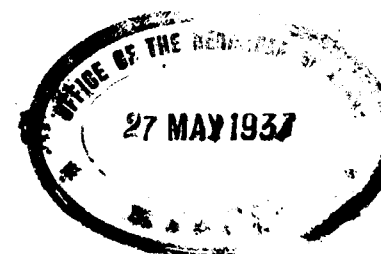
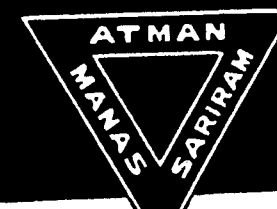


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A Quarterly Journal of Physical Education.



MAY 1937.

Physical Education in Germany
Physical Education in a Reorganized Scheme of
Secondary Education
Football and Hockey Tests

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AN APPRECIATION BY C. G. MACARTNEY

"Governor General" of Cricket.

*Madras,
5/2/36.*

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I can recommend them to any
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many thanks for your kindness,
Yours sincerely,
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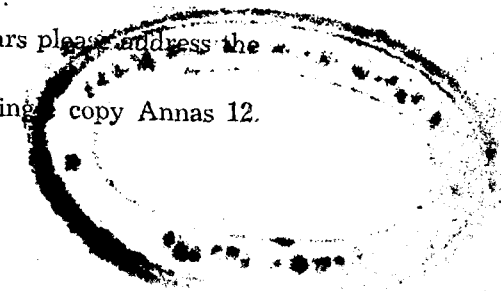
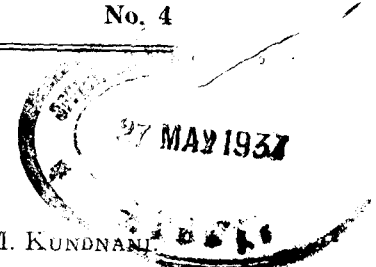
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Editorial

WIDER HORIZONS

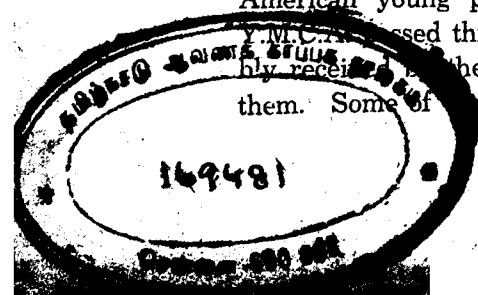
The trend in physical education the world-over seems to be toward a much broader outlook accompanied by more constructive effort. The articles in this issue in dealing with the subject in widely separated areas of the globe all place emphasis on the idea of employing natural physical activities rather than artificial ones, and on the educational values of physical education rather than on the mere exercise values. It is encouraging to note this shifting emphasis. It is a wholesome sign because it indicates that more and more attention is being paid to the development of personalities. The wider outlook consists in recognizing the person as an integrated whole made up of spirit, mind and body, and the fact that education must cater to all these aspects of life in the integrated personality. In India we must make possible education of the whole child by setting about with drastic revisions of the academic time-table so that physical education of the correct style and of the right amount may be properly co-ordinated as an integral part of general education. It can be done.

OUTGOING STUDENTS OF THE Y. M. C. A. COLLEGE

The May issue of *Vyayam* is traditionally a "farewell number" for the students of that particular year. And so there is before us in this May issue of 1937 the painful duty of bidding farewell to the class of 1936-37. Our pleasure has been in having you with us and in helping you to lay the foundation for your future work in the field of physical education. It is our hope that you have caught a vision of the possibilities and opportunities for service and that you have developed a philosophy and a plan that will enable you to blaze the trail for better and better physical education for India. Our very best wishes go with you for success and happiness in your chosen profession.

The Olympic Games and the Y.M.C.A.

The 1936 Olympic Games were the occasion of an unusual number of manifestations in the Y.M.C.A., not only in Germany but elsewhere also. Thus, the Colombo (Ceylon) Association received in succession the teams of Australia, New Zealand, and the Philippine Islands. Nearly all the groups of American young people whose tours in Europe were organized by the Y.M.C.A. passed through Berlin at the time of the Games, and were admirably received by the Y.M.C.A. Most of the teams had Y.M.C.A. members in them. Some of them had at their head Y.M.C.A. Secretaries or Directors of



Physical Education, such as Mr. Nada for Egypt; Dr. John Brown for the U.S.A.; Dr. Yse L. Reggi for Argentina; Mr. H. A. Alderson for Australia; Dr. Sung for China; Messrs. Niiler, Selenoi, and Mast for Estonia; Mr. N. K. Mia for India; Mr. Yazanita (trainer of the Japanese team, which covered itself with glory); Mr. San Mansen for Canada; Messrs. Vesa y Vera and Velarde for Peru; General Badulescu for Rumania. Half the Estonian team, and all the Uruguay team, consisted of Y.M.C.A. members. Dr. C. T. Wang, former National Secretary of the Y.M.C.A. in China and former Minister of Foreign Affairs, was a member of the Olympic Committee. Dr. John Brown was nominated member of a research commission in physical education, which is directly related to the Olympic Committee. The great revelation of these Games was the value of the Oriental teams. The general public is unaware that it is the Y.M.C.A., which a quarter of a century ago started athletic games in the Far East, that has contributed more than anything else to the extension of the programmes of physical education in those countries.

Basket ball figured for the first time in the programme of the Games. That game was introduced by the Y.M.C.A. into the twenty-two countries which took part in this tournament. The competitions took place in the presence of the creator of this game, Dr. Naismith. We recall that basket ball was first played at the Springfield College of Y.M.C.A. Secretaries. Dr. Naismith has been elected Honorary President for life of the International Basket Ball Federation.

On August 2nd, the German Y.M.C.A. organized a meeting of Y.M.C.A. athletes and their friends, and on August 3rd, a meeting of Y.M.C.A. delegates, to whom Mr. Tracy Strong, Acting General Secretary of the World's Committee of the Y.M.C.A., spoke among others. The soldier's house of the camp of Doberitz, which belongs to the Y.M.C.A., served during the Games as a Club House for the Y.M.C.A. athletes. The German Y.M.C.A. members and Secretaries rendered innumerable services to their comrades from all countries, before, during, and after the Games. The Services and religious addresses organized by the different Churches, in which the Y.M.C.A. took a very active part, ought also to be mentioned.

Making Physical Education Educationally Sound

By

K. M. KUNDNANI,

(Diploma Student, Y. M. C. A. College, of Physical Education.)

Education consists in developing an individual physically, mentally, morally and socially in order that he may realize his own best life as it now is, and adjust himself successfully to the changing environments. In

order then to make Physical Education educationally sound, one should take into consideration the above definition of education and base the entire programme on sound principles and methods derived from the fundamental sciences of genetics, psychology, sociology, anatomy, and kinesiology. In educationally sound Physical Education the programme should be organized with full respect for human nature and its desirable original, inherited impulses. It should be according to the interests, needs and capacities of the child. It should be such that it is effectively adapted to the needs of each individual and each group of individuals in a community. It should be a naturalized programme and based chiefly on the inherent desire for participation in a natural play activity. It should provide situations where the experiences are life-like and where emphasis is laid on associate and concomitant learnings. Such a programme will be most effective in developing desirable attitudes in the participants and shall have physical, mental, moral, social and educational values. In such Physical Education emphasis is placed on obtaining desirable outcomes and not on traditional exercise values. And lastly it will be educationally sound when it can make worth while contribution towards the complete education of the child for wholesome healthy and abundant living as a worthy and useful citizen, living best and serving most, and towards the uplift and progress of national life. All this requires wholesome environment, adequate facilities and competent leadership.

• Physical Education in Germany

By

N. K. MIA

It is quite apparent to students of physical education that since the world war the whole field of physical education in Germany is undergoing thorough overhauling. This process has been much more accelerated since the advent of the Nazi regime. The physical regeneration of her people has been made one of the chief corner stones for the reconstruction of new Germany, physically, economically, morally, and spiritually.

One of the first acts of the new government has been to create a Ministry of Physical Education for the promotion of a physical programme most systematically throughout the country, both among men and women but particularly among the younger generation.

The first act of this new Ministry has been to scrap all private organizations and to bring them all by state law under a new centralized National Organization. Movements like 'Hitler Youths', 'Hitler Boys', and 'Hitler

Girls' etc., have grown up all over the country and they have been specially patronised by the State.

This youth movement is not a new thing in Germany. Even before the war there were youth organizations in the country, but they were all under private leadership. Such organizations are not tolerated any longer; all youths below 18 years of age have been brought under one National Organization, the Hitler Youth, by State decree. A young leader has been appointed to further the cause of the youth under the official title 'The Youth Leader of the German Reich'. He is solely responsible for controlling and co-ordinating the activities of all youth organizations in the country. This organization among various other duties is mainly responsible for the Educational and the Physical Fitness programme of the youth. Naturally activities like hiking, camping, sight-seeing, apprentice competitions, games and sports, etc., play a most leading part, not for their own sake but as a means to an end.

The facilities and encouragements given to youth for such activities by the state is most praiseworthy. Play Fields, Athletic Grounds, Stadiums, Swimming Baths, Boat Houses, and Rest Houses have sprung up all over the country at public expense, and one may always have an easy access to them at a nominal cost. The members of the youth clubs are given special permits with their respective photos on them, on the production of which the bearer is given a considerable reduction in price, be he travelling by steamers, trams, railways to take part in physical activities either as a spectator or as a participant. In short everything is done by the state and by semi-official bodies to create an abiding interest in a natural and active life.

