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Some Suggestions on Camping

By

J. H. DUNDERDALE, Esq.

Purpose

What is your purpose in planning that camp which you and your boys are eagerly looking forward to during the coming vacation? Does it include any of the following objectives which were listed recently by one camp:

"1. **Health and safety** are primary objectives. The mere fact that a boy was in the out-of-doors for a few weeks was once believed to guarantee healthful outcomes. Studies have proved that this is not necessarily the case. An over-active existence in camp, under emotional strain and with insufficient rest, may lower a boys' physical resistance and make him more susceptible to the ordinary infections, such as colds. In addition, the physical hazards of camping may be greater than those found in almost any other environment in which the boy lives. Parents will continue to send their boys only to those camps in which adequate attention is given to health and safety factors.

2. **Social adjustment** is another important objective of present day camping. We know from our own experience that nothing is more essential than knowing how to get along with people. We all have to be trained sometimes through hard knocks, to become socially competent. If the counselor uses every opportunity, camp may help boys develop those habits and attitudes which make for successful and harmonious living with others.

3. **The development of knowledge, skills and interests** in numerous activities, such as boating, swimming, campcraft, nature lore and games, may help a boy to find such satisfaction in the activity as will lead to a lifelong pursuit of the interest.

4. **Habit formation** of a desirable sort may be inculcated through a boy's experience in camp. Such habits as thoroughness, neatness, dependability, resourcefulness and tolerance may be acquired under the guidance of a wise and patient counselor.

5. **Appreciation of the finer things in life** may come to a boy through living in the camp environment. He may learn the real satisfaction of wholesome companionship; he may develop a love of beauty as it is found in art, music, literature, and, above all, in nature. Through life in the out-of-doors and intimate fellowship, he may come to see the pervading influence of God and the social and personal values of religious teachings. The whole camping experience should be a spiritual adventure."

Leadership

You may have an excellent camp site and enough equipment to ensure plenty of programme activities, but if you haven't the right type of leadership among your counselors, your camp will be nothing more than an outing. A counselor should have the kind of character you would like to see each boy imitate, he should have a genuine liking for boys and be able to join with them in their activities and see their problems from their point of view. He should possess some special ability that will enable him to make his distinct contribution to the camp programme either in the matter of storytelling, athletics, swimming, first aid, handicrafts, nature lore or music. Too many counselors in a camp constitute a serious problem and oftentimes create more trouble than all the campers put together. In addition to the camp director, one counselor for every six boys will furnish an adequate supply of leadership. In order that there may be a well-balanced programme for a camp of twenty-five boys, there should be a camp director, one counselor qualified in first aid, one counselor experienced in games and swimming, one counselor with ability in handicrafts and one counselor prepared to give a lead to storytelling, dramas and camp-fire programmes. The counselor should check each boy in his group every morning for any signs of cold, sore throat or fever; for skin eruptions or cuts; for headaches; for constipation; for

cleanliness. The counselor's job is not an easy one, and no counselor should be invited to camp who thinks that he is going to have a holiday. On the counselor's ability, enthusiasm and spirit depends the success of the camp.

Site

The importance of a suitable camp site cannot be over-emphasised. It determines in large measure the type of programme that may be conducted. The ideal site will have plenty of shade trees, level open spaces for games, and adequate water for drinking, bathing and boating. It should have some natural attraction that will appeal to boys. Then, too, it ought to be easy of access, so that problems of transportation will not be too complicated. At the same time it should be as secluded and private as possible, for unless the site and the programme can be controlled, it will be difficult to develop a true camp spirit. No site, however, is perfect, so you will have to make your choice in view of the largest number of advantages possessed by any particular spot.

Organization

To ensure the smooth operation of the camp, you will have to decide upon some form of organization. The tent or cabin group of six boys will be the unit of whatever form you adopt, so that your first task is to divide the campers into such groups. Remember that boys are happiest when they are amongst their friends and that it is their friends who determine for the most part their standards of conduct. Experience indicates that it is best to allow boys to form their own groupings as far as possible, making whatever adjustments may be necessary on that basis. You will find that in most instances this procedure will result in boys of approximately the same age being grouped together for the duration of their stay at camp. Some camps decide to operate on a national basis, and each group selects the name of a national hero as its own; others, particularly in years when Olympic Games are being held, set their organization after the Olympic pattern with each group choosing the name of one of the participating nations: others select the

names of Red Indian tribes, those camping pioneers; while others choose the names of wild animals. "What's in a name?" you ask. Very much more than we generally realize, and when wisely guided, boys can be encouraged to acquire some of the fine characteristics that are embodied in the group name which they choose.

As far as the age and the experience of the campers will permit, the camp should be conducted on a democratic basis. The representatives of each group together with the camp director will form the Camp Council and decide upon the main features of the programme a day in advance, assign camp duties, and be responsible for setting the "tone" of the camp.

If you have fifty or sixty boys in camp, it is better to divide the camp into a Junior and a Senior Section. The needs and interests of younger boys are sufficiently different from those of older boys to warrant a distinction in programme and schedule.

Suggested Daily Schedule

- 5-30 Rising Signal.
- 5-45 Setting Up Exercises and bath.
- 6-45 Individual and group devotions.
- 7-15 Chota.
- 7-45 Camp Duties, including clean up of tents and camp grounds.
- 8-30 Religious Study or Group Discussions.
- 9-30 Group Games.
- 9-45 Interest Groups, i.e., Handicrafts, Nature Lore, Swimming Instruction.
- 11-00 Swim.
- 11-30 Tiffin or dinner.
- 12-00 Rest period and Story Hour.
- 1-30 Camp Council.
- 2-00 Interest Groups.
- 3-00 Tea.
- 3-30 Special Afternoon feature, e.g., Hike, Treasure Hunt, Ambush.
- 5-30 Games.
- 6-00 Swim.
- 6-30 Sunset worship.
- 7-00 Evening food.
- 7-30 Campfire.
- 8-30 Group devotions.
- 9-00 Lights Out.

Health Education at camp

Camp affords many opportunities for helping boys to develop good health habits. The camp schedule should be so arranged that every boy has at least eight hours sleep each night, preferably nine. Life in camp is so full of activities that many boys return to their homes so exhausted that they have to rest up for a week. That is far from being a good recommendation of the way in which the camp was conducted. Boys who receive plenty of sleep will enjoy camp much more than those who receive only the minimum. Ample sleep for campers will result in less quarreling and wrangling, for nerves will not be on the verge of the breaking point. Before arriving in camp, each boy should have a medical examination the report of which should be in the camp director's files accessible to the counselor to whom he has been assigned. Every camp should have adequate sanitary facilities and the campers should be instructed in their proper use and the reasons for their use. Urinals and bore hole latrines should be prepared previous to the opening of the camp and should be used. If some campers are timid about walking to a latrine after dusk, either the group should go together before "lights out" or the counselor should make a point of accompanying those who are loathe to go alone. All plantain leaves and kitchen refuse should be disposed of in a properly prepared compost pit, so that flies will be reduced to a minimum. Pools of stagnant water ought to be given a thin coating of oil in order to overcome the mosquito menace as far as possible. There should be a first aid kit in the camp containing iodine, mercuriochrome, dettol, vaseline, aspirin, magnesium sulphate, baking soda, boracic acid powder, permanganate, adhesive tape, absorbent cotton, bandages, scissors and a torch light fitted with fresh batteries and a new bulb.

It is not wise to attempt to save money on food. If savings have to be effected, let them be under some other head. The meals at the camp should be well prepared and include vegetables and fresh fruits according to the season. Boys should be encouraged to eat slowly and to eat in moderation.

Safety Precautions

1. Encourage boys to carry torch lights or lanterns at night so that they may avoid snakes, tree roots, and tent ropes and pegs.
2. Remove all sharp stones and bits of broken pottery and glass from camp grounds.
3. If there are knives and hatchets in camp see that the owners keep them properly closed and sheathed.
4. Treat all cuts and scratches promptly.
5. If a boy has fever or pains that you do not understand, place him in a doctor's care immediately.
6. Swimming is permitted only at scheduled times under the supervision of competent life guards. Two half hour periods each day are ample. Use the "buddy system" or some other form of checking on the number of boys entering and leaving the water.

Activities

What projects can a group undertake at camp that will contribute to the life of the camp as well as to the individuals participating?

HERE ARE A FEW SUGGESTIONS:

1. Build a council ring for the campfire.
2. Plan and present an original drama.
3. Work out a "nature trail" in the vicinity of the camp, indicating the names of all trees, shrubs, flowers and rocks.
4. Make a rustic bulletin board.
5. Build a rustic entrance to the camp.
6. Set up an aquarium and stock it with specimens found in and around the camp.
7. Make some camp furniture.
8. Plan an overnight hike.
9. Stage a treasure hunt.
10. Conduct a camp newspaper, to be read each night at the campfire.

Plaster of Paris Sculptoring

Carving models or busts from plaster of Paris moulds is a very interesting and instructive hobby. Almost any design can be carved from plaster of paris. Such models as lighthouses, boats and animals make interesting copies. Boys who have a natural ability for busts can make some very worthwhile figures. The finest grade

of plaster of paris should be purchased in order to get the best results. Before making the mixture, a series of cardboard mould boxes should be prepared. Take a box ten by eight inches and three or four inches deep. Insert cardboard partitions so as to make six compartments, each approximately four inches wide, three inches long and three inches deep. In preparing the mixture, use clean, cold water in a small basin and stir constantly while the plaster is being poured in. Work quickly, but surely as the plaster is being poured, as it hardens very rapidly. Pour the mixture from the basin into the moulds slowly so as to avoid any large air holes. When the moulds are partially dry, tear the cardboard loose gently and scrape the sides of the blocks clean. Allow them to set one to three hours until they are hard.

The preliminary carving should be done very carefully. A sharp pen knife is the best tool to use. Scrape the model rather than cut it. Plaster of paris chips easily when hard and care must be taken to avoid this. A smooth finish can be given to any model by scraping with an old safety razor blade.

Ambush

This is a game that will provide a couple of hours of good strenuous fun. A large playing area, preferably wooded and rocky is best suited for the game. The whole camp may participate in the game by dividing into two equal teams each in charge of a captain. The members of one team strip to the waist so as to be readily distinguishable from the members of the other team. Each team selects a Prisoner's Base at the extreme end of its half of the playing area, and near it hides four or five flags within easy reach of the ground and with part of the flag visible. All players slip a handkerchief or piece of cloth through their belts or into the top of their shorts. The handkerchief should not be knotted.

