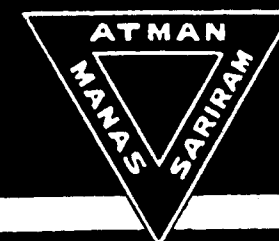
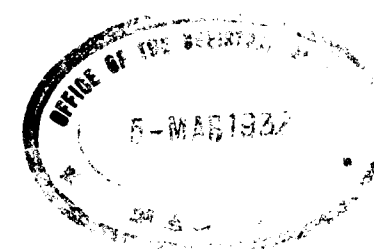


VYAYAM

A Quarterly Journal of Physical Education.



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FEBRUARY 1937

The Madras Olympics

A Girls' School Play Programme

Procedure for Laying out a Track in Meters

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AN APPRECIATION BY C. G. MACARTNEY

"Governor General" of Cricket.

*Madras,
5/5/36.*

*Messrs Sharmar & Co.,
Madras.*

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*With all good wishes, &
many thanks for your kindness,*

*Yours sincerely,
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Y. M. C. A. College of Physical Education, Madras

VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER

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Progress in Physical Education

The following Proceedings of the Director of Public Instruction, Madras, indicate that progress is being made in Physical Education in Madras Presidency. The emphasis here is in the right place in an attempt to make physical education serve a high purpose.

We publish the Proceedings in the hope that schools outside of Madras Presidency as well as within the Presidency may be led to take the necessary steps to place Physical Education on a constructive basis.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS

R.C. No. 1544-E/36 dated 1st December, 1936

CIRCULAR ON PHYSICAL EDUCATION

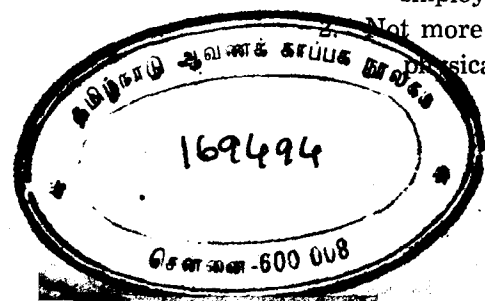
Ref: Proceedings R.C. No. 805-D/34 dated 28-6-1935 of the Director of Public Instruction, Madras.

It has been brought to the notice of the Director that a number of schools resort to daily mass drill for their students for one or other of the following reasons:—

- (1) a mistaken notion that such activity is highly desirable,
- (2) inadequate physical education staff,
- (3) want of adequate facilities for the more useful and desirable activities of the playground, and
- (4) lack of appreciation of the superior value of natural play activities.

There is no serious objection to "Mass Drill" being included in the programme occasionally for demonstrations or for infusing the group spirit among the boys. But *daily mass drill* should not be used as a substitute for other and better forms of physical activities nor constitute the whole physical training programme. Physical education to be sound must be based on natural rather than on artificial activities, and pupils must be taken in small groups which will admit of real instruction. Accordingly in continuation of the Director's Proceedings R. C. No. 805-D/34 dated 28th June 1935 read above the following further instructions are issued:—

1. As far as possible one physical education teacher should be employed for every 250 pupils,
2. Not more than 40 or 50 boys at a time should be engaged by one physical education teacher during an 'Instruction Period'; and



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time tables should be drawn up so as to permit of all boys in the school being instructed in a variety of games.

3. More attention should be paid to the natural and enjoyable play activities than the "formal" and artificial,
4. Every boy should participate in some activity or other daily and the range of activities should be wide.

The attention of Headmasters may be invited to the above points and they may be requested to arrange for the organisation and conduct of physical education on the above lines.

(By order)

(Sd.) V. KALYANARAMAN,
Senior Superintendent.

Proposed Classifications for Inter-School Competitions

By

M. G. VIJAYASARATHY, B.Sc.

It is a well-known fact that the conducting of Inter-School Competitions with all athletes in one class regardless of age, weight, height, or physical skills leads to unsatisfactory results and to considerable unfairness to many who participate. Attempts have been made in various parts of the world to make competition more fair by experimenting with methods of classifying pupils into homogeneous groups for athletic competitions. It has been found however that using any single factor for classifying is not satisfactory. Such factors as age alone, or height alone, or weight alone have been tried and found to be unsatisfactory. Age may be a crude indication of experience, skills and physical development. But chronological age is not a true indication of maturity. Physiological age may be, and besides one is not always sure of getting the correct ages of the pupils, and then there is a lot of variation in heights and weights within each age group. Weight alone does not meet the criteria for fair competition; first because it is not known how much of the weight is fat or bone, and how much is muscle; second, there may be a wide variation in maturity within a given weight; and third, the temporary adjustment of weight by training down may be resorted to and this may be detrimental to health. Height is an important factor, more so in some events than in others because of the fact that the mechanical advantage of height differs considerably in different athletic events. So height alone is not the most desirable factor.

In an attempt to arrive at some fairly satisfactory classification for competitions within and between Madras City schools the Y.M.C.A. College carried out a study. We collected statistics relating to age, weight, and height of all Madras pupils who participated in inter-school competitions during the past two years. The outcome of this study is our adoption of one formula for classifying the athletes of the Indian schools, and another formula for the European schools.

For the Indian schools we have used a formula in which the two factors of height and weight are employed. For the European schools we have used a combination of age, weight and height.

1. Formula and Classification for Indian Schools :—

$$1\frac{1}{2} \times \text{Height in Inches} + \text{Weight in Pounds} = \text{Index.}$$

Thus, an Index of above 185 = Seniors,
 above 160 to 185 = Juniors.
 160 and below = Sub-Juniors.

2. Formula and Classification for European Schools :—

$$\frac{4 \times \text{age in years} + \text{height in inches} + \text{weight in lbs.}}{3} = \text{Index.}$$

(a) For Boys of European Schools :—

An Index above 85 = A Class,
 Index 70 to 85 = B Class,
 Index 55 to 70 = C Class.
 Index below 55 = D Class.

(b) For Girls of European Schools :—

An Index above 75 = A Class,
 Index 60 to 75 = B Class,
 Index 50 to 60 = C Class,
 Index below 50 = D Class.

The foregoing classification is not put forward as ideal, or as fixed for all time. A larger and more thorough case study must be made before arriving at a definite conclusion. But it is hoped that these suggested classifications will be experimented with on a large scale and that observations arising out of these experiments will be carefully noted and submitted to us for further study of the subject, in order that we may finally evolve a method of classification suitable for India.

The Lesson of the XI Olympiade

By

N. K. MIA

With the conclusion of the games at Berlin, a new chapter has been added to the history of the Olympic Games and the impetus given during the games is not to be easily forgotten. The splendid administration of the Organizing Committee; the achievements of the athletes; and the splendid part played by our hosts, the German people, in bringing the games to a successful conclusion will help more than anything else to germinate and nurture the ideals of bodily perfection and sportmanship in competition in the mentality of the whole human race.

One thing that stands out most prominently is the achievements by the youths of various nations, notably of Germany, U.S.A., Japan and Finland. No fewer than 17 records out of 23 were broken during the games. In some cases the second and the third man had the honour of lowering the previous Olympic records. This is not a mean achievement and it only proves that nations are playing more than ever before and hence they are in much better physical condition than before.

As one sat in the stadium day after day watching the youths at play, the thing that struck one most was the success of some nations over the rest and no one cause could be attributed to their success. Germany who was not prominent in previous games and who had hardly anything to its credit except gymnastic competitions, proved during the last games that success will follow if only the question of Physical Education is tackled from various angles. Germany of to-day has definitely chalked out a plan of work for the physical well being of her people. One may question her methods but the fact remains that success will follow only if the programme of physical training is approached from various angles. She has a definite and effective state policy for the physical well-being of her people, and is responsible, to mention a few, for the following :

1. Centralization and co-ordination of existing physical education agencies.
2. Propaganda work among the parents and the public; through the press, cinema and public demonstrations.
3. Provide necessary equipment for public use either free or at a nominal cost, such as, swimming bath, play fields, athletic grounds, boating, etc.
4. Arrange for cheaper means of conveyance to and from such places of activities.
5. Proper early training and coaching.
6. Medical attendance and diet.

Countries like U.S.A., Finland and Japan who were more successful than others in previous games, no doubt owe their measure of success to their fulfilling some of the conditions stated above but the sudden and spectacular rise of German youth has set the other nations thinking. The German youth of to-day is a strong rival in the races for Olympic laurels and their success is largely due to their universal state policy in matters physical. Different state agencies have been set up to look after the physical well-being of her people and she has had a measure of success.

Mr. Chamberlain speaking before the Conservative party said "we want our young people to make the most of their lives whether they are at work or at play, and if they are to do that they must get nearer to that natural condition in which the exercise of the limbs is an enjoyment instead of a fatigue, and the vitality of the body sharpens and concentrates the facilities of the mind. We have no desire to exchange our form of government for that of a proletarian state but in the matter of attention to the physical development we surely may learn something from others. Nothing made a stronger impression upon the visitors to the Olympic games this year than the splendid condition of German youth and though our methods are different from theirs in accordance with our national character and tradition, I see no reason why we should not equally be successful in our results."

"To achieve success we must make a concerted effort to enlist the co-operation of the education authorities, health authorities and the parents themselves to give our young people greater opportunities to improve their physical condition."

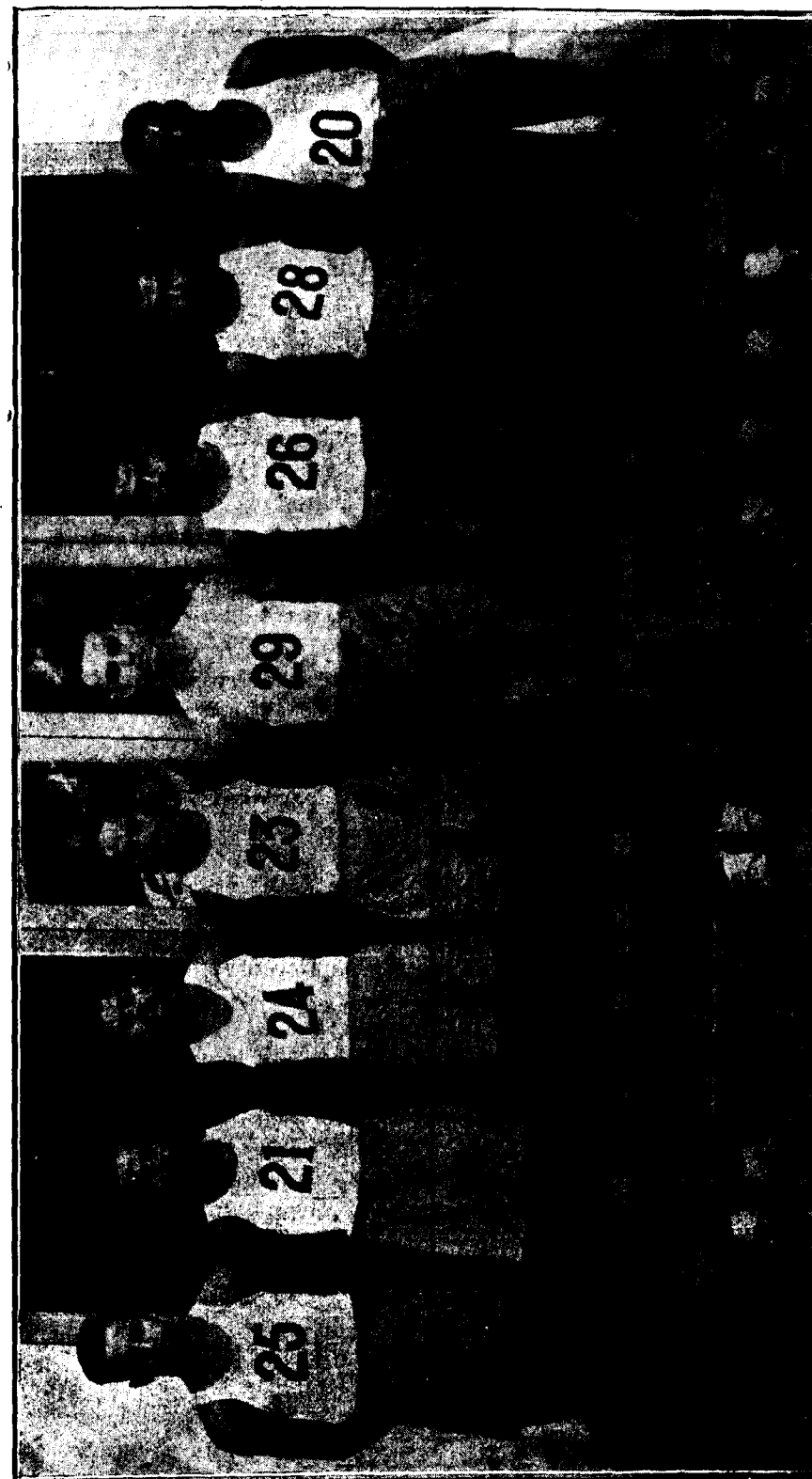
Since the above statement was made the British Government at home has set up machinery to work up a feasible and effective scheme of physical training for the well-being of her people. Germany has shown the way. Others are following in her foot steps. What about India? Will she stand quiet and see others forge ahead or has she a lesson to learn from others?

