

Vyayam

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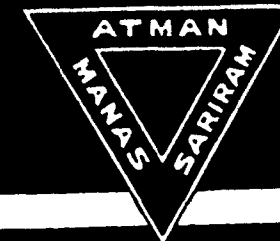


N39
169491

94

VYAYAM

A Quarterly Journal of Physical Education.



194

FEBRUARY, 1939



Announcements

Site Plan of the Y.M.C.A. College of Physical Education

What is Wrong with Indian Sport?

The Place of Indigenous Activities in the Physical Education Programme

The Story of Rural Recreation in Salem District

Compulsory Physical Training under Specially Trained Teachers

NYM 211, N19V

N39

169491

AN APPRECIATION BY C. G. MACARTNEY

"Governor General" of Cricket.

Dear Sir,
I have recently received
your letter of the 11th inst., and
in reply to inform you that the
manufacturing for the sports has
the quality was first class, and
can recommend them to any
player requiring first class
material.

With all good wishes,
many thanks for your kindness.
Yours sincerely,
C. G. Macartney

SHARMAN & CO.

SPORTS SPECIALISTS,

Mount Road, Madras.

Branch: Calcuttore.

VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER



Vol. X

FEBRUARY, 1969

No. 3

TABLE OF CONTENTS

EDITORIAL

ANNOUNCEMENT

The Vyayam Association, Madras, has decided to hold a
M.P.E. Conference in Madras, on the 15th and 16th of March, 1969.

The Vyayam Association, Madras, has decided to hold a
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Editorials

ATHLETIC PHILOSOPHY

In this issue an article presents the philosophy of promoting athletics for their educational and health values, as opposed to the traditional gladiatorial system of commercialized and spectacularized athletics for the mere sake of winning trophies or for bringing notoriety to individuals, institutions, provinces, or nations. We agree in this stand against all the evils that have crept into athletic competition, in the desire to have the malpractices removed, and in the hope that athletics may be used for the high purpose that such excellent activities can serve when organized and conducted with the proper motives.

We, along with the writer, are not opposed to specialization, highly organized competition, special coaching and intensive training. But we believe that such specialization should be rational, that it should be safeguarded with sound principles and practices, that no special inducements should be offered to star performers, and that athletic competition should be a natural outgrowth from a sound foundation in a comprehensive programme of physical activities in which *all* participate. We believe that organization for sound physical education for 100% of the school going population under the leadership of physical educators with purpose and character will do more to raise the general athletic level than any other procedure we have experienced.

H.C.B.

THE T. I. P. E. MAGAZINE.

A few days ago, a visitor came tripping lightly and unobtrusively to our editorial desk. Ye Editor, glancing up discovered on more searching gaze a neatly garbed, nicely printed, good looking Magazine with a formidable list of editors, which declared itself to be Vol. I, No. 1, December 1938, issue of the Bombay Training Institute for Physical Education Magazine, published by the students of the Institute.

More careful perusal shows a group of valuable articles on physical education in India and interesting and amusing comments on students life at the Institute. "The way of the transgressor is hard"; so is the life of the pioneer! The first students of the Institute would be sad indeed if they didn't have some "terrible" experiences and "disillusionments" to relate in days to come to the future students of Bombay.

So Vyayam extends a glad hand of welcome to the T.I.P.E. Magazine, extends congratulations on the high quality of its first issue and felicitates the students on their "disillusionments" and discomforts which we hope will stimulate them to keep up the obvious enthusiasm and determination with which they have plunged in. Come on! The water is fine, the swimming good, and a few rough breakers help to make it interesting.

E.B.

WHITHER GOETH PHYSICAL EDUCATION ?

The College is preparing to conduct, during the next three months, a series of athletic meets and tournaments. Without question competitive athletics occupy a big place in the physical education program. Ability to properly organize and administer such activity is therefore an essential part of the training of future physical directors.

But an over-emphasis upon athletics, a failure to understand their true relationship and a tendency to regard success in competition as the ultimate goal of physical education seems rampant in many parts of the world. By many, such success is rated as a test and proof of national physical fitness almost universally accepted as essential. Attempts to achieve such athletic victories with record breaking and championship teams is leading to extreme specialization, commercialization, professionalism and other abuses.

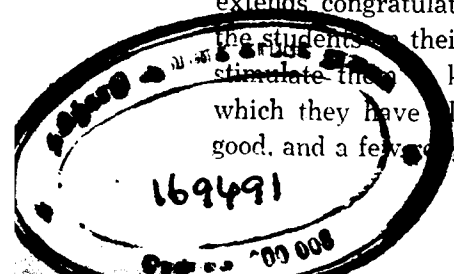
To some thoughtful observers the question "Whither goeth Physical Education" is becoming exceedingly pressing. What is the effect of physical education, athletics, games, sport, and recreation over the world generally? What is the purpose for which these activities are promoted in most countries? The answers are not so clear.

Obviously the world has accepted the idea of the necessity of physical fitness—and as a means to that, of health, nutrition and sanitation. But physical fitness for what and for what purpose? Is it simply a worship of muscle—another "golden calf"? With some it is very much that and nothing more.

Physical fitness to produce soldiers? In how many countries is this the basal fundamental purpose in the minds of the leaders and educators? To what extent are the physical activities, games and sports of school children and youth organizations being used as agents of propaganda for the political ideologies now striving for world control? Will activity primarily promoted for such a purpose be likely to harden, coarsen and brutalize people psychically and physically or will it teach courtesy, honesty, fair play and sportsmanship? Will it be Spartan or Athenian character that shall come out of such regimes? Which does the world wish to-day? Is the use of sport for the building of character as understood and interpreted by the Y.M.C.A. in many countries of the world "passe",—out of date?

Baron de Coubertin reorganized the Olympic Games in the hope of promoting friendship and international fellowship through friendly competition. But there are many who declare (eroneously we hope) that the results are quite the reverse. Can intense competition be stimulated—even international competition—and still be so administered and controlled and ideals so inculcated that the results shall be good? Is that the case now? So what! Wither goeth modern physical education, athletics, games, sport

Continued on Page 74.



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N39



PUNDALAI HOSTEL

THE PUNDALAI HOSTELS

All Old Boys and friends of the College will rejoice with us in the acquisition of two more hostel units for the Y.M.C.A. College. These two units or cottages were made possible by the kindly interest and generosity of our good friend Lt. Col. K. G. Pandalai, I.M.S.

Our students now rejoice that more of them can abandon the thatched huts and live under more enjoyable conditions. The staff rejoices because these permanent living quarters make easier our task of teaching wholesome living.

The College has much for which to be thankful. In 1931 the Madras Government kindly gave us the 65 acres of land on which we have been able to develop ideal facilities for the promotion of physical education. Col. Vincent Massey of Canada gave us the funds for our Administration Building. With savings from the economic construction of Massey Hall we were able to build a Dining Hall and one Cottage for living quarters for students. Our beloved friend Douglas Boulton, I.C.S. then presented us with a Cottage, and out of College funds we built another. That gave us three of these Cottages or Hostel Units, and now the gift from Col. Pandalai has enabled us to build two more cottages which gives us a total of five, with accommodations for from forty to fifty students. Five more such Cottages are required to provide adequate living quarters for the present strength of the College.

The accompanying photograph of one of our Cottages gives some idea of the beauty and simplicity of these Hostel Units.

