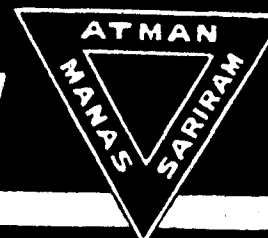


VYAYAM

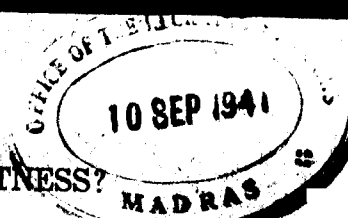
A Quarterly Journal of Physical Education,

and Health



Education

21178
AUGUST, 1941



WHAT TYPE OF PHYSICAL FITNESS?

"The type of physical fitness that we need is a complex compound of physical and spiritual elements. For man refuses to be divided into separate compartments. Muscles, organs, nervous system and mind constitute a functional wholeness. They are not isolated units. The strength, skill, speed, and endurance of the body depend on the character as well as on the quantity and quality of the blood circulating through the muscles.

"There has perhaps never been a moment so opportune for human progress. Western civilization is confronted with a truly gigantic task. At this dawn of a momentous age, would it not be wise to start on a new enterprise and to develop in this country men of greater physical and spiritual value than have lived at any other time in the history of the world?" *Alexis Carrel, M.D., in an address before the New York State Health and Physical Education Convention.*

THE
VYAYAM
ISSUED FEBRUARY, MAY, AUGUST AND NOVEMBER

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Management :

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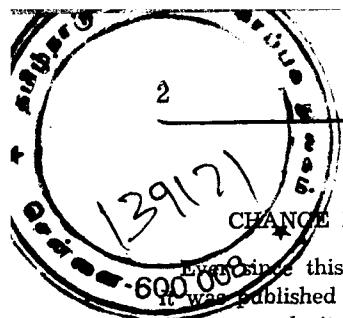
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Contributions and articles on subject pertaining to Physical Educa-
tion, Health or Recreation are requested by the Editor.

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Editorials

CHANCE IN MANAGEMENT

Ever since this *Journal* came into being it was published jointly by the Y.M.C.A. College and its Old Boys' Association. Though the Old Boys' Association of the College raised the money to start the magazine, the actual running of it was almost entirely done by the College. We may now well claim that the journal has become thoroughly established. In fact, it is the only magazine of its kind in India which has undertaken the tremendous job of educating public opinion in the country in matters relating to Physical Education. To a large measure this object is being attained. It has become, in the course of the last twelve years of its existence, the only medium for imparting up-to-date information to physical educators throughout India. It has not stooped to mere popular appeal by devoting all its attention to popular sports, or the encouragement of the so-called "Physical Culture" ideas. The higher aims and objects were scrupulously observed and this was possible because the Y.M.C.A. College of Physical Education, which is the pioneer institution in India, took upon itself the task of editing this magazine. But, the College has been finding it increasingly difficult to devote as much time and attention to *Vyayam* as it deserved. The Principal, Mr. H. C. Buck, who served as Editor all these years, felt that it was time that the Old Boys of the College relieved him and his staff from the responsibilities of publishing the *Vyayam*. The Old Boys' Association, realising that it was not fair to burden the College with this additional work accepted the responsibility. This was not done in a light manner, as the Old Boys realise quite well that publishing a journal like the *Vyayam* is not an easy matter. To maintain the high standard it has hitherto kept up and, at the same time, to find the money for printing and paper is not easy in these days, when the price of everything is all the time going up. On the other hand, the College and the

Staff have very kindly offered us the fullest co-operation and help and are quite determined to put the Old Boys on their feet, as it were, and to ensure that the high quality and the professional dignity that were so characteristic of *Vyayam* will be fully maintained. It is appropriate that *Vyayam* should fully acknowledge the great debt to the College and to Mr. Buck in particular. His untiring energy and enthusiasm have overcome many difficulties in the past. One often wondered how he found the time to do the many things he did for *Vyayam*. But, he is one of those who thrive on work and he has never complained. We wish to offer to him our heartfelt thanks. It is not as if he is bidding us goodbye. He will ever be in the background watching the steps of his Old Boys to see if they falter and come to their aid in case of need. Thus we wish to assure our numerous readers that though the College has given up its official connection with the *Vyayam*, the same interest and help that it gave to *Vyayam* in the past will be continued in the future also. There will be no change in the policy of the journal and, we hope, no setbacks. Everything in effect will continue as before. And, we trust, the help and patronage of our many friends and subscribers will also continue as hitherto. From this issue onwards the Old Boys will be responsible for the running of the *Vyayam*.

PHYSICAL EDUCATION IN
SECONDARY SCHOOLS

It is more than a year now since the Government of Madras made some important decisions in respect of physical education in the Secondary Schools. There has been a growing realisation of the importance of physical education even in the scheme of general education. That physical education is an integral part of education and that, therefore, some method of assessing the attainment of pupils in physical education should be devised is recognised by all educationists. The proposal was that physical education,

like any other subject taught in the school, should be made an examination subject. This proposal was dropped later in favour of some remarks and statements regarding the performances of pupils in certain tests that were to be made in the School Leaving Certificates of all pupils. The actual working out of this new proposal was not so easy, however. There were a number of practical difficulties in the way. It was still possible for the unscrupulous to put in vague remarks and statistics which were not based on tests properly conducted. On the other hand, those who were conscientious and those who wished to follow the instructions both in letter and spirit found it difficult. In his article on "Keeping Records of Physical Education," published in this issue, Mr. H. C. Buck discusses the various aspects of the problem and gives practical suggestions to help the headmasters and others who are responsible for the working of the new proposal. There is bound to be difficulties in the beginning when new things are attempted. But the conviction that the scheme is worth some trouble and the will to succeed will overcome most of these difficulties. The records if carefully kept and tabulated would be a mine of information later to those who are engaged in physical education work. A comprehensive chart showing the physical measurements of the average boy and girl in the Province, the standard of performance of boys and girls in the various tests that are prescribed and the experience gained in working out these tests will be of immense value to the country. At present, we have to go on scanty and insufficient data and it is not possible to compile anything like standard attainments. Therefore, we hope that physical education teachers and others who have to work out these proposals would do the right thing by keeping careful records based on actual performances and observation.

In another article, Dr. G. F. Andrews, Senior Physical Director, Government of Madras, discusses in a general way the various problems that confront the educational institutions. His remarks on com-

pulsion that has to be enforced in order to promote physical education in schools is worth noting. Most people are averse to using compulsion of any sort as a means of imparting education. Loose talk about freedom and liberty has made people feel that compulsion in any manner or form is taboo. But, as Dr. Andrews points out, "Compulsion of one kind or other is basic to life itself, and no life process is complete without it." He goes on to give many valuable suggestions, as a result of his vast experience, for making physical education classes really useful and worthwhile. We hope, however, that people will not be frightened by the immensity of the task and say with a shrug that the whole thing is impossible. As Dr. Andrews puts it, "Physical education is a handmaid to general education; but physical education cannot be of any service if it is to be relegated to the background." Once we get properly convinced of its importance, physical education will come into its own.

REFRESHER COURSE FOR PHYSICAL
EDUCATION TEACHERS

It is often said that the Madras Province is ahead of most other Provinces in the matter of promoting physical education in educational institutions. Once again, Madras has gone ahead. It has been decided that all physical education teachers in the Secondary and Training Schools of the Presidency should undergo a short Refresher Course of two weeks. The attendance at this Course is compulsory. In order to enable all the physical training instructors to attend this Course it will be organized in different centres, fifteen in number, and at different times during the course of the academic year 1941-42. Also, financial assistance has been provided for those who attend. The Adviser to the Government of Madras on Physical Education gives details of this scheme in a contribution published elsewhere in this issue. The need for Refresher Courses for men of all professions is widely recognized. In a changing world ideas and methods keep changing constantly; at times, even the

principles and philosophy may undergo radical changes. Therefore, it is essential that those engaged in a profession, where technical knowledge is important, should keep abreast of the latest developments. This is possible only if Refresher Courses are organized to equip the professional man with up-to-date knowledge. Therefore, the step that the Government of Madras has taken is to be highly commended and, we hope that every physical education teacher will avail himself of this opportunity. The results of this scheme can be far-reaching both for the teachers and for the pupils. We wonder, however, if this scheme is to be only a temporary attempt or one that will be carried on regularly every year. It seems to us that instead of trying to reach every physical education teacher in the Presidency in the course of a single year by conducting such courses in as many as fifteen centres, perhaps, it would be better to confine them to a few centres every year and to require that every teacher should undergo this course periodically—say, every five years. This would not only lessen the strain on those who are in charge of running the courses but also ensure that every teacher will get refreshed several times during the course of his professional career. Again, it may be possible to make use of some of the Summer Schools of Physical Education that are conducted in various parts of the Province, and even outside the Province, during the long vacation when it would be easier for the teachers to attend such Refresher Course than during term time. However, the first step has already been taken and we congratulate the Government of Madras for taking the lead in the matter. We shall watch with interest the results of this venture. In the meantime, we extend our good wishes to those who are responsible for running the Course and we hope that their labours will be amply rewarded.

