



VYAYAM

ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER

Vol. XII.

FEBRUARY, 1941

No. 3

TABLE OF CONTENTS

PHOTOGRAPH OF Y.M.C.A. COLLEGE STUDENT BODY.
PLAY AND PHYSICAL TRAINING IN BOMBAY SCHOOLS—By E. J. S. RAM, B.A.
LEADERSHIP—By O. MOHANASUNDARAM, B.A.
NOTES ON THE ORIGIN OF SOME OF OUR POPULAR SPORTS—By H. C. BUCK.
GOOD FORM IN THE LONG JUMP.
EDITORIAL.
HEALTH EDUCATION IN SCHOOLS—By C. C. ABRAHAM, B.A., M.P.E.
GOOD ORGANIZATION FOR PHYSICAL EDUCATION?—By H. C. BUCK.
NEWS AND VIEWS ON PHYSICAL EDUCATION AND RECREATION—By
C. A. ABRAHAM, B.A.
HISTORY OF SWIMMING—A DIGEST.
NEWS AND NOTES—By A. K. SINGH, B.A.

Management

A Quarterly Magazine published jointly by the National Y.M.C.A.
College of Physical Education, and its "Old Boys" Association.

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

Editorial Board

H. C. BUCK, M.A., M.P.E.—*Editor*.

C. A. ABRAHAM, B.A. —*Joint Editor*.

Associate Editors

L. K. GOVINDARAJULU, B.A., B.L.

HENRY LALL, Esq.

M. G. VIJAYASARATHI, B.Sc.

P. M. JOSEPH, B.Sc., M.Ed.

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

N. K. MIA, *Business Manager*.

Saidapet, Madras.

Contributions and original articles on subjects pertaining to Physical
Education, Health or Sports, are requested by the Editor.

Advertising: For space, rates and other particulars please address the
Business Manager.

Subscription : Rupees 2 per annum post paid. Single copy Annas 12.

Y.M.C.A. College Student Body



THE 1940-41 STUDENT BODY OF THE Y. M. C. A. COLLEGE OF PHYSICAL EDUCATION.

This group of students preparing to become teachers of physical education comes from all parts of India, Burma, Ceylon, and Thailand. The College is now Twenty-two years old and has always confined its efforts to training men for the profession of physical education. But from July 1940 women students have also been admitted, and the institution is now co-educational.

February, 1941]

VYAYAM

93

Play and Physical Training in Seventy-One Bombay Schools

By

E. J. S. RAM, B.A.

317

The most satisfactory definition of play is probably a functional one. Thus, play may be physical, as in active games and sports; mental, as in satranj, card games, draughts and puzzles; rhythmic, as in music and dancing; creative, as in arts and crafts-manship; or a combination of two or more of these. In fact, as has been well said, "any type of activity primarily engaged in for its own sake, which is in itself pleasing and satisfying, is characterised by the play spirit." Play has been described as "a safety-valve for overflowing motor energy"; "recapitulation of the earlier activities of the race that have survived in modified form in the play of the child"; "a method of education or preparation for life activities"; "a pleasurable emotion which is enhanced by crowds" and "a recreation and relaxation from the drudgeries of life." Play is not simply amusement, nor is it the mere spending of superfluous energy. It is a cry of developing muscles and nerves which must be answered. It is a biological and social necessity.

The advantages of play are numerous. Play—

- (1) Increases the physical fitness of the young.
- (2) Develops co-operation, a sense of mutual rights, obedience, loyalty, friendliness, democracy and other such qualities.
- (3) is an antidote for anti-social tendencies.
- (4) affords mental development and acts as a mental stimulus.
- (5) helps the child to gain control over his body, acquire accuracy and precision in motion, judge distances, sights and sounds.
- (6) is a way by which the child learns of life—of such funda-

mental things, e.g., as the hardness of wood and the wetness of water.

It is thus clear that play helps not only to build the body and keep up one's health, but also to build character, as it trains in self-mastery, obedience, justice and sports-manship. The values inherent in play, however, will not be fully realized apart from competent leadership and an adequate supporting environment.

For the purposes of our study physical exercises and physical activities can be grouped into three general types:—

A. *Formal Activities*: (1) Free-hand exercises, that is, exercises done without the use of apparatus. (2) Exercises with light apparatus, such as wooden dumb-bells, light Indian clubs, poles, wands and chest expanders. (3) Exercises with or on heavy apparatus, such as heavy weights, barbells, horizontal and parallel bars, ladder, buck and horses.

B. *Informal Activities*: (1) Informal group games of both a competitive and non-competitive nature. (2) Activities like tumbling, pyramid building, fencing, lathi play and sword play.

C. *Major Activities and Games*: (1) Combative activities, such as boxing, wrestling and jiu jitsu. (2) Organized games, like football, hockey, kabaddi and atya patya.

These activities are not gone through in a haphazard manner in the modern process of physical training, but are carefully conducted and skilfully selected according to strict physiological principles. Exercises should proceed from the simple to the more difficult, in order to obtain more effective results and to avoid undue strain on the heart and the muscles. There should also be a gradual progression in activities

and exercises to suit the sexes and the different ages. Exercises should be gone through in groups rather than one at a time so that the cumulative effect of the exercise may result in increased circulation and respiration. Finally, the activities should suit the needs, interests and physical capacity of the individual.

Broadly speaking, physical training can be classified into two distinct departments—one dealing with exercises and the other with games. Recently the games section has received such importance that it is called "Playground Culture." Both exercises and games play an important part in the development of the whole child. In addition to their corrective, educational and hygienic value, they give the child much-needed recreation after a day's toil in the class-room. They help to build the character of every child that learns to play the game in the right manner.

In view of the enormous potential good to be derived from supervised play I visited 71 schools in Bombay for the purpose of studying existing play conditions and suggesting, if possible, means by which the existing conditions might be improved. I discovered that out of about 36,862 students, 31,222 students were actually participating in some type of physical training activities. The present position can probably be best understood in the light of the brief history of physical education in Bombay.

It was only in 1926 that educationists recognized the need of introducing some sort of physical training as a compulsory subject in all Government and aided schools of Bombay. In 1928, physical training was actually introduced in all such schools and at least one period per week was allotted to each class. Some schools provided themselves with gymnasiums of the type discarded in European countries. Others who had some open spaces in front of the school building engaged the students for a few minutes in the evening in physical jerks and drill. Still others who had neither a play-ground nor a terrace to be used as a play-ground, shut their pupils in their class rooms and left them to the

mercy of ignorant, unqualified and cane-equipped drill masters.

The masters were ill paid and had no real training for the work they were called upon to do. They were more like policemen at school, than teachers who imparted education through play. In most cases both the drill teacher and the drill-period were a dread to the pupils.

Play, till recently, was regarded as only for the dull, unteachable and lazy child, and the bright student of the class-room variety, as well as his parents, considered compulsory play as a shameful imposition.

On the whole, it may be asserted that thus far physical instruction has not been much of a success in Bombay. The standard of efficiency is shockingly poor, leadership is hardly qualified and the schools are shamefully understaffed for the purposes of physical instruction. Want of play-grounds and financial resources are difficult obstacles. The school curriculum is too heavy to permit adequate time and opportunity for play and amusement. Malnutrition of children, lack of provision for effective medical inspection of school children, unhygienic surroundings and improper clothing are other complicating factors.

Since, 1924, the Bombay Municipality has taken an interest in providing play facilities for children. To-day, about 20 parks and 30 recreation grounds and open spaces are controlled by the Municipality. But out of these, only four recreation grounds are under the supervision of qualified play leaders. The remaining 26 recreation grounds and 20 parks are either ill-supervised or unsupervised. It is reasonable to expect that a good number of school children are making use of these parks and grounds, but with what results, it is difficult to say.

There are also several clubs for different sports. These, however, can be used by only those who can afford to pay for them. As the economic condition of most of our school children does not permit such membership, the responsibility of the schools to provide proper play facilities is all the greater. Even those who can afford to

make use of these clubs do not get proper training and exercises, as most of the clubs are busy in organising matches and running competitions.

The Participants: The ages of the children, in the 71 schools studied ranged from 6 years to 18 years. In the 22 girls' schools there were 7,842 students, out of which 6,757 girls were actually taking part in active games and physical exercises according to the requirements of the school curriculum. In 16 out of these 22 schools, girls studying in the matriculation class are exempted from the drill periods and 270 girls with certain defects, deformities and ailments were excused.

As for the boys' and co-educational schools, out of a total number of 29,010 students in 49 schools, only 24,465 pupils attended the drill periods. In 42 out of 49 schools, matriculation students are excused from taking any physical exercise as "all their energies must be directed towards books for the purposes of examination." 6% of the pupils were exempted on medical grounds. The average number of girls that reported for physical training under a single leader was 31 as against 56 in boys' and co-educational schools.

Most drill masters require their pupils to adhere to the age-old ideas of discipline—a blind obedience to authority and conformity to the social group. Any departure from the drill masters' instructions during the drill period is met with severe punishment. No proper attempt is made to study the factors responsible for the child's misbehaviour. As long as the leaders or supervisors personally supervise the drill, there is a certain amount of order, but the students are generally unwilling to behave themselves when a leader chosen from among the group is asked to supervise the play. Discipline seems to be more easily maintained among girls than among boys.

As already pointed out a goodly number of children are excused in every school. The usual grounds for such exemption are medical or matriculation examination. But it must also be pointed out that the reasons given are not always genuine. Increasing attention should be paid by the

heads of institutions to exempting only the deserving, for I found that while able children were sitting and watching the 'fun,' sickly-looking, weak children were drilling, just because they could not get medical certificates. Exemptions should be reduced to the minimum and the children should be educated regarding the value of physical training.

Little discretion was shown in the choice of items for physical exercises for different sexes and different age groups. It must not be forgotten that although till the 10th year both boys and girls may be given the same exercises, after that age they need different types to suit their physical development and their physiological changes. In 10 out of 22 girls' schools, folk dancing was a popular exercise. Dancing on tip-toes, skipping and swimming are excellent types of physical exercises for girls of all ages. It is sound practice to provide exercises which are attractive in themselves and which can be carried on into adult life.

