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OLD BOYS' WEEK.

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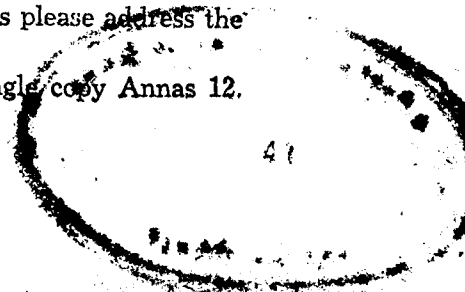
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Editorial

1. *Physical Education in Colleges.*

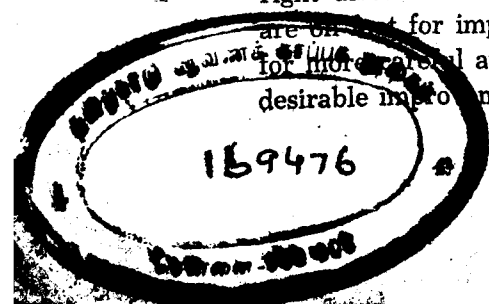
For those who are attempting to improve physical education in colleges we present in this issue two articles worthy of careful study. The one outlining the scheme of organization in Forman Christian College, Lahore, indicates the possibility of closely relating Physical Education and Health Education for desirable outcomes. Medical and Physical Examinations give us the facts upon which to base constructive programmes and should be considered essential features of the work of every educational institution. The intra-mural programme of Madras Christian College is a commendable attempt to cater to the inherent interests and desires of students, thus departing from the meaningless artificial system of "drill" and placing the emphasis on natural activities. It is our hope that these two presentations may stimulate many colleges to introduce physical and health education based on actual needs and interests of the students.

2. *Summer School of Physical Education.*

The Coimbatore Y. M. C. A. is to be congratulated on having successfully conducted another summer school of physical education. Each year sees more of these short courses introduced and more elementary school teachers being given an opportunity to learn activities which they in turn may teach to their school children. We commend the efforts because these are among the desirable methods of making a wholesome play life possible for larger numbers of pupils. Most of the summer schools of physical education attempt only the possible and at the end of the course award very simple certificates which do not leave the holder nor any other person under a false impression. But unfortunately some make extravagant claims for their courses and issue very elaborate certificates which would make it appear that those trained in the short courses were qualified specialists and eligible for appointment as such. We must point out that such persons are not eligible for appointments. We believe in these short courses, we hope many of them will be conducted to serve the elementary schools, but we want to see the courses suited to the intellectual capacities of those who attend and we want to see the certificates simplified to mere certificates of attendance.

3. *Physical Education Conferences.*

The recent Physical Education Conference at Tanjore and the Conference of the Old Boys of the Y.M.C.A. College presented and discussed matters which indicate clearly that the trend in physical education is in the right direction. Progress may be slow but it is quite apparent that efforts are being made for improved leadership, for more constructive programmes, and for more general attention to health education. It is our hope that all these desirable improvements may come to pass even in our time.



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Intellectual Development

"I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs, e.g., hands, feet, ears, nose, etc. In other words an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lop-sided affair. A proper and all-round development of the mind, therefore, can take place only when it proceeds *pari passu* with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole. According to this theory, therefore, it would be a gross fallacy to suppose that they can be developed piecemeal or independently of one another."

Mahatma Gandhi.

Physical Education in Forman Christian College, Lahore

By

JAGAN NATH, M.Sc.,
Physical Director.

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION AND ITS RELATIONSHIP WITH THE SPORTS COMMITTEE

1. **Physical Director.** Prof. Jagan Nath, M.Sc. (Punjab), Diploma in Physical Education (Madras), Grade Rs. 250-20-450. Present salary Rs. 330 per mensem.
2. **Assistant Physical Director.** Mr. Gian Chand Soni, B.Sc. (Punjab), Diploma in Physical Education (Madras), Grade Rs. 100-10-150. Present salary Rs. 120 per mensem.
3. **Gymnastic Instructor.** Vacant. Salary Rs. 50 per mensem plus Rs. 15 per mensem as house allowance.
4. **Clerk.** Rs. 30 per mensem.
5. **Chaprasi.** Rs. 16 per mensem.

I. The Physical Director has the same status as a head of any other department in the College.

II. He is also the Ex-Officio Secretary of the F. C. C. Sports Committee. The department is the clearing house for all Sports and acts as intermediary between the authorities of the College and P.U.S.T.C., the Punjab Olympic Association, the Punjab Hockey Association, the N.W.F. India Football Association and any other sports organisation.

III. All playing fields and play spaces in and around the College along with the menial staff employed thereon, are under the control of the department which is responsible for the up-keep and maintenance of grounds, and appointments and dismissals of the menial staff.

IV. The sports equipment for various games kept on the College grounds is in charge of the Physical Director. This prevents cheating or leakage and also ensures the most economic use of the equipment available, in as much as the worn or discarded material of the representative teams is profitably used in the scheme of compulsory training of the first year students.

V. Other duties of the department are :—

- (i) To advise and assist the Sports Committee by organising and conducting Intra-Mural programmes.
- (ii) To impart health instruction.
- (iii) To conduct physical examinations along with the Resident Doctor.
- (iv) To conduct physical efficiency tests.
- (v) To prepare statistics and formulate standards of physical efficiency.
- (vi) To run the entire scheme of compulsory physical training for the first year students.
- (vii) To carry out the general policy of the Sports Committee.
- (viii) To assist in the coaching of representative teams.

SPORTS COMMITTEE

The Sports Committee consists of staff as well as student members representing different games. The general functions of the committee are as follows :—

- (a) To prepare the sports budget and allocate funds for various sports including the Department of Physical Education.
- (b) To classify activities and to determine their status and on this basis recommend changes and amendments to the constitution of the committee.
- (c) To appoint professors in charge of different activities for the ensuing year. It is understood that once appointed the professor in charge has complete control of the activity under his charge in the matter of administration of funds, refreshments, organisation and selection of teams and arrangement of matches, subject to the common policy laid down by the sports committee.
- (d) To frame rules regarding the award of Colours, Medals, Prizes and certificates and to decide such awards each year, and to lay down rules and instructions governing common policy with regard to sports in general. The decisions of the Sports Committee are subject to the final approval of the Finance Executive Committee of the College.

MEDICAL DEPARTMENT

1. **The Medical Director.** Dr. Vishwa Nath, M.A., (Harvard); M.D., (Punjab); F.R.C.P.I., P.P.H., D.T.M., and H. (Cantab). He is paid an honorarium.
2. **Resident Medical Officer.** Dr. Harbans Singh Narang, M.B., B.S., (Punjab). Salary Rs. 150 per mensem plus Rs. 30 per mensem as House Allowance.
3. **Dispensar.** Asa Nand Bhal: Grade Rs. 30-3-60, plus Rs. per mensem as House Allowance. Present Salary Rs. 33.

1. Medical Director. Dr. Vishwa Nath.

To be in responsible charge of the general health of the students, staff, establishment of the college and of the sanitary conditions of the college plant. This should imply among other things the following :—

- (a) Appoint annually a wholtime Resident Medical Officer to be responsible to him for taking care of the health and sanitation of the college. As a rule this Resident Medical Officer would be a young man recently finished with his hospital training.
- (b) Supervise and check up on the work of the Resident Medical Officer receiving and checking daily reports from him of all cases of sickness reported and treated and conditions requiring attention from a sanitary standpoint.
- (c) Visit and direct treatment of any serious cases noted from Resident Medical Officer's daily report.

- (d) Recommend transfer of serious cases to the hospital.
- (e) Recommend any special treatment required for students, etc.
- (f) Recommend to the Finance Committee measures for the improvement and safeguarding of the health conditions of the college—sanitation—hostel accommodation—food supplies, etc., etc.
- (g) Make a yearly report through the Principal to the Board of Directors of the general health conditions in the college during the previous year—cases treated, preventive measures adopted, etc., together with recommendations deemed advisable for improvement in the health of the college.
- (h) Be final authority in determining what the medical responsibility of the college in any particular case may be under this scheme.

II. **Resident Medical Officer.** To be a whole-time officer—reside in the college and be in actual charge of medical and sanitary work under the Medical Director's direction.

- (a) Make daily inspection and report of sanitary condition of college—particularly hostels and food supplies—water supplies. For this purpose he would be in charge of college sweepers to see that their work is properly carried out. The R.M.O. would also report to the Professor in charge of repairs any necessary repair in the sanitary system of the college.
- (b) Maintain consultation hours—for students, college staff and servants.
- (c) Visit all cases of sickness in hostels and treat.
- (d) Receive reports of all cases of sickness among students living outside our hostels and visit such of these cases as in the opinion of the Director may be desirable from the standpoint of the general health of the college (comparatively few cases).
- (e) Report in writing daily to the Director all cases of sickness reported or and treated—taking directions from him as to method of treatment, etc., etc., and calling to his attention all serious cases.
- (f)
- (g) Keep accurate record of all cases of sickness.
- (h) Record on each student medical record all cases of sickness suffered of whatever sort—treatment prescribed—and excuses for absence certified or other certificates issued.
- (i) Supervise and direct Dispensar's work in Dispensary.
- (j) Carry out under Director's direction any necessary laboratory tests.
- (k) Be available as time permits to carry on any laboratory research work under Dr. Vishwa Nath's direction.
- (l) Report daily to Vice-Principal all cases of sickness warranting absence from college work. This to be in addition to certificate of illness issued to the student on recovery.
- (m) No private practice allowed. Should the Director instruct the resident doctor at any time to carry out visits to our non-resident students and should a fee be charged for same—such fees would be credited to college R. M. O. being paid actual tonga or travel expenses, by the college.
- (n) Certify after investigation all cases of excuse from house examinations on medical certificates, and submit all such certificates to the director for counter signatures before submitting to Vice-Principal.
- (o) To conduct medical examination of students in collaboration with the Department of Physical Education and give the requisite advice and treatment.

III. Dispensary and Dispensary :—

(a) Dispensary to be maintained at the College from which all prescriptions prescribed for student or establishment by the Director or Resident Medical Officer shall be dispensed free. In the event that the Director or Resident Medical Officer should prescribe any specially expensive prescription which could not be dispensed in the college dispensary—such shall be obtained by the college from outside and dispensed free to the student. Such free dispensing shall not include proprietary medicines, tonics, etc.

(b) Dispensary to be open at regular hours, under direction and inspection of the Resident Medical Officer.

(c) Dispensary to be available to assist R. M. O. with dressings.

SCHEME OF PHYSICO-MEDICAL SUPERVISION

Introductory :—The important feature of the scheme is the working of the Medical Department in complete co-operation and collaboration with the Department of Physical Education, thus carrying on the work of prevention and cure side by side. The office of the Resident Doctor, the Medical Examination room and the Dispensary adjoin the office of the Physical Director and the Physical Examination room. This arrangement, whereby the Resident Doctor and the Physical Director are brought in close, constant and effective touch with each another, is found very useful in looking after the health and physical welfare of students in the College.

Physico-Medical Examination :—Every student is given a thorough physico-medical examination at least once a year and the examination may be repeated in a few cases requiring further investigation after testing Urine, Sputum, Blood and Faeces. Readings are recorded in a booklet which, in addition to the personal and family history, has provision for four medical examinations, four physical examinations and a treatment chart, thus embodying four year's medical and physical history of a student. (For details please consult the booklet, a copy of which is sent herewith.)

These examinations form the fundamental foundations on which treatment of disease, removal of medical defects, correction of physical and Organic deficiency and the prescription of exercise, is based. Besides, this record is found very useful for administrative purposes such as granting of sick leave exemption from House and University Examination, promotion from one class to another and granting of certificates of health, physical fitness, conduct and character. This record is also found very helpful in giving us an insight into the general life of a student during his stay in the College. Medical examination is conducted by the Medical Department and the physical examination is done by the Department of Physical Education.

Follow up work :—Minor medical defects are brought to the notice of the parents or guardians and treatment is given in the College Dispensary maintained for this purpose, where medicines are supplied without any extra charge. Serious medical defects requiring operations and detailed investigation are reported to the parents for their co-operation and consultation and every assistance is given to have the defects removed either at the local hospitals or at some approved clinics. At present the Urine, Sputum, Blood and Faeces are tested at the Medical College Laboratories under the direct supervision of Dr. Vishwa Nath, the Medical Director of the Institution, but we are looking forward to the time when we can have a clinical laboratory of our own where such tests can be conducted. We are also hoping to have X-ray photographs taken of each student with a view to a satisfactory diagnosis for Tuberculosis, but due to lack of finances, this has not been taken in hand so far. The Girl students are examined by a qualified lady doctor.

Medical Officer. The Resident Doctor keeps consultation hours for students as well as staff members (Teaching and Menial both) and their families, and medicines are issued from the College Dispensary.

The Department of Physical Education, taking into account the readings of the Physical Examinations, prescribes physical exercise and works for the removal of physical and organic defects bearing in mind the needs of individuals. Students are classified according to the scheme approved by the University. No exercise is given to the medically unfit; all other students are called upon to participate in activities suiting their bodily needs. Although we are not yet in a position to bring every student in the College under this scheme of physical exercise, for want of proper personnel, adequate play spaces, and necessary finances, yet this is the ideal that we are working towards.

Finances :—Every student except the Post-Graduates, is charged Rs. 2-8-0 per mensem as 'Incidentals' and the revenue thus obtained is divided on percentage basis as under. These percentages may be varied from year to year by the Board of Directors if considered necessary.

House Examination	..	4	per cent.
College Magazine	..	7½	„
Library	..	23	„
Student Amenities	..	2	„
Medical	..	10	„
Physical Education and Sports	..	53	„

To the 'Medical' revenue is added the contribution of Rs. 3 per year paid by the members of the Teaching Staff to get the medical benefit available. To the Physical Education and Sports is added the amount of subvention received from the University. The administrative plan giving the details of duties and functions of the two Departments is appended herewith.

Physical Education in Madras Christian College

A PROGRAMME OF INTRA-MURAL COMPETITIONS

By

C. A. ABRAHAM, B.A.,

Physical Director, Madras Christian College.