THE LATE MR. G. S. DUTT

Mr. G. S. Dutt, I.C.S. (Retired), the Founder-President of the All-India Bratachrai Society, passed away on June

25th at 6-10 a.m., at Ballygunge, Bengal. In the death of Mr. Dutt, India has lost a remarkable leader who by his genius and zeal started the Bratachhari Society and later toured the country to popularise the Movement. He joined the Indian Civil Service in 1905 and retired last year. The Bratachhari Movement grew out of a movement started by Mr. Dutt in November 1929, for the conservation and practice of the folk songs and folk dances of Bengal. He carried out researches in various districts to discover and to study the ancient and almost forgotten folk songs and dances of the villages. Early in 1932 Mr. Dutt founded the Rural Heritage Preservation Society of Bengal for carrying out these activities in a systematic manner. In addition to the practice of folk songs and dances other activities and objectives were introduced—village up-lift, emancipation of women, performance of manual labour, etc. The Bratachhari Movement incorporating these aims was founded on February 7, 1932, at the First All-Bengal Folk Dance Training Camp held at Suri in co-operation with the Physical Director of Bengal. For over a year the movement was propagated under the name of the Indian Folk Dance and Folk Song Movement. Mr. Dutt founded an Indian Folk Dance Society at Delhi. Under the auspices of this Society several Bratachhari parties from Bengal gave demonstrations at Delhi in April 1933. As a result of these visits of the Bratachhari parties an All-India Folk Dance and Song Society was formed with Mr. Dutt as President for popularising the movement throughout India. The Movement took on its present form and character in 1934 and became known as the All-India Bratachhari Society. Mr. Dutt personally went to many parts of the country with his group of disciples giving lectures and demonstrations. It may also be mentioned that two Bratachhari Societies were formed in London during his visit there in 1935.

Those who came into contact with Mr. Dutt were fascinated by his enthusiasm and the popularity of the Movement was, to a large extent, due to his

own personality. In his convictions and almost fanatical zeal he resembled some of the Old Testament Prophets; his sincerity and self-sacrifice were a source of constant inspiration; and his contribution to the cause of physical education in India was indeed great. Folk songs and Folk dances form part of a well planned physical education programme. His researches have brought to light the immense possibilities of revitalising the rural population with rhythmic dances to the accompaniment of music and songs which are simple and familiar to even the illiterate country folk. Though it would

be a mistake to accept the Bratachhari Movement as a substitute for Physical Education, undoubtedly there is much in it to benefit a comprehensive programme of physical education. We hope that the life and example of the late Mr. Dutt will inspire physical education teachers everywhere to explore the possibilities of discovering and incorporating into their programmes folk dances and folk songs. We also hope that the Bratachhari Movement which has pioneered in this field will grow from strength to strength although its great founder and leader is no more.

Keeping Records of Physical Education and entering Remarks in the S.S.L.C. and T.S.L.C.

By

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

Adviser to the Government of Madras on Physical Education.

In Madras Presidency for some years there has been an awareness that some method should be devised which might cause all parties concerned to give to physical education the same status as is given to intellectual education. Of course, when physical education is properly viewed and correctly interpreted it is readily seen that its values are so great and so numerous that no argument is necessary for giving it its rightful place in educational institutions and elsewhere. But unfortunately, there does exist an undue worship of scholastic attainments to the detriment of the basic aspects of life, and physical education which has a happy combination of educational and physical values is pushed off into the background. However, some do appreciate its values and so an attempt was made to put physical education on the list of examination subjects in schools and training schools.

Some of us are still of the opinion that physical education should have been made an examination subject. This was not done, but a very progressive step was taken by Government in requiring

that careful records should be kept of Attendance, of Physical Measurements, of Tests of Fundamental Skills, of Play Habits, of Health Habits, of Sportsmanship Habits, of Ability in Organized Games of Gymnastic Ability, and of Ability to Teach and Referee Games.

The Government Order on this reads as follows:—

“The Government approve the proposals of the Director of Public Instruction for the inclusion of records of physical education and physical fitness of pupils in Secondary Schools in their Secondary School Leaving Certificates and of students under training in training schools in their Training School Leaving Certificates.

The Proceedings of the Director of Public Instruction reads thus:—

“The officers are informed that these proposals will be given effect in Form IV in 1940-41, and will be extended thereafter to Forms V and VI in 1941-42 and 1942-43 respectively. It will be intro-

duced in the Junior class of training schools also in 1940-41 and will thereafter be extended to the senior class in 1941-42.

Attendance at physical education classes will be compulsory, and the minimum attendance that will be required of each pupil will be 75 per cent. of the total number of physical education classes for the whole year. The District Educational Officers and Inspectresses will fix the number of Physical Education classes for each school after taking into consideration the playground facilities, the size of the school, the climate of the locality, etc. The

rules regarding the attendance prescribed in sub paras of the subsidiary Rule 13 of the S.S.L.C. Notification and Examination rules will be made applicable to Physical Education classes also, exemption being granted by the District Educational Officers and the Inspectresses only in respect of those pupils who have any kind of physical disability as certified by a registered medical practitioner.

Additional printed sheets as given below will be added to the S.S.L.C. and T.S.L.C. forms to provide for detailed remarks regarding physical education. Revised forms of certificates will be supplied in due course.

S. S. L. C. RECORD OF PHYSICAL EDUCATION AND PHYSICAL FITNESS.*

	Form	Form	Form
1. Attendance at Physical Education Classes.			
(a) No. of physical education classes in the school year	..	..	..
(b) No. of attendances	..	..	..
(c) Percentage of attendances.....	..	..	..
2. Pupil's Attitude and Interest in Physical Education Activities.			
(a) Play Habits	..	..	..
(b) Health Habits.	..	..	..
(c) Sportsmanship Habits	..	..	..
3. Pupil's Physical Fitness.			
(a) Ability in Fundamental Physical Skills.	..	..	..
(1) 100 Metres Run.	..	..	..
(2) Pull Ups.	..	..	..
(3) High Jump.	..	..	..
(4) Cricket Ball Throw.	..	..	..
(5) Long Jump.	..	..	..
(b) Ability in Organised Games.	..	..	..
(c) Ability in Gymnastics.	..	..	..
4. Physical Measurements.			
(a) Height	..	..	..
(b) Weight	..	..	..
(c) Chest Measurements	..	..	..
(1) Contracted	..	..	..
(2) Expanded	..	..	..

* The T.S.L.C. record of Physical Education and Physical Fitness is identical with this form except for one addition:—"5. Pupil's ability to Teach games and to Referee games."

The following instructions are issued for the guidance of the heads of institutions as to what is now required of the pupils in physical education.

(1) *Attendance at Physical Education Classes*:—The minimum attendance required is 75 per cent of the total number of Physical Education classes for the whole year.

Attendance at practice and participation of school teams should be accepted as attendance for physical education and those who attend regularly for team practice should be exempted from attendance at regular classes, provided, of course the team practice is well organised and well directed.

(2) *Record of Play Habits*:—It should be noted whether a pupil has developed such regular habits of play that he or she on his or her own initiative regularly utilises the opportunities for wholesome play and games, or whether the pupil reluctantly participates in the play, or only when compelled to do so by the rules.

Everything possible needs to be done in the Physical Education programme to stimulate voluntary participation in play and the formation of regular play habits.

(3) *Health Habits*:—The important thing in health education is not to store up knowledge about health and illness, but to develop regular habits of putting knowledge into practice. It is not difficult to note whether pupils practice the fundamental rules of hygiene and sanitation, or whether they violate them.

Physical Training Teachers and all other teachers must constantly be on the watch to guide pupils in developing good health habits.

(4) *Sportsmanship Habits*:—The remarks under this head should not only show a record of the pupils' behaviour in games and competitions, but should also indicate the pupils' whole attitude towards physical activities in general. The careful observations of pupils in the required and in the optional activities make it quite possible to enter a remark on sportsmanship.

Record of Fundamental Physical Skills. —(Boys:—This record may be arrived at by means of efficiency tests or achievement tests in such fundamental skills as running, jumping, throwing, climbing, etc.

For example at the beginning of each year tests might be given in the following five simple items and then again at regular intervals throughout the year and a careful note should be made of the achievement or improvement in each and in all items. The five items might be (1) Pull Ups, (2) High Jump, (3) Throwing the cricket ball for distance, (4) Running 100 yards or hundred metres, (5) Long Jump. The Secondary School Syllabus already indicates what a reasonable performance for pupils in these items is. A remark on the ability of the pupil in these items should stimulate them to regular practice to show good results.