The Madras Presidency Olympic Games

The Madras Presidency Olympic Games were conducted at the Y. M. C. A. College of Physical Education on the 2nd, 3rd, 4th, 5th and 6th February, 1937. The competitions included Volley Ball, Basket Ball, Boxing, Wrestling, Track and Field sports for women, school boys and men.

Volley Ball. The Volley Ball tournament attracted as many as five teams, four from Madras and one visiting team from the Annamalai University. The standard of Volley Ball was not of a high standard, but the final match between the George Town Athletic Association and the Friends Union,

MADRAS ATHLETIC TEAM TO THE ALL INDIA OLYMPIC GAMES LAHORE, FEBRUARY 1936



L. to R.—B. J. Pierera (1st place 400 meters hurdles 57.8 seconds); G. Bhaskaran (400 meters run); G. D. Mani (1st place High Jump 5' 1 1/2"); K. Mahadevan Nair (Half mile); C. S. Baldrey (Discus throw); Kunju-veeran (2nd place Hop-step and jump); Krishnadas, (pole vault); A. B. Krishnaswamy (100 meters and 200 meters).

Egmore, was a well contested one, the former winning the match by 2 games to 1.

Basket Ball. As many as 11 teams entered for this tournament. There were 3 visiting teams, the Vellore Town Club, Andhra Christian College and the Annamalai University. Basket Ball of a fairly high order was witnessed. The matches between the Theagarajanagar Sports Club and the Y. M. C. A. College in the semi-final round and between the George Town Athletic Association and the Annamalai University in the same round were a neck to neck race from the start to the finish. The final match which was played between the George Town Athletic Association and the Y. M. C. A. College was even better, the chances vascillating between the two teams at various stages of the game, till the score was 28 all and half a minute for the final whistle. The winning shot was made by the George Town Athletic Association a few seconds before the finish of the game. This team thoroughly deserved its success.

Boxing. The entry for the boxing tournament was poor, which perhaps was due to the open tournament conducted about a month prior to this. Altogether 19 boxers took part, representing the Army, Colleges, Schools, and other private clubs. The standard of boxing, however, was good. The following are the final results.

Pin Weight.

Winner : V. C. Shanmugham, St. Paul's Boxing Club.
Runner up : A. Balakrishnan, U. L. C. M. High School, Guntur.

Fly Weight.

Winner : L/c Edwards, Gloucestershire Regiment.
Runner up : H. T. Ambrose, M. & S. M. Ry. Boy Scouts.

Bantam Weight.

Winner : M. Windsor, Christ Church Boys' Club.
Runner up : T. Antony, Y. M. C. A. College.

Feather Weight.

Winner : Cpl. Horton, Gloucestershire Regiment.
Runner up : Pte. Wilshaw, Gloucestershire Regiment.

Light Weight.

Winner : Pte. Martin, Gloucestershire Regiment.
Runner up : Pte. Thomas, Gloucestershire Regiment.

Welter Weight.

Winner : Pte. Cocking, Gloucestershire Regiment.
Runner up : Pte. Austin, Gloucestershire Regiment.

Wrestling. 20 wrestlers took part in the wrestling tournament, as many as 10 coming from the mofussil. Most of the wrestlers were in the special weight class of 100 & 112 lbs, the rest being in the bantam, feather, and light weight class. In the 112 lbs. class some good wrestling was witnessed. Most of the competitors, being not familiar with the International Wrestling Rules which were followed in the competitions, could not do their best. The following are the results :

100 lbs. Weight Class.

Winner : Nanjunda Sastry, Sree Jayamaruthi Gymnasium,
Bangalore.

Runner up : B. Ramachander, Teachers' College, Saidapet.

112 lbs. Weight Class.

Winner : P. Brahmananda, Municipal High School, Chirala.
Runner up : G. N. Purandare, Y. M. C. A. College, Saidapet.

Bantam Weight.

Winner : K. Venkabruwarlu, U. L. C. Guntur.
Runner up : B. Narasimha Rao, Hindu College High School, Guntur.

Feather Weight.

Winner : N. Dwarmanath, Govt. Central High School, Bangalore.
Runner up : K. Seetharamiah, Hindu College, Guntur.

Light Weight.

Winner : Munir Mall, Y. M. C. A. College, Saidapet.
Runner up : N. T. Parnaik, Y. M. C. A. College, Saidapet.

Sports for Women. The second year for women to take part in the Olympic competitions. The selection of events for competition was an improvement on that of the previous year, the feature being the inclusion of several standard events suitable for women. As many as 61 competitors took part representing the various Women's Colleges and Schools in Madras. They were the Madras Medical College, Queen Mary's College, Doveton Training School, Church Park Training College, Bentinck Training School and Lady Willingdon Training College.



The girls over the first flight of hurdles.



The finish of the 80 meters skipping race for the girls.

Keen enthusiasm was evinced by the competitions in the various events especially the flat races. They have yet to learn to throw the javelin. The 2 ft. 6 in. hurdle was too high for some while in most other cases it was used as an obstacle to get over some how. The relay races were run well and the girls are getting to exchange the batons in good style. A very enjoyable meet for the competitors, as well as to those who witnessed it. There is no doubt that the Women's Olympic Meet has come to stay and will have an attractive place in the future Olympic Games. The results of the various competitions are shown on the next page.

SPORTS FOR SCHOOL BOYS.

A separate day was set apart for school boys' sports this year. One feature of the meet was that all competitions were on a team basis the object being to encourage as many boys to take part in these competitions and to promote team spirit. There were 4 relay races with teams of four, one team race of 3 on a team all running a distance of 800 meters, and 4 field events, namely, Long Jump, High Jump, 12 lbs. Shot put and Pole Vault, 3 forming a team.



One of the competitors vaulting well over 8 ft. in the Olympic sports for school boys.

OLYMPIC SPORTS FOR WOMEN.

No.	Event.	Winner.	Second.	Third.	Fourth.	Time, Distance or Height.
1.	50 Meters Race.	Miss Joyce Nayler, (Private)	Leach Dennis, Doveton Trg. School.	F. Hughes, Queen Mary's.	L. Rapson, (Private).	7 ¹ / ₂ sec.
2.	Net-ball throw for distance.	L. Rapson, (Private).	Pauline Garside, Church Park Trg. College.	K. Sri Hari, Queen Mary's.	Daisy Cooke, Doveton Trg.	63 ft. 7 in.
3.	100 Meters Race.	Miss. Joyce Nayler, (Private).	Leach Dennis, Doveton Trg. School.	F. Hughes, Queen Mary's.	K. Sri Hari, Queen Mary's	15 sec.
4.	Cricket ball throw.	L. Rapson, (Private).	Lucy Paul, Bentick Girls' School.	Miss Joyce Nayler, (Private).	Eva Daney, Church Park Trg. College.	152 ft. 6 in.
5.	Potato Race.	Iris Ireland, Church Park Trg. College.	Adelaide Flyn, Doveton Trg. School.	H. Bowden, Queen Mary's.	L. Rapson, (private).	27 ³ / ₄ sec.
6.	Standing Long Jump.	Kanthimathi, Bentick Girls' High School.	Dulcie D'Bras, Doveton Trg. School.	L. Rapson, (Private).	H. Bowden, Queen Mary's.	6 ft. 6 ¹ / ₂ in.
7.	Javelin Throw.	F. Hughes, Queen Mary's.	Pauline Garside, Church Park Trg. College.	Pat. Kouwen, Church Park Trg. College.	K. Sri Hari, Queen Mary's.	46 ft. 4 in.
8.	80 Meters Rope Skipping Race.	Miss Joyce Nayler, (Private).	Leach Dennis, Doveton Trg. School.	F. Hughes, Queen Mary's.	K. Sri Hari, Queen Mary's.	12 ¹ / ₂ sec.
9.	80 Meters Hurdles Race.	Leach Dennis, Doveton Trg. School.	B. Hargreaves, Medical College.	O. Hughes, Medical College.	Pauline, Garside, Church Park Trg. College.	16 ³ / ₄ sec.
10.	4 x 50 Meters Relay.	A., Medical College.	E., Doveton Trg. School.	D., Church Park Trg. College.		
11.	4 x 100 Meters Relay.	B., Queen Mary's.	A., Medical College.	E., Doveton Trg. School.		1 min. 2 sec.

Scoring points 5, 3, 2, 1 for the first, second, third, and fourth places respectively, the championship was annexed by Doveton Training School with 26 points, Queen Mary's second with 24 points, Church Park third with 17 points, and Medical fourth with 13 points.

99 competitors drawn from 13 schools—one of which was from Guntur—took part in the competitions. The schools were St. Paul's High School, Madras Christian College School, Doveton Corrie High School, Hindu Theological High School, Chintadripet High School, St. Mary's European School, T. T. V. High School, Sir M. C. T. M. Chettiar's High School, and the U. L. C. M. High School, Guntur.

Keen competition was the order of the day and the standard of performance was of a fairly high order. The results are shown on the next page.

TRACK AND FIELD SPORTS FOR MEN.

As on the previous year competitions in Track and Field Sports for men were limited only to the members of the associations affiliated to the Madras Olympic Association. About 150 competitors representing various associations, clubs, colleges, railways, and the army took part. Travancore Athletic Association brought a contingent of 15, Cochin Athletic Association 12, and Coimbatore 5. There were teams from the M. & S. M. Ry., South Indian Railway, 1st Battalion Gloucestershire Regiment, Madras Medical College, Teachers' College, Madras Christian College, Government Indian Medical School, Madras Veterinary College, Andhra Christian College, Government School of Technology and the Y. M. C. A. College.