I am often asked by various friends to explain to them the programme of competitions that is carried in our college. Needless to say, it is quite impossible to write all these people individually. And therefore, I am setting forth below the whole programme in some detail with the hope that it may be of interest and help to others who may be contemplating similar programmes. It must be remembered, however, that these competitions are organized solely for the sake of those who are required by the University—the students of the Intermediate Classes, to undergo compulsory physical training. The other students—those belonging to the B.A., B.Sc., Hons., etc. classes, are not affected by this scheme and their physical activities are of a purely voluntary type. Also, I am not here dealing with the formal type of work (Calisthenics) but only with those that are taking part in the major games. I may also add that I refer here to conditions that exist in George Town and not to the conditions in our new and almost ideal surroundings in Tambaram. Some alterations in this scheme may have to be made when we move to the new site in Tambaram in July, 1937, to suit the new conditions there.

CLASSIFICATION

When the students join the College and before the physical training classes begin for them the scheme is explained to them in the class-rooms. They are then supplied with the following questionnaire which they are asked to fill in immediately.

INFORMATION REQUIRED IN CONNECTION WITH COMPULSORY PHYSICAL TRAINING

1. Name
2. Class and Group.....
3. Are you a Member of the U.T.C. ?.....
4. Are you a Member of the College Tennis Club ?
5. Do you think you may be exempted on medical grounds ?

If so for what reason ?

6. (a) What games have you played before ?
 - (b) What games are you good at ?
 - (c) Have you represented your School or Club in any tournaments ?
- If so in what games ?

1. Which do you prefer : Major Games or Calisthenics ? Note 1. Major Games include Football, Hockey, Volley Ball, Basket Ball, and Playground Ball.

2. Calisthenics include 15 minutes vigorous exercises and about 30 minutes of active informal games.

3. If a sufficient number of students want it, Calisthenics classes can be arranged in the mornings also, from 6-30. State so if you prefer to take your exercises in the mornings.

The purpose of this questionnaire is to classify the students under the various heads. Members of the U.T.C. and the College Tennis Club are exempted but in the case of the latter a strict supervision is made and attendance is taken at the courts daily. The names of the students who think they ought to be exempted on medical ground are immediately reported to the College Medical Officer who examines them and sends in a report of each case. The students who prefer major games to calisthenics, who are in a very large majority, are then graded A, B, C, etc., according to their past experience and proficiency in the various games. [Note.—This method of classification is not always satisfactory as the students do not always correctly estimate their ability. There is always a tendency to overestimate ! So one must be prepared to make alterations later on.]

There is provision on the college field for six games which can be played simultaneously and therefore the students who take major games are divided into six batches making them as equally strong as is possible by a study of the graded students. When the students meet on the field for their first class they are divided into these six batches and once more the whole scheme is explained to them. Each batch has a separate register and attendance is taken by batch only and where the men are playing for the day. In other words, there is no general assembly before or after the games as the time spent on this can be better used in actual playing. As for the games, they are played by each batch in regular rotation so that once the scheme has started there is no more confusion about what game one is to play for the day. The number of students in one batch works out to be about 26.

In actual practice it is revealed that out of the 26 or so of students in a batch only four or five men have ever had a play life and the rest is absolutely raw material. [This is a sad commentary on the state of affairs in our Elementary and Secondary Schools.] Some are familiar with one or two games like Hockey and Football but Basket ball and Playground Ball are entirely new to practically every one and very confusing. There-

fore actual teaching of these games has to be given. For this purpose some senior students and members of the various college teams are secured as leaders.

A few weeks later, each batch is asked to elect its own two Captains who will be in complete command of the batch thereafter. The first two terms of the first year the students play all the games in turn and get familiar with them all. It must be remembered however, that the process of learning is very slow and with two periods of 45 minutes each per week much cannot be expected or attempted.

Once the scheme is put into operation things go on without much trouble and the captains do their job well. Two terms of this and the students are familiar with the games and some of them even become really good players. In the third terms tournaments are organized. The third term is too short for finishing the tournaments but they are started all the same. The idea is to try the various batches and see if any exchange of players is necessary to balance them up. The same six batches with the slight alterations are carried over into the second year. A group loyalty has been built up during the first year and it is too valuable to be thrown away and not developed and made use of. Now, the following Inter-batch Tournaments are introduced.

HOW THEY ARE CONDUCTED

There are six games provided and all these games can be played simultaneously. There are six batches of students each about twenty-four strong. [The number in a batch is smaller in the second year because some students were not promoted]. Each batch is now further divided into two teams A and B by the two captains and each of them is in charge of one. Both A and B teams are as equally balanced as is possible. So the A team is not stronger or weaker than the B team. If one team is strong and the other weak, it will be almost impossible to have good competition and one team may be getting continually defeated. If that happens it would be fatal because no man wants to belong to a team that gets licked by every other team. So this is specially borne in mind and impressed on the captains while the batches are being divided by them.

When the teams are finally formed they are permanent and no changes are allowed thereafter. This again has to be strictly enforced as there would be many complaints and no fair play. Any changes of players can be detected while taking attendance. Each batch has its own roll book and in each book, against each man's name, it is marked A or B according to the team to which he belongs. Attendance is taken separately for A and B teams in separate places (where they are playing) and therefore any changes in the teams can be easily found out.

Now, all the six A teams are grouped together and all the six B teams grouped separately for their tournaments. Every A team meets every other A team in turn and the tournaments are run off like a League. But, there is one important difference between this and the ordinary League tournaments. In an ordinary League a team plays every other team in the same game but in this two rival teams play every game in turn before they meet their next opponents. That is, if 1A and 2A play together in any game, they play every other game together before they play other teams. Therefore when a new round in the League starts all the teams know that they just move with their opponents from game to game. This avoids a lot of confusion at the same time affording variety of activity if not quick variety of opponents. A study of the table of fixtures will make this very clear.

When all the A teams have played against one another the first half of the tournament is over. In the second half of the tournament the A teams play with the B teams. This is illustrated in Table 2.

TABLE I

INTER-BATCH TOURNAMENTS CLASS II—1936-37.

Third Round of First Half

	29th Sept.	30th Sept.	6th Oct.	13th Oct.	14th Oct.	20th Oct.	First Match of Fourth Round.
Foot ball	1A—4A 0—2	3B—5B 0—2	2B—6B 0—2	1B—4B 0—2	3A—5A 2—0	2A—6A 0—2	1A—5A
Hockey	2A—6A 2—0	1A—4A 2—0	3B—5B 1—1	2B—6B 2—0	1B—4B 0—2	3A—5A 2—0	2A—4A
Volley ball	3A—5A 0—2	2A—6A 0—2	1A—4A 0—2	3B—5B 0—2	2B—6B 2—0	1B—4B 0—2	3A—6A
Basket ball	1B—4B 2—0	3A—5A 2—0	2A—6A 0—2	1A—4A 1—1	3B—5B 0—2	2B—6B 2—0	1B—5B
Volley ball	2B—6B 2—0	1B—4B 0—2	3A—5A 1—1	2A—6A 0—2	1A—4A 0—2	3B—5B 0—2	2B—4B
Play ground Base ball	3B—5B 2—0	2B—6B 1—1	1B—4B 0—2	3A—5A 2—0	2A—6A 0—2	1A—4A 2—0	3B—6B

TABLE II

FIRST HALF (A TEAMS PLAY OTHER A TEAMS)

This table shows the Fixtures for the First day of each Round.

	First Round	Second Round	Third Round	Fourth Round	Fifth Round
Foot ball	1A—2A	1A—3A	1A—4A	1A—5A	1A—6A
Hockey	3A—4A	2A—5A	2A—6A	2A—4A	2A—3A
Volley ball	5A—6A	4A—6A	3A—5A	3A—6A	4A—5A
Basket ball	1B—2B	1B—3B	1B—4B	1B—5B	1B—6B
Volley ball	3B—4B	2B—5B	2B—6B	2B—4B	2B—3B
Play ground Base ball	5B—6B	4B—6B	3B—5B	3B—6B	4B—5B

SECOND HALF (A TEAMS PLAY B TEAMS)

	First Round	Second Round	Third Round	Fourth Round	Fifth Round
Foot ball	1A—2B	1A—3B	1A—4B	1A—5B	1A—6B
Hockey	3A—4B	2A—5B	2A—6B	2A—4B	2A—3B
Volley ball	5A—6B	4A—6B	3A—5B	3A—6B	4A—5B
Basket ball	1B—2A	1B—3A	1B—4A	1B—5A	1B—6A
Volley ball	3B—4A	2B—5A	2B—6A	2B—4A	2B—3A
Play ground Base ball	5B—6A	4B—6A	3B—5A	3B—6A	4B—5A

TABLE III

SCORE SHEET AT THE END OF THE THIRD ROUND (FIRST HALF)

(Results of Fixtures given above)

	Score in Previous Rounds		For Team		For Batch		First Second Round		Foot ball		Hockey		Volley ball		Basket ball		Volley ball		Play ground Base ball		Total for Team		Grand Total for Batch	
	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round	First Round	Second Round
1A	2	2	2	2	4	9	0	0	0	0	2	2	0	0	1	2	0	0	2	0	5	7	20	
1B	2	7	7	7	4	9	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	2	11	45
2A	10	6	6	6	20	14	0	0	0	2	2	2	0	2	0	2	2	2	2	2	9	9	38	
2B	10	8	8	8	20	14	0	0	0	2	2	2	0	2	0	2	2	2	2	2	10	10	36	
3A	6	10	10	10	11	15	2	2	2	2	2	2	0	2	2	2	2	2	2	2	9	12	31	
3B	5	5	5	5	11	15	0	0	0	1	1	1	0	0	0	0	0	0	0	0	3	3	12	46
4A	6	6	6	6	13	6	2	2	2	0	0	0	2	2	1	2	2	2	2	2	7	17	31	
4B	7	5	5	5	13	6	2	2	2	2	2	2	2	2	0	2	2	2	2	2	10	10	36	
5A	4	6	6	6	9	10	0	0	0	0	0	0	2	2	0	2	2	2	2	2	3	12	31	
5B	5	4	4	4	9	10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	9	9	12	46
6A	8	11	11	11	15	18	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	10	13	46
6B	7	7	7	7	15	18	2	2	2	2	2	2	0	0	0	0	0	0	0	0	3	3	13	46

TABLE IV

INTER BATCH TOURNAMENTS CONSOLIDATED SCORE SHEET FOR THE FIRST HALF

CLASS II 1936-'37.

Football	Hockey	Volley ball	Basket ball	Volley ball	Play ground Base ball	Total of Each Team for every Round	Total of Each Batch for every Round	Grand Total for Batch at the end of every Round	Trial Score and Ranking
Round	Round	Round	Round	Round	Round	Round	Round	Round	Round
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1A	2 0 0 2 0	0 0 0 0 0	0 0 1 2 0	0 0 0 0 0	0 0 2 0 0	2 2 5 6 0	2 2 5 6 0	4	Sixth with 33 points
1B	0 2 0 0 0	0 0 0 1 0	0 2 0 0 2	0 1 2 0 0	0 0 0 2 0	2 7 2 3 4	2 7 2 3 4	9	
2A	0 2 0 0 2	2 2 2 2 2	2 0 0 1 2	2 2 0 0 0	2 0 0 2 0	10 6 2 5 6	10 6 2 5 6	13	Second with 69 points
2B	2 0 0 0 0	2 2 2 2 2	2 0 2 0 1	2 2 2 2 2	0 2 2 0 2	10 8 9 6 7	10 8 9 6 7	14	
3A	0 2 2 2 0	2 2 0 0 0	2 2 2 2 2	0 2 1 2 2	0 2 2 0 2	6 10 9 6 6	6 10 9 6 6	11	Fourth with 57 points
3B	0 0 0 0 2	1 2 1 0 0	0 0 0 0 1	2 1 0 0 0	0 0 0 0 0	5 5 3 2 5	5 5 3 2 5	12	
4A	2 0 2 2 2	0 1 0 0 2	0 0 2 1 2	0 0 1 2 0	2 0 0 0 2	6 1 7 7 10	6 1 7 7 10	13	Third with 68 points
4B	2 0 2 2 2	1 1 2 0 1	2 2 2 2 2	0 2 0 0 2	0 0 2 0 0	7 5 10 6 9	7 5 10 6 9	17	
5A	2 0 0 0 0	0 0 0 0 0	2 2 2 2 0	0 0 0 0 2	0 2 0 2 0	4 6 3 6 2	4 6 3 6 2	5	Fifth with 51 points
5B	1 2 2 2 0	2 0 1 1 1	2 2 2 2 0	0 0 2 2 0	0 0 0 0 0	5 4 9 9 3	5 4 9 9 3	10	
6A	0 2 2 0 2	2 1 0 2 2	0 2 2 2 2	2 2 2 0 2	2 2 2 2 2	8 11 10 6 12	8 11 10 6 12	20	First with 82 points
6B	1 2 2 2 2	0 1 0 2 2	0 0 0 2 0	2 0 0 2 2	2 2 1 0 2	7 7 3 10 8	7 7 3 10 8	15	

TABLE V

CHAMPIONSHIP ACCORDING TO POINTS SCORED IN THE VARIOUS GAMES (FIRST HALF)

	Batch 1	Batch 2	Batch 3	Batch 4	Batch 5	Batch 6	First	Second	Third	Fourth	Fifth	Sixth
Foot ball	6	6	8	16	9	15	Batch 4	Batch 6	Batch 5	Batch 3	Batch 1	Batch 2
Hockey	7	20	8	8	5	12	Batch 2	Batch 6	Batches 3&4	Batch 1	Batch 5	
Volley ball (2 Rounds)	4+6	10+8	5+7	15+14	16+11	10+14	Batch 4	Batch 5	Batch 6	Batch 2	Batch 3	Batch 1
Basket ball	6	14	13	7	6	14	Batches 2&6	Batch 3	Batch 4	Batches 1&5		
Play ground Base ball	4	11	16	8	4	17	Batch 6	Batch 3	Batch 2	Batch 4	Batches 1&5	

PLAYING RULES

In some cases the rules have to be altered to suit the conditions and requirements. According to the University regulations a student should undergo physical training twice a week and each period should consist of 45 minutes. When these tournaments are conducted these facts have also to be kept in view and consequently some peculiar problems arise. Now, in a Volley ball match, for instance, it may so happen that one side may win two games at a stretch and the match is finished in a short time. The students cannot be sent away home because it would be against regulations. It will be futile to ask the teams to continue playing after the match has been decided. Even if the players of the two teams are mixed up and then asked to play there will be no interest—the group loyalty is lacking. Unless the students play for the whole period, when there is a possibility of playing, they are not strictly entitled for the days' attendance. To overcome such difficulties and to ensure keen competition throughout the period the following playing rules are observed.