In 75% of the schools nearly the same activities were given to each class and age-group, with no attempt at grading, although physiological age is a most important consideration in arranging a programme of physical activity.

Following are some of the characteristics of various age-periods:—

- (a) *Babyhood (0-6).* This is the period of "Early Childhood" when the child is more interested in the activity itself than in the results achieved. Babies enjoy rolling, running, kicking, jumping, stories and simple rhythmic games.
- (b) *Later Childhood (7-11).* This is an age of individualism and self-assertion. The characteristic play of the period is vigorous and varied with very little tendency towards co-operation and team play. Ball games are very popular with this group. The children enjoy short races, relays, hockey and such other group games.
- (c) *Early Adolescence (12-14).* This is a period when sex characteristics are developing. Children begin to grow

rapidly and often grow awkward in appearance. The child develops a love for adventure and a strong desire for new experience. Ideals of self-sacrifice and heroism appeal strongly to children of this age. They have a strong desire to belong to a group. There is an unusual interest shown in scouting, camp fire and club activities. Boys like to participate in field and track sports. Girls like to play tennis, basketball and badminton. They like to play apart from boys of their own age. They also take to table games, contest games and team activities.

(d) *Middle Adolescence* (15-16). At this period the growth is more in the direction of increasing strength and stamina. Sex attraction asserts itself during this period. There is a strong desire for social fellowship. Aesthetic appreciation is also developed. There is a great ideal of hero-worship and responsiveness to leadership. Great interest is shown in team games and athletics; in parties, picnics, outings, dramas, in singing, reading, debates, discussions and other social activities.

(e) *Later Adolescence* (17-24). At this stage both boys and girls become physically and mentally mature, and consequently their habits, ideals and opinions tend to become fixed. Sex attraction becomes strong and aesthetic appreciation deepens. Creative imagination also matures. Young people of this stage like team games and parties and show a great deal of interest in club activities, picnics and outings.

The Health of school children has not yet become a sufficient concern of school authorities. There is no adequate provision for the medical examination of pupils. 28 schools, out of 71 studied, had secured the services of a doctor, either on a small honorarium, or free. But the periodic medical examination is gone through as a matter of routine, both by the doctor and the school, and no attempt is made to make a real study of the condition of the children's health in relation to their play

and studies. In 10 schools where there was reported medical inspection, only a few suspected cases were examined and the rest exempted. No arrangements were made for follow-up work after examination.

Far from improving the physical health of children, the type of exercises given in 50% of the schools studied, would tend to produce postural defects, heart trouble, muscular strain and nervous disorders. Such unfortunate results can be avoided only when the leader possesses a sound knowledge of the structure and functions of the human mechanism at different ages and understands essential sex differences.

Malnutrition among school children in Bombay is as much the result of ignorance as of poverty. Much could be done to improve the situation by a little more attention to food values and change in the outlook of the housewife and parents. A well balanced diet is indispensable to physical development. Hence it becomes the duty of the agency which compels physical education to provide healthy and adequate diet for those who cannot afford it. State aid is essential in matters relating to nutrition, because the stability and prosperity of the state depend on the efficiency of its citizens.

There are four important things to be considered in setting up an adequate physical education environment: "(1) the elimination of unnecessary hazards; (2) the proper provision of appropriate facilities; (3) the provision of adequate and skilled leadership; and (4) proper control of the personnel of the group of students brought together."* Judged by this standard, I found that in 35 schools the environment was far from satisfactory. The rooms were ill-ventilated; the surroundings, far too often, used as public latrines; while heaps of rubbish and stones appeared to be a part of the natural scenery. Wherever the environment is not hygienic, the activity programme of the child is greatly hampered.

To a casual visitor to any school during the drill period, the unsatisfactory dress of

the participants is immediately apparent. Loose dhotis, badly wrapped saris, chap-pals on the feet and neckties are not uncommon sights. Suitable costumes for play and exercise are not luxuries, but necessities, and unsuitable foot-wear is definitely harmful.

What they Play: A common practice is to give two periods per week of 25 minutes each, for physical exercises. Apart from this scheduled time children have the long recess in the noon to themselves for unorganized and unsupervised games. All the heads of institutions agree that the present unorganized herd system, together with two periods of physical training per week, is neither educationally nor biologically sound.

The huge variety of play activities may be divided into two main divisions: outdoor and indoor activities. Gymnastics and drill are good for muscle-building and may be used to correct bad and faulty postures. But ordinarily they lack the emotional interest found in games and sports, and so they contribute very little towards the growth of mind and will power. Those games and activities may be said to be best which combine the maximum possibilities for growth with keen interest and are meant for the largest number of children.

The most popular games among boys in most of the schools studied were cricket and hututu. 9,140 boys, in 41 schools, played cricket and 6,600 boys, in 16 schools, played hututu. Badminton drew 2,630 girls in 13 schools; basketball 2,050 girls in 11 schools, and hututu 1,750 girls in 5 schools. The games next in popularity among boys are football, hockey, kho-kho, volleyball, badminton, tenikoit, boxing and tennis.

Indoor Games attract large numbers. Both boys and girls are interested in carrom, ping-pong, card games, draughts, dominoes, bagatelle and guessing games. At present very few of the new indoor games are being introduced. In order to introduce the children to these games the old games should be taken out for a time and the new ones placed in the rooms. The usefulness of indoor games during the Monsoon makes them indispensable.

A number of schools encourage the formation of scout troops and Girl Guides for children under 18 and of Wolf Cubs and Blue Birds for children under 12 years. There were in all 2,131 Scouts and 1,031 Girl Guides in the schools studied. But it must be pointed out that no regular programme of activities is planned for scouts and guides. Camps are organized occasionally but they cannot be said to be run satisfactorily. It would be well for the authorities to realise the immense play value of these organizations when they are conducted properly.

Camps, in particular, offer opportunities for the development of group co-operation and group loyalty through games and athletics, which it is difficult to duplicate in the ordinary play activities of the school. The timid boy is introduced to group activities, and ways are found of checking the activities of the over-aggressive and domineering types.

It is to be regretted that not enough pupils are taking interest in track and field sports. These seem to be reserved for a few star athletes. Only 200 boys took to track as a regular part of their training and only two schools included this branch of athletics as a regular physical training feature. There is inadequate equipment, improper ground facilities, bad training methods, and there is hardly any provision for coaching the athletes. Consequently the performance of athletes at the annual sports day of the schools is mediocre, to say the least.

Leadership: The usefulness of the physical training given in schools depends to a great degree on qualified leadership. In the schools studied there were three teachers under 25 years and five over 46 years, while the remaining 54 men and 29 women were between 26 and 45 years. 57% of the total number of those in charge of drill could be said to have had some sort of training in a Physical Culture Institute, the Y.M.C.A., or some such training centre. As for the academic qualifications of the instructors, 23 were non-matriculいたes, 42 matriculates, 10 graduates and 11 under graduates.

Some of these were part-time and others full-time workers. The full-time teachers

*Nixon and Cozen: Introduction to Physical Education, p. 96.

are usually trained teachers, teaching academic subjects in the school as well. For conducting physical training and games for an hour a day, they are generally paid Rs. 10 per month in addition to their regular salary. The remuneration of the instructors ranged from Rs. 25 to over Rs. 150. In the schools studied it was found that 25 instructors received from Rs. 41 to Rs. 60 monthly; 19, from Rs. 61 to Rs. 75; 17, from Rs. 26 to Rs. 40; 11, from Rs. 75 to Rs. 100; 7, Rs. 25 and under; 4, Rs. 150 and over; and 3, from Rs. 101 to Rs. 150.

Whether to employ professional physical instructors or teacher instructors is the problem that many heads of institutions are facing. When leadership both inside and outside the class-room is uniform, more permanent results are a possibility. But the teacher-instructor is at best an amateur physical training instructor and may not be as scientific and as efficient as a professional instructor. Both have their own advantages and disadvantages. However, for a large number of schools a teacher-instructor is more suitable. The day scholars, living in homes of different social strata, some of them ill-fed, will not benefit from physical training of a sterner or a quasi-military character. A teacher-instructor can realise the varying needs of the pupils, whereas a part-time specialist does not make any allowance for them.

Play-Spaces: In a city like Bombay where even living space is inadequate, finding a place to play is a real problem. It becomes all the more difficult for schools to make adequate arrangements for the physical training of pupils, as many of the schools are situated in very closely-built areas. Some schools have merely hired a portion of a building and quite often on the upper floors. Therefore schools are driven to use closed gymnasiums, outdoor gymnasiums, school compounds, school terraces, school halls and even school class rooms for physical training.

Out of 71 schools studied, there were only 22 playgrounds in boys' and co-educational schools and 8 in girls' schools. These were used for games such as cricket,

football, kho-kho, tenikoit, badminton and tennis. But I found that while the smaller play-grounds were kept neat and accurately marked, the larger ones were badly kept and marked wrongly. During the rainy season they were slippery and therefore not very satisfactory for play.

There were but five gymnasiums in the 71 schools studied. But they were mostly badly ventilated, and not very suitable for indoor exercises, as they were originally ordinary class-rooms. They were all equipped with immovable apparatus and were generally used only during school hours. Closed gymnasiums are very necessary for schools in Bombay, because of the heavy monsoon but in no case should they replace play-grounds.

There were 10 schools having outdoor gymnasiums, constructed on the school compus, and equipped with see-saws, swings, slides, ladders, parallel and horizontal bars. Children between 6 and 12 years of age made the most use of these. But the outdoor gymnasiums are not generally supervised and are not kept in good condition.

In the other schools, where play-grounds were not available, school compounds, rooms and halls were used for drilling and playing. There are schools where there is enough space in the compound to make play-grounds, but authorities are more anxious to beautify their schools by laying gardens there, than to provide facilities for their pupils to play. As for the school rooms and school halls, there is hardly enough room for indoor games of the mildest type. They have no air and light, and conducting physical training there is more harmful than not having any exercises at all. In one girls' school they go to the extent of closing all the windows and doors of the room to protect the girls from possible public gaze.