One feature of the meet was the adoption of the meter scale for the various track events. A 400 meter running track was used for the 200 meters flat, 400 meters, the middle and the long distances and the relay races. The sprint races were 50 meters, 100 meters, and the hurdles, 110 meters, 200 meters, and 400 meters. This change was necessary to be in conformity with the code of rules adopted by the All-India and the World Olympic Sports.

From the point of view of performance, the meet was a success. Four existing records were broken in the field events. In the Hop-Step and Jump, Thomas Koshy of the Travancore Athletic Association created a new record by clearing 43 feet 11¼ inches, the previous record being 42 feet 11 inches. C. Krishnadas of Cochin Athletic Association added ½ an inch more to his own record of 10 ft. 9¼ inches in Pole Vault. H. F. Leachs, a German representing the Coimbatore Athletic Association, threw the Discus 128 feet 10½ inches which is better than the All-India record. Pte. Evans of the Gloucestershire Regiment and H. F. Leachs put the 16 lbs. Shot 41 ft. 9 in. and 41 ft. 8¾ in. respectively, both better than the Madras record. These records—the Discus and the Shot-put—being made by non-nationals, are not accepted as Madras records. A height of 6 feet was reached in the High Jump by Govindan of the Travancore Athletic Association. Here is a promising athlete and with the use of jumping shoes, and slight improvement in technique, is expected to do better. One could not say much about the Track

OLYMPIC SPORTS FOR SCHOOL BOYS.

No.	Event.	Winner.	Second.	Third.	Fourth.	Height, Distance or Time.
1.	4 × 50 Meters Relay.	Hindoo Theological High School.	E. L. M. Fabricius High School.	St. Mary's European High School.	Doveton Corrie High School.	25½ sec.
2.	4 × 100 Meters Relay.	Hindoo Theological High School.	Doveton Corrie High School.	E. L. M. Fabricius High School.	U. L. C. M. High School.	49½ sec.
3.	4 × 200 Meters Relay.	Hindoo Theological High School.	Sir M. C. T. Muthia Chettiar High School.	St. Mary's European High School.	U. L. C. M. High School.	1 min. 46 sec.
4.	110 Meters Shuttle Hurdles Relay.	Hindoo Theological High School.	St. Paul's High School.	Madras Christian College School.	E. L. M. Fabricius High School.	2 min. 14 sec.
5.	800 Meters Team Race.	Tie between these 2 teams for 1st place (Doveton Corrie High School.)	St. Mary's European High School.	U. L. C. M. High School.	Madras Christian College School.	Total distance 50 ft. 7 in.
6.	Long Jump.	Doveton Corrie High School.	E. L. M. Fabricius High School.	U. L. C. M. High School.	St. Paul's High School.	Total Height 14 ft. 11½ in.
7.	High Jump.	E. L. M. Fabricius High School.	St. Mary's European High School.	Doveton Corrie High School.	St. Paul's High School.	Total distance 95 ft. ½ in.
8.	12 lbs. Shot Put.	Doveton Corrie High School.	St. Mary's European High School.	Madras Christian College School.	St. Paul's High School.	Total Height 25 ft. 8 in.
9.	Pole Vault.	St. Paul's High School.	St. Mary's European High School.	Doveton Corrie High School.	Madras Christian College School.	

Scoring points 5, 3, 2, 1 for the first, second, third and fourth places respectively, the championship was won by the Doveton Corrie High School with 23 points, Hindoo Theological High School was second with 20 points, St. Mary's European High School was third with 15 points and E. L. M. Fabricius High School was fourth with 14 points.

events, being all run in meters, but comparing the records with those of other provinces, the performances in the long distance races were not bad. Jesudian of the Coimbatore Athletic Association ran the 10,000 meters in 35 min. 51 $\frac{3}{4}$ sec. and 5,000 meters in 16 min. 49 $\frac{1}{4}$ sec. The time set up in



Govindan of the Travancore Athletic Association is seen here clearing 6 ft. in the High Jump. He used the 'straight shoot over' style.

the sprint races and hurdles was somewhat satisfactory but not one of them reached the all-Indian standard. Madras has yet to produce a sprinter of the D'Costa type.

Travancore is to be congratulated for the convincing victory they had over other teams, and for their improved performances in the events they competed. They deserve it more so because 13 of the 15 competitors they brought were all High School boys. It is no exaggeration to say that one has to look for talents in Athletics to the High Schools; but serious coaching and training should also begin there to produce a better standard.

The following are the detailed results of the sports meet.

OLYMPIC SPORTS FOR MEN.

No.	Event.	Winner.	Second.	Third.	Fourth.	Height, Distance or Time.	All-India Records.
1.	Pole Vault.	C. Krishnadas, Cochin Athletic Assn.	P. Rajgopal, S. I. Ry. Athletic Assn.	V. Sankunny, Cochin Athletic Assn.	M. Bellet, S. I. Ry. Athletic Assn.	10 ft. 9 $\frac{3}{4}$ in.	11 ft. 5 $\frac{1}{2}$ in. Abdul Shafi (Punjab).
2.	110 Meters Hurdles.	G. D. Mani, Madras Christian College.	T. B. Cleur, Coimbatore Athletic Assn.	Arthur Game, Cochin Athletic Assn.	Baba James Raju, (Private)	16 $\frac{1}{4}$ sec.	15 $\frac{1}{2}$ sec. M. Sutton (Bengal).
3.	Discus Throw.	H. F. Leachs, Coimbatore Athletic Assn.	M. Bellet, S. I. Ry. Athletic Assn.	D. J. Toomey, Medical College.	G. W. Bird, Medical College.	128 ft. 10 $\frac{1}{2}$ in.	119 ft. 4 in. Channam Singh (Punjab).
4.	800 Meters Race.	K. N. Karunakara Nayar, Travancore Athletic Assn.	P. Rajgopal, S. I. Ry. Athletic Assn.	A. Raghavan Nayar, Travancore Athletic Association.	K. Madhavan Nayar, Travancore Athletic Assn.	2 min. 4 $\frac{1}{2}$ sec.	1 min. 59 $\frac{3}{4}$ sec. Haig (Punjab).
5.	Javelin Throw.	Munir Alam, Y. M. C. A. College.	J. M. W. Edwards, M. S. M. Railway.	E. W. Rodrigues, S. I. Ry. Athletic Assn.	H. F. Leachs, Coimbatore Athletic Assn.	145 ft. 10 in.	170 ft. 11 $\frac{1}{2}$ in. E. Whiter (Punjab).
6.	50 Meters Race.	A. J. Ralston, Medical College.	Sajjad Hussain, Govt. Muhammadan College.	P. E. Rodrigues, S. I. Ry. Athletic Assn.	V. A. Joseph, Cochin Athletic Assn.	6 $\frac{1}{2}$ sec.	43 sec. (Punjab).
7.	4 x 100 Meters Relay.	Madras Medical College.	Travancore Athletic Association.	Y. M. C. A. College.	Cochin Athletic Assn.	45 $\frac{1}{2}$	32 min. 2 $\frac{3}{4}$ sec. Raunak Singh (Punjab).
8.	10,000 Meters Race.	T. D. Jesudian, Coimbatore Athletic Assn.	M. Shanmugam, Madras Y. M. C. A.	K. V. Krishnachandra Paul, Govt. School of Technology.	Pte. Martin, I. bn., G. Regiment.	35 min. 51 $\frac{3}{4}$ sec.	50 $\frac{1}{2}$ sec. Gantzer (Punjab).
9.	400 Meter Race.	G. Bhaskaran, Y. M. C. A. College.	C. Rozario, S. I. Ry. Athletic Assn.	K. N. Karunakaran Nair, Travancore Athletic Assn.	P. Rajgopal, S. I. Ry. Athletic Assn.	51 $\frac{1}{2}$ sec.	57 $\frac{1}{4}$ sec. B. J. Partera (Madras).
10.	400 Meter Hurdles.	D. J. Toomey, Medical College.	B. J. Pareira, Medical College.	H. Spitteler, Madras X'ian College.	O. C. Louis, Cochin Athletic Assn.	59 $\frac{3}{4}$ sec.	10 $\frac{3}{10}$ sec. Hart (Punjab).
11.	100 Meter Race.	P. E. Rodrigues, S. I. Ry. Athletic Assn.	A. J. Ralston, Medical College.	Sajjad Hussain, Govt. Muhammadan College.	V. A. Joseph, Cochin Athletic Assn.	11 $\frac{1}{2}$ sec.	46 ft. 4 in. Niranjan Singh (Punjab).
12.	Hip-step-and-Jump.	Thomas Koshy, Travancore Athletic Assn.	G. Gopalakrishnan, Cochin Athletic Assn.	J. M. W. Edwards, M. S. M. Railway.	A. M. Kunjuveeran, Cochin Athletic Assn.	43 ft. 11 $\frac{1}{4}$ in.	

Aims and Objectives of Modern Physical Education

By

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

The subject in itself seems to indicate that the purpose back of present day physical education is not the same as that which marked the physical education of the past. And this is true. The traditional physical education of the past emphasized only the exercise and health values of activities and the programme was made up largely of formal artificial activities with little or no consideration of the inherent interests and desires of the participants. The result was poor response and therefore poor outcomes.

No one will deny the fact that physical exercise is absolutely necessary in order to maintain normality and that physical exercise must be of such a nature that it will promote and preserve the physique and the health. But bodily exercise must come about in such a way that it is mentally stimulating and satisfying as well as physically valuable.

The trouble with traditional physical education was that it considered human beings merely as physical beings, leaving out of consideration the intellectual and social aspects. Modern physical education attempts to consider man in every aspect of his life. It shapes its programme according to the nature and needs of the participants, it considers their inherent interests and desires, the activities are such as elicit response because they have meaning, there is joy and satisfaction in participation, and physical health and good physique are natural by-products of participating whole-heartedly in activities which appeal to inborn urges.

Modern physical education may be defined as education of the whole man by means of suitably selected and properly conducted physical activities, and not as mere development of the physical powers of a person.

Modern physical education considers the physical, mental, moral and social aspects of man, and it attempts to obtain desirable outcomes in all of these for abundant harmonious living.

The shifting of emphasis from the traditional formalized programme to the modern naturalized one is a very slow process, but a sure one.