A National movement of such dimensions cannot function properly unless a large band of properly trained leaders are given a vision of its possibilities. To solve this problem of leadership the premises of the College of Physical Education in Berlin have been remodelled. Short courses of three weeks, six weeks, and one year have been instituted to meet the immediate demands. The equally important need for proper facilities and equipment for such a nation-wide programme have been pushed forward at a tremendous speed and now one finds wherever he happens to go in Germany, beautiful playing fields, swimming baths, etc., all maintained by the State for the public. Besides all these, the natural facilities such as rivers, lakes and the sea all are being exploited by thousands for their physical well being.

One may ask what about the programme of physical activities of the present Germany, is it the old formal or something new? One has only to find an answer to such a question in the achievements of the German youth in the recent Olympic games. Their successes have been most phenomenal and have taken the other nations of the world by surprise. They have discarded the old traditional gymnastic and formal work, (of course not entirely) and have gone over mostly to the naturalized activities. They have been

rethinking concerning the type of physical activities most suited to their needs and temperament. Dr. Carl Diem, a prominent leader of German physical education talking lately before the Physical Education Congress stated briefly the following: 'The Physical Education is "Education" and it should develop capable, active, well-informed men and women with obligations towards their family, their fellow citizen and their country'. One should live an abundant life and not be primarily absorbed in meditation and introspection, but striving always towards activity. "Physical education must envisage each man as a unity of mind and body in his individuality and uniqueness, in his personal rights also as well as in his obligation to others as a member of a family, a nation, and humanity".

These aims and ideals should always find expression in the physical self which among many things should aim at (1) Organic development, (2) Training of trunk, (3) Tanning the skin and (4) Training in general movements. Organic development:—This is attempted in free simple running movements, thus making use of the whole body and not through the isolated movements of a few selected limbs. Athletics, swimming, boating, etc., play a great part in developing the vital organs. Training of the trunk:—Formal work still plays some part. It is not altogether abolished, but administered in its due proportion when the situation demands it. Tanning of the skin:—During summer months and whenever weather permits physical activities are always conducted in the open, bare-bodied and under the sun, all these help to train the skin and give health to the individual. Training in general movements:—The general training is most sought for because of its carry over value. Sports, games, dancing, hiking, etc., these are of immense value in later life, when one could find pleasure and satisfaction in such health-giving activities without the same amount of exertion or change in the physical skill; while stressing the physical needs, the psychological aspect of the individual is not neglected, the mental make up of each age group is studied and exercise prescribed; the older people indulge in formal while the younger generations are encouraged to go in for more of free play. If the young are asked to do the formal, it is mostly the athletic gymnastic movements with the definite idea of excelling in athletic events.

It is very evident that emphasis has been more on natural movements rather than on the formal. No system has been found perfect, or to suit all the different individuals. Hence a wise combination of all have been attempted and is being introduced among the masses. It is the importance of the human personality that is kept always in mind, and not any particular system, not even the national system when it is found wanting.

How to Keep in Good Condition for all Sports

By

H. C. CARLSON, M.D.,

(Basketball Coach and Head of the Department of Health,
University of Pittsburgh.)

DIET

A complete picture of diet and dietary effects is a long story, but some basic facts will help to simplify the story. Diet is the source of growth and energy as well as the protector of health. The diet of the athlete includes the same requisites as the diet of any normal person. The only difference is in the amount. The young athlete not only needs fuel for his strenuous activities but he must have additional food for growth. The various kinds of foods known as proteins, fats and carbohydrates must be supplemented by vitamins and minerals. The basic requisites of a normal diet can be given in a brief outline. Additions can be made from among the foods most desired. It has been said that a person can starve to death while eating plenty of food, lacking certain essentials. Certain diseases may come because the diet does not include certain constituents.

The daily diet for every normal individual should include milk, eggs, butter, fruits, greens, cereals, and one serving of meat. The athlete should eat his last heavy meal at least three hours before his contest. Besides the actual need of foods, there should be some thought of sufficient fluids and bulk to aid elimination.

Milk is the ideal food from birth. At least a quart a day is needed for the athlete. It contains protein, fats and carbohydrates, as well as salts and vitamins. Fruit juices give an early addition to the infant's diet and are an asset throughout life. They include vitamins and certain requisite acids, as well as being a means of increasing fluid intake. Pineapple, tomato and citrus fruit juices, fresh or canned, contain vitamins A, B and C and valuable minerals.

Lack of vitamins A, B, C and D may give a variety of symptoms, including retarded growth, poor resistance, lack of vigor, poor appetite, weakness, nervousness, defective teeth, poor assimilation of lime and phosphorus, and, therefore, poorer bones and teeth.

Lack of the minerals, calcium, chlorides, iodides, iron, magnesium, manganese, phosphorus, sodium and sulphur will give a variety of symptoms, including poor development of teeth and bones, loss of weight, anemia, restricted growth, lowered mental activity, nervousness, weakness, low vitality and muscle cramps.

TRAINING

Training has come to mean that an individual is aspiring to his most efficient state, mentally and physically. He aims to become apt in the mental appraisal of a situation and to be physically fit to carry through. There is a generation of desire and confidence through daily application. This combination is backed up by the attributes of enthusiasm, perseverance, courage, and work. To keep up to the highest efficiency there must be a balance between work and rest as well as between application and recreation. There must be a balanced inclusive diet with proper elimination.

Many people have psychological or physical handicaps or a combination of both. To know what you want to do, and to keep trying to do it in the best manner possible eliminates imaginary handicaps. There is no divorcing of mental and physical efforts. Where the mind leads the body follows. To continue in training means to continue to visualize the objective and to do the things which will accomplish that objective. This holds true in any undertaking as well as in sports.

For my team, I want the player who is willing to discipline himself. He should do without tobacco because of physical detriment. He must take the game seriously and keep fit by proper habits of diet, work, and rest.

EXERCISE

Exercise should include mental as well as physical activities, since they are inseparable. In physical exercise the mechanism of maintaining certain postures is as important as motion. The thrower must have the ability to hold up his arm and to stop its forward momentum, as well as the power to give it motion. The action of the muscles to maintain position is called tonic action. The action of the muscles to give motion is called phasic action. Exercise should employ both tonic and phasic actions. Good condition should mean efficiency of both actions. In golf, tennis, and baseball, tonic fatigue in failure to maintain a certain position may cause failure in the motion to hit the ball successfully.

If an individual is in sports, he should have his off season exercises simulate the actions of his game. The individual should decide what exercises are best suited to his needs. The individual who wants to play basketball, for example, should study the various actions involved in the game. His exercises should be along the pattern of coordination in which he wishes to gain proficiency—the use of the arms in various kinds of passes and shots; the use of the body in body feints, passes and shots.

Aim of Physical Education at Wellesley College

1. To build up in each student sufficient strength and vitality to meet the demands of a normally active life;
2. To encourage an appreciation and maintenance of fundamental health habits;
3. To develop poise, a habit of normal unstrained carriage, a sense of rhythm, co-ordination and motor judgment;
4. To enable students to handle themselves confidently in any situation;
5. To develop skill and permanent interest in wholesome recreational activities adapted to individual needs and capacities;
6. To awaken in the student a sense of self as a vital, responsible part of a group and the necessity for both harmony and individuality in effective group activity; and
7. To help each student to adapt efficiently and happily to the demands made by modern life.

We publish the foregoing as a worthy aim. Educational institutions in general should seriously consider adopting a similar aim for physical education. The introduction of facilities and programmes making play and natural activities possible will help much in approximating this aim.

H. C. B.

Physical Education in a Reorganised Scheme of Secondary Education

(A Memorandum by the Madras Provincial Physical Education Association.)

The increased attention paid to the reorganisation of secondary education in this presidency and elsewhere as seen in the numerous reports, memoranda and speeches on the subject is indicative that before long changes of a far-reaching nature will be made in secondary education. Strangely enough, however, very little is said of the need of or the place of physical education in the several schemes for reorganisation that have been put forward. The Madras Physical Education Association one of whose objects is "to advance the cause of scientific physical education" feels impelled, therefore, to put forward the claims of physical education and to invite those responsible for reorganisation of secondary education to give the fullest consideration to these claims.

WHAT IS PHYSICAL EDUCATION ?

An appreciation of the claims of physical education will best be possible on a clear understanding of what physical education is. The terms physical training, physical culture, and physical education have been used synonymously much to the detriment of physical education, because physical education is not what the other terms connote. Whereas exercising the body through physical activities, muscular development and the perfection of the "body beautiful" have been the aims of physical training and physical culture, the aim of physical education has not been centred in the body alone. Increased respiration and perspiration, improved peristalsis or better muscle growth and tone do result from a programme of physical education. But the emphasis is on the educational value of such a programme because *true physical education is education of the body and education through the body.*

Education of the body takes place when, because of the participation in a series of vigorous big-muscle activities which satisfy, the vital organs of the individual are induced to function efficiently and harmoniously resulting in increasing vitality and physical efficiency. Education of the body takes place also when the individual is enabled, because of the same series of vigorous big-muscle activities gone through in a natural manner, to use his physical skills of walking, running, jumping, lifting, climbing, throwing, kicking, etc., in the most graceful manner, and most economically with the least expense of energy. Physical education activities thus do not aim mainly at the development of a strong muscular body, but at the development of a sound body vitally efficient and physically skillful.