We are deeply grateful to all our friends who have helped us either materially or spiritually or both. At this time we are thankful to Col. Pandalai in particular, not only for this gift, but for his past and continued medical and surgical attention to our students. The two new Cottages stand as memorials to the friendship which Col. and Mrs. Pandalai have always shown to the Y.M.C.A. College. It is our hope that we may prove worthy of the efforts which they have put forward in helping us to promote Physical Education and Health Education.

Announcements

SUMMER COURSES IN PHYSICAL EDUCATION

The following *Four* Short Courses will be conducted at the Y.M.C.A. College of Physical Education, Saidapet, Madras, during the Month of May, 1939.

1. A Course in Physical Education for Elementary Schools.
2. A Course in Rural Recreation.
3. A Refresher Course for Secondary Schools.
4. A Course in Coaching and Refereeing Major Games and Sports.

Briefly, the content of the Courses will be:—

1. The Course in Physical Education for Elementary Schools.
 - (a) Physical Activities suitable for Elementary Schools.
 - (b) The "What", the "Why" and the "How" of Physical Education for Elementary Schools.
 - (c) Elementary Hygiene and First Aid.
 - (d) Practice Teaching.
2. The Course in Rural Recreation.
 - (a) Participation in activities suitable for rural areas.
 - (b) The "What", the "Why" and the "How" of Rural Recreation.
 - (c) Rural Hygiene and sanitation.
 - (d) Practice Teaching.
3. The Refresher Course for Secondary Schools:—
 - (a) Physical Activities suitable for Secondary Schools.
 - (b) The "What", the "Why" and the "How" of Physical Education for Secondary Schools.
 - (c) Elementary Hygiene and First Aid.
 - (d) Practice Teaching.
4. The Course in Coaching and Refereeing Major Games and Sports.
 - (a) Practice in the Technique of Games and Sports.
 - (b) The Rules of Games and Sports.
 - (c) The Organization and Conduct of Tournaments, Leagues, Sports Meets, etc.
 - (d) Experience in Coaching and Refereeing.

All of the courses will begin on May 1st and continue throughout the entire month of May. They are open to all who wish to attend. Those who desire to take advantage of this opportunity should register their names for the particular course in which interested and pay the registration fee of One Rupee to the Principal, Y.M.C.A. College, Saidapet, Madras.

All persons attending the Courses will be required to reside and mess in the College premises and the total charge for lodging, mess, tuition, etc., will be Rs. 30 per person for the month, payable in advance.

Each student should come equipped with suitable clothing for physical activities, and with note books and pencils.

Rule Books, if required, may be purchased after arrival at the College.

All Classes will begin at 6-30 A.M. on May 1st, and all candidates must report before that time.

H. C. BUCK.
Principal.

SUMMER TRAINING COURSE FOR LEADERS OF BOYS' CLUBS.

For those interested in carrying on activities with boys in schools, churches, social service centres and clubs, the Y.M.C.A. is offering a six weeks' training course at its College of Physical Education, Saidapet. Classes will begin on April 17th and continue until June 2nd. The work will be of an intensive and practical nature suited to the needs of men located both in town and rural areas. The plan of the course is such that those in attendance will receive the very maximum of actual club leadership based upon sound and tested principles of organization and programme development.

Early morning periods will be devoted to recreational activities featuring especially non-equipment and indigenous games suitable for 'teen age boys.' The evening hours will be utilized to provide students with opportunities to conduct playground work and club programmes in connection with projects carried on by the Madras Y.M.C.A. and the College. Classroom work will consist of sessions on boy psychology, factors in successful leadership, methods of club organization, principles of working out worthwhile programme activities, first aid and group discussion procedures. All students will reside on the College Campus in order that they may have the greatest benefit of the facilities provided there.

The staff will include:—V. G. Williams, Boys' Division Secretary, Madras Y.M.C.A., X. Absalom, Playground Director, Y.M.C.A. College of Physical Education, H. C. Buck, Principal, Y.M.C.A. College of Physical Education, J. H. Dunderdale, Secretary, Boys' Division, National Council Y.M.C.A., Further information concerning the course of studies, scholarships and costs may be had from,

J. H. Dunderdale,
Y.M.C.A. College of Physical Education,
Saidapet, Madras.

Site Plan of the Y.M.C.A. College of Physical Education

The accompanying site plan indicates just how its sixty-five acre plot of land is utilized by the Y.M.C.A. College. A study of the lay-out clearly shows that the College has facilities for teaching and promoting every possible activity suitable for physical education purposes. Students who attend the Y.M.C.A. College live and work in an environment that is beautiful, healthful, and enjoyable, and which serves as a pattern for the lay-out of recreation facilities in the institutions where they will later work as physical educators.

It is our belief that physical education should be suited to the particular situation into which it has to be introduced, and to the particular group of people for whom it is to be provided. With the facilities at our disposal on this large area we are able to expose our students to a great variety of activities and thus prepare them to be sufficiently resourceful to plan suitable physical education programmes for any situation in which they may happen to be placed.

Possession of such facilities permits us to do much more than train physical educators. We also serve the recreation needs of the general public by utilizing our grounds for the play, games, and sports activities of many groups in Madras City and Province. This serves a double purpose, for it gives our students valuable practical experience in handling the activities and is a very welcome outlet for bodies in need of recreation grounds.

Those who wish to prepare themselves, under ideal conditions, for the profession of physical education, will find life in the Y.M.C.A. College profitable and enjoyable.

