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# VYAYAN

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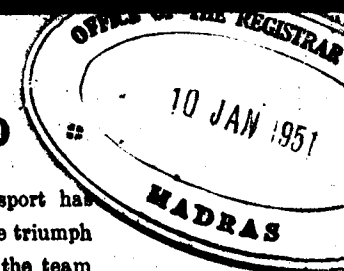
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**NOVEMBER 1950**

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Here and there the evolution of sport has doubled on its tracks. Nevertheless, the triumph of the individual is drifting out of life: the team spirit is winning through. The modern tendency in all the activities of life—to bring always together the high qualities of co-operation and allow them to work through enlightened competition — is exemplified in the sporting teams of all sorts that meet every day. As life becomes better planned, and the relationship of the individual to the community he serves becomes more clearly defined, we will thrill with the vitality of true sportsmanship every hour.

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Vol XXII No. 2.

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## TABLE OF CONTENTS

Page

### Editorials:

- Physical Fitness—A Prime Need
- Public Health Propaganda

3  
7

### Articles:

- A study on the organization of Physical Education in Madras City Schools  
By J. P. THOMAS
- Physical Education in the Madras University By P. R. SUBRAMANIAN
- The Aquatic Program By T. W. ARNOLD.
- Hockey and its Fundamental Skills By M. ANANDA RAJ

8  
10  
12  
13

### News from other States:

- Physical Education in Bihar

14

### Our Training Colleges:

- College News
- Government Physical Training College, Allahabad

16  
17

### Alumni News

18

### Book Reviews

- Health Training in Schools
- Training for Childbirth

20  
20

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## VYAYAM

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## PHYSICAL FITNESS — A PRIME NEED

In this issue we publish two articles on Physical Education one pertaining to conditions in schools and the other to the progress made in colleges; and in both of them readers will find that Physical Education is yet to be accepted in full as an integral and essential part of the scheme of Education. Such a regrettable inference is inevitable under the circumstances in which physical education teachers function in schools and colleges and physical education activities are conducted. Inadequacy of equipment and staff, half-hearted support from administrations, undue emphasis on some subjects of the curriculum in preference to others, failure to appreciate the scope and significance of modern physical education are only a few of the more important causes which have stood in the way of real progress and which have prevented the teachers devoted to it from getting either the pay or status which are their due and hindered Government Departments of Education, Universities and schools and college administrations from giving whole-hearted cooperation to schemes of health and physical betterment. We have had frequent occasions to complain in the pages of this journal of these unfortunate conditions; and to us it now appears that neither financial and other circumstances nor the present approach to our educational problems are conducive to the realization in the near future of the ideals which we uphold. But be these as they may, it is our purpose in this editorial not so much to complain of what we lack as to show the reasonableness of what we need; and of that need the greatest is the need to ensure, quickly and without loss of time, Physical Fitness for our people.

Political conditions all over the world are in a terrible state of uncertainty and every move made humanely towards consolidation and peace is being

opposed by counter-moves from people aggressively interested in exploiting their ideologies and in enforcing their way of life on the weaker nations. And, in such circumstances, no nation can afford to overlook the defects and the short-comings of its society and no Government can refuse to see the prime importance of preparedness for defence. Economic conditions in India, particularly those relating to the production and distribution of essentials including food, have been none too conducive to the maintenance of social contentment; and our new won freedom has to be safeguarded against both internal disruption and external aggression. In this stupendous task, man-power of the highest type has to be developed; but when we consider our resources in man-power even superficially, we find that persisting poverty and disease and endless famine and want arising from nature's havoc and man's own blind folly or neglect, have rendered our people one of the weakest in the world. Our Government have accordingly to face the primary problems of economic improvement in preparation for the solution of the more difficult problem of public health and social and individual fitness helpful to a responsible and rich life. But until primary economic betterment is secured and people have enough food and the minimum of essentials in clothing, housing and medical help, much of the talk on physical fitness must remain merely theoretical. Yet we consider that as fitness is needed to preserve our political integrity and our hard won freedom and to augment productive power, a statement on the significance of fitness may be of help to revise our programmes of physical education in our educational system. Physical Fitness implies a condition of human body free from defects and disease and endowed with a capacity for skilled, sustained and prolonged hard work. Physical Fitness is regarded as an important phase of total fitness which should include emotional fitness, mental fitness and even social fitness, involving thus not only the physical body but also feeling, thought and adaptability to the group. Physical Fitness is thus intimately related to our living in which home life, daily calling, the defence of the home and the country, recreation—i.e., racial self-expression in activity—all play a very significant part. The greater the number of people who are physically fit the greater accordingly will be the contribution to the happiness of the group and its economic and social progress. Conversely, the larger the number of the physically unfit in any community the greater will be the inefficiency and suffering of that group. We have no doubt that in India the greater number of our population live far below the normal standards of physical fitness.

Physical fitness is a term which came into prominence in World War II when the United States initiated studies on the subject as a part of their war effort; but the interest in fitness is much older and a good deal of research

work has been done in this field since the latter half of the twenties of the century. Physical educators must be familiar with the names of Brace, Rogers, McCloy, Bovard and Cozens, Schneider, MacCurdy, Larson and, more recently, Cureton; and very significant contributions have been made by these and other workers and norms or correlations of validity have been worked out as a result of elaborate studies on the different aspects of physical fitness. In this article it is our intention merely to show that as a result of such research work we have now come to regard physical fitness as an objective expression of three essentials: (1) The Physique, related to size, muscular development, posture and poise, etc. (2) Organic Efficiency, related to sight and hearing, circulation and respiration, muscle capacity, etc. and (3) Motor Efficiency, connected with balance, flexibility, agility, strength, power, endurance and their expression in athletic and camping skills.

