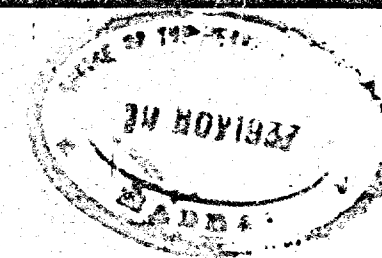
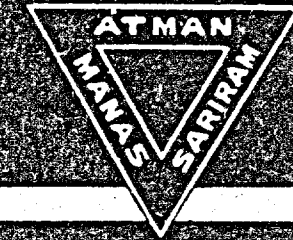


VYAYAM

A Quarterly Journal of Physical Education.

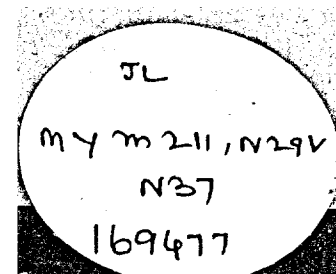


NOVEMBER 1937.

The World Olympics

Credits in Physical Education

Public Recreation Problems



AN APPRECIATION BY C. G. MACARTNEY

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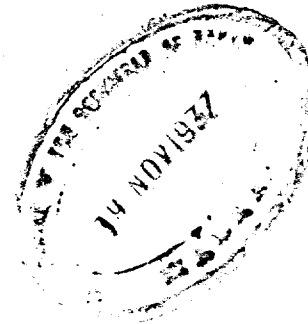
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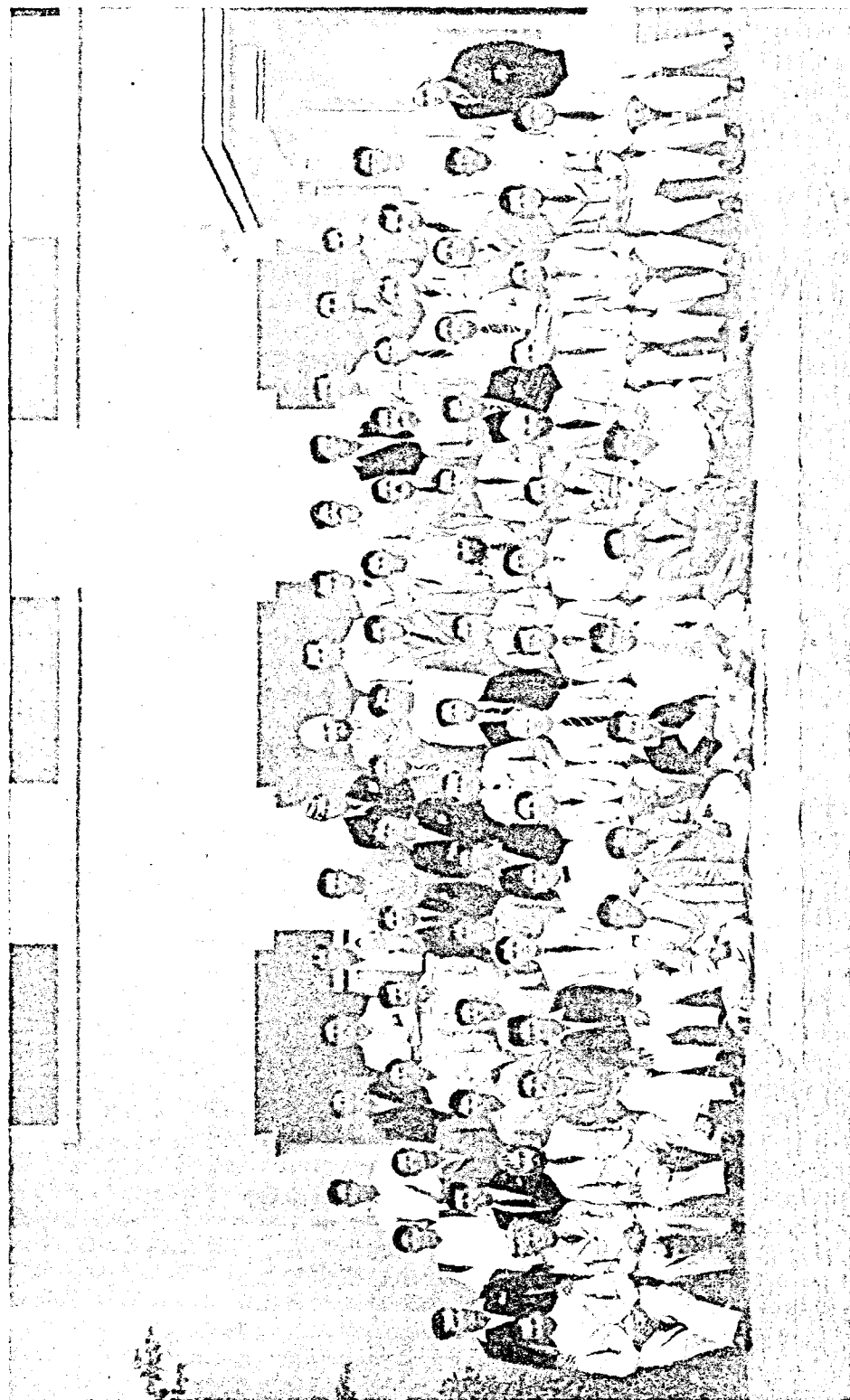
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Editorial

THE FUTURE OF PHYSICAL EDUCATION

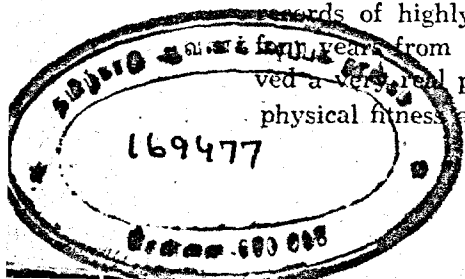
Much is being written and said these days about Physical Education. In this we have clearly indicated, the fact that there is a genuine feeling of a real need for Physical Education. There is also a feeling that the Physical Education of the future must be a great improvement over that of the past, both in quality and in quantity. All this is as it should be, and we trust that speaking and writing will lead to action of a very constructive nature.

Much of the speaking and writing however deals with only one very small phase of physical education, namely the health and strength aspect, with individualistic exercise as the means for attaining the goal. We agree that exercise and perspiration are essential; but most people prefer these to be merely the by-products of participation in enjoyable satisfying group activities of an objective nature. We must not therefore in developing the physical education of the future keep in mind only the anatomical and physiological principles, but we must have just as clearly in mind the psychological and sociological principles. Man is not merely flesh and bone to be exercised and kept healthy. He is also a personality, a social being. In planning a programme of physical activities we must cater to his inherent interests and desires as well as to his purely structural and functional needs. We must provide activities for their social values as well as for their physical values. This means that play and games must loom large in the new programme. The individualistic subjective "exercise and perspiration" activities may have a place for those who prefer to remain subjective. But most people prefer to live objectively. For such there must be activities that permit objective living, and which encourage objective living.

The outcomes of our physical education programmes should be good social conduct and wholesome happy living as well as purely physical health and strength. To obtain all the desirable outcomes more, rather than less, emphasis must be placed on play and games. Also we must not forget that it is to play and games that the majority will respond, and only as we get response are we able to influence body and soul.