Education through the body lies in the use of the same activities as above in a natural manner. It is true that the intellect cannot be trained on the playground on the same lines as those of the class-room. But the alertness of mind, the power to size up situations accurately at a glance and to make quick decisions—these qualities of the intellect are more successfully developed on the playground than in the class room. To this extent is education of the intellect through the body possible.

It is in the realm of emotions and morals, however, that education through the body takes place most effectively. Sufficient has been said on the contribution of sports and games to the development of character, to the instilling of the ideas and ideals of sportsmanship. Control of the emotions in the most admirable manner, development of habits and attitudes of lasting importance in life, behaviour in society in the most approved way are some of the contributions of physical education activities generally accepted as vital to the individual.

Physical education as now understood stands for education. The education of the intellect through the brain and the mind is mainly though not

exclusively the domain of the classroom. The education of the body to enable it to behave in the most healthy, vital, efficient and skillful manner is possible only through physical activities. And in the education of the morals and emotions, physical activities play no mean part. It is therefore that physical education is defined as education of the body and through the body.

EDUCATION AS THE PHYSICAL EDUCATOR UNDERSTANDS IT

What is the education into which the above type of physical education will fit ? It is well-known that the purely literary education emphasising the development of the mind alone, which is the existing type of education given through a heavy curriculum of subjects in which the students are to be prepared for certain examinations, has not provided for physical education to any appreciable extent. The education that the physical educator conceives of is that which according to the Madras Teachers' Guild aims at developing the student as an individual and as a future worker and citizen. All that the student does at school should result in developing the several aspects of his individual personality such as the intellectual, the physical, the moral, the social, and the religious; and these several aspects should be so developed as to produce a capable citizen trained to look after his own needs and those of society.

Education, then, is not something which is to be given to students by classroom lessons and examinations alone. It is a process of development of the student through the several and varied experiences that school life should provide, not only through the study of literature, the sciences, and the civic and social subjects, but also through participation in several school activities like Scouting, the Junior Red Cross, games and sports, physical education, debating societies, excursions, hobbies, etc.

CONTRIBUTION OF PHYSICAL EDUCATION

In the words of Sir Michael Sadler, education should "through the activities of corporate life in the school give the pupils experience in bearing responsibility, in organisation, and in working with others for public ends whether in leadership or in submission to the common will." Besides serving to further the ends of education as thus stated by Sir Michael Sadler, and as briefly stated in the preceeding paragraphs, physical education has further contributions vital to national welfare. Thus

1. the friendly rivalry and intercourse on the field of sport is bound to bring amity between the participants and bring about a new social order where distinctions of caste and creed, race and religion, community and colour can rarely find a place.

2. the improved vitality and happiness will enable the nation to produce the goods that constitute real wealth.

3. the increase in span of life will add to the period of productivity and usefulness of the individual and of the nation.

4. training for the right use of leisure will enable the nation to occupy itself in worthy and satisfying pursuits, and to be enriched thereby socially, culturally and spiritually.

THE PLACE OF PHYSICAL EDUCATION IN THE SECONDARY EDUCATION CURRICULUM AT PRESENT

The insignificant place now given to this subject is a matter of common knowledge. The following are outstanding features:—

1. One or two periods a week are set apart for physical training as against the 28 or so for intellectual training.

2. The percentage of students who are provided opportunities for satisfactory participation in games and sports is ridiculously low, 10% on the average being a very fair estimate.

3. Physiology and Hygiene are taught as part of the B group Elementary Science with no attempt to relate the subject to life situations in actual practice.

4. Whereas elaborate equipment and buildings are provided for the teaching of other subjects, physical education classes are held under the scorching sun in places devoid of beauty of any kind, but abounding in dust and dirt, while practically no equipment is furnished.

5. Whereas for intellectual education as many teachers as there are classes plus a few more are considered necessary, for physical education one teacher is considered to be more than enough—at times even superfluous, as seen in their being given appointments as combined Drawing and Physical Training Instructors, or given other subjects to teach,—while in many cases their status is not conceded to be equal to that of any other member of the staff, but is put on par with the menial servants of the school such as peons, attenders, etc.

What wonder then that physical education has failed to make any real contribution to the development of the students, or that students dislike attending these classes, and parents discourage them from attending these classes with all the authority and power they possess?

THE SCOPE OF PHYSICAL EDUCATION AS CONSIDERED DESIRABLE IN A REORGANISED SCHEME OF EDUCATION

Physical education should be more effective. What should be done? In the first place the scope of physical education should be clearly understood. The scope is somewhat as follows:—

1. Provision of natural physical activities both indigenous and foreign such as the major and minor games, rhythmic activities, viz., the folk dances, stunts and self-testing activities, outing activities, etc.

2. Class instruction in the theory and practice of the above activities.

3. Facilities for daily participation in these activities by all the students.

4. Correlation of the teaching of physiology and hygiene with these activities.

5. Co-operation with health education programmes by providing facilities for the practice of such health habits as are conducive to improve the health of the students.

6. Medical inspection to provide the basis for a sound physical education programme.

Note.—A syllabus inclusive of these can be produced whenever necessary. But the need for this should first be recognised.

THE LIMITATIONS WHICH AT PRESENT HINDER PHYSICAL EDUCATION IN ITS FULL SCOPE AS DEFINED ABOVE

Physical education activities as described above cannot however be easily included in secondary school activities now because of the following limitations:—

1. *The heavy curriculum of studies and the exclusively strong emphasis on intellectual education* which prevents the required time being devoted to physical education. Because of this, on the one hand 28 periods or so are to be devoted every week for the mental and moral training of the students, and on the other hand teachers are inclined to give heavy home work partly to fulfil the requirements of the curriculum, and partly to prevent the students from participating in the playground activities and wasting precious time. The custom of teachers holding "Private classes" at the expense of physical activities is another sorry outcome of the crowded curriculum of studies which does not need much comment.

2. *The bug-bear of examinations* which acts as a strong lode dragging the student away from the playground.

3. *The improper school sessions* which are held at hours conducive neither to best intellectual efforts, nor to helpful physical activities.

4. *The undernourished condition of students* which is generally accepted on all hands and which prevents joyful and satisfying participation in the physical activities by the students, specially when these activities are offered at the fag end of the day when the students are fatigued mentally and even physically.

5. *The inadequate provision of playground and gymnasium facilities.* Instruction classes in physical activities are held in the most unattractive surroundings under the scorching sun, while playground space in many a school is woefully inadequate.

6. *Lack of proper adequately paid leadership* in physical education which is essential to successful organisation and conduct of sound programmes of physical education.

7. *Proficiency of progress in physical education activities not taken into consideration for promotion or detention of students at the end of the school year*, which makes students pay very indifferent attention to physical activities and at times to ignore it altogether.

CAN THESE LIMITATIONS BE OVERCOME ?

This aspect of the problem deserves careful consideration. If the definition of education as given above is accepted, then the limitations should be removed. The following are suggestive thoughts in this respect :—

(1) *The curriculum of studies* in the Secondary school stage should be lightened. The Headmasters' Association has already expressed their opinion on this aspect of the reorganisation in their memorandum. For Middle schools the Memorandum says,

"The subjects taught should be in the main as at present, but hand work should be made compulsory for all pupils, the syllabuses in all the subjects should be made more practical, the method of teaching should be greatly improved and scope should be left for variety between school and school."

Regarding the High school curriculum some reform is suggested, making English, Vernacular and Elementary Mathematics compulsory and allowing a choice of three subjects as optional. A total of six subjects is offered in preparation for the S. S. L. C. Examination.

But, not a word is said of the need for the provision of other activities, and no suggestion is made as to how provision should be made for them. No reductions are suggested in the Middle school curriculum. But hand work is to be added. What of physical education ? Can the overloading of students with classroom work in the younger years be conducive to their healthy physical growth ? Should they not be given more time throughout school life to engage themselves in joyful and satisfying bodily activities ?

The Board of Education, England, says,

"The time spent on physical training is amply repaid by its stimulating effect on the minds as well as the bodies of the pupils, and those responsible for Secondary schools should ensure that it is never crowded out of the curriculum by the pressure of other subjects. Three school periods a week of normal length should be allowed for gymnastics and physical exercises in addition to the time allowed for games and swimming."

Is it not essential to effect real changes in the curriculum of Secondary schools, to reduce the heavy "home work", and to do away with the pernicious

cious system of extra private classes so as to enable more time to be devoted to physical education and other educational activities ?

2. *Examinations.* The Headmasters' Association has rightly pointed out the desirability of school examinations conducted on the lines of "The Examination for National Certificate" (England). This is a step in the right direction and will certainly have a desirable effect in producing the correct "mind-set" of the students regarding studies and other activities. Not only from the point of view of mental strain and fatigue, but also from that of the general health of the students, the less fearsome and cumbersome examinations are, the better will the students benefit by the education in schools.