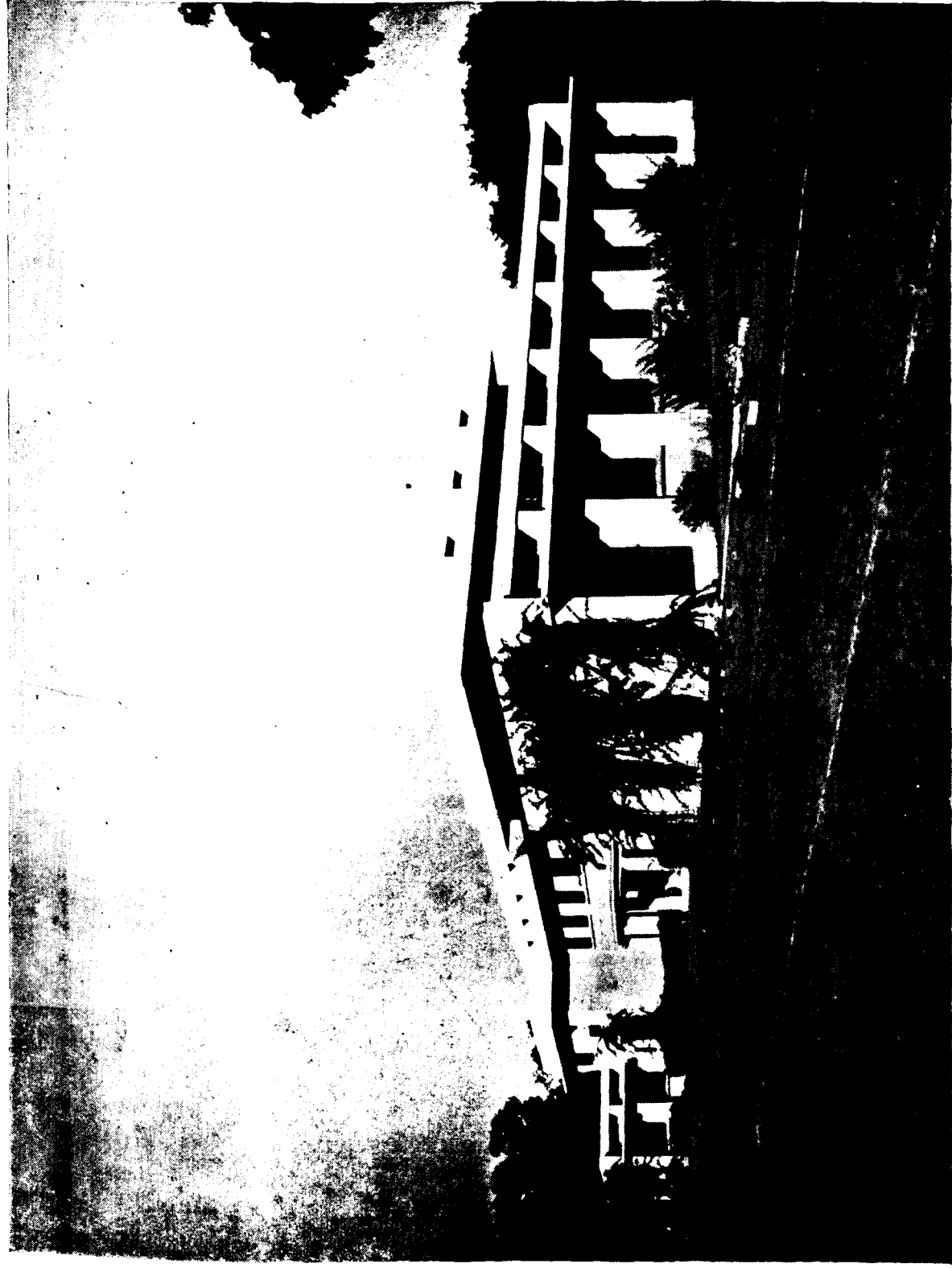


STUDENT HOSTELS

IG THE FACILITIES OF THE
EGE OF PHYSICAL EDUCATION
DAPET — MADRAS.

AREA : 65 ACRES.

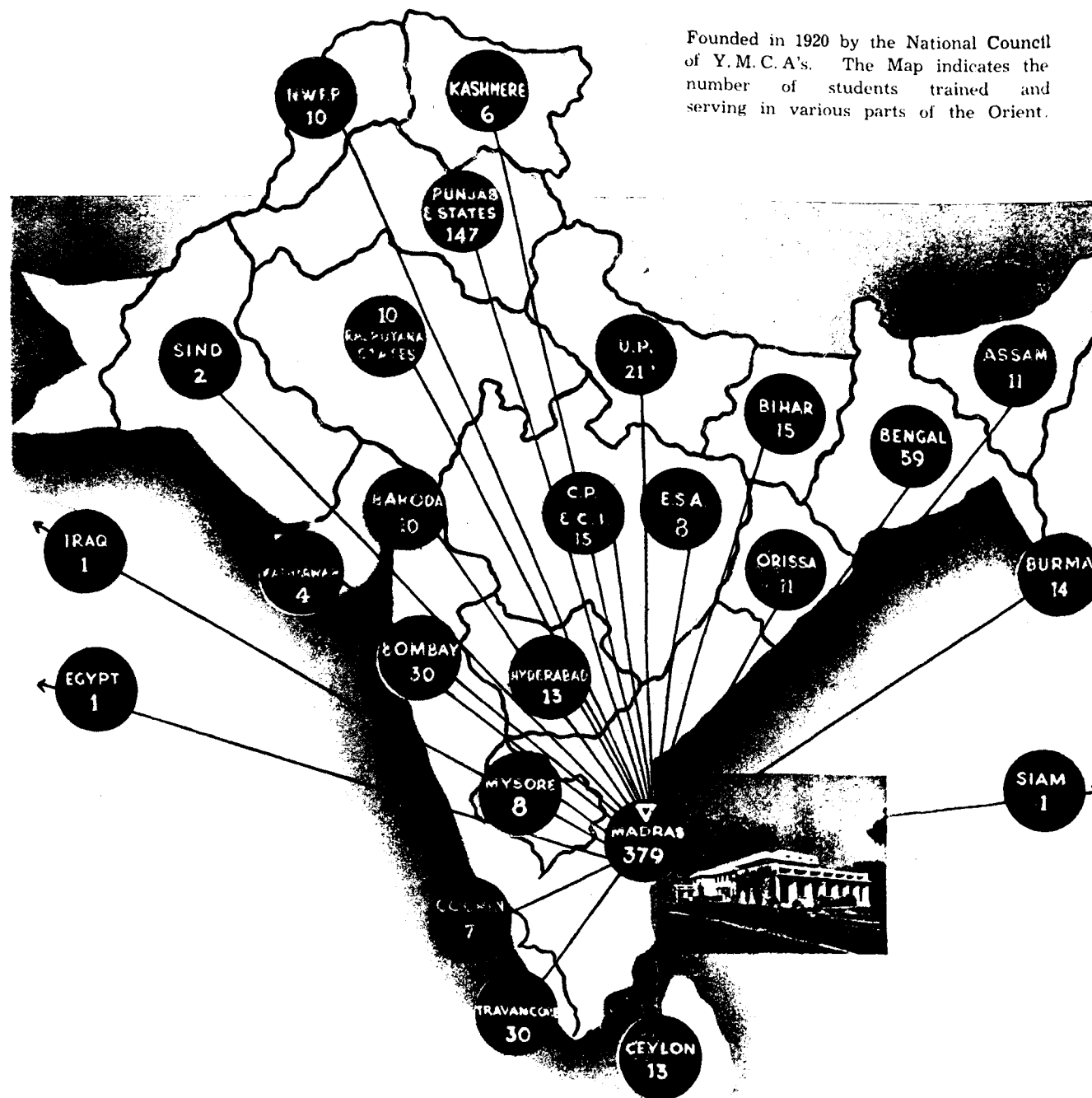




MASSEY HALL—ADMINISTRATION BUILDING.

THE Y.M.C.A. COLLEGE OF PHYSICAL EDUCATION SAIDAPET, MADRAS.

The Pioneer College of Physical Education for India, Burmah and Ceylon



February, 1939]

VYAYAM

71

What is Wrong with Indian Sport? *

By

ELMER BERRY, M.P.E., Ed. D.

An article under the above caption appeared in the December number of the Young Men of India, Burma and Ceylon (P. 317). After recounting the poor showing of India in the Olympics (aside from the Hockey team) and other International competitions it concludes that the trouble is "apathy of the Indian public opinion". It urges, as a cure, that more be made of athletes, and that the public and government furnish money to set up 'thorough-going machinery well intergrated and harmonized to detect the available talent, to encourage it, and to help it to find its best standard'. It would set up "a system of local, district, regional, provincial and All-India tournaments" and employ highly trained coaches from abroad (in the beginning) to advance the "specialization" necessary to insure success and so raise India from her lowly position at the bottom of the Olympic athletic ladder.

To be sure the article is written by an official of the Indian Olympic Committee. Naturally public interest and financial support must be developed. To a certain extent and from some points of view, the article is true. But appearing in the National Y.M.C.A. Publication it impresses one as an attempt to shape and state Y.M.C.A. policy and to influence Y.M.C.A. procedure in athletics. Without doubt the Y.M.C.A. should and will do everything possible to improve India's athletic performance and reputation. But the method suggested and the plan advocated for its improvement, is open to serious objection and criticism.