THE WORLD OLYMPICS

Of considerable interest to those who follow Track and Field Athletics should be the publication in this issue of the progress made in Sports since the revival of the Olympics in 1896. As you are all aware the oldest Olympic Competitions were probably conducted as early as 1200 B.C. in the form of religious festivals at Mt. Olympus in Greece. We have historic records of highly organized competitions between the Greek States every four years from 776 B.C. to 394 A.D. In ancient Greece these games served a very real purpose and served as marvellous incentives for developing physical fitness and pride in body and physical skills.



In 1896 the Olympic Games were revived on an International scale with the idea of bringing nations together for friendly competition, with the idea of having a common code of rules; and to create a world-wide interest in wholesome physical exercise. As will be noticed the programme has gradually enlarged and the standard of performance has reached heights that are almost unbelievable.

India has been participating in these World Olympics since 1924 and although we have not yet reached a standard of performance of which we can boast, we are improving and will continue to improve if we will pay more attention to coaching and training. There is the desire for participation in these activities by our boys and young men, and they are capable of doing well if given full opportunity and incentives for practice and training. Educational institutions need to provide better facilities and more time for physical education which embraces these natural activities. We learn by doing and we are sure that if our boys and young men are given more opportunities to do, they will do well.

Dr. A. G. Noehren

It is with deep regret that we announce the death of our friend and co-worker, Dr. Arthur G. Noehren. On the morning of the 15th of September he was seized with a heart attack from which he did not recover.

He had recently returned to India after an absence of a few years and was serving as Superintendent of the Naini Leper Home and Hospital, Allahabad. His previous service in India was as a member of the staff of the Y. M. C. A. in which capacity he pioneered in the field of Physical Education and made a marvellous contribution to the country through his friendly and untiring efforts in promoting health and physical education.

Dr. Noehren first came to India in 1915. His first service was with the Madras Y. M. C. A. as Physical Director of that Association and as advisor to the Madras Government on Physical Education. In 1919 he was called to the service of the National Council of the Y. M. C. A. as National Physical Director, which position he held until 1928. Dr. Noehren resigned from the Y. M. C. A. in 1928 and after his return to America he accepted a position with Williams College, Massachusetts, as Director of Health Service for students in that institution. He continued in this work until 1936 when he accepted a call to return to India as Superintendent of the Naini Leper Home and Hospital at Allahabad.

Dr. Noehren will be warmly remembered for his many talents, for his great personal charm and for his unusual capacity for friendship. During the 13 years of his service with the Y. M. C. A. in India he made a commendable contribution to its work. He was an outstanding pioneer in many fields of

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endeavour. He was the first advisor to the Government of Madras on Physical Education and did much to change the emphasis from the old "drill master" type of activity to the interpretation of physical education as a great socializing agency. He inaugurated the first public playgrounds in the city of Madras and was instrumental in having other cities in India also introduce these necessary and worthwhile recreation centres. He was the prime mover in organizing the Indian Olympic Association and for some years served as its Secretary. He had much to do with the early development of the Y. M. C. A. College of Physical Education and we remember with gratefulness his kindly and close co-operation with us in those early days of initiating an essential but much misunderstood institution for the purpose of training intelligent leadership for the cause of health and physical education. Dr. Noehren's personality and his experience and knowledge of all matters concerning health education and physical education gave him a highly honoured position throughout India, Burmah, and Ceylon. India has indeed been fortunate in having had the valuable services of such a man. The cause of physical education has suffered a great loss through his passing, but we have much to be thankful for in that we did have for a period of years his inestimable contribution to this profession.

Dr. Noehren, a graduate of the New York University, held the Bachelor of Divinity Degree from the Princeton Theological Seminary and his Medical Degree from the University of Virginia. In addition to his high scholastic attainments and his skill in his profession, he was an accomplished musician, an artist, a forceful speaker and writer, and above all a good friend. He unselfishly brought his many gifts to the service of the Y. M. C. A. and to India, both of which he served with devotion and loyalty.

Dr. Noehren is survived by Mrs. Noehren and three children. Arthur Groman Jr. is a senior at Williams College, Dorothy is undergoing nurses' training at the University of Virginia, and Virginia is a student in the Woodstock School at Landour. Mrs. Noehren plans for the present to remain in India and to continue in the work of the Naini Leper Home and Hospitals.

Mrs. Noehren and the children have our deepest sympathy and remembrance in their bereavement.

Leadership and Personality

MENTAL AND PHYSICAL QUALITIES THAT COUNT

By

J. HAROLD WATTS, M.A., (OXON), D.P.A. (SHEFFIELD).

The question of why certain individuals should be singled out for leadership while others remain as followers is difficult to answer. Without doubt, we must recognise the importance of opportunity in establishing leadership.

It is useless to assert that a man possessing a certain type of personality will lead in any circumstances. Such a theory could be entirely disproved by the careers of two outstanding European leaders of to-day who during the War remained in total obscurity. An equally potent argument could be built up from the examples of men who rose to eminent positions of military leadership between 1914 and 1918, and who, to-day, are occupying posts of small prestige and financial insignificance.

While fully recognizing the value of opportunity, the ordinary man in the street often solves the problem to his own satisfaction by suggesting the very essence of leadership to be what he vaguely styles "personality". Those who remain in the ruck he describes as "lacking in personality". More precise thinkers describe the leaders as "positive personalities" and those who are led as "negative personalities." To be sure, personality is rather like the answer to a sum in algebra which contains a mixture of plus and minus signs. The result may be a plus or a minus quantity according to the value of the individual symbols: but it is a quantity. So also is personality, whether it be positive or negative.

What then constitutes a positive or distinguished personality? Obviously, qualities both of mind and body are involved. The outstanding personage must have physical and mental energies that are above the average. He must be alert when his followers are wavering. This freshness may be due to a wise conservation of energy or it may be because the reservoirs upon which he draws are of less exhaustible capacity. Does not the rise to power of certain European leaders suggest that they were able to provide a constructive scheme when moral and financial disintegration seemed to have set in among the masses of the people and even among the leaders of the opposing sections?

Poise, too, is an essential quality of the distinguished personality, and poise is only possible when one is fresh and alert enough to have complete self-control. Courage of the type that is prepared to risk not only the leader's own life, but also the lives of his followers, is necessary in an endeavour to establish a coup d'état in the case of revolutionaries of any school of political thought, and also in statesmen who may have to defend their policy by force of arms. Among business leaders the man of distinguished personality requires courage of a different type. He must be prepared to accept responsibility for advising a course of action which, if unsuccessful, may plunge both himself and his followers into ruin.

The majority of people, however, do not wish to sway nations or to manage huge commercial concerns. They merely want to avoid the monotony of a routine existence. That is to say, they desire opportunities for developing and utilizing such qualities of mind and body as they possess. Leadership to them represents a managerial or other influential position in a business house, or, in their leisure hours, the presidency or secretaryship of some social organization of which they are members. Therefore, the qualities they wish

to engender are those necessary to the pursuit of such an aim. To begin with they believe that the leader must be prepared to work energetically for the cause he is advocating, whether it be a business concern or a social organization. As with the political dictator, his energies must be fresh when those of others are flagging. Since the supply of energy available at any one time is limited, leadership involves a concentration of energies that is not required of mere followers and which involves some self-denial in other avenues of self-expression. In the second place leadership demands knowledge. The leader must know more than do those whom he leads, and this knowledge must be immediately available at the vital moment. Though a grasp of detail is valuable, the leader will concern himself more particularly with essentials, that is, with persons and things.

Persistence, determination, enthusiasm, and consistency, are other ingredients of such leadership.

Tact is an invaluable asset. It is not enough to be able in imagination to put oneself in another's place. Before any definite line of action is decided upon by a leader he should be able to anticipate the effect such action is likely to have on his fellows. He can then adjust the action to suit those whom it is most likely to affect.

