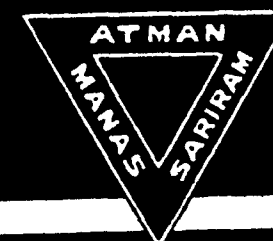


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FEBRUARY 1935



India's Public Health

The Overthrow of Over-confidence

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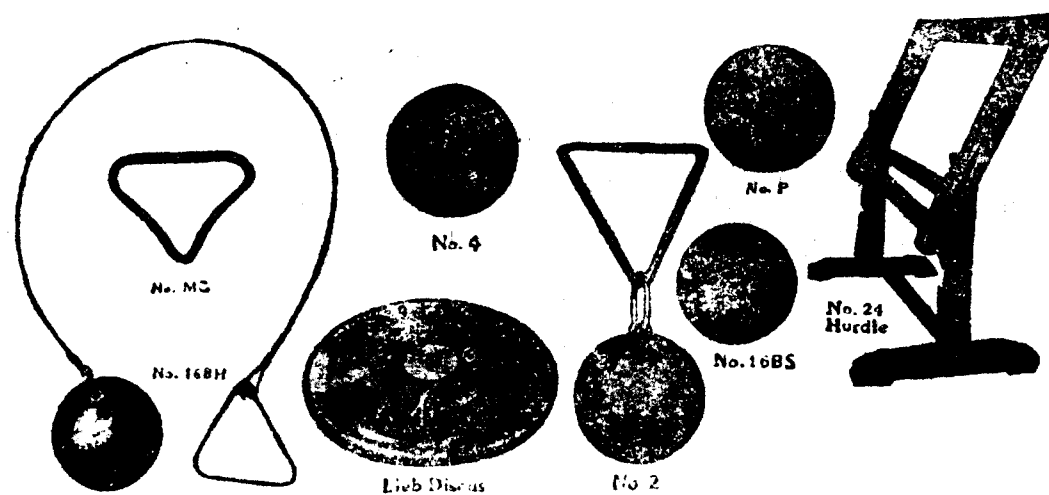
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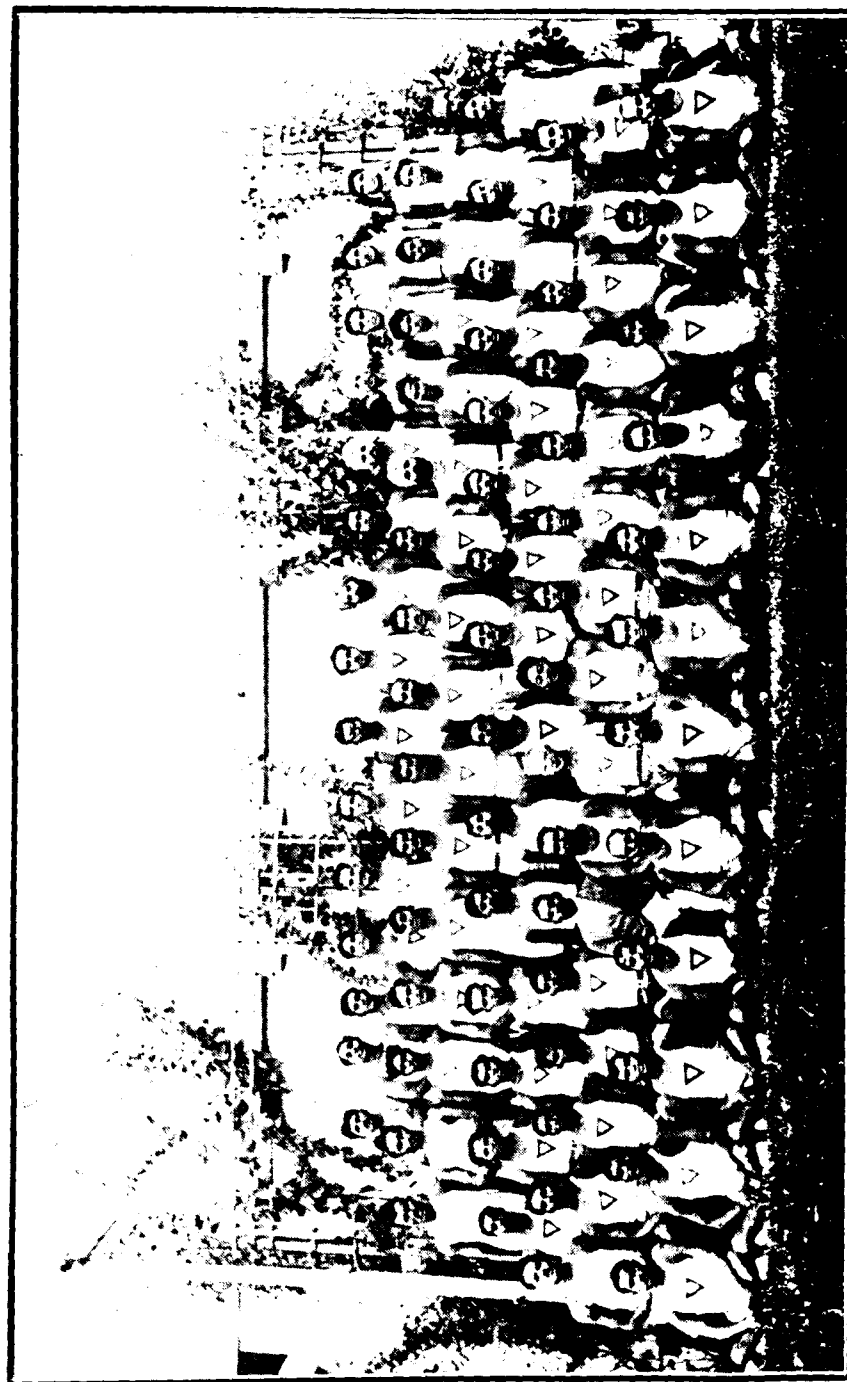
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Health Education

BY

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

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

Unfortunately Health Education is as badly misconceived and as inadequately introduced into educational institutions as is Physical Education. Too often Health Education is thought of as mere text book instruction in Hygiene without any attempt to put that instruction into practice through actual wholesome living. Mere knowledge of health facts is not sufficient. It is only as knowledge is applied that desirable outcomes are possible. Therefore we now interpret Health Education as the sum of experiences in school and elsewhere which contribute favourably to the acquisition of knowledge and the development of habits, attitudes and skills conducive to wholesome living now, and throughout life.

The Aims of Health Education may be briefly stated as follows :—

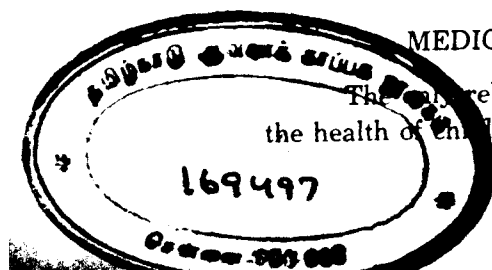
1. To instruct children and youth so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which throughout their school life, and in later years, will assure that abundant vigour and vitality which provide the basis for the greatest possible happiness and service in personal, family and community life.
3. To influence parents and other adults, through the health education programme for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.
4. To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; a healthier and fitter nation and race.

But this aim cannot be realized by mere text book instruction. If we wish to develop health habits we must provide ample opportunity and suitable environment for practising health habits.

The Methods of Health Education may therefore be outlined as follows :

MEDICAL INSPECTION AND FOLLOW-UP WORK

The most reliable method of obtaining facts to guide us in dealing with the health of children is by means of a thorough medical examination. Once



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the defects are discovered children and parents must be given proper instruction and guidance to enable them to have the defects removed. The school or college need not provide facilities and staff for treatment, but should certainly help to arrange for treatment at hospitals, clinics, etc. This part of the programme is one phase of Health Education in that both the parents and the children are guided in the preservation and correction of health.

But Medical Inspection without advice and follow-up is a waste of time and money. It is however a legitimate and necessary part of Health Education and should be introduced on a proper basis into every educational institution.

Space does not permit dealing with the details of organizing and conducting Medical Inspection, but educational authorities should familiarize themselves with it in its modern aspects.

HEALTH SUPERVISION

This division of Health Education deals with the conditions of the environment and the activities of the students, the wholesomeness of the methods of teaching, the programme of the pupils, the sanitation of the building, the sanitation of the grounds, etc. This is health education because one learns health standards by example, and it should therefore be a primary concern of all schools and colleges to see that grounds surrounding buildings are scrupulously neat and clean, that the class rooms are kept in the same manner, that ample toilet and latrine facilities are provided and that pupils and teachers co-operate in keeping the environment wholesome.

As a bit of a test look at your own school grounds and school rooms and ask yourself whether they are such as might influence pupils for beautiful living or whether they are ugly, full of rubbish, grounds being used as latrines, everything slovenly and contributing to ugliness and to ugly living.

We must also remember that while a clean environment contributes to beautiful and healthful living, an ugly unsanitary environment contributes to disease and is a real menace to health.

Try improving school compounds and notice the marked improvement in mental health as well as in physical health.