First, one might seriously inquire; does it really matter whether India is at the top or the bottom of the Olympic ladder? Is the U.S.A. particularly benefitted by occupying the top rung? What is the value of excessive specialization, intensive competition, athletic commercialization, high powered publicity, professionalism, million dollar prize fights and all the other abuses to which record "busting" and the fight for athletic supermacy inevitably tend? Is that spirit wanted in India and should that price be paid to win the Olympics?

Of course every true citizen wishes to see his country's representatives do well (win if possible) in any competition in which the country engages. And India can and should make a better showing in athletics than she has yet done. But our friend has the "cart before the horse"—both in the cause of the situation and in its remedy.

A visitor in India has no right to draw too hasty conclusions. The writer fully realizes his incompetence and limitations. And yet, an outsider, a fresh observer, sometimes sees things obscured by the dulling, harden-

*See also *Young Men of India, Burma and Ceylon*, Jan. 1939.

ing monotony of long contact. To *this* writer the cause of India's poor showing in World competitive athletics is not so simple as our friend thinks—nor the remedy so easy! It will take long heroic struggle to lift India to World athletic supremacy. And the motivation to bring this about will have to be deeper and more compelling and more inspiring than an athlete crown—even than the laural wreath.

Apathy of Indian public opinion towards athletics is caused by several things. The first is a hot climate. No people living in a hot country take readily to athletics. India has done as well, perhaps better, than any country with a similar climatic handicap; physiologically and psychologically people do not naturally incline to strenuous competitive exercise with the thermometer up near to, or above body temperature. Yet people must be taught the value of exercise in such conditions and how to take it. This handicap can be overcome. Seasonal and diurnal variation in temperature can be planned for. The heat can be made no more of a handicap than the seasonal cold of many other countries,—in fact it may contribute to year-round practice and training in some sports. But training in the heat takes determination and persistence and willingness to endure discomfort. A tradition and a knowledge regarding the value of exercise, particularly in a hot country, must be built up.

No nation can expect to produce World Champions in athletics, even when it has 400 million people to choose from, when it allows one million a year to die with malaria and reduce the vitality by producing anemia in 100 million more*; while 95 per cent (some places 100 per cent) of its lower class people (from which many good athletes might come) are devitalized and made lazy by hook worm; when constantly recurring epidemics of contagious diseases, tuberculosis, etc., are rendered certain and impossible to prevent by unsanitary conditions. Spend money, for highly specialized foreign athletic coaches!! Far better spend it to give the people some men of their own, instructed in the elementary fundamentals of health knowledge and trained to teach health facts and lead in getting decent sanitation and at least a minimum of health practices! Championship athletic teams can come only out of a strong vigorous vital nation. The "New India" if it ever arrives, will have to be healthy and this patriotic purpose, not athletic championships, will have to be the motive for health and physical efficiency—life to live, strength to serve, health to heal, "fit to fight" if necessary, for the "New India".

Malnutrition is an acknowledged problem in India. Undernourished children do not grow into World Champion athletes. Throughout the length and breadth of India an improvement in economic level, a possibility of the transportation of food products, and an education as to food values and food preparation is essential to the production and growth of a people of health, energy, efficiency and vitality. Produce such a people, and out of them may come as a by-product some creditable athletic teams.

*Malaria, Paul F. Russell, M.D., M.P.H., *Vyayam*, November, 1938, p. 41.

World championship teams cannot be built by employing highly specialized technical coaches to select a few "sports" (biologically speaking), a few exceptions, a few accidentally well developed specimens and to train them to perfection. Good athletics in a nation must grow up out of the healthy, well nourished, normally exercised youth who have had the benefit of some physical education and the opportunity to participate in well directed free play and recreation. The performances of present world champions flow out of a great reservoir, back behind, of school boys daily participating in and enjoying physical activity. Many of these are constantly challenging the champions and making it evident by regular performance that the Champion must "hustle" if he keeps his place. It is too *easy* in India to make a team! The Champion sees no multitude of competitors waiting and ready to step into his shoes the moment an indiscretion in training or a break in morale lowers his performance. It is not the glamour or the "lure of the West" that breaks India's training; it is the lack of tough strenuous competition that has compelled a life of training against terrific handicaps such as Cunningham has given to acquire his ability. That will come when all over India a sane system of physical education, recreation, play and physical activity develops the youth in the schools, the Y.M.C.As. and the voluntary clubs of all kinds. Out of such an *ocean* of potential athletes come the stars who by continued and intensive training carry their country's flag to Olympic mast heads. Only when an Olympic victory represents such a background is it worth having! India is well on the road to such a conception of a well developed, well organized programme of physical education in the schools of its various provinces and in many voluntary organizations. Out of it is developing a sane, well directed plan of athletic tournaments and contests. India's place in World athletic competition will eventually take care of itself.

But this will happen only when the educators, the Y.M.C.A. leaders and other social and economic forces recognize to a greater extent than has yet been done the basic importance of health, nutrition, physical exercise, and recreation in the life of the nation and work together earnestly to secure it.

Again, as in the past in India and in other lands, the Y.M.C.A. may be a great leader in this contribution to national life. It has already had a great leadership in India. It would be a pity if it "sold out" now to athletic commercialism, professionalism and the abuses that conscious attempts at world championships render almost inevitable. Through its National Y.M.C.A. College of physical Education in Madras it has in twenty years trained 800 teachers of whom 750, 94% are actively engaged in physically building up the youth of India. It has contributed leadership and rational ideas of training to other colleges of physical education. It has assisted the Government in starting a programme of village recreation. In its local branches, Y.M.C.A. physical directors are training boys and youths to physical efficiency and clean sport. These are the ways in which the Y.M.C.A. can best help India to

make a creditable showing in World Athletics—and that is a highly desirable and worth while achievement.

The Physical Education policy of the Y.M.C.A. the World over has approved and encouraged strenuous competitive sports and games. But the Y.M.C.A. has never put record breaking, championship teams and athletic supremacy ahead of safe, sane, all-round bodily development and the playing of games for the purpose of character building. From the days of R. J. Roberts with his "short, safe, easy, beneficial and pleasing" platform it has held that the crack teams and performers should develop out of a foundation of all-round health giving activity. Surely the Y.M.C.A. in India will not be led astray by an athletic championship "Will-o-the-Wasp." India can avoid the athletic mistakes and abuses of the West. This the Y.M.C.A. should help her to do.

Continued from Page 65.

and recreational activity? What are the ideals and real objectives in the minds of the leaders of various countries throughout the world? What results are now being secured either consciously or unconsciously? Could a world-wide study of this problem be organized?

Meanwhile what is the function of the Y.M.C.A. in this situation? It has been the privilege of the Y.M.C.A. in many countries throughout the world to pioneer the idea of developing character through sport. It has sponsored competitive athletics and games, representative teams, tournaments and meets. But it has insisted that these activities should develop out of a great foundation of general activity and that fair play and sportsmanship was paramount to winning. It has ever placed character building above athletic supremacy. It has had the joy of seeing educational systems adopt this ideal and carry on their activity in this spirit. There is a new challenge to this purpose abroad in the world to-day—a base attempt to prostitute sport to low and unworthy objectives and the Y.M.C.A. still needs to think clearly and stand fast to its high purposes in sport.

E.B.