A recent circular issued by the Educational Department of Madras is one of the many indications that a gradual change for the better is taking place. It is presented herewith as one sample of a commendable step toward improving physical education in schools. The circular reads :—

“It has been brought to the notice of the Director that a number of schools resort to daily mass drill for their students for one or other of the following reasons :—

No.	Event.	Winner.	Second.	Third.	Fourth.	Height, Distance or Time.	All-India Records.
13.	200 Meter Hurdles.	B. J. Pariera, Medical College.	A. B. Krishnaswamy, M. S. M. Railway.	P. Vijasankaran, Cochin Athletic Assn.	C. Govindan Kutty Menon, Cochin Athletic Assn.	26½ sec.	
14.	4 × 800 Meter Race.	I. Team, Travancore Athletic Assn.	Madras Christian College.			8 min. 38½ sec.	
15.	200 Meter Race.	P. E. Rodrigues, S.I.Ry. Athletic Assn.	A. J. Ralston, Medical College.	V. A. Joseph, Cochin Athletic Assn.	A. Raghavan Nair, Travancore Athletic Assn.	22½ sec.	22½ sec. Hart (Punjab).
16.	5000 Meter Race.	T. D. Jesudian, Coimbatore Athletic Assn.	G. Neelambaram, Travancore Athletic Association.	Pte. Martin, I. bn., G. Regiment.	B. L. Sharma, Y.M.C.A. College.	16 min. 49½ sec.	15 min. 23 sec. Raunak Singh (Punjab).
17.	4 × 400 Meter Relay.	South Indian Ry. Athletic Assn.	II. Team, Travancore Athletic Assn.	Y. M. C. A. College.	Cochin Athletic Assn.	3 min. 35½ sec.	
18.	5000 Meters Cycle Race.	M. S. Mohamed Ismail, Coimbatore Athletic Association.	M. Shanmugam, Madras Y. M. C. A.			9 min. 38½ sec.	
19.	4 × 1600 Meters Relay.	Travancore Athletic Association.	Y. M. C. A. College.			20 min. 14½ sec.	
20.	16 lbs. Hammer Throw.	D. J. Toomey, Medical College.	E. Augustus, S.I.Ry. Athletic Assn.	Hafiz Khan, M. S. M. Railway.	C. Kan Goon, Y. M. C. A. College.	80 ft. 11 in.	127 ft. 7 in. A. Drummond (U.P.).
21.	Shot Put.	Pte. F. Evans, I. bn. G. Regiment.	H. F. Leachs, Coimbatore Athletic Assn.	Chelladorai Daniel, Police Training School, Vellore.	N. Trencher, S.I.Ry. Athletic Assn.	41 ft. 9 in.	42 ft. 6 in. Narang (Punjab).
22.	High Jump.	Govindan, Travancore Athletic Assn.	G. D. Mani, Madras Christian College.	A. C. Smith, S.I.Ry. Athletic Assn.	D. J. Toomey, Medical College.	6 ft.	6 ft. 7½ in. Priestly (Madras).
23.	Long Jump.	J. M. W. Edward, M. S. M. Railway.	K. T. Joseph, Travancore Athletic Assn.	T. J. Francis, Cochin Athletic Assn.	Thomas Koshy, Travancore Athletic Assn.	20 ft. 11¾ in.	22 ft. 10½ in. Niranjan Singh (Punjab).
24.	1600 Meters Race.	P. Karunakaran, Travancore Athletic Assn.	T. D. Jesudian, Coimbatore Athletic Assn.	G. Neelambaram, Travancore Athletic Assn.	P. Arumugham, S.I.Ry. Athletic Assn.	4 min. 41½ sec.	

Scoring points 5, 3, 2, 1 for the first, second, third, and fourth places respectively, the championship was won by Travancore Athletic Association with 51 points, S. I. Ry. Athletic Association was second with 40 points, Medical College third with 38 points, and Cochin and Coimbatore Athletic Associations with 25 points each, tied for the fourth place.

- (1) a mistaken notion that such activity is highly desirable.
- (2) inadequate physical education staff,
- (3) want of adequate facilities for the more useful and desirable activities of the playground, and
- (4) lack of appreciation of the superior value of natural play activities.

"There is no serious objection to 'Mass Drill' being included in the programme occasionally for demonstrations or for infusing the group spirit among the boys. But *daily mass drill* should not be used as a substitute for other and better forms of physical activities nor constitute the whole physical training programme. Physical education to be sound must be based on natural rather than on artificial activities, and pupils must be taken in small groups which will admit of real instruction. Accordingly in continuation of the Director's Proceedings R. C. No. 805-D/34 dated 28th June 1935 read above the following further instructions are issued:—

1. As far as possible one physical education teacher should be employed for every 250 pupils,
2. Not more than 40 or 50 boys at a time should be engaged by one physical education teacher during an 'Instruction Period'; and time tables should be drawn up so as to permit of all boys in the school being instructed in a variety of games,
3. More attention should be paid to the natural and enjoyable play activities than the 'formal' and artificial,
4. Every boy should participate in some activity or other daily and the range of activities should be wide.

The attention of Headmasters may be invited to the points and they may be requested to arrange for the organization and conduct of physical education on the above lines."

Now the foregoing is not an edict of compulsion. But it does suggest to schools that the old type of programme, of organizations, and of leadership is not effective and that something needs to be done to place physical education on a more constructive basis and to make it educationally sound.

In considering the aim and objectives of modern physical education we should think of the aim as a desirable goal or an ideal toward which we are striving. The objectives are possible steps or mile-stones toward that ideal.

One eminent educator who has done much to shift the emphasis away from the traditional formalized system of physical training to the constructive educational values of physical education, defines the aim of physical

education as follows:—He says, "The Aim of physical education should be to provide the environment, the facilities and the leadership that will enable the individual and the group to react or respond in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound. The outcomes aimed at should be good ethical character and abounding physical and mental health." As we analyze this aim and attempt to fulfill it we discover that our educational institutions need to provide the following essentials:—

- (1) *Intelligent Leadership*.—We must have the type of physical education teachers that possess moral purpose, who understand human nature, and who are able to select and conduct physical activities for educational values. The illiterate or poorly educated and poorly trained drill master does not even serve well as an exercising machine. He should no longer find a place on the teaching staff. We must have leadership well enough qualified to present a programme of activities to which pupils will respond with satisfaction and out of which will come skills and habits useful at the time and throughout life.
- (2) *A Wholesome Environment*.—Character and health habits are shaped to a considerable extent by the environment in which we live and play and work. We need to pay more attention to the neatness, cleanliness, and beauty of our school compounds and playing fields. Do we use our school compounds and playing fields as places for rubbish disposal and do we permit them to be used as public latrines, or do we make them places of beauty, places of which our school children will be proud and which will really influence them for wholesome living? Playgrounds and playing fields can be clean and beautiful as well as useful, and they are not really useful unless they are wholesome. We have our choice and this will depend upon our aims.
- (3) *Adequate facilities*.—In providing adequate facilities for physical education we must take into consideration the age characteristics of those who come under the programme and give to them such equipment and such play areas as will enable them to give expression, with full enjoyment and desirable outcomes, to all their desires for big brain-muscle activities. Herein we must cater to the natural innate desires to climb, hang, swing, vault, build, dig, run, jump, throw, strike, lift, etc.
- (4) *Suitable Activities*.—The activities must be natural and not artificial if we are to elicit response from the pupils, and it is only as we get spontaneous response that we will be able to shape desirable life-long habits.

Education in general in the present day aims to influence for good the whole man in every aspect of life. Physical Education as one phase of education must fall into line with this aim. But physical education uses as its tools physical activities, and these activities must have meaning for the participants, and they must be rational, wholesome, and natural.

The objectives leading to the realization of such an aim for wholesome happy living might be as follows:—(1) Organic Vigour, (2) A Reasonable Degree of Strength, (3) A Presentable Physique, (4) Physical Skills Useful Now And Throughout Life, (5) A Good Emotional Attitude Towards Play and Games, (6) Good Social Conduct, (7) Health Habits.

1. THE DEVELOPMENT OF ORGANIC VIGOUR OR VITALITY

The proper functioning of all the vital systems of the body is a very desirable thing, and educational procedures should do everything possible to preserve and maintain organic vigour. Without this quality of health one has a poor foundation on which to build other qualities of living. The educational institution which aims at wholesome living must afford every opportunity for the environment and the activities that will develop organic vigour. Outdoor play life in clean surroundings under the leadership of persons who know how to improve and safeguard the health is one way to lay this foundation. The natural big-muscle activities have the greatest physiological effect on the functions of the body. Pupils will respond to these when presented in the form of games and athletics. Such activities will desirably influence the vital functions of the body if schools will provide sufficient time in the time-table for daily supervised participation in them. The usual sedentary inactive school life is detrimental to vitality. Good modern schools realize the necessity for organic-vigour and provide all the requirements to develop it. It is a mistaken notion to think that school life must be artificial and destructive of health. On the contrary the school that provides for complete living ensures healthful living. Such a school will include a physical education programme containing activities which are conducive to normal growth and development.

2. THE DEVELOPMENT OF A REASONABLE DEGREE OF STRENGTH

There is a danger of being misunderstood on this point because of the prevalence of Muscle Building Cults. The modern programme of physical education has no place for irrational subjective cults or systems, or for freakish development of mere size and strength of muscle. But we do believe in sufficient use of the muscular system to acquire good muscle tone.

The provision of equipment which permits children to give expression to their desire to climb, swing, hang, vault, dig, build, etc., presents the opportunity for muscular development in a natural rational way and creates a habit for doing things with the body which is likely to be carried over

into adult life, and likely to be the means of maintaining muscle tone throughout life. For a satisfying feeling of well being, for balance, for rhythm, and for perpetual enjoyment of physical activities good muscle tone needs to be developed and preserved. In childhood, in youth, in middle life, at any stage of life, participation in varied natural activities will ensure muscle tone more readily than the practice of any artificial highly advertised system of subjective exercises.

3. THE DEVELOPMENT OF A PRESENTABLE PHYSIQUE

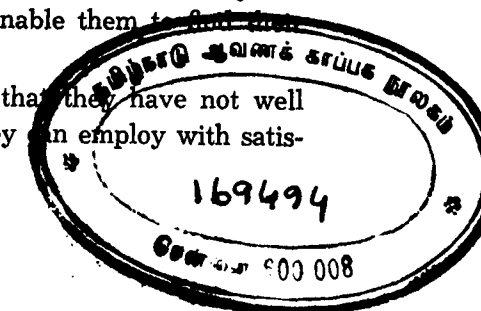
Happy living depends to a considerable degree on possessing a feeling of self-respect. The person who feels that he is inferior physically, intellectually or socially is a most unhappy person and helps to swell the ranks of the mal-adjusted. We see to-day too many school children with poor posture and badly developed bodies. We know of course that this is due to a variety of causes, among which are faulty diet and disease, faulty environments, lack of a normal play life, etc. But we know too that schools should aim to prevent mal-adjustment to the social order, and so, as part of that programme, attention must be given to ensure that the child may not be ashamed of his body. The physical education programme alone cannot develop a presentable physique, but physical education accompanied with proper health education can do much to develop good bodies. What is required in physical education is to agitate for a normal play life and the provision of suitable play apparatus from early infancy through childhood and youth. Much of the artificial corrective and therapeutic work now present in physical education dealing with bad posture and poorly built bodies could be thrown into the discard if we started early enough in life with natural play activities. Participation from a very early age in the types of activities that have made man structurally and functionally what he is to-day would go a long way toward developing well formed bodies. And along with this must go attention to the proper kind of diet, for we cannot grow and repair bodies without the proper kind of food.

4. THE DEVELOPMENT OF A VARIETY OF PHYSICAL SKILLS

The person who has not developed even the fundamental skills may be called physically illiterate. And if we stop to consider the matter it is as much of a handicap to be physically illiterate as it is to be intellectually illiterate. But the fact remains that even to-day most of our pupils and students pass out of school and college with no physical skills. Physical education must concern itself with the development of the fundamental skills if pupils are to derive satisfaction from participating in it, and if they are to be proficient in a variety of activities that will enable them to find their own recreation during leisure time.