3. *School working hours.* Our conservative nature is very largely responsible for the present school hours. Morning sessions from 10 to 1, and the afternoon sessions from 2 to 4 are held everywhere though conditions of locality and climate may warrant some other time. From the point of view of both the mental and physical health of the students these working hours have generally been condemned. But mankind including teachers and headmasters are slow to change. They are afraid of tremendous upheavals and commotions if the study hours at school are changed to the cooler hours of the day. And yet, should not a change of the school sessions be given adequate consideration and a fair trial ? This is a topic on which much might be written. But if the consideration of the educator is to facilitate the healthy growth and development of the students, should not changes for the better be deeply considered and brought into effect ? That other subsidiary problems will arise as the result of this change is no reason why the main problem should not be tackled ! As a matter of fact the other problems that will arise are not so difficult of solution as one would expect. No doubt this change will provide more time for other school activities besides studies. But the more far-reaching result will be that education of students will proceed under far happier conditions than at present. *A change in the school working hours is a desideratum.*

4. *Malnutrition* is a problem that schools are not in a position to eradicate. But schools have a responsibility in this matter which they can ill afford to ignore because the underfed child is not the best student. If Bengal could provide tiffin for its school children before they enter the playground, if some of the schools in this Province are successful in providing noon lunches for the indigent and the needy, if Educational Authorities in England feel it their duty to provide milk and even noon lunches to their school children, then certainly this problem is not beyond solution in our schools. There is urgent need for a careful study of this problem and to find ways and means of solving it. After all, is this not a real aspect of education ?

5. *Playgrounds and Gymnasias.* In general it must be admitted that the playground problem has not been successfully tackled. It is to the credit

of Government that they have taken the initiative in this matter, but private enterprise and enthusiasm has lagged far behind. There is need for a push forward in this direction. Setting apart of Government lands for use as school playgrounds, acquisition of private lands where necessary, donations of lands by philanthropically minded persons are some of the ways and means.

Gymnasias of a suitable type do not exist anywhere. If physical education activities are to be productive of healthful results, the work must be done in congenial surroundings. In the words of the Board of Education (England), "a gymnasium should form part of the normal provision in all Secondary schools." And, as in the case of the playgrounds, the Government, the management and the public have all equal responsibility in this matter. The Madras Provincial Physical Education Association will suggest types of suitable gymnasias when the question is taken up for consideration.

6. *Leadership* cannot be changed overnight. It can be changed only when a true appreciation of physical education is present. If no subject in the Secondary school curriculum even in the lower forms can be handled by teachers with less than the Secondary trained teachers certificate, what justification is there for employing teachers of physical education with less qualifications, less pay and lower status? Is there no need for the employment of more teachers of physical education highly qualified both educationally and technically, in proportion to the strength of the school? It is certainly auspicious that the Director of Public Instruction has approved the proposal for the appointment of one Physical Training Instructor to every 250 students on rolls (Vide copy of Proceedings R. C. No. 1544-E/36 dated 1st December 1936. Should not these teachers be given a living wage at least on par with other teachers in schools?

7. *Proficiency or progress in physical education activities* should be given due weight at the time of promotions. Present day education pays no attention to a subject which has no examination hall mark on it, or which does not help in passing an examination. Physical education need not be an examination subject. But indifference to physical education activities and failure to participate in them and to show appreciable progress in them should be declared to be one of the reasons why a student may not be promoted. The quarterly or monthly progress card may be made more comprehensive for this purpose.

It has been pointed out in the foregoing paragraphs that the limitations can be overcome only if steps in the right direction are taken. And these steps must be taken if physical education is of any importance and if its contributions are in any way worthwhile.

HEALTH EDUCATION SHOULD ALSO HAVE A PLACE IN THE REORGANISED SECONDARY EDUCATION

Health education is a subject which also should be included. In this memorandum much has not been said on this subject except in its relationship to physical education. A brief statement on this important aspect of education will therefore be made here.

Health education has been defined as "the sum of experiences in school and elsewhere which favourably influence habits, attitudes, and knowledge related to individual, racial and community health."

Since health is a recognised educational objective it is necessary that full provision for the preservation and promotion of health should be made for all children. The National Education Association of U. S. A. state that a health education programme should include,

1. the provision of healthful school conditions both physical and mental;
2. an adequate school health service;
3. an effective programme of school health instruction; and
4. the co-ordination of the efforts of the home and community with those of the school.

Health education is a comprehensive school activity reaching out into the home and the community. A well thought out programme of health instruction, health service and health supervision for healthful living at school and out of school should be included in the reorganised scheme of secondary education.

PHYSICAL EDUCATION ACTIVITIES IN ELEMENTARY SCHOOLS

This aspect of the problem also is not discussed here because the memorandum is with reference to physical education in the reorganised secondary education. This does not mean that secondary schools have no responsibility in this matter. On the other hand, the foundations have to be laid in the elementary schools and secondary education should demand of elementary education that the products of elementary schools should be fit to shoulder the burdens of secondary education. The necessary emphasis on physical education activities as one of the subjects in the curriculum of elementary schools which should be given fullest attention both by the elementary school teachers and the inspectorate should be made possible by the emphasis on the subject in secondary education.

CONCLUSION

This discussion of the need for an adequate place and provision for physical education in the reorganised secondary education has of necessity

been brief. The Madras Provincial Physical Education Association will be always ready to co-operate with other educational bodies in this task of re-constructing education and to shoulder whatever responsibility is placed on it in this respect. The Association will now conclude its memorandum with a quotation from the Board of Education (England) which runs thus:—

“The right education of the mind and of the body is indivisible, and unless the body is trained to health, the education of mind and personality cannot but be incomplete. Physical education and games have accordingly an essential part to play in the school.”

There is today a growing concern for all that affects the physical welfare of the nation. The part which physical education can play in raising the standard of national well-being, and in inculcating a better and more widespread knowledge of the principles of healthy living is being recognised. But unless physical education is given its due place in education, the healthy development of the pupils as individuals and as future workers and citizens of the country can never be fully realised.

Book Reviews

The Scientific Art of Boxing. By Obeyse'kere, D. B.; published by The Times of Ceylon Co., Ltd., Times Buildings, Colombo. Price, Rs. 1-12.

This book is written by a man who has an intimate knowledge of the sport. Mr. Obeyse'kere began his boxing career from his early boyhood days—his first tournament being at the age of eight. He has trained under able instructors. At Cambridge he won the Light Weight championship for three years in succession—1927, 28 and 29, and in 1930 he was the Welter Weight champion. He had also the distinction of being the captain of the Cambridge boxing team in 1929, “the first Asiatic to skipper a recognised sport at Cambridge University.” Even now the author is an active boxer. He won the Welter Weight championship of Ceylon in 1936.

With such a background of experience and his keen interest in popularising the sport he has attempted to give many valuable hints in this small book. The first part of the book is devoted to the history of the sport with special chapters on its development in Ceylon and in India. Many of the suggestions given on refereeing, judging, timing and seconding are very valuable. The importance of being strict in refereeing is specially pointed out.

There is only one chapter devoted to the technique of boxing. Even though the author covers most of the important methods of attack and defense and discusses points like Ring craft, Feinting, etc., one feels that more space

might have been given in the book on this phase of boxing. A section with more than one chapter giving more detailed descriptions would have made the usefulness of the book, in the hands of the teacher, even greater.

The training hints given may appear to us, who are unaccustomed to training, as a little too elaborate. With the heavy schedule of lessons and examinations it will never be possible for the Indian students to do the sort of training mentioned in the book. However, the points emphasized are justly emphasized and those who went to excell in the sport must train seriously and methodically.

The last chapter on “Some famous Boxers” is full of interesting information which will be liked by all boxing enthusiasts.

The book thus discusses most of the important phases of boxing. It contains many pictures of famous boxers and also of various methods of attack and defense. Some time when the author rewrites it if he could enlarge it, the book can be used as a standard book for boxing instructors. It is specially recommended to those Physical Directors and Physical Instructors who are promoting boxing.

The price of the book is Rs. 1-12-0, and the proceeds of the sale go to the Ceylon Amateur Boxing Association.

P. M. JOSEPH.

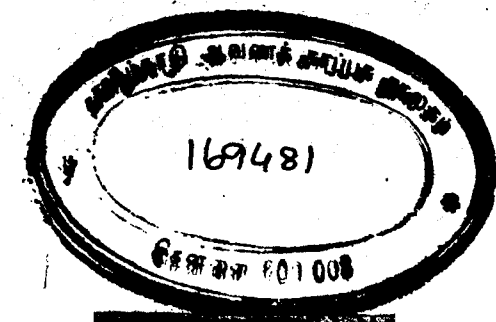
Cricket. Edited by Howard Marshall. Published by J. M. Dent & Sons, Limited, London. Available at Macmillan & Co., Ltd., Mount Road, Madras. Price Rs. 2.

This book is the epitome of the personal experiences of one whom we think first as a great player and then a greater captain. A new book of enduring value to every student of the game which will appeal to the novice and expert alike. The author has clearly analysed the various aspects of the game, with useful hints on the selection and up keep of bats, pads, boots and other equipment. The chapter on “Captaincy in the field” is most interesting and depicting the psycho-analytical mind of the captain who has to face difficult situations during the progress of the game.