Health Supervision in all its aspects is an extremely important part of health education if pupils are to do their best in academic work and if general education is really to equip them for abundant living.

HEALTH INSTRUCTION

Under this division of health education is placed the organized teaching of health. Some of this teaching may be done from a text book on hygiene, but a radical departure from the traditional teaching of hygiene is imperative. It is essential to first ascertain the health needs of pupils and

then to deal with those particular problems. By way of suggestion the teacher might work out with the pupils a list of hindrances to healthful living and then set about in co-operation with the pupils to find ways of removing the hindrances. It should be a sharing process between teacher and pupil and the project method should be resorted to as fully as possible.

In conclusion it might be added that Health is quality, not quantity, that it is that quality which enables one to live best and serve most, that it is not merely physical but mental, social, and moral as well as physical. Best results in health education may therefore be obtained by providing for the pupils life-like experiences which are wholesome in every aspect.

Mass Physical Training

D. B. KOTHIWALE, B.A., S.T.C., PHYSICAL DIRECTOR'S DIPLOMA (MADRAS).

Teacher, Model High School, Kolhapur.

(1) *Introduction.* At the outset, let me thank the organizers of this Conference, for the privilege they have given me, of standing here before you and reading a few thoughts of mine, on the important subject of Physical Training, which are really valuable from the educational point of view.

(2) *Physical Education in right perspective.* Physical Education is not really a new subject, as it may appear at first sight. In fact, it is the oldest subject in the curriculum. The Greeks, in ancient times regarded it a valuable instrument for developing citizenship amongst the people. The Romans included it in their curriculum for building up strong soldiers. The famous Greek philosopher Plato gave Physical Training a very prominent place in his syllabus of Education, under the heading of Gymnastics. This comprised the Science of Dietetics, open air life, and physical exercise, for the improvement of the body. Though the people of the Middle Ages did not attach much value to it, we find that prominent educators of the modern times, such as Rousseau, Basedow, Mulcaster, Locke, etc., have brought it again into prominence and hence we find, that all the educational systems of the present times are centred round physical activities of the educated.

Physical Education is no more regarded as a pure muscle building and perspiration process. It is no more looked upon as a pure 'Exercise' or 'Drill.' It is thought of as an educational activity, which ought to have its due place in the curriculum. It is regarded as, "The Education of the Whole Man through physical activities—the Education *through* the physique and not of the physique."

(3) *Education as a social factor.* Thus, we find that in modern times, Physical Education is duly growing in importance every day. But at the same time, we should not fail to observe that Modern Education is a great socialis-

ing agency. Nowhere, in the history of Man, shall we find, so much emphasis laid on the social aspect of man's development, than at present. It teaches us universal brotherhood, world-citizenship, irrespective of our differences in caste, creed and culture.

Physical Education is also a great socialising factor. Like general education, it also aims at developing citizenship among the people and physical activities if wisely planned, healthily carried out and properly directed and supervised, will no doubt inculcate all the civic qualities such as co-operation, self-sacrifice, leadership, and obedience, sportsmanship-qualities which are so vitally necessary in an ideal citizen.

(4) *Historic background.* Physical Education, like other professions, has undergone various changes in its aims and ideals, means and methods. If we list the various physical activities in ancient times, such as, Running, Throwing, Jumping, Swimming, Boxing, Wrestling, Pancratiun, Archery, Horsemanship, Hunting, Chariot-races, Gladiatorial Combats, Yogic Postures, Dancing, etc., we shall find that practically all of them were individualistic ones, with the exception of Dancing, which was participated by many and enjoyed by all. These activities did develop men into good and fit individuals, but the social aspect of man was not so much emphasised. Moreover we find that there was more of competitive than of co-operative element in them. Now, the emphasis is changed. We find more of co-operation in the form of Team Games and through co-operation, we go to competition.

Now, we come to the most vital problem viz., which type of Physical Training gives more scope for one's social development, in addition to one's physical, mental, and moral ones? The reply will be that games—Team Games—are capable of fulfilling this ideal more than any other type of activity. There will not be two opinions about the truth of this statement. But, there is also another type of activity which also brings many people together at one and the same time and develop in them the sense of co-operation, self-sacrifice, discipline, etc.—qualities which go to develop citizenship—and that is Mass Drill. It is with this aspect of Physical Training that I propose to deal at length in this paper.

(5) *Origin of Mass Drill.* Modern Physical Training owes its status to Basedow, Salzmänn, GutsMuths, Jahn and Spiess of Germany, Nachtgall and Knudsen of Denmark, Per Henrik Ling of Sweden and so on. But modern Free-hand exercises and Calisthenics (Drill with and without apparatus) owe their origin to Adolf Spiess of Germany (1810—1858), who has been regarded as the father of German School Gymnastics. He was a teacher of Gymnastics at Burgdorf and being inspired by GutsMuths and Jahn, in whose time practice in Running, Jumping, Climbing, Dancing, Riding, Relay Races, Skipping, Long Walks, Throwing at a target, Vaulting, Exercises on Parallel Bar and Horizontal Bar, Swinging, Climbing on ropes and masts, Hanging, Walking on ladder, etc., was common, he developed Gymnastics for girls at

Burgdorf—activities such as Free-hand exercises, Exercises with Dumb-bells, Marching, Running, Jumping, Swinging and also a system of Class Gymnastics, performed without apparatus at the word of command. To relieve the monotony of these exercises, he developed progression, continuity, and rhythm in them and brought in the factor of music. He also drew up a syllabus for schools and as a result Physical Training was made an indispensable factor in all schools in Germany, by a Law in 1842.

(6) *Situation in India.* In India we find no national and organized system of Physical Training. From time immemorial, Wrestling, Surya Namaskars, Asanas and Yogic exercises, Hunting, Riding, use of sword, spear, arrow, etc., were practised. After 1857 when India was annexed to Britain, foreign influences and ideas began to creep in in this field also; and as a result English Games, like Soccer, Cricket, Hockey, etc., have been gradually introduced, but they were not played by all. From 1880 onwards, attempts were made to introduce and organize Physical Training in India. Gymnastics and Drill Masters were appointed; students who were interested, were to take part in these activities, especially Gymnastics. But, this did not solve the problem, nor did it make any improvement in the situation. There was no training in leadership given by these instructors, who were, in most cases, retired military men, illiterate and unqualified to teach Physical Training to school children. Moreover, attention was given to star-performers and the majority which needed more help and correction were not attended to. In addition to this, the Drill taught by them was lifeless. There was no proper gradation and variety. The instructors wanted to imbibe and inculcate discipline among the students by using force and punishment. As a result the Drill, the Drill-period and the Drill Master came to be regarded with contempt by the student world.

Later on came the Y. M. C. A. programme of Physical Training, which was of a socialising nature. Attempts were made to add to individualistic activities, the group and social activities, and as a result in addition to already growing popular English Games, Volley Ball, Basket Ball, Playground ball, Track and Field Athletics were introduced. Calisthenics and Drill which was more lively, vigorous and varied was introduced. The idea of playgrounds—public playgrounds—came to be realised and many such were opened for public use, in many big towns of India. The Physical Education School was opened at Madras in 1920 by the Y. M. C. A. and it started training the educated men of India in matters of scientific Physical Education.

Though we find distinct improvement in the situation in India, there is no reason to be satisfied. As yet, conditions are not satisfactory. Vast majority of students and people remain inactive and there are no playgrounds and equipment enough to keep them engaged, and here comes Mass Drill to our rescue. The exercises should have physiological, health, posture corrective and other values, irrespective of the systems to which they

belong. Now, let us see what is possible to be done regarding the introduction of Mass Drill in our schools and localities.

I have already referred to the condition of Drill in Indian schools. Students detest it from the very bottom of their heart. They not only detest the Drill but the Drill Master and the Drill period too. The reasons also I have pointed out and they are (1) The unqualified and illiterate Drill Masters, (2) The lifeless method of teaching, (3) The ungraded and monotonous exercises. To make the Drill popular among the students various steps have to be taken. First, the Drill Master who is educated, qualified and sympathetic, should be appointed. He should preferably be given academical teaching also (But the Heads of the Institutions should be kind and just enough to give him work, which should be not more, or not less, as compared with other teachers, or should manage to give him an extra allowance for the same.) Secondly, the Drill itself or the exercises should be properly graded and executed and should answer the physical, mental and social needs and capacities of the children.

Though the condition is now being changed, still it is far from being satisfactory; and the time when Physical Training will be most popular, is to come yet. Let us hope that it will come soon.

If Drill or Mass Drill is planned and executed properly, good results are sure to follow.

(7) *Value of Mass Drill.* First the sense of belonging to a group. In Drill, we are required to perform various exercises together and simultaneously. It is not an easy thing. We may know all the exercises individually and separately and we may do them very skilfully. But when we are to do them with others we are required to forget that we are alone, to forget our selfishness—but to remember that we belong to the whole group. If one individual out of the whole group performs the exercises shabbily, the whole scene looks disorderly and unseemly. It becomes really a bad show. Therefore, in order to effect this work simultaneously, we are required to bring into action, the spirit of co-operation and co-ordination. To forget one's selfishness, is not a trifling thing. It is a self-sacrifice for the sake of the general good.