More than a dozen schools have terraces, but only two of them are used for exercises. They do not serve the purpose of the school adequately as they cannot be used when it is too hot and when it is raining. Only formal types of exercises are possible on these terraces.

Whether the physical programme is conducted in rooms, halls, terraces or small compounds, one criticism applies, and that is that the type of exercises given during the drill period have little scientific value. The need to pay more attention both to proper play spaces and the proper use of the places cannot be too greatly emphasised.

The Money Problem: The success of physical training and games depends to a considerable extent on the money available for this purpose. The money required for providing play equipment has to come from the fees that children pay. Usually there is a separate fund, called the 'games fund,' and most schools pay the salaries of instructors and provide the required equipment from this Games Fund. The average income from fees, per student, worked out at Rs. 1-11-4, per year, and the average expenditure at Rs. 1-9-0, for each participant per year. 11 schools made no expenditure for games, but charged the students a nominal games fee to cover the salary of the drill instructor. 8 Schools provided games and other amenities for play free of charge. In all other schools every pupil had to pay the prescribed games fee whether he participated in games or not.

The annual expenditure on games and physical training was as follows:—

8 schools spent less than 250; 12 between Rs. 250 and Rs. 500; 21 from Rs. 500 to Rs. 1000; 14 between Rs. 1000 and Rs. 2000 while five schools spent over Rs. 2000. In nearly all schools a large portion of the money was spent on the school representative teams. While I do not suggest that these teams should not be given extra facilities, I strongly feel that the money spent on them is quite out of proportion and the school has no right to disregard the claims of other pupils who contribute equally towards the 'games fund.'

Again it cannot be said that the money budgeted for games is always in right relation to the required expenditure. Greater efforts should be made to suit the budget to the requirements rather than suit the requirements to the budget.

The better way. The existing state of affairs as regards play and physical training in schools calls for immediate improvement. An impetus in this direction was supplied when the Congress Ministry appointed a Physical Education Committee to suggest ways and means of dealing with the problem. A brief summary of the Committee recommendations may not be out of place here:—

1. Physical education should be looked upon as an integral part of general education.
2. Government should undertake the responsibility of paying the full share of the grant-in-aid due on all expenditure on physical education incurred by a school or a local body, irrespective of Government's ability to pay the ordinary grant-in-aid on the total expenditure of that school or local body.
3. The expenditure on expensive games tennis and cricket, should not be considered as admissible for the grant-in-aid recommended above.
4. Where suitable land is available, Government and local bodies should either make a free gift of it to the local schools or at least permit its use on a nominal rent. Where such land is not available suitable plots should be acquired for schools on a grant-in-aid basis. To solve the problem in big cities Government should press the respective municipalities to make adequate provision for open spaces in their town planning schemes.
5. Physical education should be considered as a compulsory subject in the school courses of studies and it should have the status of a major subject. The minimum period of tuition should be laid down as five hours instead of four per week, out of which 45 minutes at least should be given to physical activities.
6. The majority of class-room teachers should also be physical instructors.
7. Government should start a training institute for physical education where no fees should be charged and provi-

- sion should be made to admit 100 students, men and women.
8. Government should also establish at an early date a College of Physical Education on a par with the College of Engineering, with a three years' course after the Intermediate examination in Science.
 9. Government should create a special agency for inspecting and directing physical education in schools.
 10. Government should also institute short term courses (a) for secondary teachers, (b) for primary teachers in rural areas, and (c) for primary teachers in district towns.
 11. Hawkers should be forbidden to hawk near the schools.
 12. Government should create a Statutory Standing Committee to advise the Minister of Education on all matters of physical education.
 13. The Standing Committee should be responsible for propaganda on physical education.
 14. The Committee recognizes the gym-nasia as valuable national assets in physical education and recommends that they should receive help from Government.
 15. Hindi should be used when commands are given in P.T. exercises.
 16. Physical Education Days, weeks and months should be observed in schools.
 17. Senior students should be formed into volunteer corps to render social service.
 18. Pamphlets on diet written in simple style in the different languages of the province should be distributed by Government, to educate the masses in dietetics.
 19. The Standing Committee should undertake educative propaganda for organizing charity and supplying milk, free of cost, to school-going children.
 20. Government should control Sadavartas and other endowments for feeding the poor, by legislation if necessary, and should reserve them for the benefit of school-going children.*
- In addition to these valuable recommendations of the Committee I would suggest the following items:
1. Every School should have compulsory medical examination for all pupils and should make adequate arrangements to give medical treatment to those that need it.
 2. Special classes should be conducted (a) to correct bad posture and remediable deformities; (b) to give opportunity for individual consultation and advice; (c) to train student leaders to help in the conduct of games.
 3. The staff members should be given health instruction and should be engaged in some physical activities that they may co-operate in promoting student recreational activities.
 4. Each student should be required to pass a physical fitness test of a given standard.
 5. Every school should have a well qualified physical instructor, who should be given equal status with the rest of the staff.
 6. Every school should have a physical education department, to be run by a committee of staff and student representatives, presided over by the physical instructor.
 7. The aims of this department should be: (a) to promote normal growth and organic development; (b) to develop such qualities as will help the student to live a well-adjusted social life, and make him a true 'sportsman'; (c) to develop regular habits of healthy exercise and play.
 8. Every school should have a well-qualified doctor, whose duty should be to examine every pupil before admission, and from time to time thereafter and advise the physical instructor as to the

(Continued on page 105)

*Report of the Physical Education Committee, 1937, pp. 38-39.

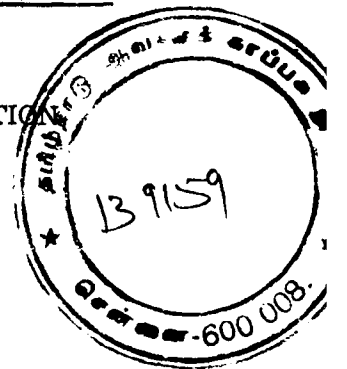
Leadership

WITH PARTICULAR REFERENCE TO PHYSICAL EDUCATION
AND BOYS' WORK

A DIGEST

By

O. MOHANASUNDARAM, B.A.



Leadership is that elusive characteristic 'one either possesses it or he does not.'¹ Cooley defines a leader as 'a significant personality plus a sympathetic understanding,'² and a worthy symbol of the ideals in the field.

A leader should be a socialised personality, with knowledge, cheerfulness and humour, with psychological insight and intellectual hospitality. He should have respect for the personalities and views of others, and should have the capacity to allow others to grow intellectually. He himself should be physically fit, mentally alert, socially amicable, emotionally mature and morally beyond reproach. By his example and enthusiasm, he will be in a position to inspire and win the confidence of the group he serves and to guide them along proper channels.

Leadership in public social work demands the qualities of simplicity, sympathy and sincerity. The leader should be one who gives a lead in the ideals of wholesome living,—not of the talking kind but of the doing type. For a social worker 'Character' is the anchor-sheet of his very public career. 'He that would lift me physically must be below me, but he that would lift me morally must be above me.'³ Public workers without character may become a menace to the very society which they pretend to serve. 'Character is made up of habits formed by exercise

of self-control, of the self-formed habits of will,'⁴ and such character and self-discipline is not an external thing but something that touches the inmost springs of conduct. The goal of such discipline and character is the wholesome development of one's personality.

Recreational leadership demands special gifts of skill, intellect, of imagination and resourcefulness, of human sympathy and sincerity in understanding. It is the 'Recreation of something that gets damaged in human beings'⁵ and the 'education of the whole man.'

Leaders in self-directed groups arise from the groups themselves. Since the aim of modern group education is to develop self-reliance, leadership must be shared by adults and group members, with the former playing an increasing recessive role. The leader stimulates the group into worthwhile activities, and turns over all the initiative to the members themselves. Self-direction is an extension and an out-growth of intelligent and restrained adult direction.

ARE YOU A LEADER?

Know yourself by answering the following 31 questions compiled by Dr. H. H. Horne⁶—

1. Have you a strong body?
2. Did you ever break yourself of a bad habit?

1. Creative Group Education—Slavson.
2. Quoted from 'The Theory of Play'—Mitchel and Mason.
3. 'The Class Room Republic'—E. A. Craddock, pp. 8-9.
4. Quoted from 'The Essentials of Leadership'—H. H. Horne.
5. Education through Recreation—L. P. Jacks.
6. Essentials of Leadership—H. H. Horne.

JL
NY 211 on N35V
N41.12.3

3. Can you exercise self-control from grouchy spells?

4. Are you cheerful and free when things go wrong?

5. Do you think for yourself?

6. Do you keep your head in an emergency?

7. Do you remain calm under criticism?

8. Do your mates respect you and co-operate with you?

9. Can you maintain discipline, without using authority?

10. Can you handle a group of dissatisfied people successfully?

11. Are you a successful peacemaker?

12. Are you patient in dealing with nervous and hard-to-please people?

13. Can you get people to do things without irritating them?

14. Can you stand being opposed without saying things you regret later?

15. Are the delicate situations turned over to you to handle?

16. Do you make and keep friends easily?
17. Do you catch yourself quarrelling about petty things?

18. Do you adjust yourself to strangers easily?

19. Are you free from embarrassment before superiors?

20. Are your subordinates at ease in your presence?

21. Can you express your idea, without appearing over-bearing and narrow-minded?

22. Are you interested in folks?

23. Have you tact?

24. Have you a reasonable amount of self-confidence?

25. Have you confidence in your cause?

26. Have you the co-operative and not the competitive spirit?

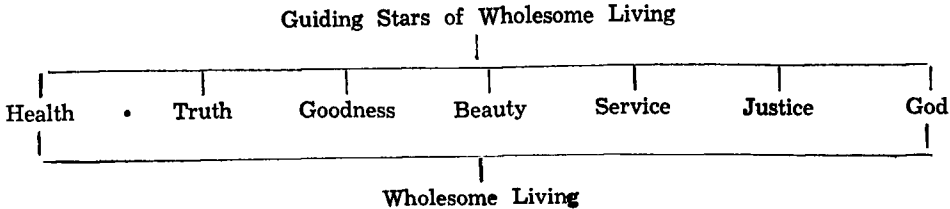
27. Are you adapted to the group you seek to lead?