The object of the game is to capture the flags hidden by the opposing team. When a player seizes a flag he is allowed to carry it back unmolested to his team's base, where it is kept by a Guard. Except when a player is returning with a flag or a prisoner, he may be attacked and taken pri-

soner by snatching his handkerchief from his belt. Prisoners are also placed in the Prisoner's Base and are under obligation to remain there unless they are released by having some member of their own team snatch the Guard's handkerchief. The Guard does not become a prisoner, but all his prisoners and any of the other team's flags which he was holding, are recovered by the opposite side. The game ends when one team secures all of its opponents flags or makes prisoners of all its opponents.

Egg Toss (A good game for visitors' day).

Two players make up a team for this game. Any number of teams may compete. Contestants stand in two lines about a foot apart, partners facing each other. Each player in one of the two lines is given an egg. On a signal from the leader, the eggs are tossed back and forth. Players in the one line remain in their original positions, but each contestant in the opposite line moves backward a step each time he returns the egg. If one partner drops the egg, that team is eliminated immediately. The team getting farthest apart wins the game.

Turkish Hookah (A game suitable for campfire).

Players sit cross-legged on the ground in two rows about twenty feet apart. Ten feet in front of each one a pan or dekshi is placed. Each camper is given a soda straw and some kernels of rice. On the signal to begin he blows as many kernels of rice as he can into the pan in front of him.

A Ceremony for the Opening Campfire

1. Camp seated around two camp fires, with only the smaller one burning. Torch Bearer appears at a distance carrying burning torch and approaches.

2. By the light of his torch, the Torch Bearer reads the message from last year's camp (or from the Spirit of Camping) and concludes by saying;

"As I was instructed by last year's camp, I have brought you greetings and good wishes, from the campers who have been here before you. But our main hope was that we might pass on a "something" that we were very conscious of last year and

which meant much to us and to our camp. That "something" may best be called the "Camp Spirit."

At our closing campfire last year we adopted this torch as a symbol of that spirit and the warmth of it has been burning in our hearts ever since. On this occasion we want to pass on this symbol to you and with it the Spirit it represents so that we may add our contribution to your own fine Camp Spirit that is already growing in your midst. By lighting your first camp fire with this torch we are expressing the hope that that Spirit may continue unbroken throughout the days of your camp and that it may increase in meaning and strength also. It is our hope that you will want to keep this torch in the centre of your camp life for the week that is ahead. We trust that you will follow the custom of lighting each campfire with this same torch and so represent the continuity and growth of this Camp Spirit."

3. Director speaks: "I am sure that the camp will want to follow your suggestion. Each night we will stand in silence as the torch is brought to the fire, remembering this ceremony, the significance of the Torch and its challenge to us. Before the Torch Bearer lights the fire, may we offer up an invocation as our early forefathers did before us, thanking the God who has given us the Fire and all that it stands for."

4. Torch presented to new Torch Bearer.

Director, "Will the Camper who has been chosen to act as the guardian and bearer of the Torch for this camp, come forward." Torch Bearer to new Torch Bearer: "This torch symbolises the highest and best in the life of last year's camp. Be yours to hold it high."

5. While the Torch Bearers hold the torch between them the following prayer is offered by the Director.

"Our Father, look upon this ceremony and bless it. We thank Thee for the camp of last year and the Torch of Good Fellowship which they have handed on to us. We pray that this Camp may carry it onward by growing in the spirit of Camping and in the Spirit of God. Amen."

6. New Torch Bearer speaks: "On behalf of this camp, I accept this torch. We

already know something of what it represents. We are grateful to you for passing on to us a Camp Spirit that we will be proud to follow."

7. Director: "We will now ask a representative from each group to come forward one at a time, bearing a torch from his group. He will light his smaller torch from this larger one, and then stand at the side of the torch bearer. By lighting these torches in this way, we will symbolise the fact that each group draws its fellowship and group spirit from the larger Camp Spirit. While the torches burn they are to be held high and then each representative will place his torch in the fire to symbolise the further truth that each tent will contribute to our whole camp life only as it loses itself in entering wholeheartedly and unselfishly into all of the camp's activities." (The groups are called in order and the representatives form a semi-circle about the fire after they have lit their torches).

Director continues: "Will you now pledge your group to make its fullest possible contribution to the life of this camp by placing your torches in the fire."

8. With the representatives still standing in a semi-circle, the Director leads in a closing prayer, after which the representatives return to their groups and all disperse quietly.

A SERVICE OF WORSHIP.

Theme: FRIENDSHIP.

Call to Worship:

Thou shalt love the Lord thy God with all thy heart, and with all thy soul and with all thy strength and with all thy mind.

Thou shalt love thy neighbour as thyself.

Hymn or Lyric.

Prayer:

O God of love, Father of us all, help us to banish from among us all jealousy, suspicion, quarrels and pride; give us the spirit of comradeship, and teach us the joy that lies in helping one another, enable us to take a pleasure in the success of others; to be generous of praise

and slow to criticize; to frame our actions and thought in conformity with Thine.

Reading: The Parable of the Good Camper.

"A certain boy went down from Madras to Camp Covelong and fell among selfish, unfriendly boys, who robbed him of his good times, made fun of his handicaps, tormented him, and departed, leaving him miserable and half sick with loneliness. And by chance there came down a certain counselor that way and when he saw him, he passed by on the other side. And likewise a senior camper, when he was at the place, came and looked on him, but being concerned for his own good time, passed by on the other side. But a certain Moslem boy, little known in the camp and a stranger to the unhappy lad, as he played, came where he was; and when he saw him, he had compassion on him, and went to him, and bound up the wounds of loneliness, pouring in sympathy and friendliness, and invited him to go for a walk along the beach, and cheered him. At the end of the

walk, when they had returned to the camp, he went to his tent and from his box took some sweets and gave them to him and said unto him, "Take these, and if you want me for a friend, tomorrow when I come again, I will play with you."

"Which of these three, thinkest thou was neighbour unto him that fell among the selfish boys?"

Short Talk on: (a) How to Choose Friends,
(b) The Value of Friends,
(c) The story of a great friendship, e.g., David and Jonathan.

Prayer:

O eternal God, who watchest over all, grant that the friendships formed between us here may neither through sin be broken, nor hereafter through life's changes be forgotten; but that bound together in the comradeship of thy glad service, we may be drawn nearer to Thee and to each other.



Some High Spots in American Education

By

C. C. ABRAHAM, B.A., M.P.E.

In the Hall of Man at the New York World's Fair, the inscription which contains these words from the confessions of St. Augustine, were found.

"Man wonders over the restless sea,
the flowing water,
the sight of the sky,
And forgets that of all wonders
Man himself is the most wonderful."

Man's vessels have crossed all oceans. Men have set their feet on both poles of this globe. No mountain seems so high that its peak cannot be reached by human steps. Men have even conquered the air and the secret of the birds. An old dream has been realised. Man can fly. He can actually span the world in three days. His voice flows through all the skies by radio more quickly than the storm wind. The modern tools man has created work more efficiently, more rapidly and more cheaply than his hands. When the sunset darkens the earth, electric light supply their radiance. When the soil does not give enough of its products, modern chemistry knows how to make new ones. Pain can be lifted from man and his life span has been nearly doubled in some countries in the last 100 years. There are boundless wonders of technic. But behind all these there is a forgotten wonder: MAN HIMSELF—with his heart, his brain and his hands.

Throughout the ages, Man has attempted to study Man himself. The biological sciences tell us about the evolutionary background of the human organism. They give us an insight into the structure and function of the organism and of its different parts; also into the growth and development of individuals, and the defects and handicaps of children. Sociology enables us to know the nature of our society and the characteristics of the environment to which pupils must learn to adjust. Psychology helps us to better understand human behaviour and the processes involved in learning. Of even greater significance is

the insight into the development of character and personality that psychology gives.

THE NEWER BIOLOGIC VIEW:—

Gentlemen, biology has again come to the help of man to understand man better. INTEGRATION has become one of the big words in the American language. Like all 'big' words this one is apt to lose its specific meaning. Integration is a short-hand word used to designate intelligent behaviour. Integrating refers to continuous, intelligent, interactive adjusting. Each individual is born into a culture composed of great variety of aspects, economic, aesthetic, physical, religious, all of which are more or less complex and inter-related. His life is conditioned by his growth needs and the accumulated experience of the culture in meeting these needs. This means that the culture affects him, and he in turn affects the culture. Or, in other words, he is constantly in the process of inter-acting with his environment. Whenever a change either within the individual or without the individual seriously disturbs this inter-acting process, the result is an upset equilibrium, causing a strain called a need, want, wish or drive. To satisfy this need and to restore the desired equilibrium, the individual moves against the situation to relieve the tension. Thus pepper in the nose brings an upset which in turn results in sneezing. "Nature's Effort," we say, to remove the pepper. Or hunger (as an upset) brings "seeking" movements which typically find food to relieve the hunger. All such movements so arising we call behaviour. It appears that all life activities are of this nature. The specific "drive" to them comes thus from the upset and continues till equilibrium is restored. These efforts toward adjusting in the inter-acting process are called behaviour.

All living is inter-acting, adjusting behaviour. All such behaviour is purposeful, directed towards ends consciously formulat-

ed in the process by the individual as he resolves his disturbance. Purposeful behaviour implies intelligent behaviour. From the educational view-point, then, integration is a word to describe the process involved in this intelligent ongoing, inter-acting adjusting behaviour.

The integrating individual makes wide contact with the environment in which he lives. He approaches the ensuing disturbances or problems with confidence, courage, hope, optimism. He resolves such disturbances by the best thinking available at that time, draws relevant conclusions from them and puts into practice the conclusions in changed behaviour. He thereby builds dynamic drives and techniques for use in examining subsequent experiences.

The overt behaviour of a disintegrating individual is in sharp contrast. The disintegrating individual moves within a narrow, circumscribed environment. He attempts to escape the disturbances or problems. When escape is impossible he responds more emotionally than thoughtfully. He thereby decreases gradually, both his range of movement, and his power to grapple with his problems. He becomes uncertain, hesitant, fearful of himself and the society in which he lives.

This conception of integration as integrating behaviour needs to be explained a little further. In every consciously attentive movement to restore equilibrium in a situation, the individual acts as a whole organism. This means that all aspects of his being are involved, the physiological, which refers to internal glandular secretions, and chemical changes, the physical, which refers to the changed physiological state as related to feelings and attitudes and the mental, which refers to the quality of the thinking involved. In every instance of conscious behaviour, all of these aspects of an individual are involved.

Education in the light of the newer knowledge of the organism has taken on greater significance and meaning both in regard to the child and the attitude of the teacher toward the child. This view helps us to better understand behaviour. A new light is shed on the process of learning.

The fact that the whole organism is in some degree changed in each learning experience has far-reaching significance to the modern educator. The part that environment plays in each learning experience brings the relationship between the organism and environment uniquely close. And finally, from this organism environment unity comes the consideration of the child as a social unit.