The book is not only entertaining but well illustrated with photographs of experts in action and with diagrams for setting the field to various types of bowling. A unique contribution to the enthusiastic youngster as well as to a school or college library.

M. G. VIJAYASARATHY.

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BOOKS RECENTLY ADDED TO Y.M.C.A. COLLEGE LIBRARY

An introduction to Physical Education. By Eugene W. Nixon, M.A., and Frederick W. Cozens, Ph.D. Published by W. B. Saunders Coy., Philadelphia. Price Rs. 6.

"The author reflects the newer philosophy of physical education when he defines education as follows:—"Physical education is that phase of the whole process of education which is concerned with big muscle and related responses, and with the modification of the individual resultant from the responses."

The book stresses the changes in conception about physical education from that of the old schools who thought of it often exclusively in terms of exercises, skills, muscle building, perspiration, metabolism or excretion. But at present it has set up the school as a more or less effective agency to promote certain modifications of the individual in mind, body, morals and manners which society thinks will enable him to live a more complete and worthwhile life than would otherwise be possible. Physical education should be thought of as an integral phase of the project of educating the whole individual.

This is indeed a well constituted and well written book and should be included in the library of every individual engaged in the field of physical education."

The Research Quarterly.

Personal Hygiene, Applied.—Revised Edition. By Jessie Feiring Williams, M.D., of Columbia University. Published by W. B. Sanders Company, Philadelphia, and London. Price Rs. 8.

"Dr. Williams has brought his well known text up-to-date in this edition. It brings the new health facts and the new health views and applies them to daily life in Dr. Williams' own very effective way. A good deal of new material has been added, and the presentation of some sections has been changed. Among the specially significant changes are the new sections explaining structural and functional changes in the body and their bearing on health; the newest knowledge of the vitamins; helpful new facts on the hygiene of the nervous system and the circulatory system; a large new section which interprets the psychical, social and aesthetic meanings of sex.

This applied nature of Dr. Williams work has given it one of the widest acceptances ever accorded a book on personal hygiene. Here are not only the facts of healthful living but also the wider aims which convey just how health improves the quality of human life. A book that is bound to inspire and throw a new light and vision into the day-to-day life of every reader."

The Journal of Health and Physical Education.

How to Teach Swimming and Diving. Thomas K. Curiton, B.S., B.P.E., M.P.E., Association Press, 347, Madison Ave, New York.

"The material in this book is arranged for the teacher and is as scientific as ten years of study and research permit it to be. Mr. Curiton applies a scientific attitude to the sport of swimming. The author has kept in mind the teacher as he faces problems centred about the teaching of swimming and diving. The author explains how physics, psychology, sociology, physiology and hygiene may contribute directly to the solving of problems involved in the teaching situation. This book is worthy of a place in the library of every instructor and student of swimming."

The Research Quarterly.

Active Games and Contests. Bernard S. Mason and P. D. Mitchell. Published by A. S. Barnes and Company, New York. 600 pages. Price Rs. 7-8-0.

"Mason and Mitchell are the authors of "Theory of Play" and "Social Games of Recreation." They have joined forces again in a third volume which covers in encyclopedic form the field of vigorous recreational activities. Over 1,800 games are fully described and classified with suggestions on the situations and age groups for which they are best adapted. This book will be a very useful addition to any library on games. It contains a wealth of material for every type of program."

The Research Quarterly.

Social Games for Recreation. By Mason and Mitchell. Published by A. S. Barnes & Co., New York. Price Rs. 7.

"This book contains a comprehensive collection of social activities and games for the student, club-leader, group worker, scout master, physical director and every one who wishes material for social play. There are over 1,200 activities and games for all in home, school or party, at camp, on the playground, in the club room or any social gathering. It is an excellent book for all types of group leaders."

—Journal of Health and Physical Education.

Tests on Football—Officiating and Coaching

By

C. C. ABRAHAM

These tests are given to the students of the Y.M.C.A. College to test their knowledge of the rules as well as the methods of coaching the game. It is published in the hope that it may be useful to Old Boys as well as others interested in the game.

PART I.—OFFICIATING

Question I.

When is a goal Scored in FOOT BALL?

Has a goal been Scored in each of the following cases?

(Write YES or NO).

1. The centre forward sends the ball into the goal from a place-kick.
2. A half-back throws the ball into the goal from a throw-in.
3. A hard shot by a forward displaces the cross bar but enters the goal.
4. A corner kick hits the referee and gets into the goal.
5. A forward violently rushes at the goalie who is in possession of the ball and knocks the goalie and the ball into the goal.
6. A full back while taking a goal kick intentionally sends the ball into his own goal.
7. A flying shot is taken into the goal and while the ball is still in the air, the referee blows the whistle for time out, but the ball enters the goal.
8. A ball that is shot into the goal bursts in the air and then enters the goal.
9. A free kick is awarded for carrying by the goal keeper. The player taking the kick sends the ball into the goal direct.
10. A ball rolls on the goal line between the posts, but is kicked away by the goalie.

Question II. PENALTY KICK.

(a) When is penalty kick awarded? Mention the various situations. What are the rules to be observed by a referee when a penalty kick is taken?

(b) What will be your decision in the following cases.

1. While a penalty kick is being taken one of the attacking side enters the penalty area and a goal scored.
2. One of the defending side enters the penalty area but the ball does not go into the goal.
3. When one of the attacking and one of the defending players enter the penalty area and a goal is scored.
4. Goalie moves while taking the penalty kick and a goal not scored.
5. Goalie moves while taking the penalty kick and a goal is scored.
6. Goalie moves and saves the ball from entering the goal after two warnings.
7. A penalty kick rebounds from the goal posts and one of the attacking players rushes in from an off-side position and scores a goal.
8. A penalty kick rebounds from the goal posts and the player taking the penalty kick runs and shoots the ball into the goal.
9. A penalty kick is taken without the referee's whistle and a goal not scored.
10. Allow a change of goal keeper when a penalty kick is to be taken.

Question III. What would you as a referee do in the following cases :—

1. Ball not kicked forward from a place-kick.
2. Ball not kicked forward from a penalty kick.
3. Play the ball before, it has touched the ground after being dropped to restart play after stoppage.
4. A goal keeper has been chased without your notice and he handles the ball in the goal area.
5. After a drawn game and extra time is necessary how will you restart the game.
6. A team refusing to play on being asked to do so.
7. A player refusing to leave the field of play when ordered off for misbehaviour.
8. The ball has been kicked outside the side line, but before the ball is thrown in a player deliberately kicks an opponent.
9. A full back takes a free kick on a rolling ball from within the penalty area.
10. A player deliberately kicks the ball out-of-bounds to waste time.

Question IV. Can a referee do the following?

1. Not penalize a player who is standing in an off-side position.
2. Award a penalty kick if the goalie takes more than four steps while in possession of the ball.
3. Disqualify a whole team for the bad conduct of one of the players and award the match to the other team.
4. Award a penalty kick against a full back for tripping inside the penalty area, the ball at the moment this happened was in the other half of the field.
5. Confer with the linesman for distinct breaches of law which have come under the linesman's notice.
6. Terminate a game when there is only 5 minutes of play left, on account of rain, darkness or interference from spectators.
7. Award a penalty kick for a very dangerous foul outside the penalty area.
8. Allow a player ordered off the field of play to resume the game.
9. Change his decision at the end of the game.
10. Can extend the time of play so that a penalty kick might be taken.
11. Award a penalty kick for deliberately tripping an opponent who is standing in off-side position within the penalty area.
12. Order a player off the field of play for ungentlemanly behaviour without warning.
13. Award a penalty kick for ungentlemanly behaviour inside the penalty area.
14. Order a player off the field for deliberately and repeatedly standing off-side.
15. Allow a player to resume the game if he left the field of play without the referee's permission.

Question V. When is a player Off-Side in Foot-Ball.

(a) With suitable diagrams show the cases where a player should be penalized for being off-side.

(b) With suitable diagrams show the cases where a player should not be penalised even though he is in an off-side position.

Question VI. True False (Answer T. or F.)

1. Carrying by the goal keeper is taking more than 3-steps while holding the ball.
2. A goal may be scored from a throw-in.
3. If the ball touches the referee and is thus kept from going out of bounds it is still in play.

4. A player must be careful about off-side when a throw-in is being taken.
5. The person taking the throw-in must stand with both feet on the touch line.
6. Knocking-on is striking or bumping the person who has the ball.
7. A goal may be scored direct from a corner kick.
8. A goal may be scored direct from a free-kick awarded for charging an opponent.
9. A goal may be scored direct from a free-kick awarded for off-side.
10. During a penalty kick the players may take up their positions anywhere outside the penalty area.
11. The penalty for an improper 'throw-in' is a free-kick for the opponents.
12. The interval at half time shall not exceed 10 minutes.
13. A goal keeper must not dribble the ball.
14. It is not necessary for a player to wait for the whistle before taking a corner kick, goal kick, or a throw in.
15. When the Goal Keeper "carries" the ball, the opposing side is awarded a penalty kick.
16. Metal plates are allowed on soccer shoes.
17. The officials for a soccer game are a referee, two linesmen, a time-keeper, and a scorer.
18. The official game consists of two 30 minutes halves in India.
19. The kick-off may be in any direction.
20. No player may approach within 8 yards during the kick off.
21. The ball is in play if it rebounds from a goal post, cross bar, or corner flag into the field of play.
22. All players shall be at least 10 yards away during a throw-in.
23. Propelling the ball with the top of shoulders is a foul which calls for a free kick by the opponents.
24. The umpire award a free kick for any rough or dangerous conduct.
25. If the ball bounds back from the goal post to the player has just taken the corner kick, it is a foul if he kicks it again.