Now let us consider whether, in the system of physical education which obtains in our educational curriculum, any effort has been made to study the needs of our people in relation to their physique, their organic efficiency or their motor efficiency and to satisfy these needs. So far as physique is concerned, no attempt would appear to have been made anywhere in India to study this problem in relation to physical activities. The pity is, even a mere appraisal of the health status of our pupils is hardly attempted in most institutions. In a country so vast as ours, body-build must vary widely from region and body type has an intimate bearing upon both organic and motor efficiency. We have to take cognisance of this fact and make an endeavour by emulation of American and other western examples to initiate studies of human physique in India, as the first step to securing on a scientific basis, organic and motor efficiency.

In our schools and colleges there is need to determine the exact physical status of our pupils in relation to the different aspects of both organic condition and motor fitness. But, for this purpose, we do not have at present either the necessary tools of measurement or the men who can handle these tools in sufficient strength. Even the few physical education teachers that are employed in schools and colleges have no grounding in methods of assessing physical fitness. In Madras and Bombay, for instance, elementary attempts at Physical Capacity Tests have been indeed initiated, but these attempts unfortunately overlook the fundamental fact that no tests can be effective as tests of physical fitness or useful as dependable indices of such fitness unless they are calculated to serve as all-round tests of balance, flexibility, agility, strength, power and endurance. Working in the University of Illinois on a motor fitness test of 14 items meant to test the capacity of post-adolescent men for

139/62

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efficient performance in the basic requirements of running, climbing, falling, swimming, lifting weights, carrying loads and enduring under sustained effort in a variety of situations, Dr. Cureton seems to feel "that tests must be weighted in proportion to their value in predicting a composite criterion" of many "muscular endurance and cardiovascular events." We would therefore urge the need for those in charge of training institutions of physical education and Government Department of Education to introduce into training courses of Physical Education a curriculum of studies meant specially for physical fitness on modern lines. We do not under-rate in this connection the importance of securing the services of the medical profession for the effort but apart from appraisal and guidance, any real physical fitness work that may be attempted in this country must largely be done by teachers of physical education specially qualified for the work. A Diploma Course of one year will hardly be sufficient to enable trainees to acquire the required skill and knowledge for the mastery of the newer test procedures; and before training schemes are initiated, both physical fitness equipment and instruments of measurement must be made available in abundance in this country, ultimately to aid trained personnel to start work in earnest. But as conditions are in our educational institutions, even the systems of gymnastics once prevalent have been forgotten; conditioning or calisthenic exercises are hardly utilised; and, in the name of natural activities, one sided recreational activities only are used in most institutions. This is physical education to-day as it prevails but strictly judged; but if physical education is to make a contribution to life it should first contribute to fitness, such total fitness as we have envisaged. Mere participation in play cannot produce this fitness. Though play has undeniable educational advantages in the training of character and in developing social and civic qualities and though play may contribute to some extent to certain aspects of physical fitness like speed and agility, play activities by themselves cannot produce those components of motor fitness and organic efficiency by which total fitness for life can be gained. It is for this reason that just as there was a revulsion from Swedish Medical Gymnastics and army physical training to natural activities or games, so there is to-day a distinct revulsion from mere games activities towards methods which would contribute to the total physical fitness of the citizen.

## PUBLIC HEALTH PROPAGANDA

As we go to the press, we hear with pleasure that our contemporary *Peoples Health* is commencing its fifth year of life. The Editor claims to having waged a fearless war of crusade against all such factors in our environment as have impeded the progress of public health and the inculcation of a Health Conscience, and this good work has been apparently done alone and almost unaided.

In a world fast losing its faith even in morality, hypocrisy must often masquerade as social service and statesmanship and thus gain the upper-hand; and it is perhaps no wonder that even in so essential a service as our contemporary is devoted to, the editor should have had not only to fight for his good cause but "fight

people who wear velvet gloves". In matters of health relating to a nation so ignorant and superstitious and so poverty stricken as ours, the highest motives of service must prevail, particularly among medical men and public health workers, and egotism can have no place in social service, it will be in the national interest of all engaged in this humane effort to work shoulder to shoulder in a spirit of selfless humility and devotion to the successor of the suffering and the diseased.

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MADRAS 6

## A STUDY IN THE ORGANIZATION OF PHYSICAL EDUCATION IN MADRAS CITY SCHOOLS

By

Sri J. P. THOMAS, B.A., L.T., M. Ed.

### Introductory :

Modern Physical Education is still in its infancy in the Madras City Schools despite the fact that two decades have passed since the introduction of compulsion. We cannot say that there is really any planned development and there has been no consistency in the progress attained. In about 70% of the schools, Physical Education classes are merely periods of supervised play with little instruction or effort at progressive work; and activities are rarely adapted to physiological needs because there is no real Health Examination.

### Curriculum :

Few schools offer a sufficiently wide variety of activities and there is no balanced programme. From the old type of drill the schools have swung to the extreme of ball games, and rhythmic activities, gymnastics, stunts, athletics, the self-defensive arts and indigenous games and exercises are generally excluded from most school programmes. Even in the matter of instruction and coaching, systematic efforts seem to be absent. Little or no effort is made at organised recreation or camping. In certain areas schools prefer particular types of games; for instance, in the Saidapet area, there is general preference for Hockey, in Mylapore and in Triplicane for Cricket and in George Town and Perambur for Football. Individual needs are naturally neglected under these circumstances.