It is a pity that we people have been very selfish and individualistic, so far. But this will not do now, if we are to build ourselves into a nation. Other countries in the world are countries no more, but are Nations—United. They work in co-operation. Although there exist different parties among them for other purposes, they unite for a common cause. This sense of unity and co-operation, has been developed in them through early training—training in the qualities of citizenship. Drill or Mass Drill may be regarded as one of the activities that call into play the sense of co-operation. In Sweden, Germany, Czechoslovakia and other countries, they

have specialized themselves in Mass Drill and you can count thousands of them performing the various exercises simultaneously, at the command of their leader. I have known the fact that in those countries they perform the exercises in a group of 12,000 to 15,000 men. Music is being played on the occasion. They all are dressed in the same uniform. In Sweden, they say that people in every locality get up early in the morning every day and assemble on their playground or Gymnasium, and perform the exercises together. It is really a very fine educational scene. What a pleasant sight it is to look at. The group of many a thousand men, dressed in the like manner, performing the same exercises and in accompaniment of music. Shall we not like to do this in the same spirit? Shall we not hope for the day, when we people in India will be doing the same? I really dream of many such scenes.

The scene of co-operation and unity being developed, discipline will naturally follow. With discipline, all other qualities that go to make one fit—physically and socially and to some extent mentally—will come. While a man is getting fitter and fitter in this way, he is not lagging behind in developing his mental, moral and other aspects. The things which he is learning everyday and the experiences which he is getting in the world, will develop him on all sides.

(8) *Criticism and Answer.*—To this, some critics might object that there are some defects in this principle of Mass Drill. They will say, for instance, that Mass Drill pays no attention to the needs and capacities of particular individuals. The physical, mental, social and other needs of the children are different; their capacities are also different. And therefore, to make all the pupils of different ages, capacities and requirements, do the same exercises, with the same speed, is not sound from the standpoints of psychology and physiology. Really it is so. But this cannot be helped, as everyone differs from everyother. There are as many needs and capacities, as there are individuals. But, we can make up for this to some extent, by selecting individuals, who do not differ greatly from one another. For this purpose, the pupils of the lowest and highest standards should be grouped separately and the exercises should be made simpler. The speed also should be adjusted, as would suit the average pupil of the group. Secondly, it is argued that the exercise we get in Mass Drill, is not sufficient. This can be met with, by making the pupils do them continuously. Moreover, the monotony can be relieved by the introduction of music, band, etc., and in addition to Drill, other Games should be played.

Thus the objections can be easily got over.

(9) *Means of Introduction.* As a means of making Mass Drill effective and popular, all the teachers should be trained in the Theory and Practice of Physical Education also. They should join the pupils and thus set them examples. This step has been already taken in many Training Schools

and Colleges of Primary and Secondary Education in India. And I am proud to tell you that Shree Maharani Tarabai Teachers' College of Kolhapur, is the FIRST institution in our Presidency, which has already framed a course and has begun to train its students in this branch of Education.

Mass Drill should not only be introduced in Schools and Colleges, but in our localities also. People belonging to one locality, should assemble every morning in some open quadrangle and perform Mass Exercises, and this will have an astonishing effect on the people at large. And soon hundreds of others will be following them in their footsteps. Surely this deserves a trial.

(10) *Conclusion.* Thus I have dealt with the problem of Mass Physical Training and I hope you will surely introduce this kind of Physical Training into your schools, in addition to the one already existing at yours.

MASS PHYSICAL TRAINING

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Scope and Content of a Modern Physical Education Programme for Boys' Secondary Schools in India *

By

DR. G. F. ANDREWS, M.A., M.Ed., Ph.D., (Columbia).

Assistant Physical Director to the Government of Madras

In a previous article† physical education was defined as that aspect of education which uses bodily activities "selected as to kind and conducted as to outcomes" under intelligent and skilled leadership supplied with adequate facilities so as to "afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound." What are the activities to be included in a sound programme of physical education in Boys' Secondary Schools?

Classified according to their nature, the activities included in the present programmes of physical education in the secondary schools for boys in India may be listed as follows:—

1. Indigenous "formal" activities which require no apparatus:—
 Dundahls, Simple Yoga Asanas,
 Bhaskis, Breathing Exercises,
 Surya Namaskaras,
2. Indigenous "formal" activities which require apparatus:—
 Malkamb Exercises, Lezium Exercises,
 Indian Club Exercises,
3. Foreign "formal" activities requiring no apparatus:—
 Swedish Drill,
 Y.M.C.A. Hygienic Exercises—also called Calisthenics,
 Scout Drill.
4. Foreign "formal" activities which require apparatus:—
 Gymnastics, parallel bars, horizontal bars, trapeze,
 rings, etc.,
 Wand Exercises and drills,
 Bar-bell Exercises,
 Dumb-bell exercises and drills,
 Pole drill.
5. Athletic Events.—Running, jumping and throwing events of the Olympic type.

* Paper presented at the All-India Educational Conference, Delhi, during 1934.

† Vide "Physical Education—Its Contribution to the Education of the Whole Child," by the author, published in "The South Indian Teacher," Vol. VII, No. 10, pp. 400-2, October 1934.

6. Games of Low Organization.—Both indigenous and foreign:—
 Non-competitive group games—in circle, line, square or irregular formations, e.g., tag, hide-and-seek.
 Combative games between two individuals, e.g., cock-fighting.
 Competitive group games—between teams, e.g., relays, captain ball, etc.
7. Games of high organization both indigenous and foreign:—
 Team games, like Soccer, cricket, basket ball. Individual games like tennis, handball, etc.
8. Defensive activities like wrestling, single sticks and double sticks, boxing.
9. Water activities like swimming, diving, etc.
10. Stunts, self-testing activities, like tumbling, pyramid building, advanced work on gymnastic apparatus, mugdal or heavy Indian Club exercises, etc.

While it would seem that this is a well-balanced programme it must be noted that in actual practice the following features are characteristic:—

1. The over emphasis on drill, calisthenics, gymnastic exercises and the like generally classifies as "formal" activities with the theories of formal discipline, of compulsory effort, and of transfer of training dominating.
 (N.B.—By formal activities are meant "those invented exercises organized at times into 'systems' and presented in certain groups as day's orders. This material is artificial with no organic relationship to natural movements, ego-centric in type, and without any sanction of any of the sciences"—Williams, J.F.—Principles of Physical Education, 2nd Edition, Revised: W. B. Saunders & Co., Philadelphia, London, 1932, p. 371.)
2. The use of indigenous exercises and activities like the indigenous games, Pranayama, Yoga Asanas, Surya Namaskaras, etc., tradition and nationalism being the contributing forces.
3. Inadequate use of the natural activities such as games and sports due to lack of funds, facilities and leadership.
 (N.B.—Natural activities are those which are "organized and administered with reference to the child's biologic needs, instincts and capacities and the child's relation to a growing activity"—(Williams, J.F., op. Ibid. p. 373).

It has been stated that the activities of a sound physical education programme should be "physically wholesome, mentally stimulating and satisfying and socially sound." In other words, they should contribute to the physical, mental, moral and social development of the individual. Theories as to how learning take place remind us that if the physical acti-

vities should be of an educational nature, the Laws of Learning, viz., the Laws of Readiness, of Use, of Disuse, of Effect, of Frequency and of Recency, known to every educator, should be followed, while the fact that in addition to primary learning there is also associate and concomitant learnings should not be forgotten. If learning best takes place when there is interest in the activity and when the participation in the activity is satisfying then it cannot be said that the formal drill, calisthenics, gymnastics, and indigenous exercises have a place in the programme. Besides these activities do not satisfy the need for the exercises of the fundamental racial skills nor are they in accordance with neurological demands as explained by Sherrington in his "Integrative Action of the Nervous System."—(Yale University Press, 1908.)

Some of the indigenous activities such as the Dundals and Bhaskis, the Surya Namaskaras, etc., come within the scope of the above criticism inasmuch as they are formal and do not develop fundamental racial skills and are sometimes scientifically not proved to be sound. Much has been claimed for Pranayama but their validity in respect to their claim for improving the health of the individual is yet to be scientifically established. Yoga Asanas are advocated by many, but their inclusion in a programme of physical education for boys in secondary schools seems to be inadvisable mainly because they are not adapted to the needs of the boys of the secondary school age level while some of them are physiologically of an unhygienic nature.

The characteristics of the activities of a sound programme of physical education may be summed up as follows:—

1. They should be natural activities, i.e., such as easily arouse the interest of the individual for participation because of the existing predisposing neural connections.
2. They should give scope for the exercise of the fundamental skills necessary for daily life.
3. They should make use of the big muscle groups so vital for organic growth and development.
4. They should give opportunity for the exercise of the instinct mechanisms, for self-expression and self-testing, and for the development of social standards.
5. They should help to create a favourable attitude for desirable leisure time activities and for outdoor life.
6. They should be physiologically sound.
7. They should be such as are capable of being organized and administered in harmony with accepted educational principles and psychological findings.

