rs. 5 or Rs. 7. Sir Robert McCarrison, Director Nutrition Research, Coonoor, whose own researches have been so valuable strongly recommends the book. To his praise we may only add our own hope that the findings now published will be used by each of our Old Boys especially those in charge of Hostels. We quote the following introductory portion of the book as an indication of its value.

WHAT IS A BALANCED DIET ?

"The expression 'Balanced Diet' does not mean that different kinds of foods are to be actually weighed daily and used in strict proportion. That would involve a lot of trouble and expense and would be impracticable. It only means that the diet or, more correctly, our daily food should contain the different components of food in a certain proportion. Our body is able to tolerate occasional variation in diet but a long continued excess or deficiency of one or more components will impair the growth of the young and is frequently responsible for such common complaints as fatigue after slight exer-

tion, headache, a low grade anæmia, dyspepsia, intestinal disorders, unhealthy skin and an increased tendency to infectious diseases. If the defect be great it may lead to rickets, beri-beri, severe anæmia, decayed teeth, gastro-intestinal diseases, diabetes, tuberculosis, etc.

It is well to remember that the food we eat should give us not only (1) sufficient heat and energy for the work our bodies have to do but it should be capable of bringing about (2) normal growth and repair of the daily wear and tear of tissues, thus ensuring their normal functional efficiency. This double purpose is served by different components of food. Starches, sugars and fats generally serve the first purpose and are therefore, called "fuel food." Proteins, such as are found in milk, eggs, pulses, etc., and food-salts and vitamins serve the second purpose and, besides this, they increase the resistance of the body against diseases.

The emphasis laid on Vitamins in the lay literature is somewhat misleading. All components of food—proteins, fats, carbohydrates, mineral salts, vitamins and water—are equally important in their own way; and what we have to aim at is a diet that will contain them, roughly, within certain proportions. Such diets are called Balanced, Standard or properly constituted diets.

Starchy foods (grains and seeds) are comparatively very cheap and therefore they are in great excess in the diets of the poor. But such diets are often seriously lacking in the growth promoting and tissue repairing components of food. The diet of the well-to-do, on the other hand, generally shows an excess of proteins or fats and contains too little of certain food-salts and vitamins. Its deficiency in salts and vitamins is due to the use by well-to-do people of highly refined or preserved foods and to the excessive consumption of proteins, fats and sugars which disturbs the mineral and vitamin balance of a properly constituted diet. The delicate skin of grains and seeds contains their embryos from which the young plants spring and these are found to be particularly rich in important food salts and vitamins so essential to growth and repair of the human body. This skin is removed in polishing rice, in milling wheat and in other similar ways, so that these important substances are lost to us. (See Plate II).

It will thus be seen that the diet of the well-to-do as well as that of the poor is likely to be defective, though in a different way, and therefore, the information supplied here will be found to be useful to both.

Many of the food-stuffs commonly used contain two or more components of food in different proportions. They also contain varying amounts of vitamins and salts. The quality of proteins and fats also differs in different foods; but if the advice given in this pamphlet be followed there should be no difficulty in choosing from the food-stuffs available those that, when properly combined, will provide a balanced diet.

Sir Robert McCarrison has shown by analysing the diets commonly eaten by various communities in India that they are not as a rule insufficient

in quantity but are often defective in quality and that growth and freedom from disease is directly correlated to the character of the diet. The national diets of the Punjabi, the Sikh and the Pathan were found to be well balanced and these people showed ideal growth when the balance of their diets was maintained. The poor Madrasi or Bengali diet, on the other hand, was found to be very deficient in proteins, fats, vitamins and mineral salts; and it is particularly in Bengal and Madras that we find defective growth and the persistence of diseases of faulty nutrition such as anæmia, gastric ulcer, intestinal disorders, beri-beri, tuberculosis, etc. Sir Robert confirmed these findings by feeding rats on these diets and noting their effects on these animals. It is being increasingly realised that malnutrition which is the bane of India is due not so much to insufficient food as to food that is lacking in health promoting properties.

We are of opinion that the adoption of the diets recommended here will prove a great step forward in our efforts towards the prevention of disease and improvement of health which is the motto of the Association.

The investigation of balancing the diet supplied the Association with very valuable data for giving concrete suggestions to the public in preparing such diets. Most of the literature on Food and Nutrition gives excellent general information but does not much help people of different economic levels to secure balanced diets. This is probably because no observations of this type have previously been made in India. *What an average person wants to know is what kinds of food-stuffs and how much of each he should use per month and how he should prepare them within the money he can afford to spend. The information supplied below will help him to solve this difficulty and he will have the satisfaction of getting the best possible diet for his money without having to bother about the exact chemical composition of the innumerable food-stuffs available and the sources and properties of vitamins, salts, etc.*"

Amateur Boxing

Interest in boxing is rapidly increasing in India. As organized and widespread athletic competition is fairly new in India, the difficulties of amateurism *vs.* professionalism so constantly met with in other countries has not yet been a serious difficulty in the majority of the activities. Boxing is an important exception, as professional events have long been prominent.

As a firm position on the question and prompt action, has been taken by the Madras Amateur Boxing Association, publication of its Articles and Rules may be a useful guide to other bodies equally eager to promote clean amateur sport.

