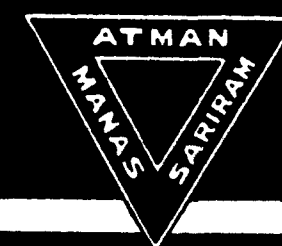


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VYAYAM

A Quarterly Journal of Physical Education.



939

MAY 1935

Education for Creative Living

Health of School Children

MY 21, 1935

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VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER



VOL. VI.

MAY, 1935.

NO. 4.

TABLE OF CONTENTS.

- THE Y. M. C. A. COLLEGE REPORT FOR 1934-35—By H. C. Buck, M.A., M.P.E.
EDUCATION FOR CREATIVE LIVING—By Miss Irene Lowe, M.A.
AMATEURISM IN SPORT—WHY IT IS DESIRABLE TO ENFORCE THE RULES.—By
H. C. BUCK, M.A., M.P.E.
THE MADRAS PRESIDENCY OLYMPICS OF 1935—H. C. Buck, M.A., M.P.E.
PHYSICAL EDUCATION NEEDS OF SECONDARY SCHOOLS IN MADRAS—By K.
Kuruvilla Jacob, M.ED., (LEEDS).
HEALTH OF SCHOOL CHILDREN.—By P. M. Joseph, M.ED., B.SC.
OLD BOYS' NEWS.—By P. M. Joseph, M.ED., B.SC.
REPORT OF THE WORK OF THE STUDENTS' ASSOCIATION OF THE Y. M. C. A.
COLLEGE OF PHYSICAL EDUCATION, 1934-35.
COVELONG CAMP, 1934.—By N. K. Mia.

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.

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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 2 Annas 12

The Y. M. C. A. College Report for 1934-35

By

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

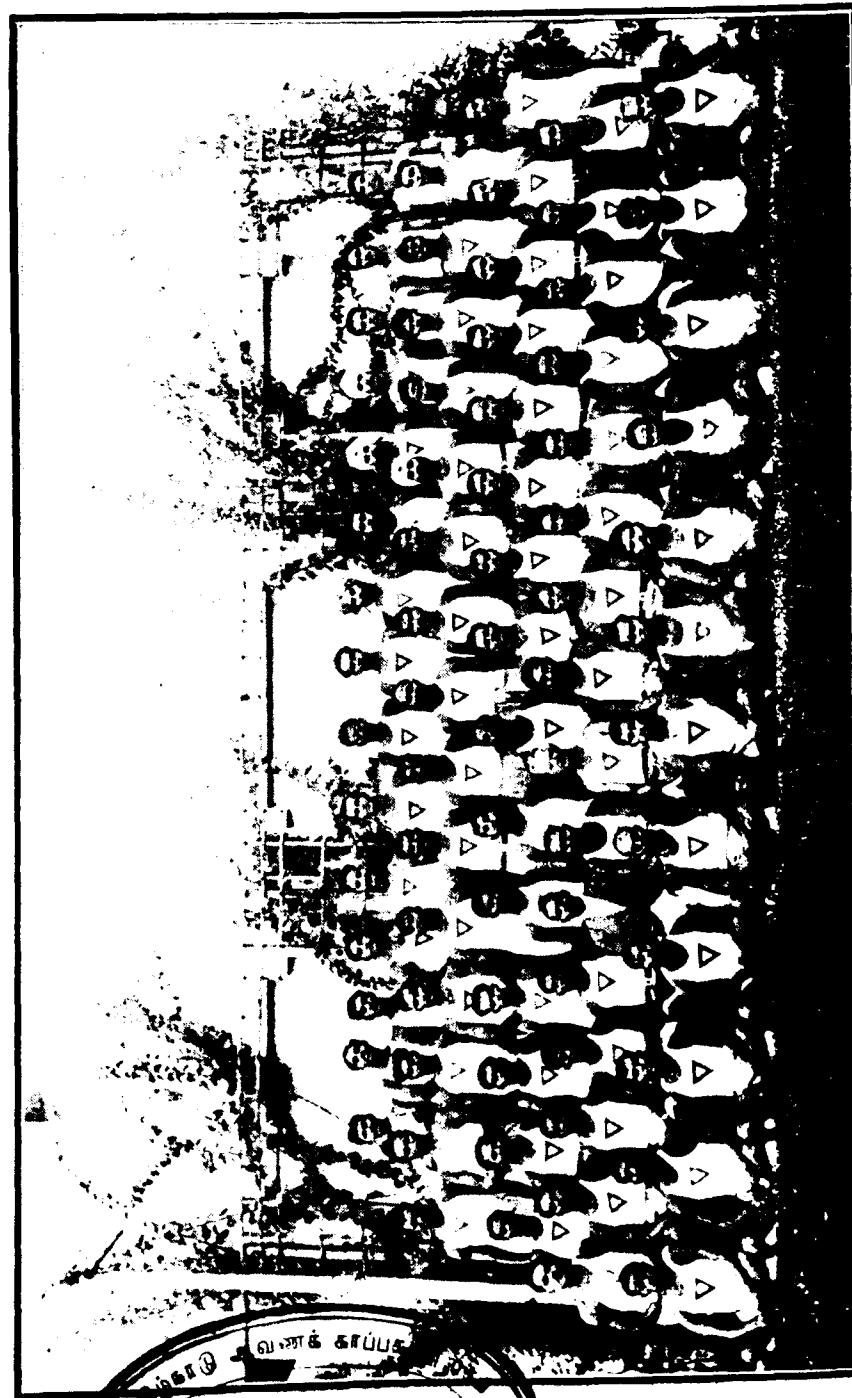
The year 1934-35 marks the fifteenth milestone in the history of the College. It closes the third year of work in our new home in Saidapet.

These years have seen slow but steady progress in the development of our facilities and programme of work, and visible improvement in the emphasis and spirit of physical education throughout India. There still remains much to be desired in the matter of giving play its proper share of attention in the general scheme of education; in recognizing the value of trained intelligent leadership; and in realizing that physical education teachers should be paid at least the equivalent of the salary scales offered to other trained teachers. But we are encouraged in feeling that this institution has had some share in removing the traditional notion that physical education is nothing more than a mere muscle-building process, and in bringing about a higher appreciation of physical education for its educational values. We believe that physical education properly organized and intelligently conducted is a great socialising agency. With this principle in mind we plan our activities and train our students. We therefore look forward to the day when every educational institution in India will employ fully qualified leadership and will devote as careful thought and attention to the physical education curriculum as to scholastic ambitions.

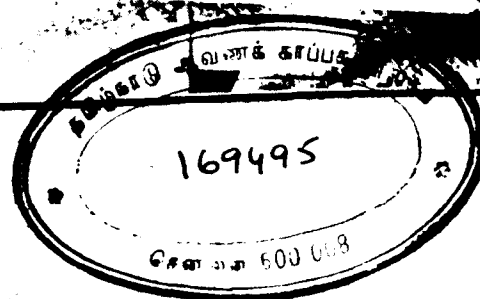
The year under review has been our fullest and busiest one, crowded with more opportunities for service than any previous year. This in turn provided many rich experiences for our students, who benefit more from sharing in actual projects than by mere attendance at lectures and physical activities classes.

Course of Studies: It would be well to portray in detail the Curriculum of Studies and physical activities carried on to prepare our students for their future service as Physical Directors. But those who are interested may obtain a copy of our prospectus which gives this information in full.

Student Body: The strength of the College on the opening day on July 1st was 80. We close the year with 68 students on the rolls. Of this number 10 are in the Diploma Section, 10 in the Special Certificate Group, and 48 in the Government Certificate Class. They come to us from all parts of India, representing 9 provinces, 12 Languages and 5 Religions. It is apparent that such a varied family has many real problems, of adjustment, and of learning to live, play, and work together in a spirit of constructive co-opera-



Y. M. C. A. COLLEGE—1934-35.



32
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tion. I should also have added, in learning to eat together, and the evolution of a satisfactory diet amid the many conflicting communal food habits has been a triumph for Mr. N. K. Mia. But it is just such experiences that make education in the Y. M. C. A. College unique and valuable. Throughout the whole training period the emphasis is on wholesome, objective living. We have a feeling that even those young men who have no desire to enter the profession of physical education as specialists would profit immensely by a year of physical education here.

The Student Association, which is a self-governing body, is organized into various sections, such as, Literary, Social, Religious and Athletic, with its programme for each section. A resume of these activities may be found in this issue.

In athletic competitions our students made a commendable showing, standing well toward the top in all Inter-Collegiate and Olympic competitions. They had the honour of winning the Championship Shield in the Inter-Collegiate Sports. But whether winning or losing, a spirit of good sportsmanship always predominated. It is our hope that those trained here will carry the same sense of fair play into schools and colleges where they may go as teachers; for success in physical education cannot be measured in terms of the number of games won, but on the basis of outcomes in health and character.

Normal Practice or Projects. Mere lecturing and training will not produce good teachers. Side by side with theory and physical activities must go normal practice, or life-like projects, if the work is to be educationally sound. One of the most valuable experiences provided for our students is the class of about 200 school teachers which comes to us every Saturday morning throughout the College Year. The class is supervised by the Staff, but the students plan and teach games and other activities which the teachers may in turn teach to their school children. This, of course, is mutually beneficial. Every evening schools send their boys to our compound for organised activities under the leadership of our students; many sports meets, leagues and tournaments are organised and conducted by them; they are constantly in demand to serve as referees and judges, and in addition we provide projects within the student body itself. The success of our normal practice this year has been largely due to the efforts of Mr. C. C. Abraham.

Service to the Public: From its very inception it has been the policy of the Y. M. C. A. College to extend its service well beyond that of training specialists, to the providing of wholesome recreation for the general public. Madras in spite of its wide expanse and open spaces is woefully lacking in amenities for public recreation. For this reason our College with its facilities and personnel has attempted to serve the public by placing our grounds at the disposal of numerous institutions, and by conducting activities for

them. This we have been able to do in a much larger measure since Government so kindly placed these spacious grounds in Saidapet under our control. During the year 1934-35 no less than 150 competitions in Games, Sports, Boxing, Wrestling, etc., were conducted here under our supervision. This of course was in addition to our regular teacher training programme and projects previously mentioned, but also served as normal practice, for a great deal of it was possible only because of the splendid work done by our students in helping with the organizing and conducting of these many activities. Our thanks are also due to the many citizens of Madras, too numerous to mention, who have so generously assisted us in conducting these various recreation activities.

Research Work: In the field of physical and health education research work is essential if we are to continue to grow. But with a small staff and inadequate facilities we have been greatly hampered in this direction. The institution would welcome the financial assistance of a philanthropist in this necessary study.

But in a small way a beginning has been made. Mr. P. M. Joseph has been carrying on investigations in metabolism and he with our College Doctor and other volunteers have begun a study in the Saidapet Schools through experimentation in Medical Examinations and Health Education. Even our few findings have been revealing. But personnel and equipment are badly needed to enable these and other projects to make a real contribution to India.

The study and development of Indian Folk Dancing demands attention. A beginning scarcely worth mentioning has been made in this valuable activity. Under the guidance of Mrs. K. Sita Ram we hope to do much in this field next year.