28. Have you a steady will?

29. Do you have vision?

30. Have you the power of the single motive?

31. Do you wear the leaders' white flower of the blameless life?



Notes on the Origin of Some of our Popular Sports

By

H. C. Buck

BOXING

One of the earliest pugilists on record was Hercules of ancient Greek mythology. Bouts to the death with the "caestus" were fought in the arenas of Greece and Rome. The first report of a Prize Fight—1184 B.C. was written by Homer.

But modern boxing in the humane and fair sense originated in England.

James Fig, English champion, 1732, was the first boxer to bring system into the prize ring.

John L. Sullivan of the U.S.A. put up the longest fight—75 rounds—when he defeated Jake Kilrain, July 8, 1889. It was a bare knuckle fight.

The first battle ever fought for the heavy-weight championship of the world under the "Queensbury Rules" was between Sullivan and Corbett, Sept. 7, 1892.

Present days amateur rules permit only three rounds.

CRICKET

A game called "Club Ball" played in the 13th century was identical with single wicket cricket. Double wicket was a much later addition.

Though cricket is the British National sport it had not existed as an independent game before 1700.

While the "Hambledon" founded 1751, was only a village club, it was the most famous in England for 75 years and formed the nucleus for the present powerful "Marylebone" club, the governing body of the cricket world.

Early players wore silk stockings and tied a handkerchief on the knee to save the breeches from soil.

The first player to use pads had to abandon them because of heckling from the crowd.

The old-time punishment of a player who turned professional was a boycott from all employment.

In the early game every means was considered fair provided no rules were broken. The cricket authority, Nyrense, gave this rule:—"Endeavour by every means in your power or any excuse you can invent to delay the time so that the striker may become cold and inactive."

HOCKEY

Hockey was played in ancient Greece. The name Hockey is of French origin, "hoquet" meaning a shepherd's crook.

The modern game is distinctively English and is called "Bandy."

The first official rules were formed in 1875.

The Wimbledon Club was formed in 1883.

The first International match was played in 1894 between England and Ireland.

The game was introduced into the U.S.A. in 1901.

The International Hockey Board was formed in 1907.

India at present holds the International Championship.

TRACK AND FIELD ATHLETICS

Long before the ancient Greek Olympic Games there were organized athletic events, the Tailtin Games of Ireland. The account of these games with a programme of events is found in the "Book of Leinster." The games were held regularly from 1829 B.C. for 500 years.

Throwing the Hammer was an event of the Tailtin Games. The celtic word for this was Roth cleas. In its early form only a stone was used. Later a shaft was attached. Hammer throwing was not known in the ancient Olympic Games nor was it in-

cluded in the Modern Olympic revived in Athens in 1896.

The Javelin Throw was practiced at the Tailtin Games and the greatest performer was Cuchulain the Irish hero from Ulster.

The Hop, step and jump is of celtic origin. The Pole vault did not originally exist as a sport but was used by the peasants in the "Ten" district of England for leaping over dykes.

Hurdling is a comparatively modern innovation and was not known until after 1834.

The track and field athletics attracted the largest crowd of any of the 1932 Olympic events—427,171 persons attended.

The foot race was the only contest during the first 13 Olympiads.

The Running Long Jump was done with the aid of heavy weights in the ancient Olympic Games.

THE OLYMPIC GAMES

Athletic competitions were held in Greece as early as 1200 B.C. But the first Official Olympic Games were held at Olympia near Athens, Greece in 776 B.C. They were held every four years and the ancient Greeks reckoned time from one Olympiad to the next.

Only free men of pure Hellenic blood were allowed to compete in the 24 contests of the games.

The Romans did not enter the games until after their conquest of Greece.

The first celebrated Roman to win a victory—a chariot race—was Tiberius, several years before he became Emperor.

Archaeologists unearthed the ancient ruins of the Olympic stadium late in the 19th century.

Due mainly to the efforts of the Frenchman Baron Pierre De Coubertin the Olympic Games were revived and the first modern Olympic meeting was held at Athens, Greece, April 6, 1896.

Further World Olympics have been held as follows:—

- 1900—Paris.
- 1904—St. Louis.

- 1906—Athens.
- 1908—London.
- 1912—Stockholm.
- 1920—Antwerp.
- 1924—Paris.
- 1928—Amsterdam.
- 1932—Los Angeles.
- 1936—Berlin.

BASEBALL

Baseball is of American origin. The first baseball club ever organised was the "knickerbockers" of New York in 1845.

Maj. Gen. Abner Doubleday of Coopers-town, N. Y. devised the first scheme for the playing of baseball.

Professionalizing began in 1863 when Brooklyn players shared in the gate receipts.

The first professional team was really organized in 1869.

The "curve" ball was invented and first used in 1865.

The game as played in India is a much modified form played with a large soft ball and on a small area. It is called Play-ground Ball or Soft Ball.

BASKETBALL

Basketball was invented by Dr. James Naismith at the Y.M.C.A. College, Springfield, Massachusetts, U.S.A., in 1892.

In 1927 there were six million players and a half million teams in the U.S.A.

Basketball and netball are not identical games.

WRESTLING

Wrestling was a perfected sport 2000 years B.C. Decorations on ancient Egyptian Tombs show practically all the holds in use to-day. The Greeks no doubt imported their knowledge of the art from the Egyptians.

By 708 B.C. wrestling was an important part of the Olympic Games.

The Romans brought the sport to England. The Cumberland and Westmoreland Club, formed in the early 17th century, gave wrestling its first rules.

The modern "catch-as-catch-can" rules are of English and American origin.

TENNIS

In early tennis there was no racquet. The ball was struck by the palm of the hand.

Ancient tennis had no net. The ball was played over an earthen mound.

Tennis came originally from the East. The crusaders are believed to have introduced it into Europe.

Early tennis balls were covered with leather, filled with hair.

In 1327 France had a woman Tennis champion, Jean Margot.

A set originally consisted of 7 games. "Deuce" is a corruption of the French word deux meaning two.

In 1600 a bride was required to contribute funds toward the future maintenance of her former tennis club.

Tennis caused the destruction of many valuable manuscripts. The vellum was torn into strings for tennis racquets.

The Davis Cup, prized trophy of International Tennis, was first offered in 1900.

PLAY AND PHYSICAL TRAINING IN SEVENTY-ONE BOMBAY SCHOOLS

(Continued from page 100)

- physical condition of each pupil, so that he may devise suitable exercises for the normal and the sub-normal student.
9. The whole school should be divided into different 'Houses' so that there may be inter-house competitions.
10. Every student should be given a card on which should be recorded the type of exercise taken, the credit he receives in physical training items, and such other things as will enable the school to know the exact attention the student has been paying to physical education. A satisfactory card of this nature should be a pre-requisite to being permitted to appear for the examination.
11. It should be the aim of every school to have an adequate physical education library, consisting of the latest books on the subject, to enable the physical instructor, staff and pupils to keep abreast of the latest methods of physical education.
12. The value of physical demonstrations, organized on an inter-school basis is very great. These demonstrations should be meant for the benefit not only of students, but the general public also.
- Most schools will dismiss these suggestions on the plea that financial considerations make it impossible to put them into practice. But when the public is made to realise the great need of scientific physical education, parents will not lag behind in bearing their share of the burden. It is the responsibility of the schools to help the parents to realise the importance of such education. When the schools, the parents and the state combine to look after the health of the children, Bombay can be assured of having healthy citizens.

Good Form in the Long Jump



The Photograph here shown is of L. T. Boosey of Madras accomplishing his commendable feat of clearing 23 ft. 6 in. in the Long Jump.

On the same day he did 49 ft. 9¾ in. in the Hop, Step and Jump.

A glance at the photograph reveals the excellent elevation attained by Boosey in his Long Jump. This is a factor very often neglected by jumpers. But without elevation one cannot expect to go far in a long jump. Boosey has also been patient enough to work out his approach and take-off marks very carefully so that at top speed he can strike all his marks and his take-off board without any faltering, change of stride, or checking of speed. He now has speed of approach, control of take-off, and elevation. These accompanied with his perseverance have made him a first rank jumper. He will do even better. If you wish to become a good jumper you must work for attainment of all of these factors.

Editorial

The policy of this magazine is to direct efforts in the promotion of physical education to the point of subjecting all activities to the rigid scrutiny of sound principles before including them in the programme. We believe that the child and its nature must be considered first, that activities are of value only in so far as they are well suited to the interests and needs of those who are to participate in them, and that activities should be used as means to desirable ends, and not as ends in themselves. There is however a tendency on the part of some to insist on some particular activity being introduced, the emphasis being placed on the activity, regardless of the interests, needs, or capacities of the participants. Mere sentimentality, or worship of the traditional, or personal likes for a particular activity should never blind us to the fact that the person is most important, that the activity is least important, that physical education must be child centered and that never should the attempt be to fit the child to a scheme.

We publish herewith one copy of many letters similar in nature which go to show how people may quite easily be carried away by mere sentimentality over an activity, to the point of losing sight of the child and thus to doing many wrong things in so far as physical education is concerned. Herewith is a copy of one such communication:—

"Dear Mr. Buck":—

"Recently a.....Yogic Physical Culture Association has exerted influence over the.....Government to introduce Yogic Asanas into Primary and Secondary Schools and to abolish the practice of regular Physical Education which is at present in vogue. The Association claims that the Yogi Poses are the healers of every disease and lengthen life, whereas the present form of physical education shortens life. My contention is that these poses

will not aid in attaining perfect growth and development of the bodies of school children, and that they are beyond the understanding and much against the interests of school children. I have tried these Asanas on school children but find them too difficult for them and find also that the children have no interest in them. These Asanas may have a place for grown-ups, and for some special remedial purposes, but not for small children.