The Place of Indigenous Activities in the Physical Education Programme *

By

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

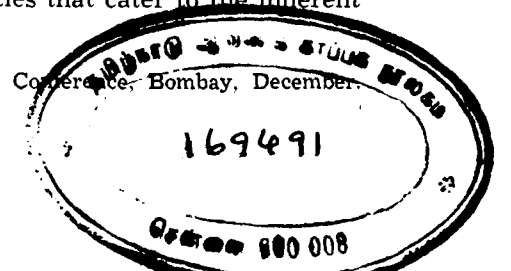
Principal, Y.M.C.A. College of Physical Education, Madras.

At the outset of this discussion most of us, probably, will agree that sound physical education is based on sound *principles*, rather than on standardized systems or traditional practices. If we accept this essential point of view then our programmes and methods will no doubt arise out of beliefs based on facts, and not from mere imitation of the practices of others. Also, there will no doubt arise comprehensive programmes of physical education rather than narrow ones, and a departure from strict adherence to any particular brand of activity. If physical education is an educational procedure which aims to influence the whole man—physically, ethically, socially, intellectually, if it is a procedure which aims to develop personality and character as well as bodies and vitality, the programme cannot be based on one truth, or on a few truths, but on all the truths brought to us by the study of such sciences as biology, psychology, sociology, and allied subjects.

If we follow this policy of catering to the whole man, of providing physical education that influences and shapes lives for wholesome happy living, rather than following the outmoded method of merely attempted to develop physical strength, we will no doubt find ourselves departing from the practice of labelling activities as foreign or indigenous, and falling into the practice of searching far and wide for any and all activities which sound principles will permit as worthy of a place in the programme. We will find ourselves selecting activities on their merits, giving a place to those which have real values for desirable outcomes in all aspects of life, and just as readily discarding those which are found to possess little or no value.

An eminent world authority on physical education has defined it as the sum total of man's physical activities selected as to kind and conducted as to outcome. In this definition there are two responsibilities thrown upon us. We are asked to select activities as to kind. We are also asked to conduct the activities for desirable outcomes. When we select activities as to kind we cannot be guided by any one factor. Several things must be kept in mind. Therefore, in giving a place to physical activities the following factors at least must guide us:—(a) the type of activity that mankind has always participated in, the kind that has made man what he is structurally and functionally, racially old or natural activities; (b) activities that cater to the inherent

* Paper before the All-India Physical Education Conference, Bombay, December 28, 1938.



interests or desires of the participants; (c) activities to which there will be a willing and hearty response; (d) activities that are well within the strength, endurance, and skill of the participants to perform; (e) activities for which there is some background of experience; (f) activities which cater to needs as well as to interests; (g) activities suited to available area and funds; and (h) activities that will have carry-over values for future leisure time recreation.

When we attempt to conduct activities for desirable outcomes we are confronted with much more than deciding upon the kind of activity. We must have *leadership* with intelligence and high purpose, leadership that can employ suitable activities in such a way that the outcomes may be, not only physical health and strength, but also those qualities which make for good citizenship. And even then the results sought for are not obtainable unless the activities provided are such that boys and girls, men and women will respond and participate, for we learn and improve only by doing, and there will be no doing unless the activities appeal. The outcomes sought in physical education are health and strength, physical skills, wholesome attitude toward competition, good social conduct, good ethical character, and the ability to plan and organize satisfying physical recreation for one's self.

And so, whether indigenous activities have any place in the modern programme of physical education depends on whether indigenous exercises and indigenous games meet the requirements of physical education as we have presented them. Our observation and experience over a period of years leads us to believe that many indigenous exercises and games do meet with some of these requirements and that therefore they should be given a place in the physical education programme, but not necessarily the whole place. We believe that one mistake that has been made by some few people has been in attempting to include indigenous activities merely because they were indigenous, and in excluding so called foreign activities merely because they were foreign. This is an unwise method of selecting and discarding. The wiser method is to take each and every activity regardless of the part of the world from which it may come, test it against the principles which should govern us in all educational procedure, select the desirable indigenous and non-indigenous activities, and discard the undesirable indigenous and non-indigenous ones.

One great factor in favour of including indigenous exercises and indigenous games in the programme is the factor of economy of space, economy of equipment and economy of funds. There is much to be said in favour of indigenous activities on these grounds, and where the situation is such that space for large area games is entirely out of the question, the non-equipment games like Kho Kho, Atya Patya, and Chedugudu and other Indian games lend themselves admirably for inclusion in the physical education programme. But there are also a number of non-indigenous small area games that are inexpensive and which can well be included to supplement the indigenous

games and to avoid making the programme too narrow and too monotonous. And also we must not be bound down too rigidly with the idea of economizing, nor must we be content forever with inadequate facilities and inadequate areas for physical education activities.

A brief exposition of a successful experiment conducted by our Y.M.C.A. College of Physical Education in Village Recreation may serve to indicate how indigenous activities may be utilized to good advantage for certain situations. During last May and June, Mr. P. M. Joseph of the staff of our Y.M.C.A. College, along with some of our students went into Salem District in South India to experiment with the development of Village Recreation. In all their efforts they had to be content with small areas and no equipment. But they did find that village people were just as anxious to play as city people and that their response and enjoyment were just as satisfactory; and they found that the Indian games of Kho Kho, Atya Patya, and Chedugudu along with other small area non-equipment games had a great appeal for the people and that they participated joyously in large numbers.

Finding a ready response to such activities the next step was to so organize that the recreation programme would carry on when Mr. Joseph and his co-workers departed from the scene. So, voluntary leaders were called for. These leaders were trained in suitable activities and were also given ideas regarding setting up organizations that might make possible a permanent continuance of the recreation. In this way leaders were trained in a number of centres, recreation associations were organized, demonstrations were given, inter-village and inter-group competitions were conducted and the activities employed were the indigenous activities. Of course we must realize that village people usually have some background for the indigenous activities and little or none for non-indigenous ones, and therefore response, as usual, readily obtained to the thing they know and understand. On the other hand we must realize that in some other situations the response to indigenous activities would not be obtained so readily because of an entirely different background and experience. In such a situation it would be a great mistake to attempt to take away from them the activities which they know and enjoy, and to force upon them the indigenous activities which they do not know. In other words the activities which suit a village situation so well, may not at all suit a school or college. We know some schools and colleges that would rebel vigorously against a programme made up largely of indigenous activities, and other educational institutions where they would be welcomed and enjoyed.

I think there need be no argument or difference of opinion as to whether or not indigenous activities should find a place in physical education. It needs to be decided largely on the basis of what the participants want and enjoy, and not entirely on the basis of what the exponents of particular system may think the participants should have.

In Madras Presidency it has been our policy for years to incorporate in the physical education for schools, colleges and public playgrounds some of the best of the indigenous games and exercises. At the same time we have not eliminated foreign games and exercises and our experience has been that a happy combination of all of these is a wise procedure in attempting to develop sound programmes.

At the Y.M.C.A. College of Physical Education in Madras we teach all of the Indian games which may satisfy natural play desires. We also teach the various Dundahls and Bhaskies, the Suryanamaskar, Lathi Play, Lazim, etc. The games have the same educational and physical values inherent in all games, and the exercises have good body building values. But naturally we do not confine our physical activities programme to the indigenous ones alone. In so far as indigenous rhythms are concerned we have been giving considerable attention to the study and practice of Indian Folk Dances. In South India the Kummi and Kolattam are the most suitable ones for inclusion in the physical education programme. They are excellent in that they give opportunity for self-expression through rhythm. We believe that such indigenous activities should be given a large place in physical education.