Plans for the near future: Due to the generosity of Col. Vincent Massey of Canada we were able during the past year to construct our College Building and a bungalow. During the next year we hope to be able to add boats on the river, a swimming pool, a dining hall, some residence cottages for students, and to improve additional playing-fields.

Up to the present building gifts have come from abroad. It is hoped that substantial financial assistance may now come from within this country as well. Such co-operation will enable us to cater more adequately to the physical life of India.

To our student body about to leave us we say farewell, regretting that we must part, but rejoicing that the number to serve India in the field of physical education has been increased. The staff has appreciated and enjoyed a year of sharing in work and in play. We wish our students of 1934-35 all success in their various realms of service, and trust that they will always retain a vital contact with the Y. M. C. A. College.

Education for Creative Living*

By

MISS IRENE LOWE, M.A.

To-day is the opening day of Education Week and at this opening ceremony it seems fitting that we should think for a few moments why it is that to-day in most of the Municipalities in South India, so many associations interested in Education have joined together to bring to the notice of the public the activities, achievements and aims of the Educational Profession and particularly those which are associated with their work in schools.

Education Week is a week in which teachers seek to inform and interest the public in educational work. Such weeks are not a feature peculiar to India, they are held in almost all countries of the world and the need for them and their value is everywhere recognised.

Why should it be necessary for those engaged in education to have such weeks of intensive propaganda? The medical profession does not hold medical weeks nor the legal profession, legal weeks. The only other body of people who organise such weeks are the health workers. What is it that the health work and education have in common that makes it necessary for them to set aside a definite time which is devoted to explaining what is being done in education or health work, and why it is being done?

It is because neither the educationist nor the Health worker can achieve the objects for which he is working without the full and active assistance of the other members of the community. The doctor and the lawyer can treat their individual patients and further the interests of their clients without the help of the public and are quite independent of outside assistance.

Educational work on the other hand, like Public Health work, is a matter which concerns not only the educated and the educators, but every man and woman in the world and in which if it is to be successful, every man and woman must take his or her share. It is fitting that teachers should ask for a time in every year which shall be devoted to a careful consideration by everyone of the educational activities of the locality and of the way in which these activities can be organised, so that the public may get the greatest possible benefit from the energy and money that is being expended on educational work.

It should be a time also when both the teachers and the public seek to take stock of the ideals and aims of education and of educational methods.

* An Address delivered during Coimbatore Education Week. Vyayam is grateful for permission to print it.

so that a clearer understanding, and a fuller measure of co-operation may be attained between the teachers and the other members of the community.

In order to secure the effective assistance of the public in their work, the teachers must make known in the first place what they are setting out to achieve. In the second the methods by which they think these ideals can best be realised in practise, and thirdly in what way the assistance of the public is required if the goal is to be successfully reached.

I would like first to consider for a few moments, the aim of education. I feel there is a great deal of loose thinking on this subject and unless every teacher and indeed every member of the community visualises clearly what the true aim of education should be, it will not be possible to get a clear idea as to whether the methods that are being adopted in the effort to educate children are useful or not.

Much effort in education to-day is being wasted, and much is being misdirected, because people are either devoting their energies to the realisation of an inadequate aim or have not clearly understood their objective. Until this is clearly seen and defined it is not possible to understand the contribution that has to be made both by the teacher and the layman to achieve results that will be worth the time, money and effort that are being spent on them.

What then, ought to be the aim of education? Can it be expressed as one all comprehensive aim, or is it to be directed towards many ends?

Many high sounding motives which stir our emotions are advanced as the aim of education in public speeches in South India at all educational functions. But in actual fact it must regretfully be admitted that in the minds of practically all parents, and of the vast majority of teachers (for they are usually also parents themselves) the only useful object of education that is recognised for both boys and girls, is the passing of examinations which shall lead to the award of some form of school leaving or other certificate which possesses a marketable value, and will increase the opportunities of the holder as a wage-earner, or in the case of the girl will increase her value in the marriage market.

The Educational Department is fully convinced of the evil of this attitude and strives by the emphasis it lays on the need for the provision for games and physical training in every school, by advocating and stimulating the organisation of girl guide and boy scout companies and by the encouragement of the other extra-curricula activities to see that educational institutions do not devote themselves exclusively to preparation for passing examinations.

Even if the aim of education is accepted as being a preparation for passing examinations (and it would be a wholly inadequate and unproductive

aim) there is still a possibility that children educated in accordance with this aim may at least emerge from schools intellectually developed. In most cases, however, even this is not achieved. Mr. Wren rightly points out in his introduction to his book called the 'Indian Teachers Guide' that "As soon as the examination becomes the great end, cramming becomes the royal road," and the result is that the vast majority of pupils leave school with their heads crammed with facts useful only for reproduction in answer to examination questions, and unable to express themselves accurately in any language and without any capacity for applying their knowledge to the solution of either practical or theoretical problems.

There are of course schools whose pupils are the exception to this general rule and in some boys' schools, and probably in a proportionately larger number of girls' schools the examination fetish is rather less powerful, and a real attempt is made to give a fuller and more general type of education. But where it is achieved, it is usually in spite of, and not because of the desires of the parents who usually view anything but the study of textbooks as a fad of the teachers and complete waste of time in an educational institution.

In Queen Mary's College a few years ago an attempt was made to provide an alternative course which should be wider and more cultural than those available to students entered for the prescribed University Courses. It offered further study in literature, both in the Vernacular and English, and a study of the fine arts, including music and drawing and painting together with other subjects included in the ordinary University Courses. Because it did not lead to the possession of a certificate, it has not been possible to persuade a single girl entering Queen Mary's to take advantage of this provision.

A progressive Mission Girls' High School feeling the need for an alternative course of study to the S. S. L. C. for girls of rich parents who would not need to equip themselves as wage-earners, attempted to introduce an alternative course on more practical and cultural lines than the S. S. L. C., which has to cater primarily for the needs of pupils who wish to proceed to University study. This alternative course provided for a special study of English and Vernacular literature, the fine arts and home craft including a good course in domestic science, hygiene and the care of children etc., as well as some of the other school subjects. Again not one of the parents whose girls attended this school would permit their daughters to take this alternative course.

It cannot be said that the Educational Department imposes an undue number of examinations in educational institutions, but it cannot be gainsaid that at present the acquirement of the certificates awarded as a result of the examinations is looked upon as the primary aim of education by almost every parent and a very large proportion of teachers.

Unless and until the public of South India can be led, not only to perceive intellectually, but really to understand and believe, that there is a value or scope in education beyond the acquirement of an examination certificate, so long will the tremendous wastage that now takes place in Education continue. And so long will our schools be filled with incompetent pupils, who being weak in the power of memorising and thereby unable to respond to cramming, remain neglected by the teachers and left to struggle along as best they may, while attention is concentrated on those pupils who, by reason of their greater capacity for memorising, are able to respond to cramming methods which because of the examination fetish are all too prevalent to-day.

If this education week does nothing but open the minds of a few parents to a real appreciation of the fact that there is something to be got out of school education besides an examination certificate, it will be well worth the money, time and energy that has gone to its organization.

Having dealt with the evils of the actual existing aim of most education in our schools, I should like to give consideration to some of the more constructive aims of education that are constantly being advocated in the press and on the platform and consider how far they can be accepted as satisfactory. "Their name is Legion" and I cannot refer to more than one or two but while there are many forms of expression, the aims thus variously worded are often but the same aim defined in different ways and the ones I have selected cover in a general way almost every other that has been formulated.

One of the commonest and most widespread is that the aim of education is to fit a boy or girl to do his or her work in the world efficiently—that is to fit a boy or girl to earn his or her living, in other words to produce efficient workers. It is this aim which is the conscious aim behind the demand of the public for increased technical education, for the introduction of practical activities in schools such as weaving, carpentry, etc. It is also responsible for the examination fetish.

The aim is, in reality, to equip the individual by education to be in a position to acquire more material possessions than would otherwise be the case. It is a purely individual aim and directed to selfish ends but it is not altogether bad, for individual advancement and increase in individual standards of living will result also in the material advancement of the social group.

It is however, also the aim that results in individual and national economic competition and strife, which is one of the chief causes of unrest and distress in the world to-day.

Another aim that is often put forward in respect to girls' education belongs in the same category, and that is that education should aim at equip-

ping girls to be good wives and mothers. This as an aim of education seems to me to be wholly deplorable. It takes no thought for the girl herself. She will, it is hoped, get pleasure and satisfaction from an efficient exercise of her biological functions, but it is not even pretended that this is the intention of the aim. It is wholly directed to the convenience and pleasure of the man who shall be her husband. That he may have a clean, comfortable, well ordered home and a healthy and well trained family and shall be relieved as far as possible from all household and family worries so that he may be free to further his business activities and enjoying amusements and recreation. This is, I think, the most unsatisfactory and mistaken of the aims for education that have ever been formulated.

It is a purely selfish motive, and unlike the selfishness inherent in the aim which considers the purpose of education to be the fitting of a boy to be an efficient wage earner and which is devoted to the interests of the person concerned, it is devoted to the interests of some other party and the girls are to be educated, not to meet the requirements of their own needs, but those of others.

It must of course be admitted that such an aim was not deliberately formulated for selfish purposes, and that it really arose from the recognition by women themselves that if a woman is to fulfil herself and to achieve happiness she must develop in herself a capacity for good wifehood and motherhood. It is the adoption of this idea as an aim for the education for girls that is so harmful and so much to be deplored, as it denies all the girls' needs except her biological ones, and takes no thought for the girl herself or her own individual welfare.

Both these aims belong to the category which have been called by one writer on education "The bread and butter" aims.

There is a second great class of educational aims and they are those which include the idea that "Education should aim at producing good citizens". This is a very delightfully vague and comprehensive expression into which we may read almost anything, but the methods devised for translating it into practice will depend on the ideas which are generally taken to lie behind it.

Another rather similar aim which has been formulated is that the development of the socially efficient individual is the ultimate end of education. This is rather more comprehensive and may be taken to include the other aims I have mentioned. This also as an aim is very vague, and its value depends on what we mean by socially efficient.

A socially efficient person has been defined as follows :—

In the first place he is a person who is not a drag upon society, that is one who can pull his own weight either directly as a productive agent or in-

directly by guiding, inspiring or educating others to productive effort ; secondly he is a person who in addition to this interferes as little as possible with the effort of others ; and thirdly he is a person who will also devote his energy consciously and persistently to that further differentiation and integration of social forces which is everywhere synonymous with progress.

These aims take account primarily not of the individual pupil, but of the convenience of society. Their sole object is to educate boys and girls so that they shall be convenient and comfortable people to live with in the home, or as citizens of the locality and country in which they live. While of course men and women who are able to achieve this will have pleasant and comfortable lives, it will be at the cost of their individuality and creative capacity, and will only be achievable in the case of the average mediocre and unambitious individual.