GROWTH THEORY OF EDUCATION:—

Education is growth. The real measure of achievement in education is not the mastery of a predetermined body of academic subject matter, but the amount of growth which has taken place in the child in relation to the potentialities inherent in him. Educational activities are valuable to the extent to which they stimulate and guide this development. Education, from the standpoint of the child is growth. Growing is not mere accretion. It is constant reorganisation. The adult is not just a big child. The child is not a miniature adult. Teaching is guiding and stimulating growth.

The growth concept means that education is a pupil centered process. Educational problems are those concerned with the development of individuals, all of whom are different, each of whom is unique. Mass methods of education and arbitrary standards of accomplishment easily obscure the extent of individual growth, and mercifully disguise the lack of it. The success or failure of a school cannot be estimated in comparison of the number of successful candidates in a school leaving examination. Educational results must be expressed in the extent to which individual children have developed in proportion to their possibilities of growth.

PROGRESSIVE EDUCATION AND THE CREATIVE SCHOOL

Mass education of the subject centered type, or progressive education through creative activity. That is the major issue now in the U.S.A. It is one of authoritarianism versus democracy and regimentation versus a creative environment. Is

every human organism a unique and creative spirit? Is environment an important determiner or conditioner of human personality?

The issue becomes clearer if we examine education in practice. Let us visit a nursery school or kindergarten. Here we shall find happy children and optimistic teachers. There is a spontaneity on the part of the children. As we visit the first grade we are quite pleased but the fine edge has disappeared. In the second grade this decline in the dynamic quality of the environment is even more apparent. The children more often look bored and the teacher worried. With every succeeding grade, the spontaneity and enthusiasm witnessed in the early grades are missing. Should we on the same day visit a College, we will have an even more disheartening experience. It seems anomalous that as children grow older, their educational environment grows steadily less dynamic. Yet, this appears to be the case.

Probably the reason for this condition is to be found in the increasing importance of subjects as we go from grade to grade. As the teachers become more and more interested in subject matter, these become less and less interested in a creative environment for growing personalities.

A creative school in the U.S.A. is not a "do as you please school". It is a school in which children engage in activities intelligently chosen with the help of teachers. It is a school which increasingly seeks not only to apply intelligence, but to teach the importance of intelligent living.

A creative school is not a "do nothing school". It is one in which boys and girls work hard, but as free men and women. Madam Curie worked harder than any slave. Edison's hours were the despair of his associates. Children are taught the joy of hard work applied to a meaningful situation, the only kind of situation in which the hardest work is possible.

Creative education is not the teaching of "rugged individualism" nor the disregard for the rights of others. It is only as individuals acquire more respect for each others personalities that creative living is

possible. The only meaningful discipline is self-discipline, based upon a concern for the common welfare. A creative environment is necessarily social. The greatest creative results can be achieved only with the help of others. Therefore, creative human relationships are vital to all good education. There is thus no conflict between the individual and social aims of education.

Creative human relationships are neither weak, sentimental nor lacking in definiteness of goal or standards of achievement. On the contrary, they rest in a strong philosophy. They call for devotion, industry, and self evaluation. It is authoritarianism which is weak. It lacks the spirit of adventure and the youthfulness to experiment. It is the weak teacher who must resort to force. Only the strong one can be creative through freedom. Authoritarianism is the escape of pessimists and the last refuge of cowards. Creative living demands optimism and courage.

Among all the arts, that of living creatively with others is the greatest. Such living transcends the painting of pictures, the writing of a poem or the creation of a symphony. Progressive education seeks such living for all pupils.

INDIVIDUAL GUIDANCE AND COUNSELLING.

An important outgrowth of this new approach to understand the human organism, and education conceived as a social process through creative activity, has been the introduction of facilities for individual guidance and counselling in schools of all types in the U.S.A. Guidance is in fact permeating all education. Teaching is looked upon as guidance. The role of the teacher becomes that of the guide. The help given by a guide in a personally conducted expedition is guidance. His function is to show the way, to suggest things to do and see and to give such help from time to time as will make the expedition more pleasant and profitable. To accomplish this, the best guides never obtrude themselves; they give as much freedom as possible and keep in the background when not wanted.

Understanding becomes the basis of guiding childhood and youth. Normal pupil-relationship is based upon mutual understanding, confidence and respect. To understand the pupil, the teacher himself must develop the attitude of the learner. The teacher's genius for guidance lies in his ability to adjust himself continually to meet the needs of the pupils in his own concrete situation for the sake of helping the members of his group acquire more useful ways of living.

TEST AND MEASUREMENT IN EDUCATION.

Whatever exists at all exists in some amount, and anything that exists in amount can be measured. This is the philosophy underlying the field of educational measurements in the U.S.A.

It is the teacher's task to bring about certain changes in his pupils. He is responsible for increases in knowledge, improvement in various skills, and development of desirable attitudes, personalities, and character. It is necessary for the teacher and school administrators to know how well this task is being accomplished with the individual pupil and the various pupil groups. Measurement thus becomes an important tool of education. The standardised tests used for this purpose fall within five groups:—

1. Intelligence Tests.
2. Achievement or Accomplishment Tests.
3. Prognosis or Aptitude Tests.
4. Practice Tests.
5. Character or Personality Tests.

HEALTH AND PHYSICAL EDUCATION.

In the field of health and physical education several new tests have been added. The most outstanding study in recent years has been the physical measures of growth and nutrition by Franzen. The age, height, weight tables were found to be inadequate as indices of nutrition. Franzen's study involved 10,000 children of varying economic and social status.

The A. C. H. Index, includes 3 physical measurements, the arm girth, chest depth

and hip width. It is now used as a screening test to diagnose mal-nourished conditions in children.

THE ORGANIC EFFICIENCY TEST.

A very significant contribution to the health examination of pupils has been the Organic efficiency or Cardio-vascular Test by Dr. McCurdy and Dr. Larson. Research has shown that this test is the most reliable out of 10 such tests namely, the McCloy Test, Barach Test, Stone Test, Tigerstedt Test, Basal Metabolic Tests, Difference between Standing and Horizontal Pulse Rate Test, Difference between standing and Horizontal Systolic Blood pressure Tests, Pulse Pressure times, Pulse Rate Tests, Pulse Pressure times, Pulse Rate divided by Diastolic pressure tests, and Crampton Blood Ptosis.

The doctor's examination of the heart and lungs is incomplete in the sense that only structural deviations are detected. The purpose of the Organic Efficiency Test is to indicate the circulatory respiratory efficiency. It is used as a supplement to the medical examination to yield a reliable, objective and valid index of functional status of the circulatory respiratory organs. The information of functional condition, after structural condition of the heart is known, is of great significance to the physical educator.

The test items are as follows:—

1. Sitting diastolic pressure.
2. Vital capacity as computed from a breath holding test (before exercise).
3. Breath holding twenty seconds after exercise, (exercise standardised for each age).
4. Normal standing pulse rate and pulse rate two minutes after exercise.

None of the above-mentioned tests are by any means perfect, but in the hands of proper teachers they have value. Continued research is being carried on, both in the field of educational measurements and in the field of health and physical education. It is not too much to say that America is leading the way in educational research.

Some Methods of Health Education with Boys' Groups

By

J. H. DUNDERDALE, Esq.

Your Ideal of Health

"A strong, graceful and active body; an alert, inquisitive and discriminating mind; a sincere, happy and generous spirit—these are the evidences of sound health and they are not separate, but one. Even though for convenience we speak of body, mind and spirit, they do not exist apart on this earth and cannot be separated. It is the whole boy, the unit of life, that walks, thinks, feels, acts, meditates and inspires—and weakness at any point in his being lessens his total effectiveness. Look at your health in this comprehensive way and try to give yourself a chance. Try not to do things which will make it impossible to be your best tomorrow, but, no matter what the crowd does, to hold fast to ways of daily living which are right and which will enable you to realize your highest self." From "Your Health in the Making."

"Each year is packed full of things that we ourselves put into it. The things that we start one year go on into the next. If we plant trouble, trouble is going to come up. If we plant some well-chosen seeds of health and strength and success, they will come up the following year and every year thereafter. A definite part of each year's events are exactly what we make them. Lives can be managed and a boy's life takes a boy to manage it. No one else can do your part. Father, mother, doctor and teacher help. They guide you; you follow, on your own feet. But the real one who is going to run your life must be you yourself." C. Ward Crampton M.D.

First Meeting

Arrange to have a friendly doctor give each member of the group a thorough medical examination. If this is not feasible, record the height and weight of each boy and compare the results with the following table:—

HEIGHT-WEIGHT TABLE FOR CHILDREN

As worked out by the Public Health Department of the Government of Bihar and Orissa.

Height in inches.	Average weight for Height.	Height in inches.	Average weight for Height.
48	53.0	60	95.2
49	55.4	61	99.3
50	59.6	62	103.8
51	62.9	63	108.0
52	65.8	64	114.7
53	68.9	65	121.1
54	72.0	66	127.8
55	75.4	67	132.6
56	79.2	68	138.9
57	82.8	69	144.5
58	87.0	70	150.8
59	91.1		

Second Meeting

Demonstrate the daily exercises described below and give boys a chance to practise them. Discuss in this connection the master muscles, making use of the material outlined under that heading elsewhere in this Bulletin.

Third Meeting

Have four members of the group prepare short talks, each illustrating one of the four laws of health:—Fresh air and sunlight; proper food and correct eating habits; regular vigorous activity; adequate rest. These talks might be followed profitably by general discussion.

Fourth Meeting

Discussion on "What Food Does a Boy Need?" Use as reference material, the facts from Mr. C. C. Abraham's article below.

Projects your Group can conduct in connection with Health Education:

1. Make Health Posters and display them in the school, the church and the Y.M.C.A.
2. Prepare and stage a health drama, "The Trial"; "Out of the Pot into the World"; "The Durbar of King Cereal" by Mrs. E. G. Hatch are recommended. They may be obtained from "Keston," Trivandrum. For health plays in Tamil write to Paul Chellappa, Secretary, Boys' Division, Y.M.C.A. Rural Centre, Martandam, Travancore.
3. Co-operate with Public Health Officers in vaccination campaigns.
4. Arrange for a First Aid Class through which boys may qualify for the St. John's Ambulance Certificate.
5. Conduct a clean-up campaign in a nearby street or village. Write to V. G. Williams, Secretary, Boys' Division, Y.M.C.A. Madras for Tamil songs composed especially for this purpose.

