VYAYAM

A Quarterly Journal of Physical Education.

ATMAN
MANAS SARIRAM

NOVEMBER 1936.

The Olympics

Character Education

Playgrounds and Running Tracks

VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER

VOL. VIII. **NOVEMBER, 1936** **No. 2**

TABLE OF CONTENTS.

Management:

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

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

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

Olympic Ideals

By

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

India, as well as some other countries, has had instances of finding it extremely difficult to interpret and to apply "Olympic Ideals." Teams and athletes have not always been selected on their merits, there have been lapses in discipline, principles have at times been set aside; but in spite of all this most of us still feel that the World Olympics are worth while and that in such competitions there are marvellous possibilities for promoting the highest ideals of sportsmanship and friendship. There seems to be considerable perplexity about what actually happened on the boat that carried the American Olympic Team to Europe in July. Accurate details concerning the disqualification of a member of the Women's Swimming Team are lacking. It is unwise to champion one side or the other until the facts are known. But one lesson can be learned from the incident with only partial information available. And that is, that standards and ideals have been established for participation in games and sports. These ideals and standards seem not to have been upheld by the American athletes. The individual team member was probably at fault in this respect. Of course the ideals and requirements may not have been fully and adequately explained to the individual team members, and if this was true the sponsoring organization failed to discharge its full duty and responsibility.

However, the lesson that administrators of physical education programmes and promoters of games and athletics can learn from this and similar incidents of discipline, or of failure to uphold the highest ideals and principles of sport, is:—high aims and objectives need to be established; definite rules and regulations must be made; adequate information, interpretation, and instruction must be made available for all participants; rules and regulations must be carried out; selfish interests must be submerged for the good of the team and the good of the game; selection of athletes must be made on the basis of their merits and with the idea that these athletes are representing India and not a particular Province; and emphasis must be first of all on fair play and desirable outcomes, and last on championships and prizes.

The Olympic ideals of international goodwill, excellence of performance, and improvement of physical and mental health are sound. The rules and [illegible] fair. The ideals and standards should be preserved.

We call upon all physical educators in India to attempt to apply the Olympic Ideals in all their programmes.

The Berlin Olympics

"I declare the XI Olympiad open." With this six-word speech Herr Adolph Hitler opened the greatest sporting event of the world, on the 1st of August, before 53 countries represented by over 5,000 athletes.

Unprecedented scenes of enthusiasm were witnessed. Rain failed to damp the ardour and verve of 100,000 spectators who crammed the Olympic Stadium where the athletes marched past Herr Hitler, some giving the Nazi, others the Olympic salute.

No less than thirty thousand pigeons were released to break the news of the opening of the Games to the waiting world. The whole crowd, inspired by the brilliant and awe-inspiring spectacle, joined in the singing of the National Anthem which in its turn gave way to the Horst Wessel Song. A band conducted by the composer, Richard Strauss, played the Olympic Hymn.

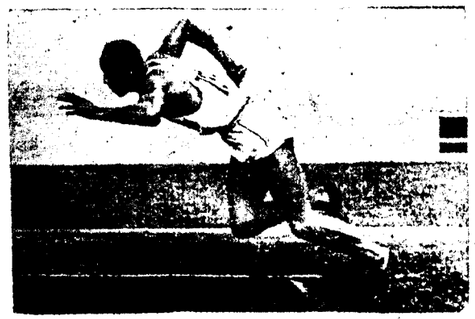
"Now Sing of Virile games, by which
the body's beauty
Is made to live once more.
Let every thoughtful mind fulfill the
thinker's duty.
And strength of arm restore.

Come, athletes, to our field, like those
of storied Hellas,
Where gods who looked that way
Saw graceful forms at play, as songs
and statutes tell us.
All agile, blithe and gay
That so within bared breasts your
hearts shall beat the stronger.

Your quickened blood shall leap
In Strength renewed to fear the
tyrant's hand no longer,
And freedom's troth to keep,
And you, who are to march beneath
the palms victorious.
As Conquerors we hail!
Whose eyes stay calm and true,
below your brows now glorious
Whose heart shall never fail."

The crowd joining in while a German runner carrying the Olympic torch, which had been brought up by relay from Olympia, entered the gate and hurried up to Herr Hitler's tribune, when he lighted the Olympic fire which kept its flame high during the sixteen days of the Olympic Games.

America.—America have literally swept the field. Jessie Owens, the American Flying Negro, known at the Games as Black Lightning, was a triple winner and he set up new Olympic records in three events—the 100 metres, 200 metres, and long jump. No other competitor has enjoyed this distinction of winning three events at any of the Olympic Games. The American successes were mostly in the track events, but notable victories in the field events were gained for them by Owens in the long jump and Carpenter in the discus throw, while Glen Hardinge and Forestonns won the 400 metres hurdles, and 110 metres hurdles respectively.



JESSIE OWENS the "Black Panther" is seen here practising a start. Note the opposite arm and leg action and the perfect forward lean of the body. *He won the 100 metres. 200 metres and the long jump establishing new records in each.*

Britain.—Britain's two successes were in the 50 Kilo metre walk and 1,600 metres relay. Whitelock established an Olympic record in walking.

The 1600 metres relay produced an unusual and surprising race. Rampling, the second leg of the British team, was the chief factor in giving

The finish of the 1,500 metres—Lovelock (New Zealand) won the event in record time of 3 mins. 47 $^{8}/_{10}$ seconds.

his country a victory. The biggest disappointments from Britain's point of view were their failure in the 800 metres and 1500 metres. Britain had won the 800 metres in the four previous Olympiads, but this time she failed to produce a runner of the calibre of Woodruff or Williamson.

Wooderson's failure in the 1,500 meters was a surprising shock. Fresh from his victory over Lovelock in the I. A. Championship, Wooderson was the favourite, but Lovelock surpassed over all and scored a signal triumph over Wooderson. An electrifying burst at the finish enabled him to set up a new world record.

Germany.—While America has practically monopolised the first place in the track events, Germany has won similar triumphs in the field events.

Woelke (Germany) broke the Olympic record in winning the shot put. Two Germans, Hein and Blask were first and second respectively in the Hammer throw ; both incidentally breaking the Olympic record.

German women have established their superiority over other nations, by winning the Hammer and Discus throws.

Finland.—In the long distance events Finland have not failed to re-affirm their superiority over other nations. Iso-Hollo won the 3,000 metres from his compatriot Tauminen, Hockest triumphed over Lehtinen another Finn, in the 5000 metres, incidentally setting up a new Olympic record, while three Finns secured the three first places in the 10,000 metres.

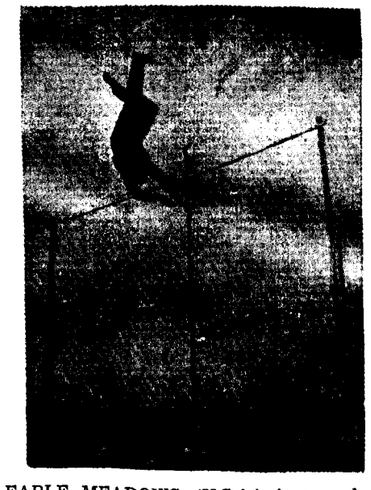
KITEI SON (Japan) is seen here winning the Marathon Race.

The Marathon.—The Marathon race was won by Kiteison (Japan), and is perhaps the most coveted title at the modern Olympiads. Zabala of Argentina, who won the Marathon race in 1932, collapsed at the 33rd Kilometre.

Swami, India's representative, in spite of his two weeks in the hospital, completed the course and was so completely exhausted at the finish that he was immediately afterwards removed to hospital. He was 37th, but his courage deserves admiration.

India.—Indian athletes have done little as yet in Track and Field sports. They were not able to score even a single point. Whiteside, of whom much was expected in the 200 metres, finished last, and a good 20 yards behind the winner. Intensive training on proper lines is a prime necessity for success in present day sports. India must pay more attention to conscientious training and more attention must be given to track and field sports in schools and colleges.

Records.—Five world's records were set up in the finals and the 110 metres world record (14.1 seconds) was equalled in one of the heats. Altogether 16 Olympic records were set up and one equalled ; this was the 10.3 seconds by Jessie Owens in the 100 metres. He did 10.2 in one of the heats but this was not recognised because he was helped by a strong following wind.



EARLE MEADOWS (U.S.A.) is seen here clearing 4.35 Metres or 14 ft. 3¼ in. which won for him the first place and the gold medal in Pole Vault.