GIRLS :

Tests in individual skills:—In order to secure a pass, the candidate must achieve the following records. Distinction may be secured by notably exceeding the minimum set.

Distance or Time

Items.	Passing Marks
7 Steps	28 feet
7 Jumps	35 feet
7 Hops	40 feet
7 Skips	50 feet
7 Rope Skips	60 feet
7 Ball Throws	275 feet
50 Yards Run	9 seconds

Directions: From behind a starting line each candidate must attempt to make the best possible record in each of the 7 tests. These tests are now being widely used in girls' schools throughout the Presidency and are very popular. The 7 steps, hops, and jumps, are a test of balance and trunk development. The 7 skips and rope skips are a test of rhythm and balance; the 7 ball throws and the 50 yards dash are a test of bodily strength.

Record of Ability in Organised Games:—This record should take into considera-

The undermentioned officers are informed that remarks on pupil's attitude and interest in physical education activities should be based on careful and close observation of pupils in the class and the playground; while the remarks against pupil's physical fitness and pupil's ability to teach games and to referee games, (in

Samples of the various registers suitable for the purpose and which are likely to be adopted and standardized by the Education Department, are attached.

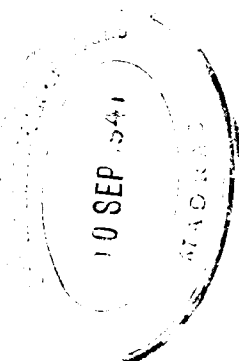
I. Physical Education Attendance Register.

Attendance Record for the month of.....19.....

Key:—a - absent: p - present: t - team practice or match.

Key: -a - absent; p - present; t - team practice or travel.
The record of attendances at Team Practices and Matches is to be transferred from the Team Attendance Register.

The record of attendances at team practices and matches is to be transferred from the team attendance register. The record of attendances at team practices and matches is to be transferred from the team attendance register. The record of attendances at team practices and matches is to be transferred from the team attendance register.



II. Attendance Register for Team Players.

Form.....
Record of Attendance for Team Players for.....19

Note: Team formed from.....
Instruction Periods on.....and.....
Participation Periods on.....and.....

No.	Name.	Dates.		Total attendances.	Remarks.

Note:—The Team Attendances should be transferred to the Regular Attendance Register in the columns provided for the purpose.
On days when team players are not required for organised practices or matches they must attend the regular physical education periods.

III. Register for Record of Physical Measurements—Paly Habits—Health Habits—Sportsmanship Habits—
Gymnastic Ability—Games Ability, etc.

No.	Name.	Physical Measurements.				Play Habits.	Health Habits.	Sports- manship Habits	Ability in Gymnastics and other activities.	Ability to Teach and Referee games. (Entries to be made only in case of Training Schools).
		Beginning of School year.		End of School year.						

IV. Register for Record of Fundamental Skills

No.	Name.	Age.	Weight.	Height.	Form.....												Year.....																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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V. Register for Recording Summary of Year's Physical Education Work taken from the several Records
maintained by the Teachers of Physical Education.

No.	Name.	Attendance.			Physical Measurements.								Play Habits.		Health Habits.		Sportsmanship Habits.		Ability in Fundamental Physical Skills.*						Ability in Organised games.		Ability in Gymnastics and other activities.		Ability to Teach and Referee Games (For Training Schools only).																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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* Entries to be copied from the "Best Performances" column in the Fundamental skills Register.

When entering the remarks in the Leaving Certificate the statements made must be correct, specific and such as give a true picture of the pupil's abilities, habits, attitude, and behaviour in physical and health activities. Such statements as "Good," "Fair," etc., convey no meaning and are not acceptable.

Many Headmasters and Physical Education Teachers have been asking for advice on this point. Herewith is given a sample of a reply to Headmasters. These suggestions should be helpful when entering remarks in the Leaving Certificates, provided careful records have been kept on proper registers throughout the pupils' course.

1. *Attendance at Physical Education Classes.*—

- (a) No. of Physical Education Classes in the School Year .. 120
- (b) No. of Attendances .. 90
- (c) Percentage of Attendance .. 75

2. *Attitude towards Physical Education.*—

- (a) *Play Habits:*—Plays only when compelled to do so or plays regularly and at every opportunity, or some such statement. Just state the facts.
- (b) *Health Habits:*—Practices good health habits to the best of his knowledge,
Or, Is careless about personal cleanliness and the cleanliness of his environment, or some such. Do not use "Fair," etc.
- (c) *Sportsmanship Habits:*—Is respectful of rules, officials, team mates, and opponents. Or, Finds it difficult to co-operate. This must be a statement regarding his behaviour in

games. Do not use "Fair," etc.

3. *Physical Fitness.*—

- (a) *Ability in Fundamental Skills.*—
Pull Ups or Chinning.—State actual number of pull-ups.
Throwing Cricket Ball.—State actual distance.
Running High Jump.—State actual height jumped.
Running Long Jump.—State actual distance jumped.
100 Metres Run.—State actual time.

(b) *Ability in Organised Games:*—

Indicate the Games in which proficient.
State what Games he plays and if he is not a good player, say that he is not.

(c) *Ability in Gymnastics:*—

State what gymnastics he participates in and whether proficient or not.

4. *Physical Measurements:*—

- (a) Height .. 5 ft.
- (b) Weight .. 105 lbs.
- (c) *Chest Measurement:*—
Contracted .. 29 inches
Expanded .. 30 inches

It is hoped that proper attention to all these requirements will give more prominence to quality physical education, that a more varied and comprehensive programme will result, that pupils will be stimulated to improve their physical abilities, and that an impetus will be given to teachers to place physical education on the same high level as they place intellectual education.

We are making progress in physical education and we should welcome this new and constructive innovation as one more step forward in this slow progress.

Some Features of the New Compulsory Physical Education Scheme

[A PAPER READ AT THE HEALTH AND PHYSICAL EDUCATION SECTION OF THE 29TH PROVINCIAL EDUCATIONAL CONFERENCE AT RISHI VALLEY, IN APRIL 1941]

By

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

Senior Physical Director to the Government of Madras.

Over a year has elapsed since the issue of an order by the Government of Madras making physical education compulsory in Forms IV to VI. This order is G.O. No. MS. 665 Edn., dated 17-4-1940. More is demanded of teachers and taught. Records of attendance,—the minimum attendance being, 75 per cent of the physical education classes,—records of pupils' attitude and interest in physical education activities and records of pupils' physical fitness are to be maintained. The experience in the implementing of the instructions in the order may have been varied. Many problems may have arisen. Therefore a brief discussion of some of the features of the scheme of compulsory physical education as now required is taken up in this paper.

Compulsion is made the corner stone of the whole scheme. Compulsion is always odious. Why then use compulsion? The answer is that compulsion of one kind or other is basic to life itself, and no life process is complete without it. Absolute freedom exists nowhere. Legal, social and moral compulsions restrict one's movement and actions. What is true of the average citizen is also true of the student—the citizen in the making. The student would gladly finish his student career without any effort if that be possible. But he is, and he must be, compelled to use his time diligently and to acquire habits, attitudes, interests and knowledge of use to him now and later. Even so with physical education. The student may be conscious and aware that physical activities are good for health and strength. But the flesh is weak and the spirit unwilling, and so these activities are ignored and neglected. The stu-

dent should be made to acquire habits, attitudes, interests and knowledge in connection with the care and development of his own body for his own sake and for the sake of his country. Compulsion has to be used; but the wise administrator will do so tactfully so as to take away its sting or odium.

The outstanding feature of the whole scheme is its insistence on a varied programme of physical activities such as will really enable the student to take to them with pleasure, and result in the development of an integrated personality. Thus, in addition to a programme of numerous physical activities to be taught to the students during the regular school hours to enable them to learn the activities suited for their physical development, the scheme requires that the following be done:

(1) Every student should be tested at least once a quarter in the fundamental skills of running, jumping, throwing and climbing through the conduct of Physical Efficiency Tests in the 100 Meters race, the High and the Long Jumps, Cricket ball throw and Pull ups. These items are items of speed, skill and strength, and the practice in these is bound to make the student more agile, alert and able, while the repeated testing should make him take to such activities with zest in order to be able to better his own previous performances.

(2) Every student should be made to take part in several games. It is not proficiency in one game, but ability to play more than one game well that is required. Indigenous games also are to be included in these games. Allround development and the inculcation of the play habit is

aimed at, the emphasis being, of course, on the development of vitality and endurance.