HOCKEY AND FOOTBALL

The captains shall agree to choice of sides by toss or by mutual agreement. The teams may change ends at half time but no interval shall be allowed. If a neutral referee is not available the captains shall appoint one of the players as the referee who shall be obeyed during the game without question. In case, however, there is any doubt regarding interpretation of rules, the Playground Director should be consulted immediately.

BASKET BALL

Every member of a team should play at some time or other during the match although only five men can play at a time on a side. No one shall play throughout the period at a stretch. (This is to prevent undue monopoly of play by a few star players on a team). Time outs for these frequent changes may be allowed. If a neutral referee is not available the captains by mutual agreement may appoint one of their men, who is not playing at the time, as the referee.

PLAYGROUND BASEBALL

The game continues till the end of the period. The match is decided by the score of total completed innings. The batting side shall provide a referee if a neutral referee is not available. Only one base is allowed to a base-runner for a overthrow or when the ball has gone out over a fence. Each team must keep a separate record of their innings as well as that of their opponents.

VOLLEY BALL

All the members of the team should play throughout even though the number be more than nine. The match is **not** decided in the usual way—the best of three games. But the total aggregate of all the points scored in all the games throughout the period will be taken into consideration and the team with the bigger total are the winners. Thus, even if the last game is over, say, five minutes before the close the teams shall start a fresh game without stopping the play. Therefore, even if a team has lost the match according to the number of games, it still has a chance of getting a bigger total and thus winning the match in the end. Every point is thus valuable and so even if a team is loosing a particular game every point that it scores comes in handy in the end.

The team changes ends after every game as usual. The captains shall appoint one of their men if a neutral referee is not available. After each game the scores for the respective teams shall be kept by each team.

NOTE.—This method of playing a volley ball match has many advantages. Since every point is valuable the teams fight hard for every single point and there are no dull moments as is usually the case. No time is lost in putting the ball into play after being sent out by some one and there is no delay in starting a fresh game. It may be interesting to note that on some occasions the matches have actually ended in drawn games (See Tables 1, 3 and 4) and on many occasions the match was won or lost at the last moment. Sometimes a team has won a match although, according to the usual method, of taking the best of three games, it has lost it. Competition is therefore keen and the enthusiasm of the players very high throughout the match. If you want to have a good and enjoyable game of volley ball, try this method especially when the players are not star performers.

THE STRENGTH OF THE TEAMS

It often happens that one team has some men absent for the day and that the team is thus handicapped. This cannot be helped and it is the duty of every captain to see that all members of the team turn up for the games. If, however, it is impossible to play for lack of numbers, then the team may declare their opponents, winners, and then, mix up with them and have a regular game. On no account is a team allowed to withdraw from a match and not play at all for lack of numbers. Unless a man plays as required he cannot get his attendance.

NOTE. During the last seven years, during which period this scheme has been working,—it has undergone various changes and modifications from year to year—I have not known a single team to declare their opponents the winners even though the team was seriously handicapped for want of sufficient players. The group loyalty that is built up is so strong that they would lose a game fighting rather than make a gift of it to their opponents, and then mix up with them for a game. On some rare occasions a team has actually won in spite of their depleted side. Further, the captains begin to use a moral compulsion on the members of their teams to turn up for the games and this is of great value in making the students come for the games regularly.

METHOD OF SCORING

The captains of the various teams shall report the results of the matches immediately after the games are over and see that the entries are properly made on the score sheet. 2 points are scored for a win and 1 point each team if the match ends in a draw.

NOTE.—Table 1 gives an idea of how matches are arranged for a 'round.' The scores are entered in the same columns under the particular team after the day's games are over.

When one 'round' is over a fresh list of matches are announced, the results of the matches played so far are analysed and announced. See Table 3. To make things clear I have given a copy of the Score Sheet (Table 3) after the games in Table 1 were over.

Table 4 is a consolidated Score Sheet which gives all the details of the tournament up to date at any time during course of tournaments. Perhaps it looks a little complicated but really there is nothing to frighten any one there once you get the "hang of it."

Table 5 is another version of the consolidated Score Sheet which gives the championship scores for the various games. This method is perhaps a little superfluous since the championship has already been worked out as in Table 4. But there is this to be remembered. Even though one batch has finished up third, or fourth in the final ranking according to Table 4, it may still have some satisfaction in finding that they are champions in say, Football or Hockey (compare Batch 4 in Tables 4 and 5). This

has a great psychological value and therefore a little extra trouble to work out a different type of championship is worthwhile. Remember the laws of learning, approval and recognition.

THE RESULTS

I have explained above the programme of intra-mural competitions as is carried on in our college for the benefit of the Intermediate students who have to undergo compulsory physical training. I now want to discuss briefly the results of all these activities and the advantages of conducting such a programme. The advantages are many and varied.

1. Most of the boys have never played "matches" in their lives before. This is an entirely new experience for them and they feel quite proud when they belong to a "team" and play "matches."

2. The weak men of the team feel that they must improve their game if they want to win. For another thing, they do not want to feel that because of them the team cannot win and perhaps be ridiculed by the others. So they actually make an effort to learn and improve. Some of them stay on after the games are over and practise for their next match. I am not theorising here but merely stating a fact. Sometimes I even think that all the teaching and coaching of the first year were just so much waste of time and that the actual process of learning begins only after these tournaments are started.

3. The good players of the team realise that weak men on their side are a great handicap. They cannot be asked to stand out because every one has to play, otherwise no attendance. So they have all to play together and the only way open to the good players is to actually help the weaker ones to improve their game instead of shouting at them and scolding them. Here again, I am not theorising but just stating what goes on every day on the playing fields.

4. The students begin to like the programme because they like the games and get a lot of good fun out of them. They talk about their matches not only on the playground but even in the college buildings. There is always something to get excited about in a match and this keeps up the interest. A stranger coming to the grounds will be surprised if he were told that these men are playing "Compulsory Games." Everything seems to go with a swing and every one is having a good time. The only time when they are reminded about compulsion is when they see the attendance register. Often, therefore, attendance is taken while the students are actually playing and the game is not interrupted in the process nor are they made aware of it. Later when they enquire, they will be told that the attendance was taken long ago. Thus the stigma of compulsion that is attached to these games and which often spoils the effects of a compulsory programme is almost eliminated.

5. This gives a chance for leadership to a good number of young men. Senior students (those of B.A., B.Sc., classes, etc.,) and members of the various college teams are recruited as play leaders and help in the actual teaching of the games as well as act as referees. Then again there are the captains and vice-captains of the various teams who are practically in complete charge of their men. Very often the success or failure of a team depends on the personality of its captain. I have often seen a team captain by a good leader, not necessarily a good performer, leading his men from success to success.

6. From the point of view of the administration everything is simplified. Once the Tournaments begin the man in charge has only to supervise, coach a few here and there, and sometimes, referee some match. He does not have to go round like a policeman threatening people and "compelling" people to play! (One wonders if it is at all possible to compel people to play!) Very often the students do not even notice

whether the Physical Director is present or away from the field. This is no exaggeration.

7. These tournaments are played not for the winning of a trophy and every student knows it. All the same, every one has a great time which shows that trophies do not really matter in a competition. If such an attitude can be inculcated in the students, that would be doing a real bit of service to the cause of Physical Education.

8. These matches day after day and week after week bring in their train a great number of "situations,"—some difficult and some awkward, which give the Physical Director a chance to actually "deal" with the students and make capital out of them. This is perhaps the most valuable point of these competitions because only in a competition does a man show his real nature whether good or bad. Here is the chance for a real leader to be of immense service to a man who may be playing a rude game, questioning the referee's decision in his anxiety to win the match, swearing at a weak player when he lets him down, trying to take advantage of the referee's ignorance of the rules, deliberately sending the ball out, when in a winning position, so that the opponents may not have enough time to make a rally, gloating over success and rubbing it into others, giving the game up when the team is losing and showing no fight, always blaming something or somebody for having lost the match,—these and many other situations arise often during these tournaments. A real leader can, with intelligence and tact, turn out into real challenges and play the part of the big brother and make use of these situations which have such immense carry-over values. In short, physical training can be converted into physical Education if such situations are properly handled.

The Sixth Summer School of Physical Education, 1937

COIMBATORE Y.M.C.A.

The closing session of the Coimbatore Y.M.C.A. Sixth Summer School of Physical Education, 1937, was held in the Y.M.C.A. Hall on Saturday the 29th May under the presidency of Mr. A. N. Sudarisanam, B.A., Editor, "The Guardian," Madras.

The meeting began with a lyrical prayer by Mr. V. Samuel, one of the students of the Summer School. Mr. D. Santiago, Secretary and Physical Director, Y.M.C.A., then presented the report of the school, incorporating in it, a brief statement on the need of Physical Education in India. Mr. J. Sathiyasagam, on behalf of the students, spoke in appreciative terms of the good service the Summer School had done to all of them and said that they would make the best use of all the training they had received in the school, in their respective spheres of work.

Mr. Sudarisanam, before presenting the certificates of merit to the students, paid a tribute to the Y. M. C. A. for the great pioneering work it was doing at Coimbatore and throughout the country in the field of Physical Education. China, he said, which was not a forward country like the western countries had made remarkable progress in that direction. In India, the problem of national health was a vast one and even the fringe of it had not yet been properly touched. Though something was being done to the youth in schools and colleges, they formed only a small percentage of the vast population of the country. The youth of the nation outside that circle of school boys and college men, could be counted in million. Something should be done for the physical and moral welfare of those millions of youth who did not come under the physical education programme of educational institutions. Then there was the problem of leisure which should engage the serious attention of the country. In the end he gave a note of warning against two things—one was the present tendency on the part of national leaders to

put military training first thereby forgetting the fact that it was a special type of training suited only to particular class of people and given for specific purposes; whereas physical education was a common property for all people and it aimed at the physical and moral well-being of the young and old, rich and poor, and men and women and the other was the over-emphasis of physical activities as in the case of games and sports to Indian girls and women and of international sports and games, the latter often creating unhealthy rivalry and bitterness.

After the distribution of certificates to the students, the meeting came to a close with a vote of thanks to the Chairman proposed by Mr. Santiago.

REPORT OF THE COIMBATORE Y. M. C. A. SCHOOL OF PHYSICAL EDUCATION, 1937.

PREAMBLE.

Conditions of National Health in India. Before presenting the report of our Summer School, I should like to refer briefly to the problem of national health and the need for Physical Education in our country. We all admit that there is no other country in the world which is more in need of Physical Education on a national scale than our own land. Our national vitality and stamina are far down below the level. The average life in India to-day is only 22 years which is less than what it was before. While the average life of the people in the western countries is steadily going up, here in our country it is slowly but surely going down.

In Cities. Public health problems in our ever growing cities are getting more and more complicated. Population is increasing rapidly with the consequent increase in congestion and overcrowdedness of dwelling places, bad housing conditions, lack of open spaces and organised playgrounds and general insanitary conditions. The city dweller of to-day is not living the simple, natural and open air life lived by his ancestors in bygone days; nor is he doing the type of work done by his forefathers. The city man is, for the most part, living a sedentary, unnatural and shut-up life so to say. There is more of mental work than of physical work in his daily avocations. The dust, the noise, the dirt and the other enemies of health are making his life in the city miserable. Who can live the "abundant life" that God intends every man to live under such tragic conditions. We may be under the illusion that we are really healthy for all practical purposes, as we go about doing our daily tasks. But do we really feel that we are perfectly healthy? Do we have that fulness of life—that abundant life that will enable us to live the maximum life and to do our utmost to make the environment in which we live an ideal one as far as possible?

In Villages. The conditions in rural parts are in a way less serious than in urban areas, owing to the absence of some of the conditions that exist in cities. In villages, there is less congestion, more free air, more physical work for people and there are more open fields and spaces. But in spite of these favourable health conditions, the villages have their own special problems like dirt, filthy surroundings, bad water supply, ignorance of hygienic principles, preventable diseases, under-nourishment, mal-nutrition and lack of facilities for organised games and sports.

In Schools. Turning to the schools, we find that they too have their peculiar problems. The Indian Teachers' Guide has made a pointed reference to the state of boys' health in schools as follows:—

"How many school teachers are taking any care about the bodies of their pupils? Do they realise that it is the best of all to be a strong, healthy, active, and muscular individual with a well-developed, well-stored, keen retentive mind and reliable and stead-

fast character. The school teacher who devotes five or six hours daily to the training of the mind of his students with never a thought for their bodies is failing in his duty to his scholars, their parents and the community in general." We often forget that our life has a physical basis and that it is on that basis our whole life should be built daily. If that basis, viz., the body is weak and feeble and is subject to all kinds of ills, all that you may build on it will topple down sooner or later and come to rack and ruin. If the physical basis is so important and if everything else is dependent on the well-being and strength of that basis, then why not give the first place to Physical Education in the curriculum of schools and colleges and other educational institutions and treat it as an integral and vital part of education itself.

We are happy indeed that the authorities concerned are doing something to promote Physical Education in high schools and colleges. At least there is or should be one Physical Instructor or Director in each institution in charge of physical work.

In Elementary Schools. But what about the thousands of Elementary Schools with tens of thousands of children in them? Do they have any programme of Physical Education incorporated in their regular school work? Do they have adequate playgrounds or at least some open space for daily play? Do they have well-ventilated and well-constructed, airy class rooms? How much time have they allotted to games and other recreation in the school curriculum?

These are some of the questions into which the School Managements and others concerned ought to make proper and adequate investigations in order to make Physical Education a vital necessity in Elementary Schools.