The Closing Ceremony.—Herr Hitler was among the 100,000 assembled in the flood-lit Stadium on the evening of the 16th August to see the closing ceremony of the Olympic Games. As dozens of searchlights built in the

me over, the Olympic Stadium were dimmed, the Olympic flame, which had rnt since the Games began, was extinguished and the Olympic Flag slowly uled down while the silent crowd stood and gave the Olympic salute.

After a minute's silence a voice broadcast through a loudspeaker : " I JMMON THE YOUTHS OF THE WORLD TO TOKYO." The crowd ished by singing the National Anthem, and the Nazi Horst Wessel Song.

The following are the results of the Men's Events :—

*100 Metres.**
(109 yds. 1 ft. 1 in.)
1. J. Owens (U.S.A.)
2. M. Robinson (U.S.A.)
3. M. B. Osendarp (Holland.)
4. P. Haenni (Switzerland)
5. L. Orr (Canada)
6. W. Von Beveren (Holland)
Time—10.3 secs.

200 Metres.
(218 yds. 2 ft. 2 in.)
1. J. Owens (U.S.A.)
2. R. Metcalfe (U.S.A.)
3. M. B. Osendarp (Holland)
4. F. Wykoff (U.S.A.)
5. E. Borchmeyer (Germany)
6. H. Strandberg (Sweden).
Time—20.7 secs.

400 Metres.
(437 yds. 1 ft. 4⅜ in.)
1. A. F. Williams (U.S.A.)
2. A. G. K. Brown (G.B.)
3. J. E. Luvalle (U.S.A.)
4. W. Roberts (G.B.)
5. W. D. Fritz (Canada)
6. J. W. Loaring (Canada).
Time—46.5 secs

800 Metres.
(874 yds. 2 ft. 8¾ in.)
1. J. Woodroff (U.S.A.)
2. M. Lanzy (Italy)
3. P. A. Edwards (Canada)
4. K. Kucharski (Poland)
5. C. C. Hornbostel (U.S.A.)
6. H. W. Williamson (U.S.A.)
Time—1 min. 52.9 secs.

1,500 Metres.
(1,640 yds. 1 ft. 4¾ in.)
1. J. E. Lovelock (New Zealand)
2. G. Cunningham (U.S.A.)
3. L. Becali (Italy)
4. A. San Romani (U.S.A.)
5. P. A. Edwards (Canada)
6. F. Cornes (G.B.).
Time—3 min. 47.8 secs.

5,000 Metres.
1. G. Hoeckert (Finland)
2. L. Lehtinen (Finland)
3. L. Jonsson (Sweden)
4. K. Murakoso (Japan)
5. J. Noji (Poland)
6. I. Salminen (Finland).
Time—14 mins. 22.2 secs.

10,000 Metres.
(6 miles 376 yds. 1 ft. 2¼ in.)
1. I. Salminen (Finland)
2. A. Askola (Finland)
3. V. Iso-Hollo (Finland)
4. K. Murakoso (Japan)
5. J. A. Burns (G.B.)
6. J. Zabala (Argentina)
Time—30 min. 15.1 secs.

50,000 Metres Walk.
1. H. H. Whitelock (G.B.)
2. A. T. Schwab (Switzerland)
3. A. Bubenko (Latvia)
4. J. Stroke (Czechoslovakia)
5. E. Brunn (Norway)
6. F. Bleiweiss (Germany)
Time—4 hrs. 30 mins. 41 secs.

110 Metres Hurdles.

(120 yds. 0 ft. 10¾ in.)

1. F. Towns (U.S.A.)
2. D. Finlay (G.B.)
3. F. D. Pollard (U.S.A.)
4. E. H. Lidman (Sweden)
5. J. St. L. Thornton (G.B.)
6. L. G. O'Connor (Canada).

Time—14.2 secs.

400 Metres Hurdles.

1. G. F. Hardin (U.S.A.)
2. J. W. Loaring (Canada)
3. M. White Philippines)
4. J. Patterson (U.S.A.)
5. P. Magalhaes (Brazil)
6. C. Mantikas (Greece).

Time—52.4 secs.

3,000 Metres Steeplechase.

1. V. Iso-Hollo (Finland)
2. K. Tuominen (Finland)
3. A. Dompert (Germany)
4. M. Matilainen (Finland)
5. H. Manning (U.S.A.)
6. L. Larsson (Sweden).

Time—9 mins. 3.8 secs.

4 × 400 Metres Relay.

1. United States.
2. Great Britain.
3. Germany.
4. Canada.
5. Sweden.
6. Hungary.

Time—3 mins., 9 secs.

4×100 Metres Relay.

1. United States.
2. Italy.
3. Germany.
4. Argentine
5. Canada.

Time—39.8 secs.

High Jump.

1. C. Johnson, (U.S.A.) 6 ft. 8 in.
2. D. D. Albriton (U.S.A.) 6 ft. 6¾ in.
3. D. P. Thurber (U.S.A.) 6 ft. 6¾ in.
4. K. Kotkas (Finland) 6 ft. 6¾ in.
5. K. Vata (Japan) 6ft. 5½".
6. (Four Men tied).

Long Jump.

1. J. Owens (U.S.A.), 26 ft. 5.31 in.
2. L. Long (Germany), 25 ft. 11½ in.
3. W. Tajima (Japan), 25 ft. 4½ in.
4. A. Maffel (Italy), 25 ft. 4 in. eq. 5th.
5. W. Leichmum (Germany), 25 ft. 4 in. eq. 4th.
6. R. Clark (U.S.A.), 25 ft. 2¼ in.

Pole Vault.

1. E. Meadows (U.S.A.), 14 ft. 3¼ in.
2. Nishida (Japan), 13 ft. 11¼ in. eq. 2nd.
3. S. Oe (Japan), 13 ft. 11¼ in. eq. 2nd.
4. W. H. Sefton (U.S.A.), 13 ft. 11¼ in.
5. W. N. Graber (U.S.A.), 13 ft. 7½ in.
6. F. R. Webster (G.B.), and ten others.

Here is Jessie Owens making one of those record-breaking jumps. He cleared 26 ft. 5.31 ins. Note the use of the arms and the elevation of the jump.

Putting The Weight.

1. H. Woelke (Germany), 53′ 1¼″.
2. S. Baerlund (Finland)), 52′ 10½″.
3. G. Stoeck (Germany), 52′ 4½″.
4. S. H. Francis (U.S.A.), 50′ 8¼″.
5. J. Torrance (U.S.A.), 50′ 5½″.
6. D. N. Zaits (U.S.A.), 50′ 3¾″.

Throwing The Discus.

1. K. Carpentier (U.S.A.), 165′ 5.39″.
2. G. G. Dunn (U.S.A.), 161′ 11½″.
3. G. Oberweger (Italy) 161′ 6″.
4. R. Sorlie (Norway) 160′ 3″.
5. W. Schroeder (Germany) 157′ 3¼″.
6. N. Sylass (Greece) 156′ 8″.

Throwing the Hammer.

1. W. Hein (Germany) 185′ 7″
2. E. Black (Germany) 180′ 7″
3. O. Warnward (Sweden) 177′ 5″
4. A. Koutonen (Finland) 170′ 4¾″
5. Howe (U.S.A.) 169′ 1″
6. B. Favor (U.S.A.) 167′ 6½″

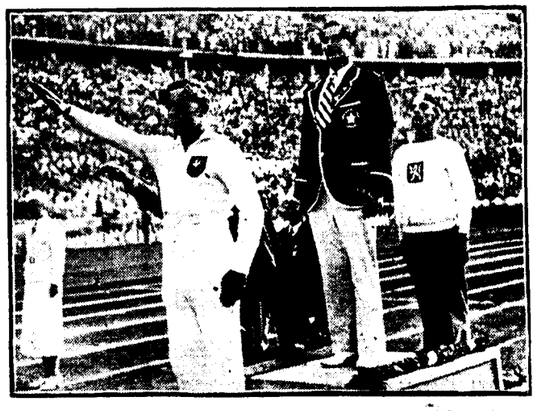
Throwing The Javelin.

1. G. Stoeck (Germany) 235′ 8½″
2. Y. Nikkanen (Finland) 232′ 1″.
3. K. Tuominen (Finland) 234′ 11½″.
4. A. Atterwall (Sweden) 227′ ½″
5. M. Jarvinen (Finland) 226′ 11½″.
6. A. Terry (U.S.A.) 220′ 6″.

Hop, Step and Jump.