Sleep

How much sleep should a boy have? Enough to keep his body in good repair. During the day when a boy's body engine is producing the energy necessary to enable him to study, work and play, it burns up the body tissues. These must be repaired during sleep. The same engine which gives a boy energy also builds his tissues and muscles. So it is necessary to give it a chance not only to effect repairs but also to catch up on its burning work. Therefore, boys between the ages of ten and twelve should have at least ten hours sleep each night. Boys between the ages of thirteen and fifteen should have at least nine hours sleep, while boys between sixteen and eighteen should have at least eight hours. No boy can have too much natural sleep, and some boys need more sleep than others. If you are still tired and sleepy when you wake in the morning it may be due to the fact that you are not getting enough sleep. Many boys are starving for sleep, just as others are starving for food or fresh air. Try to have a little more sleep each night.

he will not be able to attend effectively to his studies during the day. Besides, he is likely to be quarrelsome and unhappy. A boy who gets enough sleep regularly will accomplish just as much in an hour and a half of home study as a boy who doesn't have enough sleep will accomplish in four hours. The best preparation for school lessons is enough sleep.

The Secret of Strength.—By C. Ward Crampton, M.D. in "The Boy's Book of Strength."

A Boy's Master Muscles are the following:—

1. Muscles of the heart, arteries and veins, which manage the circulation of the blood.
2. Muscles of the stomach and intestines, which manage the movements of the digestive tract.
3. The Diaphragm, which, with the respiratory muscles, manages breathing. These can to a great degree, direct and control.
4. The muscles of the abdominal wall. You may have the strongest legs in the world, but if your abdominal muscles are weak, you cannot be a good runner or jumper, or good in any sport requiring strength or endurance. If you have a hard, solid, elastic, muscular body, your legs will have a hard, solid base to work from. If your abdomen is soft and flabby, any effort makes it bulge weakly, the arms and legs have no reliable substance behind their action and there is no power. The most important voluntary muscles of the body are the abdominal muscles. They are far more important than the biceps in spite of the fact that we always put up the arm and try to make it bulge when we want to show off.

One of the first secrets of strength is, spend your time where you get the best results. Work on the most important muscles, develop a foundation, or you get nowhere. Every lunge, kick, throw, hit

dodge and stride you make is three-quarters trunk muscle's work. The boy who has a strong trunk will outswim, outrun, outclimb the boy who develops only his arms and legs. This is one of the great secrets of success in all lines of athletics. The great coaches of athletic teams and track athletics know this and they have their several ways of putting it into practice.

In this and many other matters you can be your own coach. In fact, you are the only one who is primarily responsible for your own success or failure.

Now I shall give you a good exercise for the purpose of strengthening the abdomen. It is not so much an exercise as it is a full day's work, every day, in fact, a lifetime job. You must get a flat abdomen instead of a weak, bulging abdomen. It is the foundation of all health as well as strength. It is a lifetime benefit, a lifetime job.

The Belt Buckle Cure

Pull the abdomen in, keep it in always, walking, standing, sitting, running, wrestling, keep it flat, except while sleeping. You must at first constantly remind yourself. Here is one of the best ways to help remember. It is an automatic reminder.

Get a belt. Wear it (not tight) with the buckle turned in toward the body. Keep your belly away from that buckle, all day, every day. If you don't like to wear the belt turned over, think out some scheme that will automatically remind you to keep your belly in, now, and keep it in for the next hundred years at least.

This makes the muscles shorter, harder, stronger and the job is half done. It makes you keep your chest high. It increases the breathing capacity, adds power to the circulation, improves the posture. In turn the improved posture, circulation, digestion and respiration all help the muscles.

Daily exercise is part, but only part of the programme of life which keeps you in condition, and it is also part of the athlete's training programme. We would like the boy to have every day at least the following:—

1. An hour of active games or athletics or gymnastics. Outdoors if possible.
2. An hour walk or outdoor work. More is better.
3. Five minutes setting-up exercises before breakfast.

Take note that we recommend not one best exercise, but a variety of exercises. Different exercises are used for different purposes for different parts of the body and to serve its several needs. Also, we exercise at different times of day every day, or at least six days a week. We will also vary with different days of the week. There is a weekly programme as well as a daily programme.

MORNING EXERCISE ROUTINE FOR THE ATHLETE

1. Pumping. Wake up the circulation as soon as you open your eyes.
 - (a) Lift chest. Suck in the belly. Relax. This is "pumping." Do this without breathing (hold the nose at first) three times, then,
 - (b) Take three deep ordinary breaths.
 - (c) Repeat pumping five times.
 - (d) Five deep breaths.
 - (e) Repeat pumping seven times.
 - (f) Seven deep breaths.

Now you have drawn much of the blood out of the abdomen up to the heart and put it into circulation. Remember, every athlete requires a good heart and lungs. This exercise is the beginning of circulation training. Are you mentally alert? Now, instantly begin to:

2. Kick and Bicycle. Kick the bed-cloths off. Send them flying. Keep on kicking, as you would riding a bicycle.

Bicycle Exercise. Don't sprint. Do 60 circles to the half minute, no faster. Now stop and breathe six deep slow breaths, for the bicycling exercise in this position tightens down the breathing. Do 60 steps more and stand up, hands on hips, breathe your six slow deep breaths. Your circulation has been further weakened and the blood distributed. The heart and lungs are

notified that this is another day. Sleep is over. The mind and muscles want action and need supplies of food and oxygen. Now for the muscles.

Do your work, slowly, slowly and precisely, slowly and emphatically, slowly and exactly, slowly and surely.

Stand up now. Take a glass of water. Sip it hot if available and go on with the following:

3. N. E. W. S. Trunk Bender (North, East, West, South). Hands on hips, Feet 24 inches apart.

Bend forward as far as you can go. N
Bend back as far as you can go. S
Bend right as far as you can go. E
Bend left as far as you can go. W

Fifteen times around equals half a minute to a minute. This is a swinging movement; don't jerk. Test out the body flexibility by touching the toes, with knuckles, knees straight.

4. The famous Hale Brothers Special (N. Hale and X. Hale).

- (a) Inhale through the nose, with chest rising; pack it in well with two extra breaths.
- (b) Exhale through the mouth, from the abdomen. Push the breath out of the mouth by a contraction of the belt line. This is the standard gymnastic breathing. To be done regularly. Take five seconds to each breath. Take five such breaths.

5. **Airplane Exercise (or Tickle Toe).** Position: Separate the feet wide apart. Extend arms to the side. Now watch this. If you get it right you have a splendid rhythmic wide-arc exercise, especially good for developing throwing and pitching ability.

- (a) Touch the right hand to the left toe, bending the left knee if you wish; left arm goes back. Touch that toe twice (Tic, tac).
- (b) Swing the right hand up and way around back to the right at shoulder level. Body erect, twist to the right. Look to right. Left arm extended straight forward.

- (c) Swing the right hand forward to shoulder level. This leaves the left hand to go way around back as the trunk twists left.

So the right hand has done a touch, swing, swing:

Now the left hand has a chance to do the same.

- (a) Touch. (You will find the left hand where you left it, extended backward at shoulder level). Left hand swoops downward and forward to the right toe. Touch that toe.
- (b) Swing the left hand upward and backward, shoulder level, twist body left.
- (c) Swing the left hand airplaning around to the front, leaving the right hand back to take its turn to touch, swing, swing:

6. Cross-Kick. This is a hard one. You begin easily as follows:

Easy Kick Position. Feet 10 inches apart. Arms stretched forward horizontal one foot apart.

- (a) Kick the left hand with the right foot.
- (b) Kick the right hand with the left foot.

Holding the head and hands up. Alternate; 12 times slowly and accurately.

Half Cross-kick. Separate the hands till arms are stretched sideways at shoulder level.

Now with the chest high, without lowering the hands or ducking the head, kick the left hand with the right foot, and vice versa, alternately. Don't try to do them double. But if you think you are getting real good, you may try the half cross-kick, double. It might be done. But, if you want to try the full cross-kick double, don't blame me.

This is great practice for jumping, hurdling, football. It's a twister. Do it alternately right and left. Do this six times. Breathe six times. Repeat six times.

7. Star Gazer. You use your head in every sport. Give it a good, strong, flexible neck as a pivot and foundation. It takes years to develop. It's worth it.

Position: Hands clasped behind neck.

- (a) Push the hands back as far as you can with the back of your head, and return.
- (b) Push the hands back as far as you can, using your right ear for the purpose.
- (c) Do the same with your left ear.

Do this in rotation, right ear, head, left ear, head, and do it for 10 to 15 times. Each time you look up at your special star over your head. Each time you push up the chest and flatten the lower back, but never bend back at the waist. Try this exercise with your chest and toes to the wall, and you will get what I mean. This is a good hard exercise for the development of good posture.

FOOD.—(C. C. ABRAHAM, B.A., M.P.E.)

The Purposes of Food. Let us consider why food is needed by our bodies. In the first place, it is needed as a supply of fuel. A railway engine cannot go without coal, nor a car without petrol. Throughout life, some part or other of the body is constantly working or moving; the heart beats, driving blood to every part; the lungs take in air and with it oxygen and expire gases generated by the body. Other organs are busy digesting food and transforming it into flesh and blood, discharging waste material, preparing substances the body needs, and in many other activities; the muscles move the body and its various parts. For all these purposes the energy supplied by food is necessary. Food is "burnt" in the body to produce the heat and energy required for making the body live and move.

But food has other purposes to fulfil. Living creatures grow and the material necessary for growth must be obtained from food. Again the body needs repair; its tissues "wear out" and have to be replaced. Some loss of body substances, which must be made good, is always taking place. If the body is to grow properly, and maintain all its parts in the most efficient working order, it must be

supplied with the right kind of food containing all the materials it needs.

What food must supply. Almost any kind of food can supply heat or energy. But some foods are much better than others for supplying the food substances which the body needs to make it grow and to keep it in health. The substances which food must supply in the right amounts are the following:—

Protein. As found in nuts, milk, eggs, fish, dhal, gram.

Fat as found in butter, ghee.

Carbohydrates as found in rice, ragi, wheat, cholam.

Mineral salts as found in vegetables, especially green leafy ones like cabbage, amaranth, drumstick leaves and spinach; fruits; milk.

Vitamins as found in vegetables, ghee, fruits, milk.

Protein is necessary because it supplies building material for the body. Fat and carbohydrates supply heat and energy. The mineral salts and vitamins are needed to keep all the parts of the body in good working order. A motor car engine needs petrol which explodes in its cylinders and drives the pistons down. But it also needs oil to keep it working smoothly and well, and it will break down and stop just as quickly without oil as when the petrol tank is empty. The action of the vitamins and mineral salts in the body may be compared to the action of oil in a petrol engine.

Some of the Results of Wrong Feeding

A boy who does not get enough of the right sort of food to eat will not grow properly; he will be thin, small, weak and easily tired. The skin, instead of being smooth and glossy as it should be in a healthy person, will be dry and rough. Eye trouble and soreness of the lips and mouth are sometimes caused by wrong feeding. People living on a poor diet get all kinds of illnesses more easily than well-fed people and when they get sick they take

longer to get well. A good diet is particularly necessary in places where there is much malaria and hook-worm. Both these diseases cause anaemia, which means lack of sufficient good, rich blood. People without enough blood are weak and sickly. Iron enriches the blood, and anemia caused by malaria or hook-worm can be improved by taking iron pills or tablets. A good diet contains more iron than a poor diet, so that proper feeding also helps to enrich the blood.