### Staff :

Most schools still employ only low qualified men and even this is done merely to satisfy the regulations. There are five schools only employing graduate physical directors and these schools show a record of all-round progress and improved discipline among the boys; and, naturally, these schools scored the first five highest rating. On an average there is only one physical education teacher for every 750 pupils. In one school with a strength of 1963 pupils, there is only one trained physical education teacher. Despite regulations, only 86% of schools employ

technically trained men and even they are not adequate to the strength of the schools. The teaching load varies from 25 to 30 periods a week; and, except in Government schools, physical education teachers have often to do class-room work if they are qualified for it, and such teachers are treated on a par with other staff in respect of promotion and privileges.

### Class Organization :

In 90% of the schools, physical education teachers have to do with 100 or more students at a time and so work cannot be organised for efficiency and students can gain nothing worthwhile from such classes. Instruction or participation periods are not therefore kept distinct; and all physical education periods are crowded into the afternoon. In 70% of schools on an average, two weekly periods are provided within the time-table for forms IV to VI. In 65% of the schools there is no daily programme of activity. In the five schools which follow the shift system, there is little physical education work. Student leadership is utilised in only about 50% of the schools.

### Inter-School Meets and Intramurals :

In all schools Intramurals are organised in some activity or other largely through a staff council, and in 13, the intramural programmes are so developed as to permit 50% of the students to take part in the Intramurals. Intramurals come generally as a climax to the year's work.

Inter-School competitions have been organised through the Madras Schools Athletic Association in which all high schools are members.

In 50% of schools, awards in intramural competitions are limited to certificates and the rest give in addition cups and medals. There is still one school encouraging money prizes.

### Finance and Budget :

The Games Fund which accrues from student fees is the main source of finance for physical education activities. Only in seven schools do

managements make any contribution to it; and in Government schools Government pays one-third grant on the games-fee collections. In 73% of the schools, the games fund is spent on games and sports equipment. The Games Fund account is audited by a member of the staff in 63% of the schools. In seven schools, to control the fund there are Games Committees constituted out of student representatives with the Headmaster and Physical Education Teachers as Ex-Officio Members; and in others it is administered by the Headmaster and Physical Education Teacher only. In all schools, the accounts seem to be well maintained, Departmental control being strict. The games fees range from Re 0-8-0 to Rs. 1-8-0 per term in forms I to III and Re. 1 to Rs. 3/- in forms IV to VI.

### Facilities and Equipment :

53% of schools have playgrounds adjoining the schools but all of them are very inadequate in extent. Other schools have playfields at a distance but they too fall short of needs both in area and in equipment. Few grounds are well kept. Only three city schools have play areas exceeding five acres; and in 83% of the schools, the area ranges from one to five. Practically in no school are separate facilities offered for Track and Field work. Generally, play equipment and light apparatus are kept in all schools; but the time-table hardly permits their use except in two schools where parallel and horizontal bars are provided. Heavy gymnastic apparatus is rarely used. No schools seem to provide any indoor games facilities.

### Tests and Measurements :

Physical ability tests were introduced in Madras Schools some years ago but they have not served their purpose. This is because most schools have very large numbers of pupils with one or two physical education teachers and few or no facilities and without the time allotment required for tests. But, all the same, objective measurements in the fundamental skills of pupils in running, jumping, throwing and climbing have been attempted in 80% of the schools; and the A B C rating of performances recently introduced have helped to stimulate pupil interest in the tests. Pupils ability thus tested is used in 20% of schools in considering admissions. Yet we may venture to say that these tests are hardly made even once a

year. 16% of schools consider that there is need to improve these tests and use them as a subject of examination; 43% would prefer them as an optional subject for specialisation and 46% attach no importance to these tests. In most schools there is no incentive provided for the tests either through training or by recognition.

### Health Education :

Health Education is still more theoretical learning and is not related to health practice. Generally no school has a doctor or nurse and school staff lack satisfactory health training. In 83% of schools there is no Medical Examination from form I to VI, and in 23% an occasional Medical Examination seems to be made. Even in the matter of health guidance, 80% of schools depend upon class masters who have neither the time nor the training required for the work. School environment and sanitary facilities are grossly below modern needs.

### Recreation :

Training for leisure and for social recreation is essential; and such training should begin early in schools to create habits of wise use of leisure necessary to adult life; but in 90% of the schools boys are left to themselves and in the rest the provision for indoor games or recreation is neither varied nor adequate to the needs of all pupils. 90% schools do not provide for leisure training in their Time-table, and Hobby Clubs even have yet to become popular because schools have not attempted to study the need for leisure and the possibilities of utilising the educational opportunity for training in leisure.

### Administration :

Physical Education, Health Education and Recreation are administered under one head in 90% of the schools; but inadequacy of staff in 80% of schools prevent efficiency being attained. The Physical Education Teacher somehow develops an unsatisfactory attitude either because Physical Education is not yet a total responsibility or because the responsibility is divided.

The integration of the three aspects of work is yet a standing need. Inspections by Regional Physical Directors are too widely spaced to be effective. In the Physical Education budget of 93% of schools, Health Education and Recreation get no special allotment.

(To be continued in next issue)

# PHYSICAL EDUCATION IN THE MADRAS UNIVERSITY

By

Sri P. R. SUBRAMANIAN, B.A.,

Physical Director, Presidency College, Madras

Madras University which has had a high tradition for games and scientific education and has done yeoman service so far for higher education in this land, has somehow treated Physical Education as a step-child much like most of the other Indian Universities. But, thanks to early initiative, for over two decades despite vicissitudes and handicaps, physical education has formed an integral part of University education and has slowly gathered strength and vitality in the service of health and physical growth.