1. N. Tajima (Japan) 52 ft. 5¾ in.
2. M. Harada (Japan) 51 ft. 4½ in.
3. J. P. Metcalfe (Australia) 50 ft. 10 in.
4. W. Woelner (Germany) 50 ft. 1¼ in.
5. K. Oshina (Japan) 49 ft. 6½ in.
6. R. Romero (U.S.A.) 49 ft. 5¾ in.

*1. Metre = 3·281 feet or 1·093 yds.



Honouring the victor—an Olympic Ceremony. The victor stands in the middle, with the second and third on either side. The National Anthem of the victor is then played, all standing.

(Blocks by the courtesy of the "Field" Madras)

Baron De Coubertin—the Founder of the Modern Olympics—said in his closing speech :—

Keep the sacred flame alight !

The Eleventh Olympic Games will soon be only memories to us, but what memories, how mighty and how varied !

First and foremost, memories of the beautiful : Since I first convened the conference for "Arts, Sciences, and Sport" in Paris thirty years ago, in order to create a permanent link between the renewed Olympic thought and the manifestations of the spirit, definitely directed efforts of all kinds—from Stockholm to Los Angeles—have co-operated to building up this ideal. Berlin has now realized it for ever—thanks to bold innovations which were completely successful : the Torch Relay Run, for instance, whereby the sacred flame was brought from Olympia to Berlin, and the imposing Opening Ceremony in the nobly built Stadium—both conceptions of the master mind of my friend Carl Diem, who has devoted himself to the Olympic ideal body and soul. Last of all, memories of hopes, for under the protecting power of the banner with the five symbolic rings, friendships and understandings have been formed stronger than Death himself.

Joy, Lovely divine spark,
Daughter of Elysium.....

The history of the world will continue on its way with its uncertainties and struggles—but, step by step, knowledge will oust the terrible uncertainty, mutual understanding will quench all thoughtless hate. Thus, there will be past fifty years.

I offer my sincere thanks to the German nation and its Fuhrer for their achievements. And you, Athletes, always remember the fire which, kindled by the sun's heat, came to you from Olympia to warm and brighten our so deeply jeopardized age ! Let it burn unceasingly in your hearts, so that it may be still alight after four years when, at the side of our globe, we celebrate the Twelfth Olympiad on the distant shores of the Pacific Ocean.

Reproduced from the "Sports" Magazine.

Olympic Week

THE MADRAS PRESIDENCY OLYMPIC COMPETITIONS,

The First Week of February, 1937

The Madras Presidency Olympic Competitions will be conducted in Madras during the first week of February, 1937. The programme of activities will begin on Monday, the 1st of February, and close on Saturday, the 6th of February.

First day Monday February 1st	4-00 p.m. Opening Ceremony and Demonstration of Physical Education Activities. 6-30 p.m. Boxing and Wrestling. 7 a.m. or 8 p.m. Basketball and Volleyball.
Second day Tuesday February 2nd	4-00 p.m. Sports for Women. 6-30 p.m. Boxing and Wrestling—Men. 7 a.m. or 8 p.m. Basketball and Volleyball—Men.
Third day Wednesday February 3rd	4-00 p.m. Sports for School Boys. These sports will be conducted entirely on a team basis. There will be no individual items. Entries must come through Headmasters of Schools. 6-30 or 9 p.m. Boxing and Wrestling Finals. 7 a.m. or 8 p.m. Basketball and Volleyball.
Fourth day Thursday February 4th	4-00 p.m. Sports for Men. 7 a.m. or 6-30 p.m. Basketball and Volleyball.
Fifth day Friday February 5th	4-00 p.m. Sports for Men. 7-00 a.m. or 6-30 p.m. Basketball and Volleyball Finals.
Sixth day Saturday February 6th	4-00 pm. Sports for Men. 6-00 p.m. Closing Ceremony.

Those interested in participating should register their requests now with the Secretary, Madras Olympic Association. Detailed information and entry forms will be sent out in due time.

The various clubs should begin now to get athletes ready for these competitions. Free coaching is given every Thursday evening at the Y.M.C.A. College of Physical Education, Saidapet.

H. C. BUCK,
Y.M.C.A. College of Physical Education,
Olympic Secretary,
Saidapet, Madras.

The World's Most Efficient Pump

(Readers' Digest, Feb. 1934 as condensed from *Scientific American.*)

There is no man-made pump that compares in efficiency with the human heart. It is able to run a hundred years and more without the loss of even a few minutes for repairs ; it tolerates for days at a time an enormous overload ; it keeps on going though accelerated to three or four times its normal speed ; if its valves leak, it increases its efforts to compensate for the leaks, and still does good work. It is a double force pump—not very large, about the size of its owner's fist—built of very powerful muscle, with the most remarkable control system known.

Even this efficient machine needs care, for the causes operating to induce heart trouble are many. First, probably, among them is inflammatory rheumatism, quite frequent in youth. This is very likely to leave the heart damaged, although the patient seems completely recovered and may even indulge in quite heavy athletics for some years. But trouble develops in the thirties, as a rule, and in the fifties or earlier the person with this sort of heart breaks down.

Then there is the rapid pace of present-day life, to which may be ascribed much of the increase in the death rate from heart disease of recent years. Hearts to-day are as good as those of yesterday, except for the changed conditions under which they are forced to labor. Years of constant tension develop " blood pressure," increasing materially the work on the heart. In time permanent damage is done which, if nothing more, restricts considerably the physical activities of the possessor.

Certain methods of exercise use up the reserve of the heart with undue rapidity. One of the most serious is the common custom, indulged in by many

men who spend most of their time at desks, of trying to get a month's exercise, very strenuously, in a single day. Especially dangerous is it for such a man on a fishing or hunting trip to go into competition with guides and others who are physically active much of the time. His pride insists that he keep up with them and he does—but often at the cost of a serious heart strain. Youth withstands much more of this sort of strain than middle or late life, as the elastic limit of the circulatory system is then much higher.

The same sort of strain takes place in comparatively young men who, splendidly trained athletes in college, have then let all training go. In the course of ten years or so they acquire a fine income, a family, and probably 30 or 40 pounds of surplus weight. They decide that something must be done. If exercise is taken in moderation and gradually increased as the body becomes accustomed to it, the results usually will be excellent. Often, however, the same vigor is used right at the start that was the habit of college days, and trouble is almost certain.

In order to remain at the greatest efficiency, the heart, like all other muscles, should be used not only reasonably but regularly. Otherwise, the reserve built up in active days is gradually lost, and the heart gets " soft," unable to withstand sudden or prolonged strains. If, however, the individual takes a fair amount of exercise daily he is always in training and the heart will withstand astonishing loads, even in late life. It is this type of man who can play tennis in the late sixties, apparently without harm.

There is no set time that a man becomes old, but long observation has set 50 as the age to commence to slow down in every way, particularly in strenuous physical exertions. A man may boast that he is as good as he was at 25, but, he is not, no matter how much he may feel that way.

If a man suddenly becomes aware that there is something wrong with him, and that his " pump " is not as good as it was, he should not become panicky. He may yet make a fair comeback, even though the valves of the heart may be leaking from a former trouble, the nervous control out of order, and the heart missing like a car with one or two spark plugs shorted, the speed 50 or even 100 per cent too fast for a time.

Given half a chance this heart of ours will do unbelievable things. Much can be done, best under the direction of a physician, to keep a damaged heart working. In general, moderation in all life functions is highly desirable for all who are in middle life, and absolutely essential after there is circulatory damage. There should be absolute avoidance of sudden strains of all kinds, mental and physical. Taking time is a great safety element, as it permits adjustment to loads that could not otherwise be accommodated.

Pain about the heart is not infrequent, but when it comes it is a serious warning and should be investigated immediately.

A Historical Survey of Boxing

By

P. M. Joseph.

Early History.—Boxing, if we think of it as fighting with the fists, is as old as humanity itself. Even our ancestors, the monkeys and the apes may have boxed in some crude form. We are not thinking of boxing as fighting, but as a sport, where challenges were made and fist fights conducted to show superior prowess. Records of boxing as a sport have been found in excavations of about 3000 B.C. The sport was certainly popular among the Greeks. Odysseus was a superior boxer who indulged in it as a sport as well as in overcoming his enemies. During those early Greek times even the common fist fights were raised to the dignity of a boxing match by the sportsmanship of the bystanders.

Boxing was one of the events of the ancient Olympic Games. The fingers, knuckles, wrist and forearm were wrapped with thongs of raw hide for protection. No ring was provided except that formed by the spectators. There were no rounds and the fight went on till one was knocked out or both rested by mutual consent. Boxers were not matched according to weight. Boxing was a game of skill and the contestants were of superior physical ability with constant training and an attitude of sportsmanship. The exhibition of one's superiority was the greatest incentive. Prizes were mere symbols. We read of a famous boxing match between two Greek boxers during the funeral of Patroclus and the prizes here were a mule for the winner and a two handled cup for the loser.