Right Kind of Food.

"The right kind of food for Indian children and, indeed for children in any country, is one made up of the following simple things: (1) any whole cereal grain or mixture of cereal grains; (2) plenty of milk and products of milk, curds, butter-milk, butter, ghee; (3) sprouted pulses; (4) eggs; or liver; or meat; or fish; occasionally, if religion permits their use; (5) tuber and root vegetables; (6) abundance of green leafy vegetables; and (7) fruit. These are the things with which the appetite should be satisfied, the things that should be eaten for health's sake. What else is eaten does not greatly matter so long as it is simple, clean, easily digestible, well prepared and not in excess of the body's needs."

SMOKING.—(DR. ARTHUR H. STEINHAUS)

Jack Dempsey (former boxing champion of the world) said:—

"I do not smoke cigarettes, and never did. Do you think I am going to ask the thousands of young boys who read about me to take up cigarette smoking?" Colonel Lindbergh, the first man to pilot an aeroplane across the Atlantic, also refused to sign advertising testimonials for cigarettes. We rarely hear views of such men because no one makes money printing them.

Race between Lungs and Kidneys

Nicotine is the most harmful substance in tobacco. If 60 mgs. or milligrams (28,350 mgs. make an ounce) of nicotine were in-

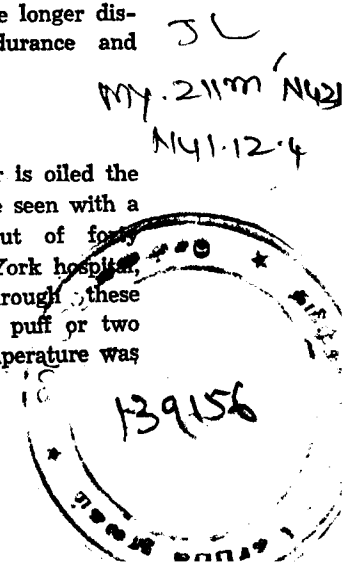
jected into a man's blood he would die. Of the 18 mgs. of nicotine in a cigarette only about two are absorbed by the lungs in smoking. A cigar equals five cigarettes. One man died after smoking forty cigarettes and twelve large cigars within twelve hours. He probably absorbed 230 mgs. of nicotine. Why did it take so much? While nicotine was entering his blood through the linings of mouth and lungs, his kidneys excreted it with the urine. But he smoked it in faster than his kidneys could eliminate it. The difference accumulated in his blood until there was enough to kill. The kidneys lost this race. From two cigarettes smoked in rapid succession even hardened smokers may get enough nicotine to become badly nauseated.

The Smoker in Athletics

In the army school at Aldershot, England, 1973 cadets competed in annual cross-country runs over a period of seven years. The records show that the percentage of non-smokers who won one of the first ten places, was three times that of heavy smokers; and heavy smokers had three times as many chances of finding themselves in one of the last ten places. Smoking was a handicap in the long races. In the sprints, on the other hand, there was no apparent difference between smokers and non-smokers. Distance work is a test of heart and circulation. Sprinting depends primarily on strong muscles. For 271 American swimmers observed by Dr. Cureton the average time of non-smokers in the 100-yard event was 18 per cent better than that of smokers. The 100-yard swim is like longer distances on land, a test of endurance and stamina.

The Blood Pumping System

When the skin of the finger is oiled the tiny blood vessels in it can be seen with a microscope. In seventeen out of forty smokers observed in a New York hospital, the blood stopped flowing through these tiny capillaries with the first puff or two from a cigarette. The skin temperature was



also recorded. In one case it dropped 15.5°. The average was 5.5°. Nicotine excites the heart to go faster. In the course of twenty-four hours a smoker's heart may have to beat 30,000 extra beats. These extra strains very likely contribute their share to deaths from heart and circulatory diseases.

Effect on Stomach and Nutrition

You feel hungry when your empty stomach contracts. If you do not eat, these "hunger contractions" continue for about thirty minutes. Then follows a period of stomach rest lasting one to three hours, then another hunger period, another rest period, and so on until you eat. At the University of Chicago, Dr. A. J. Carlson discovered, that smoking a cigar stopped these hunger contractions and with them the feeling of being hungry. This is probably why smokers eat less and are often really undernourished. After eating, the stomach must secrete digestive juices and mix food. This activity is also retarded by smoking. Dependable statistics show that smokers suffer many stomach disorders ranging all the way from simple heart burn to ulcers. Often the mere stopping of smoking is enough to relieve the distress and effect a cure.

Does Smoking Kill?

Only studies over long periods of time can answer this question. Professor Raymond Pearl of Johns Hopkins University studied the life and death history of 6813 American males. He found that a man who at age 30 is a heavy smoker has 46 out of a 100 chances to live to age 60, while the nonsmoker has 66 chances to attain this age. The deaths of 37 percent of the heavy smokers who died between the ages of 30 and 60 were hastened by tobacco. Some men are tough enough to attain ripe old age in spite of smoking; but 20 out of every 66 cannot stand it.

POSTURE

Someone has said that to think straight, a boy must stand straight and sit straight. Be that as it may, a boy's posture has a great deal to do with the opinion he creates in the minds of other people. A boy who is erect, does not slough or hunch when he sits indicates that he is alert and interested in life. If you help boys to follow some of the foregoing suggestions regarding sleep, exercise, and food, you will help them automatically to obtain a posture that shows that they are happy in good health and determined to make the most of life.

To Those who would Improve Health

By

DR. ARTHUR H. STEINHAUS

In every living person change is continuous.

In the presence of another, change is accelerated.

If, in a group, one person has vision and tries intelligently to guide this change toward realizing this vision—he is a teacher.

If his vision is that of happy people possessing strong bodies, unhampered by preventable conditions and if he is willing to discipline himself that he may effectively devote his energy toward making his vision a reality on this earth, he may call himself a health educator.

If he finds simple joy and satisfaction in doing this he will be an inspiring teacher.

The grandchildren of the pupil who has

been inspired by a good teacher will be different because of his teaching. Though they may never identify him to sing his praise, their changed life is in truth the immortality of the teacher. Thus in his pupils the teacher is extended even as in himself he finds the likeness of the one who taught him.

A pupil wants to be like the teacher he admires—and before he knows it he is like him. This is often not what the teacher was talking—it is more often what the teacher was living.

Would that I had the insight and intelligence to guide change which will lastingly contribute toward the realization of my vision for health education.

The Challenge of Health Education

By

DR. ARTHUR H. STEINHAUS

According to our American Y.M.C.A. Year Book, we have in our membership about a quarter million young men between the ages of 18 and 24. If we examined these fellows closely we would find, (assuming they are like the average young man entering college), that 65,000 are more than 10 percent underweight, 15,000 are more than 15 percent overweight, 47,250 suffer some postural defect of the spinal column, 10,000 have advanced cases of flat feet, and 39,000 have "bad" tonsils, (chronic tonsillitis). Eighty-seven thousand have some nasal obstruction worthy of note, 175,000 need dental work, 27,250 should have glasses, 7,500 have high blood pressure, 4,750 have leaky heart valves, 1,250 are frankly tubercular, and 750 have syphilis.

If they represent our average population as caught up by the Gallup Polls, 205,000 of them are ignorant concerning the real cause of "T.B." and 60,000 do not even know that this disease is "catching."

Also, of this quarter million, 42,500 or 17 per cent, are definitely handicapped in the performance of routine duties because of some disorder of the mind. (Dr. Mandel Sherman, Chicago.)

If they were applying for service in the U.S. Navy today, 137,250 would be rejected on account of physical defects. (Authority, Navy Dept., June 18, 1940.)

Perhaps you care no more for mortality and morbidity statistics than do I. I have difficulty visualizing the "3.1 deaths per 100,000" and other comparable figures of vital statistics. Instead I find another method of visualization more real.

Let us look ahead 30 years through the eyes of the National Health Survey conducted in 1935 and 1936 by the U.S. Public Health Service and other vital statistics. What has happened to our 250,000 young men? Now there are only 187,500 living. Of this number 3,750 are bedridden invalids, and 56,250 are suffering from some chronic

illness which prevents their making definite plans. This leaves only 127,500 who could, at the age of 55, take out a 'Y' membership with reasonable assurance of being fully able to use it.

Of the 62,500 who have died, 9,000 were claimed by tuberculosis, 5,500 have already died of cancer, 6,500 of influenza and pneumonia, 20,000 of heart, blood vessel and kidney diseases, 2,500 committed suicide, 8,750 died of accidents or homicide, and 1,500 were taken by syphilis.

But those who are living have perhaps had an even tougher time. Together they have lost 60 million work days due to illness. Of this number 41 million days were lost on account of chronic disorders, 5 million on respiratory diseases, 4 million on all kinds of infections, and 4½ million had gonorrhea.

Also, our 187,500 survivors could talk about 262,680 trips to the hospital in 30 years. Thirteen thousand will have served time in a psychopathic hospital, 18,750 will have a record of syphilis, and a larger, though undeterminable number, will have had gonorrhea.

What is the problem of health education in America today?

We have heard much of the lengthening span of life. The average 25-years-old white male today may expect to live 7 years longer than had he been born 25 years earlier. But let us not be fooled into thinking that this trend will continue without new effort; nor let us claim too much personal credit for this improvement. Try to contract typhoid fever in a modern city! Try to catch yellow fever in the Western Hemisphere! What chances have you for getting a case of smallpox, diphtheria or scarlet fever? Should you get one of the latter the law will not permit you to die. Our tuberculosis sanatoria and health departments have police powers to keep our

neighbours from infecting us. Sanitary engineers, health officers, and the police have made our world so safe from certain diseases that even a fool can't catch them.

But there is a limit to what can be done for us. There can never be a law which will force you to see a doctor in time, or one which will prevent you from having a foolish accident, a case of syphilis, or a nervous breakdown. Nor can even an amendment to the Constitution keep you from "burning the candle at both ends" in a multitude of dissipations. In such matters each individual is a law unto himself, and such a law can only be made and changed by education. The causes of death and disease listed above, which are holding their own or increasing, are with few exceptions ascribable to our personal habits of living, thinking, and feeling. Almost every disease which is curable is preventable.

The greatest advance in American health which remains to be made is that of developing a generation whose personal habits of life are good for them. Whoever contributes to this advance is a health educator, no matter what his title or station may be. Every institution which has opportunity to influence the habits of young people shares this responsibility.