It is, however, not sufficient for the leader merely to be a personality. He has to do something, and that is to construct. However efficiently organized a firm or society may be when a new leader takes over the command, constructive work is necessary. Organizations are never at a standstill they are either expanding or deteriorating. What they become depends upon the leader's ability to visualize. His position is similar to that of the architect of a new building. He must be able to see in his mind's eye a picture of what he wants his construction to become. That plan obviously must suit the purpose and the material. Many firms have failed because they were too modest in conception. It is similar with social organizations and political parties. The leader's conception must be suitable for his organization at that particular time—but with an eye to the future.

If the potential leader is fortunate enough to obtain a professional or business appointment that offers an outlet for such gifts of mind and body as he possesses, and if he enthusiastically endeavours to keep abreast of modern developments connected with his work, there is every hope that he will find opportunities for the full exercise of his talent. Many people are, unfortunately, less desirably placed. They hold positions which supply the necessities of life, but which do not offer much scope for their particular gifts. Of necessity, they must struggle to keep their knowledge up-to-date, lest long delayed opportunity should knock at their door; but if they are doomed to spend their entire working life in routine duties, they will at least find an outlet for their energies and desires in the countless opportunities that social life and social service offer to all those who are willing to make use of them.

The World Olympic Track and Field Athletic Record from 1896-1936

I.—ATHENS 1896.

100 Metres	T. E. Burke, U.S.A.	12 secs.
400 Metres	T. E. Burke, U.S.A.	54½ secs.
800 Metres	E. H. Flack, Great Britain	2 mins. 11 secs.
1500 Metres	E. H. Flack, Great Britain	4 mins. 33½ secs.
110 Metres Hurdles	T. P. Curtis, U.S.A.	17¾ secs.
Pole Vault	W. T. Hoyt, U.S.A.	10 ft. 9¾ ins.
Running Broad Jump	E. H. Clark, U.S.A.	20 ft. 9¾ ins.
Running High Jump	E. H. Clark, U.S.A.	5 ft. 11¼ ins.
Shot put (16 lbs.)	R. S. Garrett, U.S.A.	36 ft. 2 ins.
Hop Step and Jump	J. B. Connolly, U.S.A.	45 ft.
Discus Throw	R. S. Garrett, U.S.A.	95 ft. 7½ ins.
Marathon Race	S. S. Loues, Greece	2 hrs. 55 mins. 20 secs.

II.—PARIS 1900.

60 Metres	A. C. Kraenzlin, U.S.A.	7 secs.
100 Metres	F. W. Jarvis, U.S.A.	10½ secs.
200 Metres	J. W. B. Tewksbury, U.S.A.	22½ secs.
400 Metres	M. W. Long, U.S.A.	49½ secs.
800 Metres	A. E. Tysol, Great Britain	2 mins. 1¾ secs.
1500 Metres	C. Bennett, Great Britain	4 mins. 6 secs.
110 Metre Hurdles	A. C. Kraenzlin, U.S.A.	15¾ secs.
200 Metre Hurdles	A. C. Kraenzlin, U.S.A.	25¾ secs.
400 Metre Hurdles	J. W. B. Tewksbury, U.S.A.	57¾
2,500 Metre Steeple Chase	G. W. Orton, U.S.A.	7 mins. 34 secs.
4,000 Metre Steeple Chase	C. Rimmer, Gt. Britain.	12 mins. 58¾ secs.
Pole Vault	I. K. Baxter, U.S.A.	10 ft. 9¾ ins.
Standing High Jump	R. C. Ewry, U.S.A.	5 ft. 5 ins.
Running High Jump	I. K. Baxter, U.S.A.	6 ft. 2¾ ins.
Standing Broad Jump	R. C. Ewry, U.S.A.	10 ft. 6¾ ins.
Running Broad Jump	A. C. Kraenzlin, U.S.A.	23 ft. 6¾ ins.
Standing Hop, Step & Jump	R. C. Ewry, U.S.A.	34 ft 8½ ins.
Running Hop Step & Jump	M. Prinstein, U.S.A.	47 ft. 4¼ ins.
Shot put (16 lbs.)	R. Sheldon, U.S.A.	46 ft. 3¼ ins.
Hammer Throw (16 lbs.)	J. J. Flanagan, U.S.A.	167 ft. 4 ins.
Discus Throw	R. Bauer, Hungary	118 ft. 2¾ ins.
Marathon	M. Teats, France	2 hours 59 mins.

III.—ST. LOUIS, 1904.

60 Metres	Archie Hahn, U.S.A.	7 secs.
100 Metres	Archie Hahn, U.S.A.	11 secs.
200 Metres	Archie Hahn, U.S.A.	21¾ secs.
400 Metres	H. L. Hillman, U.S.A.	49½ secs.
800 Metres	J. D. Lightbody, U.S.A.	1 min. 56 secs.
1,500 Metres	J. D. Lightbody, U.S.A.	4 mins. 5¾ secs.
110 Metre Hurdles	F. H. Schule, U.S.A.	16 secs.
200 Metre Hurdles	H. L. Hillman, U.S.A.	24¾ secs.

400 Metre Hurdles	H. L. Hillman, U.S.A.	53 secs.
2,500 Metre Steeple Chase	J. D. Lightbody, U.S.A.	7 mins. 39 $\frac{3}{4}$ secs.
Pole Vault	C. E. Dworak, U.S.A.	11 ft. 6 ins.
Standing High Jump	R. C. Ewry, U.S.A.	4 ft. 11 ins.
Running High Jump	S. S. Jones, U.S.A.	5 ft. 11 ins.
Standing Broad Jump	R. C. Ewry, U.S.A.	11 ft. 4 $\frac{7}{8}$ ins.
Running Broad Jump	M. Prinstein, U.S.A.	24 ft. 1 in.
Standing Hop Step & Jump	R. C. Ewry, U.S.A.	34 ft. 7 $\frac{1}{4}$ ins.
Running Hop Step & Jump	M. Prinstein, U.S.A.	47 feet.
Shot put (16 lbs.)	Ralph Rose, U.S.A.	48 feet 7 ins.
Hammer Throw	J. J. Flanagan, U.S.A.	168 feet 1 in.
56 pounds weight	E. Dismarteau, Canada	34 ft. 4 ins.
Discus Throw	M. J. Sheridan, U.S.A.	128 ft. 10 $\frac{1}{2}$ ins.
Marathon	T. J. Hicks, U.S.A.	3 hours 28 mins. 53 secs.

IV.—ATHENS, 1906.