Time after time we meet adults who regret that they have not well learned physical activities, no physical skills that they can employ with satis-

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faction for recreative purposes. They complain that schools and colleges gave them nothing in the so-called physical education programme that they could use throughout life. As educators we need to consider seriously this matter of educating for happy use of leisure time. The physical education programme must thoroughly train people in the control of all the fundamental physical skills and must see to it that all who come within its influence learn a large variety of useful skills and games which they can use for recreative purposes throughout life. Modern physical education considers that one of its greatest responsibilities is to so plan and conduct the programme that it will have considerable carry-over value, that pupils will derive satisfaction and values not only as school pupils, but that they will have learned much that they can use for their enjoyment, satisfaction, and health in later life.

5. THE DEVELOPMENT OF A GOOD EMOTIONAL ATTITUDE TOWARDS PLAY AND GAMES

Among the attitudes which need to be altered are (a) The attitude of win at any cost, and (b) The attitude that we play games for health. In so far as (a) is concerned the emphasis needs to be shifted from developing a few star performers and the awarding of prizes, to the promotion of a "play for all" programme. Our slogan should be "a game for everybody and everybody in the game." In other words a wholesome attitude toward physical activities is more likely to develop as we increase the emphasis on participation and decrease it on competition. With reference to (b), the attitude of playing games for health causes one to look upon physical activities as one looks upon a dose of medicine. A more wholesome attitude is that of playing the game because one thoroughly enjoys the game, with no thought of self and no thought of one's health. Certain values are bound to come out of the play if it is under wise leadership, but the minds and bodies of the participants should be occupied only with the unhampered joy of participation.

6. THE DEVELOPMENT OF GOOD SOCIAL CONDUCT.

The present-day social order requires citizens of good character, citizens possessing good social conduct. A good society is made up of people possessing a sense of justice and fair play; a spirit of co-operation; loyalty to worthwhile causes; initiative; resourcefulness; courage; physical, mental and moral stamina. These qualities can be developed only as we provide experiences requiring the practice of such qualities. The qualities are not inherent in the practice of purely individualistic activities but in those which call for co-operative effort. Team games if well organised and well supervised afford the greatest opportunity for developing the qualities of character which make for good citizenship.

The term sportsmanship is usually applied to this quality of good social conduct. And it should be the concern of every educational institution

to see to it that leadership and influences are such that the sportsmanship learned and practised on the playing-field is of no value unless it is applied in every other walk of life as well.

7. THE DEVELOPMENT OF HEALTH HABITS.

If we think of health as that quality of life which enables one to live most and serve best, and if we think of health as being not only physical, but as physical, mental, moral and social, we as teachers are faced with the task of providing experiences that will develop wholesome habits in all these aspects of life.

In conclusion modern physical education considers the child as a whole. It views him not merely as a physical being to be exercised and kept physically healthy, but as an integrated whole made up of body, mind and spirit, all of which aspects of life come into play and need to be guided aright whether on the playing-field, in the class room or in the everyday walks of life. The modern programme then must be life-like, it must be made up of natural life-like activities with the idea of enabling the participants to live happily now and throughout life.

A Report on the Ramakrishna Mission Physical Training Camp for Primary School Teachers

(December 10—22, 1936.)

Dear Mr. Buck,

We beg to be excused for not writing to you so long. The Ramakrishna Centenary Celebrations are going on at our Ashram, and we are all very busy here.

We know you are interested in what we have been doing here after our return from Madras. Mr. N. K. Basu has been employed as Physical Instructor to the R. K. Mission Shiksha-Mandir, a boys' Middle English School conducted by the local Mission centre. I have not yet found a suitable employment, and am acting at present as Assistant Physical Instructor to this Mission, which has been trying its utmost for the last 14 years to extend and popularise the best types of physical education among the village people of the neighbourhood. Thus an Inter-School Sports Association, affiliated to the Indian School Sports Association, Bengal, has been formed to carry on the same work on a wider scale. About 250 school students of the Diamond Harbour Sub-division take part in the annual Sports Meet of the Association. A new life is thus being felt in this village. Schools participate which were formerly not only quite indifferent, but also strongly opposed

to all games and sports as a bar to the academic instruction imparted in the class room. We are also contemplating the organisation of an Inter-School Boxing Tournament in this Sub-Division.

A new venture that was successfully carried through in December, was a Physical Training Camp for Primary School Teachers of the Sub-Division to impart to them a short course of physical education suitable to little children in rural areas. A short report of the camp is attached herewith. We hope you will kindly go through it and give us your suggestions for improvement, which we value most.

A Work-Camp was organised for doing useful service to the neighbouring villages. It was participated by boys and girls connected with the Ashram. Such camps are held from time to time to enable these young people to put into practical use the ideas of social service received at the Ashram. A short report of this camp is also sent to you.

We hope you are quite alright. Please let our other Professors know what we have been doing here to promote the cause of physical education in this part of our country. We shall be very thankful if we receive from them suggestions for better work.

SASANKA GHOSH,

NIRMAL KUMAR BASU,

Sarisha R. K. Mission Ashram,
Sarisha P.O., Diamond Harbour,
Via. 24 Parganas, (Bengal).

A 12 days' physical training camp for the Primary School teachers of the Diamond Harbour Sub-Division was organised by the Ramakrishna Mission Ashrama at Sarisha. This Camp was the first of its kind in the Province. It was started as a part of the rural welfare work of the Mission. Such activities can best be carried on in villages if the Primary School is made the centre of work. That is why Primary School teachers require most careful training, mental and physical, that they may each brighten up a corner of Bengal. There is some provision, though not adequate, for the training of these teachers on the mental side; but their physical education has so long been totally neglected. The result is that the Primary School teacher is eager to stuff his pupils' mind with ill-assorted bookish information, oftener than not at the point of the rod, while he discourages and suppresses the healthy and spontaneous urge of childhood for play. Thus the students who come out of Primary Schools are lacking in manliness and smartness, in spirit and enthusiasm.

The Camp under report is the first step taken by the Mission to change this unsatisfactory state of things. Through it the Mission wanted to train

a number of teachers in such a way that they may infuse new life into their pupils by creating in them a love for manly games and sports. This year the Camp consisted of 19 teachers-in-training who were comfortably accommodated in the boys' school of the Mission. There was an efficient staff of instructors under the supervision of Sj. Radhakanta Mallik, Physical Director to the Mission Centre at Sarisha. The following list will show the instructors and the subjects they taught.

STAFF OF THE COURSE

(A) Practical:—

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|--|--------------------|
| 1. Mr. Radhakanta Mallik (Govt. & Y.M.C.A. Certified) | Physical Training. |
| 2. Mr. Nirmalkumar Basu (Certificate Holder, Y.M.C.A., College of Physical Education, Madras) | Games. |
| 3. Mr. Shashankashekhar Ghosh (Certificate Holder, Y.M.C.A. College of Physical Education, Madras) | Athletic Coaching. |
| 4. Mr. Provaschandra Safui (Bratachari & Folk Dance Certificate Holder) | Folk Dance. |

(B) Theoretical:—

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| 1. Dr. Jayantakumar Bhattacharyya, B.Sc., M.B., D.P.H. | Rural Hygiene. |
| 2. Mr. Kartic Chandra Halder, L.M.F., | First Aid. |
| 3. Mr. Jyotiprasad Basu, M.A., B.T., | Organisation & Moral Instruction in Schools. |
| 4. Mr. Jogesh Chandra Mukherjee, B.A., B.T., | Child Psychology (Play & Education). |
| 5. Mr. Shashankashekhar Ghosh | Value of Physical Education. |
| 6. Mr. Nirmalkumar Basu | Value of Games. |
| 7. Mr. Provas Chandra Safui | Bratachari Theories & Laws. |
| 8. Mr. Rasaranjan Sen Mazumder (Sub-Inspector of Schools, Diamond Harbour) | Bratachari Movement. |
| 9. Swami Vedantananda | Rural Welfare & Religious Topics. |
| Secretary | Swami Vedantananda. |
| Director of the Course | Radhakanta Mallik. |
| Quarter Master | Rajendranath Roy. |

In spite of the intensive training, with consequent hardship which most of the teachers were not used to, these gentlemen showed commendable zeal and keenness for every part of the training and they highly appreciated the brotherly treatment they received from the instructors as well as the Ashrama authorities. The instructors tried their utmost to make the training thorough and of permanent use. The results they obtained were more than one could expect, especially considering the short period and the surroundings from which these teachers were recruited. The training, including board and lodg-

ing was entirely free. A Bratachari Association was formed with the teachers who attended the Camp.

A farewell gathering was organised on the 22nd Dec. with Mr. A. K. Chanda, M.A. (Oxon), I.E.S., Principal, David Hare Training College, in the chair. Swami Vedantananda read a report of the Camp, laying particular stress on its importance as a means of rural welfare work of the right type. S. Ramendralal Chowdhury, M.A., gave an appealing farewell address to the teachers urging them to make the best use of their training in their respective schools. The reply given by the teachers was a most sincere appreciation of the benefit they had received. The President in a neat little speech dwelt on the defects and drawbacks of the present educational system and highly commended the Mission authorities on the pioneering works they had been doing for improving the condition of village school teachers and through them the village itself. The demonstrations of physical training given by the teachers on this occasion were highly appreciated by all, as these showed the high level of efficiency reached by them. Mr. Angus of Bishnupur Shiksha Sangha, who with Mrs. Angus graced the occasion with his presence, spoke in Bengali a few words of encouragement to the teachers. He also taught a new game which was highly enjoyed by the teachers. The function commenced and ended with Bratachari songs sung in chorus. Of 19 teachers who attended the Camp, 3 were awarded First Class Certificates and the rest Second Class Certificates, signed by Mr. A. K. Chanda.

The Mission expresses its profound gratitude to Seth Harakh Chand Motichand, a Gujarathi merchant of Calcutta, who kindly bore the cost of this Camp.

A Brief Report of the Ramakrishna Mission Work Camp

(December 23 and 24, 1936.)

The Ramkrishna Mission at Sarisha, 24 Parganas, has been organising a new type of education Camp for boys and girls connected with the Ashrama since the year 1933. These Camps are held during the vacation and they combine all the good features of Special Camps like the Physical Training Camp, the Military Camp, the Scouts' Camp, and so on. One of the special features of these Education Camps is that eminent scholars and thinkers are invited in them to give discourses on various useful topics. The Girls' Camp and the Boys' Camp run simultaneously, though they are accommodated in separate houses, the girls utilising their own school house for this purpose and the boys doing the same with their own school building. The training consists of physical drill, games, first aid, theoretical classes, squad drill, and (from the year 1934) village work. The last item has been the most useful part of such Camps. This was suggested by Dr. Kalidas Nag who took the idea

from the Work Camps organised by the International Student Service of Europe. The work chosen for the Camp must be one of lasting benefit to village people and one that is never likely to be done by those people.

These education camps of the Sarisha Ramkrishna Mission are almost wholly financed by Seth Harakh Chand Motichand, a generous Gujarathi merchant of Calcutta, to whom the Mission is deeply indebted for his kind help and sympathy.