The elementary school stage for a boy is the most important period in his life. His body, mind and spirit are all in what we may call the impressionable and flexible stage. It is a growing stage and at this period, play to him is his very life. In other words it is his "birth right" and hence he must be given plenty of facilities and opportunities for enough and more free play. An elementary school which does not plan out a good Physical Education programme, to keep the children, lively, active, brisk and healthy and buoyant with new spirit and new enthusiasm all the time, fails to do its fundamental duty to its pupils who will be in future the manhood of the nation.

Presiding at the recent Provincial Physical Education Conference held at Tanjore, the Rev. M. G. Kuolt said as follows with reference to the necessity of Physical Education in Elementary Schools:—"The number of Elementary Schools in the Presidency went down from 46,681 during 1931-32 to 43,787 during 1934-35. The 2,894 schools that dropped out had, for the most part, no physical programme. With the Physical Education programme, properly conducted in the Elementary Schools, it will mean a boom in Physical Education in the Secondary Schools. This is a good indication of future growth in Physical Education in schools." Thus the importance and value of Physical Education in the Elementary Schools are brought home to us in a simple but arresting way.

NEED FOR PLAY LEADERS

To carry on an effective programme of physical activities in Elementary Schools, at least there should be one qualified physical instructor or leader in each school. But there is no place where an elementary school teacher can go and get himself trained for physical work, as in the case of high school or college Physical Instructor or Director. It may not be possible under the existing conditions to organise special type of schools on the lines of the Y.M.C.A. College of Physical Education at Saidapet, to impart full instruction in Physical Education suitable to the elementary school teachers.

NEED FOR SUMMER SCHOOLS

Herein comes the need for Summer Schools of the type we are running at Coimbatore every year, primarily for the purpose of giving some training to the elementary school teachers.

1937 SUMMER SCHOOL

This Summer School which we are closing to-day was started on the 1st May. Though it is open to any one—students, teachers, villager guides and rural community workers, only teachers and students have so far made use of the school and learnt something worthwhile.

ADMISSIONS

We received 42 applications for admission into the school but only 33 actually joined the school on the opening day and of these 3 had to leave for some reason or other, leaving 30 men to undergo the full course of one month.

Classification of Students. The students may be classified under the following heads:—

Districts: Coimbatore—26; Salem—2, Tanjore—2, and Chingleput—1. Total 31.

MANAGEMENTS

London Mission, Coimbatore District	11
London Mission, Salem District	2
Lutheran Mission, Tanjore District	2
Church of Scotland Mission, Chingleput	1
Catholic Mission, Coimbatore	1
District Board, Coimbatore	5
Government Training School, Coimbatore	3
Municipal Council, Coimbatore	2
Civic and Social Welfare Association, Coimbatore	1
Private Students	3
Total	31

From the above figures, it will be interesting to note that the Mission Schools have deputed more than half the total number in the school, that is nearly 57%. This speaks volumes of the deep and keen interest the Missions take in Physical Education and keeping their schools up-to-date in every respect. We regret to say that out of the 900 and odd schools in the two newly formed District Boards Coimbatore and Erode, only 5 have come from the Coimbatore Board Schools. This being the only Summer School in this area, the districts of Coimbatore, Erode, Nilgiris and Salem, North and South could easily send some men from their schools every year, if they could only feel the importance and need of equipping their schools with leaders for physical activities and budget some amount for giving such training to their teachers. We make an earnest appeal to all the Managements in and around the Coimbatore district to make the fullest use of our school year after year.

Staff. The school was as usual in charge of Mr. D. Santiago, General Secretary and Physical Secretary, Y.M.C.A., Coimbatore and Mr. E. S. Armugham, Physical Instructor, London Mission Community Training School, Erode. Mr. Armugham has been with us all these six years and the success of the school is largely due to his earnestness, enthusiasm and capable leadership. We wish to place on record our sincere thanks for all that he has done to our school. We also offer our thanks to Mr. J. Rajaratham,

Physical Instructor, St. Michael's High School, Coimbatore for all the services he rendered to the school in various ways this year and in the years past.

School Session. The morning practical classes between 6-30 A.M. to 8-30 A.M. were held in the Y.M.C.A. grounds and they were indeed very lively and the students threw themselves heart and soul into each and every activity. Our motto was "learning by doing" and we believe that our students have learnt a good deal by their actual participation in the following activities:—Calisthenics (simple drill) group games, competitive games, pole drill, band drill, story plays or kindergarten games, tumblings, pyramid building, athletics, elementary gymnastics, simple marchings and dancing.

From 10 A.M. to 12 Noon, the theory classes were conducted in the Municipal High School premises. They were intended to give a new outlook in a simple and practical way on the need and value of Physical Education as a whole with special reference to Hygiene and Sanitation, Playgrounds and Elementary Physiology. The talks and discussions during these periods were really interesting and profitable to the students. In the after-noon between 2-30 and 3-30 P.M., discussion classes on the rules and regulations of group and major games were conducted by Mr. Armugham in the Municipal High School. The evening periods, viz., from 5 to 6-30 were devoted to the practice of major games like foot-ball, playground ball, volley ball, basket ball, Indian rugby, field basket ball, kho kho, balji and kilithattu. The last three are indigenous games and they are most interesting and strenuous games. Most of these games were played on group system—the names chosen by the team themselves being Sivaji team, Motilal team, Akbar team and Gokhale team.

Excursion. As usual, one full day from morning 5 to evening 7 was spent in an excursion to Kallar, a very attractive place on the Nilgiris for excursion parties. The party had a very enjoyable time up on the hills and during the lorry journey up and down. We are grateful to Mr. F. J. Stanes, our President for kindly lending us his company lorry for our journey. We visited the Government fruit gardens at Kallar and Burliar on the ghat road up to Ooty and hiked all over the hills and dales. Excursions should find a definite place in any school programme not only for its physical but also for its educational and social values.

VISIT TO THE Y.M.C.A. RURAL CENTRE AT RAMANATHAPURAM

One evening a special visit to the Y.M.C.A. Rural Centre at Ramanathapuram was arranged. The students were much benefited by this visit by seeing the cottage industries like bee-keeping and poultry farming in their actual setting. They put up an interesting demonstrating of indoor group games for the benefit of the students of the Summer School for Rural Workers at this centre.

Visitors. Mr. D. F. McClelland, B.A., Associate National General Secretary of the Y.M.C.A., paid a visit to the school and gave us an interesting talk to the students on "Physical Education." We are deeply indebted to him for all the advice and counsel he has given to us in making the school a success. We are also thankful to the following gentlemen who were kind enough to visit the school and encouraged us by their good wishes:—Mr. F. J. Stanes, President, Y.M.C.A., and Managing Director, Messrs. T. Stanes and Co., Rao Bahadur Dr. T. A. Raja, Vice-President, Bench Court, Dr. S. Gurupatham, Medical Officer, M. G. Eye Hospital and Vice-President, Y.M.C.A., Mr. P. N. Sankaranarayana Iyer, B.A., B.L., Founder, Gokulam Harijan Colony, Mylapore, Madras, Mr. S. H. Dhanarajan, Municipal Engineer and Mr. P. Philip, Ex-Secretary, Y.M.C.A., Delhi.

Appreciation. We should like to place on record our grateful thanks to Mr. E. H. S. Abraham, B.A., Municipal Commissioner and Mr. V. Govindachari, B.A., L.T., Headmaster, Municipal High School for permitting us to hold our theory classes and accommodate our mofussil students in the Municipal High School premises and to the Rev. M. S. Masilamani, Headmaster, St. Michael's High School and Mr. E. V. Singaravelu Mudaliar, B.A., L.T., Municipal Middle School, R. S. Puram for kindly lending us some play equipments for our use.

Conclusion. Our Summer School is only one way of the many ways in which we ought to go about promoting Physical Education and through it our national health. Physical Education does not mean, as some wrongly think, mere physical activities like games, drill, sports, etc. But it really means these and all that concerns health, sanitation, food, housing, etc. And so the problem is indeed a vast one and it cannot be tackled by any one-single body. The Government, the Local Bodies like the District Boards, Municipal Councils and Corporations and the Panchayat Boards and private and public Associations should all jointly move and actively support any attempt—big or small—by any one to make our nation a healthy, strong and virile one in every sense.

D. SANTIAGO,
Secretary, Y. M. C. A.

Findings of Y.M.C.A. College Old Boys' Discussion Group

During Old Boys' Week in March 1937, there were several meetings to discuss some of the problems of practical importance in the profession of physical education. The opinions and suggestions of the men assembled helped in arriving at the findings given below. Dr. G. F. Andrews directed the discussions.

I. Time-Tables. How should physical education periods be conducted with the school time-tables as they are at present?

Findings:—

1. Physical Education must be considered to be a curricular subject irrespective of the time of day that it may be conducted.

2. Periods for physical education during the early part of the day would involve a return of the boys to the class-room after activities. This is not advisable unless suitable facilities are available. These facilities include shady play spaces, bathing or washing arrangements, and a change of clothing.

Comment by H. C. Buck—As rapidly as possible schools should provide all the facilities for making adequate physical education possible.

3. The pupil's receptive power during a class-room period following a very vigorous physical education period may be adversely influenced.

Comment by H. C. Buck—Much depends upon the type of activity and the type of leadership.

4. Physical education periods may be confined to the end of the school day. The last two periods are suitable.

Comment by H. C. Buck—This does not give a sufficient number of periods for good physical education. The school day should begin and end earlier to give a longer time for evening physical education.

5. The recommendation of the Director of Public Instruction in his proceedings that a physical education teacher should take 5 or 6 periods of physical education work in one day is impracticable. If a physical teacher is to do his work successfully he must demonstrate as well as participate in some of the activities. If he has to do this for 5 or 6 periods every day he may do it inefficiently, with neither preparation nor enthusiasm. Also it would not be reasonable in this case to expect him to stay on for supervision of games after the school periods are over. This is a time well suited for vigorous games and the physical teacher's presence will be of real value.

Comment by H. C. Buck—There appears to be general misinterpretation of the proceedings of the D. P. I. They were never intended to convey the idea that physical education activities and the work of the physical teacher should be confined to the limited periods of the so-called school day. The proceedings were issued keeping in mind that some physical education classes might be conducted before regular school hours, some during school hours, and some after school. It was also realized that a physical education teacher would be merely supervising some of these activities and teaching others. With these things in mind, any physical education teacher worthy of the name should be expected to do 5 or 6 hours of work out of every 24 hrs. The particular time of the day was not the point. Time-tables for physical education teachers might differ considerably from time-tables for class-room teachers. But teaching loads, or service loads might be the same.

6. The physical education teacher must stay on in the school after school is dismissed to help in conducting and supervising various games. This must be recognized as a part of his work and must be considered as the equivalent of two periods.

7. Physical education teachers must report in schools in the morning at the same time as any other teacher does. However, because he has to stay on after other teachers leave he may be allowed a longer recess at noon. A physical teacher can do many things in school which are within the realm of his work even though he may not be taking physical activities classes.

II. Proceedings of Director of Public Instruction. Are the standards laid down in Proceedings R. C. No. 805 D/34 dated 29-8-1935 to be considered a minimum or an ideal?

Finding:—

The standards laid down ought not to be considered a minimum, but high standards to strive for and achieve, and, after achieving these, progress further.

III. Credit in Physical Education. What should be the criteria in giving credits or marks in physical education?

Finding:—

1. No satisfactory procedure is available. However, the problem needs the attention of the profession.

The group assembled recommended that the Old Boys' Association make a study of this with the idea of formulating some satisfactory procedure.

IV. Relationship. What should be the relationship of the Physical Director with those in authority? viz., Headmaster, Sports Secretary, District Board Chairman, D. E. O., etc.

Finding:—

The matter of relationships is largely a personal one. The physical educator will get recognition when he merits it. There is no use in feeling disappointed because of a

lack of status alone. The physical education teacher must prove that he is worthy and must take advantage of every opportunity that arises for making helpful contacts.

V. Revision of syllabus. In the light of the present trends in physical education does not the syllabus of physical activities for secondary schools need revision?

Findings :—

1. The present syllabus appears to give undue attention to calisthenics.
2. A revised syllabus should place the emphasis on natural activities.

Note—Whatever type of syllabus may be available the members of the profession must remember that it cannot be used successfully without considerable intelligent imagination on the part of the teacher using it.

Comment by H. C. Buck—I fully agree that the syllabus is in need of revision and therefore urge members of the profession to send in suggestions for revising and improving it.

VI. Co-ordination between Physical Education and Health Education. In what ways can the Physical Director help in the Health Education work?

Findings :—

1. In ideal conditions Health Education requires a separate head with staff. But at present this is not possible in most institutions.
2. Physical Education and Health Education are so intimately related that the physical education teacher must be able to handle health education problems.
3. The physical education teacher will increasingly have to be responsible for many of the health education procedures and so he must be made familiar with them.
4. The Y. M. C. A. College of Physical Education to be requested to add to its curriculum a thorough-going course in modern Health Education.

VII. Sub-normal and Defective children. What programme should we give for the sub-normal and Defective children?

Findings :—

1. No general rule can be given. Each case must be considered on its own merits.
2. Some type of activity is often more helpful than complete cessation of activity.
3. Clinics and clinical treatment are not to be attempted by persons without special training.
4. Wherever possible remediable defects should be corrected with the co-operation of medical doctors.

Malnutrition—The old boys assembled expressed deep concern about the appalling prevalence of malnutrition among students, and agreed that every effort should be made to help to improve this condition.

VIII. Classification. What is a satisfactory method of classifying pupils for participation in games?

Findings :—

1. The Physical size of the participants must be considered.
2. The physical skills must be considered.
3. The Old Boys' Association is requested to make a study with the idea of formulating a classification based on size and on skills of pupils.

IX. Compulsory or Voluntary Physical Education?

Findings :—

1. Physical Education should be so planned as to include both a required programme and an optional programme.
2. During the required periods instruction as well as participation in a wide variety of activities must be provided.
3. During the voluntary programme pupils may choose their activities, but even here the physical teacher must provide facilities for a wide choice of activities.

X. Physical Education for Girls in Co-Educational Institutions. Should girls in co-educational institutions be encouraged to play?

Findings :—

1. Girls should be encouraged to play.
2. Special and separate facilities with suitable privacy should be provided.
3. The activities must be properly and carefully selected.