Article I. Name

The name of the Association shall be "The Madras Amateur Boxing Association."

Article II. Objects

The purpose of the Association shall be:—

1. To encourage, promote and regulate amateur boxing in Madras Presidency.
2. To associate in one organization all recognized amateur boxing clubs and associations, who shall abide by the rules of the Madras Amateur Boxing Association.
3. To give instruction to amateur boxers.
4. To conduct Amateur Boxing shows, tournaments, competitions, and contests.

Article III. Membership

1. *Corporate Members.* Any club or institution of a permanent character in Madras Presidency willing to abide by the rules and regulations of the "Association" and pay an annual subscription of Rs. 5 shall be eligible for membership.
2. *Composite Members.* Any existing group of clubs or institutions constituted into a recognized athletic or boxing association willing to abide by the rules and regulations of the "Association" and pay an annual subscription of Rs. 8 shall be eligible for membership.
3. *Individual Life Members.* Persons who pay to the Association a donation of not less than Rs. 100.
4. *Individual Ordinary Members.* Persons who pay an annual subscription of Rs. 2.

Article IV. Constitution

1. *General Council.* There shall be a General Council consisting of.—
 - (i) At least two representatives elected by the group of clubs under 1 of Article III.
 - (ii) Two representatives elected by each of the organizations under 1 of Article III.
 - (iii) One representative from the Army.
 - (iv) One representative from the Olympic Association.
 - (v) All life members.
 - (vi) All ordinary members.
 - (vii) All office-bearers.
 - (viii) All chairmen of standing committees.
2. *Patrons.* There shall be one or more Patrons.
3. *Office-Bearers.* There shall be a President, a Vice-President, a Treasurer and a Secretary, elected annually by the General Council. The office-bearers shall hold office until the next general election and the outgoing office-bearers shall be eligible for re-election.
4. *Executive Committee.* The Executive Committee shall be composed of the office-bearers and the chairmen of all standing sub-committees which the General Council may constitute.

Article V. Control

The management and control of the Association shall, subject to the general control of the General Council, rest in the Executive Committee or in such sub-committees as it may designate.

Article VI. Meetings

1. *General Council.* The annual meeting of the General Council shall be held ordinarily in the month of January each year.

- (a) to adopt the annual report.
- (b) to pass the balance-sheet.
- (c) to elect office-bearers and members of the Executive Committee, and
- (d) to transact such other business as may be placed before the meeting.

Extraordinary meetings of the General Council may be convened by the President, or by the Secretary in consultation with the President, or on a written requisition signed by not less than 10 members. Sufficient notice shall be given by the Secretary to each member of such meetings and the objects thereof.

The quorum for a meeting of the General Council shall be 5.

2. *Executive Committee.* Meetings of the Executive Committee, may be convened, whenever necessary, either by the President or by the Secretary.

The quorum for a meeting of the Executive Committee shall be 3.

Article VII. Basis of Responsibility of Members of the Association for their Representatives

1. All constituent organizations of the Association shall be held directly and fully responsible for the amateur standing and conduct of their representatives in boxing competitions, as defined in Article VIII.

2. Each organization in the Association shall direct its own activities, conduct its competitions, and control its boxing in accordance with the principles set forth in the constitution and bye-laws of the Association. (This implies a registration of boxers with the organization of which those amateur boxers are members, and not with the Executive of the Boxing Association. Each organization is hereby responsible for the amateur status of its own boxers.)

3. Any penalty imposed by any organization of the Association on any of its members for any infraction of the principles set forth in its constitution and bye-laws shall be honoured by every other organization in the Association.

4. Clubs desiring to conduct Open Boxing Tournaments must first obtain sanction from the Madras Amateur Boxing Association and pay Rs. 5 sanction fee.

Article VIII. Definition of an Amateur

A. An amateur is one who engages in sport solely for the pleasure and the physical, mental and social benefits he derives therefrom and to whom sport is nothing more than an avocation.

B. Under this definition, individuals ineligible for amateur competition are those who have

1. Taught or coached boxers for pay.
2. Competed under salary or for fee.
3. Competed for a cash prize or for a staked bet.
4. Competed for or accepted inducements other than approved medals or trophies.
5. Competed for or accepted reimbursement exceeding actual expenses involved as a competitor.
6. Competed for or accepted any share of gate receipts.
7. Disposed of prizes for personal gain.
8. Competed under an assumed name.
9. Misrepresented facts regarding eligibility, ability, or performance.
10. Promoted amateur contests for personal gain.
11. Participated in a commercialised show or with or against a professional.
12. Participated in a boxing contest not sanctioned by the controlling amateur association.

C.—Any organization or individual that promotes commercialized physical competitions is ineligible to participate in promoting or conducting amateur competitions.

D. Spirit of of amateurism.

1. The spirit of amateurism carries with it all that is included in the definition of an amateur and much more. It stands for a high sense of honour, fair-play, and courtesy on the part of the participants, hosts, guests, officials, and spectators. It stoops to no petty technicalities to twist or avoid the rules or to take an unfair advantage of opponents.
2. It implies a recognition of the marked influence of physical activities in developing organic vigour, physical fitness, intellectual efficiency, moral qualities, and social habits. It seeks to increase their value by exalting the standards of all sport.
3. It is opposed to all practices which are harmful to individuals or to amateur boxing in general. It recognizes the need of wide organization and supervision of boxing, and of close co-operation in making these efficient.