Some there are who adopt as an aim of education the formation of character, and while this is a considerable advance over the other aims in that it centres attention on the needs of the pupil himself, it too is in essence an aim to produce an inoffensive citizen. In a treatise I read not long ago by an educationist of standing on the subject of what should be the aim of education, the author explains that this aim can also be defined as training to right conduct. He then admits that what is morality or right conduct has been a subject of dispute ever since men began to think out the deeper problems of life, and concludes by saying "Whatever may be the ultimate meaning of right living, it is enough for the educator to keep in view the moral order as he finds it." This it must be admitted was written in 1904 at a time when the world was indulging in a period of comparative peace and quiescence and when ideas of morals and right conduct appeared to be comparatively permanent. No one would be satisfied to-day with that attitude, when before everything it seems necessary so to educate children that they may be able to order their lives in a world where present day standards of conduct will be subject to criticism and change, and in which one of the greatest needs of youth is to be so equipped that he may make his way successfully at a time when old conventions and taboos are being discarded and new and convincing rules of conduct have not yet been formulated. To be trained merely to the formation of a character which will enable him to conduct his life right in the light of present moral order would be worse than useless.

In the end I feel we must go back and accept Herbert Spencer's statement "The end of Education is to prepare us for complete living" but for the word "complete" I would suggest the substitution of the word "creative." I consider that the only aim in education should be to provide each pupil with that environment which will permit him and stimulate him to full individual development and will develop to the full the mental, physical and spiritual capacities which are inherent in him. That education should be directed solely in the interests of the pupil being educated, and not directed towards

fashioning him and moulding him into what his parents and the herd of the day considers a convenient personality to live with. Only so will he be able to make his maximum contribution to life and take a share in hastening on the more abundant life that lies before mankind.

Here perhaps I should make clear that in using the word education, I am not meaning only that part of education which it is the function of the school to give. A human being is not educated only in school, nor is his education restricted to the period of his school life. Psychology has now shown very clearly that the most formative and ineradicable period of education of a person is that which he gets in his home before he is old enough to come to school, and the school can only do its best with the child whose habits and modes of thought are already directed in certain definite lines. Even during his school life the child spends only 30 hours a week in school and 118 outside it in his home or elsewhere. If these facts are kept in mind, the overwhelming importance of the education in the home is not difficult to realise. This being so it is of the very greatest importance that the general lines on which the child's education is being worked out in school and in the home are directed towards the same goal, and not in contrary directions.

I want to turn next to outlining what will be the effect of adopting as an aim for education "to make creative living possible for each child in the practical activities of the home, and of the school."

In the first place no one can live creatively who is not physically fit and full of vitality, and therefore both at home and in school we must see to it if this aim is to be achieved, that the children's environment is such that he is free to develop his physical side to the full. This means not only seeing that he shall at all times be living in clean, airy rooms and provided with sufficient nourishing food and given opportunity for the healthy exercise for his bodily needs. It means that as he grows and develops, his environment should be such that he comes to experience a real joy in physical fitness and clean healthy surroundings. I do not think it is an exaggeration to say that at present both in 99% of the schools and homes in which an intellectual interest is taken in personal health and hygiene, they fail to arouse any real joy or experience of pleasure in cleanliness and health.

I have been paying a number of surprise visits to elementary schools lately and while in some, elementary hygiene and the laws of health are well taught and thoroughly known by the pupils, the teachers and the children show in their clothes, persons, and habits and in the condition of the schools and compounds that they really care nothing about cleanliness and healthy surroundings and generally physical fitness. In schools where the teachers go daily dirty and untidy and allow their pupils to sit still dirtier and more untidy in front of them, not one person will go out from the school with any sense of joy in physical fitness. The mere insistence on pupils coming to

school clean and neat will not bring about the desired effect. I know a school where great attention is paid to personal cleanliness, the compound and the buildings are more beautifully and more spotlessly kept than any I know, the teachers are always neat and fresh and unless the pupils come to school really neat and clean they are sent home again. Yet even in this school the girls of well-to-do Hindu parents, if you visit them in their homes on holidays, unexpectedly come out with their hair uncombed and in filthy clothes. *Until the parents and teachers come to find pleasure in being clean and having clean surroundings, and to be uncomfortable and distressed by dirty conditions no amount of teaching hygiene, no amount of insistence of cleanliness in school will be of any use.*

In the second place, if a person is to live creatively he must be able to use his brain to its full capacity and the school and the home must be organised so that he has full scope for this. The way in which a man uses his brain depends upon how the little child is treated in the home. It must be admitted that the growing brain of a little child may be a perfect nuisance to its parents. From it comes the endless strain of questions that pour forth from children from 4 years old and upwards. To answer these satisfactorily, to discourage wasteful repetition in questions, to guide the child by means of these questions to use his own brain to find out the answers to them requires much patience and self-control on the part of the grown ups. But according to the way a little child is treated at this stage will depend his mental capacity in later life.

In school, if he is to have continued opportunity for mental development his work has to be organised so that he does it himself and does not merely listen to the teacher using his brain. And it is in relation to this mental development that cramming for examinations is so terribly pernicious, as it leads the children to depend solely on their memories and avoid real mental activity. *Full mental activity can only be attained by putting the child in situations which stimulate him to do and think for himself. Nor can thinking be separate from doing. Only the desire to do something practical can stimulate a child to think.* Very, very few people care to be able to use their brains, merely for the sake of and for joy in intellectual thought. In most human beings and in all children mental activity is only aroused to meet a need to achieve some practical purpose.

Then thirdly, there is what I will call the spiritual capacity of the child, a term I am using broadly to cover his emotional self, which is what determines his relationships to his fellow human beings and his ability to take his place adequately in the community in which he lives.

While there are a very deplorably large number of schools and homes that fail to provide for the adequate development of the physical and mental capacities of the child, failure to provide adequately for the full development

of the spiritual capacities of children in India is almost universal. The need for it is very widely recognised and the insistence of provision for adequate religious education is but an expression of the realisation of this need.

A child in later life may manage to make good, or compensate for deficiencies in his early opportunities for mental and physical growth, but warping and repressing his spiritual capacities in childhood make it impossible for him ever to obtain the creative life for which he had in him the potentialities at birth.

It is of course the development and exercise of a child's or young person's emotional capacities that make him uncomfortable to live with, and still more difficult to deal with in batches of 30 or 40 together in school classes. The result is that from early childhood he is dragooned into repressing those of his emotional activities that make him a nuisance to other people. *In class his desire to run about and fight his fellow pupils is forcibly prevented, but few if any think of providing circumstances in which he can use his fighting instincts in creative activity. Games are provided for him to use up the purely physical side of this desire, but seldom if ever is he provided with a proper way of using the emotional side of this instinct and yet it is the instinct to wrestle with and overcome, which is the motive for all scientific discovery and which provides the driving force for all successful social service.* The pugilistic child should be seen for what he is, the promise of a great leader and a potential regenerating force. Suppressed and made to sit still while listening to the wholly uninteresting, and in his eyes, useless discourse of his teacher he will ultimately become the rebel who can work with no man and whose hand is against everyone and whose whole activity is devoted to destructive ends. Put him on the other hand, with a small group of his fellows to carry out a piece of constructive work which demands concentration, co-operation and energy, whether physical or mental, and preferably both, he becomes, when an adult a creative personality, a leader of men and a solver of social problems.

This of course cannot be done unless the teacher or parent is able to come down from his throne and makes himself one with the children, it can never be achieved in the formal class room where each child is expected to work individually, for and by himself at the dictation of the teacher.

This I know is preaching class room revolution, but I am convinced that nothing short of revolution in class rooms will break down this idea of each by himself and each for himself which is inseparable from concentration on preparation for examinations makes corporate creative activities possible. The mere organisation of corporate activity in class competitions in games and boy scouts after school hours can never achieve, although they are struggling towards, this goal.

There is a time in the child's life when he is rightly an individualist, but once he has passed the early stage and has got a sufficient control of himself and his muscles to be able to free some of his attention for this purpose, then his surroundings should be such that he will be able to pass naturally and freely to co-operative action with others in all his activities.

Is not all the present unrest and strife in the world the result of the inability of adult to co-operate with adult and is anything else to be expected in a world of people the whole of whose class room life, which is after all a very important and formative period, has been devoted to individual work and a consideration of his individual progress in class? If there is to come a time in which wars will not be, and economic co-operation takes the place of the present economic battles, it will not be until the emotional activities of children are given a chance to be used and trained in creative activity, and not as at present temporarily bottled up or misdirected to break out later into destructive activities or a desire to acquire for himself as much of this world's goods as possible.

In the programme arranged for this week there is ample opportunity for considering how his objective may be reached. To-day is to be devoted to considering how the home and the school may co-operate in the work of education and what part has to be played by each.

To-morrow will be given to considering how the services of the health centre may be utilised to assist the home and school in providing adequately for full physical development and the 24th, 25th and 26th are all to be devoted to the same end, namely the education of the child in relation to his social environment. It is certainly fitting that this aspect should occupy such a large part of the attention of the teachers and the public during Education week as everyone must admit that the prevalence of wars, riots, revolutions, and all kinds of social disorders which are such a terribly disturbing factor in the life of the world to-day to all thinking people, are the direct result of our complete failure to provide wisely for the development and utilisation of the spiritual or emotional capacities of the children who are now adults in the early part of their life at home and in school.

I would therefore urge you to keep in the forefront of your mind during the coming week, not the idea of fitting the child to be an efficient wage earner or citizen, not the idea of producing a quiet orderly individual that has been so dragooned and shaped that he or she will give no trouble in the home or in the state and who will think and feel only what everyone around him or her wants and feels.

Strive rather to visualise and bring about conditions which will enable the child to live life abundantly up to the maximum of his ability and capacities. Creative lives will achieve all those other educational aims which I

have pointed out as inadequate in themselves. Such a person will be an efficient worker, not from the point of view of what he is able to acquire for himself, but as a producer, as a person who adds to the riches of the world and does not look on them so much property to be acquired if possible. Women living creatively will inevitably be good wives and mothers but they will not be docile, subservient people. They will be stimulating and challenging, and will have energy over and to spare from household and wifely duties for helping in the recreation of social conditions outside their homes.

As social units such people will not be mere docile law abiding citizens doing what they are told in the way they are told, but they will not on the other hand be anarchists. They should and will bring about revolutions, not by destruction but by the creation of new and better social customs and conditions.

Amateurism in Sport Why it is Desirable to Enforce the Rules

By

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

It is well-known that recently turmoil was created in Madras athletic circles because the Olympic Association enforced the rules of Amateurism and barred from participation a large number of athletes who had participated in commercialized sports. That action will be more fully appreciated when it is realized that the aim of amateurism is to inculcate the spirit of participation in sports without the idea of any material reward. Placing the emphasis on participation for the joy of wholesome physical endeavour and for the ethical values that ensue from co-operating amicably in well regulated competitions makes for a desirable spirit of sportsmanship. The giving of valuable prizes, or in any sense commercializing competitions makes for an undesirable spirit of selfishness, pot-hunting, exploitation, and bickering that is bound to destroy all that is best in play and games.

The purpose of the Olympic Association, which is the authorized amateur body in India, is to promote clean amateur sport according to the mandate given to it by the International Amateur Athletic Federation which lays down the rules for every country affiliated with it and desiring to send athletes to the World Competitions. The Olympic Association in India was organized in 1923 at the instigation of the International Amateur Athletic Federation, and if India desires to continue to participate in International Competitions she has no alternative but to abide by the rules laid down by the International Body.