The Fourth Provincial Physical Education Conference

Tanjore, May 6—8, 1937.

PRESIDENTIAL ADDRESS

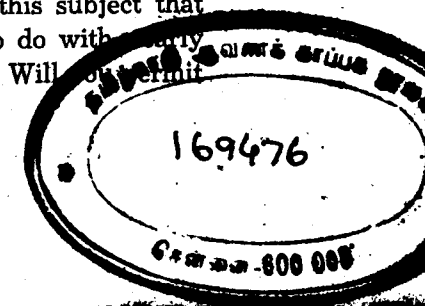
By

REV. MILTON G. KUOLT, M.Sc. (Educ.),
Principal, M. E. L. I. M. High School, Ambur.

Some of you gathered here today may have doubts about my qualifications for presiding over a Conference of this kind, and you may challenge the wisdom of the organizers for having called on me. You are not alone in your doubts, for I share them with you. If I lay claim to any qualifications whatever it is merely this that I have a very deep interest in physical education and I am very earnest in seeing the physical education programme worked out to success because I think that it is vital for the youth of India. With this single qualification, having accepted the kind invitation to broaden my experience as your president on this occasion, it remains for you and me to make the best of this new relation which exists between us for the present three days.

Sometime ago when I was paging through a large book of over a thousand pages of various types of material and information, I was interested to find that the development of the topic on Physical Education was under the chapter of Hygiene. That of course is the new place of physical education today for physical education is a study in hygiene of the body, of the mind, and all human relation. And it is good for the future of this subject that slowly people are seeing that real physical education has to do with everything except the Sandow idea of physical development. Will you permit

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me, therefore, in the light of the new and true idea of physical education, to give you some of my own ideas and experiences in this subject.

In the first place I would like to put before you what my conception is of a good Physical Education instructor. Before I give my own opinion what he ought to be, possibly you will be interested to know what the attitude of the Education Department is towards the Physical Instructor. In the rules for the 1937 Training-School Leaving Certificate Examination, Page 3 under No. 22 it says, "The Physical Training Instructor is not to act as Superintendent." I do not know why this rule has been made. If I were to hazard a guess it would not be very complimentary to you as a group. But it does seem that the educational authorities do not trust you. If their fears in this respect are true then it means the group must reform, or the group must take action against those who are spoiling the name of the group. If the Government attitude is not well founded, then it becomes the duty of this group to take strenuous action to have such insinuations removed.

My model Physical Education Instructor should be a man of proper qualifications. That is the reason I am in complete sympathy with the suggestion that he be nothing less than an S. S. L. C. trained student. (Where I use the word 'he' you may also include the word 'she' because I believe there is just as big a scope of work here for women as there is for men.) I may have some ulterior motives which I will mention later, why I think he should be a secondary trained man. But the real reason is because I think the additional qualifications will remove a possible educational inferiority complex. That Government permits technical qualifications nothing less than the one year course in the Y.M.C.A. College at Saidapet is indeed fortunate. It may not be necessary for me to tell you about it because you have for the most part studied there. When I see a Headmaster who has little or no use for Physical Education I know one of two things, either he has a very poor Instructor and needs a new one, or he has never been to Saidapet to see what goes on there. I do not get there often, but of this I am sure, when I do get near there I always stop in to see the Bucks and the College. And every time I see the College I regret that all of my secondary training students cannot take the course for what it means to themselves for health's sake, and to their community for citizenship's sake. This year when I made an excursion there with 5 secondary training students, every one of them wanted to take up the course of physical training. When training radiates that kind of a spirit, then I say, our physical instructors need that qualification for their work.

Though I admit of no moral shortcomings in any teacher, my model physical instructor must be outstanding. From the very look of his body, his face, and his eye, you must be able to see that he is an outstanding character. Though he may not always be a large built man, you must be able to see that he is a clean built individual. I want this because I think that there are few members of the staff upon whom many pupils look with more adoration than on a good physical instructor. If he occupies that place in the minds of many

pupils is there any doubt as to what his character should be? Along with this moral qualification also he must be a man with a pleasing personality. A physical instructor is to build up good social habits in his pupils. A bad personality is the very opposite of a good social asset. Therefore, if a man is not a good mixer, a good sport, a good loser, in short a good sportsman, I think that he does not have the chief qualifications of a physical instructor.

Let us turn from the man to his work. That he will take the drill classes is self-evident. But I hope he will not be taking them much longer because I believe that drill classes must be abolished, or at least all but abolished. I think, scientifically, the drill class is about the least important of his work. That he will be able to carry out the entire sports programme, keep all the students occupied in group sports which they enjoy, and that he will be able to teach the proper rules of the games, the proper conduct of the pupil in the game, is also self-evident, but not so easy to accomplish.

Judging the amount of work that a physical instructor has, where possible I still would like to see him teach some classes in the school. I realize that this opinion is considered old fashioned, and is frowned upon by the Department. I do believe however that where a man is qualified to do such work and does it that it may be a way of getting the doubtful Headmaster to introduce a better programme in physical education until the physical instructor can prove the real worth of his programme. This is also a big help to the small school and to the school troubled with finances. It is also my humble opinion that this is one of the best ways of inculcating a better relationship with the other members of the staff and a higher respect on the part of many of the pupils. I would be quite happy to see him teach such subjects as have a direct connection with physical education.

In connection with what I have just said, I believe that the attitude that the school or a community takes towards physical education is largely the work of the physical instructor. It is up to you today to popularize physical education in your own school and in the community. Do not wait until departmental officers come around and do the work for you. Make your own post secure by making the subject that you teach essential. I consider this a very important part of your work at a time when all responsible parties are trying to popularize your profession.

In order to encourage you in your work I would like to relate to you some things that I have seen. In reading over the statistics I found in a recent report that whereas in 1931-32 out of 46,681 Elementary schools 3,235 had no physical instruction, in 1934-35, out of 43,787 Elementary schools only 1,120 had no physical instruction. Here we must note several things. It seems that the schools that dropped out were for the most part schools that had no physical programme. We must also remember that though the number of all schools was less, the number of pupils were increased, so that it is evident more pupils came under the influence of a physical education programme.

With the physical education programme properly conducted in the Elementary schools, it will mean a boom in physical education in the Secondary schools. I think that this is a good indication of future growth in your work.

A place where I have seen the good work of a physical education programme is in the mining centre of the Kolar Gold Fields. It is still within the memory of present miners when there was great tension on the Fields because the people had nothing to do. The mining authorities then introduced football first for the Europeans. The inquisitive came and looked on. Eventually large crowds gathered. Then the Indian miners began to play, and today every boy on the field plays some kind of football. All that he needs is half a dozen other boys, a couple of rocks as goal posts, and a worn out tennis ball. Sports have opened up a new era in the Gold Fields.

In the village where I live one of the local doctors noticed that over a number of days a large number of boys were coming to the hospital to get their toes bandaged. When he looked into the trouble he found that they were playing football with a tennis ball on a ground filled with stones. The good doctor's heart went out to the boys and he promptly bought a proper football for his patients. The best part of it was that the boys of the community took pride in the new ball, and before they started to play they cleaned the field of stones, filled in dirt where it was wanted, and re-marked the field themselves. Mind you, these were small boys ten to fourteen years old. But the game had taught them co-operation.

During a trip in Burma two years ago I was interested in finding that in the evening time, just before dark, there was gathered together in each little village a group of young men, each group playing the same game. I forget now the name of the game. It was played with a ball woven out of strips of bamboo or cane, large enough so that the hand could just hold it conveniently. The object was to keep the ball in the air without touching it except with the toe, kicking in front, or the heel, kicking back. Your duty was to kick it gracefully so that one of the others in the circle could do the same. It developed a type of grace and co-operation which is seldom found in many sports.

From this point I wish to encourage you to continue to find good Indian games which the boys can play. And for the most part the games must be games that can be played cheaply when the boys get together in their own groups. Unless they can do this there is little likelihood that the games which you teach will have a permanent carry over.

In our own school we have just experienced a revolution in sports. After the District Sports we found that boys stopped playing games. Of all things they started to play marbles. That meant something had to be done. So we introduced compulsory sports in the High School department. But on

the suggestion of Dr. Andrews we did not call it compulsory sports but "Play for Every Pupil Programme." I think that the name made a difference. True, it was hard to get the pupils out the first week and various methods and devices were used. It was not long though before we found that boys who never showed any signs of life were playing well, and soon there was not enough room for them all. Our problem now is not to get them to play, but what to do with the Middle School department which has also practically demanded that we give them a similar opportunity to play next year. If you have not yet introduced this type of a programme I advise you to start with the next school year.

In closing I want to impress upon you two important things in your work namely enthusiasm and good sportsmanship. For the first I suggest that you come in more frequent contact with Mr. Buck and Dr. Andrews. I think that it is nearly thirteen years now since I first came into contact with Mr. Buck in India when we played games together in the hills. I have seen him any number of times at work in Saidapet. I have seen Dr. Andrews often in the last few years. These people radiate enthusiasm for their work. More of you need that enthusiasm and earnestness. If you have that people will have confidence in what you are doing. I know of no better way to gain friends for your cause.

The other point I want to mention is sportsmanship. In order to promote good sportsmanship among pupils there has been organized what is called "The Sportsmanship Brotherhood", and it forms organizations in the various schools and colleges in America. I thought you might be interested in "The Code of Sportsmanship" which they set up and which I think can be a help to you. The code is

- Keep the rules,
- Keep faith with your comrade,
- Keep your temper,
- Keep yourself fit,
- Keep a stout heart in defeat,
- Keep your pride under in victory,
- Keep a sound soul, a clean mind, and a healthy body.

I trust that the time spent together here these days will help us to attain some of the high ideals which we set up in a well thought out physical education programme for the welfare of the youth of India.

Physical Education—Its Contribution to General Education

By

K. VEDANTADESIKAN, B.A., L.T.,

Headmaster, Ramakrishna High School, Mambalam, Madras

The physical activities of the pupils, till very recently, were not rightly understood and properly harnessed for the efficient education of the school-going population. One looks with great wonder and surprise at the great disparity of the aims and scope of Physical Education, as they were current nearly two decades back and as they are understood now. The qualification of the Drill-master, if not his pay, his conception of his duties, his scope for a larger contribution towards right education, have all considerably changed now, to the lasting betterment of humanity. The Drill class or the Mass Drill of bygone days was a dull routine work, the Horizontal and the Parallel Bars were the magic wands that could be handled only by the chosen few, the playground was practically non-existent in most of the schools and where it existed had very little attraction and the Drill Master was more a bore than an attractive personality.

With the progress of educational ideals the scope of Physical Education has expanded. To-day education of the child with a wholesome admixture of play-way and a judicious combination of physical activities seems to us to be essential. Though it may be too late in the day to catalogue the virtues of such physical activities, one cannot help attempting a brief analysis of the results that they may produce and the reaction that they may have on our work within the class-room. An active and energetic participation in the games for at least half an hour every day serves as a wonderful tonic to the mental, moral and physical strength of the pupils. The mental fatigue of the day is shaken off and the player feels fit for his mental activities; the games, if they are properly played, sharpen the skill and quick-wittedness of the players; the presence of mind to face the different situations as they crop up cleverly and quickly is amply developed; a sense of fair-play is bound to be instilled in all those that play the game. To observe the rules honestly, to accept defeat when you have deserved it and to take it in a sportsmanlike manner, to offer victory to your opponent when he has earned it and deserved it, to be generous to your opponents, are qualities of no mean order for the active and intelligent development of which class-room instruction is quite inadequate. These are exactly the qualities which are sadly needed in our public life every hour of the day; these contribute largely to the real man-making and citizen-making education. If the playground offers a fertile soil for the luxuriant growth of these qualities, then it should be the primary duty of every educational authority to purchase and preserve such a valuable adjunct to the congested and contaminated class-rooms. But the virtues quoted above are ordinary expectations from the playground. Now and

again, we find unpleasant and irksome aberrations leading to bottled up fury and unhealthy ill-will. These undesirable and accidental off-shoots have certainly cropped up in our less vigilant moments and have marred the beauty and the sanctity of the sports field. These are only the weeds that should be carefully rooted out of the sacred soil so that the desired growth and development of the valuable produce may not be choked. To stick to the spot that is assigned to one on the playground as on a battlefield, to play for the team's win as fighting for the Party's victory, to yield and surrender to the dictates of the leader and to take pride in the glorious achievements of one's team are all qualities which an ordinary class-room cannot inculcate so very practically and powerfully as the playground. We heartily wish and pray that the possibilities indicated here and elsewhere may become stern realities in our everyday school life.

Another great virtue contributed by the play field to Education is the fostering of sociability among the players and the breaking down of all barriers of caste, creed, or colour distinctions that in our ordinary avocations of life are ever bound to make themselves felt, sometimes feebly at other times forcibly, for varied if not for valid reasons, in spite of all the pious wishes of the platform orators or the pernicious pen of the legislator. One forgets oneself in the common cause confronting him, ignoring all petty differences that divide man from man. A country like ours, huge in its size, loose in its ideals and teeming with its millions of masses, needs now more than at any other time this spirit of following up a leadership. The leaders are born and they will be coming up according to the exigencies of the hour, but the right spirit of following up the lead in all earnestness and sincerity is what is sadly lacking amongst us. The playground is a potential soil for yielding this produce. But, does it yield, will it yield, and can we make it yield? If we succeed, ours is a wonderful achievement and our contribution towards the building of our nation will be the mightiest one. The class-room can present, at its best, the loftiest ideas and ideals before the pupils, can place before them the noble and notable examples of selfless lives of our heroic men and women of the past and of the present, thereby expanding the intellectual horizon of our pupils, inspiring them to patriotic actions and stirring up their emotions to follow the footsteps of the great men and women. All these prepare the minds to act and act rightly and nobly and for such actions the playground is the proper field for the pupils. That is the place for training boys for true citizenship.