Article IX. Basis of Competition

1. Each organization of the Association shall vouch for the amateur standing and eligibility of its representative competitors according to the principles set forth in the constitution.

2. In all matches or competitions in which organizations in the Association make entries only amateurs in good standing as *bona fide* members of their respective organizations shall be eligible to compete.
3. Only those boxers registered as *bona fide* amateurs will be eligible for competition.

Note.—The Madras Amateur Boxing Association will enforce the Rules of Amateurism as from January 1st. 1934.

Article X. Amendments

No additions to or alterations in these Articles shall be made except at a meeting specially convened for the purpose when at least two-thirds of the members present shall vote for the change.

BOXING RULES.

1. THE RING.

In all boxing competitions, the ring shall be not less than 12 nor more than 20 feet square, and shall be formed of posts and ropes, the latter to extend in triple lines, 2, 3 and 4 feet from the floor of the ring.

The floor of the ring shall extend beyond the lower rope for a distance of not less than 2 feet.

The ring posts shall not be nearer to the ring ropes than 18 inches and must be properly padded.

The ring floor shall be padded over the entire platform of the ring, and covered with a top covering of canvas tightly stretched and lashed to the platform. (Material that tends to gather in lumps must not be used.)

The ring must be provided with suitable steps for the use of the contestants, seconds and officials.

2. THE GONG.

The gong that is used to indicate the beginning and the ending of each round must be of sufficiently loud sound so that the officials and contestants can hear the same clearly.

3. OBSTRUCTIONS.

The entire ring platform shall be cleared of all obstructions, including buckets, stools, etc., the instant the gong indicates the beginning of the round and none of these articles shall be placed on the ring floor till the gong has sounded the end of the round.

4. WEIGHT CLASSIFICATION.

The following weight classification shall apply except in such cases like school-boy or Junior Boxing where special weight classification is necessary. In such school-boy or Junior Boxing the general principle should be to permit not more than 5 lbs. difference between classes.

Championship Weights.

Pinweight	.. 100 lbs. and under
Paperweight	.. 106 lbs. and under
Flyweight	.. 112 lbs. and under
Bantamweight	.. 118 lbs. and under
Featherweight	.. 126 lbs. and under
Lightweight	.. 135 lbs. and under
Welterweight	.. 147 lbs. and under
Middleweight	.. 160 lbs. and under
Light Heavyweight	.. 175 lbs. and under
Heavyweight	.. 175 lbs. over

5. WEIGHING IN.

All competitors in all weights must weigh in either naked or in costume as they may desire on the first day fixed for the competitions before any bouts are put on.

A competitor weighing more or less than the weight for which he is entered may compete at the weight he makes on the scales on the day of weighing in. A competitor may box in one weight class only, that which he makes on the day of weighing in.

6. GLOVES.

The gloves worn must be of a standard weight of 8 oz. each except in weight classes below the 100 lbs. class. In these lower weight classes the gloves shall weigh 6 oz. each.

The gloves shall be supplied by the club conducting the competitions.

The clerk shall examine the gloves of both contestants before the bout to see that they comply with the rules. The Referee may also order new sets of gloves if he considers the ones worn by the contestants unsatisfactory.

7. CLOTHING.

Competitors shall box in light boots or shoes (without nails or studs), or barefooted, shorts or drawers, and a vest covering chest and back. No straps or support shall be worn outside the costume. Swimming costume is prohibited.

Competitors must wear distinguishing colours, such as red and blue sashes round their waists. The sashes shall be supplied by the Association conducting the boxing.

8. BANDAGES.

No bandages of any sort may be worn on the hands or wrists except in cases where it is considered necessary by the physician in charge.

In case bandages are permitted by the doctor, they must be made of surgical gauze and must not exceed six feet in length and 2 inches in width.

9. ROUNDS.

The number of rounds to be contested shall be three.

The duration of each round shall be 2 minutes with an interval of one minute between each round. The third round, however, may be 3 minutes in duration if the Association in charge so decides. In Junior bouts the time may be reduced to 1½ min. each round.

10. SECONDS.

Each competitor may be attended by two seconds but no advice or coaching shall be given to any competitor by either of his seconds, during the progress of any round.

A second shall not give in for a competitor.

Seconds must leave the ring enclosure ten seconds before the beginning of each round. They shall leave the ring platform and remove all obstructions, buckets, stools, etc., promptly when the gong sounds for the beginning of each round.

Violations of the above provisions shall be followed by the ejection of offenders from the ring corner and may result in the disqualification of their principal by the Referee.

11. JUDGES AND JUDGING.

Two judges shall sit at opposite sides of the ring. Each official shall reach his decision without conferring in any manner with any other official or person.

The judges and Referee shall award at the end of each round five points to the better competitor and a lesser number to the other according to his merits. But if the third round is longer in duration than the first and second seven points shall be awarded to the better competitor in the third round. Thus when the rounds are 2 min.—2 min. and 2 min. the scoring shall be 5—5—5. But if the rounds are 2 min.—2 min.—3 min. the scoring shall be 5—5—7.