This year's Education Camp has been almost converted into a full-fledged Work Camp of the European Type, while retaining the good features of the previous camps, such as games, route march, theoretical classes, and so on. As the Ashrama held two camps this year with the usual contribution of Seth Harakh Chand Motichand, one being the Physical Training Camp for Primary School teachers and the other being the Work Camp for the boys and girls connected with the Mission, the period of the latter had to be shortened to two days only in place of 7 days' Camp of 1934. The number of boys who attended the camp this year is 48 while the number of girl campers is 32. The project of village work taken up by the male campers this year was to re-excavate the silted-up main drainage of neighbouring village, and they finished the work satisfactorily in 2 days' working 2½ hours in the morning. The water-passage was about 300 feet long and the boys, though most of them unaccustomed to such kind of labour, worked laboriously with spades and hoes with commendable enthusiasm and cheerfulness. The girls' project consisted of removing the jungle near a public tube well and they accomplished the work very satisfactorily.

The farewell gathering of the Camp on the 24th Dec., 1936, was presided over by Mr. J. M. Sen, Assistant Director of Public Instruction, Bengal. Mrs. Sen, and a large number of the elite of the place graced the occasion with their presence. After a March Past with songs, Mr. J. P. Bose, the Camp Chief, read a report of the Camp, dwelling on the importance of such camps for supplementing the education received in schools and colleges. A camp life of this sort trains the campers in discipline, concerted action, dignity of labour and develops their social side. It makes them feel the real wants of the village and in actually removing some of these wants they are trained in real welfare work, which is the main activity of the local Mission. The President was highly impressed with the idea behind the Camp and suggested that such short camps should be more frequently held to remove various wants in rural areas and to train the boys and girls in the service of village people.

A Play Programme for a Girls' School

The Principles on which the Play and Recreation Programme for a Girls' School should be planned, with suggestion for staff co-operation in securing a well balanced Programme of recreation which should prepare the child to happily employ her leisure hours now and as an adult.

1. Every child should frequently experience the activities that have brought satisfaction through the ages, and which also help the child to develop a strong and sturdy body.
 - (A) Climbing, chasing, tumbling
 - (B) Catching and Throwing
 - (C) Skipping, hopping, jumping
 - (D) Hiking
 - (E) Rhythms which she can enjoy now, and which will increase understanding and enjoyment of her national heritage.
 - (F) Playing Musical Instruments
 - (G) Dramatising
 - (H) Making things with her hands. First the sand pile, then Kindergarten and elementary handicrafts which are in her national tradition
 - (I) Caring for pets. This is difficult in a day school because of week ends and holidays. But a real effort must be made to supply our pupils with this important experience and satisfaction.
 - (J) Gardening—Appreciation of Nature.
 - (K) Trying simple scientific experiments
 - (L) Learning (1) Team Play; (2) Group Activity and adventure; (3) Comradeship in doing things with others.
2. Every child needs to discover which activities give her special personal satisfaction. In these she should be helped to develop the essential skill. Several of these should be of such a nature that she can keep them up in adult life.

Staff member chiefly responsible.

The Physical Director.

Natural Science Teachers for special excursions connected with their subjects. The Physical Director and teacher in charge of Houses to work out a hiking programme to supplement.

Music Mistress.

All teachers.

Handcraft teachers.

Natural Science teachers. Teachers in charge of Houses and House gardens.

Science teachers.

Entire Staff.

Entire Staff.

3. Every child should become familiar with certain forms of recreation which requires little space, and which can be fitted into small fragments of time.

The Physical Director.
4. Every child should know a certain number of indoor and outdoor games which she herself likes, so that there will never be an occasion when she cannot think of anything to do.

The Physical Director.
5. Every child should be helped to form the habit of finding pleasure in reading.

Entire staff.
6. Every child should know at least a few songs set to worth while music, so she may sing when she feels like it.

The Music Teacher.
7. Every child should be helped to learn how to make something of beauty in line form, colour, sound; or graceful use of her own body. At least she should find pleasure in what others do in painting wood work, sculpture, photography, if she cannot, herself use these forms of expression.

Handicrafts and Music Teachers. Physical Director for graceful use of the body.
8. Every child should be helped to form habits of being active. She should be helped to realize that people thrive best if they daily enjoy sunshine. She should realize that at least one hour of play or work in direct sun light is necessary daily if she is to grow and keep well.

Especially the Physical Director.
9. Every child should be encouraged to find one or more hobbies, which she may enjoy in her free time.

Handicrafts and Music Teachers. Teachers in charge of Houses.
10. It is of the greatest importance that every child be daily given the opportunity to enjoy rhythmic expression in music, kummi and kolatam, rope skipping, etc., etc.

Music Teacher, and the Physical Director.
11. About one year in every ten of a person's life is spent in eating. It is of fundamental importance that this 1/10 shall be so used, that eating will not be a hurried, greedy affair, but a pleasant, aesthetically valuable experience. The school tiffin rooms should provide opportunities for eating in an atmosphere scrupulously clean, artistically satisfying, physically restful, socially broadening.
12. Those recreation activities are most important which most completely command the child's entire attention so that she loses herself in them, and gives to them all her courage, and all her determination.

The Physical Director & Teachers in charge of Houses.

13. Ultimate satisfaction in recreation comes only through achievement of some kind. Play must be planned so that the child enjoys a continuing and increasing sense of progress and success. The Physical Director
14. A child is successful in her recreation life, in so far as the activity she then enjoys creates a playful spirit and an attitude which to some extent pervades all her life, helping her constantly to find enjoyment in the little events of life. The Physical Director
15. The child's play time should provide experiences which are thoroughly enjoyable at the time, which she may enjoy in play time at home, and which lead on to skills and activities she may enjoy in adult life. The Physical Director

Note:—To secure adequate growth; to develop a sturdy body; to insure relief from nervous fatigue; to provide happy companionship in play, every pupil should have 1 hour of supervised play every day, and "one instruction period" at least once a week, when in a group of not more than 30 she is taught the fundamental physical skills, and the rules and technique of the games which she enjoys playing.

DETAILED COMMENTS ON PLANNING THE PLAY PROGRAMME.

- (1) Growth-giving activities.
- (2) Climbing, chasing, tumbling.

These are important. We are now told that the vigour, endurance and resistance to disease of our vital organs is fairly established by the age of 12, and almost definitely decided by 16 years. It is true that thereafter much can be done in the way of regular active exercises and play. But the foundations of health have been laid, for good or evil, by 16 years of age. It is important that every activity be planned to assist the child in securing bodily vigour. The most important for the growing child, therefore, are catching and throwing, climbing and tumbling activities. These cannot be enjoyed unless chasing and fleeing activities are also included, and all of these will help the child to develop a sturdy trunk and vigorous vital organs. The average South Indian child has a fairly good leg development, but is far below normal as regards the trunk, both in bony structure and musculature.

Every school should provide equipment in which children may climb and hang, twist and turn. Teeter-ladders, Trapeze bars, Giant strides, Jungle Gym. Swings, etc., are invaluable for sturdy trunk development. They provide in addition the valuable experience of exposure to fear and opportunity of overcoming it. One of the most valuable experiences in character development which we may provide the child is the opportunity to conquer physical fear.

Modern life requires of the average person the ability to make ones way through crowds, on the street and inside buildings; and in getting on and off, or out of modern public vehicles. This ability is as yet inadequately developed in the general public. Games which involve chasing and fleeing activities provide "crowd" experiences which are very useful now, and develop skills which are increasingly necessary in adult life.

Modern life also increasingly requires of us, except in the remoter rural areas, obedience to rules. Life is becoming increasingly complex. If our own affairs and those of others are to progress without undue friction we must develop respect for rules of behaviour. Obedience to, and understanding of the rules of ordinary simple games is a valuable aid in developing in the child regard for her own rights and for the rights of others which are safeguarded by the rules of the games. While there is a question in some quarters as to the carry over values of play conduct, it is our belief that a wide and ever increasing variety of experience in a play programme should provide the child with an adequate useful standard of behaviour which will carry over into her daily life as child, and on into adult life. This will occur, however, only if the rules of games are simple, easily understood, and if obedience to them be demanded. If, on the other hand small evasions of the rules are allowed, the habit of breaking rules may lead to deliberate cheating and a real handicap now and in adult life be allowed to develop.

To sum up the above, our growth giving; chasing and fleeing; catching and throwing; jumping, skipping and hopping; climbing and tumbling activities should be so planned that they will provide useful, vigorous activities in school play periods, and supply the pupils with attractive play activities which they may enjoy at home.

HIKING—TYPES.

- (1) To historical places.
- (2) To places of religious interest.
- (3) To places of geographical interest.
- (4) To locally important economic centres such as mills, factories.
- (5) Museums.
- (6) Educational institutions, hospitals, health centres.
- (7) Places known for their beauty.
- (8) Excursions to secure specimens.
- (9) Hikes which require endurance. (e.g., in Madras, to climb Vandalur Hills).
- (10) Hikes of a purely social nature. When a congenial group or club or class takes a picnic tea or supper to a near by place.

It is suggested that at the beginning of the year a schedule of hikes and excursions be arranged. This would ensure that every pupil takes part in some of the hikes, at least, every year. This is valuable not only to the pupil now, but in providing her with a happy means of recreation during holidays, and in adult life as she will know how enjoyable hikes may be, and will be familiar with a number of possible ones.

It must be noted that hiking means brisk walking. Every effort should be made to ensure that every hike includes real physical activity.

RHYTHMS.

A sense of rhythm is essential if we are to avoid awkwardness, lack of poise, shyness and social discomfort. But it has to be remembered that the child must find and develop her own sense of rhythm. There is in all our movements and in each national music a standard rhythm to which the average person attempts to conform. But we must always be ready to recognise the unusually gifted child to whom the usual rhythm is trying and who is unhappy unless she works out her own. Thus new patterns and new musical expressions are evolved.

But we should evolve a standard for the average pupil and a series of expressions in rhythms which will avoid awkwardness and which assist in developing poise, and in developing agility and efficient bodily movements.

A fundamental requirement is the instinctive knowledge of left and right. This should be firmly grounded while in the Kindergarten. Without this knowledge, the child is actually handicapped. Our skill tests at Lady Willingdon Training College have shown a distressing lack of this knowledge.

India possesses an extremely rich national heritage of music, with a surprising variety in each province and district. It is suggested that music does not supply in the life of Indian children its possible full value of recreative joy. The knowledge of music patterns and the performance of them is often worked out and studied, but it is work and effort, not play. It is suggested that as part of the Play Programme at Lady Willingdon Training College a correlated scheme of rhythmic programme can be worked out in the following way :

(1) Class orchestras or House orchestras.

(2) Small, and large, group singing.

(3) A definite programme of Kummi and Kolattam, probably following the syllabus being worked out by Mrs. K. Sita Ram. This will provide the child with increasingly varied experiences in her own heritage of rhythmic expressions, through the body.

We should then provide the pupil with constant exposure to hearing good music, both vocal and orchestral, individual and group, and provide her with the experience of listening to ; enjoying ; and valuing others' musical and rhythmical performances and having her own judged in turn. Just as we have a standard in class room subjects which we expect every S. S. L. C. candidate to meet, so we should expect of every pupil a certain standard of musical and rhythmic expression and performance, as a part of her equipment for life.