Until 1928, but for games which were in the control of Honorary Sports Secretaries drawn from the staff there was no physical education as such in Colleges of the University; and the late Mr. H. C. Buck's report of an inspection he made of Colleges for the purpose led to the introduction of a system of compulsory physical education in the Intermediate classes of all affiliated Colleges. This coincided with the introduction of compulsion in secondary schools on the basis of investigations carried out by the Beasly Committee and its suggestions. Mr. H. C. Buck was the inspiring genius in both cases; and he made the educational authorities see that physical education or education through physical activities is an essential part of or adjunct to general education. Before 1920, most colleges provided some types of Gymnasium Equipment in the open, largely horizontal and parallel bars, flying rings and a horse or Buck with an instructor generally drawn from the retired army men. By 1923, when I joined college as a student, this apparatus had disappeared in my college as in most others, or even if the apparatus was there, the instructor had. In one case the Instructor was metamorphosed into a college sergeant at the head of peons! Instructor or no, students loved to play or do other physical activities; and the University was stimulated into considering the problem seriously by 1928. Then it took the decision to which I have already referred.

When the University decided on compulsory physical education it was also conceded that teachers in charge of physical education

should be University men, graduates with special training for the work and endowed with a status equal at least to an assistant lecturer. This was indeed some progress; and from 1929 onward when the scheme was initiated, a new orientation was given to the problem of physical education in the colleges of the university. A minimum of two hours a week of physical education was prescribed for students of the Intermediate classes; and colleges were expected to organize programmes of physical activities suited to local conditions. Most colleges of the university now promote play activities, and major games are popular with students. Physical Directors are proving good Leaders despite the difficulties and handicaps which they have to face; and the success of the scheme so secured is slowly paving the way for both the betterment of students' health and physique and the improvement in status of the Physical Directors themselves. In order that we as a people may come into level with other progressive countries greater recognition must be given to the contribution physical education makes to the richness of life as an integral part of our educational effort.

To do this, each college must organise physical education as a separate and independent department with able men in adequate number to man it. One of the greatest handicaps to progress is that most colleges have but one physical director each; but as in other departments, without a sufficient number of teachers physical education activities can hardly become effective means of the abundant life for the student. With more teachers, physical and medical examination and remedial work will become possible; and intensive coaching in games can be started. Research in this field, so essential to all progress, is unknown in this land; and opportunities have yet to be given to men of capacity to contribute to knowledge in this vast field; and this would mean that not only should more men be appointed but that men with experience and capacity should be given due status as heads of departments and as research workers. Intramurals, Inter-Collegiate Tournaments and compulsory activi-

ties for conditioning, varied programmes suited to varying interests all call for the appointment of greater number of physical directors in colleges. One other real need is that college administrations have yet to understand and give the full significance of the contribution that physical education has to make to the goal of education — the preparation of our youngmen for the good life — for leadership in life and for its enrichment in different fields. Foresight, sympathy, interest, and enthusiasm are needed for a gradual upgrading of physical education.

One of the most effective steps taken by the University to strengthen physical education is the organization and promotion of Inter-Collegiate and Inter-University participation in games and sports. For purposes of Inter-Collegiate competition in games, the colleges of the University are grouped into four divisions with a convener for each; and annual tournaments in Cricket, Hockey, Football, Tennis and Athletics are conducted. As a culmination, the Zonal contents lead to Inter-divisional Meets. With the rapidly increasing popularity of these divisional meets, it has now become necessary to have Zonal meets in each division to facilitate easy participation. To conduct these Inter-Collegiate events and participate in the Inter-University events, a Central Committee has been constituted at Madras. It has both advisory and executive functions. The Madras University has taken an enthusiastic part in Inter-University Tournaments and Meets and annually the responsibility for some at least of the Inter-University games vests with Madras; and this has helped greatly to increase student participation in games and to improve standards.

A new feature this year has been the constitution separately of a Central Committee for Women Students for promoting Inter-divisional Games for Women; and there are three divisions, viz. Madras, South and West, each division organizing for the present Tennis, Net-ball, Badminton and Tennis for women students.

Another remarkable step to progress the Madras University has taken, is to institute a

Diploma Course in Physical Education open to graduates and for this purpose to affiliate the Y. M. C. A. College of Physical Education at Saidapet with the Madras University. But this recognition by itself may not prove effective as experience of the last two years has shown; because men of physical capacity with any intellectual merit can be attracted to the profession only if attractive salaries and proper academic status are both offered and unless simultaneously colleges are compelled to appoint one Physical Director to every 300 students.

Now let me conclude: Whatever progress we have achieved in the last two decades though slow, has been due to the vision and the goodwill of great educationists like our Vice-Chancellor Dr. Sir A. Lakshmanasamy Mudaliar whose enduring interest in the health and welfare of our students has been a source of immense inspiration to all.

In this connection a word of praise and a debt of gratitude is due to Sir K. P. Lakshmana Rao, former Judge of the High Court of Madras, who was the President of this committee for several successive years. Prof. C. K. Krishnaswami Pillai, Professor of Geology, Presidency College, who was the Treasurer of the University Union and the late Mr. T. V. Sivaprakasam, Physical Director, Pachaiappas College, Madras for the efficient way in which they have by their excellent services helped to organise these activities of the University at the initial stages. For the past few years, under the able guidance of Rev. Father L. D. Murphy of Loyola College as the President of this committee the Madras University has taken great strides forward in the Inter University Tournaments and sports.

The work done by so many eminent men shows the necessity for organising Physical Education as a regular Department of the University activities. Physical Education has become so important and its activities so varied that the University should plan a Chair for Physical Education and this should form a part of any expansion of the University activities that may be taken up in the near future.