The Officers of the Education Department are now in doubt as to which programme is better suited to school-children and want an opinion from an authority. I cannot see how such a system will succeed in schools. Why should children be robbed of their natural desire and need for active play? It appears to me that we can best influence children physically, mentally and morally through carefully selected and wisely directed vigorous play and games. What is your opinion?"

Yours sincerely,

"....."

Our opinion on the foregoing is that while Asanas are excellent activities in their place and for the purposes for which they are intended, their place in any programme must be justified and they certainly should not crowd out other activities. Children want and must have the natural play activities of running, jumping, throwing, climbing, hanging, swinging, rhythms, etc., in games forms if they are to grow and develop normally. School life and physical life should not be made artificial, but natural, and by catering to interests through natural activities nature will be assisted in bringing about normal growth of children. Children must be given an opportunity to be children and schools must provide facilities, opportunities and leadership for a normal play life leading to normal, healthy, happy, adult life.

Health Education in Schools — The Challenge of Education To-day

By

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

"The ideal of health is not mere freedom from various deformities and pathological symptoms. It is a realisation of the highest physical, mental and spiritual possibilities of the individual. It is normal development from all points of view."

—Williams.

"All through the life of a feeble bodied man his path is lined with memory's grave stones which mark spots where noble enterprises perished for lack of physical vigour to embody them in deeds."

—Horce Mann.

Thursday, 24th October 1940 was set apart by the South Indian Education Week for promoting health education activities in the schools of the Presidency. The Education Committee in summarising the causes for the low level of health in our country made the following statement which is worthy of consideration by every educator in India.

"The average span of life in India is 23 years.—Low vitality, poverty, ignorance of the laws of health, undesirable social customs, ill-balanced diet, and insufficient food, and indifference in seeking medical aid—these have contributed to this sad state of affairs. No wonder therefore that the average working efficiency is very low. It is necessary for the educator to pay due attention to the promotion of physical efficiency."

There is a great awakening in our country to improve the health status of the growing generation. We are getting more and more health-minded. This growing health consciousness is due to several reasons. We are slowly opening our eyes to the fact that disease and ill-health are preventable, that better health could be achieved if we strive for it and if the laws of health are practised by each individual. And for all this education in all matters relating to health, from adequate and sufficient food, fresh air, outdoor exercise, rest and sleep, avoidance of all stresses and strains and worries, removal and correction of all remediable defects like malnutri-

tion, defective vision, defective hearing, defective teeth and poor posture, to personal and community hygiene is necessary. The school and the college are the only places where our children can be given the experiences and the knowledge which would help them to better their health.

WHAT A COMPLETE HEALTH EXAMINATION AT OUR COLLEGE HAS SHOWN

The findings of the health examination of our students, 70 men and 26 women, have been practically the same as in previous years. The incidence of preventable and remediable defects is very high. More than fifty per cent of the men students suffer from malnutrition, defective teeth with early symptoms of pyrohea, and are infected with hookworm. Among the women students, 88 per cent of them show low haemoglobin with early signs of anemia, 85 per cent show postural defects of the spine, 58 per cent are malnourished and 42 per cent have defective teeth with pyrohea. Our college being a college of physical education is supposed to attract men and women with at least a fair amount of health. The health examination has shown that the majority of them are below par in health at the time of enrollment, with some remediable or preventable defect or other, interfering with their development to full manhood and womanhood. The following tables will give the details of the defects discovered by the health examination of our students in July.

HEALTH EXAMINATION FINDINGS OF 70 MEN STUDENTS

Nature of Defects	Number	Percentage
Malnutrition	36	51.4
Hookworm	38	54.3
Over weight	10	14.3
Postural defects		
(a) Spine	32	45.7
(b) Bow legs	38	54.3
(c) Flat Feet	32	45.7
Defective teeth	37	53.0
Defective vision	15	21.4
Ear trouble	17	24.3
Nasal defects	5	7.0
Defective tonsils	1	1.4
Skin trouble	11	15.7
Low haemoglobin	13	18.5
Low diastolic pressure	13	18.5
Low vital capacity	1	1.4
Phimosis	3	4.3
Hydrocele	1	1.4

HEALTH EXAMINATION FINDINGS OF 26 WOMEN STUDENTS

Nature of Defects	Number	Percentage
Low haemoglobin	23	88
Malnutrition	15	58
Rickets	5	19
Overweight	4	15
Postural defects:		
(a) Spine	22	85
(b) Bow legs	15	58
(c) Flat feet	3	12
(d) Pigeon chest	1	4
Defective teeth	11	42
Pyrohea	9	35
Defective vision	6	23
Ear trouble	7	27
Defective tonsils	10	38
Enlarged glands	3	12

OUR FOLLOW-UP WORK

A health examination, however complete it may be, does not warrant the time, energy or money spent if it is not followed up by a systematic and organized effort to treat all the defects discovered by the examination. This is a very important phase of health education. Through proper guidance, each individual is made conscious of his or her defects, when the defect itself and the method of correction are properly explained.

In the space of four months following the health examination in July, we have by careful planning treated every possible defect of our students both men and women, with the least strain on their finance. Wherever possible, every free clinic or public agency in Madras whose special services were required, were sought for. The hookworm investigation was conducted by the Public Health department. Students who had defective vision had their eyes examined free at the Government

Ophthalmic hospital, Egmore. All ear, nose and throat defects were corrected at the General hospital. Postural defects were corrected at the posture clinic in the college. In serious cases of malnutrition and dental defects such students had to spend a little money.

The improvement in health and posture, the zest shown in the academic work and play are sufficiently encouraging. Every effort seems now worthwhile. To most of our students each experience has been a new experience and so such situations are used for health education. Difficulties do arise to change attitudes and habits of adults towards some of these problems in health. This only shows the need for it in the home and early school life.

OUR GREAT CONCERN

The thought that has always come to our mind year after year has been a great concern for the thousands of our school going children and college men and women who go through their school and college career without the experience of a full and complete health examination and the necessary follow-up work. We have often asked ourselves this question, "If the health of our student body is at such a low status, what would it be of the students in our arts and science colleges all over the country"? Is anybody concerned with the present condition of their health?

The schools and colleges of to-day have a great responsibility in this matter. First, because the amount of good they can do to start our young men and women on the road to better health and maintain it is immense. If the administration is interested in the welfare of the students, it is not too difficult to assess the health status of every student and also carry on an effective health service programme to reach every individual in need of it. Second, the parents of to-day are incapable of giving the thought or the care which every child needs to enable him to grow into strong, healthy, virile, young men and women. They have not the experience, the knowledge, or the education to undertake this responsibility.

(Continued on page 117)

OUR CHIEF GOAL IN EDUCATION?

A healthy school child should be the school's goal. The really healthy normal school child possesses an indispensable, invaluable capital which manifests itself in an abundance of life. Life for the healthy child and those around him is joy and happiness. Such a child's wealth in health manifests itself in clear skin with good colour, teeth sound and clean, eyes bright and keen, a well set up, well functioning, steadily and properly growing body that can meet the day's demands upon its energy, its muscles, and its organs, a mind desirous and able to learn, a cheerful and joyous disposition.

From the rising hour till the bed time, the healthy child lives, acts, and learns in an atmosphere of joy of living, of joy in work and recreation, of joy in successful fulfillment of tasks. Daily he finds new attractions in his little world and with his feeling of well-being he can surmount physical obstacles which are impossible for the less fortunate in health. His body functions so healthfully, that its various workings are scarcely apparent to the child. He maintains the proper standard of height and weight for his age. His food is eaten eagerly with the unhampered, appreciative aptitude of the growing vigorous organism. He eliminates daily from the intestinal tract. When the day is over, the nightly hours of care-free refreshing sleep provides him with ample renewed vigour for the growth and activities of the morrow.

A SOUND HEALTH EDUCATION PROGRAMME

The health of our nation is a challenge to every existing school and college administrator. The Provincial Education Committee has suggested the following health education programme for every school.

"It will be an 'ideal' thing if the children are medically examined at the time of admission and during their stay in schools. A chart of growth and

Good Organization for Physical Education?

By

H. C. BUCK

Here are some facts regarding a programme of physical education in a certain high school. Where the high school is located is not important. What is important is your re-action to the facts to be presented here, and what we can do to approximate such a good programme in our schools.

The facts follow:—

1. The High School is entirely a day school. All pupils come in the morning and return home in the evening. It is a City High School with no hostels.
2. It has a pupil population of 3200, half of whom are boys, the other half girls.
3. Every boy and every girl attends daily one hour of properly organized physical education activities. This means that physical education is as carefully organized and conducted as any other subject to make it possible for 3200 pupils to have proper physical education daily.
4. The school day consists of Eight Periods beginning at 8-30 a.m. and continuing until 5 p.m.
5. The physical education periods coincide with the regular school periods. There are thus Eight Periods for physical education in the school day and pupils are grouped and attend these physical education periods with the same attention to organization, supervision and teaching as is given to other subjects. Physical Education begins when the school day begins and continues throughout the day.
6. The school is well provided with indoor as well as outdoor facilities for physical education, the physical education teachers are all University Graduates with full technical training in physical education, and adequate provision is made for change of clothing into physical activities

(Continued on page 117)

costumes prior to each physical education period and for a bath and change of clothing following each physical education period.

7. Facilities consist of spacious gymnasiums, adequate playing fields, and swimming pools.

8. Full time physical education teachers are provided in the ratio of one physical education teacher for every 200 pupils. There are therefore eight physical education teachers for boys, and eight for girls, a total of 16 teachers who attend only to physical education.

9. Approximately 200 boys and 200 girls, a total of 400, report for physical education each period of the day. They are grouped into 20 to 30 pupils per group per teacher, with eight men physical education teachers handling eight groups of boys, and eight women physical education teachers handling eight groups of girls in each period. It is thus that 3200 pupils are happily and adequately given constructive physical education daily.