(3) Every student should be given opportunities for the practice of such other physical activities as appeal to him and so are most interesting to him. Thus a few may take to gymnastics, some to rhythmic activities like the classic or folk or gymnastic dances, some to indigenous exercises, some to athletics and so on. There should be adequate provision for such activities so that the students needing them might be duly served.

The scheme is to be worked during compulsory instruction and participation periods for the regular required programme and during available extra time for the optional activities. Results in physical training cannot be secured by one or two periods a week. One period a day every day in the week should be the absolute minimum. Of these at least 2 periods should be periods for instruction in physical activities within the school hours, and the rest for participation in the major games. (It must be mentioned, in passing, that instruction periods are not for lectures on the theory and principles or rules of physical activities, but periods when physical activities are taught. Practice of the activities or their fundamental skills or movements in order to master them with a thorough understanding of the technique and scientific principles involved and of their values is the essence of the instruction periods). In addition to these instruction and participation periods, due provision should be made for coaching and instruction in the optional activities selected by the student.

While the emphasis on the body building and vitalising aspect of these activities is undoubtedly stressed, the emphasis on other educational aspects is also unequivocally clear. Health education and Character education are given as much importance as the training of the body because education is of the whole organism and not of its parts taken separately. What use is a well-developed body if the laws of health are vitiated resulting in sickness and disease, or if the laws of Sportsmanship have no place in life?

The question may be asked—how is it possible to enforce this scheme with students who have to walk many miles to and from school, and who have little or no food at noon time and so are literally hungry and famished at the end of the day's work in school? Certainly it would seem criminal to make such students take part in physical activities. But will it not be equally criminal not to require them to take part in these physical activities so vital to their health and bodily development? The solution is *Feed such students*. If it is possible in Bengal to work out a tiffin scheme by which students are given a light tiffin after school and before physical activities at very little cost to parents—about Rs. 3 per annum—then certainly it should be possible to do something of the kind here also. It requires understanding, desire and the will to achieve this.

The scheme aims at the assessment of the achievement of individual students in physical education. Individual progress depends on the following:—

1. More time:

More time should be devoted to physical training work than hitherto so that the students may have more opportunities for taking part in physical activities and so that the teacher of physical education may come into contact with his students often. A minimum of one period a day every day in the week has been suggested above.

2. More teachers of physical education:

More teachers of physical education should be employed so that each teacher may have direct responsibility for a small number of students. One teacher for every 250 students has been recommended.

3. Not more than 40 students at a time for instruction:

No teacher should be required to handle more than one class or one division of a class of 40 students during any instruction period. Herd instruction will never succeed in physical training. Individual attention will result in individual progress.

4. Highly qualified teachers of physical education:

The teachers of physical education should be highly qualified, well paid, and given the status due to them. Every high school should have a Physical Director who has the L.T. degree, his assistants being secondary grade trained teachers with the necessary physical training.

5. More facilities:

More facilities should be provided. These are:—

(a) *Gymnasiums*: The climate of our country prevents any physical training work being done between 11 a.m., and 3 p.m., because all physical activities are to be done in the open, and the sun is scorching. More time for physical training work is possible if the classes can be held between 11 a.m. and 3 p.m. also. The remedy is either the growing of cool topes of shady trees like the Margosa or the Banyan or building spacious gymnasiums where activities can be conducted throughout the day.

(b) *Playgrounds*: A definite drive for the acquisition of playgrounds for schools should be made. The need for more play space is urgent for the participation part of the programme. Sometimes the relaying out of the play area to provide a larger number of small area games like Basket Ball, Volley Ball and the indigenous games of Chedugudu and Kho Kho, will help.

(c) *Physical training equipment*: All kinds of equipment should be available to give the students a chance to use them and to acquire an interest in the activities. Gymnasium apparatus, Indian Clubs, Dumb bells, bar-bells, pulley weights, etc., are some that could be supplied besides the material for the major games and athletics, and for combative activities like boxing, and for other physical training work.

6. Teacher co-operation:

The teacher of physical education should have the co-operation of other teachers who come into daily contact with the students. Their co-operation in the participation programme, their encouragement to students about taking to these activities seriously, and their advice to the teachers of physical education regarding the marks to be made about the pupils' play, health and sportsmanship habits are of inestimable value.

Successful implementing of the scheme depends on the provision of adequate time, personnel and facilities, and on the co-operation that every member of the staff extends to the teacher of physical education in the organization and administration of the whole programme. There are two more very important factors. They are:

(1) The reduction of the heavy load of studies and the lightening of the burden of examinations. It is common knowledge that the S.S.L.C. curriculum is overloaded with matter, much of which is unessential. As one Headmaster said, it is not the subject matter or the amount of it that is so important as the attempt to train the mind to think, to reason and to judge. Acquisition of knowledge is necessary. The creation of proper habits, attitudes, and interests is also of vital importance. The S.S.L.C. curriculum therefore needs revision. And then, the fear of the examinations will also be less.

(2) The re-introduction of the medical examinations of students. No physical director or teacher of physical education can organise a scheme of physical education in his school without taking into consideration the physical condition of the students. He can conduct physical examinations and record the height, weight and growth of parts of the body of the students and use this knowledge in organising activities. But this is inadequate in the absence of a thorough medical examination.

Physical education is a handmaid to general education; but physical education cannot be of any service if it is relegated to the background. The spirit in which the new scheme of physical education is worked is of vital importance. This is a challenge to the educators, to the teachers of physical education, to the pupils and even to their parents. The challenge is there. To the extent the challenge is taken up and tackled seriously and successfully, to that extent will the contribution of physical education towards the development of healthy and efficient citizens be ensured.

'Health'—Its Meaning and Maintenance

By

RAO BAHADUR DR. T. S. TIRUMURTI, B.A., M.B. & C.M., D.T.M & H. (LOND.)

Retd. Principal, Stanley Medical College, Madras.

Health is not a mere passive freedom from disease. It consists in active vigour and self-reliance; in the power to struggle, to love, and to create; in exuberant vitality, vim and vigour. Health is a dynamic quality. Such a positive or dynamic health is necessary for a full life. 'Dynamics of Health' is the 'Science of Health.' Health is never static. It is a constantly changing quality resulting from the interaction of a number of forces within the body. Therefore, the quality of good health consists in the abundance of vitality, vigour and vim. Vitality is the inherent doctor in us, which resists disease or makes us get well quick.

'To live' is not the same as 'to live healthy'. Mere living without disease is not sufficient. We should experience the 'joy of living.' With health, everything is a source of pleasure, without it, nothing else, whatever it may be, is enjoyable. Dynamic health is necessary for this feeling of happiness. Good health conduces to efficient and prolonged life. A sense of physical fitness is created by good health. 'Physical fitness' does not mean merely a muscular and well developed body. There should not be any physical defects, like lameness, deafness, etc., or even mental defects. Good limbs, sound sense organs and efficient vital organs are essential for physical fitness. Physical fitness connotes efficient functioning of all parts and organs of the body. There is such a thing as 'Physical Morality.' Every man should preserve his health, not only from a selfish object, but also from a sense of duty towards his relations, neighbours, community and nation.

Health embraces both body and mind. In addition to the powers of vital resistance to disease and physiological endurance, due to the endowment of a good amount of reserve powers, there should be 'mental

equilibrium' and 'moral strength.' Judged by these standards, most people will be found defective. Mental and moral health are necessary for the full development of the human personality and for the enjoyment of a full life.

Human activities are simultaneously physiological and mental. A disease of the thyroid gland or inflammation or a tumour of the brain may express itself by mental or moral aberrations. Conversely, emotional disturbances often cause lesions of the stomach or of the arteries.

All religions tell us that it is a sin to foul the mind and contaminate the soul. It is a sin also to defile the body, which embodies the mind and the soul.

Democritus said "If the body and soul, were to sue each other for damages, it would be a question, whether the landlord or the guest were more to blame."

"A healthy mind in a healthy body" is a trite saying. A healthy body is necessary, if the mind should be healthy. Unless the mind is healthy, good habits and good character cannot be formed. Persons without good habits and character are a danger and burden to society.

"What availeth a man, if he in the process of gaining wealth, loses health of body, mind and soul?"

'Mental Hygiene' is as essential as personal hygiene to the individual. Without a knowledge of mental processes and mental hygiene, it is not possible to have a sane outlook on life. A knowledge in Physiology is necessary for understanding the fundamentals of personal hygiene. Similarly, mental hygiene should be based on a study of Psychology. Wholesome attitudes to human environmental influences can be developed by attention to mental hygiene. Only then, the individual can understand the real 'Philosophy of Life,' i.e.,

how to live and in what real happiness of life lies.