100 Metres	Archie Hahn, U.S.A.	11 $\frac{1}{2}$ secs.
400 Metres	Paul Pilgrim, U.S.A.	53 $\frac{1}{2}$ secs.
800 Metres	Paul Pilgrim, U.S.A.	2 mins. 11 $\frac{1}{2}$ secs.
1,500 Metres	J. D. Lightbody, U.S.A.	4 mins. 12 secs.
5 miles	H. Hawtrey, Great Britain	26 mins. 26 $\frac{1}{2}$ secs.
110 Metre Hurdles	R. G. Leavitt, U.S.A.	16 $\frac{1}{2}$ secs.
1,500 Metre Walk	G. V. Bonhay, U.S.A.	7 mins. 12 $\frac{3}{4}$ secs.
Pole Vault	Gouder, France	11 ft. 6 ins.
Standing High Jump	R. C. Ewry, U.S.A.	5 ft. 13 $\frac{3}{8}$ ins.
Running High Jump	Con Leahy, Ireland	5 ft. 9 $\frac{7}{8}$ ins.
Standing Broad Jump	R. C. Ewry, U.S.A.	10 ft. 10 ins.
Running Broad Jump	M. Prinstein, U.S.A.	23 ft. 7 $\frac{1}{2}$ ins.
Running Hop, Step and Jump	P. O'Connor, Ireland	46 ft. 2 ins.
Shot put (16 lbs.)	M. G. Sheridan, U.S.A.	40 ft. 4 $\frac{1}{2}$ ins.
Discus Throw	M. J. Sheridan, U.S.A.	136 ft. 1 $\frac{1}{2}$ in.
Discus Throw (Greek Style)	U. Jaervinen, Finland	115 ft. 4 ins.
Javelin Throw	E. Lemming, Sweden	175 ft. 6 ins.
Pentathlon	H. Mellander, Sweden	24 points.
Marathon	U. J. Sherring, Canada	2 hrs. 51 mins. 23 $\frac{3}{4}$ secs.

V.—LONDON, 1908.

100 Metres	R. E. Walker, South Africa	10 $\frac{1}{2}$ secs.
200 Metres	R. Kerr, Canada	22 $\frac{3}{4}$ secs.
400 Metres	U. Halswelle, Great Britain, (walkover)	50 secs.
800 Metres	M. W. Sheppard, U.S.A.	1 min. 52 $\frac{1}{2}$ secs.
1,500 Metres	M. W. Sheppard, U.S.A.	4 min. 3 $\frac{3}{4}$ secs.
5 Miles.	E. R. Voight, Great Britain	25 min. 11 $\frac{1}{2}$ secs.
110 Metre Hurdles	F. Smithson, U.S.A.	15 secs.
400 Metre Hurdles	C. J. Bacon, U.S.A.	55 secs.
3,200 Metre Steeple Chase	A. Russel, Great Britain	10 min. 47 $\frac{1}{2}$ secs.
3,500 Metre Walk	C. E. Larner, Great Britain	14 min. 55 secs.
10 Mile Walk	C. E. Larner, Great Britain	1 hr. 15 min. 57 $\frac{3}{4}$ secs.
1,600 Metre Relay	United States	3 min. 27 $\frac{1}{2}$ secs.

Pole Vault	{ A. C. Gilbert, U.S.A. E. T. Cook, U.S.A. }	12 ft. 2 ins.
Standing High Jump	R. C. Ewry, U.S.A.	5 ft. 2 ins.
Running High Jump	H. F. Porter, U.S.A.	6 ft. 3 ins.
Standing Broad Jump	R. C. Ewry, U.S.A.	10 ft. 11 $\frac{1}{4}$ ins.
Running Broad Jump	Frank Irons, U.S.A.	24 ft. 6 $\frac{1}{2}$ ins.
Running Hop Step & Jump	T. J. Ahearne, Grt. Britain	48 ft. 11 $\frac{1}{4}$ ins.
Shotput (16 lbs.)	Ralph Rose, U.S.A.	46 ft. 7 $\frac{1}{2}$ ins.
Hammer Throw (16 lbs.)	J. J. Flanagan, U.S.A.	170 ft. 4 $\frac{1}{4}$ ins.
Discus Throw	M. J. Sheridan, U.S.A.	134 ft. 2 ins.
Discus Throw (Greek Style)	M. J. Sheridan, U.S.A.	124 ft. 8 ins.
Javelin Throw	E. Lemming, Sweden	178 ft. 7 $\frac{1}{2}$ ins.
Javelin Throw (held in middle)	E. Lemming, Sweden	179 ft. 10 $\frac{1}{2}$ ins.
Marathon	J. J. Hayes, U.S.A.	2 hrs. 55 min. 18 secs.

VI.—STOCKHOLM, 1912.

100 Metres	R. C. Craig, U.S.A.	10 $\frac{1}{2}$ secs.
200 Metres	R. C. Craig, U.S.A.	21 $\frac{7}{10}$ secs.
400 Metres	C. R. Reidpath, U.S.A.	48 $\frac{1}{2}$ secs.
800 Metres	J. E. Meredith, U.S.A.	1 min. 51 $\frac{9}{10}$ secs.
1,500 Metres	A. N. S. Jackson, Great Britain	3 min. 56 $\frac{1}{2}$ secs.
5,000 Metres	H. Kolehmainen, Finland.	14 min. 36 $\frac{3}{4}$ secs.
10,000 Metres	H. Kolehmainen, Finland.	31 min. 20 $\frac{1}{4}$ secs.
Cross Country	H. Kolehmainen, Finland.	45 min. 11 $\frac{3}{4}$ secs.
110 Metre Hurdles	F. W. Kelly, U.S.A.	15 $\frac{1}{10}$ secs.
10,000 Metre Walk	G. H. Goulding, Canada	46 min. 28 $\frac{3}{4}$ secs.
400 Metre Relay	Great Britain	42 $\frac{3}{4}$ secs.
1,600 Metre Relay	U.S.A.	3 min. 16 $\frac{3}{4}$ secs.
Pole Vault	H. J. Babcock, U.S.A.	3-95 Metres (12 ft. 11 $\frac{1}{2}$ ins.)
Standing High Jump	Platt Adams, U.S.A.	1-63 Metres (5 ft. 4 $\frac{1}{6}$ ins.)
Running High Jump	A. W. Richards, U.S.A.	1-93 Metres (6 ft. 4 ins.)
Standing Broad Jump	C. Tsicilitiras, Greece	3-37 Metres 11 ft. 5 $\frac{3}{8}$ ins.)
Running Broad Jump	A. L. Gutterson, U.S.A.	7-60 Metres (24 ft. 11 $\frac{1}{2}$ ins.)
Running Hop Step & Jump	J. Lindblom, Sweden	14-76 Metres (48 ft. 5 $\frac{1}{10}$ ins.)
Shotput (16 lbs.)	P. J. Macdonald, U.S.A.	15-34 Metres (50 ft. 3 $\frac{1}{12}$ ins.)
Shotput (right & left hand)	Ralph Rose, U.S.A.	27-57 Metres (90 ft. 5 $\frac{3}{4}$ ins.)
Hammer Throw (16 lbs.)	M. J. McGrath, U.S.A.	54-74 Metres (179 ft. 7 $\frac{1}{4}$ ins.)
Discus Throw	A. R. Laipale, Finland	45-21 Mertes (148 ft. 3 $\frac{9}{10}$ ins.)
Discus Throw (Right and Left Hand)	A. R. Laipale, Finland	82-86 Metres (271 ft. 10 $\frac{1}{2}$ ins.)
Javelin Throw	E. Lemming, Sweden	60-64 Metres (198 ft. 11 $\frac{3}{4}$ ins.)
Javelin Throw (Right and Left Hand)	J. J. Saristo, Finland	109-42 Metres (358 ft. 11 $\frac{7}{8}$ ins.)

Pentathlon	F. R. Bie, Norway	16 points.
Decathlon	H. Wieslander, Sweden	7,724.495 points
Marathon	K. K. McArthur, S. Africa	2 hrs. 36 mins. 54½ secs.