In general, the International Federation says the following:—

"The amateur status of every competitor must be guaranteed by the Association that governs in the country from which the competitor has entered, according to the definition of the International Amateur Athletic Federation, and he shall not be permitted to compete in any foreign country unless he holds such guarantee from the country which he represents."

In particular, the International Amateur Athletic Federation says the following regarding amateurism:—

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 competitions are those who have:—

1. Taught or coached athletes 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 reimbursements 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. Promoted or conducted professional contests.
12. Participated in a commercialized show, or with, or against, a professional.

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

D. Spirit 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 sports in general. It recognizes the need of wide organization and careful supervision of physical competitions and of close co-operation in making these efficient."

Prior to 1923, the time that the Olympic Association came into being in India, there was little or no attempt to ensure amateurism in sport. A date had to be set subsequent to which all who violated the rule, knowingly or unknowingly, might be barred from participation in amateur competitions. January 1st, 1927, was set and educational propaganda was started to bring the matter to the notice of all and to obtain wide co-operation on observing the rules of amateurism. Ever since that time every entry form which has been sent out calling for competitors for Olympic Competitions has contained the complete rules of amateurism and has demanded a personal declaration from every athlete entering to the effect that he was an amateur according to the rules laid down in the entry form. The Olympic Association trusted the honour of the athlete signing that declaration. But this year it was brought to the attention of the Olympic Association that violations of the spirit and of the letter of the rules of amateurism were common and demands were made that drastic action should be taken if sport was to be placed on a proper basis for the future. Accordingly the Olympic Association did take action and also attempted to get other Amateur bodies to co-operate. The co-operation in some quarters was commendable, in others not so good. But still further action needs to be taken, and there are several things which the Olympic Association must now do to make this work more constructive. Since the Olympic Association is the only body authorized to re-instate athletes as amateurs once they have violated the rules, one of the first tasks before the Association is to decide whether those who have broken the rules may be re-instated or whether they are to be barred for a still longer period. In any case all who have broken the rules will have to apply to the Olympic Association for re-instatement and are not eligible for amateur competitions of any sort until such time as the Olympic Association may see fit to re-instate them.

The rules of amateurism apply to athletic bodies as well as to individual athletes, but the Olympic Association feels that it will have the full co-operation of all athletic organizations and of all athletes who have the best interests of sport at heart.

The Madras Presidency Olympics of 1935

By

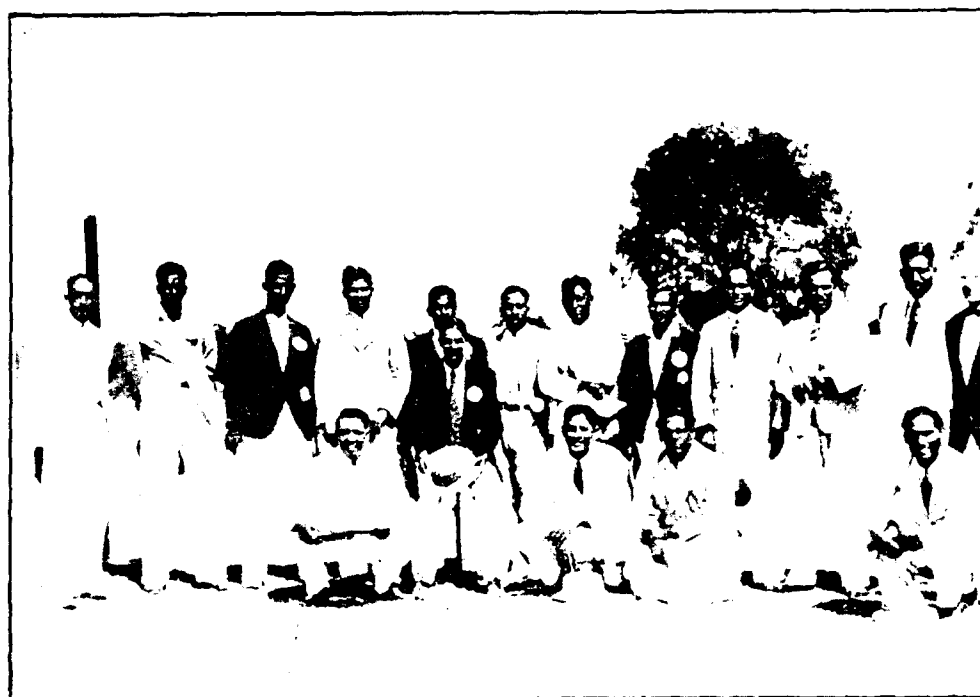
H. C. BUCK, M.A., M.P.E.

The twelfth annual Olympic Competitions conducted on the Y.M.C.A. College Grounds from February 11 to 16th brought forward a surprising group of talented athletes in spite of the fact that enforcement of the rules of amateurism kept a large number of reputed athletes from participating. The number of entries was up to normal and the standard of performance was commendable. No less than ten Madras Presidency records were broken, one of these being a new All-India record. The new All-India record was made by Priestley of the Bangalore Y.M.C.A. who cleared the bar in the High Jump at 6ft. 7 $\frac{3}{4}$ in. Priestley was easily the outstanding athlete of the competitions. He alone earned 24 of the 37 points scored by the Bangalore Y.M.C.A. which stood second in team scoring.

Priestley is a young athlete of great promise. He has natural ability and if he could be coached in the proper technique of sports his chances of being selected to represent India in the world Olympics would be good. But unfortunately the weak spot in sports in India is lack of coaching and training, and apparent willingness on the part of athletes to be content with mediocre performance instead of persistent practice on technique and self-discipline in the form of intelligent training. We cannot hope to see India in the front ranks in Track and Field Sports until more serious attention is given to these two important factors, coaching and training.

The competitions were enlivened this year by the participation of Cochin State and Travancore State. Both States sent good contingents of athletes and Cochin gave such a good account of herself that she was able to walk off with the Championship. Cochin, Travancore and Coimbatore District have excellent organizations for promoting and conducting athletic competitions. This makes it easy for them to send up to Madras the very best of their athletes for the Olympic competitions. It is hoped that other areas in Madras Presidency will organise as effectively and will become members of the Madras Olympic Association. The joining of forces in this way is the solution of the problem in placing athletics on a high level, both from the point of view of ethics and performance. In fact such organization will be more and more necessary in the future if athletes wish to participate in the Olympics, for the Madras Olympic Association is about to pass a rule that only those who are members of the Olympic Association may participate in the Olympic Competitions. This has been found necessary in order that the rules of Amateurism may be observed. These rules are laid down by the International Amateur Athletic Federation and must be observed if India

wishes to continue to participate in world competitions. The spirit of Amateurism calls for wholesome participation without any idea of material reward. In brief the emphasis is placed on the ethical values of play and games and the aim of the Olympic Association, which is the official amateur



OLD BOYS PRESENT AT THE MADRAS OLYMPICS—1935.

body in India, is to promote physical activities for desirable outcomes. The hearty co-operation of all amateur bodies is required to ensure success in such a worthy aim.

In addition to the track and field sports several days were devoted to amateur boxing and wrestling. The boxing and wrestling did not measure up to the same high standard as did the sports, but small beginnings are necessary for future success. Attempts are being made to provide adequate facilities for swimming also; and the next Olympics should provide interesting competitions in swimming, diving, and other aquatic sports. Swimming is an excellent activity long neglected in Madras, but before the next Olympic Competitions are held the Y. M. C. A. College of Physical Education expects to have aquatic facilities that will make it possible for that institution

to add swimming to the long list of facilities which it has already placed at the disposal of the general public.

The next All-India Olympic Competitions will be held in Lahore in 1936. At that time athletes will be selected to represent India in the World Olympics to be held in Berlin in 1936. It is none too early for Madras Presidency athletes to begin preparing themselves for the 1936 competitions. Selections will be made in Madras for sending athletes to the All-India Competitions, but of course only those who measure up to a reasonable standard of performance have any chance of being selected. Madras Presidency has many athletes of promise. All that is required of them is that they resort to consistent training and persevering practice in technique to enable them to demonstrate a higher degree of performance.

The results of the Madras Olympic Competitions of 1935 were as follows:—

BOXING

Junior Weight: First: M. Thanthony, Perambur Mission School. Second T. M. Varadarajan, George Town Boxing Association.

Fly Weight: First: Dr. R. P. O'Hearn, The Mutual Club (India), Second: C. Padmanabhan, Unattached.

Bantam Weight: First: Clive Viyera, Christ Church Men's Guild. Second: E. L. Shaw, Unattached.

Feather Weight: First: V. M. Suri, Y.M.C.A. College of Physical Education.

Light Weight: First: N. L. Rodrigues, 1st Madras Contingent. Second: K. B. Chandran, Central Y.M.C.A.

Middle Weight: First: A. E. Fowler, Anglo-Indian Sports Club.

WRESTLING

103 lbs. and under (Special weight): 1st Place: A. U. Krishna Rao, Hanumantha Yoga Vyayam Mandali, Guntur; 2nd place: Dr. R. P. O'Hearn, The Mutual Club (India).

112 lbs. and under (Special weight): 1st Place: Abdul Kareem, Y.M.C.A. College of Physical Education, Saidapet, Madras; 2nd Place: M. Subbiah, Bapatla.

123 lbs. and under (Bantam weight): 1st Place: G. Selvapillacharyulu, A.B.M. Training School, Bapatla; 2nd Place: Kader Shereef, Government Muhammadan College.

134 lbs. and under (Feather weight): 1st Place: Qamruddin Piracha, Government Muhammadan College; 2nd Place: N. Venkataraju Y.M.C.A. College of Physical Education.

145 lbs. and under (Light weight): 1st Place: Abdul Azeez, Anjuman Industrial School, Madras; 2nd Place: A. R. Banerjee, Y.M.C.A. College of Physical Education.

TRACK AND FIELD SPORTS.

No.	Event.	Winner	Second	Third	Height Distance Or Time	Records For 1935
1.	Pole Vault	Bellet S.I.R.	C. Krishna Dass Cochin State	Karam Singh Y.M.C.A. College	10' 7½"	New Record For Madras
2.	High Jump	A. H. Priestley Bangalore Y.M.C.A.	La Frenais S.I.R.	M. Kulandaiwami Coimbatore Athletic Association	6' ½"	New Record For Madras and All-India
3.	880 yds. Race	G. Bhaskaran Travancore State.	A. Thangaraj Y.M.C.A. College	Kandaswamy S.I.R.	2 min. & 8½ secs.	
4.	Six Miles Race	C. S. A. Swamy Bangalore Y.M.C.A.	M. Shunmugam		35 min. 1 sec.	New Record For Madras
5.	Three Miles Race	C. S. A. Swamy Bangalore Y.M.C.A.	J. D. Jesudian Coimbatore Athletic Association	M. Shunmugam	16 min. 39 secs.	New Record For Madras
6.	Hammer Throw	M. A. Hameed Khan Y.M.C.A. College	Augustus S.I.R.	D. Toomey Medical College	93' 4½"	New Record For Madras.
7.	120 yds. Hurdles	G. M. Taylor M. & S.M. Railway	A. H. Priestley Bangalore Y.M.C.A.	V. V. Subramanyam Cochin State	17½ secs.	
8.	Shot Put	A. H. Priestley Bangalore Y.M.C.A.	J. R. Arnold M. & S.M. Railway	N. Trencher S.I.R.	36' 10½"	New Record For Madras
9.	100 yds. Race	W. Jesudoss Kaleeswarar Club	V. A. Joseph Cochin State	D. C. Cart-Locke Toc H.	10½ secs. 54 & 61 (Heats)	
10.	Discus Throw	A. H. Priestley Bangalore Y.M.C.A.	C. S. Baldrey M. & S.M. Railway	M. A. Hameed Khan Y.M.C.A. College	111' 10"	
11.	220 yds. Hurdles Race	S. Krishnamurthy Cochin State	A. H. Priestley Bangalore Y.M.C.A.	Gurudial Singh Y.M.C.A. College	27½ secs.	