A sound programme of physical education for boys in the secondary schools in India should then include the following:—

I. Activities which use the big muscles and further the development of the fundamental racial skills of walking, running, jumping, throwing, climbing and hanging. These can be grouped thus:—

- (a) Activities in which individuals can take part or compete:
 - (1) The athletic events of the Olympic type,
 - (2) Games like tennis, handball, tenikoit, badminton, etc.,
 - (3) Simple activities on the apparatus of the "on and off" type.
- (b) Activities both indigenous and foreign in which groups alone can take part or compete
 - (1) Activities which are easily organized and taught
 - (i) simple relays and competitive team games.
 - (ii) "group" games of the tag, hide-and-seek type where chasing and fleeing is predominant.
 - (2) Activities which require elaborate organization and coaching
 - (i) Athletic relays.
 - (ii) Team games like cricket, soccer, football, Chali-Bhai-Du-Du, Atya-Patya, etc.

II. Activities which though not exactly of the racial type contribute to growth and development, and have an appeal because of their intrinsic values. This is a miscellaneous group of several kinds of activities such as

- (1) Water activities:—
 - (1) Swimming.
 - (2) Diving.
 - (3) Wading.
 - (4) Boating—rowing and paddling.
 - (5) Water games.
- (2) Stunts and self-testing activities:—
 - (1) Tumbling.
 - (2) Pyramid building.
 - (3) Indigenous activities:
 - (i) Dundahls,
 - (ii) Bhaskis.
 - (iii) Surya Namaskaras.
 - (iv) Mugdals and heavy Indian Clubs.
 - (v) Malkamb Exercises.
 - (4) Stunt exercises on gymnastic apparatus.

- III. Rhythmic activities for rhythmic and dramatic expression,
- (a) Folk Dancing.
 - (b) Athletic dancing with athletic movements set to rhythm.
 - (c) Gymnastic dancing with stunts set to rhythm.

IV. Combative and defensive activities :—

- (a) Wrestling,
- (b) Boxing,
- (c) Single Stick and Double Sticks,
- (d) Combative games of low organization like cock-fighting, wand wrestling, hand wrestling, etc.

V. "Outing" activities of the hiking and camping type.

It will be noted that while calisthenics drill and heavy gymnastic exercises are omitted, swimming, athletic and folk dancing, and "outing" activities are included. Swimming should find a place in every programme because of its effect on the growth and development of the organism, its value in life as a recreational activity and its utilitarian value. Athletic and folk dancing of the proper type will be well received by students. Research in this field is however necessary. "Outing" activities have educational and recreational features and are extremely valuable to supplement and to expand the more regularly organized natural activities.

Under intelligent and skilled leadership it is possible to so organize these activities as to make their contribution to the mental, physical, moral and social development of the individual real. The outlook, the enthusiasm, the personality and several other qualities of leadership are involved.

The question of whether activities like agriculture, gardening, manual training, etc., are physical education activities needs however to be answered. *Prima facie* it would appear that they are physical education activities. But they are activities of a vocational nature and they do not necessarily conform to the racial type of activities. Physical Education in the secondary school level is not concerned with vocational education though by its contribution to the health of the individual it contributes to vocational success. Besides it does not appear that activities of the farm or of the garden or of the carpenter's shop or of the smithy help to develop the fundamental skills. Compare, for example, the physical illiteracy of the country farmer with the agility and grace of the athlete who has had the advantage of physical education in school or college.

In conclusion it may be said that all those bodily activities which contribute to the development and wholesome integration of the individual come within the category of physical education activities, and it is through such of the activities as listed above that the physical educator hopes that physical education will make its utmost contribution to the growth and development of the individual mentally, morally, socially and physically and to the creation of worthy interests, ideals, habits and attitudes so that the individual may now and later live the abundant life—live best and serve most—participating fully as a member of society.

The summary of the health problems of India presents a challenge to the profession of Physical Education. It is evident that increased attention in our schools must be given to instruction in the prevention of disease, and to the improvement of sanitation.

India's Public Health

MEAGRE MEANS OF SUBSISTENCE

IMPERATIVE ISSUE

The Vital Problem of Population

"The value of a periodic review of the work done to safeguard public health in India cannot be overestimated. Such a review not only adjusts the perspective of the Government of India and its advisers but also assists the people, on whose behalf the task is undertaken, to appreciate its significance and co-operate in its fulfilment.

A careful examination of the last annual report issued by the Public Health Commissioner with the Government of India reveals certain features of India's health problems which demand plain speaking for, in the hurly-burly of the present day world, politicians and the people they represent are in danger of forgetting that without health other things are as "dust and ashes."

In the forefront must be placed the fact that if the Central Government under the new constitution is to have a suitable public health organisation, capable of initiating fresh developments and of planning improvements, drastic alterations of the existing system will have to be made.

Some may think that it is an exaggeration to say that the health and welfare of the peoples of India will be the most important problems with which the new Governments, Federal and Provincial, will be faced as soon as they are brought into being. Let figures speak: According to the last census the rate of increase in the population of India was 34 millions in ten years. In the absence of some catastrophic occurrence and with the ravages of famine, cholera, plague and small-pox on the wane, the rate of increase in population will certainly, not be less than five millions every year. Where are these to find a means of existence?

STRUGGLE FOR EXISTENCE

Many who have studied the problem in all its aspects are of the opinion, that the new Governments cannot afford a policy of drift in this respect. The present Director of Nutritional Research in India, says "It is apt to be forgotten that the well-being of a people depends more on proper nutrition and efficient sanitation than on aught else. The proper nutrition of her people, the adjustment of the food supply to the population and of the population to the food supply, the provision of efficient sanitation in her towns and villages: these are India's needs; all else is of secondary importance.

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"My own concern has been mainly with nutrition; and my researches have led me to the conclusion that the diet of many millions of the Indian people is not such as can maintain physical efficiency and health. They are condemned, from their mothers' wombs, to a sub-normal or diseased existence as certainly as is the engine of the best motor car when not provided with efficient lubrication or when supplied with an improper fuel. Surely a matter of such moment is the concern of every person of education, influence or wealth; of every employer of labour; of every humanist."

What can be done about it? How are additional and improved food supplies to be obtained? How is the general standard of living to be raised not only for the masses of the people who must face an intensified struggle for bare subsistence but also for the upper classes whose incomes depend on the production of a surplus of crops and other commodities.

The suggestion has been made that in order to review the situation, before India reaches disaster, a commission of experts should be appointed to examine every aspect of economic life of India, to make an accurate survey of the present position and a reliable forecast for the future.

This is no place to discuss in detail the measures which are required; these must necessarily include energetic steps for the prevention of disease and equally energetic measures for the education of the people in regard to mastery over environment. But there can be no doubt that the circumstances are such as demand the urgent attention of both Central and Provincial Governments and a wide development of both departments manned by experts capable of advising on the many difficult health problems which confront the leaders of this country. On the interpretation of these problems and on the lines of action adopted for their solution will depend the prosperity, health and welfare of many generations yet unborn.

BIRTH AND DEATH RATES

A comparison of the birth and mortality rates of India with her near neighbours and with England reveal what the East will soon have to face in the matter of a competitive struggle for bare existence.

In the year under review the birth-rate in India was 33.7 per 1,000 of population. In the Federated Malay States the rate was 34; in Japan 32.2; in England 15.3; over the same period the respective death-rates were 21.6, 18.5, 19 and 12 per 1,000 of population. Infantile mortality in India was at the rate of 169, in the F. M. S. 139, in Japan 132 and in England 65 per 1,000 births. Statistics of causes of infantile mortality are not yet recorded in India but there is every reason to believe that the root of the evil lies in malnutrition and inanition.

VIRULENT EPIDEMICS

Cholera accounted for 67,219 deaths in India; plague claimed 46,504 victims; there were 44,925 deaths from smallpox. The first impression one

receives is that these figures are of catastrophic magnitude. Nevertheless they are the lowest recorded in India since registration was introduced.

Madras Presidency lost 12.6 per 1,000 of population from cholera in 1877; during the year under review this had been reduced to under a single decimal. In Bombay 1900 was a bad year, there being 86 deaths per 1,000; now the total is infinitesimal. Bengal's worst year was 1915 when the figure topped 40 per 1,000; in 1922 the incidence of this disease was reduced to a scarcely recordable proportion but there had again been steady rises in mortality, reaching over 30 per 1,000 in 1928 and then a gradual decline until now it is .7 per 1,000.

The largest increases in the incidence of plague were recorded in Bombay and the Deccan. Belgaum, particularly, suffered from its ravages where nearly 90 per cent of the deaths in Bombay Presidency occurred.

There were minor outbreaks in northern India, Madras and Assam but the North-West Frontier Province, Delhi, Bengal and Ajmer-Merwara were happily entirely free from infection. In Burma the death-rate from plague was the lowest on record.

It is an unfortunate fact that India is still the chief endemic focus of smallpox in the whole world. Indeed it is very probable that India was the primeval home of this terrible scourge and that the disease spread eastward and westward from this country.