VII.—ANTWERP, 1920

100 Metres	C. W. Paddock, U.S.A.	16½ secs.
200 Metres	Allen Woodring, U.S.A.	22 secs.
400 Metres	B. G. D. Rudd, S. Africa	49½ secs.
800 Metres	A. G. Hill, Great Britain	1 min. 53½ secs.
1,500 Metres	A. G. Hill, Great Britain	4 min. 1½ secs.
5,000 Metres	G. Guillsmot, France	14 mins. 55½ secs.
10,000 Metres	Paavo Nurmi, Finland	31 mins. 45½ secs.
110 Metre Hurdles	E. G. Thompson, Canada	14½ secs.
400 Metre Hurdles	F. F. Loomis, U.S.A.	54 secs.
3,000 Metre Steeple Chase	P. Hodge, Great Britain	10 mins. 2½ secs.
10,000 Metre Cross-Country	Paavo Nurmi, Finland	27 mins. 15 secs.
3,000 Metre Walk	U. Frigerio, Italy	30 mins. 14½ secs.
10,000 Metre Walk	U. Frigerio, Italy	48 mins. 6½ secs.
400 Metre Relay	U.S.A.	42½ secs.
1,600 Metre Relay	Great Britain	3 mins. 22½ secs.
Pole Vault	F. K. Foss, U.S.A.	4.09 Metres or 13 ft. 5 ins.
Running High Jump	R. W. Landon, U.S.A.	1.94 Metres or 6 ft. 4¾ ins.
Running Broad Jump	W. Pitterson, Sweden	7.15 Metres or 23 ft. 5½ ins.
Running Hop Step & Jump	V. Tuulos, Finland	14.505 Metres (47 ft. 7 ins.)
16 lb. Shot Put.	V. Porhala, Finland	14.81 Metres (48 ft. 7¼ ins.)
16 lb. Hammer Throw	P. J. Ryan, U.S.A.	52.875 Metres (173 ft. 5¾ ins.)
56 lb. Weight	P. J. McDonald, U.S.A.	11.265 Metres or (36 ft. 11½ ins.)
Discus Throw	E. Niklander, Finland	44.685 Metres or (146 ft. 7¼ ins.)
Javelin Throw	Jonni Myyra, Finland	65.78 Metres or (215 ft. 9¾ ins.)
Pentathlon	E. R. Lehtonen, Finland	14 points
Decathlon	H. Loveland, Norway	6804.35 points
Marathon	H. Kolehmainen, Finland	2 hours 32 mins. 35½ secs.

VIII.—PARIS, 1924.

100 Metres	H. M. Abrahams, Gt. Britain	10½ secs.
200 Metres	J. V. Scholz, U.S.A.	21½ secs.
400 Metres	E. H. Liddell, Gt. Britain	47½ secs.
800 Metres	D. G. A. Lowe, Gt. Britain	1 min. 52½ secs.
1,500 Metres	Paavo Nurmi, Finland	3 min. 53½ secs.
5,000 Metres	Paavo Nurmi, Finland	14 min. 31½ secs.
10,000 Metres	Ville Ritola, Finland	30 min. 23½ secs.
110 Metre Hurdles	D. C. Kinsey, U.S.A.	15 secs.

400 Metre Hurdles	F. M. Taylor, U.S.A.	52½ secs.
3,000 Metre Steeple Chase	Ville Ritola, Finland	9 min. 33½ secs.
10,000 Metre Cross Country	Paavo Nurmi, Finland	32 min. 54½ secs.
10,000 Metre Walk	Ugo Frigerio, Italy	47 min. 49 secs.
400 Metre Relay	United States	41 secs.
1,600 Metre Relay	United States	3 min. 16 secs.
Pole Vault	Lu S. Barnes, U.S.A.	3.95 Metres or (12 ft. 11½ ins.)
Running High Jump	Glenn Graham, U.S.A.	1.98 Metres or (6 ft. 6 ins.)
Running Broad Jump	H. M. Osborn, U.S.A.	7.445 Metres or (24 ft. 5¼ ins.)
Running Hop, Step & Jump	DeHart Hubbard, U.S.A.	15.525 Metres or (50 ft. 11¼ ins.)
Shotput (16 lbs.)	A. W. Winter, Australia	14.995 Metres or (49 ft. 2¾ ins.)
Hammer Throw (16 lbs.)	Clarence Houser, U.S.A.	53.295 Metres or (174 ft. 10½ ins.)
Discus Throw	F. D. Tootell, U.S.A.	46.155 Metres or (151 ft. 5¼ ins.)
Javelin Throw	Clarence Houser, U.S.A.	62.95 Metres or 206 ft. 6¾ ins.)
Pentathlon	Jonni Myyra, Finland	16 points.
Decathlon	E. R. Lehtonen, Finland	7,710.775 points.
Marathon	H. M. Osborn, U.S.A.	2 hrs. 41 mins. 22½ secs.
	A. O. Steenroos, Finland	

IX.—AMSTERDAM, 1923.

100 Metres	Percy Williams, Canada	10½ secs.
200 Metres	Percy Williams, Canada	21½ secs.
400 Metres	R. J. Barbery, U.S.A.	47½ Secs.
800 Metres	D. G. A. Lowe, Great Britain	1 Min. 51½ secs.
1,500 Metres	H. E. Larva, Finland	3 Mins. 53½ secs.
5,000 Metres	Ville Ritola, Finland	14 Mins. 38 secs.
10,000 Metres	Paavo Nurmi, Finland	30 Min. 18½ secs.
110 Metre Hurdles	S. J. M. Atkinson, S. Africa	14½ secs.
400 Metre Hurdles	Lord Burghley, Gt. Britain	53½ secs.
3,000 Metre Steeple Chase	T. A. Loukola, Finland	9 Min. 21½ secs.
400 Metre Relay	United States	41 secs.
1,600 Metre Relay	United States	3 Min. 14½ secs.
Pole Vault	S. W. Carr, U.S.A.	4.20 Metres (13 ft. 9½ ins.)
Running High Jump	R. W. King, U.S.A.	1.94 Metres (6 ft. 4¾ ins.)
Running Hop Step & Jump	Mikio Oda, Japan	15.21 Metres (49 ft. 10¾ ins.)
Running Broad Jump	E. B. Hamm, U.S.A.	7.73 Metres (25 ft. 4¾ ins.)
Shot Put	John Kuck, U.S.A.	15.87 Metres (52 ft. ¾ ins.)
Hammer Throw	Dr. P. O'Callaghan, Ireland	51.39 Metres (168 ft. 7½ ins.)

Discus Throw	C. L. Houser, U.S.A.	47.32 Metres (155 ft. 3 ins.)
Javelin Throw	E. H. Lundquist, Sweden	66.60 Metres (218 ft. 6 $\frac{1}{8}$ ins.)
Decathlon	Paavo Yrjola, Finland	8,056.29 points
Marathon	Els Ouafi, France	2 hrs. 32 mins. 57 secs.

X.—LOS ANGELES, 1932.