The body and the mind react on each other. Mental hygiene will help the individual to self-discipline, give him emotional self control and train him for the cultivation of normal relations with his neighbours. He acquires a knowledge of the real wholesome philosophy of life. He learns to subordinate the self and merge it in the larger interest of the "bigger self" i.e., the community. He engages himself in higher and more ennobling interests beyond the daily struggle of "getting and spending."

Mental Hygiene is an essential part in the study of philosophy. It enlarges the mind, enriches the soul and makes us seek the higher values of life.

Our own health is our own responsibility and we should exercise that responsibility wisely. Our health depends also on our social and psychological environment. Excitement, noise, worries, etc., affect health. The code of mental hygiene is almost identical with the moral code.

Health of the body and the mind is not an end in itself. It is necessary to every individual to play well his part—small or great—in the drama of life.

Wide understanding of 'man as a whole' is necessary for those, who are capable of teaching us how to obtain physiological and spiritual health. How few are such teachers?

'Greater well-being and keener joy of living can be experienced only by such a combination of physical and mental hygiene.'

The task of maintaining health is one that nobody can undertake for us. We should learn the laws of health and apply the knowledge to our individual needs.

'Brain, Brown and Bone' should be in proper proportion. What is the use of a listless life?

Good health and physical fitness are therefore, necessary for an active life, for the enjoyment of the pleasures of life, for the joy of living and for happiness.

Some knowledge, therefore, of human physiology and the laws of health is necessary to conduct one's life properly. There must be the will to know and the will to act.

Health cannot be bought from the Physician or Pharmacist. It has to be wooed and won at the cost of ceaseless attention and effort. Good health depends mainly on the observance strictly of the following rules:—

(1) One strict general rule—Prohibition of all poisons.

Poisons may be formed within (ex. constipation) or may be formed without (ex. smoking and drinking).

(2) Maintain the ability to utilise the conditions of our surroundings or to protect ourselves against them:—

The adaptive function. Adaptation gives the organism the power to fight diseases and maintain the inner harmony. Health is largely due to the excellence of adaptation.

(3) *Maintain our contact with nature.* Our skin needs the rough embrace of the wind, the rain and the sun.

(4) *Attention to what we eat.* A mixed and balanced diet of cereals, fresh vegetables, fruits, milk; eggs, fish and meat (in the case of non-vegetarians.)

(5) *Adaptation to social and psychological environment.* This is the most difficult of all rules to follow. If the above instructions are observed, it will result not only in freedom from diseases but also in the harmony of organic and mental functions, on which depend the joy of living and the feeling of happiness.

Refresher Classes in Physical Education

By

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

*Adviser to Government on Physical Education, and
Principal, Y.M.C.A. College of Physical Education, Madras.*

The Madras Government in its G.O. No. MS. 574-Edn., dated 9-4-1941 has made it possible for every physical education teacher of the Secondary Schools and of the Training School of Madras Presidency to attend short time refresher classes in order that they may get up-to-date on the new and improved physical education practices that are gradually being introduced by the Education Department. This is a rare opportunity and another sign of progress. Government is to be thanked for this progressive move and our physical education teachers are to be congratulated on having such an opportunity provided.

The classes will be conducted by Dr. G. F. Andrews, M.A., PH.D., Senior Physical Director.

The G.O. sanctioning the classes reads as follows:—

"The Government approve the proposal of the Director of Public Instruction that fifteen refresher classes of fifteen days duration each should be held during 1941-42 for physical training instructors employed in Secondary and Training Schools under Government, Local Bodies and private managements. The teacher deputed for the course will be granted travelling allowance at the rates admissible to them under the Madras Travelling Allowance Rules and daily allowance of eight annas each. The expenditure in the case of instructors of schools under local bodies should be met from the funds of those bodies. In the case of instructors employed in aided institutions a grant equal to one-half of the expenditure on account of travelling and daily allowances will be paid by Government."

The Proceedings of the Director of Public Instruction on the subject are as follows:

"The Senior Physical Director, Saidapet, Madras, will in accordance with the orders of Government, conduct a series of refresher classes in physical training for the benefit of all the physical training instructors of the secondary and training schools in the Presidency during the year 1941-42. The classes arranged to be held are as given below.

Attendance at these classes is compulsory, and obligatory on all Physical Training Instructors in service at the time these classes are held. The Travelling Allowance and Daily Allowance of Physical Training Instructors will be met as follows:—

Physical Training Instructors from Government Institutions:—From Provincial Funds.

Physical Training Instructors from Municipal and District Board Schools:—From Municipal or District Board Funds.

Physical Training Instructors from Private Aided and Unaided Institutions —Half from Provincial Funds and half from Management Funds.

The travelling allowance will be the actual bus fare or 3rd class railway fare or boat fare as the case may be.

The daily allowance for all will be eight annas per day for all the days of the period of the refresher training class.

If, on any account, any physical training instructor does not attend the Refresher Class at the centre for his district as given above, he will have to attend the next nearest class at his own cost.

Further details and instructions in connection with the classes will be issued by the Senior Physical Director in due course. All enquiries regarding these classes should be addressed to him at Saidapet, Madras."

The Classes will be conducted throughout the Presidency in fifteen different centres and thus it will be possible for every school to take advantage of the opportunity and to have every physical edu-

cation teacher refreshed, inspired, and brought up-to-date on modern physical education.

The various Centres and the Dates are as follows:—

A. For Physical Training Instructors of Training Schools only.

Date.	Centre.	Intended for P. T. Instructors of the following Districts.
1941.		
1. May 26 to June 9	Coimbatore	Madras, Chingleput, North Arcot, South Arcot, Tanjore, Trichinopoly, Madura, Ramnad, Tinnevely, Coimbatore, Salem, Malabar and South Kanara Districts.
2. June 14 to 28	Masulipatam	Vizagapatam, East Godavari, West Godavari, Kistna, Guntur, Kurnool, Bellary, Anantapur, Cuddapah, Nellore and Chittoor Districts.

B. For Physical Training Instructors of Secondary Schools only.

1. July 2 to 16	Madras	Madras City.
2. July 22 to Aug. 5	Vellore	Chingleput and North Arcot Dts.
3. Aug. 13 to 28	Dindigul	Trichinopoly and Madura Dts.
4. Sept. 5 to 19	Tadpatri	Bellary, Anantapur, Cuddapah and Kurnool Districts.
5. Sept. 25 to Oct. 10	Erode	Coimbatore, Nilgiris and Salem Districts.
6. Oct. 12 to 25	Tirupati	Chittoor and Nellore Districts.
7. Nov. 6 to 20	Tinnevely	Tinnevely and Ramnad Districts.
8. Dec. 5 to 19	Guntur	Guntur and Kistna Districts.
1942.		
9. Jan. 5 to 19	Mangalore	South Kanara District.
10. Jan. 28 to Feb. 11	Rajahmundry	East and West Godavari Districts and Godavary East Agency.
11. Feb. 20 to March 6	Chidambaram	Tanjore and South Arcot Districts.
12. March 11 to 25	Calicut	North and South Malabar Districts.
13. April	Vizagapatam	Vizagapatam District.

One Year of Co-Education

By

M. M. BUCK, M.A.,

Woman Specialist in Physical Education, Government of Madras.

The Y.M.C.A. College cannot claim the honour of having pioneered in Co-Education, as the Bombay Government Institute of Physical Education under Mr. P. M. Joseph has from the beginning been co-educational. But all experiments are of absorbing interest to those undertaking them. This one has been no exception to that rule and has been a fresh challenge to the Y.M.C.A. College.

As the regulations for the Men's and Women's Courses differ in some important aspects, it may be useful to explain, briefly the background of the Women's Course.

When the post of Woman Specialist in Physical Education was created in 1921, her work was laid down upon 2 lines (one), a 9 months' training course, to be held every other year, and (two), touring the Presidency during the years the course was not held. The training course was established at the Lady Willingdon Training College, but under difficult circumstances, as being held every other year, the hostel could not have a permanent home, and there could be little sense of continuity. But the serious and increasing difficulty of securing lecturers to assist with the training course was the major problem which it was not possible to solve. Accordingly, the W.S.P.E. made proposals to Government which were accepted, and as a result the Madras Government Physical Education Teacher Training Course for Women was shifted from the L.W.T. College to the Y.M.C.A. College of Physical Education in July 1940.

This cannot actually be called a co-educational course in the usual sense, although it is so in practice, for it is really an instance of a government course in using an aided institution. The experiment has, on the opinion of all concerned, been a complete success. Some confusion has

arisen because the admission qualifications for the Men's and the Women's course have not yet been co-ordinated. The men's course offers 3 groups for admission, and 3 examination awards, the Diploma Course for graduates, the Higher Grade Government Course for Secondary Grade Trained Teachers and Intermediates, and the Lower Grade Government Course for those eligible for admission to the University. The Women's Course has, on the other hand, one group only, the Diploma Course, and a Diploma in Physical Education is awarded both to Secondary Grade Trained Teachers and Graduates. There is no provision for admitting others. But it is now hoped that from the next academic year, July 1942, the admission qualifications and examination awards for the women will be brought into conformity with those of the men.