Question VII. Multiple Choice. (Select the best statement).

1. A penalty kick is awarded to the attacker when (1) a defender plays the ball behind his own goal line (2) when a defender, within his own penalty area, intentionally infringes upon Rule IX (3) when the defending goal keeper handles ball.
2. A goal kick is (1) kicking the ball at the goal from the penalty kick mark (2) kicking the ball from the goal line into the field of play (3) kicking the ball from the 6 yards line opposite the point where the ball left the field of play.
3. A goal may be scored (1) by a free kick given for tripping by a defender (2) by an attacker carrying the ball across the goal line (3) by a free kick awarded for carrying the ball by the goal keeper.
4. During the penalty kick (1) all players should be out side of the penalty area within the playing field except the kicker and the defending goal keeper (2) all defenders should be behind the goal line (3) half backs should mark their opposing forwards in the usual way.
5. At the corner kick (1) all defense players must be behind the goal line (2) all opponents must be 10 yards away until the ball is kicked (3) attacking players must stay outside penalty area.

Question VIII. Completion.

1. If a goal keeper handles the ball outside the penalty area is awarded
2. In a penalty kick the ball shall not be gain played by the kicker unless.....
3. A player is off side unless.....
4. The ball is in play unless the referee.....

5. A goal is scored when the ball.....line
6. A player who shows disapproval of a referee's decision by word or action should be.....
7. A ball touching the referee is.....
8. A ball touching the side lines is.....

PART II-COACHING.

- I. (a) What are the fundamental FOOT-BALL skills?
(b) What method will you adopt in teaching FOOT-BALL, to a raw group or College students.
(c) What method will you adopt in the case of middle school boys.
- II. (a) What playing technique will you emphasize during practice periods if you are coaching a foot ball team for a competition.
(b) What suggestions will you give a player if you are training him to be a goalie.
(c) What suggestions will you give for effective half-back play.
(d) What suggestions will you give to your full-backs.
(e) What suggestions will you give to the respective forwards for good position play.
- III. Mention and briefly describe as many lead up games to develop the skills of FOOT-BALL..

Tests on Hockey—Officiating

By

C. C. ABRAHAM.

I. Draw a sketch of a hockey field giving the following (14 marks.)

- (a) The dimensions of the field—maximum & minimum.
- (b) The dimensions of the goal posts.
- (c) The Striking circle.

II. Completion Tests.—(1 mark for each question).

1. The duration of the game shall be.....each way.
2. The interval shall not exceed.....minutes.
3. A game must be started or re-started with.....
4. A player creates a "stick" when striking at the ball the stick.....shoulder.
5. A player "carries" the ball when he.....with any part of his body.
6. The ball may be hit whilst it is in the air but should avoid.....
7. The ball may be caught but it must be immediately.....ground
8. The hand or foot if used for stopping the ball shall be at once.....play
9. The umpire shall penalise a scoop stroke if it is likely to lead to.....
10. While taking a free hit the.....stroke shall not be allowed.
11. Hooking an opponent's stick is permissible but it should not be from.....
12. Attacking from an opponent's left is allowed provided.....
13. A goal keeper is not allowed to kick the ball when he is.....circle.
14. If the ball strike the umpire it shall be.....
15. A goal is usually scored when the ball passes.....line between the posts.
16. For sending the ball behind intentionally from any part of the field a....corner is awarded.

17. For sending the ball behind unintentionally from within 25 yards a.....corner awarded.
18. When a roll in is taken referee should see that all players.....have their.....outside.....line.
19. When a penalty corner is taken the referee should see that all the defending players must have their.....line.
20. The penalty for not taking the common bully properly after a warning is.....

III. What will your decision be in the following cases?—(1 mark for each question)

1. A hit from outside the circle glances off the sticks of a full back and the goalie and enters the goal.
2. A hit by an attacker, from inside the circle, touches the stick of a full back and then the pads of the goalie and enters the goal.
3. A shot into the goal hits the inside of the cross bar and rebounds into the field of play.
4. A shot is taken into the goal without attempting to stop the ball from a penalty corner, and a goal scored.
5. A goal keeper uses his hands to stop a ball, but pushes it away intentionally with the hand to avoid a goal.
6. A shot is taken into the goal from within the circle. The goalie in trying to hit the ball away makes a stick, but the ball misses his stick and enters the goal.
7. A full back throws his stick from a distance of 5 yards to a ball about to be shot in to the goal from within the circle and prevents a goal being scored.
8. A full back while running after a forward accidentally falls on the ground and also knocks down this forward, who would have otherwise scored a goal.
9. The ball lodges in the goalie's pads. A clever opponent knocks the ball with his stick into the goal from the pads.
10. A goal-keeper while taking the penalty bully kicks the ball outside the circle.
11. An attacker while taking the penalty bully uses the wrong side of the stick to score a goal.
12. A defender while taking the penalty bully sends the ball behind the goal line outside the posts and within the circle.
13. A defender while taking the penalty bully stops the ball with his stick and uses his foot to support the stick in order to resist the opponent.
14. The attacker and defender are simultaneously at fault while taking a penalty bully.
15. A ball is scooped high into the goal. The ball enters the goal, but the full back and the goal keeper make stick in attempting to stop the ball.
16. A player taking the ball into the goal is wrongly tackled from the left, but he is able to score a goal inspite of this violation or rule.
17. Some of the defending players rush in for the ball before the hit is taken in a penalty corner; just the same a goal is scored by the attacking side.
18. A player does not take the bully properly after a warning.
19. One of the players approaches you and argues with you with regard to a decision you made.
20. One of the umpires was temporarily incapacitated. Before the game was suspended by the other umpire, a goal was scored.

IV. True or False:—(1 mark for each correct answer and —1 for each wrong answer), (Put + against True and—against False).

1. A goal is scored by sending the ball behind the goal line between the goal posts and under the cross bar, from any part of the field.
2. The goalie may use either side of the stick when he is within the striking circle.
3. It is always a foul to undercut a ball.

4. Full backs are allowed to support the sticks with their legs or feet in order to resist an opponent.
5. Goal-keeper is allowed to make sticks while trying to save a goal being scored.
6. "Obstruction" is turning around.
7. A dangerous foul by the defending side in any part of the field may be penalised with a penalty corner.
8. The ball from a penalty corner need not necessarily be stopped dead before it is shot into the goal.
9. The ball from a penalty corner may be deflected to another player who could shoot it into the goal.
10. Player taking the penalty corner must wait for the referee's whistle.
11. Defending players may rush in as soon as the player taking the penalty corner prepares to hit the ball.
12. A penalty bully shall be awarded for any intentional breach of rule X inside the circle by the defending player, to prevent a goal being scored.
13. A penalty bully shall be awarded if a goal would probably have been scored had an unintentional breach of rule X occurred inside the circle by one of the defending players.
14. A penalty bully must be taken at the spot where the breach occurred.
15. All players except those taking part in the penalty bully may remain outside the goal line.
16. The ball is in play as soon as it passes the striking circle after a penalty bully.
17. Extra time shall be allowed to complete a penalty bully, if necessary.
18. For any breach of rule X by the defending player in a penalty bully, a goal shall be awarded to the opposing team.
19. The penalty for not taking the bully properly in a penalty bully is to ask the player to take the bully properly.
20. The penalty for any breach of rule X by the attacking player in a penalty bully is a hit from the spot for the opponents.
21. Players must be careful for being off-side when a roll is taken.
22. Players must be careful for being off-side when they are following the ball.
23. Referees must be careful to note cases of off-side when a back-pass is made especially in the striking circle.
24. A player standing off-side shall not be penalised for off-side if the ball happened to touch or glance off the stick or person of a defending player.
25. Ball rebounding from the posts to a player standing off-side may be shot into the goal and a goal scored.
26. Ball rebounding from the pads of the goalie to a player standing off-side may be converted into a goal.
27. Referee should be very careful in not penalising cases of off-side when the player in question is not influencing the game in any way.
28. While taking a free hit, the ball may be hit, pushed or scooped.
29. Referee should insist on using the flat side of the stick only when a bully is taken.
30. The roller in may have his foot on the line while a roll-in is taken.
31. The roll-in must always be in a forward direction.
32. A player creates a "stick" when a striker in attempting to hit a ball hard misses it.
33. A long corner may be taken anyside of the goal posts.
34. The ball may be stopped outside the striking circle and a goal scored by shooting it from there into the goal, in the case of a long corner.
35. The time may be kept by each umpire for one half of the game.
36. It is not necessary to keep a written record of the goals scored.

37. The umpire shall refrain from enforcing a penalty if he thinks it would be giving an advantage to the offending team.
38. Umpires must change ends after half time.
39. Ball hitting the corner flag and coming to the field of play is in play.
40. Ball hitting the centre flag and coming to the field of play is not in play.