THE LADY WILLINGDON TRAINING COLLEGE PLAY PROGRAMME.

Requested :—

I. For every pupil in the school. *One instruction period* per week of 45 minutes, in groups of not more than 30.

This period to occur, preferably between the hours of 11 A.M. and 2 P.M., so that it may serve as a break from class room strain. This period to be taken by the Physical Director, and to be occupied with instruction in the technique of individual physical skills, the rules and technique of games, both minor and major. Class room teachers to have no responsibility for this period.

II. *One hour of supervised play daily.* Preferably 3-45 to 4-45 P.M., as the majority of pupils' conveyance arrive at 4-45 P.M.

Supervision. The Physical Director to be in charge. Assisting her, pupil House Captains, chosen because of their qualities of worthy leadership, and their athletic ability. Less than a dozen pupils are exempted, medically, from games. These will assist the Physical Director in issuing equipment, etc.

Class room teaching. If possible, the teachers responsible for each House, to take turns attending evening games.

Development of House Spirit. House accomplishments should not be confined to athletic achievements. In working out the Play Programme we may plan for the year :—

- (1) House Dramatics (1 House performance per month).
- (2) House Handcraft Exhibitions, of work done in class or as a hobby.
- (3) House excursions (supplementary to Science class excursions).
- (4) House Musical Performances.
- (5) House Garden competitions.

This would then provide the pupils monthly satisfaction as a House in Drama ; Music ; Handcraft ; Gardens ; Excursions ; and Games.

TIME-TABLE FOR THE PHYSICAL DIRECTOR—L. W. T. C. SCHOOL.

	10-10-50.	10-50-11-40.	11-50-12-40.	12-40-1-20.	2-10-3.	3-3-45.	3-45-4-30.
M. I-A.		II-A.	V-B.	I-B.	Medical	Exam.	4-5. Games (trg.). School Guides Excursions.
T. E. H. J.		J. Sec. (10-50-11-30)	II-B.		III-B.	K.G. I Class & Baby.	Games (school).
W. 10-16-50 Sec.S.		V-A.	IV-B.			3-15-3-45. K.G. III Class.	do.
Th. E. H. J.		10-50-11-30. J. Sec.	IV-A.		2-10-2-50. S. Sec.	III-A.	do.
F.		Junior Department.			E. H. S.	K. G. II Class.	do.

The Physical Director meets every pupil, by classes, once a week in an Instruction Period. All pupils play daily 3-45-4-30 in Houses. Each House has 85 pupils.

TIME-TABLE FOR PARTICIPATION PERIODS IN PHYSICAL ACTIVITIES—LADY WILLINGTON TRAINING COLLEGE, MADRAS.
HOUSE OUT-DOOR ACTIVITIES, 3-45 — 4-45 P.M. (DAILY).

Houses.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
PRAGER	School Guides. Others. Hiking on Beach.	Group A. Throwball (School compound). Group B. Individual Rope Skipping (Ice House Drive).	Group A. Tenikott, Netball and Badminton (Ice House comp.). Group B. Individual Goal Shooting Practice (Ice House comp.).	Group A. Netball and Tenikott (School compound). Group B. Track and Field. Running, Jumping and Throwing (School compound).	Group A. Rhythms—Dances. Kummie and Kollattam. Group B. Apparatus—Swings. Teeter Ladder. Bars, etc. Gardening.
PADMINI NURJAHAN.	- do. -	Group A. Tenikott, Netball and Badminton (Ice House comp.). Group B. Individual Goal Shooting Practice (Ice House comp.).	Group A. Throwball (School compound). Group B. Individual Rope Skipping (Ice House Drive).	Group A. Rhythms—Dances. Kummie and Kollattam. Group B. Apparatus—Swings. Teeter Ladder. Bars, etc. Gardening.	Group A. Netball and Tenikott (School compound). Group B. Field and Track. Running, Jumping and Ball Throwing (School compound).
PADMINI	- do. -	Group A. Netball and Tenikott (School compound). Group B. Field and Track. Running, Jumping and Throwing. (School compound).	Group A. Rhythms—Dances. Kummie and Kollattam. Group B. Apparatus—Swing. Teeter Ladder. Bars, etc. Gardening.	Group A. Throwball (School compound). Group B. Individual Rope Skipping (Ice House compound).	Group A. Tenikott, Netball and Badminton (Ice House comp.). Group B. Individual Goal Shooting Practice (Ice House comp.).
DRYSDALE	- do. -	Group A. Rhythms—Dances. Kummie and Kollattam. Group B. Apparatus—Swings. Teeter Ladder. Bars, etc. Gardening.	Group A. Netball and Tenikott (School compound). Group B. Field and Track. Running, Jumping and Throwing. (School compound).	Group A. Tenikott, Netball and Badminton (Ice House comp.). Group B. Individual Goal Shooting Practice (Ice House comp.).	Group A. Throwball (School compound). Group B. Individual Rope Skipping (Ice House Drive).

Laying out a 400 Meter Oval Running Track

With the growing interest in the World Olympics and in adopting the same code of rules as govern the World Olympic Sports, many requests come in to us for advice regarding laying out a running track in meters. As you are well aware all sports items in the Olympic programme are measured in meters. This being so we have changed our running track at the Y. M. C. A. College and gladly give herewith the method followed by us in laying out our 400 meter track, so that those requesting information may have it for their guidance.

We also give herewith the diagram and dimension of the running track of the 1936 World Olympics in Berlin.

The accompanying figures and diagram should enable any person who understands sports, to lay out a track on which the modern programme of sports can be efficiently and satisfactorily conducted :—

1 Meter	=	3.281 ft.
100 Meters	=	328 ft. $1\frac{1}{2}$ in.
110 Meters	=	360 ft. $10\frac{9}{10}$ in.
400 Meters	=	1312 ft. $4\frac{4}{5}$ in.

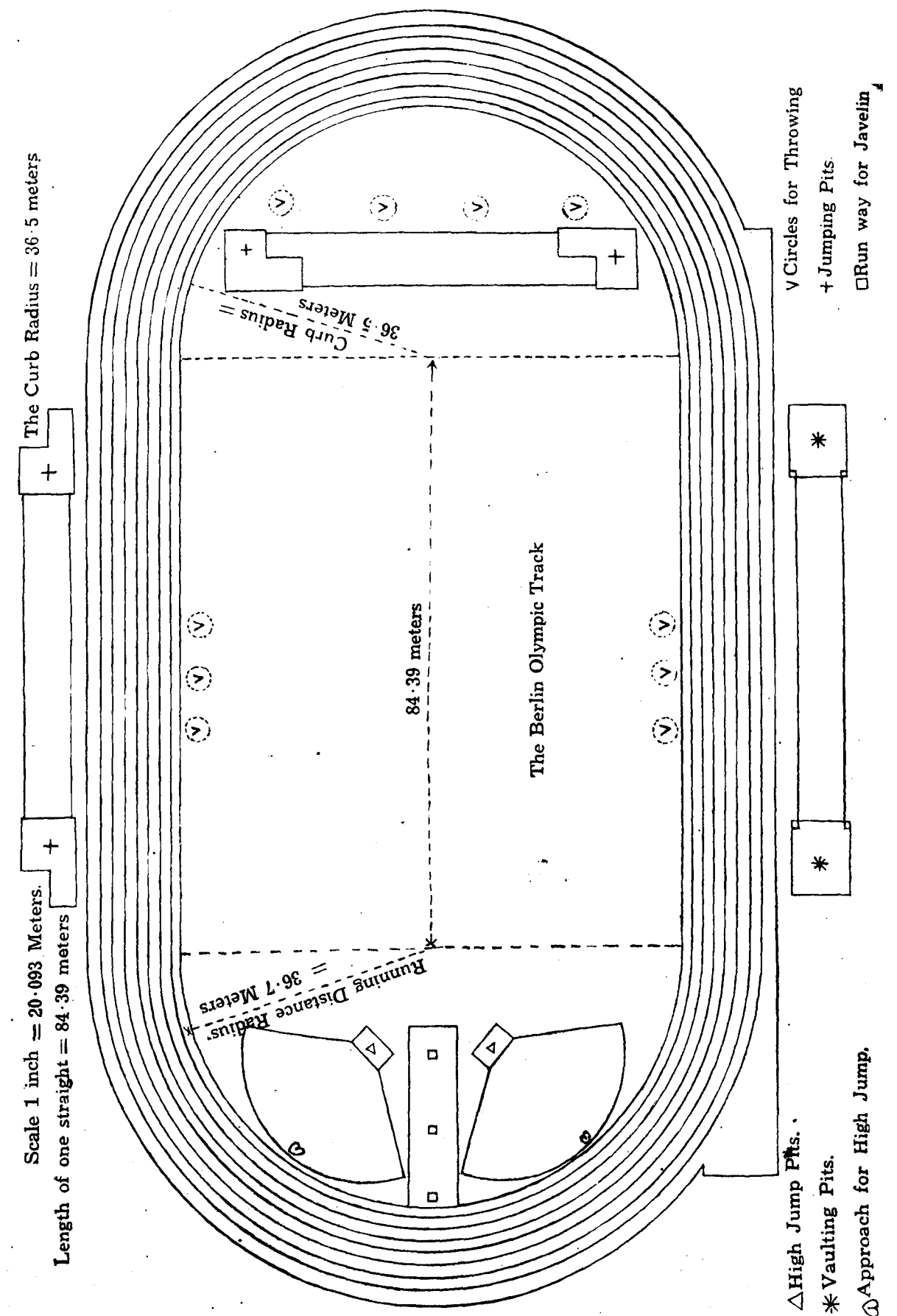
Now, if we make the length of each of the straights of the 400 Meter oval track to be 80.3 Meters, or 263.465 ft. (263 ft. $5\frac{5}{8}$ in.), then the running distance around each curve of the track will be 119.7 Meters or 392.735 ft. (392 ft. $8\frac{5}{8}$ in.).