U. S. F. H. S., contests were organised between U. S. A. and England.

Early in the 20th century the game of Field Hockey became popular in India; and in many of the schools and colleges the game was introduced. Indians have proved their worth in Hockey by winning and retaining the World Championship since the 1921 Olympiad.

The game is not as popular among women in India as with men. We hope the day is

not far, when our women will also achieve world distinction.

To maintain India's prestige and to develop skills we should lay sound foundations in the early stage of the young in schools. The pupils should be taught the fundamental skills of the game and regularly drilled in them. Then only shall the techniques and strategies be mastered.

(To be continued in the next issue)

## PHYSICAL EDUCATION IN BIHAR

### BIHAR PRANTIYA SHARIRIK SHIKSHAN MANDAL

In the recent years Bihar has been organizing their Physical Education programmes with some enthusiasm. In 1947 the first Conference of Physical Education was held at Patna and the Bihar Prantiya Sharirik Shikshan Mandal, a Central Provincial organization was founded at this Conference. The Second Conference in Bihar was held in February 1949 at Muzafferpur and the Third Session of the State Physical Education Conference in March 1950 at Patna. One of the most notable things achieved in the State is the establishment of the College of Health and Physical Education. The following news of the Government's action is abstracted from the Mandal's report:

"Government have accorded sanction to a scheme regarding the establishment of a Government college of Health and Physical Education at an estimated cost of Rs. 95,762 recurring and Rs. 24,550 non-recurring. The scheme has been sanctioned for a period of five years for the present. It consists broadly of three parts. The first part deals with the establishment of a College of Physical Culture and Education, the second part relates to the superintendence of Physical Education in districts, and third part envisages the provision of a recurring sum of Rs. 17,000 for distribution to institutions for

encouraging Physical Culture. The Health supervisory staff will consist of a Deputy Director, who will also be the Principal of the Government College of Health and Physical Education, a Lady Superintendent of Health and four Assistant Superintendents. The teaching staff of the College will consist of the Principal, a Professor, a Lecturer and two instructors."

Bihar has also a Physical Education Planning Committee.

*\*Meeting of the Bihar Provincial Council of Physical Education held at Patna on the 17th September, 1950.*

An important meeting of the Provincial Council of the Bihar Prantiya Shikshan Mandal was held at Arya Samaj Mandir, Patna on the 17th September, 1950, from 2 p.m. with Dr. Paras Nath Sinha, the Senior Vice-President of the Mandal in Chair. Members from different districts of the state attended the meeting.

After the review of the work of the Mandal by its Secretary the Provincial Council discussed the comments of the Superintendent on the resolutions passed at the last Bihar State Physical Conference of Arrah—

\* Report from Shri Ram Lakhan Prasad, Honorary General Secretary.

- (1) To start a well equipped College of Physical Education at Patna.
- (2) To send experienced Physical Instructors to foreign country for higher training in Physical Education.
- (3) To depute teachers (men and women) for training in College of Physical Education at Madras, Bombay and Amraoti.
- (4) To appoint at least one properly trained Physical teacher in each school and college.
- (5) To arrange compulsory lunch system in each school.
- (6) To provide attractive salary for Physical Instructors.
- (7) To recognise only those Physical Institutions which are affiliated to this Central Organisation of the whole Bihar State.

The unanimous decisions adopted by the council after thoroughly examining the comments are being communicated to the Superintendent of Physical Education and other officers for needful action.

### PHYSICAL DEMONSTRATION

The meeting was followed by a Physical Demonstration which included Action Song, Stick Dance, Lazim Dance and Mass Drill by the Arya Kanya Vidyalaya; Display of Lathi, Sword Gadka, Banaibi, Bana, etc., by Lal Bahari Vayayashala and Rod-bending, Fire-Jumping etc., by Shri Dhurendra Viyayashala.

The function of the Provincial Council ended with the prize distribution by Mrs. K. N.

Begam and vote of thanks by Dr. Narain Prasad.

Shri B. P. Sinha, B. Sc. (New Jersey), M. Sc. (Kansas) Assistant Director of Education (Physical Education). Bihar, reports that arrangements are ready to get the Government College of Health and Physical Education opened shortly. The preliminaries for admission to the College are being prepared.

The Prospectus of the College now being issued gives the aims and objects of the College. The maximum number the College proposes to take for all courses will be only 100; and admission is open only to men and women "who are natives of, or domiciled in the province of Bihar." The courses proposed are: (1) A Diploma Course open to Graduates only or equivalent (?)—lasting nine months. (2) A Certificate Course open to I.A., I. Sc, O Ts. Matriculates or equivalents—lasting also nine months. (3) An Elementary Certificate Course of six months open to non Matriculates, V. Ms. or equivalents. (4) A Short Training Course of three months of In-service training for seniors who have rendered over ten year's service. (5) A Primary Training Course lasting upto three months for Primary School teachers to be deputed by District, Local Union, Municipal Boards and others.

The syllabus for the Diploma and Certificate Courses will be the same and as approved by the Patna University; and the syllabus for other courses will consist of suitable modifications of the Theory and Practice of Physical Education, Elementary Anatomy, Physiology, First Aid, Sanitation, Hygiene, Administration and Organization of Health and Physical Education, Calisthenics, and Light and Heavy Apparatus Work. For women, Home Nursing, Child-care and Child-Development are added.

## COLLEGE NEWS

1950-51

We have on rolls for the current year 241 students (i.e.) 192 men and 49 women. To meet the inadequacy of accommodation two new hostel cottages are under construction. The Madras Government has sanctioned a sum of Rs. 11,500 to enable us to train as many as 400 students a year.