10. In addition to the eight periods provided daily for physical education there is a daily optional period after 5 p.m. for coaching and specializing in activities of the pupils' own choosing.

11. The activities consist of major games, minor games, sports, swimming, gymnastics, marching, the defensive arts, dancing, etc.

12. Medical examinations and physical examinations are given to all pupils annually, and more often to those who require them.

13. The findings of the medical and physical examinations are used to help in determining the health education and physical programme.

News and Views on Physical Education and Recreation

By

C. A. ABRAHAM, B.A.

CRICKET

The visit of the Ceylon Team.

The first official visit of an All-Ceylon team materialised towards the end of last December. There were altogether three important matches. The first was played in Madras against Madras; the second was played in Calcutta with an Indian XI; and the third was played at Bombay with another Indian XI. The three matches had three different ends. The visitors won the match with Madras; at Calcutta they drew; and at Bombay they lost. Though there was some criticism at first about the strength of the Ceylon team it was quite evident that the visitors were a very strong combination. They gave a very good account of themselves wherever they played.

In this connection, the President of the Ceylon Cricket Association, Mr. P. Saravanamuthu, made some observations as to how these tours may be arranged in future. It would be a good thing to have India and Ceylon exchange visits alternately. But when the Ceylon team next visits India it would be far better, in his opinion, if the area was confined to one of the three major presidencies. Long travel between matches is tedious and constant travelling becomes a great strain. It is true that almost every touring team that has visited India in the past has remarked about the enormous distances that have to be covered between matches and the need for better planning of the tours to avoid as much of travelling as is possible.

The visitors paid high tribute to Indian cricket and to the lavish hospitality that they received everywhere. They even said that they had learned a great deal from this trip about not only the game itself but of India and her peoples.

It is proposed that early in 1942 an Indian team should visit Ceylon.

The Pentangular.

The Pentangular reverted to the Quadrangular this year as a result of the Hindus refusing to play at this time of political crisis in the country. This action of the Hindu Gymkhana focussed the attention of the public on Communal Sport. Even there was talk of abandoning the great cricket carnival altogether. However, the other Gymkhanas decided to play and the programme was pushed through without the Hindus. The Muslims again won, beating the Rest in the final.

Inter-Varsity Cricket.

After the dispute between the Inter-Varsity Sports Board and the Board of Control for cricket it was decided to amalgamate the two competitions proposed by the two bodies for this year. The final match was played in Bombay on February 1, 2 and 3 between the Bombay and the Benares Universities. Bombay won the match by an innings and 168 runs. R. S. Cooper and H. R. Adhikari, both of Bombay University, scored centuries in this match—124 and 129 respectively.

The question as to which body should conduct the tournament in future will be decided at a later date.

Records

Three interesting cricket records are reported, all from Australia:—

(1) The twenty-one-year-old New South Wales wicket-keeper, Saggars, equalled the world record, catching seven batsmen in a match, at Brisbane. The last occasion when this feat was achieved was also on the same ground when Don Tallon, the

Queensland wicket-keeper, caught seven Victoria batsmen in the 1938-39 season.

(2) Nineteen-year-old Arthur Morris put up a world's record when in his first first-class match he scored a century in each innings. He played for New South Wales against Queensland, and the performance was the more striking as the brilliant young left-hander was called on to open each innings, an ordeal not relished by even experienced players. He made 148 and 111 and showed a thorough knowledge of all the strokes and excellent footwork.

(3) The great Bradman has another record to his credit but one that is the common experience of common folks! But, with Bradman the performance was unique and so it goes as a record in the cricket world. While home on short leave from his military duties he was called on to play, in an effort to raise money for the war effort. He consented. He went in to bat and was out for a duck—bowled first ball!

Ranji Trophy Tournament

The Inter-Provincial Tournament was held without any hitch. It has reached the Semifinal stage in the one half and the final in the other. Madras has reached the final after defeating Mysore, Hyderabad and U.P.

Empire XI for India

There is a possibility that a strong British Empire XI, consisting of cricketers of international fame and drawn from all parts of the Empire, may visit India when the war ends. This tour has been suggested in view of the great demand likely to be made on the Marylebone Cricket Club after the war was over to send teams abroad. So, it is suggested, that if an Empire XI were to go on tour it would meet this demand adequately. The Board of Control for Cricket in India has urged that the proposed tour should start with India, as their tour of this country in 1939 was the first to be cancelled owing to the war.

The Empire XI may consist of the following:—N. W. D. Yardley (Yorkshire),

(Captain), H. T. Bartlett (Sussex), K. Farnes (Essex), R. Smith (Essex), J. W. A. Stephen (Essex), R. P. Nelson (Northants), W. M. F. Bebbington, L. F. Parslow, C. B. Clarke (West Indies), L. N. Constantine (West Indies), G. Headley (West Indies), W. E. Merritt (New Zealand), R. C. M. Kimpton (Australia) and B. Mitchell (South Africa).

HOCKEY

Inter-Varsity Championship

The Inter-Varsity Tournament has reached the semifinal stage. The semifinals and the final will be played at Lucknow on the 20th and 21st of February.

FOOTBALL

The Java Football Association had sent an invitation to the Indian Football Association (Calcutta) to send a football team to tour that country for six weeks, in July. The terms offered by the Java Association were considered very favourable and it was almost decided to accept this invitation. Later, however, it was felt inadvisable to send a team out to Java as the conditions in that part of the world are so unsettled at present.

TENNIS

Miss Alice Marble

Miss Marble, the famous Wimbledon and American Champion has turned professional. She is now touring the U.S.A., giving exhibition games.

All-India Ranking of Players.

The Ranking Committee of the All-India Lawn Tennis Association has made the following ranking of players for the season 1939-40:—

Men:

Women:

- | | |
|----------------------|--------------------|
| 1. Gaus Mahomed | 1. Miss Leila Row |
| 2. Iftikhar Ahmed | 2. Miss Woodbridge |
| 3. Yudhishtira Singh | |
| 4. S. L. R. Sawhney | |

All-India Championships

The All-India Tennis Championships were held in January at Baroda. The following are the winners:—

Men's Singles:—Gaus Mahomed (Runner-up: Iftikhar Ahmed).

Men's Doubles:—Gaus Mahomed and Yudhishter Singh (Runner-up: Iftikhar Ahmed and D. N. Capoor).

Women's Singles:—Miss Leila Row (Runner-up: Miss Woodbridge).

Women's Doubles:—Miss K. Haji and Miss D. Sansoni (Runner-up: Miss Leila Row and Miss M. Dubash).

Inter-Varsity Championship

The Inter-University Tennis tournament came to a close at Lucknow on January 25th. The Patna University won the final by defeating the Lucknow University by three matches to two. K. Sen of Patna University was the most outstanding player of the tournament.

Behaviour of Leading Players

Some of the leading players of India—Gaus Mahomed, Y. Singh, Iftikhar Ahmed, Y. R. Savoor and others, had entered for the Bihar Tennis Championship. The players went to Patna with the intention of playing but they changed their minds and, in the end, left the place. The reason for this was said to be some difference of opinion with the committee in charge of the tournament. The Bihar Lawn Tennis Council immediately took up the matter and, finally, it was referred to the All-India Association. As a result, some of the players have been suspended from taking part in any of the tournaments conducted with the sanction of the All-India Lawn Tennis Association and the case of the others is still under consideration.

This raises some important issues. That there is corruption in the ranks of players has been very well-known. Though nominally amateurs, many of the players derive material benefits from their prowess in the game. The organizers of tournaments with the hope of drawing a good "gate" try everything in their power to

attract leading players to take part in their tournaments and thus indirectly encourage many malpractices. Unless the game is cleaned of all shady practices, both by tournament committees and the great players, this state of affairs is bound to continue. The players resort to a kind of "trade union" strike and the organizers of tournaments hope to put sense to these men by resort to victimisation. No one seems to face the facts nor decide to do the right thing. Public opinion is the only weapon that will cut out these malignant ulcers for ever.

LETTER FROM GREECE

The following letter from the Hellenic Amateur Athletic Association, Athens, signed by President, M. Rinopoulos, and A. Niwolaidis, General Secretary, has been received by the Indian Olympic Association and circulated to the members:

The cradle of the Olympic spirit, the home of the Olympic flame, the country of athletes and physical culture has just been subjected to an invasion, as unexpected as it is unjust, and this in the course of the Olympic Year.

Forgetting the love which the Greeks bear to liberty, justice and the moral qualities, they have attempted to efface in three hours the history of thirty centuries: they have scorned right, outraged truth and trampled upon the immortal laws of human liberty.

Her sons, abandoning Olympics, consecrated themselves, as in the past in Marathon, at Thermopylae, at Plataias and at Salamine, to supreme combat, ready to prove that even after two thousand years, Leonidas and the Three Hundred still live and know how to die for Liberty and Civilisation. Comrades of Athletic Federations, Athletes and Sportmen of the civilised world! listen to the voice of Aeschylus and remember the country which has given you Civilisation, Liberty and Beauty.

May the flame of the sacred Altar of Olympic which has up to the present shown the light to a hundred generations reach your spirit at this critical hour and

lift the conscience of all the free men on earth against this barbaric attack.

COMMUNAL SPORT

Reference has been made to the Bombay Pentangular Cricket Festival and the decision of the Hindu Gymkhana to withdraw from participation on account of the political situation in the country. In this connection, advice was sought from Mahatma Gandhi as to whether the Hindus should participate in the Festival or not. The Mahatma made some pronouncements on Communal Sport, and on the advisability of engaging in games and sports during times of political stress. The following are extracts from his statement:—

"I would discountenance such amusements at a time when the whole of the thinking world should be in mourning over a war that is threatening the stable life of Europe and its civilisation and which bids to overwhelm Asia. I would rather that all those who are blessed with intelligence and opportunity, devote themselves to devising means of stopping what appears to me to be senseless slaughter. It is like an ill wind which blows nobody any good and, holding this view, I naturally welcome the movement for stopping the forthcoming match.