If we in the Y.M.C.A. were able to help the quarter million young men now in our charge to develop sensible habits of living, we might credit ourselves with saving 30,000 or more of their lives in the next thirty years. Let us assume 80,000 of the quarter million to be heavy smokers (20 or more cigarettes per day). If we could help them quit this habit before they reach the age of thirty, then according to Raymond Pearl's recent study, we could credit ourselves with having by this single change alone saved the lives of 16,000 who would otherwise not have reached the age of sixty.

Without doubt we could also subtract at least 30 million days of illness if our quarter million members passed with more sensible health habits from their 25th to their 55th birthdays.

What Shall We Teach?

Let us teach important things. Rue the hours spent on the glories of toothbrush-

ing, the open bedroom window, and the daily bath. Of course these items are nice and some are useful; but leave them to Amos and Andy and their dentifric successors and to the glamorous promises of Mr. B. O. Lifebuoy. They do it well. For us, there are issues of much greater consequence.

Tuberculosis is still the great killer of young men and women. It is preventable, but only if persons learn to live right. Longer and longer hours of excitement coupled with less and less desire to weigh even what the weight tables permit are literally burning the candle of nutrition at both ends, and that spells susceptibility to tuberculosis. Who will tell them so they understand and act?

Our annual toll of 37,000 people killed and a million injured in auto accidents alone is another major problem of health education. It is variously estimated that from one-tenth to one-half of these accidents have some liquor involved in them. But no matter what the cause, most accidents represent unnecessary waste.

We must help young people and adults to steer a safe course through a world whose radios belch forth lies about acid indigestion and the expensive forms of baking soda for counteracting "the little indiscretions of the night before;" through a world filled with quack patent medicine peddlers who frighten us into buying vitamins and minerals in capsules rather than in balanced diets; through a world whose Sunday comics are interspersed with pimple cures leading to social success with yeast; through a world whose magazines tell of soaps and face creams to cure rickets, and of salts in the bath to take off weight; through a world whose street cars and station platforms offer pain killers for regular and irregular events.

We must do something to counteract a 25 million dollar advertising program instigated by greedy manufacturers who will prove to us that liquor is smart and makes for character and who control the kind of news some of our papers may print concerning the truth of these matters.

We must help people to realize that the 30 million spent annually by the billion dollar cigaret industry in advertising is not

an honest educational program. Somehow they must learn that every health claim made by the cigaret merchant is not only an insult to American intelligence but is an outright lie. A large body of scientific knowledge is steadily piling up grave charges against tobacco as a serious health hazard. If America stopped smoking the death rate and morbidity statistics would reflect it as surely as the dividend records of tobacco interests. Since 1920 lung cancer has gone up continuously and is now about as common as stomach cancer—10 per cent of all cancer. Recently women, also, are suffering increasingly. There is undisputable evidence that tobacco is a contributing cause.

Just for fun, write your State and Federal health departments for a pamphlet telling of the effects of tobacco on the human body. The Washington office, which has over 2,000 pamphlets on all kinds of subjects, will send you an out-of-date, mimeographed list of one booklet and seven rather inaccessible journal articles. The State office will probably send nothing. In one State strong interlocking interests exist between a big cigaret manufacturer and officers of the department of health.

The Place of Proper Food

We must teach people to make a wise selection of food. There is an increasing recognition that such common faults as tooth decay, susceptibility to infection, and general nervousness, in addition to such well-known dietary disorders as rickets, scurvy, and night blindness, are due to faulty diet. Proper food is in part a matter of family income, but far more it is a matter of health education. The Bureau of Home Economics of the U.S. Department of Agriculture, with the aid of the W.P.A., studied the food habit of 4,000 families of laborers and small wage earners in the years 1934-1937.

Of families that spend less than \$1.88 per person per week on food in the East North Central area, only 3 per cent enjoyed a diet rated as good by the Department. Of greater significance is the fact that in the family group able to spend \$4.00 per week per person on food, only 20

per cent enjoyed a good diet. Briefly stated, the proposition is this: to nourish adequately our population we must have an economic system which provides, on the 1935 standard, somewhere between \$2 and \$3 weekly for each person's food bill. Then, with proper education and food selection, everyone may be well nourished. Today less than 10 per cent of families on this level are adequately nourished.

We must help young people as well as adults to think straight about sex. In this connection we should bear in mind that between 90 per cent and 100 per cent of all males masturbate at some time, and that the figures for normal women range from 40 per cent to 85 per cent, depending upon what practices are included under the caption. Most important is the fact that many of the choicest souls among mortals are not found in the small percentage of abstainers. There is still an unbelievable number of young men and women who suffer feelings of inferiority or inadequacy, and are burdened with a sense of guilt for giving in to this normal desire for sexual release. Let it be repeated, their difficulties are not the direct result of masturbation. They are due to worrying about masturbation. Too often it is a most sensitive individual with the highest purposes and potentialities who is thus burdened. The 'overnight' changes in personality and general effectiveness which follow a complete recognition of the facts in this area sometimes border on the miraculous.

During the last hundred years the age of menarche, (first menstruation), has been slipping downward. The average girl today enters womanhood one year sooner than did her mother who matured twenty years ago. Average American college girls today mature at the age of thirteen. There is good reason to attribute this shortening of childhood to the general quickening of life brought on by the high nutritional standard in America, especially in homes able to send their children to college. It is exactly this same group whose higher living standards often dictate postponement of marriage. Thus biology at the lower end and economics at the upper end are continuing to lengthen the period of sexual maturity before marriage. No

wonder today's youth face sex problems which their elders cannot appreciate.

Have we a simple positive answer for the large number of otherwise intelligent high school boys and girls who still believe that for normal development a boy should have premarital sexual relations, if necessary with a prostitute? Recently one of my most alert students, a graduate of Chicago's ranking public high school, expressed great relief after a class lecture in which I had remarked that sexual intercourse was not necessary for normal physical and mental development. Then he related a story of how he and a number of classmates went to a house of prostitution to secure experiences necessary to round out their development and how ashamed he had been ever since for at the last minute getting "cold feet." My lecture had been his first assurance that he need not consider himself abnormal for having thus lost his nerve.

Almost everyone entertains the hope of being some time happily married. To everyone then is due some instruction in the mental and emotional as well as physical aspects of sex which he may expect to encounter in marriage. To discover in any circle of friends ruined marriages attributable to ignorance of such matters requires only an alert and sympathetic observer. The so-called frigidity of one fine young woman is directly traceable to the terrific shock which she experienced when suddenly on their first night her ignorantly acting new husband displayed an "animal nature" for which she was totally unprepared.

How long will we continue a civilization in which those who co-operate most completely with its finest standards are penalized in return by being held in ignorance of facts which they must have to enjoy married life fully? It sometimes seems that the reprobate who flaunts the hard won standards of society is better prepared for life.

To-day, at least one in ten Americans is destined for a nervous breakdown or something of the kind. In a day when normal dogs, sheep, pigs and rats can be given a nervous breakdown almost at will in psycho-

logical laboratories, we are no longer ignorant of the factors which cause the malady. It is imperative that we learn to teach people how to avoid the jam in which they will crack. In a world of loosening standards, slipping religions, postponed or canceled marriages, irrational advertising, misinformed though well-meaning parents, teachers, and preachers, and a dizzy tempo of artificial life, many a soul will find itself twisted and jammed to the point of complete frustration. What are the symptoms of approaching danger, how can tensions be detected, and how can the way out be discovered?

In December of 1938 Dr. Maier of the University of Michigan was awarded the \$1,000 prize of the A.A.A.S. for his paper defining the conditions under which rats suffered nervous breakdowns. If his rats jumped against the door with a white circle, it opened to give them food. Whereas, if they jumped against the door with the black circle, they got only a bumped nose and a fall into a net below. Motivated by a hissing jet of compressed air behind them, his rats soon learned to jump to success. When now he confronted his "educated" rats with doors painted only with black circles, they hesitated. Urged on by the hissing air they become jittery. The urging continued but still there was no promising way out. As the urgency for making a decision to jump became more acute, the situation became too much for the rats—they stiffened out, jumped wildly, or ran in crazy circles.

Dr. Maier believes that when persons find themselves driven into so-called "no solution" situations from whence they can see no acceptable way out, they are in grave danger. Continually frustrated, the brain gives up. Against the background of this theory of nervous breakdown such empirically valued devices as the bosom friend who sees another way out, the traditional confession in which the priest gives good advice, or the implicit child-like faith in a God who will take care of things find their justifications as instruments of mental hygiene. In our day we must forge into the habit patterns of normal

persons some first-aid responses which they can use in otherwise frustrating emergencies.

Who can Teach Health?

In the face of so staggering a list of problems what can we do? The methods to be employed are many and cannot concern us here. To a skillful leader they follow easily upon full recognition of the problem. Of greatest moment is the leader himself. Obviously health is not a subject confined to a certain department. Health is a way of living and therefore every Secretary worthy of the name contribute something of it to his group. Let him be sure that this is on the positive side!

To contribute positively to the health equipment of his clientele a leader must measure high on three scales.

1. He must know the facts and be honest to admit when he has reached the limits of his knowledge. He must distinguish between scientifically tested fact and his own private baggage of pet notions, superstitions, and family remedies.

2. He must be able to strike while the iron is hot and he must be able to strike hard. This means that he must know what his constituency is thinking and talking about and what seems important to them. Why try to peddle the pathology of cancer when the kids are obsessed with the fear of venereal disease; or why talk about cardiac disease when the young man is concerned about his complexion and other matters of the heart?

3. Last, and most important of all, he who would teach health must himself live health. All of us unconsciously become like the persons whom we admire. While the boys' secretary is explaining the camp program to a group, the boys are really learning his form of public address. While the Young Men's Secretary is helping a group to solve a discussion problem in labour relations, his admirers in the group are catching his spirit of earnest thoughtfulness. The boys and men on the gym floor unconsciously acquire the health practices of their admired leaders.

What does this mean for the Y.M.C.A.?

I fear that we are today meeting the challenge of Health Education more poorly than we did some years ago. Only a careful physical and medical examination can uncover the cases of heart trouble, bad tonsils, and tuberculosis already mentioned. At one time we made a great deal of the health examination; today, too often, a Y.M.C.A. does not even offer this service, much less require it of those who would use the privileges. Happily some Associations are lately returning to the practice of requiring examinations, a few have never forsaken the practice.

A large professional health club in Chicago whose examination includes electrocardiograms regularly finds 35 per cent of its business men applicants possessed of hearts which require restricted exercise or complete abstinence from exercise. In blissful ignorance many Associations continue to urge exercise on everyone. To cut down further on costs they recruit volunteer sport specialists, without knowledge of health, to conduct the activities which the men's program secretary supervises from a desk loaded with promotional responsibilities.