12.	4 × 110 yds. Relay for Clubs	Cochin State	The Hornets' Club	Toc H.	47½ secs.
13.	Long Jump	J. J. Francis Cochin State	W. Jesudoss Kaleeswarar Club	M. Dique, St. Mary's High School	21' 6"
14.	4 × 110 Relay for Schools	St. Mary's High School	St. Patrick's High School	Hindu Theological School	
15.	220 yds. Race	D. C. Cart-Locke Toc. H.	V. A. Joseph Cochin State	G. Bhaskaran Travancore State	23½ secs.
16.	Hop, Step & Jump	M. Dique St. Mary's High School	A. M. Kunjuveran Cochin State	M. W. Edwards M. & S.M. Railway	43' 1½"
17.	440 yds. Hurdles	C. K. Ayyappan Cochin State	B. J. Pereira Medical College	N. Venkataraju Y.M.C.A. College	63 secs.
18.	One Mile Race	A. Thangaraj Y.M.C.A. College	C. S. A. Swamy Bangalore Y.M.C.A.	Kandaswamy S.I.R.	4 min. 52½ secs.
19.	Javelin Throw	Baij Nath Y.M.C.A. College	A. H. Priestley Bangalore Y.M.C.A.	J. R. Arnold M. & S.M. Railway	152' 8"
20.	440 yds. Race.	G. Bhaskaran Travancore State	D. C. Cart-Locke Toc. H.	M. Krishnappa Y.M.C.A. College	53 secs.
21.	4 × 110 yds. Relay Colleges	for Madras Christian College—A	Y.M.C.A. College	Medical College	48½ secs.
22.	4 × 440 yds. Relay Clubs	for Travancore State	Cochin State		3 min. 46½ secs.
23.	50 yds. Race	W. Jesudoss Kaleeswarar Club	V. A. Joseph Cochin State	Alfred Wason Tutorial College	5½ secs.
24.	4 × 440 yds. Relay Colleges	for Y.M.C.A. College	Andhra Christian College	Madras Christian College	3 min. 50 secs.

New Record
For Madras

New Record
For Madras

Championship won by Cochin State with 39 Points.
Bangalore Y. M. C. A.—Close Second with 37 Points.

Proceedings of the Director of Public Instruction, Madras; Dis. No. 3074 of 1934, Dated 28th July 1934.

Read again: Director's Proceedings R. C. No 2068 E of 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 courses 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 Instructors 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 month's 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)

(True Copy)

(Sd.) V. KALYANARAMAN,

Senior Superintendent.

Physical Education Needs of Secondary Schools in Madras*

By

K. KURUVILLA JACOB, ESQ., M.ED., (LEEDS),

Headmaster, Christian College School, Madras.

Towards the end of the Great War, in one of his famous speeches to the British Nation, Mr. Lloyd George said, "We cannot have an A₁ nation with C₃ people." The medical examination of the thousands at the time of recruitment had shown clearly that the average Britisher was not so good physically as he was believed to be. Mr. Lloyd George in this stirring speech was appealing to the nation for a determined effort to improve the

* A speech prepared for the demonstration of physical activities by Madras Schools, held on 22nd January, 1935.

physical growth of the nation. The speech had tremendous effect. The people responsible for the education of the children and the youth set to work immediately and to-day in less than twenty years, Mr. Lloyd George or any one would hesitate to make a similar remark about the British people.

We see the same determined effort to-day to raise physical health and strength in Germany, Italy and Japan, and the nations which are determined to be A₁ nations. We have only to look through the illustrated newspapers to see the astonishing spectacle of mass Physical Training displays in Germany, Italy and Japan.

What Mr. Lloyd George said of Britain, years ago, is painfully true of us to-day. We cannot have an A₃ India with C₃ Indians. The trouble is not that we do not recognize the value of Health and Physical Education, but that we are so slow in making a determined effort to raise our standards, like other nations which are determined to remain C₃.

The demonstrations that were seen to-day show what can be done in our schools. Let us not deceive ourselves by thinking that these are what are being done. These are what several of our schools cannot do owing to limitations beyond their control. I have been asked to say a few words on this subject, "The Physical Education Needs of the Secondary Schools in Madras".

The first and the greatest need is playing fields. There are several schools in this city which have not got any grounds at all. Our educational systems, our schools, and colleges have often been criticised as being too much westernised. The criticisms may be true. In Physical Education at least we have not copied them very much—for it will be impossible to find any secondary school in Britain without playing fields of its own!

It is encouraging to note that the Government is alive to this great need and has put forward the scheme for using a portion of the foreshore as playing fields for the schools. One can sympathise with the sentiment of the people who dislike any interference with the beautiful foreshore. It may be true that Madras has the World's second best foreshore. But may it not be, that when the foreshore is used more for the recreation of the children of Madras, it will be the world's best used foreshore? A great deal of the opposition to the foreshore scheme is due to the difficulty for the public to visualise the foreshore as it will be when the scheme is carried out. It might help considerably to allay the fears of the public, if a diagrammatic sketch of the proposed scheme is published in the newspapers. The problem for the Madras city is that there is very little land available in the city for the use of the schools. Some have suggested that playing fields should be made in Adyar. It is only the people who are running the schools that know the practical difficulties involved in this suggestion. We are finding it not too

easy to send even our select teams for the tournaments held at Saidapet in the College of Physical Education. Then to plan a programme of Physical Education for 800 or 1,000 boys every day at such a distance is practically impossible. The cost of conveyance, the time wasted, the difficulty for organization are difficulties, which at present our schools cannot face. If playing fields are not available for our schools, perhaps we should plan in the future to have our schools outside the city, as it is now discussed about the schools in the city of London.

For a long time one of the great needs of secondary schools has been for Physical Instructors of the right kind. Thanks to Mr. Buck and the Y. M. C. A. College of Physical Education, we have properly qualified physical instructors now. There are however still a number of drill masters of the old type. The sooner they disappear with their cases the better for every one.

The improvement of Physical Education in our country is a tremendously uphill task. At least in these early years a great deal of organization and direction is essential. We have been able to have these Physical Demonstrations because the Assistant Director of Physical Education has his headquarters in Madras and is in touch with schools here. But what about the schools in the mofussils? I am told that the department of Physical Education is not able to visit some of the schools more than once in five years! Departmental circulars are not enough. We want specialists to come round and with their experience guide us in our efforts to improve the Physical Education—at least once a year.

Closely connected with the needs in Physical Education is the need for Medical Inspection in schools. Not formal Medical inspection, that was done sometime ago—but medical examination in correlation with Physical Training and followed up carefully. The number of boys whose education is retarded on account of physical disabilities is very large and most of the money spent in attempting to teach their minds in unhealthy bodies is wasted. No nation can afford this waste and no nation can afford to allow the health of the nation to degenerate.

These are some of the needs in Physical Education. The aim of the secondary schools is to give sound education which is fostering the growth of the whole child—the body and mind and soul. It is poor education which attempts to educate the boy piecemeal. The ancient Greeks set a high ideal for the education of their children. The aim was to make 'beautiful' people for their beautiful country—beautiful in body, thought and action. Do we not wish to make the people of our beautiful country 'beautiful'? Let us not forget the needs of the schools.

Health of School Children

By

P. M. JOSEPH, M.ED., B.SC.

The Saidapet Skin and Leprosy Relief Association organized a successful Health Week during the first week of January this year. A part of the programme during the week was the medical examination of the children in one of the local elementary schools. The Association planned to attempt such examinations in all the different schools of Saidapet. This would have given a reliable picture of the health of the school children of the place. But as the Association had to depend on the voluntary services of the doctors such an undertaking was not possible. But by selecting at random one of the schools and finding the health status of the children there, an idea of the health of the school children in general may be obtained.

The Y. M. C. A. College of Physical Education, with its interest in the health of children, undertook to co-operate in the examination and further follow up. The examination itself was, however, possible through the enthusiasm and help of Dr. G. Rajagopalan and Dr. G. Madhusudhan.

The following table gives in detail what we found in a school, which we take it is typical of Saidapet. The age of the children examined ranged between five and fifteen, the great majority being between seven and ten years. On the whole 210 boys were examined. Special attention is drawn to the conditions pointed out in *italics*.

This record gives an idea of the tragic health condition of the school children in Saidapet. In the opinion of the doctors only 31 children, or approximately 15 per cent, are healthy. This seems almost unbelievable. The incidence of leprosy, the large percentage of undernourished children, and the suspected cases of tuberculosis make one ask whether school education or health promotion is the more urgent need for these children.

We know that such a state exists. This cannot be an exception, and we may find similar conditions among the children all over the country. The future of a nation whose children are neglected cannot be very bright. Here is a challenge for our educationists and to the Madras Government which has decided to discontinue the medical inspection of school children.

FINDINGS FROM THE MEDICAL INSPECTION.

(Total number examined, 210.)

Condition.	Number of Pupils.	Percentage (approximate) of Incidence.
Teeth		
Caries	47	22
Dirty teeth	92	44
Pyorrhea	4	2
Skin		
Scabies and Dermatitis	29	14
Ulcers	10	5
Suspected Leprosy	17	8
Ring worm	5	2
Eyes		
Defective vision	25	12
Conjunctivitis	3	2
Ears		
Defective hearing	12	6
Throat		
Tonsils	67	32
Nose		
Rhinitis	16	8
Glands		
Enlarged cervical	27	13
„ Sub-maxillary	20	10
„ Groin	41	20
Genitals		
Phimosis	27	13
Hydrocele	1	—
Deformities		
Deformed leg	6	3
Flat feet	3	2
Poor chest	24	12
Miscellaneous		
Filariasis	9	5
Suspected Malaria	29	14
Anaemia	5	3
Suspected tuberculosis	16	8
Heart trouble	1	—
Enlarged spleen	2	1
Enlarged liver	1	—
Under nourished	80	38
Unhygienic personal habits	86	40
Healthy	31	15

Old Boys' News

By

P. M. JOSEPH, M.ED., B.SC.

With the issue of this number of the *Vyayam* we will have a new batch of men who will finish their training and qualify to become members of the O.B.A. We welcome them, and hope that they will take an active interest in the work of the Associations.