There has been a considerable decline in India, thanks to the adoption of vaccination as a preventive measure. In the last six years, with the exception of 1930 when there was a recrudescence, mortality has steadily declined until now it is nearly half what it was. Nevertheless the fact emerges that in the year under review there were 114,691 attacks (44,925 deaths) as against 9,916 attacks in the U.S.A. and 2,039 in Great Britain.

COMPULSORY VACCINATION

But the general position is unsatisfactory and will remain so while only 37 per 1,000 inhabitants in India offer themselves for vaccination. Although every provincial health department has for many years waged a continual fight against the general apathy which exists even in the face of virulent epidemics, so long as vaccination and revaccination are not made compulsory throughout India, the percentage of unprotected persons will remain high and the incidence of this fell disease will continue at a high level. At present compulsory vaccination is by no means universal, although it is now in force in most urban areas.

All countries in which vaccination has been extensively practised have given an unequivocal answer in favour of the practice and this preventive measure, indeed, has been described as "the greatest physical good ever given by science to the world." In the Netherlands East Indies, for instance, the annual number of vaccinations and revaccinations rose from 58,500 during 1890-1899 to 1,690,000 in 1899-1909, then to 7,270,000 during 1909-1919

and to the remarkable figure of 10,280,000 for the years 1920-27. As a result of this continuous vaccination campaign, smallpox is now practically non-existent in these islands; during 1932, only 39 cases with 2 deaths were recorded as compared with 3,500 cases and 800 deaths in 1913.

Particularly during the last 10-15 years, available evidence in India has gone to show that if only a larger proportion of the population were successfully vaccinated, similar decreases in the incidence of smallpox in India could be achieved; in fact, large reductions in smallpox have already been recorded in one province.

No province in India was entirely free from smallpox. Bihar and Orissa was, in the year under review, far the worst afflicted, there being 15,825 deaths in the rural and 641 deaths in urban areas of the province. Bengal, with 6,716 deaths in rural areas and 2,080 in urban areas comes next on the list with Madras, the Punjab and Bombay following in that order.

FEVERS

Colossal as is the mortality from virulent epidemics in India, the figures dwarf into insignificance when compared with mortality from fevers.

A total of 3,456,144 deaths in India are ascribed to fevers and yet here, again, the rate is down from 14.9 to 12.9 per 1,000 inhabitants. Ajmer-Merwara again recorded the highest rate of 19, Coorg 18, the U. P. 17, Punjab 16, N.-W. F. P. 16, C. P. 15, Bihar and Orissa 15, Bengal 14, Burma 6.2 and Madras Presidency 6.3 per 1,000 inhabitants.

Nearly 11 millions diagnosed cases of malaria were treated but with the exception of the N.-W. F. P., Delhi, Bengal and Assam all provinces recorded a decrease. Curiously enough the continued increase of cases treated at Coonoor suggest the development of indigenous malaria in this well-known Nilgiri health resort.

Anti-malarial measures, mainly to prevent the breeding of mosquitoes, are in active operation. U. P. Boy Scouts even taking part in the campaign and in Bengal, the U. P. and Madras the cinchona plantations and factories are increasing the available supplies of quinine, though these are still lamentably insufficient.

Enteric fever is no doubt more prevalent than statistical records indicate. In Bengal there were 10,176 recorded deaths; the U. P. report 8,782 deaths and Bombay 5,447 deaths.

TUBERCULOSIS

In previous reports various comments have been made as to the prevalence of tuberculosis in India, but no accurate estimate of its incidence is possible. Assuming that 2 per cent of the total deaths are due to tubercular disease then nearly 150,000 persons die annually from this infection. But some experts hold that 10 per cent is nearer the truth, and on that basis, tuberculosis deaths would number 650,000.

The latter is almost certainly an exaggerated figure but it is probable that the actual number of deaths lies somewhere between these two extremes, and even taking the lesser figure, the situation is serious enough. As regards institutions for the treatment of this disease India compares very favourably with other countries.

Various attempts made to ascertain more accurately the exact cause of maternal deaths have shown that mortality in connexion with child birth is very high and that the problem of maternal deaths is even greater than had been supposed. The lower rate reported for rural areas is probably due to faulty registration, because the facilities for skilled attendance must obviously be lower in the average village even although the general standard of health may be higher.

The main causes of maternal mortality lie in social customs which cannot be quickly influenced. Any reform, which has as its *modus operandi* an educational process, is bound to operate only gradually, and this fact should be recognized by hygienists and social reformers alike.

This should not be taken as implying that we must be content to allow the reform to proceed at its own rate. It can undoubtedly be hastened and, in particular, by the provision of safe attendance at child birth. That means training midwives and dais in far greater numbers than are at present available.

Progress in this matter is exceedingly slow and it is even doubtful if it is keeping pace with the increase of the population. On the other hand, there is undoubtedly a greater appreciation of clean midwifery on the part of the general public. It would be a tragedy if this appreciation were not met by increased facilities in the shape of competent midwives.

The training of illiterate women is a tedious business, yet the numbers of even partially educated women who are ready to become midwives is still very small, and the ancient prejudice against work which is regarded as "unclean" still lingers. On the one hand, those who are trained tend to demand a wage which their education does not justify and, on the other the family is unwilling to increase its expenditure even when a mother's life hangs in the balance.

Ante-natal work which is such a powerful factor in reducing maternal mortality is certainly on the increase. A greater number of women's hospitals are taking up this work and health visitors are playing their part. The attendance at ante-natal clinics is better than formerly and the public is beginning to understand the need for careful examination. This is one cheering aspect in a situation which is otherwise far from reassuring.

CHILD WELFARE

No serious attempts have been made to estimate the causes of the high infant mortality rates in this country. Some of these are obvious and

well-known; others are obscure. The tendency of the rates to fall, though noticeable, is very small, just as is the case of the general death-rate.

The low general level of hygiene, the prevalence of preventible disease and the poor state of nutrition of the people all contribute to a high death-rate among children as among adults. A great lowering of the infant mortality rate cannot therefore be expected until the general death-rate comes down.

There are, however, causes affecting child life specifically which are capable of being attacked and which are as yet receiving very inadequate attention all over India. The amount of child welfare work undertaken is pitifully small and is showing little tendency to increase.

Preventive work among children is not regarded as a necessity and as a luxury it is dispensed with. Such child welfare work as is going on at present is almost entirely confined to the towns. The rural areas present a field almost wholly untouched, yet life in the villages is on the whole more advantageous to children than urban life, so that health work has more chance of success there if it could only be initiated.

One factor which makes for possibilities in this direction is the advance in road development. This brings the villages into touch with larger centres and widens the villagers' horizon. It also renders possible the visits of medical women or health visitors to individual villages or groups of villages. No single village can hope to afford the services of a whole-time worker but one woman resident at a central point could influence a surrounding group of villages."

Defective Boys in Calcutta

PLAN FOR CLINIC

"Disquieting" Increase in Malnutrition

"Thirty-five per cent of 5,000 boys in Calcutta high and middle English Schools who were examined in 1933-34 were under-nourished, 50 per cent were defectives and 30 per cent had eye defects.

This is disclosed in a Press note, issued by the Government of Bengal yesterday on "Physical Education in Bengal Schools." The note states: "Preparations are now almost complete for the establishment of a central clinic at which defective children who are in poverty may receive free treatment. Free spectacles are supplied to all deserving cases."

Referring to schools throughout Bengal, the note says:

"Altogether 16,700 boys and 524 girls have been medically examined during the last few years on the initiative of the Public Health Depart-

ment Of the boys examined 23 per cent were found to be well nourished, 53 per cent fairly nourished and 24 per cent ill nourished. Of the total number examined 67 per cent were found to be suffering from bodily defects and 14.7 per cent to have eye troubles. In primary schools 26,292 pupils have been medically examined under the supervision of the district health officers. Of these 59 per cent were found to be defectives. In 1932-33 the Medical Board attached to the Students' Welfare Committee of the Calcutta University examined 2,743 students (including 500 recalled for special examination). A disquieting increase in the incidence of malnutrition was noticed.

"Physical training was made compulsory in all Government and aided schools in 1927. It was laid down that all classes should have physical exercise twice weekly during school hours and games one hour weekly after school hours. A few schools still avoid these provisions for want of an expert teacher, but the majority have effective schemes in operation.

TRAINING FOR TEACHERS

"Government provided a considerable sum of money for grants to secondary schools and madrassahs for apparatus, medical inspection and organization of games. The condition of the grant was that each school should contribute double the amount of the grant from games-fees and, apparently as an index of local interest, from other sources. Many schools were unable to satisfy this condition, owing partly to lack of trained teachers and partly to general financial distress.

"Of Rs. 80,500 available between 1929 and 1932 only Rs. 48,172 was utilised by the schools. In the circumstances it was decided to establish a physical training centre in Calcutta for teachers and also to assist schools to develop inter-school sports associations. The Government Training Centre in Physical Education was opened in Calcutta in July, 1932. The cost of running the institution was Rs. 13,064 in 1932-33 and Rs. 16,705 in 1933-34. In 1933-34 a grant of Rs. 940 was given to the Indian School Sports Association and Rs. 1,000 to the mofussil organizations. Similiar grants are being distributed this year, too.