It is pleasing to hear of these and many other laudable qualities that the playground can succeed in inculcating in our boys and girls, but the obstacles are too many for us, poor teachers, to overcome. In huge schools, where the numerical strength is the sole pride of the management, where the soulless instruction that is imparted in the class-room is the sad and sickening slogan of the plodding pedagogue, where the treading of the playground is a

trespass, where the sportsroom is a decoration, if not a lumber-room of worn-out materials, where the dark and dingy rooms proclaim the existence of the school by their powerful stench and where the playground is conspicuous by its absence, where the drill master or to use the modern epithet, the Physical Training Instructor, is the one dictator of the mass of pupils that flock to him in turns—what contribution can we expect in such schools, or rather factories, towards the realisation of the ideals that we dream of?

The heavy syllabus, born of the ambitious brains of specialists whose theory and practice of education is to pump all possible information about all possible subjects on the face of this earth, in the short span of three years, the text-books that parade the markets with the pomp of having exhaustively met all the requirements of the candidates with the additional bug-bear of unwholesome notes and annotations mocking at text-books for their little weight and bulk, the over-anxious instructor (better to saddle him with this apt appellation than with that of a 'teacher,') whose existence and fate is measured by the percentage of passes at the examination, the still more anxious pupil whose little brain can hardly cope with the mechanical mastering of the vast quantity of half-digested and ill-digested facts and figures—all these act and react very furiously upon one another and leave very little spare time for any kind of systematic physical activities. This is not the kind of food on which the nation can grow fat. Unless the playground is made more attractive and useful, unless the different games, major or minor, foreign or indigenous, are carefully graded and organised to suit the different grades of age, aptitude and abilities of the pupils, unless the Physical Training Instructor or Directors are men of a dynamic force on the playground, unless the ordinary teacher's outlook regarding education undergoes a radical change, unless organisation and discipline permeate the play field, the contribution that we expect from the play field is bound to be thwarted. The sky overcast with the dark clouds of such stupendous lethargy and dullness needs thunder and lightning to break them, to dispel them and to help us to bask in the health-giving and life-giving sunshine of a man-making education. If the contribution of Physical Education to General Education is to be real and substantial, a re-organisation of Secondary Education is inevitable. Let us not take pride in producing a high percentage of passes on paper but think of the human material, of the boys and girls and judge for ourselves whether we have done anything to train their minds, to educate their emotions, to help them to build up good habits and a sturdy health, and to cultivate moral virtues worthy of true citizenship. The playground is there ready to help us in the realisation of these objectives, if only we seek its help in all earnestness and set about the work with a determined will to succeed, with faith in ourselves and in the mission we are engaged in; let us take good care of the playground, the nation will take care of itself.

Tests on Cricket with Answers

as given to the students of the Y. M. C. A. College of Physical Education, to test their knowledge of the rules, coaching and umpiring of the game

By

C. C. ABRAHAM, B.A.,

Draw a sketch of a cricket field giving the following:—(6 Marks)

1. The length of the pitch or the distance between wickets.—Ans. 22 yards.
2. The height and width of the new wicket.—Ans. 29 inches high and 9 inches broad.
3. The measurement and places of marking the popping, bowling and return creases.—Refer Rule 7 and 8.
4. The names of the various places in the field.—Refer Rule book—Revised edition.

II. A. Mention the ways a batsman can be out in cricket.—Ans. 9 ways. Refer Book. (5 Marks).

B. Is a batsman out in the following cases and if so how out? (20 Marks)

1. Unintentionally hits his wicket after the completion of a stroke and knocks the balls down.—Ans. Not out.
2. He is caught off a ball which has touched his wrist.—Ans. Not out.
3. In catching a ball off a hit, the hands of the fieldsman touch the ground but not the ball.—Ans. Caught out.
4. His toe just touching the popping crease, the wicket-keeper stumps him.—Ans. Stumped out.
5. While being the non-striker and out of his ground, he accidentally deflects an on-drive from the striker on to his wicket.—Ans. Not out.
6. The ball beats the batsman and hits the wicket. The bails though coming out of the grooves, are still on the top of the stumps. Ans. Bowled out. Refer Notes on Rule 21.
7. In making a second stroke to keep a ball out of his wicket, the striker hits down his wicket accidentally. Ans. Out.—Hit wicket.
8. He plays the ball to the ground. In order to prevent it hitting the wicket, he strikes it a second time and is caught by a 'silly' fieldsman. Ans. Not out.
9. A catch is made off a ball which first touched the pad and then the bat of the batsman. Ans. Caught out.
10. A fast off-break rebounds from the pads of the wicket-keeper on to the wicket while the batsman is out of his ground. Ans. Stumped out.
11. The striker cocks the ball into the air in front of his wicket and calls for a run. The non-striker while finishing his run jostles the fieldsman intentionally, who as a result misses the catch. Ans. Striker out—obstructing the field.
12. The wicket-keeper catches the ball behind the stumps and knocks the balls down with his foot while the batsman is out of his ground. Ans. Not out.
13. A fast bumper knocks down the batsman's topee on to his wicket and breaks it. Ans. Out.—Hit-wicket.
14. In attempting a short run, one of the batsman slips and falls on the wicket and breaks it. Ans. Not out.
15. The batsman plays the ball, but finding the ball going to the wicket, stops it with his hand. Ans. Out.

16. A ball hits a batsman's pads and bounces on to his hand and is caught by the wicket-keeper. Ans. Out.—Caught.

17. The fieldsman catches a ball on the boundary line; both his feet are within the boundary line but the ball in the air is outside the line of the boundary. Ans. Out.—Caught.

18. Both injured batsman and his runner have reached the crease at the bowlers end, the other batsman having reached within the crease at the wicket-keeper's end; the wicket-keeper puts down the wicket at his end with ball in hands and appeals. Ans. Injured batsman is Run Out.

19. The batsman saves his wicket by hitting the ball a second time, but finding the fieldsman missing the ball attempts a run. Ans. Out.—Hit the ball twice.

20. The batsman in dealing with a bumper which is coming to his chest catches the ball with his hand in self protection, but immediately drops it to the ground. Ans. Not out.

III. A. Mention the situations in which the ball becomes dead in cricket. (7 Marks). Ans. Refer Laws, 33-a, 33-b, 34, 35, 41 and 50.

B. What will be your decisions in the following cases? (5 Marks)

1. The wicket-keeper appeals to the straight field umpire for a catch at the wicket. The umpire decides in the negative. Then finding the batsman out of his ground puts down the wicket with ball in hand and appeals for stumping. Ans. Out.—Stumped.

2. The last ball of the over is bowled and it hits the batsman's pads. The umpire calls over and moves to square leg and the fieldsman also change their position. Before the next ball is bowled there is an appeal for L. B. W. Ans. Appeal is valid.

3. The batsman plays the ball but it gets stuck up in the pads of the batsman at the knee. A smart fieldsman running in picks up the ball and appeals for a catch. Ans. Not out. Ball is dead.

4. Last man in and one run to make for a win. The ball was fielded and returned to the wicket-keeper. The wicket-keeper in returning it to the bowler threw it wide over his head that he missed it. The batsman seeing this changed ends. Ans. Ball is dead. Run does not count. Batsman must return to original position.

5. A fieldsman was taking a high catch. The ball stuck his hand and accidentally dropped into his shirt and stayed there. He picked it up and appealed for a catch. Ans. Catch is valid.—Batsman is out.

IV. A. What are the different circumstances in which an umpire should call "No ball" (6 Marks). Ans. Refer Laws 10 and 11.

B. What constitutes a 'wide ball' and when should it be declared. (1 Mark). Refer Law 12.

C. What would your decisions be in the following cases? (6 Marks).

1. A bowler delivers the ball from behind the bowling crease and within the return crease. At the time of delivery of the ball, both his feet are in the air. Ans. "No ball."

2. A bowler delivers the ball with both feet behind the bowling crease. Ans. Fair delivery.

3. A bowler immediately after delivering the ball, knocks the wicket with his foot, as a result of which one of the bails falls down. Ans. Not a ball.

4. A short ball from a fast bowler striking about mid-pitch, bumps up and passes a batsman of average height about 5 feet above his head. Ans. "Wide ball."

5. The umpire calls 'wide.' But the batsman manages to play the ball and a catch is made. Ans. Caught out. Call must be ignored.

6. Playing forward to a 'No ball' the batsman goes out of his crease and misses the ball. The ball touches the pads of the batsman and goes to the wicket-keeper who removes the bails with ball in hand. Ans. Not out.

V. A. What are the considerations an umpire must bear in mind in giving an L. B. W. decision according to the old L. B. W. rule. (5 Marks). Ans. Refer Law 24 and notes on this law.

B. What are the considerations in giving L. B. W. according to the new experimental rule. (Marks 4). Refer to Notes on the New L. B. W. Rule.

C. Would a batsman be out in the following cases? (6 Marks)

1. The batsman stops with his pads a 'No ball' going straight to the centre stump having pitched within the line of the stump. Ans. Not out.

2. After blocking a top-spinner bowled on the centre stump with his bat, the batsman still finding the ball coming towards his wicket, stops it with his foot. Ans. Not out.

3. Playing prematurely to a slow bowler, the batsman finishes his stroke before the ball reaches him. His hat falling from his head, stops a full ball going straight to the wicket. Ans. Out. L. B. W.

4. An off-break pitched outside the off-stump to a right hand batsman is accidentally stopped by him with his pads which is between wicket to wicket. Ans. Out. L. B. W.

5. A ball pitched within the stumps and which would have hit the leg stump hits the pads of the batsman but is played by him immediately after. Ans. Out. L. B. W.

6. An off-break is pitched on the middle stump and hits the pad of the batsman which is covering the leg stump. The ball if allowed to pass would normally have gone outside the leg stump. Ans. Not out.

VI. State the number of runs to be given to the batting side in the following cases:— (8 Marks).

1. A fieldsman wilfully stops a ball with his hat. Ans. 5 Runs.

2. A fieldsman unable to recover the ball, calls 'lost ball'. Ans. 6 Runs.

3. Two short runs are called in four. Ans. None.

4. A batsman hits a 'No-ball' and calls for a run but before he completes the run, he is run out. Ans. One run for the no ball.

5. A batsman makes a big hit into the air, and runs. After he completes two runs he is caught out. Ans. No run.

6. A batsman hits a 'No-ball' into the air and runs; but he is caught before he completes the run, but there-after completes the run. Ans. 1 Run.

7. A batsman deliberately kicks a slow ball from a spin bowler pitched outside the leg stump and completes a run. Ans. No run.

8. The batsmen have run four runs for a hit and are starting on a fifth. The fieldsman seeing this deliberately kicks the ball over the boundary to prevent this. Ans. $4 + 4 = 8$ Runs.

VII. Can an umpire do the following? (10 Marks)

1. Allow a bowler to bowl over and round the wicket in the same over. Ans. Yes.

2. Give a 'No ball' while umpiring at square leg. Ans. Yes.

3. Allow a side which has fielded ten men or less to bat with its full strength. Ans. Yes.

4. Ask the bowler to finish an un-completed over even after closing time has been reached. Ans. Yes unless a wicket falls after closing time.
5. Allow a batsman to bat, though the previous wicket fell when it was less than 2 minutes to closing time. Ans. Yes if the batsman requires it.
6. Ask the runner to stand on that side of the wicket the bowler wants. Ans. Yes.
7. Alter his decision after once having given it. Ans. Yes, if done promptly but not otherwise.
8. Allow a substitute to a player injured during the game if the other side objects to it. Ans. Yes.
9. Allow a batsman to take a run as soon as the bowler starts his run. Ans. Yes.
10. Give the benefit of the doubt to the bowler. Ans. No.
11. Recall a batsman who is leaving the crease under the misconception that he is out. Ans. No.
12. Give a batsman 'out' of his own accord, in very clear cases, such as clean bowled. Ans. No.
13. Allow a batsman declared 'out' to resume his innings if the captain of the fielding side wishes so, admitting that the appeal was incorrect. Ans. Yes. I suppose.
14. Allow the inside to declare their innings closed 1 hour before close of play on the first day, in a two-days match. Ans. No.
15. A new ball is given when the score is 210. Can another new ball be permitted when the score reaches 400 runs. Ans. No.
16. Allow a new ball if the one in use is unfit for play although about 50 runs have been scored off it. Ans. No. But a ball as old as the other.
17. While umpiring at square leg, take a place on the off-side if that suits him. Ans. No, must get the permission of the captain of the fielding side.
18. Stop a game if they think there is not sufficient light, without being appealed to by either side. Ans. No.
19. Allow a substitute to bat or bowl if the opposing captain allows it. Ans. No.
20. Give a batsman out if appealed to by a fieldsman who is not in a position to form a judgement. Ans. No.

VIII. A. When is the ground unfit for play? (5 Marks). Ans. Refer Instructions to Umpires.

B. What are the duties of the umpires when the captains are agreed as to the fitness of the ground. Ans. Refer Instructions.

C. What are the duties of the umpires in case of interruption of the game due to rain. Ans. Do.

D. What is the rule with regard to fitness of the ground for play when the umpires are in disagreement. Ans. Do.

E. When is an umpire justified in appealing to the other umpire? If he is in doubt as to a decision he could give what should be the procedure. Ans. Refer Do.

IX. Completion Tests :—(6 Marks).

1. The captains shall decide the choice of innings by tossing.
2. A first class fixture is a match for 3 days.
3. The weight of the ball shall not be less than $5\frac{1}{2}$ ounces.
4. The bat shall not be more than 38 inches in length nor exceed $4\frac{1}{4}$ inches in the widest part.
5. The ground shall be swept and rolled immediately before the commencement of each innings and each day's play for 7 minutes.

6. The side which bats first and leads by 100 runs in a match of two days shall have the option of requiring the other side to follow on.
7. The interval between innings is 10 minutes and the interval for lunch is 40 minutes.
8. Boundaries shall be signalled by waving the hand from side to side.
9. Byes shall be signalled by raising the open hand over the head.
10. No-ball shall be signalled by extending one arm horizontally.
11. The decision for L.B.W. according to the new L.B.W. rule is given by raising the hand over the head palm facing the batsman.
12. Wides shall be signalled by extending both arms horizontally.

B. COACHING (ASSIGNMENT.)

Ref. 'Cricket' by D. R. Jardine, 'Book of Cricket' by P. F. Warner and 'The Boys' Book of Cricket'.