When in any round the competitors are equal, the maximum number of points must be given to each.

A competition cannot be a draw. Extra rounds are not permitted to decide a competition. The judges and Referee must nominate a winner at the end of three rounds and must sign their scoring papers.

At the end of each bout judges' and referee's scoring papers, indicating the points awarded for each round to each competitor, shall be collected by the M. C. or official appointed for the purpose, and the winner shall be the competitor whom two of the three scoring papers, indicate as the winner. The three scoring papers shall then be compared in consultation with the Referee and the winner announced by the M. C. After announcing the winner the scoring papers shall be turned over to the referee and placed by him in a box to be preserved until the termination of the competitions.

The decision of the judges and Referee shall be final and without appeal.

Marks shall be awarded for "attack" as follows:—Direct clean hits with the knuckle part of the closed glove of either hand on any part of the front or sides of the head or body above the belt; and for "defence" guarding, slipping, ducking, counter-hitting, or getting away. Where competitors are otherwise equal, the majority of marks shall be given to the one who does most of the leading-off or who displays the better style.

12. FOULS.

The Referee shall have power to disqualify a competitor for any of the following acts, ordinarily classified as fouls:—For hitting below the belt; for hitting with the open glove, the inside or "butt" of the hand, or with the wrist or elbow; for striking a competitor when is down or getting up; for using the kidney or rabbit punch; for holding, butting, shouldering, leaning on opponent, intentionally falling without receiving a blow, wrestling or roughing, unfair use of ropes, or for any other act he may deem foul.

If a competitor claims a foul which the Referee shall not have seen the Referee shall immediately consult the judges and if either of them has seen it the Referee may disqualify the competitor committing it.

In the event of a competitor being down, his opponent shall retire to the further corner of the ring and shall not recommence boxing until told to do so by the Referee. A competitor is considered to be down even when he is on one foot or both feet, if at the same time any other part of his body is touching the ground. The Referee shall not allow a competitor to be down longer than ten seconds. When a competitor goes down, the time-keeper shall immediately count the seconds quietly to himself and on the expiration of ten seconds shall inform the Referee who shall stop the competition. The referee shall be empowered to stop a round if in his opinion a competitor is out-classed or unfit to continue and that competitor shall be deemed to have lost the bout.

In all competitions, any competitor failing to resume sparring immediately after the rest between the rounds or after an interval of 10 seconds, if he has been down, shall lose the bout.

The breaking of any of the rules by a competitor or his second shall render such competitor liable to disqualification.

The Judges and Referee shall decide (1) the interpretation of any of the rules, (2) any question not provided for in the rules.

13. METHOD OF "WARNING" THE BOXERS.

When a Referee finds it necessary to warn boxers during a contest, he must first stop the fight, give his warning in as brief a manner as possible, and then order the contest to continue. For example, Stop! Red, you are holding! Box on!

If for any reason the Referee cannot make himself heard, he must stop the contest by ordering the time-keeper to strike the gong, then, after giving his warning, order the contest to continue.

It is wise for a referee to have a whistle with which to stop bouts if found necessary.

14. THE REFEREE.

The referee should ordinarily occupy a seat outside and on one side of the ring. He may, however, referee inside the ring if he finds it necessary.

The primary duty of the referee is to see that the rules and fair-play are strictly observed, to judge on the merits of two contestants in a boxing contest, and to cast his vote on the winner.

15. THE TIME-KEEPER.

The time-keeper must be seated on the side of the ring beside the Referee and close to the gong. He shall indicate the beginning and ending of each round by striking the gong. He shall provide himself with a suitable stop watch for proper timing of rounds and intervals.

Ten seconds before the beginning of each round the timer shall order the seconds out of the ring by commanding audibly,—“Seconds out of the ring!” Then at the expiry of ten seconds he shall sound the gong to commence boxing. But before sounding the gong he will announce the number of each round, as “First Round—Gong,” “Second Round—Gong,” “Last Round—Gong.”

The bout commences when “Gong” is sounded.

16. SHAKING HANDS.

The Referee must insist on all boxers shaking hands properly at the commencement of the first and last rounds, and after the decision has been announced. Boxers may be disqualified for attempting to box before properly finishing the formality of shaking hands.

17. FIXTURES.

In competitions where there are more than four competitors, a sufficient number of byes shall be drawn in the first series so as to reduce the number of remaining competitors to four, eight, or sixteen, as the case may be, and the drawers of such byes shall not have to box then, and in the second series those who have received byes shall compete before those who have already boxed. Byes that may, for some reason, subsequently arise shall be boxed for the specified time with an opponent approved by the Judges and Referee.

In fine the universal method of arranging fixtures and drawing byes for tournaments shall be followed.

18. MASTER OF CEREMONIES.

The Master of Ceremonies shall announce the names of the Referee, Judges, and Time-keeper when the competitions are about to begin, also all changes made in officials or programme as the tournament progresses, as well as making other announcements of importance.

He shall announce the names of all contestants, the weight class in which they are competing, the club they represent, and the decisions of the Judges and Referee.