The entire physical education program, when broadly conceived from the health standpoint, should find justification as a "follow-up" on the physical and medical examination and personality interview. In many of our Associations the strenuous calisthenics and apparatus work have given way to ball tournaments and ping pong championships. What can we except of such a program in the correction of flat feet, weak posture, and poor muscular development?

Arising in inarticulate protest against our ignoring of formal body-building programs, we see on every hand a tremendous increase in loyal weight lifters who gather in dark corners of our gyms to develop muscles.

There was a time when we forbade smoking in our buildings. I am firmly behind Dr. Kallenberg in his present effort to sharpen this issue. A positive stand can

be successfully taken, as witness the Detroit Y's experience in the recent A.A.U. Handball Championships. For the first time smoking was prohibited in the galleries during these games to the ultimate satisfaction of all concerned.

There was a time when we made efforts to understand the effect of basketball on the body and mind of a player; now the activity is often conducted by general program people for what it can bring to the Association. Are we using our Physical Education in the light of our best knowledge, as a servant to man's health, or do we use it as recreational bait for our administration and so-called group work objects? I fear we have temporarily lost our way.

In closing I should like to address myself to the General Secretaries. How can you get a greater health emphasis in the program of your Y.M.C.A.? In convention we have agreed that this is a problem of the entire Association, not alone of the Physical Department. It is my sincere conviction that you will get a greater health emphasis if you expect it from your staff and then act accordingly. This means:

1. You will put someone on your staff who is trained and interested in this emphasis.

2. You will give him enough time to do a constructive job.

3. You will give him recognition when he does good health education.

How much time is your physical director given in staff conferences to tell of his program in health examinations, in health lectures, movies, and interviews on personal health problems. You make your

staff not the kind of person described in the original contract but the kind of person you honor, acknowledge and respect from day to day. Nothing which I have said should be interpreted to mean that I have no interests beyond those of the body. I see also the importance of helping a man to adjust himself to his fellows, to his God. In fact, such adjustments are essential to his physical and mental health. I would be the last to minimize their importance.

Recently there was held in Chicago the 45th Annual Convention of the American Association for Health, Physical Education and Recreation. Over 3,500 were in attendance. We used to have a Y.M.C.A. section in that body. It was a sizeable group. Now we are lucky to have 30 turn out to a joint luncheon of Springfield College Alumni, George Williams College Alumni and Y.M.C.A. Secretaries. Last year only the local "Y" Physical Secretary was present. This year perhaps a dozen were "Y" Secretaries.

Is there any significance in the fact that "Y" Physical Directors cannot find time to fraternize with leaders in Health and Physical Education outside the "Y"? What conferences do you encourage or expect your physical directors to attend? In the great strength of our Y.M.C.A. organizations we may lose the advantages which come from outside stimulation.

We have a great opportunity; we have the intelligence in our group; what's more, we have the tradition of high devotion to a cause. With a little re-orienting we can meet the challenge of health education, squarely, and make an inestimable contribution to our generation.

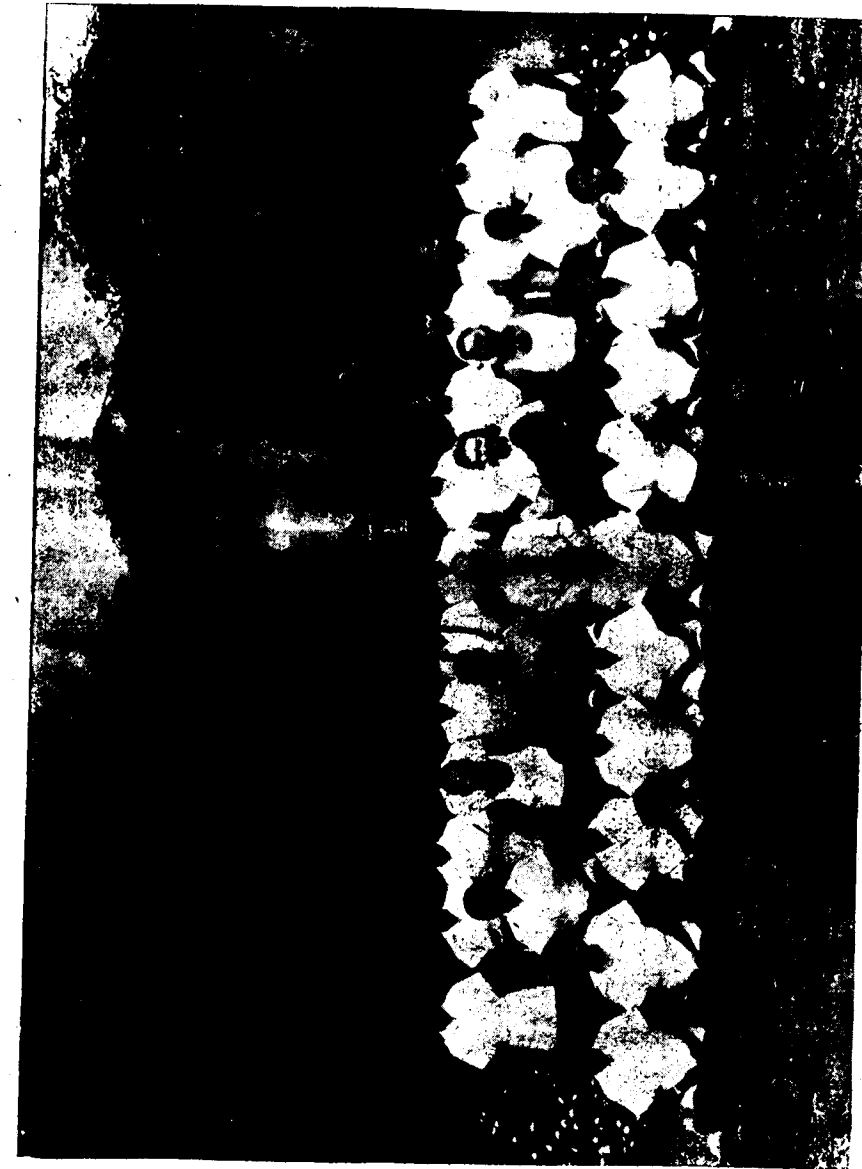
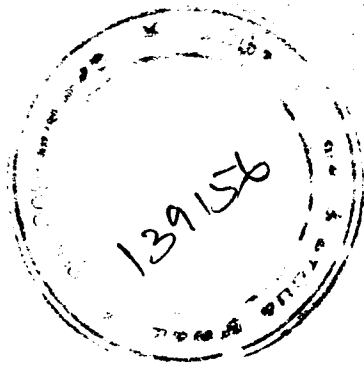
Editorial

The article by Dr. Steinhaus on Health Education in the U.S.A. is reproduced by us in this issue of Vyayam as an excellent illustration of what can be done by voluntary agencies in this field. With the average length of life in India as low as 23 years, with the appalling prevalence of communicable diseases, with such a high percentage of physically unfit, and in view of the malnutrition and dietary deficiency diseases there is much for all of us to do. We need to educate the general public in prevention of illness and disease, to bring people to the point of facing up to facts and of applying them, and to educate young and old to habitual practices of wholesome living. We should not expect Public Health Departments and other Government agencies to do everything for us. We must co-operate whole-heartedly with all official health agencies and supplement and enhance their work. This great task of health education is the responsibility of every one of us, and not alone that of official bodies.

The scientific facts regarding the causes and the means of prevention of illness and disease are easily available. Every educated person should acquaint himself with these facts, apply them in his everyday

life and give the necessary guidance to those who are not as able as he to interpret facts.

The following quotation from Stanley P. Davies is worth careful contemplation by all of us:—"In considering the respective roles of public and private agencies, a good many people have taken the point of view that the more the public agency does, the less there is for the private agency, to do. The continuing functions of public and private agencies cannot be reckoned in such simple arithmetical terms of plus and minus. The indefinite limits to the development of the good life make such arithmetic mean nothing. In fact, the history of public and private endeavour seems to prove the contrary; the more public agencies do in health, welfare and culture, the more interest seems to develop in the support of voluntary agencies to push on further in these same fields. In these areas of service that are as wide as human life, the best resources and contributions of both public and private agencies seem all too inadequate." Schools, Colleges, Y.M.C.A., Y.W.C.A., Welfare Organizations, Social Service Agencies, etc., can all put their shoulders to the wheel for bringing more wholesome living to India.



Photograph of the women students of the Y. M. C. A., College of Physical Education, Class of 1940-41.

Y. M. C. A. College Old Boys' Association

SECRETARY'S REPORT FOR 1940-41

Gentlemen,

The work of the association was carried on as usual. The 'Get-to-Gether' meetings which were started last year were attended in large numbers and various problems discussed.

'GET-TO-GETHER' MEETINGS

Four meetings were held and the following were kind enough to be the hosts:— Mr. Sivaprakasam, Mr. A. K. Singh, Messrs. Govindrajan and Ithiara and Messrs. Subramaya and Natarajan. Mr. C. C. Abraham spoke at the first meeting on "The Problems of teaching activities to beginners." He very elaborately discussed 'The whole method' and 'The part method' in teaching and emphasised the former as the most suitable one. At the second meeting Mr. K. S. Madhavan spoke about the physical education work with elementary school children. He explained his findings regarding the health of the children and what could be done to improve their condition. There were discussions about The Provincial Physical Education Conference at the third meeting, and valuable suggestions were given for its better functioning. A very interesting talk was given by Dr. Subramaniam on 'Vitamins and balanced diet' at the fourth meeting. There were very valuable discussions following the talks at these meetings.

It will be very useful if some other promising speakers could be invited to speak on various general topics.

FIRST AID UNIT OF THE ST. JOHN'S AMBULANCE ASSOCIATION

It is very sad to realise that this activity of our association did not achieve the end that was expected. Because of the busy life of the members the attendance was

very poor and so it could not function as desired. Mr. Azariah, the Divisional Superintendent tried his level best for its success but the poor response was very discouraging.

VYAYAM.

It has improved a lot in the subject matter, but membership is very poor, so there is difficulty in running it. The business manager in his report will give all the details.

REFRESHERS' COURSE

1,000 questionnaires were printed to be sent out, but owing to the large amount of postage required only about 500 copies were sent to about 200 persons. Mr. C. A. Abraham will tell us about the response to the questionnaire and the prospects for the course.

EXECUTIVE COMMITTEE

The Committee met three times and discussed various topics.

MEMBERSHIP

There are 114 members on the roll which is better than the 94 of last year. Out of these 66 are special members receiving Vyayam but this is less than last year which was 74.

FINANCE

The accounts of the association for 1940-41 have been audited by Mr. T. V. Sivaprakasam, and the opening balance for this year is Rs. 18-2-8.

The total receipts for the year was Rs. 208-5-11 and the expenditure Rs. 190-3-3.

A. K. SINGH,

25th March 1941 Honorary Secretary.