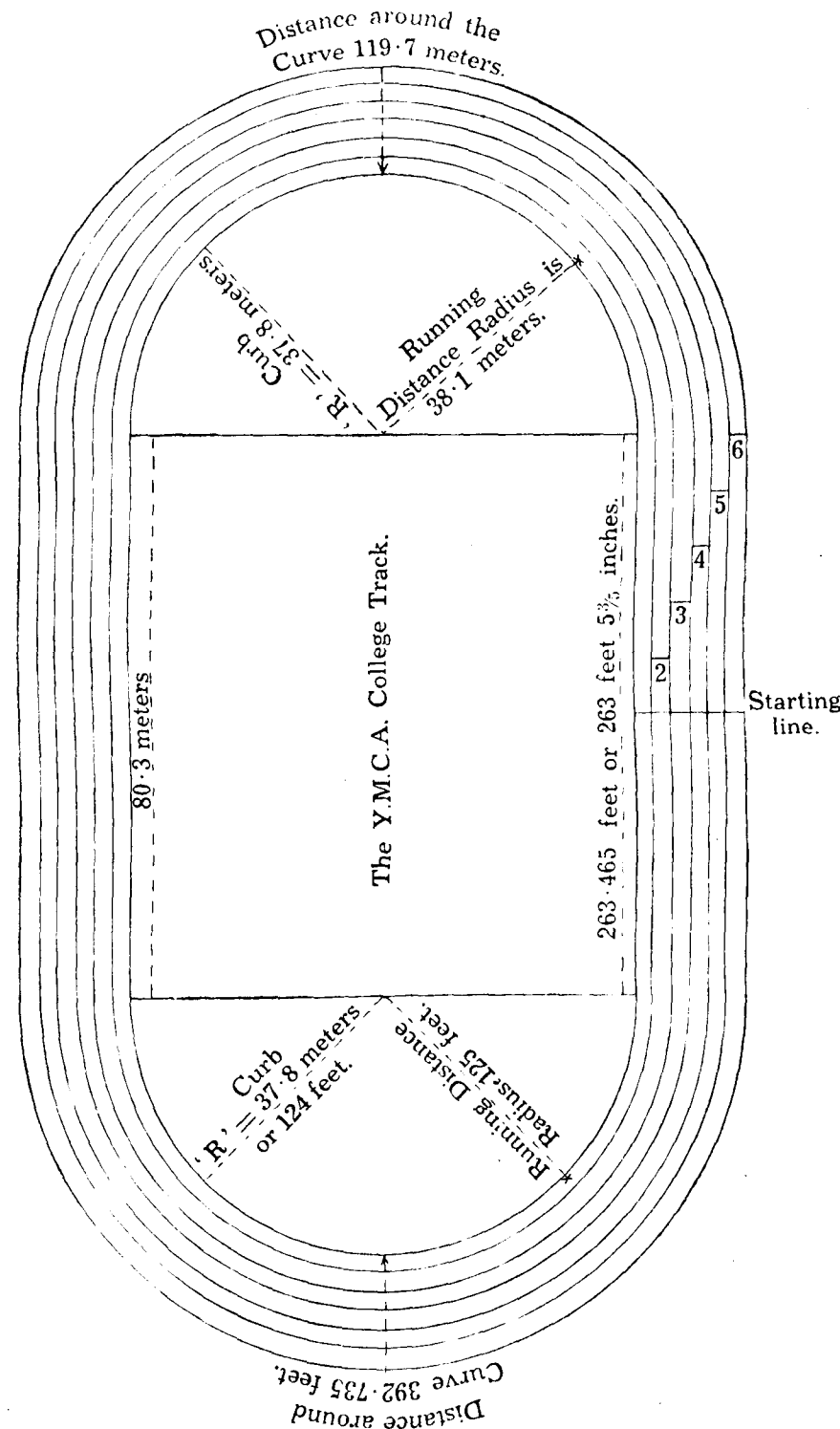
You will thus find the total distance of the track to be :—

263 ft. $5\frac{5}{8}$ in.	or	263.465 ft.	or	80.3 Meters	=	One side.
263 ft. $5\frac{5}{8}$ in.	or	263.465 ft.	or	80.3 Meters	=	Other side.
392 ft. $8\frac{5}{8}$ in.	or	392.735 ft.	or	119.7 Meters	=	One curve.
392 ft. $8\frac{5}{8}$ in.	or	392.735 ft.	or	119.7 Meters	=	Other curve.

1312 ft. $4\frac{4}{5}$ in. or 1312.400 ft. or 400.0 Meters = Complete track.

Now since the Running Distance around one curve is 119.7 Meters or 392.735 ft., your knowledge of Mathematics will enable you to figure out that the radius required for that is 38.1 Meters or 125 ft. This radius of 125 ft. is what is called the "Running Distance Radius". But the running distance on a track is measured not on the curb or chalk line of the track, but one foot away from it. Therefore for actually marking out the track we deduct one foot from the running distance radius, and use that distance for our "Curb Radius" or for actually marking the running track on the ground. For the particular running track in question we have found that the "Running Distance Radius" is 38.1 Meters or 125 ft. Therefore for actually marking the





Diagrammatic Sketch of 400 meters Track

Scale 1" = 26.8 meters = 87.9 feet.
 Curb Radius 1.41" = 37.8 meters = 124 feet.
 Running Distance Radius = 38.1 meters = 125 feet.
 Length of straight 3" = 80.3 meters = 263.465 feet.

Stagers for 400 meters race:

1st Lane..... starts Scratch
 2nd " 23 ft. 1/2 inch from scratch.
 3rd and subsequent Lanes 25 ft. 11 1/2 inch from 2nd, etc. respectively.

track we use a "Curb Radius" of 1 foot less. In this case our "Curb Radius" is 37.8 Meters or 124 ft.

A careful study of the diagram will clearly indicate how you should proceed to lay out your 400 Meter running track.

The rules of sports require that in every race up to and including the 400 Meters, each runner shall have a separate lane of at least 1.22 Meters or 4 ft. in width. In a straightaway race this presents no problem, because from the starting line to the finishing line all lanes are of equal length. But when running races around a curve if all runners started abreast the runners on the outer lanes would be running greater distances than those on the inside lanes. Therefore the method of "staggered starts" is used to give each runner the same actual distance. These staggered starts are indicated in the six lanes represented on the 400 Meter track in the diagram. According to the rules of sports the distance of the first lane is measured 12 in. away from the curb line. But succeeding lanes are measured 8 in. away from their inside line. The measuring radius is therefore different and so your application of Mathematics will tell you to mark your starting lines for a 400 Meter race as follows:—

The man in the first lane starts scratch.

The man in the second lane starts at a mark which will be 23 ft. 1/2 in. in advance of scratch.

The men in the third and subsequent lanes start at marks 25 ft. 1 1/2 in. in advance of the 2nd, 3rd, 4th, etc., respectively.

Then in making staggered starts for the 200 Meter race the distance between starting marks would be just half that for the 400 Meters, the starting would be on exactly the opposite side in the centre of the running course and the finish line would be where the 400 Meters begins.

THE SECRET OF GOOD STARTING.

An "unknown sportsman" was discovered at the Amsterdam Games of 1928. He was not a runner, boxer or swimmer, but Franz Miller, Germany, the "World Champion Starter". He performed his task in such an expert manner that he was called to Los Angeles four years later. The rules of competition apply to him as to every other sportsman, but knowledge and obedience of the rule are by no means sufficient in the case of a starter. The qualities of a good starter, cannot, in fact, be acquired; they are a gift which few possess.

Every starter should know the simple rules regarding the commands and the proper action in the case of false starts. This ability to calm the

runners and to shoot at the correct instant is an art. The shot follows the commands. When, however should the shot come? Poor starters who wish to be successful and for this reason try to avoid false starts shoot immediately after the last command. Pedantic starters, who regard the rules as sacred, observe the two second rule to the letter. The good starter, however, shoots when starting. There is no rule of competition which stipulates that the pause between the command and shot must be exactly two seconds. The most recent book of rules, which was issued in English following the Congress of 1934, and includes all of the latest revisions, contains the following direction. 'Then the report of the pistol after a pause of "about" two seconds.' From this it is evident that the paragraph concerning the time interval is merely by way of suggestion and not a strict ruling. For this reason the professional world shares the views of Franz Miller, who once expressed himself in the following manner: "It is immaterial whether the pause lasts one or five seconds. The important thing is for the runners to be poised quietly so that all start under the same conditions."

(Reproduced from the *Olympic Games*, 1936.)

Play and Juvenile Delinquency

"As the child grows older, he becomes a part of the playgroup, which is an extension of his social horizon. In these playgroups, the gang and the organized forms of association demand a large share of his attention. The most effective stimuli, next to those from the family, come from associations found in the playgroup. They exact an amazing influence on the child's behaviour. His language, his methods of play, and attitudes toward others are frequently determined by his associates. They become powerful controls. We very seldom find criminal acts committed by an individual alone. The influence of a companion is almost always present. His social nature demands expression, and if this expression is not properly directed, it will result in harmful social contacts. The proper use of leisure time becomes one of our most pressing social problems at the present time. The individual must be taught how to use his leisure time most effectively for his own benefit as well as that of society. More than 90 per cent. of criminal acts are committed during leisure time. A majority of children are brought into court because of lack of adequate community direction of leisure time activities. If children had opportunities of touching nature and of using their pent-up energies in parks, playgrounds, and gymnasiums, and in other wholesome ways, they would not insist on committing acts that jeopardize the public welfare. It becomes society's responsibility to provide wholesome organized activities to meet these inherent demands of youth. Otherwise, society pays dearly for this adult insufficiency."

Old Boys' Week

From our experience of the few days we spent together last year, the Executive Committee has decided to have a four day programme this year also, beginning from the 24th March and closing on the 27th. These dates fall within the Easter Week when the schools and colleges have their holidays and railway concessions will be available enabling cheap travel. These conveniences should make it possible for many old boys to attend this year's functions. The following is outline of the activities planned.

PROGRAMME.

Wednesday, 24th March.

- 6—9 A.M. Registration.
- 9—30 A.M. Breakfast.
- 10—12 A.M. Opening meeting and presentation of problems by Old Boys.
- 1 P.M. Lunch.
- 3—4 P.M. Discussion of Problems.
- 4—30 P.M. Tea.
- 5 P.M. Games.

Thursday, 25th March.

- 7 A.M. Demonstration of Physical activities.
- 9 A.M. Breakfast.
- 10—12 A.M. Discussion period.
- 1 P.M. Lunch.
- 3 P.M. Interest Group meetings.
- 4—30 P.M. Tea.
- 5 P.M. Games.

Friday, 26th March—Free.

Saturday, 27th March.

- 7 A.M. Demonstration of Physical activities.
- 9 A.M. Breakfast.
- 10 A.M. Annual General Body meeting.
- 1 P.M. Lunch.
- 4—30 P.M. Tea, Tennis, Boating, etc.
- 7—30 P.M. Dinner, Initiation Ceremony, Social, etc.

The boarding and lodging charges for visiting old boys will be approximately 12 annas per day. A special charge of 12 annas is necessary for covering the expenses in connection with the function on the closing day.

Group meetings have been included to discuss "practical problems" in the field. Old boys planning to attend are requested to bring their problems and suggestions to be placed before the meeting on the opening day.

Another feature will be "interest" group meetings. Information on all activities, change in rules of games, new books and literature will be available. Special classes may be conducted if necessary.

The library will be open all day and at night till 10 P.M. The daily programme has been drawn up in a way which will permit old boys to spend several hours in the library.

Special arrangements will be made for old boys who may desire to come a little earlier. Such facilities will be available from Monday, March 22.

We appeal to all old boys to plan early to make a visit to Madras this time. We had a good get-together last time. To quote a few lines from the diary of the Old Boys' Week—1936, "It was my sixth pilgrimage to the Y. M. C. A. College of Physical Education—my Alma Mater—the first one being in 1928. The shrine is ever increasing in usefulness, importance, and splendour, especially since its setting in its present site. A varied programme lasting for four days was before us. The whole gamut of it was gone through with great benefit for all concerned. The discussions, the demonstrations, the speeches, the matches, the picnics, the socials, the initiations, were all unique in themselves and interesting and educative through and through."

We can make the 1937 Old Boys' Day celebrations richer in its experience and usefulness. So be sure to come.

For any detailed information write to

C. C. ABRAHAM,
Joint Secretary,

N.B.—Old Boys who have not renewed their membership are kindly requested to do so. Special membership of the Association is Rs. 2 which includes the journal Vyayam. Ordinary membership is Re. 1 for diploma holder and As. 8 for others.