100 Metres	Eddie Tolan, U.S.A.	10 $\frac{3}{10}$ secs.
200 Metres	Eddie Tolan, U.S.A.	21 $\frac{1}{5}$ secs.
400 Metres	W. A. Carr, U.S.A.	46 $\frac{1}{5}$ secs.
800 Metres	T. Hampson, Great Britain	1 min. 49 $\frac{1}{5}$ secs.
1,500 Metres	Luigi Beccali, Italy	3 min. 51 $\frac{1}{5}$ secs.
5,000 Metres	Lauri Lichtinen, Finland	14 min. 30 secs.
10,000 Metres	Janusz Kusocinski, Poland	30 min. 11 $\frac{1}{5}$ secs.
110 Metre Hurdles	George J. Saling, U.S.A.	14 $\frac{3}{5}$ secs.
400 Metre Hurdles	R. M. N. Tisdall, Ireland	51 $\frac{1}{5}$ secs.
3,000 Metre Steeple Chase	Volmari Iso-Holls, Finland	10 min. 33 $\frac{2}{5}$ secs.
50,000 Metre Walk	T. W. Green, Great Britain	4 hrs. 50 min. 10 secs.
400 Metre Relay	United States	40 secs.
1,600 Metre Relay	United States	3 min. 8 $\frac{1}{5}$ secs.
Pole Vault	William Miller, U.S.A.	14 ft. 1 $\frac{7}{8}$ ins.
Running High Jump	Duncan McNaughton, Canada	6 ft. 5 $\frac{3}{8}$ ins.
Running Broad Jump	Eward L. Gordon, U.S.A.	25 ft. $\frac{3}{4}$ ins.
Running Hop, Step & Jump	Chuhu Nambu, Japan	51 ft. 7 ins.
16 lbs. Shot Put	Les Sexton, U.S.A.	52 ft. 6 $\frac{3}{4}$ ins.
16 lb. Hammer Throw	Dr. P. O'Callaghan, Ireland	176 ft. 11 $\frac{1}{8}$ ins.
Discus Throw	John F. Anderson, U.S.A.	162 ft. 4 $\frac{7}{8}$ ins.
Javelin Throw	Mati H. Jarvinen, Finland	238 ft. 7 ins.
Decathlon	James Bausch, U.S.A.	8,462.23 points
Marathon	Juan Carlos Zabala, Argentine	2 hrs. 31 min. 36 secs.

XI.—BERLIN, 1936.

100 Metres	Jesse Owens, U.S.A.	10 $\frac{3}{10}$ secs.
200 Metres	Jesse Owens, U.S.A.	20 $\frac{7}{10}$ secs.
400 Metres	Archie Williams, U.S.A.	46 $\frac{3}{10}$ secs.
800 Metres	John Woodruff, U.S.A.	1 min. 52 $\frac{1}{10}$ secs.
1,500 Metres	J. E. Lovelock, New Zealand	3 min. 47 $\frac{1}{10}$ secs.
5,000 Metres	Gunnar Hocker, Finland	14 min. 22 $\frac{1}{10}$ secs.
10,000 Metres	Ilmari Salminen, Finland	30 min. 15 $\frac{1}{10}$ secs.
110 Metre Hurdles	Forrest Towns, U.S.A.	14 $\frac{2}{10}$ secs.
400 Metre Hurdles	Glenn Hardin, U.S.A.	52 $\frac{1}{10}$ secs.
3,000 Metre Steeple Chase	Volmari Iso. Hollo, Finland	9 min. 3 $\frac{1}{10}$ secs.
50,000 Metre Walk	Harold Whitlock, Grt. Britain	4 hrs. 30 min. 41 secs.
400 Metre Relay	United States	39 $\frac{8}{10}$ secs.
1,600 Metre Relay	Great Britain	3 min. 9 secs.
Pole Vault	Earle Meadows, U.S.A.	4.35 Metres or (14 ft. 2 $\frac{1}{4}$ in.)
Running High Jump	Cornelius Johnson, U.S.A.	2.03 Metres or (6 ft. 7 $\frac{1}{16}$ ins.)

Running Broad Jump	Jesse Owens, U.S.A.	8.06 Metres or (26 ft. 5 $\frac{1}{4}$ ins.)
Running Hop Stop & Jump	Naoto Tajima, Japan	16 Metres or (52 ft. 5 $\frac{1}{4}$ ins.)
16 lb. Shot Put	Hans Woellke, Germany	16.20 Metres (53 ft. 1 $\frac{3}{4}$ ins.)
16 lb. Hammer Throw	Karl Hein, Germany	56.49 Metres (185 ft. 4 $\frac{1}{16}$ ins.)
Discus Throw	Kenneth Carpenter, U.S.A.	50.48 Metres (165 ft. 7 $\frac{29}{64}$ ins.)
Javelin Throw	Gerhard Stoeck, Germany	71.84 Metres (235 ft. 8 $\frac{13}{32}$ ins.)
Decathlon	Glenn Morris, U.S.A.	7,900 points
Marathon	Kitei Son, Japan	2 hrs. 29 min. 19 $\frac{2}{10}$ secs.

India and the Western Asiatic Games

The Western Asiatic Games Federation, meant to include chiefly, though not exclusively, the countries East of Suez and West of Singapore, i.e., countries on or about the Indian Ocean, came formally into existence, in March 1934. The objects of the Federation are:—

(1) To stimulate interest in amateur games and sports in the countries belonging to the Federation by holding, every four years, Western Asiatic Championships.

(2) To inculcate the ideas of true sportsmanship.

(3) Through sports to promote goodwill and understanding between the countries belonging to the Federation.

The reason for limiting the Federation and the Games to the Western Asiatic countries was twofold, viz:

(1) to develop sports in the countries rather backward in sports.

(2) by confining the competitions to countries near each other to cut short the cost of travel.

It is worthwhile noting that the idea of the Federation and the games was first brought forward at a meeting of the Executive Committee of the Indian Olympic Association held at Delhi on the 20th of October, 1931. But this idea—attractive and fraught with great potentialities though it was—would not have fructified but for the keen and personal interest taken in it by His Highness the Maharajadhiraj of Patiala, the President of the Indian Olympic Association, and, the help of the Foreign and Political Department of the Government of India. Consequent on the resolution of the Executive Committee letters were written to 13 countries. They were asked to join the Federation and to take part in the First Western Asiatic Games at New Delhi. The response at first was most disappointing. But persistence won in the end

four nations : Afghanistan, Ceylon, Palestine and India took part in these Games, while Iran (then Persia) though it did not send any teams, definitely joined the Federation and her representatives took part in the deliberations of the Committee of the Federation which worked out a Constitution.

India thus took the lead in founding the Federation, and gave practical proof of her great interest in this International venture by holding the first W. A. Games at New Delhi in March 1934.

THE SECOND WESTERN ASIATIC GAMES

According to one of the provisions of the Constitution the Games are to be held by rotation by the founder countries in the alphabetical order (English spelling) of their names, in the even years between the Olympic Games. The Second Games to be held in the 1938 were therefore awarded to Kabul in Afghanistan. But following prolonged correspondence the Afghanistan Association declared itself unable to stage them. Ceylon who were written to next, also declared themselves unable to hold the Games on account of shortness of notice. The Federation of the Amateur Sports Clubs of Palestine were written to in their turn next, and it is very pleasing to acknowledge, that in spite of the short period at their disposal for making all the detailed arrangements necessary for the reception of visiting teams, the Federation has agreed to hold the 1938 Games. The 2nd W. A. Games will be held in the middle of July at Tel-Aviv, the new wonder of Palestine.

INDIA'S PARTICIPATION

Informal invitations have already been sent to the member countries by the Federation of the Amateur Sports Clubs of Palestine, and these will be followed in the very near future by formal invitations.

As in the case of the First Games of 1934, Afghanistan is again the first country to accept the invitation and has agreed to be represented at the Second Games.

The Indian Olympic Association has not yet decided, and the matter is to be considered by the Executive Committee at the next meeting in October. But judging by the opinion so far expressed, India is certain to be well represented at these games. In fact the Indian Hockey Federation has already decided to send a Team.

The chief difficulty in the way of India will be the usual one-lack of funds.

But India must take part in these Games and for several very good reasons.

(1) India is morally bound to join the 2nd Games. She is the originator of the idea of these Games and practically the founder of the Federa-

tion. It would hardly do for her to slip out now, having set the whole thing going.