In so far as the Yoga Asanas are concerned we do not feel competent to express an opinion. Until much more through-going scientific study has been made on these exercises we must all refrain from making extravagant claims for their therapeutic values. We *may* find some day that they can be used to good advantage for remedial purposes. They are, however, exercises of a subjective nature and do not make much of an appeal to vigorous youths whose chief interest is in activities of an objective nature, such as play and games.

In the final analysis we must be prepared to submit all activities, indigenous or otherwise, to a battery of experimental and scientific tests. Those which pass the tests should be retained in our programmes. Those which fail must be thrown into the discard. And the tests applied must be not purely physiological tests, but psychological ones also. For physical education is concerned not only with bodies, but with personalities as well.

The Story of Rural Recreation in Salem District

BY

P. I. JOSEPH, M.A., (Dip.),

Director Rural Recreation, Salem.

The Rural Recreation scheme which is now being carried out in Salem District is only a part of a bigger movement popularly known as 'Rural Uplift Work.' Although this work has been in existence here for the past several years, it has never before been given the importance it now receives. The reason for this is the introduction of prohibition in this District. The rural recreation scheme is essentially an attempt on the part of the government to give back to the villager, what prohibition has taken away from him. The toddy-shop is to the villager what the sports-club is to the townsman. Salem has the nique distinction of launching this great work before any other district in this Presidency. Among innumerable other problems the Government had to face, came the problem of finding suitable counter-attractions to drink. The suggestion that rural games could be made a good substitute for drink first came from Mr. Buck. The details of the scheme were drawn up by Mr. A. F. W. Dixon, M.A., I.C.S., Collector of Salem in collaboration with the staff of the Y.M.C.A. college. Mr. Dixon is well known in sports circles all over the Presidency and being a keen sportsman himself, he could visualise the possibilities of this work.

The collector paid a visit to the Y.M.C.A. college during the month of February last year, with the purpose of seeking the advice of the staff of the college. The boys of the college demonstrated some games of the non-equipment variety before the Collector. He was impressed with what he saw there and went back to Salem, determined to give this scheme a fair trial. The approval of the Government was soon obtained for the opening of the first Rural Uplift school. Rasipuram, a town about 16 miles from Salem town was selected for the purpose.

Mr. P. M. Joseph, with two other volunteers from the students of last year, Messrs Victor Chelliah and David, set out for launching this great work. They were confident of their success from the beginning inspite of the odds against them.

The School was opened on May 1, 1938. The students were gathered from the various villages in the taluq. The District Board deputed some school teachers, and the police too had sent in their quota. The total strength of the school was 50. The curriculum and programme of the work were drawn up by the Special Development Officer in consultation with Mr. P. M. Joseph. We are following the same programme even to this day with very slight modifications.

Physical Education is given supreme importance in the training here. In the morning there will be two hours of physical activities when the boys



THE BOYS OF THE SCHOOL ON THE
BORDER OF A VILLAGE.



A SECTION OF THE CROWD.



THE BOYS AT PLAY IN THE VILLAGE.



INTER-VILLAGE SPORTS : MUSICAL CHAIR.



CHEDU-GUDU.

are taught the rural games. There are also theory classes as we have in the Y.M.C.A. college, only the subjects taught here are different. The boys are given lectures on subjects like agriculture, bee-keeping, cattle rearing, etc., which have a direct bearing on rural life. These lectures are usually given by the departmental heads themselves, thus giving the boys an opportunity to meet and make their acquaintance. In the evening the boys march in procession to the neighbouring villages where they conduct games. Chedu-Gudu seems to be the most popular game in the villages here. The boys demonstrate a number of games in the beginning and then play with the villagers. This is usually followed by speeches urging the people to practice economy in their lives. They are also told the value of games and sports in breaking down caste differences and in the building up of character and physique.

During the short span of one month the boys of the school organised several sports clubs in the villages around Rasipur. Seven of such clubs competed in the Inter-Village Chedu-gudu Tournament and Sportsmeet. During the last week a Rural Exhibition was also conducted on the premises of the school which attracted large crowds from the villages. The Premier gave away the prizes and certificates before a huge gathering. He was very much impressed with what he saw there as is evident from the speech he made on the occasion.

The success of the Rasipur experiment served as an eye-opener for the authorities. It also helped to evoke a wide-spread public interest in sports and games throughout the taluq. In Rasipur town itself there are as many as seven clubs which conduct games every evening. The labourers and the weavers play during the night under the street lamps. In some villages they play right through the night with the help of petromax lights. It must be remembered that the average man in the village has to work all day from sun-rise to sun set to enable him 'to keep the wolf from the door' and therefore does not find time to play during the day. But play he must, for it is instinctive. "All work and no play makes Jack a dull boy." The villager is also beginning to realise the significance of this axiom. The villager who is denied the dubious pleasures of the tavern is now offered something healthy and wholesome and which affords more enjoyment.

Encouraged by the success that attended the experiment at Rasipur, Government sanctioned the opening of similar schools in other centres in the district. The centres selected being Dharmapuri, Tiruchengodu, Hosur and Athur. We have completed the first two schools to the entire satisfaction of the authorities and ourselves. Fourteen teams in Dharmapuri and fifteen teams in Tiruchengode competed in the Inter-Village sports as against seven in Rasipuram. The sports-meet at Tiruchengode was conducted in the manner of the Olympics. After the opening ceremony of releasing the pigeons, 200 competitors joined in the march past. Dr. Subbarayan gave away the prizes. A camp-fire with many interesting items concluded the last days programme. The school at Hosur closes on the 26th of November. A novel fea-

ture of the school that deserves special mention is that two lady students attended the classes. Hosur is a very backward taluq in every respect, nevertheless we hope to make a good showing here as well.

There are many who think that the boys after they leave the school stop taking interest in the movement. But we have ample evidence to the contrary. A meeting of the O.Bs of the Dharmapuri school was arranged on the 24th of last month. The boys were asked to relate their experiences in their respective villages after leaving the school. The Collector and the revenue minister were thrilled to listen to the accounts the boys gave of their work. We expect the majority of our boys to do useful work in the rural areas and we feel that the skeptics too will realise the great need in this country of similar projects.

This is in short the story of Rural Recreation work here. I have only dealt with that aspect of our work which is of interest to others in our profession. The Rural Uplift school plays a very important part in the successful working of prohibition in this district.

It is hoped that Government will approve of the continuation of this work for sometime more. If such be the case it would mean employment for some more instructors. If our work is to cease with the apparent termination of the Rural Uplift Schools in January, all the good work done so far will go to naught, and the village clubs we have organised at such great pains will die within a very short period. I wish to add a few words for the sake of my friends who may take up work of a similar nature either here or elsewhere.

Rural Uplift work of any kind must be carried out with the utmost caution. The very idea of change is repugnant to the villager. All reformers are viewed with suspicion in the village. There are deep rooted superstitions and prejudices in the minds of the villagers and we should not ignore these completely while dealing with them. Ideas of fair play and sportsman spirit do not appeal to the average villager. Our duty as physical instructors is to win them over, shake them from their lethargy, and eradicate from their midst superstitions and prejudices and hand them over to the social worker and the departments which are trying to help them. Work in the villages is very hard and one must be prepared for sacrifices.

In our life here we come across different types of people. The critics, the pessimists and skeptics annoy us most. There are yet others who imagine that they are destined to lead this country to freedom and have pet theories of their own in all matters. They inflict these theories on us at times. There are some who come and tell us with an air of importance "Give the child milk when it cries of hunger and not toys. The villager wants food and not Chedu-Gudu." We neither eat less nor sleep less because of these critics. What ever these people say we feel that there is no work more important than Rural Uplift work in India at the present time. No doubt the economic

problem in this country is colossal but who holds the magic wand by waving which we can solve this big problem. There is no better approach to the problems of the villager than the one through play, which we advocate.