He shall collect the score sheets from the Referee and the two judges, compare them with the Referee, and then make the announcements of the results.

19. PHYSICIANS.

One or more physicians must be in attendance throughout boxing competitions to deal with any emergency which may arise.

The Physician shall thoroughly examine each contestant immediately before the contests, and shall eliminate any who are not physically fit.

20. CLERK OR OFFICIAL IN CHARGE OF BOXERS.

The clerk shall attend to the drawing as specified in the rules. He shall examine the bandages (if bandages are permitted) of all contestants to see that they comply with the rules. He shall also examine the gloves put on each contestant to see that they conform with the rules.

He shall notify the contestants when to get ready for their bouts, shall give the boxers all necessary information, and shall supervise the general conduct of the tournament.

Annual Report of the East Bengal Physical Education Association, Dacca

for the Session, November, 1933 to March, 1935.

Mr. President and Gentlemen,

Since the introduction of the modern system of physical education in Bengal several years have gone by. During this period a few trained graduate instructors were appointed here and there in the different educational institutions of the Province. Thus there were three in this city of Dacca, viz., Mr. J. M. Ghosh, the Physical Director of the Dacca University; Mr. B. N. Basu Rai, the Physical Instructor of the Dacca Collegiate School and Mr. P. Ganguli, the Physical Instructor of the Teachers' Training College, Dacca. These three men felt the need of an association for bringing the instructors, who are broadcast here and there, into some form of common interest in order to synchronise and co-ordinate the activities carried on by these men in their respective fields. These three men, we may as well call them the 'sponsors', met together and formed a plan. A reference was made to Mr. J. Buchanan, the Physical Director to the Government of Bengal. He not only readily responded to the invitation of becoming its first president, but, with that solicitude which he always feels for our boys, suggested several very important changes which really led to the better working of the Association. Emboldened by such a kind response from their Chief these sponsors met at the house of the writer of the report, and after a hearty discussion the East Bengal Physical Education Association, Dacca, with Mr. J. Buchanan, as the President and Mr. P. Ganguli as the Secretary-Treasurer, was brought

in the world. It is only fitting to mention here that our idea was to confine our activities to the Dacca district only, and secondly, to allow every teacher, in charge of physical activities, to become a member. We are deeply grateful to our President for advising us to widen our scope which now includes the whole of East Bengal and the Tripura State, and to fix up a high standard of eligibility for membership.

Thus, actually we started our Association with only 4 men and is it not therefore surprising to be able to say that today we have 17 members? We have also to show our gratitude to our President for his very kindly supplying us, from time to time, the names of physical instructors employed within our jurisdiction. It is gratifying to note that not only did we receive quite a hearty support from the 'insiders' but 'outsiders' from Calcutta and Asansole also joined us.

As regards the public services rendered by our members we may mention that their services were required in connection with the

- (1) formation of the Inter-School Association.
- (2) management of the Physical Education Section of the Education Week;
- (3) running of the Annual Sports Meeting of the Dacca University; Teachers' Training College, Dacca; Dacca Intermediate College; Board of Intermediate and Secondary Education, Dacca; East Bengal Institution; K. L. Jubilee School and Armanitola Govt. High School;
- (4) Referees Selection Board, Dacca.
- (5) refereeing of many games conducted by the Dacca Sporting Association;
- (6) management and organisation of the several physical training centres, both Government and private.
- (7) Supply of the only representative of East Bengal in the Cricket Match, M.C.C. vs. All-Bengal.
- (8) setting up of a stall in the Exhibition Section of the Education Week. In this connection, I would like to take this opportunity to thank the Education Week authorities and especially the Inspector of Schools, Dacca Division, the General Secretary and the Secretary, Exhibition Section for their kind permission.

(9) reading of a paper by Mr. J. M. Ghosh—Importance of Athletics in Education. I have to thank the Secretary, Lectures and Discussion Section of the Education Week, for his kindly making the last-minute arrangement.

It goes without saying, of course, that all our schemes did not see the light of the day. The scheme to establish a Central Clinic where students can be treated free of charge for minor ailments of the eye, teeth, nose and throat and postural defects on payment of a nominal monthly fee could not mature on account of one or two insurmountable difficulties.

A scheme to establish a Swimming Centre for schoolboys is now afoot. It is hoped that within a reasonable time this scheme may mature.

The Association is also intending to send a circular letter to some of the headmasters with a view to elicit from their student requirements in the physical education line, so that any member who is nearest to that particular institution and is also up to the mark in that particular item may be requested to pay a visit on an off-day. The day, of course, must previously be settled with the headmaster. It is needless to add that the school thus benefited will have to bear the actual expenses.

As regards the many handicaps the first and foremost, of course, is the lack of a fund. However, we hope that in fulness of time the Association shall be able to stand on its own legs.

Before I finally conclude let me announce to you all, gentlemen, that as an humble token of our devotion and loyalty to the persons of Their Imperial Majesties a sum of Rs. 10 only has, so far, been contributed to the Silver Jubilee Fund.

Gentlemen, I thank you for your sympathetic co-operation throughout the session.

PANCHANAN GANGULI,

Secretary—Treasurer.

20—4—1935.