As contrast to previous years, there are only 17 in the Diploma Course which is evidently due to lack of encouragement for Diploma holders by the Government. Likewise the enrolment to the Higher Grade Course is also becoming less and less satisfactory there being only 54 now on rolls, both men and women included. The strength in the Lower Grade now standing at 168 is increasing year by year as schools now endeavour to appoint one Physical Instructor for every 250 students.

This year there are 49 women students and this is a record.

We have students from Mysore, Coorg, United States of Travancore and Cochin, Hyderabad, Bombay, East Punjab, Orissa, Madhyapradesh, Ajmer, Mewar, Ceylon and Persia. The distribution of students for 1950-51 is as follows:

## BY STATES

|                       | Men | Women | Total |
|-----------------------|-----|-------|-------|
| 1. Andhra Desa ...    | 70  | 7     | 77    |
| 2. Tamil Nad ...      | 80  | 15    | 95    |
| 3. Malabar ...        | 11  | 4     | 15    |
| 4. South Kanara ...   | 5   | 2     | 7     |
| 5. Mysore ...         | 2   | 1     | 3     |
| 6. Coorg ...          | 2   | —     | 2     |
| 7. U. S. T. C. ...    | 6   | 3     | 9     |
| 8. Hyderabad ...      | —   | 1     | 1     |
| 9. Ceylon ...         | 9   | 12    | 21    |
| 10. Bombay ...        | —   | 1     | 1     |
| 11. East Punjab ...   | 2   | 2     | 4     |
| 12. Orissa ...        | 2   | —     | 2     |
| 13. Madyapredesh ...  | 1   | 1     | 2     |
| 14. Ajmer & Mewar ... | 1   | —     | 1     |
| 15. Persia ...        | 1   | —     | 1     |
| Total ...             | 192 | 49    | 241   |

In addition to the older members of the staff and Mr. Theodore Arnold whose coming has been already reported, the following have since joined:

1. Mr. C. Thirunarayanan, M.A., L.T., who with his ripe experience as the President of the Students' Association.
2. Mr. Hubert Dhanaraj, B.Sc., very enthusiastic and active lecturer.
3. Mr. D. V. Trivedi — part-time Instructor in indigenous activities.

*Life on the Campus:* has settled down to vigorous normality, in preparing for Inter-Collegiate and Olympic competitions. The men students are divided into five houses, the additional house being 'New Nivas'. New Office bearers for the Student Association for the year have been elected and are functioning.

The College is making significant contributions to the popularity of swimming in Madras, thanks to the enthusiastic and expert services of Mr. T. W. Arnold.

Some of the very urgent needs for the College are:

1. Quarters for the Staff.
2. Separate Library building.
3. More Hostel accommodation.

Efforts are being made to interest the Government and other donors in the welfare of the College so that these needs may be satisfied.

## THIRD INVITATION SWIMMING AND DIVING MEET

The Third Invitation Swimming and Diving Meet organised by the College was held at the College swimming pool on the 13th and 14th

of October, 1950. Over 60 competitors from various parts of South India took part in the various events. Travancore, Mysore and Hyderabad were well represented. The Travancore Swimmers won the championship. Outstanding swimmers from Travancore were Mr. Damodaran Nair and Mr. Gangadaran Nair. The former showed great improvement in style and speed. The diving championship was won by Ranganathan of the Madras University.

Swimming is very popular in Madras. Ted Arnold is making a great contribution and his services are in constant demand by schools and

colleges. Girls and women are also getting interested in swimming.

One feature of the Swimming Meet was the efficient way in which the officiating was done. It is becoming increasingly clear that there is need for holding an "Officials' Clinic" prior to such competitions. Under the direction of Ted Arnold, one such clinic was conducted prior to the Inter-University Swimming Meet at Madras. This Meet was also efficiently handled. Similar steps would be taken for Basketball. Madras is the venue for the Inter-Varsity Basketball tournament.

C. C. Abraham,  
Principal.

## GOVERNMENT PHYSICAL TRAINING COLLEGE, ALLAHABAD

The College Time-table is similar to that of the Y.M.C.A. College of Physical Education at Madras.

Since July 1950, with the sanction of the Government, Military Training to all male students of the College is given as a part of their training. One of the members of Teaching Staff who had received training—special Military training—has been placed in charge of this work.

To teach folk dancing, dancing movements and rhythmical exercises done to music, a music teacher has been appointed.

From the current academic year, graduate students both men and women have the option of specializing in different branches of Physical Education.

The pupil strength of the College is 51 and is distributed as below:

Graduates: Men 7, Women 3  
Under-Graduates: .. 34, .. 7

C. D. NAITHANI,  
10-10-50  
Principal

*"Passion is that which dwells upon pleasure.*

*Aversion is that which dwells upon pain."*

— PATANJALI.

## ALUMNI NEWS

The activities of the Association for the year commenced with the get-together at St. Christopher's Training College on Saturday the 23rd September, 1950, to welcome Mr. & Mrs. T. W. Arnold who have joined the staff of the Y. M. C. A. College, Saidapet. The Secretary on behalf of the Association extended a warm welcome and Mr. Arnold replied suitably. The Arnolds look forward to a period of fruitful service in India.

## POSTINGS :

Shyam Chandra (36-37) has returned from the United States after his post-graduate studies and has been appointed as the Welfare Officer at Nilokheri (Karnal), Punjab.

Devi Dayal Malik (36-37) is the Director of Physical Education at Government High School, Nilokheri.

K. V. Ramdas (49-50) has joined the Government Training College, Mangalore.

Y. Ramdass (49-50) has been posted as the Director of Physical Education at the training College attached to Ramakrishna Vidyalaya, Perianayakan Palayam, Coimbatore.