With the coming of the Roman Empire the Greek ideals of sport were cast aside. The Romans wanted entertainment sitting on the galleries rather than the exhilaration of participation. Boxing along with other sports came into the hands of a group of professionals. These professional combatants had to do more than boxing to please the crowd. This was the beginning of the use of spikes on the fists which easily cut and drew blood, and of the Pankration, a kind of free fight which allowed all tactics except biting and gouging. The contest went on till one of the contestant admitted he had enough. Real skill was sacrificed to brutal strength and foul tactics, and boxing with other sports got into disrepute. Bloodshed and murder were the essence of a good fight. The money offered was an inducement for the ruffians and men of disrepute to take boxing as a profession.

Greeks practised boxing for the qualities of courage, body development, agility, endurance, control of the passions and temper, and for grace of carriage. With the Romans it was for the pleasure of the idle rich, and the slaves had to do the entertaining.

Revival of Boxing.—Boxing thus got into disrepute and was given up for long centuries as a sport. It was revived again in England in the 18th century by a man called James Figg who is known as the "Father of boxing." But it was a very rough affair where wrestling, hitting, butting, and tripping were permitted. The sport was not popular among the gentry. Another outstanding man in the modern boxing is Jack Broughton who introduced gloves and attempted to put the sport on a scientific basis with special technique and skill. He developed a set of rules called the Broughton's Code. These were an improvement on the then existing customs, but, even at that, boxing was a rough affair. A square yard was marked in the ring where the two boxers had to stand before starting hostilities, or after a fall within a minute. Otherwise he was deemed a loser. Very often boxers who were too weak were led to their places by the seconds and held there, which led to terrible punishment and even death. Hitting while a man was down and hitting below the belt were the only fouls. The officials in charge were two umpires chosen by the contestant themselves, and this led to a lot of confusion in deciding the winner. With all these crudities the Code was an improvement, and was in force for nearly a century. But it had to be changed because some fights ended fatally. A further reform was introduced in the form of the "New Rules of the Ring" to improve on the Broughton's Code. But boxing continued to be rough and was considered illegal, and it seemed that the sport was again going to disappear.

The Queensbury Rules.—It was at this time that Marquess of Queensbury instituted Amateur Boxing and framed a set of rules called the Queensbury Rules. The modern rules are based on the original Queensbury Rules. The number of rounds were limited to three, three officials were appointed, and a decision was given even if a man was not knocked out. In addition to this another set of rules were drawn for Endurance boxing which is the foundation of the modern professional rules.

The Prize Ring.—It was under these latter rules that boxing of the prize ring days were conducted. The number of rounds were unlimited, and the boxers continued till one was defeated. Fifty and sixty rounds were not unusual, and John L. Sullivan, who was champion 1880-1891 had to fight seventy-five rounds to win his championship. Some of the champions of those days were respected people. But the great majority of the people who were patrons of the prize ring were the social outcasts and the criminal type.

Professional boxing was lifted up from the prize ring standard by the National Sporting Club which was founded about 50 years ago. Rules became more defined and enforced and contests were better regulated. The number of rounds were fixed at a maximum of 15, except in a championship 20 rounds were allowed.

Further improvement came with the formation of the International Amateur Boxing Association in 1881 which now controls boxing practically throughout the world.

The Present Position.—Boxing found a fresh boom after the Great War, and it has been patronized by men of rank and even the Prince of Wales. It is now popular in schools, colleges and universities, and is considered to be an activity worth while encouraging. The A.B.A. has exercised strict control and has kept amateur boxing along clean lines. It is true that many amateurs have turned professionals because of the big purse attractions, but the Amateur Association has helped to promote boxing as a clean and desirable sport. It is with the realization of the possibilities of boxing in the development of our boys that the Madras Amateur Boxing Association was started.

Boxing in Madras.—The development of boxing in Madras was largely due to the enthusiasm of Mr. C. V. N. Sastri. His boxing experience in England made him a great enthusiast of the sport, and he wanted to popularise it here also. There was some boxing in a few colleges and schools, and in organizations like the Boy Scouts, the Y.M.C.A. and the U.T.C. But there was nothing in an organized way. There used to be occasional amateur contests arranged by the Madras Port Staff Club. But these had sometimes professional tendencies. Then there was boxing at Carnival Shows and Fairs which were entirely professional. The beginning of organized amateur competitions was made by an Annual Dual Meet organized between the Presidency College and Engineering College. This was the nucleus around which the Madras Inter-Collegiate Boxing grew.

The next step that popularized boxing was the construction of the Sir George Stanley Ring. Sir George Stanley, our last Governor, was a boxing enthusiast and he encouraged the sport through his presence at boxing competitions and in some of his speeches. The construction of the Ring was made possible mainly through the efforts of Mr. Sastri. Later a meeting of those interested in boxing was held at the Secretariat with the Governor presiding, and it was decided to start the Madras Amateur Boxing Associations. This was in 1933.

The Association had a difficult job to educate the public about the need for Amateur Boxing, and its difference from the professional boxing which was more common in Madras. The amateur's definition had to be published and those who did not satisfy this definition had to be kept out of Amateur competitions. Amateur boxing is on a much improved footing now. Several Associations have affiliated to the M.A.B.A. and contests are now controlled by well-drawn-up rules. It is important that all the organizations interested in boxing as a sport should help to strengthen the central Association, by affiliation as well as the observation of the Amateur Rules.

To keep boxing clean it has to be well supervised. It is so easy to get it into disrepute because of the fighting element in the sport. All those who are keen to promote boxing for the good it can do for our boys and young men should exercise proper control in conducting it. We do not want such a good sport to sink once again into the old Roman Pancration or the Prize Ring type of activity.

DEFINITION OF AN AMATEUR

The present Rules of Amateurism :—

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 sports is nothing more than an avocation.

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

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

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

D. Spirit of 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 standard of all sport.

3. It is opposed to all practices which are harmful to individuals or to amateur boxing in general. It recognizes the need of wide organization and supervision of boxing, and of close co-operation in making these efficient.

Character Education

By

T. Paul Joseph, B.S.

The study in character formation mainly centres round the following factors such as heredity and environment, conduct and knowledge, habits and ideals, motivation and the considerations of the laws of learning.

I

One of the most important questions in individual differences is that of the relation between heredity and environment and how far these two factors influence the character of a boy or an adult. Is it possible to build in any child any kind of character limited by *heredity*? If so, to what extent? (May Ch. I). The Behaviourists say that almost any kind of character may be developed in any child provided proper training is given to the child. The classic utterance of J. B. Watson substantiates this statement. He says, "Give me a dozen healthy infants, well-formed and my own special world to bring them up in and I will guarantee to take any one at random and train him to become any type of specialist. I might select a doctor, lawyer, artist, thief, regardless of his talents, tendencies and race of his ancestors." Gates supports this statement (Ch. V). He tells us that what is given by nature is merely the machinery for learning and an urge to learn and that the most conspicuous fact about a human being, however, is his extraordinary capacity to change his behaviour, his impulses and emotional attachments, his likes and dislikes, through experience. At any rate we understand from the studies of Heartshorne and May that deception in school is primarily a matter of class-room association, the next in importance as a determining factor is a kind of constitutional weakness as represented in lower intelligence, weaker resistance to suggestion, and greater emotional instability, general cultural and economic background.

Any how the child begins to form his character at home.

Now we may consider how far the *environment* determines in shaping the character. There is evidence supporting the common belief that good homes breed good characters and that bad homes breed bad characters. From the report of the *Character Education Inquiry* we find that children coming from homes of low economic and social level cheat or deceive more than the children coming from the high social and economic level. The results clearly show that children from homes of culture will cheat much less than children from cruder environment. (May Ch. I.) Dr. Gessel and his associates have secured evidence that the factors that differentiate children in later life are already present in the pre-school age. It is the environment that makes this marked change rather than his native equipment. So the process of formation of character will mainly depend upon his home influence. Burt remarks

"It is the personal reaction to a given situation that makes a man a criminal, not the situation itself. It is not bad surroundings alone that create delinquency, but the workings of these bad surroundings on the thoughts and feelings of a susceptible mind." The second stage in the process of character formation is in the school. The child brings to school as a part of his own equipment three sets of inter-related factors. First his ambition, second his standard i.e. codes or ideals, and third his responsiveness to such standard. In school he faces a complex situation. He is influenced now by the group in the school. Each class seems to build a set of habits and attitudes apparently without much consciousness on the part of the individual.