(2) India holds the Hockey, Athletics and Swimming Championships and she must defend her titles in these.

(3) The standard in the 1938 Games, with the possible exception of Hockey, will be a high one, though not as high as in the Olympic Games. Palestine, Ceylon, the Dutch East Indies (who are likely to join the Federation soon), and Afghanistan will provide India with a competition which will tax the prowess of her competitors. All these countries have been hard at work to develop their sports. No doubt in the First Games India had a comparatively easy time. But this will not happen again. While our athletes have been mostly marking time, the standards of achievement have gone up in other countries. Thus it will be really worthwhile to compete in these Games.

As already stated one of the reasons for the founding of the Western Asiatic Games was to provide suitable competition without too much cost. Palestine, being comparatively near, and the Federation of the Amateur Sports Clubs of Palestine having offered free hospitality for 8 to 10 days, the total cost to India of sending teams will not be a heavy one.

Thus on account of these reasons, particularly, the fairly high standard of sports expected, the comparatively low cost and the moral commitment, India must join the 2nd W.A. Games.

WHAT ABOUT THE OLYMPIC GAMES ?

The question may legitimately be asked, "If India joins the Western Asiatic Games will she have any funds left to join the 1940 Olympic Games at Tokio ?"

This question may be answered by another "Has India's achievement in the last 4 Olympic Games been such as to warrant any teams, except the Hockey team, being sent at all ?"

The record of India in Athletics, Swimming and Wrestling has been a dismal one. In Athletics and Swimming we have invariably occupied the last position in the very first round.

Is it worthwhile sending competitors when our standards are so poor? Would it not be better to raise our standards before sending teams and spending large sums for the Olympic competitions ?

To these questions there is only one answer. India should revise her old policy and face facts. It is no use spending large sums on Olympic tours when our achievements have been so feeble. Instead of heartening our representatives we actually dishearten them. Repeated failures have fostered an inferiority complex among our athletes. Nothing must be done to accentuate this.

Should India then give up all international competitions? By no means.

It is certain that Indian standards cannot improve by efforts within the country only. There must be occasional tests against other countries to spur our athletes to greater endeavour. All experts are agreed on this that the prospect of being selected for an international contest is a wonderful incentive to improvement. Nor must we forget the benefit of international competitions for imparting confidence. Success in smaller international competitions will gradually remove the inferiority complex and will also accustom our athletes to the atmosphere of international contests. But the international competitions must be such as are within the competence of our athletes. They must be such competitions as are neither too high nor low for our representatives.

Hence the great desirability of India taking part in closed competitions like the British Empire Games, and the Western Asiatic Games. Both these Games were originated to provide incentives to improvement to the athletes of member countries. It was realized that improvement would come more through joining comparatively less stiff competitions at first than through entering the ever stiffening Olympic competitions. England and the Empire countries have much lee-way to make up—particularly in field events—before they can take their place among the top nations of the world. India has to make good her deficiency in all events and practically all sports before she can face an Olympic competition. It is therefore imperative for her to concentrate her efforts on the Games like the British Empire and the Western Asiatic before venturing further out.

The very cordial and repeated invitation of the Australian British Empire Games Association has been refused—in spite of an offer of a substantial subsidy. It is to be hoped that the invitation from Palestine will meet with a different and readier response. Otherwise a wonderful opportunity for encouraging our athletes and for giving them experience would have been missed. The Indian Olympic Association has the money to finance this tour and this money would be much better spent in sending a team to Tel-Aviv than in financing a fore-doomed-to-failure tour to Japan in 1940.

Credits in Physical Education

By

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The problem of "Credits in Physical Education" is rather complicated and comprehensive. It involves a number of minor problems and as such it is desirable that it should be decided after mature deliberation and a minute and thorough study. Any hasty decisions arrived at may cost a good deal.

Nevertheless, it is a fact that it is an important problem in Physical Education that should be tackled now or in the near future. The following are some of my impressions regarding this problem. I am of opinion that discussions may centre round the various aspects of the problem as given below and conclusions may be arrived at after a thorough study and investigation. This is not an exhaustive treatment and I propose to supplement it after some more study.

SHOULD CREDITS BE GIVEN?

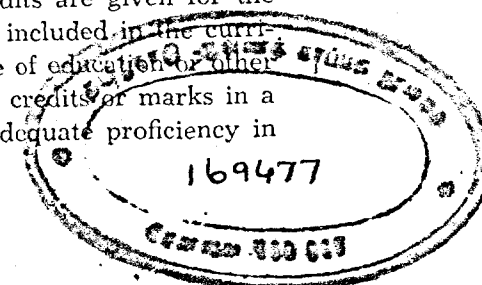
The foremost question that suggests itself is whether credits should be given or not.

It is to be recognised that Physical Education is Educational. It is not merely concerned with the development of the Physical aspect of the individual but it aims at the complete development of the Whole Individual. It is the only process through which the Physical, Mental, Social and Moral aspects of the individual's personality can be effectively and harmoniously developed.

It is thus an important, nay vital, aspect of Education which is considered an ever-going process which aims at the development of the four-fold aspect of the personality of the individual—the physical, the mental, the social and the moral. If that is the ideal definition of Education which is a never-ending process, then it is rather very difficult to evaluate the standard of Education that a person has acquired and judge the degree up to which he is educated. Judged from this broad perspective, we can say that education is something that cannot be adequately measured by any standards. It is also a fact that it is difficult to arrive at an ideal by which we can measure individuals.

What we call education at present under different heads is only a phase of the complete education—an ideal type that can be defined only in very general terms—that a person is bound to receive during his life-time. A Master of Arts, a Master of Science, a Bachelor of Engineering, a Bachelor of Arts and persons holding such other degrees can be said to have reached a particular standard in the particular phase of Education which they have chosen. The degrees and diplomas they hold may be called at best as certain standards that they have attained in that particular phase of education—standards that are fixed by common understanding and hence of an artificial nature.

It is essential that there should be certain standards by which we can judge an individual's knowledge and performance in a particular phase of education. It is evident that these standards should be arrived at after a thorough study and be governed by certain credits. These credits are given for the individual's performance in certain subject or subjects included in the curriculum of studies leading to specialisation in some phase of education or other and the individuals who score the requisite number of credits or marks in a test or examination are considered to have received adequate proficiency in



that particular phase of education, which is generally recognised by degrees and diplomas like M.A., M.Sc., B.Sc., B.Ed., etc. It is through these credits and examinations that institutions which are in charge of the various phases of education are evaluating the standard attained by individuals and judging whether they have come up to the desirable standard.

Physical education is an important and vital aspect of education. It is of the utmost importance to all individuals in which every phase of education they may specialise and whichever vocation or business they may choose in life. Indeed, as is pointed out already, it is difficult to fix up an ideal by which we can evaluate the individual's knowledge and proficiency in physical education, just as it is difficult to have an ideal by which we can absolutely measure one's knowledge and proficiency in any other phase of education. But, nevertheless, as far as educational institutions are concerned, it is possible to arrive at certain standards by which we can measure individuals in a general way and judge their knowledge and proficiency in physical education, just as we are evaluating one's knowledge in other phases of education. The standards which have to be fixed in the case of physical education should necessarily depend upon the age, growth, and development (both physical and mental) and they can be fixed after thorough study, just as the standards are fixed in the case of other phases of education. To establish certain standards by which we can judge the individual's proficiency in physical education, we will have to resort to the system of credits or marks.