Messrs. C. Thirunarayanan (44-45) and Hubert Dhanraj (49-50) have joined the staff of the Y. M. C. A. College of Physical Education.

Mr. S. V. N. Murthy (48-49) has been appointed as the Director of Physical Education at the newly started Government Training College at Palghat.

## PROMOTIONS :

C. A. Abraham (1928-29) of the Christian College, Tambaram, has been taken on the Professor's grade in par with the other heads of departments, in recognition of his services for the past several years. We are happy that his scholarship and practical abilities have been so ably rewarded. Congratulations—'C A.'

M. Robsen (46-47) has been promoted a Professor and Head of the Department of Physical Education at the Alagappa Chettiar's College, Karaikudi. Among the new colleges recently started Karaikudi has already earned a name for its progressive outlook. With the completion of the Bhavanagar stadium, Robsen will have enough opportunities to prove equal to the trust laid on him by the authorities of the College. We hope that other Colleges in India also would raise the status of the Directors in Physical Education.

R. Narayanan (49-50) has joined the Institute of Technology, Royapuram as the first Physical Director of the Institute.

## 'WEDDING BELLS'

Miss Helen Jacob (1943-44), Lecturer, Y. M. C. A. College of Physical Education, with Mr. S. D. Chopde, Lecturer, Y. M. C. A. College of Physical Education, at Saidapet.

Cherappen (47-48) with Miss Thankamma John at Valakam.

V. Srinivasan (48-49) with Sulochana at Madras.

A. Paulraj (39-40) T. T. V. High Schools Madras, with Vaida Jothi Bai (41-42) at Chingleput.

M. Rama Mohan Rao (41-42) A. H. College of Technology, Coimbatore, with Meenaksh Devi at Chirulatanur.

M. Seshagiri Rao (49-50) with Premila Bai at Adoni.

D. N. Agashe (49-50) with Shasikala Gard e B.A., at Yeotmal.

Raghurama (48-49) with Parvathi at Koteeshwar.

Andrew Rajamanickam (1942-43) with Glory Ansa.

We wish these couples a happy and prosperous married life.

## HIGHER STUDIES :

K. V. Varkey (1942-43) has finished his thesis for Doctorate at Columbia University, U. S. A.

J. S. Rousseau (1945-46) is appearing for his doctorate at Illinois University.

M. S. Mohan (39-40) is on his way to Springfield College for post-graduate study in Physical Education.

## BIRTHS :

Mr. & Mrs. M. C. Gogai (48-49) Jorhal, Assam—A son.

Mr. & Mrs. A. G. Singh, Y. M. C. A. College—a daughter.

The Alumni at Delhi had a joyful evening get-together on 25th October, 1950 at Chelmsford Club and met Mr. C. C. Abraham who was in Delhi in connection with the Asian Games. It is our hope that the Alumni would continue to meet often and make it a regular feature at New Delhi.

Mr. C. C. Abraham (29-30) and Mehar Singh (28-29) are in the committee for the selection of Indian athletes for Asian Games.

Very encouraging reports are received from the District Associations of the Alumni in response to our suggestion for local associations in the August issue of "Vyayam." It is our earnest hope that such attempts will be continued in order to strengthen the bond of fellowship in the profession. The Secretary will be pleased to receive letters from District associations about their activities.

The Asian games are to be staged at Delhi in March 1951 and we would avail ourselves of the opportunity to meet as many of our Alumni in India, Burma, Ceylon and Pakistan, who would be present for the Meet.

We are happy to note that the Alumni in Assam are safe from the ravages of the recent earthquake and are doing a commendable piece of social work in the much affected areas.

P. Chelladurai (First Ex-Serviceman's Course) 1948-49 has been selected as a Sub-Inspector of Police and he is undergoing training at the Police Training College, Vellore.

Miss V. Benjamin (1940-41) has completed her B.A. and she is appointed at the Ethiraj College for Women—Royapettah.

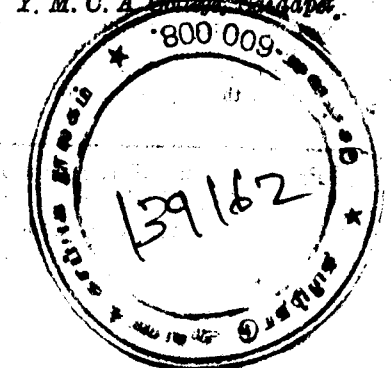
A deputation of the City Physical Education Association (Madras) waited on the Hon. Minister for Education on the 2nd November 1950 to press the claims of Physical Education teachers of all grades for better emoluments. Copies of the memorandum submitted to the Hon. Minister can be had from the Secretary for use of District Associations.

In the General body meeting of the North Guntur District Inter-School Sports Association held on 28th October, 1950, the following resolution was passed.

"This association heartily supports the resolution passed by many District Teacher's Guilds that Physical Education teachers teaching the higher forms should be given the L. T. scale (75-5-145) and those teaching the Lower forms the secondary grade scale of salaries".

J. P. THOMAS,

Secretary, Alumni Association,  
Y. M. C. A. College, Saidapet.



Handwritten notes: "J. P. Thomas", "139/62", "800 009", "22.2".

## BOOK REVIEWS

### HEALTH TRAINING IN SCHOOLS

By Ruth E. Grout, M.P.H.,  
Ph. D., W. B. Saunders Com-  
pany, Philadelphia & London.  
320 pp., 1948.