"Vyayam" congratulates Lahore and its public spirited citizens who have organized four centres for early morning recreation in various parts of Lahore. The experiment will be followed with great interest, especially by the Y. M. C. A. College of Physical Education, whose Old Boys are so prominently concerned in the venture. "Vyayam" wishes them every success and satisfaction in this new aspect of their "Play for All" programme.

League of Health

PHYSICAL EXERCISE FOR THE PUBLIC OF LAHORE

As the result of a meeting of the Physical Directors of the various local colleges, held on 20th May 1935, at 8 A.M. at Mr. Sondhi's house, it has been decided to open four centres of physical training from Sunday the 2nd of June.

There are no charges for attending the classes and they are open to all males of whatever age. At each centre an attempt will be made to study the particular needs of individuals and to give them the kinds of exercises necessary for them.

The training time at each centre would be from 5-30 to 6-30 in the morning. Each of the centres mentioned below would be supervised by qualified physical trainers on two days at least in the week:—

- | | | |
|-----------------|--------------------|--|
| 1. Minto Park : | Mr. Taj Ahmed Khan | On Monday, Tuesday,
Wednesday, Thursday,
and Friday. |
|-----------------|--------------------|--|

- | | | |
|-------------------------|--------------------|----------------------|
| 2. Lawrence Gardens : | (Swami Jagan Nath) | On Sunday & Thurs- |
| | (Mr. Karam Singh) | day. |
| 3. University Grounds : | (Mr. S. P. Bhasin) | On all the days. |
| | (Mr. C. C. Soni) | |
| 4. River Side : | (Mr. R. D. Bhalla) | On Sunday and Thurs- |
| | (Mr. Tulsi Ram) | day. |
| | (Lt. Milkhi Ram) | do. do. |
| | | On Monday & Friday. |

There is also a possibility of fixing a centre at Abbott Road, Boy Scouts Camp, under Mr. Sher Singh Dhawan.

It was also decided to get the co-operation of the Scouting authorities who would be requested to appoint a number of scouts in each area to announce the time of physical training by blowing bugles on the field.

The details of the actual location will be announced in the handbills to be distributed to the general public.

The following gentlemen attended the meeting :—

- | | | |
|-----------------------|----|---------------------------|
| 1. Swami Jagan Nath | .. | Forman Christian College. |
| 2. Mr. R. D. Bhalla | .. | D. A. V. College. |
| 3. Mr. Karam Singh | .. | |
| 4. Mr. Taj Ahmed Khan | .. | P. U. S. T. Committee. |
| 5. Lt. Milkhi Ram | .. | Government College. |
| 6. Mr. S. P. Bhasin | .. | Sanatan Dharam College. |
| 7. Mr. Tulsi Ram | .. | D. A. V. College. |
| 8. Mr. G. D. Sondhi | .. | |

Coimbatore Y. M. C. A. Summer School of Physical Education, 1935

NEED FOR ORGANISED PLAY ACTIVITIES IN LOWER AND HIGHER ELEMENTARY SCHOOLS

SUMMER SCHOOLS IN SOUTH INDIA.

It is a happy sign of the times that Summer Schools of Physical Education have been held during the past few years in some centres in South India like Bangalore, Madras, Coimbatore, Alwaye and Mangalore with a view to promote and conserve the health of the vast number of school children, especially in elementary schools, by trained leaders through a well-planned and well-directed programme of physical activities.

THE DISTRICT BOARD AND DISTRICT EDUCATIONAL COUNCIL IN COIMBATORE—

THEIR FINE EXAMPLE.

The Coimbatore Y.M.C.A. is perhaps the first Association to organise Summer Schools for teachers in elementary schools and the first school was started in the year 1932. This year the 4th Summer School was conducted under the joint auspices of the District Board and the District Educational Council. The District Board has again for the second time generously res-

ponded to our appeal for financial aid towards the school and we are deeply indebted to the Board specially to its President the Hon'ble Mr. V. C. Vellingiri Gounder, Member, Council of State, for taking such a keen interest in the propagation of Physical Education in elementary schools.

The District Educational Council is the body that controls and directs elementary education in the district in co-operation with the Government Educational Department and it is but, therefore, fitting that our school has been run under its auspices for the last four years.

THE 1935 SCHOOL.

We started the 1935 school on the 22nd April with 66 students and closed it with 60 students on the 18th May. The Malabar District Board, in response to our appeal, not only deputed 11 of its school teachers for training in our school but also contributed its share towards our school funds. This is really very encouraging to us and we wish to place on record our sincere thanks to the Board and its President, Mr. R. M. Palat, M.A., Bar-at-Law, B.C.L., M.L.C., for the interest they have taken to promote play programme in their schools.

South Kanara was represented by 2 teachers and the remaining 53 students came from the Coimbatore district—Coimbatore, Erode, Dharampuram, Pollachi, Gobichettipalayam, Bhavani, Kollegal, Avanashi and Palladam taluqs. A noteworthy feature of the school has been the steady increase in the number of men with better educational attainments. This year, there were 3 Intermediate, 18 S. S. L. C. and 28 Higher Elementary trained teachers with 15 high school and college students and only 2 Lower Elementary trained teachers. This clearly shows that the leadership of play activities in schools is surely passing into the hands of better qualified men from time to time. Of the 51 teachers, there were 9 headmasters. As in previous years, the school was open to teachers and others as well.