V. Multiple choice—[Indicate which is the best statement (a), (b) or (c) in each.] (2 marks each).

1. If the ball lodges in the goalie's pads while he is on the goal line, the ball shall be put into play by (a) a bully at the 25 yards line (b) by a bully on the spot. (c) by a bully 5 yards in front of the goal line.
2. Obstruction in hockey is (a) turning around on the ball to play it (b) to interpose oneself or stick between the ball and an opponent in any way as an obstruction (c) to hook an opponent's stick from above.
3. If the attacking player in a penalty bully kicks the ball in a penalty bully the game shall be restarted with (a) a free hit from the spot for the defending side (b) a bully on the spot (c) a bully on the 25 yards line.

News and Notes

(Note: The News and Notes meant for the previous issue of the Vyayam were not published. They are included along with this issue.)

P. M. JOSEPH.

COLLEGE NEWS

Y. M. C. A. World Conference.—December and January have been quite busy months this year. The World Conference of the Y. M. C. A's held at Mysore, with delegates from all parts of the world, brought in a stream of visitors and guests to the College. We had a regular camp for many days, delegates arriving and departing. Many of our students had opportunities of coming into personal contact with young men of other countries. Several of the visitors spoke at special meetings about their countries. These contacts have certainly enriched our experiences.

Our Visitors.—During the last term we had several distinguished visitors whom the students entertained at parties where they had opportunities to meet each other cordially.

Dr. A. Noehren, a former Principal of our College, whom some of the old students may remember, is back again in India. He is in charge of a Mission Lepet Settlement near Allahabad. On his way through Madras Dr. and Mrs. Noehren stayed with us a couple of days. They were the guests of the students at a special dinner. Dr. Noehren spoke about the small beginnings of the College, and expressed appreciation at its growth and service. We all enjoyed his visit.

Mr. F. V. Slack.—Mr. and Mrs. Slack were the guests of honour at another dinner given by the students. Mr. Slack is the Home Base Secretary for the Far East at International Y.M.C.A. Committee Headquarters in New York. He has been instrumental in rendering very valuable help to the College and believes that it is contributing a very important piece of service in the country. At the dinner he expressed delight at the ideal location, and the many facilities of our College. The students gave a touching welcome to the Slacks in their own various languages.

Dr. and Mrs. Doggett.—Dr. Doggett is President-Emeritus of the International Y.M.C.A. College at Springfield, Mass., U.S.A. where Mr. Buck, Dr. Gray, Mr. Weber, Mr. Danielson, and other pioneers of Physical Education in India had their training. Dr. Doggett, who has been connected with the Springfield College for over forty years, is now on a tour round the world visiting his Old Boys in the various continents. The students invited the Doggetts to a dinner and honoured him as their grandfather, Guru, Mr. Buck being their Father Guru, and Dr. Doggett the Father Guru of Mr. Buck. Before they left they planted a tree on our site which will be called the Springfield Tree.

Dr. J. H. Gray, who was formerly on the staff of our College has been until recently in the Rangoon Y.M.C.A. He had an urgent call from home, and has gone back to America. On his way to Bombay to get his steamer, he spent a night at the College. He was pleased to see the various improvements and additions on the College site. Dr. Gray looked a little older, but still is as beaming as ever and infects everybody with his characteristic hearty laughter. We do hope "Doc" will come back and resume his connections with our country.

Dr. J. R. Mott, the President of the World's Alliance of the Y.M.C.A., kindly spent a very interesting and valuable hour with the staff and students. After tea he briefly addressed the students. He spoke appreciatively of the work of the College. He congratulated the students because of their opportunity to serve the youth of India on the threshold of a new era of developments. We owe so much to Dr. Mott. It was a very great privilege to welcome him to the College.

Mrs. Seetharam.—Many of our Old Boys must be remembering Mrs. Seetharam, who used to teach us folk dances. She has been appointed on the staff of the Lady Harding Medical College Hostel in Delhi. This year she had time to teach us only two dances. But even that very short association was much valued by the students. We were all sorry she had to go away. The students gave a tea party in her honour and spoke appreciatively of her services. We hope that as many of the Old Boys who may be in Delhi will visit her and pay her their respects.

Work in College.—We had a two weeks' break at Christmas. Many students went home some of them going as far away as Sind. Several students took advantage of the Christmas Railway concessions and visited various places like Bangalore, Poona, Bombay, etc. The few who stayed on had a good time sleeping and wandering, and playing tennis. All are back and have got into the stride of College work once again.

Mr. N. K. Mia rejoined us in November. He has come back richer in experiences. He gave a very interesting talk about his foreign tour giving very vivid descriptions of the Berlin Olympics. He says that India cannot excel in wrestling until our wrestlers improve their general muscular conditions. In technique and skill we are not very bad, but in strength and stamina we are far behind most of the foreign wrestlers. We, at college, do get a fine dose of "Muscle builders" every Wednesday morning.

Camp Site.—We are having a new development on our grounds. One part of the land adjoining the river is gradually being developed into a camp site. Already some temporary buildings are being constructed here.

OLD BOYS

Christmas and New Year brings greetings from many old Boys who are scattered over the country. To get a card, message or a letter from an old Boy is a thrill for us who are still in College. It makes us feel that the friendships made here are still alive. The staff wants to express its appreciation for all the kind greetings sent, and wish all the old Boys a happy and prosperous New Year. Let us resolve once again to do our best for Physical Education in India.

New Appointments.—We are happy to know of the following new appointments.

W. Jesudoss.—1932 has been appointed Physical Director at the Madras Medical College. "Willie" after leaving College finished his L.T. and was until recently a teacher in a high school. He is still an active player of most games, but is acquiring new skill in cricket and tennis.

M. P. Major.—1934.—Major is now an Instructor in Physical Education under Nagpur University. We get occasional reports of his work at Nagpur. He is the President of an association which promotes various physical activities and games. In this capacity he says he is able to teach a large number of young men and boys.

Mohen Lall Talwar.—1936 is Physical Director, U. B. College, D. I. Khan.

G. V. Narasimha Rao.—1936 has been appointed 1st Assistant to the Physical Director in Annamalai University.

M. A. Akram.—1936 writes that he could not get into Kashmere State Service. He is now working in the Residency Office. He says that his heart is in the profession he learnt at Saidapet and is looking for the day when he can follow it full time. Akram has many pleasant memories of Saidapet, and has sent his greetings even to the servants—Peter, Madhav, Shanker, Narayan, etc.

We had visits from several old Boys—Masood—1929 of Hyderabad Joseph Swaminathan, 1934, Henry Abraham Carr, 1936.

Marriages.—Our congratulations to Messrs. E. J. S. Ram, Edward Oscar Singh both 1934, and Joseph Swaminathan, 1935. We wish them all blessings in their new lives.

MADRAS PHYSICAL EDUCATION CONFERENCE

The Provincial Physical Education Conference will be in session at Tanjore from 7th May to 10th May 1937. Papers, and exhibits on matters relating to physical education are invited by the Secretary. In connection with the conference there will be a demonstration of physical activities and also a volley ball tournament open to Secondary Schools.

All Old Boys in and around Tanjore must muster strong and attend the conference and participate in the activities which are being specially organized. Old Boys from other parts of the province must also make special efforts to be present at the conference.

Details of the Conference can be obtained from Dr. G. F. Andrews, Y.M.C.A. College, Saidapet.

OLD BOYS' NEWS

Intramural Trophy.—The Old Boys of 1936 must be pleased to learn that with the money their class contributed an Intramural Trophy is being made. This is to be hung in the College Hall.

Anil Das.—1929.—Anil returned after a two years stay and study at Springfield College. He has gone back to his old work at the Bangalore Y.M.C.A.

B. K. Naik.—1933-34.—Naik has been appointed by the Baroda State Department of Education to organize physical education in the schools. He has taken up his work, and is engaged in preparing a syllabus for the guidance of teachers. He writes that he is getting a lot of co-operation from Desai and Narvene, who are both Old Boys.

Xavier Absalom.—1936 is one of the few old boys in the Madras city, who visits us often. He is working in a private elementary school. We understand that he is very

popular among the children. He takes them out for picnics and tea parties. He says that "Alouetta" which he introduced there is a popular song. His prestige in the school has been much enhanced after he bought a motor cycle.

David George John.—1936 is working in a mission school in Sholingur. There are nearly 200 pupils in the school. He has in his school a football, hockey, volleyball, badminton, tennis and cricket. He has divided the school into three houses between which matches are played. The Headmaster is a keen enthusiast, who renders all possible co-operation. John has arranged Interclass matches which are proving extremely popular. The children and the teachers seem to be having a good programme under the direction of George John.

E. J. S. Ram.—1933.—Ram is still associated with Dr. Manshardt at the Negapatam Neighbourhood House, Byculla, Bombay. He is taking work at Tata's Graduate School of Sociology. He writes that he is writing a thesis on "Recreation in Bombay".

STUDENT ASSOCIATION ACTIVITIES—1936-37

Annual Report.—The object of the Students' Association is to cater to all aspects of student life.

This year the Association came into being somewhat later than usual as it was felt that more time should be given to the students to know each other well, before the executive body of the Association should be elected.