The third step is the process of learning and forming character outside home and school. Most important of these for character formation are his companions or associates during leisure time and activities in social organizations such as clubs or teams. The standard of the group or club influences in the formation of his character. The situation becomes still more complex and very often the attitudes, codes and likes and dislikes of the group may be totally different and conflicting from the other two situations. He may act differently in each environment. It is up to him to stick to his own standard. He must be taught to evaluate the different aspects of values intelligently.

II

We can now consider the relation between knowledge and conduct and to what extent they affect the boy or adult in the process of character formation. Recent studies have thrown considerable light on the question of the relation of knowledge to conduct. The problem is of peculiar importance to character education. Hartshorne and May have reported a rather detailed study on the relations between moral knowledge and conduct. The correlations between total moral knowledge score and various forms of cheating are all slightly negative, indicating that the higher knowledge score cheat a little less. We find that knowledge as taught in the conventional way does not determine conduct. We also find that if the group conduct is high, individual standard proportionately rises high. When the knowledge is incorporated into the written code of the group, it then becomes effective. Theoretically knowledge never itself determines conduct. (Hartshorne Ch. XVI). The doctrine of specificity as shown by the facts, by Hartshorne, shows child's conduct determined more by the circumstances that attend the situation, i.e. (1) The nature of the situation, (2) what the child has already learnt in similar situations, and (3) the awareness of the implication of his or her behaviour.

Bower states (Ch. IX) if learning is to be effective, it must take place within the actual experience of the learner in responding to specific situations. Kilpatrick explains this fact clearly. He tells "Precise practice of any trait is necessary if that trait is to be built into habit and character." It is not then sufficient that children practice merely outwardly good behaviour.

The inner attitude is an essential part. The mere knowledge will not help to form conduct. If we want to be honest, we have to practice it in life situations.

Chassel remarks thus " no amount of repetition of the phrases, ' God is love ' or ' love your neighbour ' gives any emotional understanding of their meaning." Verbal thinking will in no way shape conduct. The formation of character will then be shaped according to the way individuals practice in definite life situations. If an individual wants to be fair in his dealings in business or in any other situation, he has to practice it. Psychologist research has failed to justify that there is a " transfer " from ideas into conduct. It is only a change of the verbal behaviour of people ; but it is far from living the good life and building a stable every-day character.

III

Morals are fundamentally group habits. We do what our group expects of us. The group whose praise and blame really affect us will mediate to us its own habits. We must live with those with whom we want to live. We may be influenced by the group habits and ideals and so it is left to us as to which group will tally with our ideals, attitudes and conduct.

Bishop Whippes of Minnesota illustrates from his missionary experiences that group habits can contribute to social welfare. In one of his tours he was concerned about leaving his belongings in the unguarded wigwam. " Oh " said the Indian guide, " there is no danger of their being stolen ; there is not a white man within 100 miles." The tribe had developed the value of personal property which must not be violated within the tribe. Similarly the morals and habits and other conducts of the group overpower the individual and thus shape its character ; and the process of character formation continues in the individual accordingly. There is however a further opportunity of moral achievement which grows out of the imagination. This is clearly shown in the act of the American Indian hunter who divided the meat with his unsuccessful neighbour. This power of conduct by imagination, foreseeing consequences and realizing the desirability of such behaviour, is of the highest significance for moral development. The Bible is one of the great sources of ideal behaviour formation. A young Harvard student who read Charnevoods' Lincoln was very impressed with the moral power of the hero, and the result was that he tried to live in the experiences of Lincoln. St. Paul says, " For me to live is Christ." Ideals should be presented to people so that they can live up to it and shape their character in similar manner.

IV

It is practically impossible to give to our children our discriminating attitudes, appreciations and conduct. What is the process which will help them to be interested in adult behaviour conduct, loyalty, right and wrong ?

The psychological process finds that the best growth comes in the pursuit of interests or enterprises that involve real work in the carrying out. A strong purpose, it finds, provides a powerful drive that means the putting forth of much effort and the likelihood of success. Difficulties encountered in this way stimulate real and heartfelt thinking, the acquiring of information and the development of talents and skills for dealing with the problem. An interest and motive should be created in the minds of people so that they may strive for high character for the satisfying results.

V

Lastly, we have to consider the process of formation of character according to the laws of learning. A boy learns what he repeats and in educational psychology it is known as " Law of Exercise." Then it follows that " a boy learns, or repeats or practises those responses which are satisfactory to him—i.e., " Law of Effect." And the third set of laws is " The Laws of Readiness." " When a desire or purpose within a boy is urging him into activity, it is satisfying to follow, or annoying to be kept from following, the urge of his desire or purpose."

The process of learning in individuals is ever going on along these lines even without their knowledge. Character education should observe those principles and laws in order to produce wholesome results. A boy learns what he practises and practises what is satisfying to his urging purpose, and these three laws control his learning. Grey gives the story of a boy who made a chicken coop. When he was interrupted by his mother, the process of learning was not satisfactory. If his desire and his mother's directions were the same, he would have more satisfaction and the result would have been wholesome.

" Effective learning takes place in specific and concrete situations. Knowledge arises as meaning directly out of concrete experiences." (Bower Ch. IX).

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Health and Education

Extracts from a Speech by Dr. G. F. Andrews

PLACE OF PHYSICAL EDUCATION

A survey of what is being done in health and physical education is essential. Present conditions in this field are not unknown to you. Health education has not advanced beyond the instruction stage inasmuch as text-book knowledge of elementary physiology and hygiene is all that is imparted to students. Medical inspection of children in schools has been done so very ineffectively that some provinces like Madras have abolished it altogether. Follow-up work after the medical examinations is, generally speaking, non-existent. To find a body like the Student Welfare Committee of Calcutta adopting practical steps to improve the health of the students is exceptional. The attempt to relate theoretical instruction on health matters with practical life experiences is in places so negligible as to have little or no effect on the students.

Health and physical education activities seem to be included in the curriculum of schools more by suffrage rather than because of an appreciation or an understanding of their intrinsic values as educational agencies. And so the health and physical education programmes in schools have failed—and miserably too—to serve the purposes of education.

The reasons for this are not far to seek : In the first place education in our country is so " intellect " ridden and overshadowed by the bugbear of examinations, that attention to the development of the health and physical fitness of the students is considered to be outside the proper scope of the " educational " activities. Secondly, there is lack of an appreciation of the place of health and physical education activities in the educational process, and of their contribution to the total education of the whole child. The third reason is to be found in the failure to understand the scientific bases of health and physical education. In the fourth place, the failure of health and physical education as an educational factor is due to the fact that we are not adopting a programme suited to the nature and needs of students in schools and colleges.

A DISTINCTION

The common belief that physical education aims at the health of the individual is, I believe, the reason for the title " health and physical education." But the two are distinct and separate aspects of education.

Health education has been defined as " the sum of experiences in school and elsewhere which favourably influence habits, attitudes, and knowledge related to individual, racial and community health," whereas physical education has been 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 socially sound.' " Health education concerns every aspect or phase of the health of the individual as an entity and as a member of society, while physical education is education of the physical and through the physical.

A health programme should include : (a) the provision of healthful school conditions, both physical and mental, for healthful school living ; (b) an adequate school health service ; (c) an effective programme of school instruction and (d) the co-ordination of the health efforts of the home and community with those of the school.

Physical education, on the other hand, uses big muscle activities as basic to its programme. Athletic events, games, stunts and self-testing activities, water activities, rhythmic activities, combative and defensive activities, body-development activities, 'outing' activities, etc., comprise this programme.

Health education aims to contribute to the growth and development of the child in matters concerning personal, social and community health, while physical education aims to make this contribution in matters of physical skill, organic development and mental growth.

This Conference is meeting to consider ways and means of making health education and physical education useful and worth while and it seems appropriate at this juncture to suggest what can and should be done in this respect.

The first needed reform is the overhauling of the educational system to such an extent as to place health education and physical education on a par with the other subjects of the curriculum. Not until health education and physical education are made a vital part of the educational system and its curriculum can its activities effectively contribute towards the realisation of the aim of education. Secondly, departments of health education and of physical education separately or under one head need to be organised in schools and colleges.