"Graduate instructors are supplied for high schools and normal training schools from the Government Training Centre in Physical Education. It is intended gradually to replace the drill-masters of the old type by instructors who have undergone a training of one academic year in all the practical subjects of the new syllabus and in associated theoretical subjects such as anatomy, physiology, psychology, etc. It is further intended that these instructors should take over the teaching of hygiene, in which they are specially trained. There are now 70 instructors in various parts of the province, of whom 36 qualified themselves at the Y.M.C.A. College of Physical Education, Madras.

"The needs of middle English schools and junior madrassahs are being met, so far as is possible at present, by conducting annual courses for teachers from these schools. From 1934-35 onwards there will be three centres, including the one at Calcutta, the other two being at Dacca and Rangpur.

"During 1929-32 training courses for teachers from Guru training schools were conducted, so that the approved methods of physical training might gradually be introduced in primary schools.

A CHANGED OUTLOOK

"One of the most important questions associated with physical education in all schools has been that of tiffin supply. The difficulties have been fully investigated and it has now been decided that a compulsory scheme will be tried out in all Government schools during 1935.

"The physical education of girls has received close attention since 1926. Government are subsidizing the Y. W. C. A. in return for the services of their Physical Directress. The latter conducts training classes for teachers, visits the schools in Calcutta regularly to assist teachers in their work, and tours to mofussil schools to give demonstration lessons and advice on the spot. Despite great difficulties definite progress has been made and rapid developments are expected in the near future.

"With the initiative taken by Government in the development of physical education there has been a welcome change in the outlook of the people during the last five years. The old objections so often brought forward by schools, such as lack of space, cost of apparatus, difficulty of finding skilled organizers (and of paying them), prejudice due to convention or caste custom, fear of neglect of studies or of injury during games, and many others are gradually disappearing. There is, however, much room for improvement. The response to notifications issued by school medical officers regarding defects of students is still inadequate. The majority of parents do not yet seem to realize that a boy with short sight, deafness, throat affections or digestive troubles cannot benefit to the fullest extent from the teaching for which he is sent to school."

(Reprinted from "The Statesman")

The Place of India in International Sports

By

DR. G. H. AYRES

This paper is written to answer a question which I have been asked on numerous occasions during my stay in India, namely, can India produce athletes capable of successfully competing in international meetings? The

answer to the question is "Yes" and it is qualified by the discussion that follows of the things that will make it possible for India to be represented in the fashion she deserves among the nations of the world. One should recognize the present status of an international competition; India being among the beginners in sports of an international character. Although she has done as well as other beginners, no one should expect her to score as well as those nations which have been taking part since the first Olympics.

India will need to follow the best in the examples of other countries in the developments of her standards of performance. The United States, Finland, Japan, Germany, and England have been notably victorious in one or more phases of sports and for each of these successes there are underlying reasons. In whatever event a nation excels you will find a large number of competitors in that event in the schools and colleges throughout the land, this number forming the broad base from which the Olympic champions are selected. This is true in the United States with reference to the field events, in Japan with reference to swimming, in Finland for long distance runners, and in England for middle distance runners. Together with the large number of competitors that are to be encouraged by the sports authorities in each province, in each district, and in each school, must and will go a reasonable public interest and a reasonable public and governmental financial support for equipment and grounds. The initial mental training on which a sound coaching system for the country may step towards such increased participation is the arrangement of dual sports meets between the schools and colleges in centres such as Madras, Calcutta, and Lahore, these meetings preceding the provincial and All-India meetings now in vogue.

Up-to-date coaching is necessary for the development of best in the material available, as evidenced by the success of the United States and Japan in the 1932 Olympic Games. Eventually India will work to a group of Indian coaches as capable as any to be found in the world, but in the meantime these men and the athletes will need special coaching from experts from abroad. In 1936 there will be a fine opportunity to improve the national knowledge by sending a group of capable men to Berlin who will not only compete but who will bring back to India a great fund of knowledge. The Y.M.C.A. College of Physical Education at Madras and the College of Physical Education at Lucknow are giving their men the fundamental training on which a sound coaching system for the country may rest. Sportsmen of India will do well to give these institutions every possible support and to insist upon men trained in such institutions as the directors of the physical activity of the school boys. As much harm may be inflicted upon schoolboy athletes by improper coaching, as good may accrue by correct instruction.

Together with the instruction an attitude which has perfection of technique as its aim must be developed in the athletes themselves. Although

I had heard a great deal about the patience of the Indian boy before coming to India, I found his perseverance merely a myth. Perfection in form will come only after patient, regular, intelligent application to the details of the form to be mastered. Graber of the United States spent years in the gymnasium perfecting his hand-stand and his push-up, but in 1933 he became the world's record holder in the pole vault. Cunningham of the United States spent years and years on country roads overcoming a very serious burn on his legs in order that he might be a capable mile runner in college, and he is now the world's record holder. Kucosinski of Poland spends more than 3 hours each day on exercises for his general development in order that he might be a champion, and he did achieve an Olympic crown in 1932. On the whole I should have to classify the Indian athlete's attention to his sport as *superficial*—it must be *fundamental* to gain the highest rewards.

Together with the interest of more men in sports will go a high standard of sportsmanship. To-day the Indian athlete is prone to deprecate the ability of his competitor and to offer excuses instead of results after the meeting. Both these items are evidences of lack of a mature attitude.

This discussion would hardly be complete without a statement as to what should be the aim of the 1935 season. As I see sports in India, those interested should strive in the 1935 season to secure an increased number of competitors and an increased enthusiasm. The development of smaller, more informal dual meetings in the centres; the encouragement of local meetings in the villages; and wider and better use of publicity for sports will all contribute materially to a better season. From the contacts I have had during the past months I venture to predict new all-India records in the shot put and in the discus throw, and a serious threatening of the marks in the high hurdles and in the 220 yards dash.

The 1936 season should show a still greater interest as it is an Olympic year; should result in better learning by more athletes; should provide an impetus to the development of technique; should give a chance to all India to take some part in the healthy business of being a part of a sports meeting.

Calcutta University Students' Welfare Committee FOURTEENTH ANNUAL REPORT.

The 14th Annual Report of the University of Calcutta's Student Welfare Committee contains valuable information regarding the Medical Inspection of University Students.

SECTION I.

"Work during 1933."

The health inspection of students by the Medical Board attached to the Committee was carried on at the following institutions:—

1. Seal's Free College.
2. Entally Academy.
3. Mitra Institution (Bhowanipur).
4. St. Xavier's College.
5. Asutosh College.
6. Islamia College.
7. Presidency College.
8. Ripon College.
9. Hughli College.
10. Serampore College.

The total number of students examined so far by the Committee is 28,256, the number added during the year being 2,560. Over 500 students were recalled for special examination. Out of these, 300 were kept under observation. They were selected from the groups suffering from diseases of the Heart, Chronic Lesions of the Lungs, extreme forms of Malnutrition and Trachoma. 44 students were recommended for admission to the Students' Infirmary for treatment. The Committee further granted medical relief to two needy students, not sufficiently ill to be admitted as indoor patients. 10 pairs of glasses were supplied to needy students free of cost and 100 students utilised the concessions for glasses offered to students recommended by the Committee by different optical firms. Four college and school students were definitely declared to be suffering from Pulmonary Tuberculosis and were advised to suspend their studies for some time. In four other cases inactive lesions were detected and these were kept under observation. In all such cases, opinion was based on a clinical examination supported by X-ray plates of the lungs and an examination of the sputum.

THE FINDINGS OF MEDICAL EXAMINATION

During the year the proportion of students found to be suffering from defects requiring treatment was 62 per cent as compared with 59.5 per cent for 1932. The following table gives an analysis of the findings of medical inspection and shows the incidence of various defects:—

TABLE No. 1.

Names of the diseases.	Figures for College students (given in percentage).	Figures for School students (given in percentage).
Malnutrition ..	23.73	33.10
Defective vision ..	38.05	31.89
Enlarged tonsils and adenoid ..	28.80	34.24
Skin diseases ..	12.46	7.44
Heart diseases ..	3.70	3.87
Enlarged spleen ..	4.18	2.42
Enlarged liver ..	.48	.23
Caries ..	16.49	19.28
Pyorrhoea ..	3.86	3.49
Lung diseases ..	1.85	2.65
Tuberculosis ..	.08	.23

The recorded incidence of errors of refraction remains at the high level of just over 30 per cent. The incidence of this defect is more frequent in college students than in school children. The lessened incidence of Adenoids and Enlarged Tonsils reported last year has not been maintained and has assumed an upward trend though it is still considerably below the level for 1931. The number of students with Enlarged Spleen, Enlarged Liver, Malnutrition, and Lung diseases in both the groups of students, however, shows a decrease; but there is a marked increase in the number of students suffering from defects of the heart and Dental Caries. The number of students suffering from Tuberculosis, remains the same as in previous years.