Meanwhile, a striking forward step has been taken with the construction of a Women's Quadrangle on the College compound. This has been, in more ways than one a notable achievement. When, in March last it was found that the rented bungalow used as the Women's Hostel, would not be available, there was little time to make other arrangements. Finally, in the middle of May, a grant of Rs. 10,000 was made by Government for the construction of hostels for women. This grant was made just 6 weeks before the course was due to open, and ordinarily it would have been impossible to provide anything adequate in that time. But fortunately, we have realised that Mr. N. K. Mia has a natural genius for planning and building. He did not know of this gift until the stern necessity disclosed it. Then with his usual cheery smile he sacrificed his holiday, and became overnight a combination of architect, contractor, sanitary and electrical engineer, as well as a gene-

ral purchasing agent. The result of his 6 weeks of concentrated effort is a delightful quadrangle, which is, all are agreed, a triumph of economical expenditure. It is also a further proof of the contention that one need not spend extravagantly in order to produce a thing of beauty, for the quadrangle is not only comfortable, but a delight to the eye. Mr. N. K. Mia, is most deservedly, being showered with congratulations, by all who have visited the new quarters.

They are important not only as a new demonstration of efficient economical building, but as an indication that the first year of co-education in the Y.M.C.A. College was a success and that hereafter it will be a permanent feature of the College.

For the present course 33 women students have been accepted, from a wide variety of institutions. It promises to be a most interesting year. Details will be given in a later *Vyayam*.

The Control and Organisation of Cricket in India

By

K. S. RANGA RAO, B.A., B.L.,

Secretary to the Board of Control for Cricket in India.

Organisation is essential for controlling and co-ordinating any game. The Board of Control for Cricket in India fulfils the task as far as Cricket is concerned in this vast peninsula.

The whole of India is split up into 22 cricket units and these 22 provincial or state units form the Board of Control in India. Among these, there are three major provinces, viz., Bombay, Calcutta and Madras. They pay an annual subscription of Rs. 250 with a permanent place on the Working Committee of the Board.

The other units—minor associations as they are called, pay an annual subscription of Rs. 150. Both the major and minor associations have only one vote. The Working Committee consists of the President, the three Vice-Presidents, an Honorary Secretary, an Honorary Treasurer, representatives of Bombay, Calcutta and Madras and one representative from the south, north, east and west zones.

The Board of Control for Cricket in India is responsible for the arrangement of Tours of Indian Teams to England, Australia and other countries and also for visits by foreign countries to India. The Board runs the Ranji Trophy Championship. This Tournament is equivalent in merit to the county Championship in England

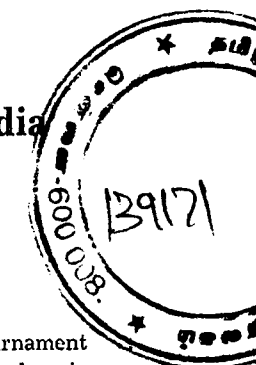
and the Sheffield Shield Tournament in Australia. The Championship, has in recent years done a lot of good to Indian Cricket having unearthed a large number of young and promising players.

The Board of Control for Cricket in India has also been organising the Inter-University Cricket Championship for the Rohinton Baria Trophy. This Tournament has given a great fillip to University Cricket, which in a sense is more valuable for the future of Indian Cricket, encouraging budding talents in the formative stage.

Recently, the Board has appointed two Sub-Committees, the Umpires' Sub-Committee and the Sub-Committee on Professionalism. The object of the former is to form an All India Panel, from which alone umpires are to be appointed in Test and the Inter Provincial Matches.

Professionalism has been recognised by the Board of Control for Cricket in India. Professionalism in Cricket is an honourable profession for any cricketer who chooses to embrace it.

The Provincial Associations have their own constitutions to suit local conditions. These bodies control cricket in the area allotted to them. Normally the Board does not interfere in the internal administration of its members.



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College Notes

By

A. K. SINGH, B.A.,

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

AND

R. S. GOVINDARAJAN, M.A.,

Secretary, O.B.A.

The New Year has started with 77 men students and 33 women students. This is the largest number of students the College has had so far. In spite of the restrictions regarding educational qualifications, the admissions are quite heavy. Applications for admissions from women candidates were so many that it was felt that they will outnumber the men, but with careful selection only 33 were admitted. This is the first year that we do not have any men students from Punjab, otherwise all the provinces are represented as usual.

Classification of Men students:—

Diploma	..	14	
Government Certificate Higher Grade	..	17	
Government Certificate Lower Grade	..	46	
Total	..	77	

but of these 27 are deputed from various institutions and States and 50 are private candidates.

There is a very close distribution between vegetarian and non-vegetarians, the former being 39 and the latter 38.

Provinces represented by the men students:—

Telugu area	..	29
Tamil area	..	26
Malayalis	..	6
Kanarese	..	4
United Provinces	..	4
Orissa	..	3
Bihar	..	1

Central Provinces	..	1
Gujarat	..	1
Kathiawar	..	1
Coorg	..	1
Total	..	77

Provinces represented by women students:—

Tamil area	..	21
Telugu area	..	4
Kanarese	..	3
Malayalis	..	3
Punjab	..	2

The staff and the students have settled down to their work in spite of the new surroundings and a novel mode of life.

NEW HOSTELS FOR WOMEN STUDENTS

Last year's experience showed that there was a bad need for the hostels for women. Government sanctioned Rs. 10,000 for the women's hostels which have been constructed in an ideal situation near the Principal's bungalow. The buildings consist of five cottages for living quarters for the students, one dining room, one visitor's room, one library and reading room, one matron's cottage along with portion for sick patients. Besides these there is up-to-date sanitary arrangement with adequate number of bathing rooms and water-closets. The construction of these buildings was a sort of work of magic as it suddenly came into existence during the holidays.

Mr. Mia is to be congratulated for the construction of these buildings in such a short period. He deserves all the credit and thanks for his great sacrifice in foregoing his summer holidays which is the only period when the staff members get a rest after the year's heavy work. He was an Architect, Engineer and Mason all in one. His hard task was no joke specially in the hottest part of the year.

ALUMNI NEWS

Men.

P. I. Joseph, M.A., (1937-38): has been appointed by Messrs. Binny & Co., (Madras), Ltd., at Bangalore to organize a Recreation Programme for workers. He writes that he is very pleased with the facilities there and is sure to plan a first class programme.

O. Mohanasundaram, B.A., (1932-33): has been appointed by Buckingham and Carnatic Mills at Madras and will join duty from August 1st.

X. Absalom (1936-37): has been employed by Messrs. Simpson & Co., for their Workers' Recreation work.

Rajkumar (1940-41): has been selected for the Air Force and is posted for training at Madras.

K. Narayana, B.A., (1937-38): has been appointed in Stanley Medical College, Madras.

A. M. Jacob, B.Sc., (1940-41): has taken up work at E.L.M. Fabricus High School, Purasawalkam, Madras.

I. Pulliah (1940-41): has been appointed at Pachaiyappa's College High School, Madras.

K. Venkatacharyulu (1940-41): has been appointed in P. K. Nadar's High School, Thirumangalam, Madura District.

K. Pavanasam, B.A., (1940-41): is working in Hindu High School, Tinnevely.

J. P. Thomas, B.A., (1940-41): has joined the Meston Training College, Royapettah, Madras.

Raja Ram, B.A., (1939-40): has joined the Teachers' Training College, Saidapet.

N. Ramakrishnan, B.A., (1940-41): has also joined the Teachers' College, Saidapet.

Perinbamuthoo, B.A., (1940-41): is working in the Government English High School, Chertala, Travancore State.

R. Sundarachari (1923-24) has been appointed Physical Instructor in the Pachaiyappa's High School, from 1st of July.

N. D. Samuel, B.D. (1930-31) has become the Secretary of the S.C.M. from the beginning of July.

Women.

Bibi Kartar Kaur.—Patiala State Service.

Rati A. Wadia.—Gwalior State Service.

Mrs. Daisy Santappa.—Mysore State Service.

Mrs. Chandra Jesudoss.—Calcutta.

Teli Mary Vijayamani.—U. L. C. M. Schade Girls' School, Rajahmundry.

D. Ganamani.—A.B.M. Girls' School, Nellore.

C. Arokiam.—Kurnool.

Ruby Barnard.—Presentation Convent, Coimbatore.

J. Vijiam Benjamin.—A.B.M. Middle School, Kavali.

M. C. Christian.—S. P. G. Middle School, Ramnad.

Thangapragasam, D.—Methodist Mission, Royapettah.