We believe we have succeeded in showing some of the great possibilities of this work. It is our endeavour to prove that games and sports are worthwhile in themselves and as such are not to be looked upon as a substitute for drink.

We shall be very pleased to receive suggestions from friends in our profession and would welcome visits from people with genuine interest in this work.



DO GAMES MAKE VILLAGERS HAPPY ?

14th All-India Educational Conference—Health and Physical Education Section

Summary of the Proceedings held at Bombay, December 27-30, 1938.

BY

G. F. ANDREWS, M.A., PH.D.,

Hon. Secretary, Senior Physical Director, Madras Presidency.

"We have the discreditable reputation of being the shortest lived people, having an average span of less than 25 years of life." . . . The incidence of disease is also the greatest in this country, 22 per thousand being continuously ill, and dreadful epidemics . . . yearly taking tolls of many thousands of lives among our people At the back of all this poverty and suffering we have nothing but colossal ignorance, gross superstition, appalling indifference to help us in our endeavours towards gaining a happy and prosperous national existence. We seem altogether to have become a C3 people, economically bankrupt and physically not merely insufficient but "degenerate"—Having said the above, Sri L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University, who presided over the Health and Physical Education Section of the 14th All-India Educational Conference, Bombay, emphasised the need in his address for a national campaign against ill health and disease and for national fitness.*

The proceedings of the section were very interesting. Instructive papers were read at the two sessions of the Conference on such important subjects as "The place of indigenous activities in the programme of physical education in educational institutions," "Compulsory Physical Training under specially trained teachers" and "Health Education." In the discussions that followed, a strong plea was made for a proper place in the physical education programme for such indigenous activities as are proved scientifically to be invaluable from the physical education point of view, the need for more and more trained teachers of physical education was emphasised, and the necessity for full time medical officers in educational institutions was reiterated. Other points brought out in the discussion are contained in the following statements:

"A wise selection of physical activities conducive to the child's welfare should be our aim."

"Team games should receive the best of our attention as they inculcate the team or social spirit among children."

"A thorough-going inquiry into the relative advantages of the non-indigenous activities and the money spent over them is essential."

* See full text of the Presidential Address, printed privately.

"Activities in which a majority of pupils can take part should be included in the physical education programme."

"Activities for all rather than for a few should be our aim."

"The A. B. C. of health education should be given to a child as soon as it comes under the eye of a teacher, and the instruction should continue throughout its school career."

"Health, happiness, efficiency and character are the aims of physical education; and mass activities and games are some of the means of this education."

"Graduates trained for physical education work are better teachers of physical education than others with lesser educational qualifications."

In his concluding remarks, after the adoption of the resolutions given below, the President said that we ought not to take a narrow point of view in matters concerning physical education, and that we should not discard anything because it happens to be "non-Indian." What we should aim at, he said, is national fitness as the first step to efficient living and the development of a healthy and virile generation in this land.

Two demonstrations of physical activities which were included in the programme were witnessed by the delegates and were very much appreciated.

The following are the resolutions passed at the Conference :

1. This Conference invites attention to the fact that physical education without facilities for nourishment proves detrimental to the health of children.

2. This Conference is of opinion that a thorough study of indigenous games, folk-dances, and other physical activities is urgently needed and requests the Government of India to appoint some authoritative Indians to undertake the work.

5. This Conference recommends that suitable tests in Physical Education activities be held periodically in every institution for purposes of promotion.

4. This Conference is of opinion that the physical education needs of children in Elementary Schools are very much neglected, and requests Provincial and State Governments to arrange short courses of Training in Physical Education for Elementary School teachers, or to subsidise and encourage any such courses that may be conducted by private organisations.

5. This Conference recommends that duly qualified teachers for physical education should enjoy same status as other teachers.

6. This Conference is of opinion that health education should be included as a necessary part of the school curriculum and that adequate provi-

sion should be made for it in the school time table and so requests the authorities to take necessary steps in the matter.

7. This Conference is of opinion that the time is come for the introduction of courses of study in health and physical education in the Universities and requests the Executive Councils of the Universities to take necessary steps in the matter.

8. In as much as sanitary and hygienic school buildings and premises, with well laid out gardens are conducive to health this Conference urges on all provincial governments to take immediate steps to see that this aspect of school life is not neglected.

Compulsory Physical Training under Specially Trained Teachers *

BY

JAMES BUCHANAN, M.A.,

Physical Director, Government of Bengal, Calcutta.

If we take it for granted that the old days of physical training, under the guidance of teachers partially or wholly untrained in the subject, are over, there are two main problems that face us in considering this question.

They are—

- (a) The supply of trained teachers; and
- (b) The maintenance of a supply of efficient teachers.

As regards the supply, I think an explanation of the policy in Bengal is, perhaps, the best method of showing one solution of the problem. Seven years ago a temporary Physical Training Centre was established by Government in Calcutta, capable of turning out 20 to 30 graduate physical instructors each year. This year the Centre has been converted into a permanent College of Physical Education with a staff of one part-time and four full-time lecturers, and capacity for forty students annually. The course is for one year, and 32 stipends of Rs. 20 per month each are given in order to ensure that suitable material will not be lacking.

It is obvious, however, that even an increase to forty trained teachers per year cannot meet the needs of a province with 48 Colleges, 1200 High Schools, 2000 Middle Schools, and 60,000 Primary Schools. It has, therefore, been decided that each of the 26 Districts will be supplied with a travelling Organiser of Physical Education, part of whose work will be to conduct a series of short courses of three weeks duration for teachers. In the case of Middle and Primary Schools it is not intended to aim at providing specialist teachers of Physical activities on the staffs; the courses will therefore be one of a general nature, dealing with the main branches of physical education only and aiming specially at improving the teaching technique of the class teachers who attend. For High Schools teachers, however, the aim is different. Each school must ultimately employ a fully qualified physical instructor, and in order to ensure that some progress will be made during the lag period before the instructors are ready in sufficient numbers, the courses will concentrate upon the organisation and teaching of game, athletics, and swimming. In this way it is hoped to produce large numbers of "games teachers" who will remain teachers of academic subjects, and who will not regard themselves as fully trained physical instructors.

*Presented at the Health and Physical Education Section of the All-India Educational Conference, Bombay, December 1938.

The second problem has also been faced by admitting to the College of Physical Education only University graduates. Past experience has shown that efficiency as a teacher of physical training can seldom be retained after the age of 35 to 40 years, yet many hundreds of schools must continue to employ "Drill Masters" or Instructors whose efficiency progressively decreases, because the men are unable to take up any other aspect of school work and cannot be summarily dismissed. For this reason it has become the policy in Bengal that instructors who are advancing in years are encouraged to change over to the teaching of academic subjects. Preparation for this change is made by giving all instructors some academic teaching to do from the start of their service and, wherever possible, deputing them to a Teachers' Training College about the time when a change seems to be desirable. Physical Education is a profession for young men, especially in India, and there seems to be no other method of providing security as well as a congenial transfer of occupation for the elder teachers, and at the same time creating a constant series of vacancies for the young and vigorous recruits to the profession.