The importance of early detection of Tuberculosis cannot be too greatly stressed. Proper treatment, begun in the early stages, makes cure possible. From the data available for the incidence of Tuberculosis among students attending the Continental Universities, it would appear that the frequency of Tuberculosis stands at 0.4% (*vide* Dr. Karl Epting—Students' Health, p. 13). In the University of Lwow, Poland, compulsory medical visits revealed that 4% of the students examined were Tubercular. In Strassburg the incidence was 2.7% (*vide* *ibid.*—pages 13 and 14). In our case, the incidence works out at .32%. But as the preliminary diagnosis is based on clinical findings only and not on X'ray examination this incidence falls considerably short of the actual frequency of tubercular cases among our students. Many of the students suffering from this disease have no idea of its serious nature. Systematic medical examination of every

student between the ages 15 and 25, *i.e.*, just during the years spent at the University will be extremely valuable in detecting this disease. The examination for Tuberculosis should be as thorough as possible. Some medical men hold that a clinical examination is sufficient for the detection of even the most complex forms of this disease. Others emphasise the importance of the analysis of sputum while a large number of specialists with wide experience is of opinion that an X'ray examination is necessary. In our experience mere clinical examination is not sufficient; for the conditions under which the routine examination is carried out are not at all favourable for the detection of this disease. Most of our cases have been detected at the re-call examination and we feel that a general application of the X'ray would reveal the disease in its earliest stages and would thus increase the number of students undergoing treatment. It seems desirable that medical examination of students whether compulsory or optional should include an X'ray examination which has been proved to be of great help in the early detection of Tuberculosis. But the Students' Welfare Committee cannot undertake to do this for want of funds. Its importance should not however be minimised, and I quote in this connection the appeal made by Sir Hassan Suhrawardy, Kt., late Vice-Chancellor, in his Convocation speech for 1932. "One of the most necessary things is an X'ray plant for taking skiagrams of the chest which is absolutely necessary for an early detection of the same disease. The capital expenditure for the purpose would be Rs. 8,000 and the recurring cost not more than Rs. 200 a month." I hope that some well-to-do countrymen of ours will offer to donate a set of the necessary apparatus to the University to help us in making an early diagnosis of this disease.

The medical examination as carried out by the Students' Welfare Committee is optional and many of the students whose health require the greatest care are in a position to avoid the examination. Attendance at physical education classes and sports have been made compulsory for all First-year students in Calcutta. But in cases of students with weak constitutions complete liberty in the choice and practice of sports may prove as harmful as prolonged abstention from all physical activities. Under these circumstances, it is desirable that the University should take some measures for enforcing this examination and make such changes in the Regulations as may be necessary for this purpose at an early date. Certain German Universities have already made medical visits a condition of admission for registration as a student and the German Students' Union have repeatedly expressed their desire that this should be a legal obligation. (*vide* Karl Epting—Students' Health, p. 8).

Lathi and Lazim Training Camp for the Teachers under the District Board, South Kanara, Mangalore

By

B. M. BALIGA.

Physical Training Instructor, South Kanara District Board.

I have great pleasure to submit the following report of the working of the camp for training in Lathi and Lazim held at Karkal, Udipi, and Mangalore, during the years 1933-34, to train teachers of Secondary schools in the district and also teachers of Higher and Lower Elementary schools of Coondapoor, Udipi, Karkal, Mangalore, and Kasargod Taluks as per the proceedings of the President, District Board, South Kanara, R. C. No. 9742/E4/34, dated 29-10-'34.

Lathi and Lazim exercises having been in vogue in the Elementary schools of Puttur Taluk for the last five years and the President, District Board, noticing the rhythm and grace secured by the body from these exercises, arranged for a training camp at Karkal in January 1933, from 8th to 17th of that month for the training of teachers in High schools under the District Board in Lazim only with a view to make it popular throughout the district. There were eight members in the training camp :—

1. Mr. M. Abdul Khadar, Assistant, Board High School, Baindur.
2. Mr. Govinda Rau, Assistant, Board Middle School, Baindur.
3. Mr. P. Shankaranarayana Rau, Board High School, Coondapoor.
4. Mr. B. K. Rama Rau, Physical Instructor, Board High School, Udipi.
5. Mr. J. M. Pinto, Physical Instructor, Board High School, Karkal.
6. Mr. Gopalakrishna Nayak, B.A., B.D., Board High School, Karkal.
7. Mr. K. Bhavani Shanker Rau, Assistant, Board Middle School, Moodabidri.
8. Mr. K. Ananda, Physical Training Instructor, Board High School, Kasargod.

This year when Elementary schools came under the same jurisdiction of the District Board two more camps, one at Udipi and another at Mangalore, were arranged for the training of the teachers in Higher Elementary schools of the district except those of the Puttur Taluk.

THE UDIPI CAMP.

This camp began on the 6th November 1934 and closed on the 15th of the same month. The President, District Board, opened the camp with a strength of 26 members on the forenoon of the 6th November 1934, among whom three were teachers from the aided Higher Elementary schools, one from Board High School, Karkal and one outsider from the Udipi Gymna-

sium and the rest were teachers from the Higher and Lower Elementary schools under the District Board from Coondapoor, Udipi, and Karkal Taluks.

The day's work was divided into four sessions as follows :—6-30 a.m. to 8-30 a.m., 10 to 11-30 a.m. in the mornings and 2-30 to 3-15 p.m., 4 to 6 p.m. in the afternoons. The course consisted of Lathi and Lazim exercises with commands, music and instructions in practice teaching, and theory of exercises. The first and last sessions were devoted for practical work, practice teaching, etc., and the rest of the time to theory classes. The teachers were taught how to teach and how to use the commands during these days. On the last but one day, a practical test was held, and they were certified according to their attainments.

On the last day, a public demonstration of Lathi and Lazim exercises was held under the presidency of Mr. L. C. Colaco, B.A., M.L., District Munsiff, Udipi, at which all the local District Board members, and heads of offices and schools were present. After the demonstrations, certificates of merit were presented by Mrs. L. C. Colaco, Udipi.

The members of the training camp have taken keen interest throughout the period of training and I have been able to show a good demonstration of these exercises with music.

Madras Collegiate Athletic Association

ADVANCE NOTICE REGARDING INTER-COLLEGIATE COMPETITIONS

At a meeting of the Madras Collegiate Athletic Association held on Jan. 10th, 1935, full minutes of which will be sent to all colleges at a very early date, dates were fixed for the Inter-collegiate Games and Sports competitions for the remaining portion of the College Year.

Following are the dates set for the various activities:

1. *Football, Hockey and Volleyball Tournaments* to begin on Monday, Jan. 21st, 1935. Definite fixtures and grounds will be intimated at the earliest possible date.

2. *Boxing*—Jan 28th, 29th, and 30th at 5-30 p.m. Entries will close on Saturday Jan. 26th, at 6 p.m., and no entries will be accepted later than that. Weighing-in will take place at 4 p.m. on Monday, January 28th.

Suitable entry forms and necessary information will be sent in time. Boxing is open to mofussil Colleges as well as to those now affiliated with the Collegiate Association.

3. *Swimming*—Wednesday, February 20th, at 7 a.m. The arrangements for conducting the swimming will be intimated in due time, and entries will be called for on a proper form.

4. *Sports*—February 21st and 22nd, 2-30 p.m. A much enlarged and improved programme has been agreed upon and the Sports will be open to

mofussil colleges as well as to those now affiliated with the Association. A copy of the programme was sent to all colleges some months ago.

The entries for the Sports will close on Feb. 14th at 6 p.m., and no entries will be accepted after that time. Suitable entry forms and all necessary information will be sent in due time.

AMATEURISM AND COMMERCIALIZED PHYSICAL ACTIVITIES.

In view of the fact that a number of athletes from Schools, Colleges and Clubs have been participating in commercialized Boxing, commercialized Sports, etc., and since this is directly opposed to the Rules and the Spirit of Amateurism the Collegiate Association which stands for Amateur Sports, along with the Amateur Boxing Association and the Olympic Association, have taken a definite stand against Commercialized Sports. At the meeting on January 10th Collegiate Association passed a rule that athletes who participate in Commercialized Physical Activities of any sort thereby make themselves ineligible for any of the Inter-collegiate Athletic Association Activities. Collegiate Association therefore unanimously passed a resolution to the effect that all those athletes who had participated in the recent Park Fair Sports would not be permitted to take part in any of the Collegiate Competitions until such time as the Collegiate Association and other Amateur Bodies might see fit to re-establish these athletes as Amateurs.

The Amateur Boxing Association and the Olympic Association will also forbid all these men from taking part in their activities as they are compelled to observe the rule and the spirit of amateurism.

The Collegiate Association and the other amateur bodies realize that their action will work a hardship on many good athletes, but they also realize that emphasis must be placed on clean amateur sport and not on mere winning, and so they have been willing to take this step in the best interests of athletics in Madras. Amateur rules the world over bar from participation all who take part in commercialized sports. But they usually allow for re-instatement after one year provided the athletes concerned remain out of competition during that time and agree to abide by the amateur rules in the future. This would no doubt be the policy of the Madras Collegiate Athletic Association and of the other Associations in Madras promoting physical activities on a strictly amateur basis.