K. Madhavi.—L.S.N. Convent, Ottapalam.

V. K. Gomathy.—Government Training School, Ramnad.

Manorama Bhasker.—Department of Education, Madras.

Vajravathi Alfred.—St. Anns Training School, Mangalore.

Mrs. P. Padmavathi.—Govt. Sec. & Trg. School, Ellore.

Annie J. Lobo.—Stall Sec. & Trg. Schools, Guntur.

Sarah Verghese.—St. Ursula Girls' High School, Nagpur.

N. Navamani Benjamin.—Queen Mary Sec. & Trg. School, Vizagapatam.

M. T. Kunheerumma.—Government Trg. School, Tellicherry.

Rose Edith Benjamin.—P. R. College, Cocanada.

Mrs. Margaret Chithalan.—Sarah Tucker College, Palamcottah.

K. P. K. Sharada.—Govt. Trg. School, Calicut.

Rabia Begum.—Department of Education, Madras.

Mildred Timothy.—B.E.M. Girls' School, Calicut.

Stella Gallyo't.—Assistant, Y.M.C.A. College of Physical Education, Madras.

The Sports World—News and Views

By

C. A. ABRAHAM, B.A.,

Physical Director, Madras Christian College.

CRICKET

Indian Team's Visit to Ceylon.

As already mentioned in a previous issue of the Vyayam, it had been proposed that India should send a cricket team to Ceylon early in 1942. It will be remembered that the All-Ceylon team toured India during December 1940 and early 1941 and played matches in important centres. The proposed visit to Ceylon is by way of returning this first official visit of Ceylon to India. The Ceylon Cricket Association has drawn up an itinerary of the tour. This draft itinerary will be considered at the forthcoming meeting of the Board of Control for Cricket in India, at Calcutta, on Sunday July 27 and is as follows:—

March 4: Arrival at Colombo.

March 7 & 8: vs. Ceylon Cricket Association at Galle.

March 11 & 12: vs. Ceylon Cricket Association at Kandy or Darawella.

March 14, 15 & 16: vs. All-Ceylon at Colombo.

March 18: vs. Combined Colleges at Colombo.

Cricket Board's Meeting.

The meeting to be held at Calcutta on July 27th will also consider the proposal that in all International matches or tours, the Home team should appoint the umpires.

This resolution is to be tabled by the Bombay Cricket Association.

The Inter-University Board have decided to run the Inter-Varsity Cricket Championship from this year and they have applied to the Cricket Board for permission to run the Championship. It will be recalled that there was duplication of the Inter-Varsity Cricket Championship last year and that, finally, the Cricket Board of Control was asked to run it again as in previous years. This question will be settled at the forthcoming meeting.

The election of Office-bearers of the Board will also be held at this meeting.

Baqa Jilani Dead.

The death occurred in tragic circumstances on Wednesday July 2 night of Mr. Baqa Jilani, Extra Assistant Commissioner, Jullundur, and a prominent cricketer of India. Following a sudden attack of epilepsy he fell down from the balcony of his house and sustained fatal injuries. Death was instantaneous.

Mr. Jilani was a right-hand medium fast bowler and a useful bat. He first came into prominence during the Australian team's visit to India late in 1935. He was a member of the Indian team that visited England in 1936 under the captaincy of the Maharaj Kumar of Vizianagaram. He did not fare well during the trip except for one

batting performance—113 against Leicestershire. He played for the Muslims in the Bombay Pentangular tournament.

Cricket Records.

In the Sydney first-grade premiership, W. J. O'Reilly, Australia's greatest bowler, headed the bowling averages for the eighth time, this season, a record not even remotely approached. He took 46 wickets at an average of 8.2.

Arthur Morris, this season's find as a batsman, had the best batting average, 80.9 for 15 innings. He also got into the New South Wales eleven. His aggregate of 890 runs was also the highest.

Whole Team out for one run:—A Royal Air Force Cricket team, playing against another R.A.F. side were dismissed for one run, the last man hitting the single. One bowler took 5 wickets for 0, and performed the hat-trick.

Maharashtra's Record:—The Maharashtra team, winners of the Cricket Championship of India, have some remarkable records of batting to their credit. Scores of 400 and over in an innings are the rule rather than the exception. They piled up the record score of 798 runs in the first innings of the semi-final of the Ranji Trophy tournament this year. Included in this huge score were five century partnerships. The previous highest score in the Ranji Trophy series was 675, also made by Maharashtra, against Bombay, earlier in the season.

Maharashtra's record in the tournament during last year and this year is as follows:—

1939-40:

543 for 8 and 227 for 5 against Western India States.

650 for 9 vs. Baroda.

482 and 203 for 6 vs. Southern Punjab.

581 and 12 for no loss vs. United Provinces.

1940-41:

675 vs. Bombay.

518 vs. Gujarat.

460 for 3 vs. Western India States.

798 vs. Northern India Cricket Association.

FOOTBALL

Inter-Provincial Tournament.

Ten provinces have entered for the Inter-Provincial Football Tournament for the Santosh Memorial Shield. The tournament will be played on the zonal basis as follows:—

Zone A: The North-West India Football Association.

Zone B: The Delhi Football Association, the United Provinces and the Rajputana Football Association.

Zone C: The Indian Football Association, the Dacca Sporting Association and the Bihar Olympic Association.

Zone D: The Madras Football Association, the Mysore Football Association and the Western India Football Association.

One of the semi-finals will be played at Delhi and the other semi-final as well as the final at Calcutta. Owing to war conditions, the Army Sports Control will not be represented while the North-West Frontier Province and Sind have decided not to compete. The Tournament is in progress at present.

A Sub-Committee has been appointed to be in charge of running the tournament, consisting of Mr. Soofi (Zone A), Capt. Anwer (Zone B), Mr. Moinul-ul-Huq (Zone C), Mr. Murthi Rao (Zone D) and Mr. Dutta Roy representing the I.F.A. with officers of the Federation as ex-officio. This Sub-Committee will make the draw and fix the venues and dates.

Marathon Football!

To arrive at a definite result in Cup tie matches it was decided to play them to a finish. The second round of the Lancashire Senior Cup tie produced the first play-to-the finish soccer match in British history. In one match, Everton were leading by 3 goals to 2. Burnly, the opposing side,

equalised, and at the end of ninety minutes (in England and other countries, a game of football lasts for ninety minutes), the score was 3-goals all. Extra time of thirty minutes was not productive of any result. Then it was decided to play for the first goal. Burnly scored in the ninth minute, the match having lasted 129 minutes!

LAWN TENNIS.

Bihar Championship Incident.

Quite a stir was caused by the behaviour of some of India's leading players when they withdrew from the Bihar Championships early this year. As already mentioned in an earlier issue of the Vyayam, the withdrawal en masse of the players was in the nature of a protest against the tournament authorities, and against Mr. P. R. Gupta who was in charge of the arrangements in particular, on account of some grievance, fancied or real. As a result, the All-India Lawn Tennis Association banned the players concerned from taking part in any of the tournaments authorised by the Association until they had apologised to the Bihar Association and to Mr. P. R. Gupta. After some delay the players submitted to this decision and sent in their apologies to the Bihar Association. Consequently, the All-India Lawn Tennis Association lifted the ban. But two of the players concerned, namely, Gaus Mahomed and Anwar Hussain, later made a statement that they had not apologised to Mr. Gupta but only to the Bihar Lawn Tennis Association and that they were not prepared to apologise to Mr. Gupta under any circumstances. Thus, a piquant situation has been created and it will be interesting to see what action the All-India Association will now take in the matter.

Mrs. Little turns Professional.

It was announced from Montreal that Mrs. Leigh Little (formerly Miss Dorothy Round), the Wimbledon tennis champion and Wightman Cup player, has turned professional by accepting a coaching engagement at the Seignior Tennis Club during

summer. She went to Canada at the outbreak of the war.

As Dorothy Round, she was the first English player to win the singles title at Wimbledon for eight years. That was in 1934; she was champion again in 1937, on the eve of her marriage. Her strokes and footwork are as fluent as those of any player. She had waged an exciting centre court final with Mrs. Moody, won the Mixed Doubles Championship three years in succession, captured the Australian Championship and the British Hard Court title, and proved a Wightman Cup stalwart on several occasions.

TRACK & FIELD

The usual national and international contests in track and field sports have been suspended on account of the war. Only in the United States is it still possible to carry on these competitions with the same energy and enthusiasm as before. And there they still continue to break records!

High Jump.

On June 19 at Los Angeles, Les Steers created a new record in the High Jump by clearing 6 ft. 11 in.

4x440 yds. Relay.

On the same day yet another world record was created in the 4 x 440 yds. relay race, the University of California relay team covering the mile in 3 min. 9.4 secs.