Y. M. C. A. College Old Boys' Day

This year the Old Boys' Day was celebrated on Friday the 28th March.

The day began with a Basketball match against the present boys who defeated the old boys with 58 points against 22 points. The match was very thrilling in the beginning but as fatigue overpowered the old boys, they went down. If there had been a greater supply of substitutes, the fight would have been more commendable.

The first session started at 10 o'clock, after the breakfast, with a welcome address by Mr. H. C. Buck. He invited the old boys to make use of the library and to visit the College more often and help in its progress by sharing their experiences, joys and troubles. He emphasised the necessity of closer understanding for mutual benefit. He very much appreciated the co-operation and the good work done by the old boys in promoting physical education in this country. In conclusion, he pointed out that not only those who are politicians or soldiers are the patriots but also all those who strive to better the social order, and physical directors have the best opportunity for this task.

The address was followed by discussions of the various problems that the old boys have in their field of work. The experiences of all of them were very instructive and inspiring. The meeting was adjourned after the President's concluding remarks.

The next session was at 3 p.m. The Business Meeting commenced with a short talk by Mr. Buck who suggested a few things for the development of relationships between the College and the old boys.

The proceedings of the last general meeting and the annual report of the association were read by the Secretary. The Business manager gave the report of "Vyayam". He reported that there are no funds to run this Magazine as the members are very few.

Mr. C. A. Abraham reported that the questionnaire regarding the Refreshers' Course had a very poor response. Only twenty replies were received from about 500 copies that were sent. There were

only two replies from South India the rest were from the North.

The Ambulance Unit of the Old Boys' Association has been dropped as the members have no time.

Vyayam is in a precarious condition, so the Executive Committee has been authorised to decide its future. Unless the membership increases, it is very difficult to run it. Out of nearly a thousand old boys only 66 subscribe for the "Vyayam."

The following office-bearers for the year 1941-42 were unanimously elected:—

President:

Mr. T. V. Sivaprakasam, B.A.

Vice-President:

Mr. R. P. Joseph.

Secretary & Treasurer:

Mr. R. S. Govindrajan, M.A.

Members of the Executive Committee:—

Mr. N. K. Mia.

Mr. T. S. Subramayya, B.A.

Mr. George Yesudian, B.A.

Mr. K. S. Madhavan, B.A.

Mr. C. C. Abraham, B.A.

Mr. A. K. Singh, B.A.

Officials for "Vyayam":—

Editors:

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

Mr. C. A. Abraham, B.A.

Business Manager:

Mr. V. Azariah, M.A.

Old Boys' Representative on the College Council:

Mr. C. A. Abraham, B.A.

After the business meeting, tea was served to the old boys. It was followed by a Playground ball match against the present boys. The match was a tough struggle and was full of thrills and excitements. The present boys defeated the old boys by 10 runs to 4.

The present students gave an entertainment after the dinner. The items were dances and songs by the women students and tumbling and Ju-Jitsu by the men students.

Then the Initiation ceremony which is quite impressive was undergone and we finished after singing the College song.

The whole day was spent in great mirth and the re-union of the old boys was a happy one. The present students were very kind and put themselves to inconveniences to accommodate and entertain the old boys.

It was discouraging to note that very few old boys were present at this happy occasion. The attendance varied at various sessions, but was never more than 25 persons, though there are about 66 old boys employed in the city itself. We wish that the old boys may develop a little more attachment to their Alma Mater and their old friends.

We dispersed with hearty good-byes and with mixed feelings of joy and sorrow.

A. K. SINGH,
Secretary.

31st March, 1941.

Y.M.C.A. College Students' Association

ANNUAL REPORT FOR 1940-41

The First General Body Meeting of the Students' Association was held on 27th July '40 in Massey Hall with Mr. A. K. Singh, B.A., the Advisor to the Association in the chair.

*Ten among our students and three among the lady students were elected as members of the Executive Body of our Association. Duties of our Association were assigned as follows to the members of the Executive.

President :

Mr. C. D. Naithani, M.A.

Vice-President :

Mr. M. Janakiramiah, B.A.

General Secretary :

Mr. Joseph C. Raphael, B.A.

Literary Secretary :

Mr. A. M. Jacob, B.A.

Treasurer :

C. V. S. Ramachandra Rao, B.A.

Social Secretaries :

J. Rama Rao, B.A.

B. Purushotham.

Religious Secretary :

K. Pavanasam, B.A.

Athletic Secretaries :

Mr. Ismail Khan, B.A.

Mr. P. Benjamin Raj.

Ladies.

Vice-President :

Miss Stella Gallyot, B.Sc.

Athletic Secretary :

Miss Annie J. Lobo, B.A., L.T.

General Secretary :

Miss Rati Wadia.

The Inaugural Address of the Association was delivered by Sri. O. Pulla Reddi, I.C.S., the Commissioner, Corporation of Madras. Mr. Reddi spoke in a very in-

teresting manner on the Psycho-physical aspects of Physical Education, emphasising the need of Physical Education in India.

In the history of the Y.M.C.A. College of Physical Education this is the first year women students have been admitted to be trained as Physical Directresses for promoting Physical Education for women in India. We do hope that in years to come this introduction of co-education will help to build up a virile race, by impressing upon young students both boys and girls, the need for Physical, Mental and Moral development.

The Association has four branches, the Literary, the Religious, the Athletic and the Social.

The Literary Society held three meetings during this academic year. In the first meeting there was a debate on the subject "War is a solution to unemployment." In the next meeting there was a discussion on "How Heredity and Environment influence the development of an individual." Several students, both men and women took part in this discussion. "The World is Progressing" was the subject for the third meeting.

The Religious activities of the College began with the inaugural address by Mr. Solomon. The subject for discussion varied from the problems connected with individuals, the society, the country and the world at large.

There were also several discussions by Dr. A. D. Asirvadam, Rev. W. C. Ransom, Mrs. Hensmen, Rev. J. O. Cochrane and Mr. K. V. Sesha Iyengar. All these meetings were largely attended and the students I am sure, are benefitted by them.

Fortune still smiles on us in the matter of Athletics. At the Annual Inter-Collegiate and Olympic Meets some of our men undertook to keep our colors flying and they succeeded to an incredible extent. It will not be out of place here to make mention of the remarkable achieve-

WRESTLING.

Some of the students picked up this art so efficiently by the coaching of Mr. Mia that they participated in the Madras Olympic Wrestling. Ismail Khan and Raj Kumar were runners-up in their weights. Patel, Srivastava, and Lingam put up a good standard in their weight classes.

The results could have been better with more of practice, which is not possible as we have to learn other things.

Ismail Khan,
Captain.

BOXING.

Under the proper tuition and guidance of our College most of the students took the

"Noble Art" whole heartedly and measured themselves splendidly in the Open Novice, Open Amateur and Inter-Collegiate Boxing Tournaments.

Out of the following group, namely—S. K. Mitra, B. Purushotham, Witty, Devadasan, Venkataraman, Raj Kumar and Ismail that took part in the above tournaments, B. Purushotham by his unceasing practice and avidity stood second to none in his weight, class (Welter) in all the above three tournaments.

But nothing can be compared to our Intra-Mural boxing which although not enjoyed by all yet was very educating.

B. Purushotham,
Captain.

News and Notes

By

A. K. SINGH, B.A.

This term was the busiest of the year. The staff and the students had their hands full with various sports meets specially the Provincial Olympics. The students not only had to assist in conducting these, but many competed as well.

Intra-murals were at their zenith and many competitions were gone through. Boxing and wrestling were most significant, the former being the terror for many. All the Intra-murals are over except athletics and the Dann-Southall Hostels are leading and are likely to be the champions for the year.

There were various functions—Old Boys' Day, Closing function of the Students' Association, and some others which renewed the vigour and enthusiasm of everybody.

As the end of the College Year is approaching the students are getting anxious

to go home and the staff is looking forward to some relaxation after the hard work. The women students have already left as they finished their examination in March. Their absence is felt by the quiet that is experienced all around the College.

The College is fortunate in having ten hostels for men-students which can accommodate 100 students, and now it is contemplated to have a few hostels for women as well, which will be very convenient to the students of next year.

About 50% students have finished their Practical Examination with Saturday class students and the rest of them will finish at the Model School.

A. F. W. Dixon, Esq., I.C.S., visited our College and watched the women-students as well as the men-students at play, specially at the Indigenous games.

Old Boys' News

We very much appreciate and thank those who have written to us. We request others also to keep in touch with the College. It is very sad that inspite of the appeal sent to many for membership of the Old Boys' Association only a few have responded. The same is true of the Questionnaire regarding the Refreshers' Course.

The following have sent us the news about themselves and other old boys:—

Ba Thin (1928-29): writes from Government High School, Pegu, Burma that he is only a class-room teacher now, but still is in charge of sports and other physical activities. Some of the Burmese old boys wished to visit the college in last December but owing to the present trouble they changed their mind. He writes about the following others:—

Saw Sah Yoo of the same year passed away about eight months ago.

D. J. Hla Ph.B. (1928-29): is working in the Training College, Rangoon.

Ba Thin (1928-29): is Assistant Inspector of Schools for Physical Training.

Ba Than: is also a Deputy Inspector of Schools for Physical Training.

Chit Tin and Kyoo Tin (1928-29): are the organizers of Physical Training at the Rangoon Education Board.

Mg. Nwe (1928-29): is on leave.

Ba Ba: is the House master at the Borstal Institute at Shayetwye.

Saw Chit Pe Kyah and James Po Mya: are both at Houzada.

Saw Hla Oo: is working at the B.E.T. High School, Rangoon.

Kan Goon: is at the Methodist High School, Rangoon.

Altat Ali, B.A., (1937-38): has been awarded an Emergency Commission in the Army.

S. V. Naidu, B.Sc. (1938-39): is working in B. H. School, Tunuku, West Godavari District. He has introduced a good programme of Health and Physical Education in the School.

J. N. Mukerjee: from 86, College Street, Y.M.C.A. Calcutta sent his best wishes to the Old Boys.

Anne Venkataratnam & J. Narayanmurthy (1939-40): are working at Hindu College High School, Masulipatam.

R. C. Sahu (1939-40): is Physical Training Instructor at Khallikote College, Behrampur, Ganjam District. He has introduced a good "Play for all" programme.

There were the following Old Boys present on the Old Boys' Day from outside Madras:—

K. Venkatachalam (1939-40): Villupuram.

O. Mohansundaram: N. N. House, Bombay.

N. Raja Ram (1939-40): Madura. He is trying to get admission at Teachers' College, Saidapet. He informed us about the following old boys of last year:—

N. Venkatarama: is working at Sethupeti High School, Madura.

Sundaramaiah: is employed at A. R. High School, Madura.

John Ponniah: is employed at O.V.C. High School, Manamadura.