This is an up-to-date book on Health Teaching, meant to be of "specific assistance on principles, content and methods" in health teaching. The author has attempted in the first five chapters to determine the scope of the work, "in terms of health needs and educational principles and procedures". Five other chapters, are devoted to describing specific teaching aids including evaluation and coordination with coworkers in the field of health education. The author has taken considerable pains to establish the points of views she adopts or illustrate them through quotations from a large number of authorities or by reference to them; but this has unfortunately been done at the cost to a large extent of clarity and precision. Consequently, there are many avoidable repetitions in the book.

Health needs, which determine the nature and method of health instruction are well discussed in relation to the child, as well as the home, school and community. Due emphasis is given to an exposition of fundamental principles of instruction on modern lines and the book gives ample proof that Health Education is now a progressive field for which special postgraduate preparation should be secured.

In making suggestions, highly indeed, the different grades have been treated separately in relation to the elementary schools and secondary schools. Detailed references have been made for audio-visual aids in health education.

On the principle that no learning can be effective except through productive and desirable participation, particular stress has been laid throughout the book on the importance of

a programme of action geared to needs and interests of both individuals and groups.

A list of selected readings has been provided at the end of each chapter. There are five useful appendices on (1) general references (2) sources of free and inexpensive health materials (of course, in U.S.A.) (3) check sheets on school sanitation, (4) health content of courses in University high schools and (5) on alcohol, tobacco, narcotic drugs. There is also a useful index of 12 pages. The book must be considered a valuable addition to the literature on health education. The binding and get-up are excellent.

### L. K. Govindarajulu TRAINING FOR CHILDBIRTH

By Herbert Thomas, M. D.,  
McGraw-Hill Book Company,  
Inc. Health Education Depart-  
ment, New York, 1950—3,00  
p.p. 114.

This book by a distinguished professor of Obstetrics and Gynecology from the Yale University School of Medicine, is upon a programme of "Natural Childbirth with Booming in." To us in India, except in the large cities and towns, childbirth is still a natural phenomena, and is dependent on neither doctors nor even nurses and mid-wives. In a community so mainly rural as ours, problems of childbirth have not become to our rural women the dreaded phenomenon that it is in the Western countries. True we have our own problems of childbirth, particularly those arising from inexpert assistance and want of knowledge of, or facilities for aseptic procedures connected with childbirth. To women who work for their living under the conditions of our rural existence, the problem does not appear to exist at all. Yet, this book on natural childbirth must be of considerable interest to prospective mothers, who for want of proper activity and for lack of adequate nutrition and

knowledge of maternity problems, often suffer in the same manner as western women have suffered.

The problem of childbirth is both a problem of suffering and a problem of infant and maternal mortality; and this book is not merely connected with painless childbirth which is, as indicated in the foreword to the book, an educational programme designed to allay fear and tension, to promote physical relaxation, and by a series of exercises condition the muscles for the physical labour involved in normal birth. It is said many women are quite willing to tolerate the pain (of childbirth) in return for the emotional exhilaration of conscious delivery; and so from this point of view, training for childbirth is aimed to secure 'support' during Labour.

Dr. Thomas recommends in his book a twofold programme, one of teaching prospective mothers through two simple lectures the anatomy and physiology of pregnancy and labour with emphasis on emotional aspects and the other of an educational programme consisting of exercises meant to train the prospective mother in the use of her body to aid the natural forces of labour. These exercises are intended to increase the tone and the control of the back abdominal and perineal muscles and breathing and position exercises to secure relaxation are also prescribed.

The book is essentially a technical book of interest to obstetricians and nurses but the health educator in women's colleges as well as the prospective mother with any claim to education, will find in this book much that is helpful to a natural childbirth.

C. Kalyanasundarammal,  
D. P. Ed.,  
Asst. to the Director of  
Physical Education,  
Annamalai University.

Printed by Mr. S. Narayana Iyer, B.A., D.P.E., at the Lalitha Printers, 8, Josier Street, Nungambakkam, Madras 6 and Published by Mr. K. V. Varki, B.A. at the Y.M.C.A. College of Physical Education, Saidapet, Madras 15.

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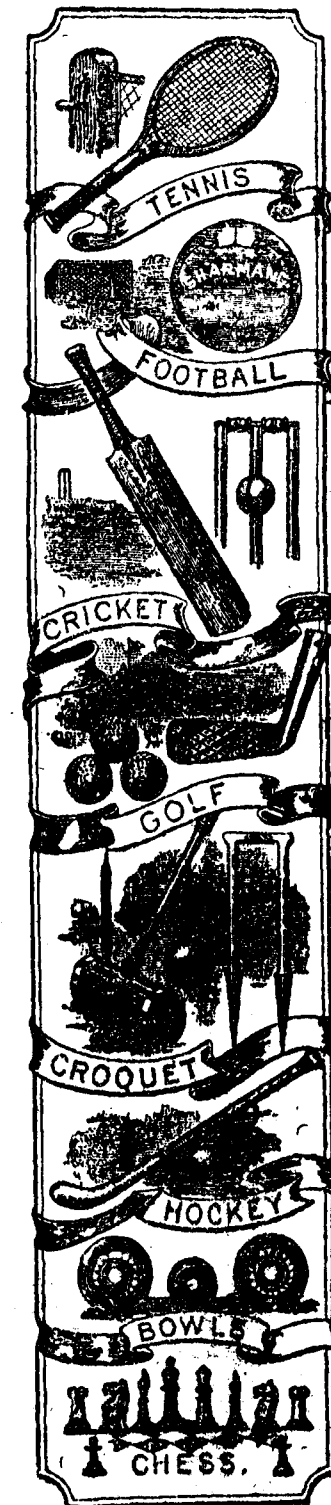
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