The minutes of the meeting and also full detailed information regarding the various competitions to be conducted will be sent to all Colleges as soon as they can be prepared.

Saidapet.
January 12, 1934.

H. C. BUCK.
P. M. JOSEPH.
Joint Honorary Secretaries.

The Overthrow of Over-confidence

By

DR. G. H. AYRES

When in 1934 Princeton and Cornell Universities from the United States came to London for their annual meeting with Cambridge and Oxford Universities, they brought a team physically capable and mentally positive of winning an overwhelming victory. Such was the attitude at 2 P.M. at the opening ceremony, but it was a dazed group of invading athletes who saw in the 7-5 score posted at 4-40 P.M. that their over-confidence had been misplaced.

That the Americans should have won the meet on the basis of their capabilities was the unanimous opinion of the British Press—and their failure to win was due wholly to a wrong mental attitude in the opinion of this writer. A few incidents of the meeting itself will illustrate the point, as well as point out to successful athletes one thing against which they must guard themselves, namely, over-confidence. Hardy of Cornell had for three years proved himself one of the most consistent of American collegiate sprinters, and although not brilliant, he should have been capable of victory in both sprints. So confident were the Americans that they entered him in only the 100 yard dash, which he won handily, leaving the 220 yard dash to Kane of Cornell. Now Kane is a fine quarter-miler, as he demonstrated by winning the event in the fastest time ever run at White City. Following this easy victory he warmed up insufficiently for the furlong dash, ran easily for more than 75 yards and his desperate challenge at the finish failed by a stride in passing Davis, and with it went the chances for victory so confidently expected.

Bonthron of Princeton was pitted against Lovelock of New Zealand in the mile, their race being the classic of the day. Lovelock was in the better physical trim and easily outgeneraled Bonthron to win the 4 lap event, but Bonthron had no serious opposition in the half mile event later in the programme. He placed the utmost confidence in his wonderful finishing stride and in his selection of the opponent to beat. He was content to let the first quarter be run in 60 seconds whereas he was easily capable of a 54 second pace. Following the man whom he thought he had to beat, he allowed the supposedly poorer English runner to take the lead on the back stretch through an apparently foolish sprint, increase it as he would, and only when Bonthron was on the last curve did he realize that he must overtake this chap to win. Then came the wonderful finishing stride which carried him to within one stride of victory at the tape—but English Universities put up another point to their credit and to the discredit of over-confidence.

Whereas all credit for winning goes to the English athletes for their strategy and their actual performance, the lesson of the meet was taught to the American team—a lesson to be read by all followers of sport—
“Beware of over-confidence.”

Indian Olympic Association

Office of the Hon. Secretary,
6, Kacheri Road, Lahore.
24th December, 1934.

To

The Editor “Vyayam”,

Dear Sir,

I send herewith an announcement regarding the architectural designs, literary composition, musical and art competition for favour of publication in your paper. As Indians can produce works of high quality, it is to be hoped that through the publication of the bulletin, their attention will be drawn to this competition and that India would be suitably represented along with other nations in these directions.

Yours faithfully,
G. D. SONDLI.

Bulletin No. 1.

OLYMPIC ART COMPETITION.

A competition in architectural designs, literary works, musical composition, painting and sculpture will be held in 1936 in Berlin as part of the Olympic Programme.

The following conditions have to be observed :—

1. Work in any of the above mentioned departments must be such as relates to the practice of Sports—stadia or sportsmen.
2. All works must have been executed since January 1, 1932.
3. All works submitted will have to be approved of by an appropriate committee set by the Indian Olympic Association.

As there is no condition laid down as regards the style of work, works in Indian style would be equally admissible with those in the Western style.

The International Olympic Committee will appoint an International Jury for the purposes of awarding medals to the best three works in each department.

Further particulars about the competition can be obtained from the Honorary Secretary, Indian Olympic Association, 6, Kacheri Road, Lahore.

Old Boys' Day, 1935

Hello! Old Boys! Are you listening in? Well, if you are, here is some news for you.

First. The Old Boys' Day this year is to come off on Saturday the 20th April. This date has been specially selected to make it convenient for all mufassalites to attend in large numbers. This Saturday comes during the Easter Holidays when railway concessions are in vogue. So, there you are—you have no school or college at that time and the special concession will ease the tax on your purse.

Second. The whole day's programme is as under :—

7-30—8-30 a.m. Matches between Old Boys and present students in as many games as can be managed. A rolling cup in commemoration of the victory to be awarded.

9-0. a.m. Breakfast.

10-0—12-0. a.m. Business meeting of the Old Boys' Association and appointment of the subjects committee for the afternoon conference.

12-0—1-0 p.m. Lunch.

1-0—4-30 p.m. Conference on physical education with subjects under three main headings:—

1. Theory—with emphasis on the changing trends in physical education.

2. Research.

3. Practical aspects—problems and needs of physical education.

4-30—5-0 p.m. Tea.

5-0—6-0 p.m. Demonstration of the new activities, games, etc, by present students.

7-30 p.m. Dinner, social and presentation of cup to be followed by an “Initiation” ceremony of the present students to the membership fold of the Old Boys Association.

Third. You are invited to send your paper to the conference under any of all of the three headings. The presentation of the paper should not be any longer than 15 minutes, i.e., the paper should not contain more than about

1000 words. Any contribution that you will make will be valuable. So let us know what is in your mind. All papers should be in by the 10th of April. Any resolution to be made at the conference should be in the hands of the Secretaries by the 10th of April at the latest.

Fourth. The Old Boys Day being a whole day function it is necessary that all participating should remain at the college throughout the day. A special fee of one rupee and eight annas will therefore be collected from all diploma holders and one rupee from the Government certificates holders. (N. B. We trust there will be no deficit. If there is, an extra small contribution may be levied). For this amount you are not only privileged to participate in all the proceedings of the day but you are also entitled to chota, lunch, tea and dinner (it is a special dinner, mind you!) all under the care of our pater familias Mr. N. K. Mia.

Fifth. The conference, the demonstration, the social, the presentation of the cup and the "Initiation" ceremony are all novel features and every one will be not only interesting but also highly instructive. So don't miss the opportunity.

We must rally in large numbers if the Association is to live and function efficiently. This means that you are listening in, must call back at once and give us the good news in return that you are coming. Remember, it is the Old Boys' Day. That is, your Day. Come along and let's do the work.

Y. M. C. A. College
1-2-1935.

C. C. ABRAHAM.
P. R. SUBRAHMANYAN.
Secretaries.

Old Boys' Notes

By

P. M. JOSEPH.

We are glad to report that many Old Boys have been writing to us. It is not possible to give details from the letters of each. All the Old Boys are doing good work in their own way. Some of them seem to be quite discouraged at the lack of co-operation their school Headmasters or college Principals are extending to them. Discouragement should never mean giving

up. Doing the best one can under limited facilities will be the first step towards better recognition, co-operation, and improved work. Y. M. C. A. College of Physical Education does not stand for giving up the fight for a good cause in the face of discouragement or even of opposition.

J. E. Santiago—1933. Santiago has got married. Mr. and Mrs. Santiago paid a visit to the College. The bridegroom looked very, very happy. Anybody would be happy with such a charming bride.

D. L. Sen—1934. Sen was writing that he is planning to go to some foreign country for higher studies in physical education. The idea is indeed good. But Sen, and all those who are intending to go for such higher studies, should not be hasty in taking this step. It is not advisable for anybody to go to foreign countries, and take up courses there before one gets well acquainted with the conditions existing in India. Physical education in America or Germany are suited to conditions existing in those countries. Of course, there are many principles which will be just as applicable to India or any other country. But one must have the background and experience to choose intelligently the essential from the non-essential. For this one needs to spend at least two or more years working in India. To finish a year of study at Madras and immediately go to some foreign countries is not advisable. Another point which must be remembered is that foreign qualification does not necessarily mean a better post or higher salary. The ideal should be to qualify for more efficient work and better service.

U. M. Desai—1934. Desai is in Baroda. He is not directly connected with physical education. But he is helping to conduct several sports-meets and tournaments in this part of the country. He was anxiously enquiring whether anybody has broken his 120 yards Hurdles record. The Old Boys who are not familiar with this may be interested to know that Desai took 5 minutes to perform the event. But he finished the race though he had to climb over every one of those hurdles. His record still stands, and may stand for a long time. Desai was not much of a performer, but he certainly left the College with a new vision and a new enthusiasm.

In addition to these, we had letters from such distinguished Old Boys as J. I. Das, V. M. Joseph, Dr. T. N. Chacko, Kishen Lal Swanney, R. M. Chatterjee, and A. S. Daniel.

Messrs. V. G. Abraham, K. John, T. L. Samuel, P. Nageswara Rao, and K. S. Venkataraman visited the College.

The following Old Boys sent Christmas and New Year greetings to the College:—B. K. Naik, Oscar Singh, Gabriel Thambiswamy, Fenn George Jesudas, and V. Subbiah.