STAFF.

Mr. D. Santiago, Physical Director and General Secretary, Y. M. C. A., Coimbatore, was, as usual, in charge of the school and he was ably assisted by Mr. E. S. Arumugham, Physical Instructor, London Mission Community Training School, Erode, Mr. J. Rajaratnam, Physical Instructor, St. Michael's High School, Coimbatore, and Mr. C. V. Venkatachalam of the 1934 school. The success of the school is, no doubt, due in a large measure to the wholehearted and efficient service rendered by our assistants throughout the course.

DAILY PROGRAMME—PRACTICAL WORK.

From 6-30 to 8-30 A.M. and from 5-15 to 6-30 P.M. we had physical activities like simple calisthenics, group and competitive games, story plays, athletics, pyramid building elementary pole and wand drill, rudimentary gymnastics and major games like football, kho-kho, Indian rugby, Hyderabad ball, volley ball, basket ball, kilithattu, balji and playground ball. This programme includes activities suitable for all—children and adults, as a teacher, especially a village teacher has to serve not only his school children but also

the whole of his village community, if he is to be an effective teacher in the village. The village teacher in our country occupies a unique position in the village body-politic. He is the village guide and leader and by his good or bad leadership, the village either goes forward or backward in its civic life.

THEORY WORK.

The theory classes also were so arranged as to be profitable to the village teacher not only in his play programme in his school but also in his general service to the village community as a whole.

The following are some of the lectures delivered during the theory sessions between 10 a.m. and 12 noon:—"Principles and Methods of Physical Education," "Village Sanitation and Hygiene," and "Rudimentary Physiology" by Mr. D. Santiago, "Scouting" by Mr. M. R. Balakrishnan, B.Sc., Ex-Secretary, District Scout Council, "History of Physical Education in India" by Rao Sahib C. M. Ramachandram Chettiar, B.A., B.L., President, District Educational Council, "How to take care of Eyes" by Dr. S. Gurupatham and Dr. I. Robert Pitchai, Eye Specialists, M. G. Hospital and "The Value of Physical Education in Village Schools" by Mr. T. R. Swamikannu, B.A., L.T., Junior Deputy Inspector of Schools.

A special feature of the school syllabus was the introduction of cinema shows on health subjects. Three shows were given by the District Health Department on "Leprosy," "Child Welfare" and "Tuberculosis." They were highly interesting and instructive and our thanks are due to the District Health Officer, Rao Sahib Dr. Y. P. Vasudevan, M.B., B.S., B.S.Sc.

The physical activities were conducted in the Y.M.C.A. grounds and the theory classes were held in the Union High School. The mofussil students were comfortably accommodated in the Municipal High School buildings. We offer our sincere thanks to the authorities of the two schools for so generously helping us.

EXCURSION TO KALLAR—VALUES OF EXCURSIONS.

As we did in previous years, we set apart one full day—Saturday the 11th May for an excursion to Kallar—a most delightful and enchanting place of resort to picnic and excursion parties—situated on the slopes of the "Blue Mountains"—the Nilgiris. It is about 35 miles from Coimbatore and we did the trip up and down partly by train and partly by motor buses. We are grateful to Mr. C. A. Hensman, Deputy Superintendent of Police and Vice-President of the Y. M. C. A., who was kind enough to arrange for the party free lift in buses between Mettupalayam and Kallar. We thoroughly enjoyed the excursion. The cool and refreshing mountain breeze, the beautiful sceneries over the deep valleys and the sweet-smelling wild flowers—all these gave us a new life and a new joy and happiness, as we roamed about all over the place through forests and fruit gardens. We arrange this excursion as part of our school programme in order to demonstrate to our students that excursions should have a prominent place in the school curriculum, as they have not only physical but also educational, social and even moral values. Excursions under good and efficient leadership will achieve for the school

pupils far more knowledge than what they could get within the four walls of the school. How many of our schools realise this and plan excursions as an integral part of their school programme?

DEMONSTRATION SPORTS

Another day was given to a demonstration sports, managed by the students themselves. Sports have a great attraction for boys and girls and they are one of the most effective means of promoting not only good health but also good morals like team spirit, loyalty, discipline and order. But these values cannot be achieved unless they are well-conducted under proper and efficient leadership. How often have we seen sports shabbily organised in schools—even in high schools and colleges with no order, no discipline, no leadership and no technique. Such sports are an eye-sore to everyone.

VISIT OF DR. G. F. ANDREWS

We had the pleasure of having with us for a day on the 3rd May Dr. G. F. Andrews, M.A., Ph. D., Assistant Physical Director to Government of Madras. He saw us at work in the playfield and in the class room and offered us very helpful suggestions to improve the school work. His lecture on the "Values of Physical Education" and demonstration of story plays were very interesting and educative. He also spoke at a public meeting in the Y.M.C.A. on "Physical Education versus Physical Culture" under the presidency of Rao Sahib C. M. Ramachandram Chettiar, B.A., B.L.