Permanent medical officers in schools and colleges with adequate corps of assistants where necessary are indispensable if the health supervision of students should be satisfactory. Not a perfunctory look over, but a thorough medical examination and well-organized follow-up work is needed. And there are hosts of details of sanitation and hygiene which a health department can handle. The personnel of a health department can not only render efficient health service and supervision but also handle instruction in matters relating to health—both personal and social—more effectively and relate it to practical life experiences more thoroughly than any member of the staff in schools and colleges.

NEED FOR REORGANIZATION

The Physical Education Department needs also to be organized. We are familiar with the drill master or the drill sergeant, a personage of little or no importance in the school. His roll as an educator is insignificant because his own general and technical education is of a deplorably low standard. Dr. Gray, once Physical Director of the Y. M. C. As. of India, Burma and Ceylon, said way back in 1930, that the days of the illiterate drill master is fast dying out and that the day of the trained and educated Physical Director is here. But it would seem that he said that too soon. Thanks to the efforts of the Y. M. C. A. College of Physical Education in Madras, more and more educated young men are trained to handle physical education programmes in schools and colleges.. But yet the lack of leadership is keenly felt. If this is true of the province of Madras where the Y. M. C. A. College has been working for the past 15 years, then, it may be equally so of the other provinces. Large high schools need graduates or L. Ts. trained as Physical Directors with assistants of lesser qualifications. The universal experience is that there should be at least one teacher of Physical Education for every 250 students. And these teachers should not only be well versed in the practical aspect of the programme, but should also be well grounded in the philosophy, the principles the aim and objectives of such a programme.

Health education and physical education should be made one of the optional subjects of the college course, in addition to its being a general one, to enable specialization by those who may desire to do so.

PHYSICAL EDUCATION

In the field of physical education we are at the cross-roads. The out-and-out nationalist demands nothing but the indigenious physical activities. To him Suryanamaskars, Yoga Asanas, Pranayamas, Dundahls, and Bhaskis, and Hokho and various other such activities seem to suffice. The admirers of western civilization would rather have the western type of activities and games. Swedish drill, Danish Eurythemics, Gymnastics, Hockey, Football, etc., are their choice. Those under the influence of the Y.M.C.A. demand the inclusion of the American games of Basketball, Volleyball, Baseball, etc. This is not the place to enter into a discussion of the merits and demerits of these various activities. Suffice it to say that big muscle activities which afford plenty of satisfaction and have a carry over value, those which are inherently interesting because of predisposing neural connections and are bound to take a deep hold of the individual because of their immediate and remote value—such are some of the prominent activities of a sound physical education programme.

CONTRIBUTION TO NATIONAL RECONSTRUCTION

In their contribution to national uplift and reconstruction, health education and physical education have no mean part to play. Training the individuals for the duties and responsibilities of relationship; laying the foundations of friendship and understanding between people of different races and religions; enhancing the appreciation of human nature and human values among all people—caste or outcaste, Hindu, Christian, or Muhammadan; treatment of the individual as a growing organism placed in a society to which he or she must adjust satisfactorily and react intelligently; contributing to the mental, emotional and physical health of the nation and thereby increasing the possibility of wealth and all the convenience it brings in its trail; co-operating with other agencies in providing for leisure and in adding to the span of life—these are some of the contributions of physical education to national life and progress. In the task of nation reconstruction and rejuvenation both health education and physical education, thus, have a very important part to play.

Health education and physical education help to build up the life of the individual as well as that of the nation. But this is possible only if it is organized and administered on sound foundations. That this is not so serves as a challenge to all. It is a challenge to Government because it is one of the primary duties of any Government to provide for the health and physical fitness of the people. Then it is a challenge to the parents and the public. The apathy of the public and the hostile opposition of parents at times is partly responsible for the present state of affairs. Are not parents interested in the health and physical fitness of their own children? Do they not want them to be strong pillars of their home and country? Then it is up to them to take more interest in this aspect of education and see that the leadership and facilities are not lacking. The voice of the public has a very powerful influence when it makes itself heard. Public benefactions and endowments for health and physical education activities are as much needed as for other educational ventures and enterprises.

And lastly, the present state of affairs is a challenge to the members of the profession itself.

It is time that we bestirred ourselves. By active work, through propaganda in matters concerning our subjects and in active co-operation with other educational programmes we should press forward and onward until our claims are recognized and provided for. Why should not we be represented in educational bodies like the Secondary Educational Boards, the University Senates, etc? Why should the Central Advisory Board of Education have not a single member to represent these aspects of education for which we stand? These are matters for thought and for action.

Let us so live that in our own individual lives and through the activities of our programmes of health education and of physical education, we may make the utmost contribution to enabling the individual to live best and serve most and the nation to forge ahead and take its rightful place among the nations.

Playgrounds

REPORT OF THE FORESHORE PLAYING-FIELDS COMMITTEE

The Committee was appointed in G.O. Ms. No. 2146, Education, dated 12th October, 1934, to advise Government on the question of laying out one or more playing-fields on the foreshore between Fort St. George and San Thome.

The Committee met on four occasions—on October 29th, November 8th, December 4th and finally on December 15—in the offices of the Public Works Department Secretariat, Chepauk. There was a full discussion at all these meetings which were well attended.

It will now be convenient to give the views of the Committee on each one of the terms of reference upon which an expression of its opinion has been invited by Government.

(1) *Question referred to the Committee.*—Whether, in the opinion of the Committee, it is desirable to lay out playing-fields in the foreshore area ?

View of the Committee.—The Committee's answer to this question is a simple affirmative, but in view of the fact that it is around this particular issue all the controversy has centred in the past it would like briefly to set out the reasons which have influenced its members in coming to this decision, and to do so it will be convenient to examine some of the arguments which have been advanced against the idea of laying out playing-fields on the Marina and to show how, in the opinion of the majority of the Committee, these arguments are fallacious and are not based on a complete knowledge of the facts of the case.

It is asserted that by the laying out of playing-fields the beauty of the Marina will be spoilt.

This argument might carry some weight if it were proposed to put up on the foreshore pavilions or dressing rooms of such a size as to obstruct the view of the sea from the Marina. The Committee make no such proposal. They recommend that the playing-fields should merely be surrounded by a low wall about two feet high surmounted with an ornamental fencing, the total height not to exceed four feet. In other respects the existence of green and well-kept grass in the place of untidy wastes of sand should be pleasing to the eye rather than the reverse. Moreover the needs of the non-playing section of the general public will be catered for if Government accept the recommendation of the Committee that a 20 feet wide promenade should be formed on three sides of the proposed playing-field plot. The existence of this promenade will enable the residents of Madras to walk in comfort and enjoy the sea breezes along a firm and well-kept path some 100 yards and more nearer the sea than they can at present without ploughing through thick sand and without any barrier of shrubs and bushes. It is needless to add that the sea breezes can be more fully enjoyed along such a path than along the existing Marina,

where they are mingled with the fumes of motor-cars and where the peaceful content of pedestrians is otherwise disturbed by all the noises of an important motor and horse thoroughfare.

Easy access from the Marina to this sea promenade will be provided by two gravel paths at the ends of the playing-fields area.

As it is proposed only to take up an area of not more than 10 acres and then give the public an opportunity of judging the merits of the scheme on a small scale before embarking on any more extensive proposals, it cannot be said that the foreshore is going to be monopolised by playing-fields. The sea itself will merely be made more easy of access by means of the gravel paths than it was before, and in addition many hundreds of the boys of the city will be enabled to have healthy exercise on an otherwise unfrequented part of the foreshore. The part of the foreshore which the Committee recommends should, in the first instance, be taken up for playing-fields has been carefully selected as an area which is hardly used at all even in the evenings by members of the general public.

Moreover there will always be a long stretch of sand between the playing-fields and the sea on which no playing-fields will ever be laid out.

(2) *Question referred to the Committee.*—How many playing-fields it would suggest, for what games the playing-fields should be used and where exactly they should be located ; (mentioning, if more than one playing-field is recommended, the order of priority in which their laying out should be undertaken) ?

View of the Committee.—The Committee recommend that five playing-fields should be laid out at as early a date as possible on that part of the foreshore between Wallajah Road and the Public Works Department Secretariat, the area enclosed to adjoin the Marina path on the west and to be about the following dimensions :—

Eastern side 910′
Western side 930′
Southern side 370′
Northern side 430′

of a total extent of nearly 9 acres. These playing-fields should be used for both hockey and association foot-ball. Provision might also be made for cricket net practice.

This playing-field area would be surrounded by a low wall 2 feet in height surmounted by an ornamental fencing, the total height not to exceed 4 feet from the ground.