1. What are the points to be borne in mind with regard to
 - (a) The correct grip of the bat.
 - (b) The stance at the wicket.
2. What have you understood about the meaning of 'the 'Straight' bat and the 'Cross' bat. Is it possible to play all strokes with a straight bat? Illustrate your answer.
3. What is correct footwork? Illustrate with as many examples.
 - (a) What are some of the common faults a beginner is likely to make in batting and how will you proceed to correct him?
 - (b) What method will you adopt in improving the batting performance of promising players?
4. What are the characteristics of a good fieldsman. Is fielding practice necessary? Mention some ways this may be done to suit all types of fielding.
5. What is meant by
 - (a) A good length ball.
 - (b) A short ball.
 - (c) A straight ball.
 - (d) Yorker.
 - (e) In swinger.
 - (f) Out swinger.
 - (g) Googly.
 - (h) Off break.
 - (i) Leg break.

Illustrate with diagrams.

6. With the help of diagrams show how you would arrange the field for
 - (a) Fast bowler.
 - (b) Medium fast bowler.
 - (c) Left hand slow bowler.
 - (d) Googly bowler.
7. What are the things you should bear in mind in teaching bowling
 - (a) to a beginner.
 - (b) to players who have a fair amount of skill.
8. Write a brief history of cricket in India and mention some points to improve the standard of this game.

C. PRACTICAL TESTS ON CRICKET.

1. Grip.

Purpose:—To test the correctness of the Grip.

Scoring:—The following points will be observed by the judges for scoring.
(a) Manner of the grip. (b) Position of the left and right hand. (c) The possibility of playing the ball conveniently with a straight bat.

2. Stance.

Purpose:—To test the candidate's "Stance" or position taken at the wickets for batting.

Scoring:—On the basis of (a) suitability and correctness of the stance, (b) position of the candidate in relation to the wickets, (c) Naturalness and gracefulness, (d) Direction of the left shoulder, elbow, toes and face, (e) Distribution of the weight of the body on toes.

3. Forward Play.

Purpose:—To test the technique of correct "Forward Play".

Scoring:—On the basis of (a) Direction of the left shoulder and elbow; (b) Placing of the bat straight in line with the ball in front of the body not further forward than the level of the left foot thrown right forward; (c) Transference of the weight of the body to the left foot; (d) Getting near the pitch of the ball with a long stride of the left foot allowing the right heel to raise to facilitate the reach.

4. Back Style of Play.

Purpose:—A test of "defense play".

Scoring:—On the basis of the foot work and the use of the straight bat.

5. Stroke Play.

Purpose:—To test the ability or knowledge of the candidate in the execution of the various strokes with special reference to foot work in each. The strokes are: 1. Drives; 2. Cuts; 3. Late cut; 4. Leg glance; 5. Pull; 6. Hook.

Scoring:—On the basis of (a) the foot work in each case; (b) the position of the bat at various stages of the stroke; (c) distribution of body weight.

6. Fielding.

Purpose:—To test the knowledge of catch, pick up and throw in, etc.

Scoring—Catch:—On the basis of (a) the position of the fieldsman in anticipation of the ball; (b) position of the hands preparatory to the catch; (c) Manner of receiving the catch.

Pick up:—On the basis of (a) manner of pick up; (b) position of the feet and arms.

Throw in:—(a) The position of the right arm and left foot while throwing.
(b) accuracy of the throw; (c) follow through action of the body and arm.

7. Bowling.

Purpose:—To test the ability of the candidate in delivering. 1. A straight ball; 2. An off break; 3. A leg break; 4. A good length ball.

Scoring:—On the basis of (a) the nature of the grip of the ball; (b) the spin imparted to the ball; (c) the position of the feet; (d) the use of the body.

8. Umpiring:—

Purpose:—To test the knowledge of the rules of the game in a practical way.

Scoring:—On the basis of (a) the position taken by the referee at the wickets; (b) knowledge about proper and improper bowling; (c) leg before wicket (L.B.W.) decision according to old and new rules; (d) when and how a batsman is out; (e) signalling, etc.

Essential Books for the Physical Education Library

By

P. M. JOSEPH, M.Ed.

A. ATHLETICS AND GAMES.

I. Athletics—Track and Field.

1. **Track and Field.** Jones, T. E. Charles Scribner's & Sons, New York, 1935. \$ 2.00. This is a book which states clearly and intelligently the best principles and methods in use. It is a practical manual describing the various events of track and field athletics and outlining the best methods, technique, and training for each.

2. **Track and Field Athletics for Coach and Contestant.** Gill, H. L. Bailey & Hines, Champaign, Ill., U. S. A., 1925. \$ 3.75. An authoritative book on the various events. A book very popular with coaches.

3. **Track and Field Athletics.** Aiyres, F. H. Lucknow Publishing House, 1933. About Rs. 2. A small hand-book written by Mr. Aiyers who was the coach of the Indian Olympic Team of 1932.

II. Boxing.

1. **Boxing.** Krielworth, E. A. J. L., and others. (Lonsdale Library of Sports, Games and Pastimes), J. P. Lippincot & Co., Philadelphia, 1931. \$ 6.00. This book combines history of boxing, technique of boxing, officiating, seconding, etc.; and also gives details in the construction of rings.

2. **The Scientific Art of Boxing.** Obeysekere, D. G. The Times Press, Colombo, 1936. Re. 1-12. A small book by an outstanding Ceylon amateur boxer giving many valuable hints on technique, training, and officiating.

3. **Boxing Simplified.** Kennedy, C. E. Antioch Press, Yellow Springs, Ohio, U. S. A.; 1929. \$ 2.00. A good book with plenty of illustrations helpful in the hands of a teacher.

III. Basketball.

1. **My Basketball Bible.** Allen, F. C. Published by the author, Kansas City, Mo., U. S. A., 1924. \$ 4.00. The author is one of the most successful coaches. Some of the plays described may be too advanced.

2. **Basketball for Coaches and Players.** Veenker, G. F. A. S. Barnes & Co., New York, 1929. \$ 3.00.

IV. Camping.

1. **Camping and Character.** Dimrock, H. S. and Hendry, C. E. Association Press, 1929. \$ 3.50. A book that presents the educational and character building opportunities of camping.

2. **Camping Out.** Prepared by the Recreation Association of America. Macmillan Co., New York, 1924. \$ 2.00. A manual containing detailed information of camp organization, management, equipment, programme, and leadership.

3. **Camp Recreations and Pageants.** Association Press, New York, 1927. \$ 2.00. Suggestions for day time activities and night stunts, with materials for pageant and other dramatic entertainment.

V. Cricket.

1. Cricket. Jardine, D. R. J. M. Dent & Sons, Ltd. C. Arthur Pearson, 1934. Rs. 2. A book full of suggestions for developing the finer points of cricket.
2. The Boys' Book of Cricket. Henley, F. A. H. G. Bell & Sons, London, 1933.

VI. Football.

Soccer for Junior and Senior High Schools. Caswell, J. E. A. S. Barnes & Co., New York, 1933. \$ 2.00. An elementary book. Specially useful to coach beginners.

VII. Hand Ball.

Spalding's Athletic Library Series.

VIII. Jiu-Jitsu.

The Text-book of Ju-Jitsu as Practised in Japan. Ugenishi, S. K. Health and Strength, 12, Burleigh Street, Strand, London.

IX. Hockey.

Field Hockey Analysed for Instructor and Player. Cubberley, H. J. A. S. Barnes & Co., New York, 1928. \$ 2.00. A good book to teach the game both fundamentals and team play. A book by an Indian may be better. No such book is available.

X. Katka.

The Art of Katka Fighting. Akali, K. S., Obtainable from the author. S. D. College, Ferozepur, Punjab.

XI. Pingpong (Table-Tennis).

Modern Pingpong and How to Play It. Clark, Coleman. John Day Co., Ma., New York, 1933. \$ 1.00.

XII. Scouting.

1. Scouting for Boys in India. Sir Robert Baden Powell. C. Arthur Pearson, Ltd., Calcutta, 1924.
2. The Wolf Cub's Hand-book. Sir Robert Baden Powell. C. Arthur Pearson, Ltd., Henreitta Street, London, 1924. Rs. 2.
3. Cubbing—How to Run a Pack. Barclay, B. C. C. Arthur Pearson, Ltd., London or Calcutta, 1922. Re. 1.
4. Boy Scout Tests and How to Pass Them. Young, Robert, E., James Brown and Son (Glasgow), Ltd., 52-58, Darnley Street, Glasgow; 1924. Rs. 3-8.

XIII. Swimming.

Swimming Simplified. Lyba and Nita Sheffield. A. S. Barnes & Co., New York, 1931. \$ 2.00.

Water Pageants, Games and Stunts. McCormick, Oliver. A. S. Barnes & Co., New York, 1933. \$ 2.00.

XIV. Tennis.

1. How to Play Tennis. Burns, James. Macmillan Co., New York, 1931. \$ 1.00.
2. Match Play and Spin of the Ball. Tilden, W.T., American Lawn Tennis, New York, 1925. \$ 4.00.

XV. Wrestling.

Modern Wrestling. Otopalik, H. Chas Scribner's Son, New York, 1930. \$ 2.00. Takes up the various holds.

XVI. Volleyball.

Volleyball, A Man's Game. Lavega, R. E. A. S. Barnes & Co., New York, 1933. \$ 2.00.

Supplementary List—Badminton.

The ABC of Badminton. Triscott, C. P. Athletic Publishers, Ltd., London, 1933. The game here described is played with the shuttle-cock. The woollen ball is used only in South India. No book is available on this game.

XVII. General.

1. Rules of Games and Sports. Buck, H. C. Association Press, Calcutta, 1935. Re. 1-8.
2. Intramural Athletics. Mitchell, E. D. A. S. Barnes & Co., 1929. \$ 2.00. A book giving practical information on the subject of Intramurals.
3. Handbook of Athletic Games. Bancroft, J. H. and Pulvermacher, W. D. Macmillan Co., 1916. \$ 2.00. Gives descriptions of most of the major games with hints on technique, fundamentals, etc.
4. Sports for Recreation. Mitchell, E. D. A. S. Barnes & Co., 1936. \$ 2.50. A book giving information on many organized games and activities.

B. PHYSICAL TRAINING ACTIVITIES.

I. Calisthenics.

1. Calisthenics. Staley, S. C. A. S. Barnes & Co., New York, 1928. \$ 3.00.
2. Physical Exercise for Daily Use. Crampton, C. W. G. P. Putnam's Sons, New York & London, 1924.

II. Corrective Exercises.

Corrective Physical Education. Rathbone, J. L. W. B. Saunders Co., Philadelphia and London, 1934.

III. Games—Small area and lead up.

1. Active Games and Contests. Mason, B. S. and Mitchell, E. D. A. S. Barnes & Co., New York, 1935. \$ 3.00.
2. Games for the Playground, Home, School, and Gymnasium. Bancroft, J. H. The Macmillan Company, New York, 1913. Rs. 5. Though old still a standard book on small area games.
3. Games Contests and Relays. Staley, S. C. A. S. Barnes & Co., New York, 1933. \$ 2.00. An excellent collection of games well classified. Many good relay races.
4. Games and Game Leadership. Smith, C. F. Dodd, Mead & Co., New York, 1935. \$ 2.00. Gives many games. The hints given to the leader in conducting games are very valuable.
5. Social Games for Recreation. Mason, B. S. and Mitchell, E. D. A. S. Barnes & Co., New York, 1935. \$ 3.00. Many interesting games for parties, socials and picnics.

IV. Gymnastics—Tumbling, Pyramids.

1. Gymnastics with and without Apparatus. Wooten, K. S. Capt. Gale and Polden, Ltd., Wellington Works, Aldershot, England, 1934. 5 shillings.
2. Gymnastics, Tumbling and Pyramids. McCulloch, J. H. W. B. Saunders Co., 1934. Rs. 7.
3. Tumbling Illustrated. McCloy, L. L. A. S. Barnes & Co., New York, 1932. \$ 3.00.
4. Pyramids Illustrated. MacHenry, M. H. and Richards, J. N. A. S. Barnes & Co., New York. \$ 2.00.

V. Marching.

Marching Tactics. Staley, S. C. A. S. Barnes & Co., 1928. \$ 2-00.

VI. Rhythms.

Gymnastic Dancing. Davison, W. J. Association Press, New York, 1912. A book which though old is useful in teaching and learning elementary steps of dancing. A few dances also are given. Dances must have more than movements—they must be expressive. As such dances of the country are more appealing. Don't know of any books in English giving Indian dances.

VII. Yogic Poses.

Yogic Physical Culture. S. Sundaram, Gurukula Ashram, Kengeri, Bangalore, 1929. A book well illustrated. More information and literature on yogic poses and exercises can be obtained from Yogi Kuvilananda, Yoga Mimamsa Press, Lonavla, Bombay.

VIII. General.

The following books are suggested for use in connection with physical training periods:—

1. **Physical Education for Elementary Schools.** Neilson, N. P. and Van Hagen, W. A. S. Barnes & Co., 1930. \$ 3-00. An excellent book with rhythms, mimetics, games, story plays.
2. **Syllabus of Physical Training for Schools.** English Board of Education. His Majesty's Stationary Office, Kingsway, London, W.C.2.
3. **Syllabus of Physical Activities.** Buck, H. C. Superintendent, Government Press, Madras. Rs. 1-8.

C. EDUCATION.

1. **Education of the Whole Man.** Jacks, L. P. Harper and Bros., New York and London, 1931. Rs. 5.
2. **Democracy and Education.** Dewey, J. The Macmillan Co., New York, 1930. \$ 3-00.
3. **Education—Its Data and First Principles.** Sir Percy Nunn, Edward Arnold & Co., London, 1935.
4. **Education for a Changing Civilization.** Kilpatrick, W. H. The Macmillan & Co., New York, 1930. \$ 1-00.
5. **Elementary Principles of Education.** Thorndike, E. L. and Gates, A. I. The Macmillan & Co., New York, 1929. \$ 2-00.