A few Old Boys had a great 'get-to-gether' during the last Madras Olympic Sports. After the sports on the first day all the Old Boys, who were present, collected together for a little reminiscence and fun. The following O.Bs were present: W. Zacheus, N. K. Mia, G. F. Andrews, D. Santiago, S. Narayanan, P. A. Devassy, C. A. Abraham, P. M. Joseph, T. K. Gopalan Nair, C. C. Abraham, P. I. Alexander, C. Srinivasan, C. Sathyanandam, P. R. Subramaniam, R. P. Joseph, K. V. S. Sharma, T. Sivaprakasam, and P. V. Ganeshamurthi.

Mr. N. K. Mia, introduced the O.Bs. to each other giving also their nick-names while at College. He also gave short accounts of some of the peculiarities and antiques of some of them during their student days. His descriptions brought back old memories, and we laughed over the things we had done in the good old days. Mr. P. I. Alexander led us in "Aloetta" the dear old camp song, and everybody joined in heartily. We wished we had a College song to sing when we got together like that.

The Olympics had attracted so many old boys this year to Madras, and if we had known earlier of their coming a better programme, could have been arranged. Just the same we had a great time together.

We are glad to note an increasing number of Old Boys keeping in touch with us. This is a healthy sign, and we hope that this will still increase. It is difficult to mention all those who wrote to us. But here are a few:

Thomas Jacob writes that he has been appointed as the Physical Director of the Bangalore Y.M.C.A. He is to take over charge from Anil Das another Old Boy who is proceeding to United States for higher studies. Anil did a commendable piece of work while at Bangalore, and the O.B.A. is proud of his record. We hope his successor would keep up and further develop the work at Bangalore.

Shyam Roy, B.N.Ry School, Kharagpur, writes that his students have achieved some notable athletic records of which he is justly proud. His

school won the All-Bengal Inter-School Sports Championship. One of his boys stood first in the half-mile race at the Bengal Olympic Meet. In addition to these achievements, Roy is keen in keeping up a programme for all the boys of the school. Our congratulations and good wishes.

E. Oscar Singh, Superintendent of Physical Education, Jaipur State, while sending his subscription for the O.B.A. says that he will be ever ready to do his best for the Association.

William Jesudoss, Raja's High School, Sivaganga is still keeping up some of his high athletic performances. This year he won first places in 100 yards and 50 yards races at the Madras Olympic Sports. Willie is a full-time class teacher, and hence is still eligible to compete as an amateur.

K. E. Chacko has entered matrimony. He is working in the Catholic High School, at Palai. He had sent invitations to all the staff members requesting them to be present at the wedding. None of us could go, but just the same our best wishes go to him and the bride.

Gabriel Thambugamy, Methodist High School, Negapatam, is having an interesting time organising physical education in his school. He writes a long letter describing his early hardships. But like a true son of the College he has been persevering, and now his work is being more appreciated both by his students and colleagues.

Kishen Lal Swanney has taken over charge as Physical Director at the V. B. College, Derai Ismail Khan.

We had letters from Rozario of Rajputana, V. M. Joseph, U. M. Desai, J. V. Hill, Colombo, Benjamin Pitchumuthu, and A. S. Daniel, (Roblit). Daniel still wants his old Hostel Section to remain undefeated in football.

Report of the Students' Association, Y. M. C. A. College Physical Education, Saidapet Madras, (1934-35)

"Education" has been misunderstood as an episodic process conducted by the professional drudges, where the dull humming and tickling sound of the magic wand—the cane—goes on inside the walls of a school or a college. It was also misunderstood to be nothing more than "Book-say or Hear-say". This resulted in the grand defect of regarding education as a specialised function performed by an expert class of school masters on children or adults who are like raw materials for the teacher to mould according to a prescribed syllabus.

The Students' Association has for its aim *Education*, not as an episodic process, nor as Book-say or Hear-say nor cramming a certain set syllabus but "Education as the sum of experiences which result in the acquisition of knowledge and the development of habits, attitudes and skills which are useful now and later."

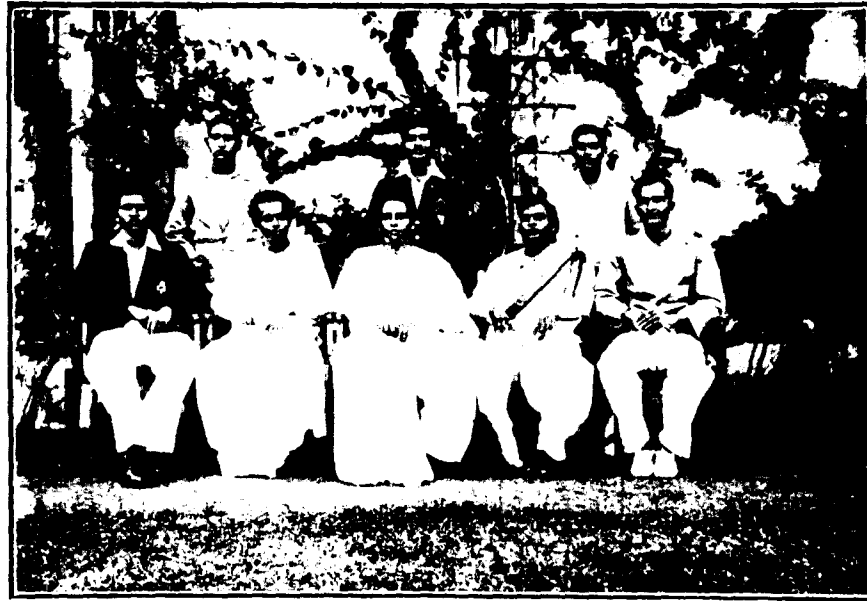
Another great misunderstanding is the conception of man as a patch work partnership of mind, body and soul with one set of operators to train the mind in the class room, and another set to train the body in the gymnasium another set the priest or the chaplain, to train character and look after the soul with no co-ordination and all at war with one another in a grand confusion. The Students' Association stands for the education of the *whole man*, the harmonious development and synthesis of his physical, intellectual, social and spiritual aspects.

On 27th July, 1934, the General Body met for the election of office-bearers of the Association to carry out the aims in view. Mr. A. R. Banerjee, was elected as President, Mr. V. M. Suri, Vice-President, Mr. V. D. Pitchai as General Secretary, Mr. A. Mallapparaju, Treasurer, Mr. R. Sirkar, Religious Secretary, Mr. Surendranath as Literary Secretary, Mr. M. P. Major as Social Secretary, and Mr. M. Krishnappa as Physical Activities Secretary.

Religious Activities—On Sundays we meet between 11 and 12 noon to discuss religious subjects which are of vital importance and concern to us.

Literary Activities—For the development of the intellectual aspect of the whole man, consisted of lectures, debates and discussions on various topics of the day. We had altogether ten meetings of which two were discussions and the rest lectures.

Social Activities—These consisted in arranging socials (with refreshments, of course) with singing competitions open to Provincial groups and



OFFICERS OF THE STUDENTS' ASSOCIATION OF THE Y. M. C. A.
COLLEGE OF PHYSICAL EDUCATION, 1934-35.



WINNERS OF THE INTER-COLLEGIATE SPORTS CHAMPIONSHIP SHIELD.
THE TRACK AND FIELD ATHLETICS TEAM.

individuals, variety entertainments, buffooneries, dances, etc. We had six such gatherings for the year.

Physical Activities—As physical directors we have shown considerable interest in the organization and promotion of Inter-scholastic, and intra-mural games and sports. A new chapter begins in the history of our physical activities in that, unlike previous years, we had intramural matches in Volley Ball, Hockey, Football, Tennis and Basketball. A championship cup was instituted for the winners. This cup was presented by Mr. A. Thangaraj, a veteran miler and a member of our Association, for this noble purpose. We heartily thank him for the same. Another shield was instituted by the Central Provinces members of our Association for the playground ball championship to decide the best class unit.

On behalf of the Students' Association I thank all the office-bearers and Secretaries of various activities for their enthusiasm and co-operation shown in the discharge of their duties. Lastly but not the least, I thank all the members of the Association for their hearty co-operation in making the work of the Association a success.

V. D. PITCHAI,
General Secretary,

STUDENT ASSOCIATION ANNUAL MEETING

The anniversary celebration of the Association came off on Friday the 12th April beginning with tea and tennis at 4-30 p.m. At 6-30 p.m. the public meeting began with R. Dann, Esq., in the chair. After the Chairman and others were garlanded, the General Secretary read the annual report. Before the inspiring and interesting lecture of Mrs. M. Hensman, M.A., the prizes were distributed by Mrs. K. Sita Ram.

The Students' Association presented a purse to the Principal of the College to buy a boat, which will be the starting point of the growing water activities. The Principal thanked the Association and expressed his appreciation of the gift.

Mrs. Hensman, in her speech, pointed out the duties and possibilities of a Physical Director, to himself, his school or college, his colleagues, his students, his municipality or city and to the nation. In the course of her lecture she said that a Physical Director could never be rich but he has his compensation of a different type, in his joy of service to humanity and the nation.

After the interesting closing remarks of the Chairman, with a vote of thanks, the meeting terminated.

This was followed by a vegetarian dinner arranged by a Committee of which Mr. Mallapparaju was the Convenor. After the simple but happy dinner came the variety entertainment arranged by our Social Secretary. Mr. M. P. Major ably assisted by our ever social friend Mr. Bhatti. Interesting items were exhibited, one of which was a Kashmeeri Dance by Mr. Hamid Khan. Our grand Anniversary Celebrations ended at 9-30 p.m. with melodious instrumental music.

May the future students continue our happy times.

V. D. PITCHAI.
Secretary.

PHYSICAL ACTIVITIES

A new chapter opened in the history of the Student Association activities is the intramural competitions in various activities were started during the year. A cup was presented by one of our students, Mr. A. Thangaraj to be the trophy for the Championship. This was accepted by the students of the year. Great enthusiasm and possibilities have been shown by the students in these activities, and to continue these to future students the cup was presented as a rolling one.

Our Association feels glad that it conducted two dual sports-meets among our students. We derived valuable experiences in organizing sports meet, and acting as officials. These experiences stood us in good stead during the many sports meet which were conducted on our grounds. Besides helping in the Olympics, Inter-collegiate, Madras Inter-School and Chingleput District Sports we were able to conduct a sports meet for the schools of Saidapet in connection with the Health Week in January, and the Inter-scholastic sports meet between the Indian and European schools of Madras in early March. Our students also helped in officiating at many of the Inter-school Hockey and Football matches.

M. KRISHNAPPA.
Secretary.

Report of the Literary Association of the Student Association 1934-1935

Our literary activities were inaugurated with a very encouraging and inspiring lecture by Miss M. Sykes, Principal of the Bentinck's Girls' High School, Madras, on Friday the 3rd August, with Mr. Buck presiding. In the course of her lecture the lecturer stressed that Physical Education must be reaching the villages and must be imparted by us with service motives. She concluded by giving us a beautiful picture of the great possibilities before us.

The 24th of August saw us assembling for the first time for a debate, with Mrs. Buck in the chair. V. M. Suri, moved the resolution "In the opinion of this House the reading and written assignments given to the students of this college are out of proportion to the time, energy and capacity at their disposal." Mr. Des Raj opposed. D. Nissar and N. Subramanyan supported the mover, while S. C. Paul and A. Surendranath spoke in favour of the opposer. Quite an interesting feature was that several surprises were created (by breaking all previous formalities of debates) by the Chair calling out members of the House to speak extemporaneously on the subject. Several of us found to our amazement that we had some talented speakers. Though the opposers spoke convincingly, it was the beginning of the year, and we felt such a dread of assignments that when the resolution was put to vote the majority voted for the motion, amid laughter and applause.