OUR STUDENTS AND THE SILVER JUBILEE

At the request of the Silver Jubilee City Committee, our students had the privilege and honour of participating in the Jubilee hundi collection work on the 5th May. We are very pleased to know that the money collected here and in the district is to be devoted to the building of a tuberculosis sanatorium at Perundurai in the Coimbatore district. It is a pity that tuberculosis is on the increase in these parts and it is high time, therefore, that steps should be taken at once to combat this terrible disease and to improve the health conditions of the people. A big sports for school children was organised by us in connection with the Jubilee on the 6th May and they were very educative and interesting to our students.

CLOSING DAY.

The school came to a close on Saturday the 18th May when a public physical demonstration consisting of various interesting items was put up by our students in the Y. M. C. A. maidan. Mr. F. J. Stanes, Managing Director, Messrs. T. Stanes & Co., Ltd., and President, Y. M. C. A., presided over the closing function and distributed certificates of merit to the students. In doing so, he congratulated us on the successful termination of the school and exhorted the students to carry the play spirit of the school into their schools and to keep it ever alive.

NEED FOR MORE PLAY IN SCHOOLS—AMAZING SUBNORMAL HEALTH OF SCHOOL CHILDREN

We should like to make some observations with regard to the appalling health conditions of school children before we close this report and im-

The Secretary then presented recommendations made by the Executive Committee :—

1. The resolution by the Executive that the following members constitute the subjects committee for scrutinising the resolutions to be presented at the Health and Physical Education Conference :—

Messrs. Dr. Andrews, P. M. Joseph, L. K. Govindaraju, P. S. Easwaramoorthy & C. C. Abraham—was accepted.

2. The revision of membership recommended namely:—

Ordinary.	1 Re. Diploma. 8 As. Special & Govt. Certificate.
Special.	Rs. 2 Membership of the Association plus Subscription to <i>Vyayam</i> .

was accepted as a temporary measure in view of the fact that the rules laid down in the constitution did not permit this.

The Executive Committee was requested to scrutinise the constitution and recommend any revision that would be necessary for the better functioning of the Association.

The following were charted to the Board of Editors for *Vyayam* for the current year.

H. C. Buck,	} Joint-editors-in chief.	
Mrs. Buck,		
L. K. Govindarajalu,	P. S. Easwaramoorthy,	} Associate Editors.
Dr. Andrews,	P. M. Joseph,	
Henry Lal,	C. C. Abraham,	
N. K. Mia,	Business Manager.	

The meeting then moved a resolution expressing the gratitude of Old Boys' Association to Mr. and Mrs. Buck for their services to *Vyayam*.

The question of a College Colour and the College Emblem was then discussed. It was resolved that the matter be left to the College authorities to decide and the decision be published in *Vyayam* for the information and criticism of the Old Boys and that the College do finally decide on the same after eliciting opinion of Old Boys.

The meeting came to a close with a vote of thanks.

Secretaries.	}	C. C. Abraham.
		P. R. Subramaniam.

Health and Physical Education Conference

Resolutions passed at the Health and Physical Education Conference held at the Y.M.C.A. College of Physical Education on the 20th of April 1935.

1. This conference views with serious concern the revised scales of salary fixed for trained Instructors and requests the Government to revise the new scales of salaries.

2. It resolves that, in as much as Physical Education is a very vital part of school curriculum, Government should include Physical Education in the course of study for the L. T. and other courses and to arrange for examination in Physical Education as part of the general examination for the award of certificates.

3. It resolves that, an uptodate system of medical inspection of schools should be introduced and provision should be made for adequate measures to follow up the work.

4. It resolves that, as no adequate provision for Physical Education is made in Elementary schools, local Boards be requested to appoint qualified Physical Training Instructors for supervision in centres where there are a large number of schools.

5. This conference urges the Y. M. C. A. College of Physical Education and its old boys to organise and carry out such research as is vital to the progress of Physical Education.

The Last Word on Physical Education

The following extract from a college magazine attempts to leave us with the impression that the problem of physical education in educational institutions is a hopeless one and that there is no use in attempting to solve it. According to this writer "it should not even be discussed any longer." The statement as presented cannot be accepted by us because we are not willing to admit that the last word has yet been said on any subject. It is true that it is not any easy task to introduce adequate physical education for all students in India but if we will look upon physical education as an essential part of general education we will gladly "discuss" the problem at greater length than it has ever been discussed before and will leave no stone unturned to provide wholesome physical recreation for every student. We leave it to you to form your own opinion from the article herewith.

An extract from the magazine of College:—

Physical Training:—The campaign about Compulsory Physical Training is not yet over. *Somebody evidently has an interest in keeping the iron hot, but surely not the Colleges.*

Physical Exercise, in this country, as we see from the practice of the Military, who probably know something about these things, should be taken in the early morning or in the cool hours of the evening, not at 2 p. m. Now, how can the Colleges get all their students together either in the morning or in the evening? It is not possible.

Next, it is all very well for the military to go in for solid physical training. The men are not expected to go to their distant homes after their exercise and there take breakfast, immediately return for a whole day's work in the class-rooms or in the laboratories.

Some people, in the wild enthusiasm for Physical Training, completely forget that a University has something more important to do than to look