D. PHYSICAL EDUCATION.

1. **History of Physical Education.** Leonard, F. E. and McKenzie, R. T. Lea and Febiger, Philadelphia, 1927. \$ 3-00.
2. **Introduction to Physical Education.** Sharanan, J. R. A. S. Barnes & Co., 1934. \$ 2-00.
3. **Physical Education for Boys in Indian Schools.** Andrews, G. F. The Little Flower Co., Madras, 1935. Rs. 2-8. A book presenting the modern trends in physical education. It gives historical notes and the present state of physical education in India. The book gives suggestions for developing physical education on modern lines.
4. **Principles of Physical Education.** Williams, J. F. W. B. Saunders Co., Philadelphia and London, 1930. \$ 3-00. Presents physical education as a part of life and ties up physical education with education.
5. **An Introduction to Physical Education.** Nixon, E. W. and Colens, F. W. W. B. Saunders Co., 1934. \$ 3-00. A book that will give an insight into what is involved in physical education so that an effective programme may be carried on.

6. **The Theory of Play.** Mitchell, E. D., Mason, B. S. A. S. Barnes & Co., 1934. \$ 3-00. This book should be in the hands of all physical directors and play leaders. Gives excellent material for propaganda work.

7. **Source Book in Health and Physical Education.** Wood, T. D. and Brownell, C. L. The Macmillan & Co., New York, 1930. \$ 4-00. The book presents in convenient form a range and variety of source material that may help students and teachers to get familiar with the main thoughts in health and physical education. It contains quotations and definitions on various topics in the field.

8. **Administration of Physical Education.** Nash, J. B. A. S. Barnes & Co., 1932. \$ 3-00.

9. **The Organization and Administration of Playgrounds and Recreation.** Nash, J. B. A. S. Barnes & Co., 1927. \$ 3-00.

E. HEALTH EDUCATION.

1. **Principles of Health Education.** Turner, C. E. D. C. Heath & Co., New York, London and Chicago, 1932. \$.50. This book is useful in the hands of those interested in health education in schools. It deals with health education under three broad heads: (1) Health protection, (2) Health promotion and (3) Correlation of defects. It gives a presentation of a carefully planned health department in a school.

2. **The Administration of Health and Physical Education.** Williams, J. F. and Brownell, C. L. W. B. Saunders Co., Philadelphia and London, 1934. \$ 3-50. This book presents health education and physical education under one administrative unit. It will be useful to deal with many of the administrative problems in the field. The book gives comprehensive interpretations of health and physical education and the field these cover. A very standard book written by authoritative authors.

3. **Administration of Health and Physical Education in Colleges.** Hughes, W. L. A. S. Barnes Co., 1935. \$ 3-00. The book must prove helpful in the administration of health and physical education. Organization and personnel for the department and details of work to be attempted are given. Under health education, health supervision, health service and health instruction are the main topics. In the administration of physical education, topics such as the required programme, restricted programmes, intramural and inter-collegiate athletics and office management are covered. A useful book for the administrator.

4. **Health and Physical Education for Public School Administrators.** Bureau of Publications, Teachers' College, Columbia University, New York, 1930. \$ 1-50. A small book in the form of questions and answers attempting to give clear cut answers on definition, objectives, standards, etc. Contains a wealth of knowledge on health and physical education.

5. **Health Supervision and Medical Inspection of Schools.** Wood, T. D. and Rowell, H. G. W. B. Saunders Co., Philadelphia and London, 1928. \$ 7-00. This is a standard book on the subject. It gives practical details for a comprehensive programme of health supervision in schools—one of the best books on the subject.

6. **Natural Elementary Physical Diagnosis.** Morrison and Chenoweth, Lea and Febiger. A helpful book for the physical director to acquaint him with procedures in diagnosis. Very helpful to enable him to co-operate with the school or college doctor.

F. HUMAN BODY AND ITS CARE.

1. **A Text-book of Anatomy and Physiology.** Williams, J. F. W. B. Saunders Co., Philadelphia and London, 1930. \$ 3-00.

2. **Applied Anatomy and Kineniology.** Bowen, W. P. and McKenzie, R. T. Lea and Febiger, Philadelphia and New York, 1919. A book describing the various muscles of the body and their working. Illustrated with numerous pictures. A good book on the subject, and helpful to those who attempt corrective work.
3. **Physiology of Exercise.** Gould and Dye., A. S. Barnes Co., New York, \$2.50.
4. **Personal Hygiene Applied.** Williams, J. F. W. B. Saunders Co., Philadelphia and London, 1935. \$ 2.00. A book with a positive approach to health and hygiene. It contains more than details of cleanliness and prevention. Deals with the various systems of the body, the benefits of keeping them at their best and suggestion how to do it.
5. **Moore's Manual of Medicine and Hygiene for India.** Rewritten by Sprawson, C. A. and Alexander, R. D. Manager of Publications, Government of India, Delhi, 1936. Rs. 3-2.
6. **Food.** MacCarison R., Macmillan Company, Madras, 1925. Re. 1.
7. **So Youth May Know.** Dickerson, R. E. Association Press, New York, 1930. \$ 1.50. A wholesome presentation of important information on matters of sex.
8. **First Aid to the Injured.** St. John's Ambulance Association of India, Delhi. As. 12.
9. **The Art of Massage.** Kellogg, J. H. Modern Medicine Publishing Co., Battle-creek, Mich., U. S. A. \$ 2.00.

News and Notes

By

P. M. JOSEPH

The New Year. We are starting the new year with sixty-three students on our rolls. These men, as usual, hail from the various provinces in India. We have two from Ceylon and one from Burma. For the first time we have a representative from outside India—Mr. Hussein Orphy from Egypt. This we hope is the beginning of possible service which the college can render even for countries beyond India.

Our strength is lower than of previous years. This is not without reason. The college has adopted it as a policy to admit only those who have at least passed their S.S.L.C. Even though this has affected the strength adversely we feel it is a step in the right direction to prepare better educated and more efficient leaders.

Boys' Work Course. Mr. J. Dunderale, the National Boys' Work Secretary of the Indian Y.M.C.A., has started a course, in our college to train leaders in Boys' Work. This is a new venture. But we believe that this work has a very deserving and important place in the training for citizenship which the awakening India needs.

Mr. Dunderdale has started his first class with three men, very much like the first class which Mr. Buck met in 1920 which was the beginning of the present College of Physical Education. We wish the Boys' Work Training Class a very bright future.

Mr. and Mrs. Buck visit Kashmir. Mr. and Mrs. Buck spent the last summer vacation in Kashmir. They have come back looking well and refreshed after their first holiday during the last six years. They say that the many pleasant meetings with the Old Boys in the North have been a greater tonic and source of inspiration to them than their holiday in lovely Kashmir. Mr. Buck gives the following account of his summer trip:

As Mr. Joseph has said it was a real inspiration and a rare treat for Mrs. Buck and myself to be able to visit the Old Boys all along the way on our recent trip to and from Kashmir. We had the good fortune of being able to visit Wardha, Nagpur, Delhi, Ferozepore, Lahore, Rawalpindi, Amritsar, Srinagar, etc. At all these places we had the very great pleasure of meeting with our former students and of seeing the good work that they are doing. It is amazing the large number of men which this small Y.M.C.A. College has at work in so many parts of the country. It was indeed good to see so many of them and the extremely valuable service that they are rendering to the youth of the land. Mrs. Buck and myself received sufficient inspiration from this trip to carry us on for many more years of work. We found a very real loyalty to the college and to the cause of physical education. We congratulate our Old Boys on the good work that they are doing and we thank them profusely for the lovely time they gave us during our most pleasant trip.

H.C. BUCK.

Books on Physical Education. We publish in this issue of the Vyayam a list of books on Physical Education and allied subjects. There have been many requests from Old Boys for such a list, and we hope that those who are planning to buy new books will find it helpful. Reprints of the list can be obtained from the Manager, Vyayam, at 3 annas a copy which includes postage.

Intra-mural Trophy. The students of the Year 1935-36 left a sum of money with the college to make an Intra-Mural Honour Board. We have an attractive looking Board made which is to be hung in the library. The Board provides small frames in which the photograph of the year's champions is to be placed. There are eighteen of these frames which can be used till 1953—quite a long period indeed. The college wants to thank the class of 1935-36 for this valuable present.

The College Crest and Colour. The Old Boys' Association in consultation with the college has adopted a new crest for the college. This has a triangle with a burning light inside and the three Sanskrit words: Sheelam, Satyam and Seva, meaning Character, Truth and Service. The crest is to have two colours—red and white which are the college colours. It may be worn on Navy-blue, Maroon or Cream-white coats by any student or Old Boy of the college.

Those who are desirous of procuring the crest can do so through the Secretary, Old Boys' Association, Y.M.C.A. College. The cost would be Rs. 2-8-0 plus packing and postage.

OLD BOYS' NEWS

Edward Oscar Singh—1934. Superintendent of Physical Education, Jaipur State, writes that the three years he has been there have been progressive years in physical education. He says "You can never imagine what I have done and what I am doing for physical education here. I am extremely busy always, but one day, before I die, I shall write an account of the work here for the Vyayam."

R. J. Thorairaj—1934. Physical Director, Jaffna College, Ceylon, writes that he is heading up a programme in his college much liked by both the students and the staff. He says that he is saving up to make an All-India tour when he will visit Saidapet also. Thorairaj has friends, his class-mates and other Old Boys, who I am sure will give him a good time in every place he visits.

Kan Goon—1937, from Rangoon is back in his old school. In a long letter he says how he is missing Saidapet. Here is a short extract: "To tell you the truth I miss you, Mr. and Mrs. Buck, Mr. C. C., Mr. Mia, Peter, the headcook, Bala, Govind and Narana." Though Rangoon is a pretty way off we feel Kan Goon may come back to visit us.

He has to work very hard from 10-30 A.M. to 5-40 P.M., with very little equipment. One step he has taken in his school is worth special mention. His Principal has, on his representation, agreed to supply a towel, a short pant and a banian to each boy. The cost of these is shared equally by the boys and the school. We wish more schools will follow this example.

M. Abdul Ghani—1936. Our crack Quarter Miler of that year is working in the Government School, Montgomery, Punjab. He was one among the few Old Boys who wrote to us and sent greetings at the last Old Boys' Week. Ghani, like most of our Old Boys, has to face many difficulties in introducing the modern programme of physical education. But he is carrying on valiantly making slow but satisfactory progress.

Old Boys at the Saidapet Teachers' Training College. The following Old Boys are undergoing teachers' training in the Saidapet Training College: D. Antonimutthu—1929, I. Karupiah—1933, K. S. Venkataraman—1934, V. D. Pitchai—1935 and K. J. Viswanathan—1937. Being neighbours we have opportunities of renewing old contacts.

OTHER OLD BOYS

Nathaniel—1934 is Municipal Playground Supervisor in Colombo.

G. Christopher—1937 is doing playground work under the Madras Corporation. He visits us often.

Nageswara Rao—1937 is Physical Instructor in the Ramakrishna Mission School, Mambalam.

P. T. Devassy—1937 has been appointed Physical Instructor in St. Joseph's School, Calicut.

H. V. Barpute—1937 is undergoing Teachers' training in St. Edmonds College, Shillong, Assam. He is hoping to help in the Physical Education programme of that college.

Nainan Thomas—1930 has been transferred to Government Victoria College from Tellicherry.

Marriages. We received invitations to be present at the marriages of the following Old Boys. Though we could not attend any we want to convey our hearty congratulations and good wishes to all of them.

P. W. David	1933
Henry Abraham Carr	1936
H. Srinivasachar	1937
Y. G. Joshi	1937

Old Boys' Week

By

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The "Old Boys Week" which is an annual function celebrated under the auspices of the College was held during the last week of March this year. The number of old boys was larger than in the previous year. Some old boys came from places about 400 miles away, which bears testimony to the fact that this gathering serves some useful purpose in the cause of physical Education.

On the opening day, Mr. H. C. Buck expressed his warm welcome to the old boys to their Alma mater. In his opening address, he expressed his satisfaction that some of the old boys have been doing their best in furthering the cause of Physical Education in their respective spheres. They are endeavouring to put into practice the ideas and ideals they imbibed during their training in this college in order to place Physical Education on modern Scientific lines. Mr. Buck, however, emphasized that there was still a lot more to be achieved. It is an uphill task and obstacles in the way are many. What is necessary is imagination, resourcefulness and perseverance on the part of every Physical Education teacher.

The meeting concluded with the introduction of the Old Boys to the present boys.

Every day in the afternoon, problems relating to various topics dealing with situations in schools and colleges were discussed under the experienced guidance of Dr. Andrews. The discussions were both interesting and valuable from the practical point of view.

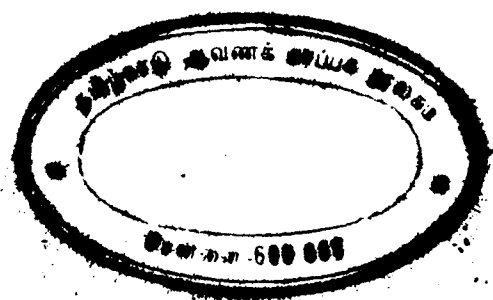
Morning were devoted to the demonstrations of new lead-up activities of some major games. The demonstration of "Atya-Patya" and "Kho-Kho" was of special interest as this year's batch contained some expert players who could show some skills involved in these games. On the whole this programme was very useful and suggestive.

The Old Boys played the Playground ball match in the evening against the present boys and kept up the tradition of allowing the latter to win, though by a narrow margin.

The programme of the last evening was both important and imposing. After the sumptuous dinner given by the Old Boys, the Initiation ceremony of the present boys took place. The ceremony was solemnized with due rituals. It infused in the present boys a spirit of brotherhood and sincere devotion to the cause of Physical Education in India. The Initiation ceremony was followed by the fascinating display of Pageants and Tableaus by

the present students. It was indeed a novel idea but it served to show that physical ideals can be symbolized and made artistically impressive for a social function in educational institutions.

Although an Old Boys' function of this nature is quite a common feature in an educational institution yet for a college of this type where men from all over India and even Burma gather together, it bears special significance and makes its annual success highly creditable for those who are put in charge of it. The quarterly magazine named the *Vyayam* which is the organ of the Old Boys' Association deserves all encouragement since it has been doing a magnificent service in the cause of Physical Education along with the Old Boys' Association itself.



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