"Incidentally, I would like the public of Bombay to revise their sporting code and to erase from it communal matches. I can understand matches between colleges and institutions but have never understood the reason for having Hindu, Parsi, Muslim and other communal elevens. I would have thought that such unsportsmanlike divisions would be considered taboos in sporting language and sporting manners. Can we not have some field of life which would be untouched by the communal spirit? I should like, therefore, those who have anything to do with this movement to stop the match, to broaden the issue and take the opportunity of considering it from the highest standpoint and decide once for all upon banishing these sports from our life while the 'blood bath' is going on.

"I say this in fear and trembling and

with apologies to Mr. Bernard Shaw and others who think that a nation's amusements must not be interrupted even while its flower of manhood is being done to death and is engaged in doing others to death and in destroying the noblest monuments of human effort."

These words of Gandhiji should be given the attention they deserve. There are several issues involved. Is it right to stop "amusements" in times of war? Is it in the best interest of sport to have communal competitions? There other lesser issues also are involved. If communal games tend to divide the population of a country will not international competitions also do the same thing and tend to divide the nations rather than create a feeling of oneness among men and women of different nations? One thing is quite clear. In India, where the communal problem seems to be so acute, it is not wise to encourage sport on communal lines. It divides and makes the existing gaps even wider. So, let us do away with this thing which has proved itself to be a curse. Actually, this disease is spreading to all parts of India and to all games. Everywhere one hears of Triangular, Quadrangular and Pentangular tournaments being arranged. In Calcutta, even football is being organized on a communal basis. To organise competitions on communal lines is fairly simple. Group loyalty is easily developed and it is a short cut to getting the support of the public. But, this loyalty often leads to unsporting behaviour of both players and members of the public and bitterness between community and community is the result.

Though one hesitates to differ from the Mahatma, his description of sport as amusement is not quite fair. Organized games and sports of all kinds are not mere amusement. They are vitally important to the life of the nation and they should not be brushed off as silly amusements that should not really amuse the intelligent section of the public. Games and sports and habits of regular exercise are as important to the nation as its other necessities like food. No one would suggest that we

should not bother about the nation's food problem, for instance. And, this is always important whether there is a war or not. Perhaps more so when there is a war. Perhaps, what Gandhiji is referring to is not to games and sports in general but to the kind of tournaments like the Bombay Pentangular which are more in the nature of carnivals and festivals and are often called as such. In England and other countries that are at war all the major competitions are suspended for the duration of the war but the ordinary games and the less important competitions are not only allowed but actively encouraged by the State.

NATION-BUILDING

The following editorial of the *Hindu*, dated 3rd February 1941, under the caption "Moulding the Nation," should be of general interest.

The importance of physical education is now widely recognised in India but we have yet to fall in line with other countries in the laying down and enforcing of standards. We drew the attention of our readers the other day to an American attempt to arrive at the Physical Fitness Index of every citizen similar to the Intelligence Quotient. Now comes news from another continent. The first National Fitness Summer Camp has just been held at Adelaide. Nearly a hundred teachers, mostly from public schools in the State of South Australia, attended the Camp which was opened by the Minister of Education (who is also Chairman of the State Fitness Council). The State organizer of the National Fitness campaign explained that the purpose of the Summer School was to equip teachers to impart better physical education to the youth of the State. Lectures were given by experts employed by the Government and the University of Adelaide. A feature of the Camp was the special luncheon menus, which were planned by the Chief Inspector of Catering for the Army and which brought out the value of nutrition in the promotion of physical fitness. This Summer School, which is being followed up this week by a Conference of

National Fitness organizers from the different States of the Commonwealth, has many lessons for us in India. We cannot afford, as America does, to establish many special schools for imparting physical education or to endow chairs at the Universities. But we can take a leaf out of Australia's book and organise Summer Schools which are not only cheaper but also actually more stimulating than any dry-as-dust academic course can be. A holiday camp promotes brotherhood and physical fitness and is a good foundation for the citizen army. And, in this connection, one notes that the Australian Army is fully co-operating with the educational authorities in advancing the cause of physical education. And one wishes that similar collaboration were forthcoming in equal measure between our educational and military departments. The youths of today are the citizens of tomorrow and any help which is rendered to our teachers who mould our students is service rendered to the nation.

While endorsing wholeheartedly with the plea for greater emphasis in physical education one wonders if a few Summer Schools can achieve much in the way of promoting national fitness. Actually, though not widely known, there are a number of Summer Schools in various parts of the country which impart the rudiments of physical education to teachers from the elementary schools and others. Some of these have been in existence for a number of years and have rendered great service to the community. But this alone, without the backing of the public, the educational authorities and the Government of the country, can achieve but little. It may be that some of these Summer Schools now in existence should be improved and new ones added. But unless the nation as a whole takes up the matter little can be done. Even the need for such schools has not been realised by the nation. In some of the war-ridden countries the need for national physical fitness has been realised. It is unfortunate if only such a calamity as war can wake the nation to a sense of the need for imparting physical education to the

whole population. Perhaps, more so than in times of war, the need for national physical fitness even in peaceful times has yet to be realised. Educational authorities have yet to learn that physical education is education, in the widest sense of the term. Until the day that such a belief becomes general among the authorities who are responsible

for the nation's health and physical welfare will it be possible for a comprehensive scheme to be worked out with any chance of success. Summer Schools and such like are valuable and necessary but their usefulness is very limited and it is idle to expect to build through them a vast population into an A1 nation physically.

HEALTH EDUCATION IN SCHOOLS—THE CHALLENGE OF EDUCATION TO-DAY

(Continued from page 110)

weight of pupils in each school if maintained, will be helpful in promoting physical efficiency. Defective vision, dental defects, tonsils, adenoids, and diseases due to malnutrition should be brought to the notice of parents. Arrangements should be made for treatment and follow-up work and the establishment of school clinics. Health

habits should receive greater attention."

A programme of health education as outlined above should cease to be an "ideal." The low health status of the growing generation and the urgency of the problem demand that it becomes a reality soon. Health education in schools and colleges is the challenge of the hour.

GOOD ORGANISATION FOR PHYSICAL EDUCATION

(Continued from page 111)

14. There is good follow up work on the medical and physical examinations, and remedial and corrective work for those who require it.

15. The work of health education and physical education is very closely co-ordinated under one administrative unit. The chief physical education teacher is the co-ordinating agent for the two programmes.

If such a well organized constructive programme of physical education and health education is possible in a school having such a large number, 3200 pupils, surely we can do as well in our much smaller schools. Certainly our pupils are deserving of the best that we can possibly give them in these two subjects. Are we doing the best we can for them?

History of the Development of Swimming

By

J. W. McVICAR

Director of Physical activities, Central Y.M.C.A. Toronto, Canada.

(Digested by C. C. Abraham from an article in the Research Quarterly)

EGYPT

Swimming and bathing may be traced in the literature and art of ancient civilisations. Accounts of the aquatic art date back to some 4000 years to Egypt. There it is recorded that swimming instructors were known upon the banks of the Nile who gave lessons in swimming. The nature of these instructions is unknown and it is difficult to say whether swimming had been in vogue prior to these dates.

GREECE

Greece, was ideally situated to give full recognition to the importance of bathing and swimming. Baths were built in Grecian cities as early as 1700-1400 B.C. From vase paintings we learn that shower baths are of ancient origin. Public baths became of importance later. Hot baths were in vogue, but Hesoid and Homer considered warm water effeminate. Singing in the bath was considered the act of a boor.

Every Greek boy, by law, had to know his letter and how to swim. The proverb for a dunce was "He knows neither his letters nor how to swim". Plato adds that the girls were also proficient in the water. Showers, basins, and tanks were provided for athletes and a daily plunge in the river Eurotas was a habit with Spartan boys in training. There were also various gymnastic games, which young people played in water together, but of their nature nothing is known.

ROME

The Romans realised the importance of swimming as early as 300 B.C. The Roman

youth was trained to bear arms and was made to include bathing and swimming in the river Tiber among its training. Swimming competitions formed part of the festivals and pageants. Cassius was a renowned swimmer. So was also Caesar.

The Roman baths were originally constructed for the lower classes. But as they developed the better orders became their patrons and in time emperors as well as the rabble enjoyed the same luxury. The public baths became gems of architectural beauty and technique. They were richly furnished of marble and bronze gilt.

The baths had spacious dressing rooms called apodyterium. The bather was anointed with oil in the unctuarium. For those desiring exercises a court room was provided. After this and continued to the caldarium which would correspond to a Turkish bath. Here the accumulation of oil and perspiration was scraped from the body. Hence to an ornamental chamber where one could sit and perspire beside a brazier containing burning charcoal. Then to the frigidarium (cold bath) where cold showers were provided.

The bath to the Roman was primarily a training process for soldiers. Later the bath was nothing but a matter for pleasure and even sensuality.

ENGLAND

The art of swimming was no doubt familiar to the inhabitants of England at all times. One of the requisites of a complete gentleman in the Middle Ages was swimming. It is recorded that boys in the county learned to swim with bundles of bullrushes and corks. Swimming was a national past time for ages. A description

of swimming exists in England's oldest written language. It describes a swimming match between Beowulf and Breca. The contestants swam for five days in a raging flood. In the course of the race, they encountered sea serpents and other hideous animals which they slew. Unfortunately then stop-watches were not on hand, so the record remains unofficial.

Lord Byron, who crossed the Hellespont in one hour and ten minutes describes his achievement in the following lines:—

"How many times have I
Cloven with an arm still lustier,
breast more daring
The wave all roughen's with a swim-
ming stroke
Flinging the billows back from my
drenched hair
And laughing from my lip the auda-
cious brine
Which kissed it, like a wine cup,
rising over
The waves as they arose, and prouder
still
The loftier they uplifted me."

THE ORIGIN OF THE STROKES

Swimming is as old as animal life itself. Almost all quadrupeds can swim the first time they are immersed. They have no new action to learn. Monkeys and man however do not possess an innate ability to swim. The art must be acquired by mastering new movements and a horizontal position. Swimming is very largely a process of learning.