This brief explanation of the policy in this province as regards trained teachers implies, of course, the provision of the funds necessary for salaries, improvement of school playing fields and gymnasias, the co-ordination of the physical educationists work with school medical inspection, and the award of tiffin grants to selected schools. But it also makes possible the continuance of physical education for young people who have left school, whether they go on to colleges or not. The presence throughout the country of a large number of experts, whether teaching in individual schools or travelling over certain defined arcs, means that a well-organised and co-ordinated scheme for the physical welfare of youth can be built up. To begin with, these men can take the lead in establishing village clubs for the promotion of games, sports, and other physical recreations for youths of all social grades. As time goes on, the boys who leave school with a well developed consciousness of the value and interest of outdoor activities are able to assist their former teachers in organising games and exercises, and it becomes possible to attract more and more of the less fortunate youngsters of non-school-going communities or of the unfortunate unemployed.

From all points of view, therefore, the output of specially trained teachers seems to be essential to the development of a high degree of national physical fitness.

College News

BY

A. NARAYANASWAMY, B.Sc., Hons. (Dip).

General: The second term of our College life has progressed very vigorously. There was both speed and satisfaction in our work. Even rains have not interfered with it so far this year!

We had two Project Sports Meets and several Athletic efficiency tests—which kept our Athletic life busy (sometimes too busy!)

College Health: The general health of the students has been quite satisfactory. The Anti-hook worm campaign was successful. Several strong alliances with hook-worms were happily broken; thanks to the vigorous schemes of attack planned and executed by our genial Dr. Rajagopalan.

College Football: In this game we have tried our talents once against Pachayappas, and another against Presidency College. We therefore stand third in the League.

College Hockey: All matches in the League are over; Group photo was also taken some weeks back. Our position is safely low in the League.

College Cricket: We met with two unexpected reverses; one against the Engineers in a friendly game. Our confidence in ourselves is increasing! We have entered the intercollegiate knock out Tourney. Best of Luck!!

Basket Ball: Our skills in this game, this year, are not up to much as yet. We sustained a heavy defeat from the Bangalore Central College team. But we hope to improve a deal by the time of the Madras Olympics.

Social Side: The 'Id' and Christmas night were celebrated in a very grand manner. Prof. Abdul Haq of Mohammadan College and Mr. Solomon, General Secretary, Central Y.M.C.A., Madras, were the chief guests on the respective occasions.

We had a pleasant Picnic at Adyar in the first week of December. The Social Secretaries Messrs. Ogale and Suraj Lal were largely responsible for the success of the affair. Our thanks are due to them.

General: Two more 'Puckka' units for students residence have come up. They are the munificence of Lt.-Col. Dr. Pandalai. The Staff and students of our College were 'At home' on 14-1-39 to Col. and Mrs. Pandalai when many distinguished friends of our college graced the occasion. The guests were taken round the living quarters of the students, our dining hall etc. They were all greatly impressed by the wonderful way of preparing 'Chappatis' in our Mess. The whole function was a mighty success.

This year the Northerners did not go home for X'mas. Some of them made extensive tours of the South and benefitted by the experience. Some of them have really begun to like the South.

The months of January and February are going to be quite busy and interesting. Several sports meets are coming one after another. The University sports, the Olympics, the Inter-Scholastic sports meet, the Inter-Collegiate sports are the excitements we are expecting one after another. We have great hopes in our College athletes this year. Let us wish them all success in the New Year.

Old Boys' Notes

BY

G. W. TRUTWEIN, B.A., (DIP.)

P. M. Joseph, B.Sc., B.P.E., Ed.M., 1928-29, as Principal of the Physical Training Institute at Kandivlee, Bombay, Malad P.O. has the beginning of a unique enterprise. He is eminently fitted by a wide experience and natural endowment which there is no doubt he will turn to good account if the proof of his grit and initiation are to be measured in terms of the success of his summer project in Salem some months ago. Conscious of the need all around for strength and good physique, he has every right to expect that physical education under his able leadership will go a long way to provide the panaceas long sought but dimly known. Our best wishes go out to him that his service may be crowned with success.

Dr. G. P. Andrews who attended the All-India Physical Education Conference in Bombay at Christmas time, reported elsewhere in this issue, tells of a good visit with Principal Joseph at the Institute and says, "Old boys will be glad to know that Principal P. M. Joseph of the Physical Training Institute, Bombay, is making splendid headway at Khandivlee where the Institute is located. The location of the Institute is picturesque, but hill and dale intervene and in spite of the expanse of 230 acres, playgrounds are hard to find.

"Joe has a splendid class of 80 men and 10 women, of whom about a third are trained graduate teachers and the rest graduates. What is lacking in the shape of playgrounds, and facilities for play or study is made up by the enthusiasm of the staff and students.

"All credit to Principal Joseph for shouldering this big responsibility. All Old Boys will want to wish him every success in his new situation."

C. C. Abraham, B.A., 1929-30, will be at Springfield College Massachusetts till the middle of the year. He reports successful and interesting experiences which will undoubtedly bring him new visions apart from any scholastic achievement which he will not miss with his great love of study and exact interpretation. We wish him a right good time.

V. G. Abraham, 1932-33, has our congratulations on his appointment as Physical Instructor in the Government Training College, Trivandrum. We wish him a happy period of service in his full time surrender to the cause of physical education in Travancore.

T. G. Khubchandani, 1936-37, as Physical Director and Lecturer in Botany at the D. J. Sind College, Karachi, is busy mapping out a pro-

vincial programme of physical training. We watch with great interest the development of Physical Education in Sind and wish Khubchandani all success in his labours.

H. V. Barpute 1936-37, after a period of service in the Bhonsala Military School, Nasik, has joined the Staff of the New Physical Training Institute, Kandivlee, Bombay, Malad P.O. May he have the strength and stamina to try out with good effect some of the things of value acquired when warming up at Saidapet.

C. Kangoon, 1936-37, is shelving his bachelorhood for the sunnier state of holy matrimony. We offer him our hearty good wishes and rightly expect that even in the field of physical education "two heads are better than one." May his wedding bells on December 14th have pealed all the louder for our remembrance.

A. K. Mitra, 1937-38, has moved from Lucknow to join the Staff of the Anglo-Bengali College, Allahabad.

A. Venkatachallum, 1937-38, Secretary of Sports at the Sri Ramakrishna Vidyalaya, Vidyalayam, Coimbatore District. He is conducting an interesting intra-mural and rural programme of recreation. We congratulate him on his enterprise and wish him success in the future of his work.

S. M. Kanabarginath, 1937-38, is Physical Instructor in the Lingaraj College, Belgaum and has an open eye to all the problems of his work. It is the very best that we wish him.

A. K. Singh, 1937-38, has accepted an invitation to put his back into the work at Saidapet as the need arises from the absence of both C. C. Abraham and P. M. Joseph. His social gifts and sense of good sportsmanship will be an asset to the student fellowship of the College.

G. Chockalingam, 1933-34, as Physical Instructor at the V. M. High School, Bodinayakanoor, Madura District has a supporting public of which any physical educationist may well be proud. Living on the crest of a new awakening to the importance of sport and physical training for the building of character in his District, he is measuring the value of a balanced use of the element of recognition and awards for adding zest to the physical education programme and supplying a working method for raising the playing skill in some form of competition system.

Returning on October 31 winners in the Madura District Inter-Secondary Schools Tournament in Badminton and Ring Tennis the teams were met by the pupils and masters of the High School assembled at the railway station and conducted in a triumph procession through the town.