On 19th October we were fortunate to have Miss Eipe of St. Christopher's Training College to speak on "What to eat, and why and how". A. R. Banerjee presided. The lecturer greatly appealed to our Indian minds, for instead of dealing with foreign vegetables as treated in our textbooks, she prescribed to us some familiar, yet reliable vegetables like drumstick, khera, long beans, lady's fingers, and grains, dhal, ragi and wheat which should be included in balanced proportion and variety in our meals. While condemning the practice of too much sugar which leads to diabetes and other troubles, she did not fail to add that the excessive use of chillies and other spiced food leads to troubles of the digestive organs. She stressed the need of the house-wife selecting vegetables, and grains and fruits for a balanced meal for the day and not to be content with the age old method of preparing dishes with whatever things she may find in the store room shelf. She also emphasised the need of the male members of the house co-operating with the women-folk in the matter of buying things that are wanted in the house.

On Wednesday 2nd November Dr. Mathews of the Public Health Department was kind enough to bring home to our minds the dangers of Hookworm by his illustrated lecture on the subject. Mr. N. K. Mia presided. His contention was that, by way of prevention of hookworm, next to flush system, the Bore-hole system is the most successful and economic in India.

On 16-11-34 Dr. G. F. Andrews, B.A., L.T., M.P.E., PH.D., Assistant to the Physical Adviser to Government on Physical Education, spoke to us on "Some Impressions of America" with A. R. Banerjee in the chair. The learned lecturer thrilled us by giving some graphic descriptions of some of his experiences as a scholar, citizen and traveller in the States.

Our second ordinary meeting was held on 30th November with Mrs. Buck as President. This was very interesting evening from the point of view

of subjects put forward by the Chairman and from the point of view of the reaction time of the students. None of us knew what the subject or subjects were going to be as our subject was announced on the spot and a roll number called. Each one was given only 2 minutes in which one had to make one's appearance before the rest and talk on the subject. Different and highly amusing subjects were given to the students, chiefly comic ones such as "Each student in this college should be provided with a bicycle" or "Every Saturday evening, free cinema passes should be issued to the Y. M. C. A. College students" or "Chappattis and ghee must be weekly imported to the Y.M.C.A. College students from The Punjab or Bengal." It was interesting to see how many of our sportsmen were good orators or comic speakers, or not at all.

V. M. Suri presided during our next meeting on 7th December, '34, when there was a lantern lecture on "The Junior Red Cross in India," by Miss Simon, President of the Red Cross Association, in Madras. She pointed out to us the organization, possibilities and successes of the Junior Red Cross Societies both outside and in India and concluded her lecture with a hope for greater success and wider membership and popularity for the Junior Red Cross in India.

On the evening of 13th December, we were entertained by interesting and instructive films one on the hookworm, and the other two on Malaria, by the Public Health Department. These were most appreciated.

We were again fortunate on 29th March in having Mr. Nainan, M.A., Vice-Principal of the American College, Madura, speak to us on "Problems of Teachers in the age of confusion." At a time when we were leaving the portals of this institution he struck the right chord in our hearts when he placed before us the utter confusion of intellect, morality and all other aspects of life in this present civilisation. He pointed out the burden upon teachers in teaching their boys, and its possible solution. As regards difficulties—the boys see around them, as well as we do, success attending upon some apparently by chance, some by hypocrisy, others through show, the ever widening question of unemployment which makes a fresh raw graduate feel the insignificance of his existence, and the loss of link between him and his society. As a possible solution in the hands of teachers the lecturer said, that the teacher himself must possess a moral certainty, i.e., a proper outlook on life and then instill into the boys the same quality. It is our duty as teachers to help our pupils to feel happiness come to them from within through moral, spiritual and physical development; through a balanced outlook on life.

We are most grateful to all of the kind friends who so generously gave us their time and wisdom this year. We thank them once again for the inspiration they gave to the Literary Activities of our Association.

Covelong Camp 1934

By

N. K. MIA

Our annual camp at Covelong this college year was a great success. Our old students no doubt still cherish the good and instructive time they had in camp in this beautiful site. Unlike former years we had some real camping experiences. To start with we did not have the necessary facilities, and at one time we thought of giving up the idea of camping at our usual time. But like all good campers we were not disheartened at all. An advance party was sent and to the joy and astonishment of many we improvised everything like the primitive man to make our stay there instructive and comfortable. It was an eye-opener to many, how one can run a camp even though all the facilities may not be available.

The camping programme was varied and instructive. The students had ample opportunities of learning more about camping in actual situations.

Sea bathing at Covelong has always been a problem with us. "Safety first" is our slogan. In fact that should be the motto of all good camping. Due to the rough nature of the sea, in previous years we had to give up sea bathing or at best had to be content with bathing in knee-deep water. But this year a new departure was made. And it worked quite satisfactorily and we mean to follow the same in future years. The students were divided in twos, each with a partner. They were tied to each other by long ropes. While one was in the water the other kept watch on him from the shore. It is however very important to note that roping each other is not enough. A constant watch is necessary on the student who is in water. One may not lose the physical body of his partner but it is quite possible to lose his spirit. Hence beside individual attention, a leader must always stand on the shore and keep constant watch. If any body is in need of help, if this method is to work successfully. Our students co-operated splendidly and we all enjoyed the sea-dip.

While sea bathing was one of the camp's happiest experiences, evening camp fires, paper chase, treasure hunt, games and stunts and not the least the good feedings were daily joys. Each year camp becomes a more enjoyable experience.

CRICKET

The Cricket season this year began with practice on Friday evenings. As if the blessings of the last year's students have reached us, we were successful in getting a good team at cricket. While we thank our predecessors for their blessings, we do not fail to bless our successors to attain even a better standard. We had practice once a week every Friday in the long term. We

could have shown a better set of cricket eleven if we were given net practice every time we were on the pitch. Even though cricket the International sport, is one of the activities of the curriculum, it must be given constant attention and regular practice without which no cricket team can come off with its colours.

Our first meet in the Pennyquick Challenge Shield League Cricket Tournament, began on 28th July 1934, with the Teachers' College, Saidapet. This was the beginning of our success which showed to other teams our superior talent in cricket. We annexed victories in all except the finals. The first five batsmen never allowed our tail to wag even in a single match. The last year's holders, the Medicals, met a severe defeat at our hands. They were all skittled out for 86 which we piled up with the loss of four wickets.

In the finals we met the Presidency College team which had the reputation of possessing some players coached up by the ex-Surrey cricketer Bill Hitch. Even here the match had to be drawn for the first time. The match was replayed when we put up a gallant fight, though we were defeated. Three of our players Messrs. M. Krishnappa, A. Mallapparaju, M. P. Major were selected in the Combined Colleges Team which played against the Eccentrics and the M.C.C. for the selection in the I. C. F. Also the same players were added to the Toe H. Team that played against H.M.S. 'Colombo'.

Thanks are due to Mr. Buck, whose presence on every match day on the spectators' gallery inspired us to put forth our best efforts. We also thank the other members of the staff who spared no pains both in coaching us during the practice and encouraging us in the matches.

WHO IS WHO IN OUR TEAM

1. M. Krishnappa—Captain—sound batsman—star bowler, "speed-merchant". May be called the "Clark" of Y. M. C. A. College.
2. Baij Nath—Good off-spin bowler—two-eyed stance batsman—successful hitter of the Amar Singh type.
3. A. Mallapparaju—Our stone-waller and opening batsman—successful medium-paced bowler.
4. Major, M. P.—The backbone of the team—good wicket-keeper and an all-rounder.
5. P. Dutt—Opening bat—aggressive and a smart scout—an all-rounder.
6. B. J. K. Singh—A remarkable thrower—a fast batsman—change-bowler—the grandfather of our team.
7. A. Surendranath—A novice Acquitted himself to be a smart field and batsman.
8. A. T. Krishnan—A good outfield and a nervous batsman.

9. Gurudyal Singh—With a look of the Yuvaraj of Patiala and a smart field at the mid-wicket.
10. Latiff, M.A.—A fine field at leg and a good catch—would feel satisfied over the victory instead of his batting.
11. Hamid Khan, A.—A terrible batsman in the net and a good outfield.
12. D. Krishna Row—A new-comer—a valuable reserve, showing signs of good cricket if properly coached.
13. C. C. Abraham—A learned cricketer; often met with bad luck in a match.
14. Mark Pais—Reputed scorer and a stylish player—would rather commit mistakes as player than as scorer.

A. MALLAPPARAJU.

Secretary.

BASKET BALL

Basket Ball has been a pet game of ours throughout this year. We used to practise regularly on Monday evenings. It was liked so much by the student body that even on our optional activities day there were no less than two or three groups of students clamouring for it. There is nothing like a vigorous game of basket ball!!

So it is no wonder that it found a first place in our Intramural programme. Nine teams entered for this Intramural Basket Ball Tournament; and it was a real pleasure to watch the healthy rivalry existing between the different teams. Victory or defeat was taken right gladly and in sportsman-like spirit. It would not be out of place here to mention that what we learnt about sportsmanship in our theory classes was practised on the playground.

Then came the Open Basket Ball Tournament which was conducted by our Student Association. Fourteen teams entered for this including five of ours. All our veterans were put in the 'A' Team; and we were sure of success. Our 'A' Team came as far as the semi-finals winning brilliant victories in every match. We met the Thyagaraj Sports Club which possesses an excellent team, in the semi-final round. The game was a tough one; all our attempts to score were frustrated by their strong guards; and we were inclined to think that we were destined to lose. We did lose the match; but we were not at all sorry for having lost, for we felt that they deserved the victory. The Thyagaraj Club then met the Central Y. M. C. A. in the final round and won an easy victory over them. Our hearty congratulations to the winners!

A. MARK PAIS,

Secretary.

WRESTLING

Wrestling has been an athletic activity of our motherland for ages. We are given coaching in wrestling once a week by our revered Bursar, Mr. N. K. Mia, who is not only a wrestler himself but also one who has studied vastly about it. The intricacies and strategy of the various holds and the abuse of them (as dirty tricks or punishing holds) were clearly taught to us orally and practically.

We are proud of some of our wrestlers who proved most successful in the exhibition of their talents. Mention must be made of Mr. Desraj Babar, the Punjab wrestler, Mr. Latif Saheb, our aggressive wrestler, Messrs. Venkataraju, Banerjee and Kareem, our Olympic wrestlers, and Mr. A. P. Sinha, "our Thatha" who, when taking the crocodile position on the mat, could never be pinned by even the strongest of our wrestlers of the whole college. Like Boxing, Wrestling is an art which could be encouraged in all institutions of India and it is needless to say that we will carry what we have learnt to wherever we go and popularise the once-prevalent art of our motherland.