These playing-fields would be bounded on the west by the existing Marina path, but on the north and south the Committee would recommend that

a 20′ wide gravel path should be laid out so as to give citizens of Madras easy and convenient access to a similar 20′ wide gravel promenade 300 yards long running north and south, the full length of the playing-fields on the eastern side, where the sea air can be freely enjoyed with the additional advantage that this path will be well over 100 yards nearer the sea than the present Marina.

The total cost of this complete scheme is estimated by the Executive Engineer, South Presidency Division, at Rs. 47,500 (the estimate forms an enclosure to the Report).

The Committee would recommend that this site should be taken up first but in the event of it being decided at some future date to lay out more playing-fields it would recommend that the following areas of foreshore in the order named should then be taken up :

(*i*) Area opposite the Senate House stretching from a point opposite Wallajah Road north to the Cooum river, 3 fields.

(*ii*) The area from opposite the Sunkuwar Bridge road south to a point opposite Lloyd Road, 7 fields.

(3) *Question referred to the Committee.*—Whether it is advisable to have a small Committee to control the allocation of the playing-fields ?

View of the Committee.—The Committee recommend that there should be a small permanent Committee appointed to control the allocation of the playing-fields and to be responsible for their general maintenance—Such a Committee might consist of the following :—

(*i*) The Collector ;
(*ii*) The Director of Public Instruction ;
(*iii*) Executive Engineer, South Presidency Division ;
(*iv*) District Educational Officer, Madras ; and
(*v*) Adviser to Government on Physical Education.

(4) *Question referred to the Committee.*—Who should be allowed the use of the playing-fields and under what conditions ?

View of the Committee.—The Committee recommend that such of the playing-fields as shall be laid out south of the Cooum should be for the use of educational institutions in Triplicane and that the method of allotting as well as the actual allotment of each playing-field should be left to the permanent Committee.

The use of the playing-fields should be regulated by the following conditions :—

(*i*) That ordinarily no persons other than players, referees or linesmen should be allowed inside the enclosed playing-field area ;

(*ii*) that competition or league games should not be permitted without the special permission of the Managing Committee ;

(*iii*) that the playing-fields should only be used for athletic activities ;

(*iv*) that the method of allotting these playing-fields to the various educational institutions should be left to the Managing Committee ;

(*v*) that all institutions—Government and non-Government—should pay a fee for the use of these playing-fields, the fee being so fixed as to cover, if possible, all maintenance charges ; and

(*vi*) that the Committee should be free to lay down any other condition or cancel any allotment.

The Committee would finally like to make some observations as regards that part of the sand accretion north of the Cooum river.

It is the recommendation of the Committee that, independently of the playing-fields south of the Cooum river, playing-fields should be laid out on that part of the foreshore north of the Napier Bridge unaffected by the Rifle Range between the Napier Battery and the Rifle Butts, and that negotiations should be started with the Military Department for securing the lifting of the ban on the use of as much of this land as is required and is at the same time outside the danger zone from the Rifle Range.

The Committee would recommend that playing-fields when laid out in this area should be for the use of sports clubs, the Christian College school and other Colleges and schools in the neighbourhood.

The Committee would also advise that in the event of playing-fields being laid out in this area a Military officer might perhaps be asked to serve on the permanent playing-fields Committee.

H. R. Uzielli. D. H. Boulton.
C. V. Nagaraja Sastri. R. Dann.
H. C. Buck. F. G. Dickinson.
J. B. Brown. H. C. Papworth.
H. Champion. P. A. Subrahmanya Ayyar.

While I am anxious that the schools and colleges in the City should be provided with enough of playing-fields, I object to any portion of the foreshore being converted into playing-fields. It is regrettable that the Government constituted a committee in spite of the request and the protest by the Corporation of Madras. Laying out playing-fields in the foreshore will be against the interests of the citizens of Madras and prejudicial to the health of the pupils and students of the schools and colleges for whom they are intended.

C. Natesan.

I dissent from the proposal of the committee for laying out playing-fields on the foreshore, south of the Cooum.

M. A. MUTHIAH CHETTIYAR.

5th February, 1935.

ENCLOSURE

Estimate for converting a portion of the foreshore on the Triplicane Marina in front of Public Works Department and Revenue Board offices into a play-ground.

Item number.	Quantity.	Description of work.	Rate. Rs.	A.	Per	Total.
1.	C. ft. 242,000	Earthwork excavating (up to 6·50 M.S.L.) in sandy soil and filing in low places up to 6·50 in the area and stacking the earth at a place shown (with an average 12 extra leads	8	1	C. ft. 1,100	1,951
2.	S. ft. 392,000	Carting and spreading earth and debris 0—6" deep including levelling the ground, watering and rolling ..	4	8	S. ft. 100	17,640
3.	392,000	Turfing the proposed playground over the earth filling, making the surface uniform and watering for one week	3	6	100	13,230
4.	R. ft. 450	Providing R.C. fencing as per type III of C.A. No. 315 of 1934 and the existing wall on the east side of the playground	1	14	R. ft.	17,844
5.	2,170	Providing R.C. fencing as per type III of C.A. No. 315 of 1934 and the existing wall on the east side of the plan	2	13	"	6,103
6.	Nos. 4	Providing iron gates 5 ft. wide with necessary pillars etc., complete	150	0	each.	600
7.	R. ft. 1,800	Constructing a retaining wall 20 ft., away from the R.C. fencing for the Promenade	2	11	R. ft.	4,838
8.	S. ft. 35,500	Forming a promenade 20 ft. wide with 6" laterite packing and 3" gravel spread over and sprinkled with ¼" sand on top, well watered and consolidated including necessary filling up low places and removing high mounds on the site	18	4	S. ft. 100	6,479
9.		Providing pipe line with 5 taps with necessary platforms, etc.				1,600
					Total ..	53,285
					Deduct 15 per cent. for cheapness for materials ..	7,992
					Net ..	45,293
					Petty supervision and contingencies, say ..	2,207
					Total ..	47,500

Organization of Physical Education in Holy Cross H. E. School

P. O. HASHNABAD, DT. DACCA

By

K. C. PAUL CHOWDHURY

Staff.—During the years 1935-'36 the school has been endeavouring to secure trained Physical Educator for its staff by delegating three teachers to the All-Bengal Teachers' Association Physical Education course in Calcutta and to the Madras Y. M. C. A. College of Physical Education. At present we are therefore happy in the possession of one diploma holder, one senior and one junior All-Bengal Teachers' Association. Six other teachers, (one B.A., B.T., one B.A., three normal trained and one Matric) assist the trained teachers. It is the hope and endeavour of the school authorities to get all these teachers trained. In fact these teachers form a "leaders' class" which meets at least once a week for training in physical activities.

In addition to these, three missionary members of the staff are trained teachers and keen sportsmen. These lend their assistance and encouragement though not placed in the regular routine, advanced training in games technique and gymnastics being their speciality.

Introduction of Physical Education into the School.—Upon his return from Madras Mr. Keshub Chandra Paul Chowdhury, B.A., Diploma in Physical Education, and the Headmaster worked out a scheme for Physical Education for all boys of the school, five periods per week, of thirty minutes each. This scheme will be presented hereafter in detail.

In order to make time for this daily thirty minutes of Physical Education it became necessary to alter the routine of the school and to have the boys come at 10-30 or stay until 4-30. Some slight objection was raised to this in the teachers' meeting but when it was shown that Christian boys have been coming at 10-30 or leaving at 4-30 for many years the objection was promptly removed.

Classification of Students.—All the students were measured, height in inches and weight in pounds. These were totalled and five grades or sizes of boys were established. The following size limits were established to grade the boys: 1st grade, below 117 weight in lbs. plus height in inches; 2nd, 117-136; 3rd, 136-155; 4th 155-167 up. Some difficulty was experienced in establishing these limits but they have been found satisfactory in producing rather homogeneous teaching units and fairly equal numbers in the various grades.

Divisions in the grades.—As 36 per cent. of the students are Christians who receive religious instruction from 10-30 to 11 most of these were given

their physical education classes during the tiffin interval as a 10-30—4-30 stretch would be rather a hardship on them. The tiffin interval was lengthened to forty minutes to give this group some recreation also. Boys whose homes are at a great distance (whether Hindu, Moslem or Christian) were placed in this group also. Christian boys residing in the hostels were mostly excluded from it.

Thus the divisions are three in number. The A division holds class on every day except Friday at 10-30—11. The B division holds from 1-15—1-45 in the tiffin period Monday, Tuesday, Wednesday, Thursday, Friday and the C. division from 4-10—4-40 except on Friday.