Children left to themselves and eager to swim adopt a method similar to the quadrupeds, namely the dog paddle. It is probable that dog fashion was the first swimming stroke.

From dog fashion, swimming proceeded to the breast stroke in honour of the aquatic star, Mr. Frog. Until 1800 the breast stroke was considered the fastest stroke. So popular was the stroke that in 1865, a machine was invented in London upon which a person could spread himself the breast swimming position.

(Continued on page 124)

The side stroke came into prominence as a racing stroke about 1800. To quote from "A treatise on the utility of swimming" written in 1886 by a London swimming teacher—"until within the last few years it was generally supposed that Breast or Billey swimming was the swiftest process, but this opinion has proved falacious. The side stroke is now universally acknowledged as the superior method and young swimmers would do well to practice it accordingly."

The next stroke to appear was the "English Over arm." This is a true side stroke with the exception that the upper arm at the completion of the "pull" is returned to its original position by an over arm motion which raises the arm out of the water. This stroke was introduced by Lancashire swimmers and was known as the Northern kick.

Then in 1873, John Trudgeon introduced the stroke which bears his name. The speed derived from the Trudgeon stroke gave it pre-eminence over the breast and side strokes. The founder of the Trudgeon swam with his head out of water, but successors found it less laborious when the head was submerged. By 1900, the trudgeon was the racing stroke and even after the innovation of the "crawl" retained its popularity for many years.

The crawl stroke is a further evolution in swimming. It is a first cousin to trudgeon. South sea islanders are generally credited as the originators of the method. It was introduced into Australia about 1900 by a native of the Solomons. Previous to 1902 the crawl was not generally known in England but later the crawl was popularly adopted as a favourite racing stroke. "Dick" Cavil was the first swimmer to cover the one hundred yards in less than a minute. C. M. Daniels, noted American swimmer, studied the crawl in England and introduced it into the United States. He became the World's Amateur Champion, lowering all former records with the new stroke.

THE OLYMPIC COMPETITIONS

The world was slow to recognise the importance of swimming. Many forms of

News and Notes

By

A. K. SINGH, B.A.

The College has reopened after the long looked for Christmas vacation, which has refuelled the staff and students for the heavy work of the last term. As usual we are now amidst a Sports Meet season in full bloom, and everyone is busy with the Olympics and a host of other activities.

The majority of the students went home for the vacation, and enjoyed home-life after quite a long period of hostel life. Amongst those who stayed in the College for Christmas, there were not many who as in previous years, went on short tours of South India. But they had a jolly time visiting places in the city, and going out for excursions.

Before we forget, in the rush of these last months, we should record some of the events of last term.

There was, as usual, a thorough overhauling of the students, following the medical examinations. Minor operations, dental work and removal of tonsils and adenoids have been popular recreations. The women students have been haunting the hospitals, and Mrs. Buck will have an excess petrol bill, due to frequent trips to the Ear, Nose and Throat Clinic.

In spite of unusually heavy rains, we managed to finish the Inter-school matches in foot-ball and hockey, on our grounds. The Open Amateur Boxing Tournament was a success, although we had to face the vagaries of the weather, and the black-out regulations. The Intramural programme has also made headway, and keen struggles for the championship are expected.

All of the Old Boys will be sorry to know that Mr. Mia lost his mother last month. We all join in conveying our heartfelt sympathy to him and to Mrs. Mia in their bereavement.

We were proud and happy early in January to welcome members of the "Central Advisory Board on Education," to the College. Their lengthy visit and appreciative

attitude was very encouraging. The Directors of Public Instructions and Vice-Chancellors from several provinces were in the group that visited us, and after watching the various activities and inspecting the buildings, they had tea with the staff.

The most significant event of last term, and one for which we had all been waiting for years, was "C.C.'s" wedding. The one whom we had looked upon as our most chronic bachelor has broken away from the bondage of solitary life, and will now enjoy congenial fellowship. We at the College very warmly welcome Mrs. Abraham amongst us, and eagerly look forward to the happy day when her hospital duties will permit us to give her a proper reception. We are sure that the Abrahams will be a great asset to each other, because of their common interest in the health of humanity, and their team work in the common cause will be of great benefit to the College. Our sincere wishes to the couple for a long, happy and useful married life.

"C. C." wishes me to say that it was not possible to invite all the old boys but he sincerely thanks all those who sent him and Mrs. "C. C." their good wishes.

A party of seventeen students accompanied Mr. A. K. Singh attended the Provincial Physical Education Conference on November 15th and 16th at the Annamalai University at Chidambaram. The papers and the discussions must have been enlightening to our students, in securing an insight into the problems and opportunities facing the Physical Education Teachers of this Presidency.

The Staff of the College most warmly thanks all of the students, past and present for their Christmas and New Year greeting cards. They would ask all who write or send messages to include their correct address, so they may keep in touch with them.

OLD BOYS' NEWS

We have been glad to receive news from several Old Boys, and hope that many more will write us before the next issue of Vyayam goes to press.

The marriage of Mr. C. C. Abraham with Miss (Dr.) S. Oommen occurred on December 23rd, at Madras. Again we wish them every happiness.

V. D. Pitchai Pillai (1936-37)—married Miss Esther Selvamoney at Tranquebar on 6th January, 1941. He has been appointed Junior Deputy Inspector of Schools at Ponneri. We wish the couple every good luck and a long and happy married life.

B. L. Gupta, B.A. (1938-39)—has been reappointed at Hailey College of Commerce at Lahore. He also wrote us news of Abul Hassan Siddiqui, Chuni Lal and Ghulam Rasul of the same class. All are progressing happily with their jobs.

Josinath Owen, B.A. (1933-34)—has taken up work as a Physical Instructor at Hindu School, Tinnevely, after several years in a bank.

Mohammad Abdullah (1936-37)—wrote from Islamia High School, Ludhiana about his heavy programme of Physical Education activities. We are glad to hear of his hard work, and hope that he will soon have more facilities so that he may do even better work.

R. S. Gangana (1939-40)—is working as Playground Instructor at the Robinson Park Corporation Playground, Madras.

George Yesudian, B.A. (1939-40)—has made another shift. Now he is at Christian College High School, Madras.

Mohammad Akram, B.A. (1935-36)—visited South India with a party of 15 students from Aitchison College, Lahore, and stayed in Madras for a few days. We were happy to have him here again, and hope that he will make this a yearly visit.

B. K. Battacharji (1939-40) has been appointed at Dhanbad. He has many facilities with which to work, and we believe

that he will be a great asset to that school and will develop a good programme there.

K. S. Madhavan, B.A. (1938-39)—will leave shortly for Calcutta to undergo training at the Bratachari camp under Mr. G. S. Dutta.

K. T. Jeyasingham (1939-40)—writes to us from Jaffna, Ceylon that he is expecting to get a job as a Public Playground Instructor. We wish him the best of luck.

V. Ramanadhan (1939-40)—is working in V. R. College High School, Nellore. He brought the Rising Star Club Football team to compete in the M.U.C. tournament here. He gave us information regarding the following Old Boys.

Sundaraja Rao, M.A., L.T. (1939-40)—is employed in V. R. College, Nellore.

Kanakam Babu (1939-40)—is working in the Lutheran Mission High School, Renigunta.

S. Appa Rao (1939-40) is working in the Board High School, Ramachandrapuram.

Arthur Raju (1939-40)—is working in the Board High School, Morttor, West Godavari.

U. Benjamin (1939-40)—writes to us from Nayudupet where he has been appointed in St. Peter's Middle School, that he is trying his best to develop a good programme and he has good support from the Headmaster and the staff. We wish him all success.

We met many Old Boys at the Physical Education Conference at Annamalai University, Chidambaram. They came from all parts of the Presidency, and our reunion was a happy one.

Old Boys Day will be held in April, probably during the first week. All Old Boys from far and near are urged to be present.

Old Boys Association is in a precarious condition, due to lack of paid up memberships. We most earnestly request every Old Boy to renew his membership, and thus to assist the Association in its worthy activities.

Menus" is very useful specially to a housewife because it is that part of her duty upon which the welfare and happiness of her family is most directly dependant. The planning attractive meals is the crux of the problem of getting people take the food which is good for them and at the same time to enjoy it. This chapter gives suggestions and general rules which should be kept in mind in planning meals so as to assure both attractive food combinations and a diet adequate to meet the needs. The menus given in the book are a few examples of how these meal planning principles might be applied in practice. The chapter on "Food Economics and Influences of Cooking" is obviously of vital concern to persons of small incomes to know

how to meet their nutritional needs at as low a cost as possible. The chapter on "Food Fads and Fancies" is written mainly in the hope of helping some of the people to a better balanced judgment as to food theories and of reassuring some persons from misapprehensions about food. In short this book gives one the idea that the body should be thought of not as a machine but as a complex interacting living organism whose satisfactory co-operation in the task of maintaining good nutrition is of equal importance to health as is a food supply adequate to meet body needs.

In conclusion it must be said that the book is a very good source of information as regards nutrition and physical fitness and is rich in illustrations.



HISTORY OF THE DEVELOPMENT OF SWIMMING

(Continued from page 119)

athletics had grown old before swimming was placed on the International sports calendar. The ancient olympics included foot races, boxing, wrestling, horse races and chariot races. Swimming competitions in the Modern Olympics was started in 1906 at Athens. Four swimming events for men were included. These were the 100 meters, 400 meters, 1600 meters, and 1000 meter team race. In 1912 water polo, and the 400 meter breast-stroke were added. Women were admitted as competitors. The women's events were 100 meters, high diving, and 400 meter team

race. Minor changes and additions have been made since 1912.

From 1910 to 1928 United States won the laurels in olympic swimming competitions. Their margin of winning grew less and less with the advent of the Japanese swimmer. Last year the United States were defeated by Japan by 86-33. The Japanese have provided much food for thought on the matter of training and diet. They did not introduce a new stroke, but their success was due to more conscientious and enthusiastic training and discipline.