V. D. PITCHAI,
Secretary.

BASE BALL

Games are universal. Certain games originate in one part of the world and certain others in another. Base Ball (its modified form of play being the "playground ball") had a characteristic origin in the U. S. A., as Cricket in England and Kho-kho in India. Being a new game, engaging all the players all the time with a variety of activities coming in quick succession, unlike cricket, being the least costly, taught and coached by one in whose veins the very game rushes through (I mean our Principal Mr. H. C. Buck) and by another who had recently returned from the native soil of the game with a lot of original experience (I mean our Warden Mr. P. M. Joseph), it caught the interest and attention of all the students being the most popular of all the games. We were blessed with the game every Saturday and its modified form every Friday. Unlike Cricket, Intramural matches were arranged as often as we had these games, the groupings being Chapati vs. Rice, Sambar and Rasam, North India vs. South India, Married vs. Unmarried, and so on. The enthusiasm with which these matches were played is simply amazing.

Our Base Ball teams consist of 18 sturdy players. Our Extramural activities have been very little. We played a match with the Christian College in which, it is needless to say, that we won. We had also the opportunity of helping the Y. W. C. A. in their "River Side Revels" by playing an exhibition game.

This is also an ever-growing game and has many possibilities of capturing the young sons of India. In this connection we are glad to mention that a still greater impetus was given to this game by the C. Pians instituting

a rotating shield to be awarded to the winners, in a League match, the grouping proposed being either provincial groups or class units like the Diploma, Special Certificate and Government Certificate, whichever is found convenient. The latter grouping was found convenient this year.

Accordingly, the match began with immense enthusiasm, the Diplomas and the Government Certificates playing first. The latter, aided by the deafening cheers and applause of their large followers, inflicted a terrible defeat upon the former who were simply puzzled. Nothing succeeds like success. The Government Certificates won the shield by succeeding in crushing the Special Certificates by a large number of points. Three cheers to Government Certificates! (Hip, Hip, Hurrah!)

ATHLETIC ACTIVITIES

Certainly, but for the inviting athletic competitions and demonstrations which took place on our ground during the course of this year, we would have suffered a loss which could not be compensated in any other way. These days of sports will ever glitter in our memories like studded gems on a metal plate. Their beauty does not lie in the spectacular aspects or appeal to emotions but more in their inherent potentiality to satisfy the interest of participants, onlookers and organizers. The student body as a whole benefited by the valuable opportunities offered in organising these meets which I believe every one of us will carry into future life to be used for great advantage.

This year we are proud of not only valuable experiences gained in these activities, but of the glory of victories won by the fine bunch of athletes. In the beginning of December A. Thangaraj came out successful in winning the second place in one mile race in the military sports held at S. I. A. A. grounds. On the same day, in the open medley relay our team—represented by M. A. Latif, Gurdyal Singh, Karam Singh and Thangaraj—won the first place with great applause from the audience.

Then in the first week of January there was a grand demonstration of sports in connection with the Leprosy Week meet with all the 13 schools of Saidapet participating. It was organized solely by our student body and mostly the credit goes to V. D. Pitchai and Surendranath, who were the chief organizers of the show. Several hundreds of boys and girls participating at the same time, presented a beautiful scene. The H. P. B. Labour School gave an excellent standard of performance.

Then began the season for sports during which several important meets were successfully held.

In the Madras Presidency Olympic Sports, our athletes entered in large numbers. (It is very unfortunate that our great quarter miler, M. A. Latif, could not take part as he got his thigh muscle pulled a few days before in practice.) One could find red triangles participating enthusiastically in

almost all the events and very often, the achievement was appreciable. Hamid Khan was outstanding. He broke the previous Madras Presidency hammer throw record by a big margin of 24 feet. Baij Nath, with all his grace of style broke the Presidency record in javelin throw. Thangaraj won his usual first place in one mile race and second place in half mile race. Our relay team won a great victory in getting first place. Our relay team was represented by the following: Krishnappa, Nandakumar, Venkataraju and K. P. Singh. In total points, our college got third place, first and second both leading by a narrow margin of 10 and 8 points. Anyhow, our performance was greatly appreciated.

A week following the Olympic Meet, came the Inter-Collegiate Sports. Medicals, the mighty champions for the past several years, met the Y. M. C. A. College with all its rising glory. The progress of every event was watched with keen interest and final results were scored by all concerned to see which way the balance moved. D'Costa won several first places for the Medicals but the joint force of red triangles also went on achieving one place after another. Baij Nath broke the previous inter-collegiate shot put record and Thangaraj also broke the previous one mile race record. Karam Singh, the pole-vaulter, exhibited his great skill and grace when he won the first place in that spectacular event. Our athletes won several places but the struggle for championship was keen till the finish. At last, the Y. M. C. A. College came out triumphant by gaining a lead of 18 points. It was a great victory indeed.

So this year was a year of great victories for the Y. M. C. A. College in the field of athletics. We hope the coming students would keep up the pace and try to improve our record of achievements.

M. KRISHNAPPA,

Secretary, Athletic Activities.

TENNIS REPORT

We have got two tennis courts and they are kept in good condition. We had a knock out tournament in "Singles", and almost twenty players took part in that. We had good fun and good games throughout the tournament. The most interesting match was between Mr. Buck and Mr. C. C. Abraham, which was won by the latter after a hard and strenuous struggle.

Tennis is becoming more and more popular in our college, perhaps due to its "carry over values". Our tennis enthusiasts start the game after our regular activities and play till they fail to see the ball. On Saturdays and Sundays, tennis is played very enthusiastically both morning and evening.

Our tennis enthusiasts, Messrs. Bhan Singh and Kewal Krishan, play with their over and under boundaries till the ball is invisible, and thus

they do not mind losing at least one ball on every tennis playing day. They would not mind playing all night if sufficient light is provided in the courts.

I am sure by this time every member of our college is a full fledged tennis player.

BAIJ NATH,
Tennis Secretary.

VOLLEY BALL

Our Volley Ball team played two tournaments. We succeeded in winning two or three matches in the league tournament, but we unfortunately lost the knock tournament in the first round. We have good individual players, but they had no chance to play together, because they came from different parts of India. Anyway, we are proud of our boosters, Messrs. Gurdial Singh, Shivguru, Nadan and Ramnadan and our spiker, Chanan Singh, though our defence is not good.

I dare say, had we had the chance of playing together frequently, we would have become one of the formidable teams in the Madras Presidency.

BAIJ NATH,
Volley Ball Captain.

OUR RELIGIOUS ACTIVITIES—1934-35

A very great responsibility was placed on my shoulders when my friends elected me as the Religious Secretary of our Student Association in the beginning of the session. (I was a bit confused, I did not know what to do!) Without the co-operation of the students, and the help from the staff do!) Without the co-operation of the students, and the help from the staff members, especially from our Principal, Mr. H. C. Buck, M.A., M.P.E., who was so kind as to invite Mr. McClelland, Acting General Secretary, Y. M. C. A.'s of India, Burma and Ceylon, for organising and grouping up the subject matters proposed by the students, to be discussed, I could not have really accomplished much. And I am most grateful to them.

Before we began our work, according to the chart arranged by Mr. McClelland, we had a very helpful lecture from Dr. Stanley Jones, the world renowned orator. He spoke on the subject, "How to Serve God", and, no doubt, it was a great inspiration to everyone. After that we had the following speakers with the following subjects:—

1. Mr. William Savarimuthu, B.A., B.D., President, Student Christian Association, India—"Conception of God."
2. M.R.Ry. O. Kandaswamy Chetty Avl.—"What is Religion and what is God?"
3. Dr. R. Froelich—"Religion and God."

were won by us, and many we lost due to lack of practice and combination. Anyhow we do not mind that, because our aim should be "to play straight and play to the finish."

Next we entered the Wilson knock-out tournament with a strong team and many hopes, but again we were handicapped by lack of practice. We lost in the very first match against School of Technology, which had a good team.

We are very thankful to our worthy President, whose presence on the field was a great stimulus to our players. We are also thankful to him for his many black-board lectures and his "W" form of the forwards. Anyhow, all the members of our team enjoyed our matches fully. Now April has come and we wish all success for the new year's team, for maintaining the traditional prestige of our College.

GURDYAL SINGH MANGAT,
Football Captain.

BOXING

Boxing was promoted during this year with greater enthusiasm than it was ever done during the previous years. Regular classes were conducted by Mr. P. M. Joseph to teach the fundamental movements to all the students. Special arrangements were made for a vigorous programme with a view to offering an opportunity to those who were keenly interested in further improving themselves. This attracted a large number of young-men from outside. In addition the Sir George Stanley Ring was a great asset and formed a centre of attraction for the novices. Remarkable progress was made in this activity, which is still on the threshold of growth. Our very great gratitude is due to the genuine interest shown by Mr. Wood in offering a hand in the regular coaching. On this occasion we offer him our sincere thanks for the same. We are further indebted very greatly to Mr. P. M. Joseph his coaching, and for inspiring in us the spirit of amateurism which we trust to carry along with us as an invaluable jewel.

The College entered a team consisting of Chinnakrishnan, M. A. Latif, M. P. Major, Rai Chaudhri, V. Subramaniam and V. M. Suri in the inter-collegiate competition. We were able to secure a third place in the competition, and feel very proud and worthy to record the same. We also entered for the Boxing show that was organized by the M. A. Boxing Association, as a farewell to His Excellency Sir George Stanley, P.C., Governor of Madras, who had been its Patron. Messrs. Suri and Chinnakrishnan, our veteran boxers for their weight showed splendid skill in their fighting. We are really proud of them and their achievements. We also entered for

Olympic Boxing with much success. Our great purpose was not the "Laurel but the race" itself. I congratulate all the Boxers for the wonderful performance they gave.

In the end, may we hope that this wonderful spirit thus created will be maintained by those whose privilege it will be to follow us.

V. M. SURI.

SOCIAL ACTIVITIES

The students enjoyed a variety of social functions this year. Our first was a "Provincial Party." All of the provinces represented in the student body contributed items. An astonishing variety of talent was enjoyed by everyone. The Central Provinces were voted first prize for their most amusing "Major Drill."

The musical talent we discovered at our first party gave us the idea for our second function, a "Musical Contest". We were highly entertained by the songs typical of the many provinces represented. R. C. Sircar was selected as the best singer of the evening.

Professor Chellappa entertained us at our third social with an evening of mimicry and imitations.

An excursion to the Egmore Playground gave us a happy and instructive evening. Our Christmas Party was one of the big events of the year. Contests and games of much variety kept everyone in high spirits. Sardar Chanan Singh won glory by carrying off first prize.

Immediately after our return from the holidays, our College acted as week-end hosts to a party of Australian school boys. We considered it a unique opportunity for making friends with students from abroad. Our special function in their honour was a typical South Indian dinner. We were rewarded for the day spent in decorating the hall by the enjoyment of our guests. Songs and speeches following a delicious dinner ended a memorable evening.

On another occasion we met for an "Everyman Singsong" when every student was without previous warning, required to proceed to the dias and lift up his voice in song. This was a nerve-wracking evening for most of us, relieved by laughter at the expense of our nervous fellow-students.

Space does not permit adequate mention of our excursions to H.M.S. "Emerald", B. and C. Mills, Adyar Camp, etc., so in closing we of 1934-35 wish equally Happy Days to those who come after us.

M. P. MAJOR,
Social Secretary.