The first meeting of the student body to elect office-bearers took place on Friday 28th August, 1936. Mr. P. M. Joseph was in the chair. He was assisted in conducting elections by Mr. M. G. Vijayasathy, who is here for the second year's training. The following office-bearers were elected:—

Awasthi G. N.	President.
Shyam Chander	Vice-President.
Kundnani K. M.	General Secretary.
Akhtar Hussain Khan	Treasurer.
Barpute H. V.	Literary Activities Secretary.
Samuel D. J.	Social Activities Secretary.
Christopher, G.	Physical Activities Secretary.
Somaiya A. F.	Religious Activities Secretary.

The Association through its activities tried to provide varied and rich experiences to its members. Its activities were under four broad heads—religious, literary, physical and social.

This year we were extremely fortunate in having some very illustrious speakers of international fame who were here in connection with the International Conference of the Y.M.C.A's. at Mysore.

The Staff and students gave a tea party in honour of Dr. Mott, the president of the world alliance of Y.M.C.A's. After tea he addressed the student body on the opportunities they have in life as educators for promoting international amity and understanding.

Dr. Doggett, the Ex-Principal of the Springfield College and Mrs. Doggett, who were also here in connection with the Mysore Conference, were invited to dinner by the Students' Association. A tree was planted in the college compound by the Doggetts to commemorate their visit to this institution and this tree was named "Dr. Doggett's Springfield Tree".

In the end I wish to express my thanks to Principal and Mrs. Duck, members of the staff, particularly Mr. P. M. Joseph, and all the students who have generously helped and co-operated in making the work of the Students' Association to success.

The reports of the activities of various Secretaries will give a comprehensive idea of the activities of the Association during the year.

K. M. KUNDNANI,
General Secretary.

REPORT OF THE LITERARY ACTIVITIES—1936-37

Our literary activities commenced this year with a Lantern Slide lecture on "The Temple Architecture of South India" by Dr. F. H. Gravely, the Superintendent of the Museum, Madras, on 11th August, 1936. The lecture was very instructive and interesting.

Our second meeting was a very lively debate held on the 16th October, 1936. The subject of the debate was "The Present System of arranged marriages is a failure and harmful to society."

Mr. K. M. Kundnani moved the proposition with a fiery speech and was opposed by Mr. K. Y. Mangrulkar in a cool, calm and deliberate manner.

Several students from various parts of India spoke for and against. The proposition was lost by majority voting against.

We had three more lantern slides lectures on health education; on Malaria by Dr. Russel, on Hookworm by Dr. K. Pillai and on Leprosy by Dr. Cochrane.

We had also organized two health educational excursions. Our first excursion was to the Sanatorium for patients suffering from leprosy, at Tirumani, Chingleput. Dr. Cochrane very kindly explained to the students the causes, the various stages and the means of prevention of leprosy by demonstration which was very instructive and valuable.

Our second excursion was to the King's Institute, Guindy. Dr. Pandit had kindly arranged for the students to show them round and explain the preparation of vaccine in the research laboratory. Besides this, we had several lectures on various topics. The following will give an idea of these lectures.

Date	Subject of the lecture	Lecturer
19-10-1936	Informal address to students.	Dr. Noehren
16-11-1936	Berlin Olympics—1936.	Mr. N. K. Mia
26-2-1937	Y.M.C.A. in High Schools.	Mr. J. H. Dunderdale
12-3-1937	Physical Education in Europe.	Mr. N. K. Mia
15-3-1937	Preventable diseases.	Dr. C. G. Pandit, King's Institute.

Apart from these lectures the Students' Association this year had the unique privilege of being addressed by some of the distinguished delegates of the Y. M. C. A. World Conference held at Mysore in January, 1937.

Delegates from U.S.A., England, Africa, Australia, China and Japan paid a visit to our College and addressed the students. Space prohibits to give a detailed account.

Surely, it was a rare privilege to hear them all and students past and future have reasons to envy our lot.

We thank all the lecturers Mr. and Mrs. Buck, members of the staff and the students for their help and co-operation.

RELIGIOUS ACTIVITIES

During this year we had some discussions, lectures and discourses on religious matters.

Some very good speakers, who had been here in connection with the world Y.M.C.A. Conference at Mysore, spoke to us on racial and religious problems affecting their own countries and their deductions as to the trend of events in the world at large.

(1) Our first meeting took place on the 8th Oct. when Lady Maharajah Singh spoke on "Responsibility of young men and women in the changing world". (2) Then on 24th November Mr. Kandaswamy Chetty spoke on "Meekness and Weakness". (3) We were very fortunate to hear from Mrs. Rama Rao who happened to come to Madras. In spite of several engagements she agreed to speak to us. She spoke on "Womanhood of India". (4) Another meeting was called on the 17th January, when Dr. T. Z. Koo of China, a delegate to Mysore, gave us a lecture on "The Youth of To-day". (5) On 14th March, we had a discussion group when Mr. H. C. Buck helped us in discussing the problem on "Youth and Religion". (6) On the 4th April Mrs. Hensman spoke on "Home and Religion". This was our last meeting.

We are very thankful to all the speakers who so kindly came and addressed us; we also offer our appreciation to Mr. and Mrs. Buck for arranging some of the lectures for us.

ALEXANDER F. SOMIAYA,
Religious Activities Secretary.

SOCIAL ACTIVITIES

The Association organized several socials during the course of the year. These helped the members in spending some very happy occasions in the company of each other and some of the guests invited. A picnic to Tambaram was both enjoyable and educative. Special thanks of the members are due to Messrs. Srinivasachar, Kan Goon, Nageswara Rao, Naqvi, and Khubchandnani for the musical entertainments they provided on so many occasions.

D. J. SAMUEL,
Social Activities Secretary.

PHYSICAL ACTIVITIES

The Physical Activities section of the Students' Association helped to conduct Extramural and Intramural activities.

Intramural.—For competitions in the intramural the college is divided into four units: Gay Birds, Friends, Hindenburgs and Heroes. League Tournaments were conducted in various activities all through the year. There has been a lot of keen competition and enthusiasm during these matches. So far the Gay Birds and Friends seem to be having a great fight to win the year's Championship.

A new and attractive addition was the inclusion of a Boxing Tournament.

The Playground Ball trophy was won by the Diploma group.

Extramural: The College had representative teams in the various games. During the year these teams had plenty of opportunities for playing with many teams from outside. A short account of the activities of each team is given below.

Football: Captain: Visvanath.

Competed in the M.C.A.A. League Tournament, won over some of the difficult opponents but mysteriously failed against more easy ones. The outstanding member of the team was Kangoon, our goalie.

Hockey: Captain: Shymachander.

Played many friendly matches winning most. Entered for the Intercollegiate Stoke's Shield Tournament but were beaten in the first round by Loyola College. It was an unlucky defeat at the last moment. The team visited Bangalore and played several matches. Perhaps we played too many matches. M. G. Vijayasathy, our second year student helped to train the team.

The most talkative member of the team—Naqvi kept quiet only when he got toothache and a swollen face, while at Bangalore.

Cricket: Captain: Akthar Hussain.

Played in the Intercollegiate Tournament. Did not win the trophy but did very well. These outside games helped to develop the Cricket skill among several students.

Outstanding incident—Kareem lost a tooth trying to stop a ball coming from the bowler. Umpire gave a T.B.W. (This occurred during an Intramural match).

Basketball: Captain: Munir Alam Alias Munirmal.

The basket ball team played a record number of matches. Lost narrowly in the Loyola College Tournament and the Olympic Basketball Tournament.

Munirmal our Captain plays a great game, and has been an inspiring leader.

Volleyball: Captain: P. A. Devassy.

Entered in the Olympic Volleyball Tournament. Won the first round. That was our best performance..

Athletics: Manager: G. Christopher.

We participated in the Presidency Olympic Sports, and in the Intercollegiate sports. We did well but not so well as we expected to do. We had an interesting Triangular Sports meet in which Christian College, Medical College and our College competed. We won in this meet beating Medical College the Inter Collegiate Athletic Champions. Our college won the 4 x 100 yds. open relay held at Christian College during the college centenary sports. Outstanding performers G. Bhaskaran and J. C. Vachhar.

Boxing: Captain: J. Antony.

Our boxers competed in the Intercollegiate and Olympic Tournaments. T. Antony did well in his fights. Won in the Intercollegiate, but lost in the Olympics.

The most interesting event—Fight between Kangoon and his opponent of the Medical College at the Intercollegiate finals.

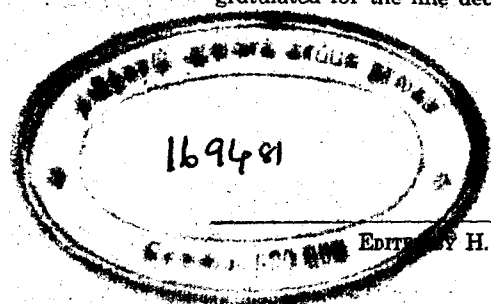
Wrestling: We competed in the Olympic Wrestling, and did very well. Poor "Natkoo" Purendare got a "pain" in the shoulder.

Interscholastic Sports: As usual this was conducted by the students' Association. Six schools competed, four European and two Indian Schools. St. Mary's European School won the Championship.

Honourable mention: Akhter Hussain and his committee must be specially congratulated for the fine decorations arranged on the Interscholastic sports day.

G. CHRISTOPHER.

Physical Activities Secretary.



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