Discus Throw.

A new world record for throwing the discus was made on June 21 by Archie Harris, University of Indiana, a Negro, at Paloalto (California), the distance cleared being 174 ft. 8¾ in. This is 6¼ in. better than the previous best thrown by W. Schroder of Germany who established the record in 1935.

400 metres race.

In winning the 400 metres National Union's Track Championship, Grover Klemner of the San Francisco Olympic club timed 46 secs., equalling the world record set up by R. Harbig of Germany in 1939.

Polish Champion tortured to death by Nazis.

Janusz Kuscocinski, the famous Polish long-distance runner, who won the 10,000 metres championship in the Olympic Games at Los Angeles in 1932, has been tortured to death by the Gestapo, according to news reaching Polish circles. Kuscocinski was charged by the Germans with being connected with anti-German underground activities.

Although lacking proof, the Gestapo tortured him for several months in the hope of extracting a confession. They broke his legs, then his right arm and then they damaged the right eye. Later Kuscocinski was thrown into a dungeon for a long time and they inflicted fresh tortures on him at intervals. The champion bore all these cruelties but soon he became a broken, old man with a long, white beard and practically blind and dumb. Later, he died. Throughout this ordeal, Kuscocinski refused to utter a word of value to the enemy.

INTER-VARSITY COMPETITIONS

A Sports Board has been constituted by the Inter-University Board of India to organise among its different constituent Universities, contests in football, cricket, hockey, tennis and track and field as well as swimming.

Besides the Chairman and the Secretary of the Inter-University Board, this new body will consist of one representative each

from the Aligarh Muslim University, the Osmania University and the Travancore University, representing the North, East, Central and South Zones, respectively. Khan Bahadur Mian M. Afzal Hussain will also be a member of the Board.

The responsibility of running the tournaments held under the auspices of the All-India Inter-University Board has been allocated to the different Universities this year as follows:—

Madras: Tennis.
Aligarh: Hockey.
Calcutta: Football.
Bombay: Cricket.
Punjab: Track & Field.
Allahabad: Swimming.

The Zonal tournaments will be conducted as follows:—

East Zone:—Tennis by Allahabad; Hockey by Patna; Football by Calcutta; and Cricket by Benares.

North Zone:—Tennis by Lucknow; Hockey by Aligarh; Football by Delhi; and Cricket by Punjab.

Central Zone:—Tennis by Nagpur; Hockey by Osmania; Football and Cricket by Bombay.

South Zone:—Tennis by Madras; Hockey by Travancore; Football by Annamalai and Cricket by Mysore.



Teaching Games and Skills to Beginners

WHOLE METHOD OR PART METHOD ? A PSYCHOLOGICAL APPROACH

By

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As in general education, there are two methods adopted in teaching physical education activities. They are:

1. The "Part" Method.
2. The "Global" or "Whole" Method.

1. The "Part" Method.

The "Part" Method of teaching has its origin in the Behaviouristic Movement in America. One of the fundamental doctrines of this movement is the improvement of learning by a process of repetition. Behaviourism considers 'learning' as a passive affair, as a trial and error process and repetition the secret of success in "learning". Thorndike has gone to the extent of formulating this into the "law of exercise". "We learn what we practise. We do not learn what we do not practise."

According to the "Part Method" teaching of games and other activities of skill is done in parts. Each game is assumed to be a composition of certain fundamental movements or skills. Teaching aims at perfecting these fundamentals by repetitions and later synthesise these parts into the whole.

2. The "Whole" Method.

This new method of teaching owes its origin to the Gestalt Movement in Germany, the Hormic Psychology in England and the Organismic Psychology in America. They revolt against Watsonian Behaviourism. According to the Organismic psychologists, learning is not a mere passive affair, but a dynamic, assimilative process. Learning is defined as that behaviour of the individual which manifests "insight" into a given situation and which increases

the complexity of his actions with respect to a certain "goal". Learning takes place when there is increase of efficiency following upon successful action. The "goal", "the insight" and the "achievement" are the foundations of learning.

According to the "Whole Method," there is no attempt to split an activity into its various parts. The child is presented the "whole" game or activity and helped to 'learn' it by creating the necessary "insight." Teaching aims at providing the child with the opportunity and the freedom to learn the whole activity or movement.

THE "PART" METHOD OR THE "WHOLE" METHOD

In general education, experiments with children on their learning capacity have proved the supremacy of the "whole" method of learning. Learning as a "whole" has been found to be much more efficient than learning by "parts". The 'part' methods neglects the connecting links and fails to get the unitary synthesis. On the other hand, the "whole" method aids a uniformly distributed effort and sustained attention, and helps to grasp the total significance in the best way.

This holds true in physical education as well. Boys learn a game more quickly when they are allowed to take part in the game itself. Learning of a dance or a skill in athletics is accomplished much faster if the whole movement is attempted. In the beginning the movements are bound to be clumsy and lacking in co-ordination and this is bound to be so in the case of a

game also. But there is a goal, there is interest; both are necessary in a learning situation.

On the contrary, a game of Basketball may be taught by the "part" method; here the game is dissected into several parts, like shooting of goals, catching, passing, and dribbling, and boys made to practice these fundamental movements. A game of Football may be dissected into several parts like kicking, passing, shooting, heading and trapping and taught separately.

I have experimented with both the "part" and the "whole" methods in teaching beginners games like Basketball, Football, Hockey, and Cricket, athletic skills like pole vaulting, hurdling, putting the shot, long jump and high jump and the Indian folk dances. When the "part" method was used, it has always been the same experience, that the "parts" of a game or a skill do not simply weave into the whole. It was always felt that the time spent in teaching the "parts" or the fundamentals, was wasted.

Why is it that learning of the parts do not help the learner in a "whole" situation? It is not difficult to see the reasons. In the first place, the learner does not see the significance of the "parts" in relation to the "whole". The teacher may, but that does not in any way help the learner. The "goal" of wanting to play the game is kept away from the learner and there is a let down of interest and readiness. Thirdly, executing a fundamental movement or part of a game outside a game situation, is totally different from executing it in a game. In a game the actions and movements of a player constituting catching, passing, shooting a goal, and dribbling as in Basketball are always done in relation to certain moving objects and their position in the court, namely the opponents and players of his own side. The skills of catching, passing, shooting and dribbling in a game are totally different from executing them separately outside a game. Besides it is most often a combination of skills that has to be executed in a game, like a dribble followed by a catch and then a pass or shot for goal. Hence it is said that the learning of the

parts do not help the learner when learned separately. So teaching "parts" or the fundamentals of a game and making the learner repeat a movement with the idea of perfecting the movement does not help the learner to execute them in a whole game.

On the other hand, where the "whole" method has been tried, learning of the game progresses much faster. The learner is an active participant in an activity; he has a goal and hence there is interest and readiness and all these are necessary for "learning" to take place. In the beginning, there is bound to be confusion and this is due to lack of the necessary "insight" into the game. But the teacher must be patient. He must not be in a hurry to make champions out of beginners. But he will notice that as the play goes on, the beginner would show signs of mastering the game and its skills.

What is there for the teacher to do and what teaching could he do when the "whole" method is used is perhaps a question that may be raised. It would look that teaching by the "whole" method means just letting the boys play. That is not so. Lot of teaching could be done even as the game goes on if the teacher so desires it. An effective way of teaching beginners is by the teacher himself playing the game with the boys. When he does so he must not dominate the game. This will kill the enthusiasm of the boys. He must be there with the definite intention of helping boys to help themselves. If the teacher is good in a game, he will become the hero to the boys. Beginners learn a lot by witnessing good players in action. In some instances, the game may be interrupted for a while to explain some of the common errors made and also to suggest better methods of playing. But such interruptions should be sought only if there is need for them and where the instruction given will be useful to the whole group or a large number of the group. Too much delaying kills the interest and so the teacher must use his discretion. Such teaching is really education through creating the necessary "insight" into a complex activity like a game.

THE PLACE OF TEACHING OF FUNDAMENTALS

Practice of the fundamental skills has a place in teaching physical education activities but its place is not with the beginners. Its place is with mature players, players who have developed some proficiency in a game. For them the practice and the drills in the fundamental skills will have meaning and significance. A Basketball player who spends hour after hour in perfecting his shooting skill, or a

cricket player who bowls and bowls to improve the control, direction and spin of his bowling, or a batsman who practises at the net to improve his batting or a hurdler going over the hurdles in constant practice, are examples. They are able to see the significance of what they do in relation to the whole activity. To such of them practice in the fundamentals is necessary to improve their performance. The teaching technique to be used with beginners is different from the technique to be used with mature players.



THE HOCKEY WIZARD

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Madras,
April 28th, 1941

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