The students were given choice of times 10-30—11 or 4-10—4-40. These choices were indicated with their weights and from this data "Clubs" were formed.

The reasons for these divisions are evident : 1st., the maximum number in a convenient teaching unit is between 30 and 40 ; 2nd., space and equipment limit the accommodation available ; 3rd., teachers with the necessary interest in and qualifications for physical education would scarcely number more than one third of the total staff.

Change in School routine.—Upon the introduction of physical education the drill periods become obsolete. This leaves thirty-two periods per week. Six are held daily on Monday, Tuesday, Wednesday, Thursday, and four daily on Friday and Saturday. Thus Friday and Saturday are "half-school" with no tiffin interval, classes being finished at 1-20 P.M.

As drill periods were scattered through the routine so as to have only one class at drill at a time the whole routine had to be recast. In considering free periods for teachers engaged in physical education work two periods were taken as equal to one regular period of class since the periods are shorter and no papers to correct are taken, etc.

Organization of Physical Education Classes.—The "grades" and "divisions" used have been explained. The first is taken to mean the size-groups and the second to mean the time-groups. There are five of the first and three of the second. Each particular class has been called a "Club" for the reason that "Club" is a well known term to the boys who know and belong to local "athletic clubs" in many cases. Each club was given a name. The names of all the clubs in each grade have been given from the same class of things as flowers, birds, fierce animals, gentle animals or Indian mountains.

The "class master" or "faculty adviser" or "monitor" or "house master" has been called the "club secretary". Clubs have their captains, etc., and other officers chosen from among the boys.

Name of grade and size of boys in lbs. & inches (Wts. + hts.)	Names of Clubs. Division A. 10-30 — 11-30.	Division B. 1-15 — 1-45.	Division C. 4-10 — 4-40.	Colour of Uniform initial on Breast of Baniyan.	Secretary of Club. Teachers' initials.			Place of Assembly. Clear Day.	Rainy Day. Class room.
					B.B.S.	F.R. M.M.	S.C.D.		
Flowers Below 117.	Rose.	Hashnahana Lotus.	Bokul.	Red.	B.B.S.	F.R. M.M.	S.C.D.	South line West. North line East.	Class III-D. Class III-B.
Birds 117 to 136	Heron.	Kite.	Parrot.	Green.	T.N.D.	S.C.D.	T.N.D.	South line Centre.	Class III-C.
Fierce animals 136 to 155.	Bears. Wolves.	Lions.	Tigers.	Blue.	M.M. J.C.D.	A.A.M.	D.G.	North line East. South line East.	Class III-A. Class III-B.
Gentle animals 155 to 167.	Deer.	Antelope	Kangaroo.	Red.	K.C.P. Chowdhury.	K.C.P. Chowdhury.	F.R.	North line Centre.	Gymnasium.
Mountains 167 up.	Everest.	Kanchan-jhanga.	Vindhyas.	Blue.	S.C.D .	D.G.	K.C.P. Chowdhury.	North line West.	Gymnasium.

The uniform (recommended for saving ordinary clothes) is a pair of shorts with white stripes on the sides and the school symbol in red on the right thigh and sleeveless banians with a 4" block initial of the club's name in red, green or blue on the breast. This uniform costs about twelve annas and gives remarkable service. In addition to saving parents' money for clothes it relieves the physical instructor of the bothersome excuses of boys who are reluctant to play for fear of spoiling their clothes. Finally it adds considerably to the smartness of appearance of a class when all are in uniform.

The accompanying table shows the club arrangements in tabular form. Roll call is held in the physical education classes by the instructors and separate registers for physical education are maintained. Each division assembles in the same location and each club has its assigned spot for assembly (see chart). On rainy days the assembly is held by clubs, not by divisions. Roll call is held at the beginning and end if the instructor deems it needful. The ordinary procedure is to hold it at the end only in the place of the day's activity. Clubs double march from assembly to the place of the day's activity.

Equipment. The physical activities equipment of the school for games, etc., has been described in the annual report as follows :

" There are three volley-ball courts, two handball alleys, two basketball courts, two small football fields on the compound and a large field at a distance of eight minutes' walk. One tennis court, several quoits pitches (4), etc., besides gymnastic apparatus of various kinds—parallel bars, horizontal bars, weights, dumb-bells, Indian clubs, chest expanders, wrestling mats, etc., all of which smaller items are kept in a special game room attached to the handball alley. This latter is also roofed to provide facility for physical exercise during the whole year. Volleyball, handball, basketball, tennis, quoits, hockey, croquet and Daria, etc., have been arranged for.

The covered handball court is used as gymnasium in rainy weather. Four class rooms on the south side of the school have been arranged so that various sections (4) of the Class III are held there. The smaller desks of Class III are moved to one side and thus in each room a space of 22" × 15" is available for physical activities when it is raining. A list of in-door games has been prepared.

Intra-Mural Competitions.—Intra-mural competitions in sports have been put on a club basis and the various medals and shields are awarded on the results of inter-club league or knockout tournaments. Each club secretary organises his club into teams naming them " Everest A ", " Everest B ", etc., or " Snow-capped Everest ", " Unconquered Everest ", etc., as his ingenuity prompts him. These teams hold a tournament among themselves. Players representing the club are chosen from among them. Inter-club League matches are played in tiffin period and after school. When various grades are competing in a tournament the smaller grade teams are given a handicap of a certain number of points, goals, etc.

SAMPLE PHYSICAL EDUCATION ROUTINE HOLY CROSS H. E. SCHOOL P.O. HASHNABAD.

Clubs.		Date 20-8-36.	Teachers.	Date :—	Teachers.		
A. Division	B. Division.	C. Division.	Clear Day Subjects.	Divisions :—	A. (Dn.).	B. (Dn.).	C. (Dn.)
Everest.	Kanchan-jhanga.	Vindhya.	Basketball.	4th Rainy Day.	S.C.D.	S.C.D.	K. C. Pau Chowdhury
Deer.	Antelope.	Kangaroo.	Volleyball (Court B.).	Boxing.	K. C. Paul Chowdhury.	K. C. Paul Chowdhury.	F.R.
Wolves.	Lions.	Tigers.	Volleyball (Small Court)	Mount Ball.	J.C.D.	A.A.M.	D.G.
Bears.	—	—	Handball (Closed court)	Snatch the Club.	M.M.	—	—
Herons.	Kites.	Parrots.	Handball (Open court).	Ditto.	T.N.D.	D.G.	T.N.D.
Foxes.	Lotus.	Bokul.	Mount Ball.	Ten Pins.	B.B.S.	M.M.	S.C.D.
—	Hashnahena	—	Ditto	Forward Roll on mat.	—	F.R.	—

harmony prevail in their lives through the presence of Thy Spirit in their hearts, through Jesus Christ our Lord. *Amen.*

Prayer for India.—Almighty God, Who only rulest in the kingdoms of men ! We pray Thee to bless the peoples of this land. Save it from division and dissension, from selfishness and sin. May its peoples live together in harmony, striving only for the welfare of its peoples and the fulfilment of Thy gracious purposes for the whole family of Thy children, till in the fulness of time Thy kingdom shall be established in the hearts of all men. O Father of all, grant this for the sake of Thy Son, Jesus Christ our Lord. *Amen.*

In a closing speech, Mr. Buck said :—

On behalf of the College it is my privilege to express our heartfelt appreciation of all that Douglas Boulton meant to us, as a member of our College Council, and as our friend. His gift of this Hostel Unit, intended to be anonymous, now stands as his Memorial, an outward symbol of his friendship.

He, however, built his own memorial in a life dedicated to the belief that the hope of the world lay in understanding and friendship. His work was guided towards the goal that all men, everywhere, might some day be brothers.

He was concerned that the education of our youth should prepare them to meet life with courage and cheerfulness, that educational equipment while striving for beauty and efficiency should be simple and within the economic reach of the majority, that men by living together should learn to know and to appreciate each other, and that constantly the horizons of men's minds and the boundaries of their sympathies should widen. These beliefs Douglas Boulton lived, and wherever he was, there, understanding deepened and friendship grew.

His friends, Mr Edwards who designed the Cottages and the Dining Hall, all of which so captured his imagination, and Mr. Parkhill of McKenzies, who built them, have our sincere gratitude for their sympathetic co-operation in erecting this memorial to our friend.

Within its walls now and in years to come, men from North, South, East and West will live. It is our prayer that they and we may learn to carry forward the example of friendship, honour and integrity as expressed in the life of Douglas Boulton.

[illegible] to all those who now have shared with us in paying this tribute to our [illegible] are deeply grateful.