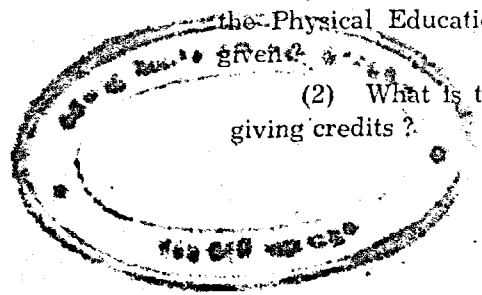
Credits are given to other subjects in the curriculum that lead to degrees and diplomas like M.A., B.A., B.Sc., etc. It has been found by thorough study and experimentation that an individual of a certain age, growth and development will acquire a certain standard of knowledge in each subject or subjects of the curriculum. If individuals fail to acquire the estimated standards, they are considered to have been backward or not up to the mark to strive for a higher standard. Since Physical Education is an important aspect of education taking a definite place in the curriculum of studies for any phase of education, it is highly desirable that we should arrive at certain standards to be fixed for individuals depending upon their age, growth and development. Credits should be given in it also and students should be required to measure up to the fixed standards before they are promoted.

OTHER QUESTIONS CONNECTED WITH THIS PROBLEM.

These are some of the vital questions that should be considered before deciding this problem.

(1) How should credits be given? What are the various aspects of the Physical Education programme for which credits can conveniently be

(2) What is the basis on which these aspects should be selected for giving credits?



(3) What is the weightage to be given to these credits and what are the principles that should guide us in arriving at this weightage?

(4) How to arrive at the standards in each of the aspects of the programme for which credits are to be given?

(5) Should credits be fixed by taking the age, height, weight and general development of the boys or by taking only a few of these?

(6) Is it not better to devise credits by considering height, weight and general development, etc., since age is a misleading factor in a majority of cases?

(7) Should credits be counted for promotion and if so, under what conditions and how?

(8) What is the percentage of credits that is to be enforced for purposes of promotion?

(9) What about the question of undernourished and under-developed boys in schools? What should be the special criteria for estimating credits in their case?

(10) What about precocious boys who may be found fit for intellectual studies in higher standards though they fail to satisfy the credits that are required for their standard?

(11) Should these credits be fixed class-wise and students required to get a definite percentage of these credits before they are considered to have passed that standard?

(12) Is it not better to give credits by taking the age, height, weight and general development only into consideration irrespective of the class in which the boys study and fix standards for them according to these criteria only?

(13) From what stage—Elementary, Secondary, High School or Collegiate—should credits be given in Physical Education?

DETAILED CONSIDERATION OF THE VARIOUS QUESTIONS RAISED ABOVE.

(1) Answer to Question (1)

These are the various aspects of the Physical Education Programme for which credits may be given. A synopsis of the detailed considerations under each head is also given.

(i) Pupil's performance in Athletic events under two heads (a) Track events (b) Field events—may be arrived at by efficiency tests (both individual and standard)—whether participation is voluntary or under compulsion.

(ii) Pupil's interest in athletic events—his attendance at practice and his response to coaching and such other guidance—may not be very skilful but is interested and regular—participation mostly voluntary.

(b) Pupil's interest and skill in athletics,—weightage to be more than the above two if pupil is interested regular and also skilful.

(iii) Pupil's performance in Major games like—Cricket, Football, etc. weightage depending upon skill and vigour involved in the activity—whether participation is voluntary or under compulsion.

(iv) Pupil's interest in Major games—may not be very skilful—regular and enthusiastic—may be slow in acquiring skill—his response to coaching—participation mostly voluntary.

(b) Pupil's interest and skill in major games—mostly voluntary—regular.

(v) Pupil's behaviour in sports—both on and off the field—code of sportsmanship—mixing up with other boys.

(vi) Behaviour on the games field—sportsmanship—mingling freely with boys—behaviour and character on and off the field—behaviour to officials—understanding of team work—alertness in games—jovial temperament.

(vii) Leadership qualities exhibited on and off the field—capacity to lead team mates.

(viii) Time spent every day on the games field in some activity or other—regularity in attendance at games and interest too.

(ix) Pupil's participation in leisure time activities—whether he spends more time for indoor games or for outdoor games.

(x) Whether he plays in representative matches as a member of regular teams after good practice.

(xi) Special distinctions like prizes, cups, etc., that are got by the pupil in inter-class or inter-school competitions.

(xii) Healthy or frequently suffers from ill-health—does he complain of any ailment frequently?

(xiii) Personal Hygiene—dress and neatness—bath—Cleanliness.

(xiv) Whether he is edicted to bad habits like smoking, drinking, coffee, etc.

(xv) School Hygiene—observes laws of sanitation and school hygiene—co-operation of classroom teachers necessary.

(xvi) Behaviour in the classroom—classroom teachers to help.

(xvii) Records of Physical measurement as height, weight, etc., credits for progress.

(xviii) Scope for good nutrition and consequent effects on stamina, skill, endurance, etc.

(xix) Participation in activities like scouting, Junior Red Cross, etc.

(xx) Good prsonality.

(2) Answer to Question No. (3)

All the aspects mentioned above for which credits may be given can be taken up for the middle schools, high schools and for colleges. The credits to be given will be graded. A uniform system of credits will not be suitable for all the three grades—middle school, high school and the college. Certain aspects should be given more weightage in the college than in the high school course. Similarly there will be modifications when middle school and high school grades are considered. For instance, leadership qualities should receive more weightage in the collegiate and the high school course than in the middle school, because these qualities can be developed better in the high school and developed in the college. Similarly, the performance of the pupils of college and of the high school in games and sports should receive greater weightage.

Credit should be graded and be suitable to the pupils of the particular class or grade to which they are intended and particular aspects should be given more weightage than others considering their importance and the age group or class to which they are intended.

(3) Answer to Question No. (7).

These credits should be counted for promotion, if physical education is to receive the attention that it deserves from the students. Students, parents and class-room teachers are generally under the impression that what they receive in the class-room is education and that physical education is not educational. They also believe that education consists of subjects that are generally tested by means of examination which are governed by credits. They do not realise that other subjects like physical education, scouting, etc., are educational, since these are not tested by means of examinations. That is why, these are viewed as unimportant while they are so very vital to the complete development of the individual's personality. Unless there is a credit system for this aspect of education and unless these credits are counted for promotion, students and class-room teachers do not pay the attention that physical education deserves. It is only then that physical education will be considered worthwhile.

It seems to me that we, as Indians, are apt to do a thing only if we are compelled to do it. We are by nature, lethargic, when viewed from this point of view. As far as education is concerned, some pressure ought to be brought upon us to make us realise the significance of every aspect of it. This extra pressure is provided for by these credits in physical education. It is only then that Indian boys realise the worth and significance of physical education. It is of no use if this aspect is simply left as a voluntary type of work, the performance of which does not count for an examination or for getting a degree or for success in life as is popularly believed.

(4) *Answer to Question (12).*

This is a problem which requires deep consideration. It may be an ideal arrangement if credits are given on the basis of age, height and weight of an individual, irrespective of the class to which he belongs. But this problem should be studied well.

(5) *Answer to Question (11).*

In my opinion, it is better to fix up credits in physical education under four heads—Credits intended for Middle School grade, credits for High School grade, credits for part I Collegiate grade and credits for part II Collegiate grade. Students should be required to get a fixed percentage of these credits before they are promoted to the next higher standard. The final standard for each grade should be strictly applied. Credits may also be given for the intermediate classes of each grade having the final standard as the aim. Of course, these credits for the Intermediate classes of each grade should again be graded.

To take a concrete example to illustrate the point:—Suppose there is a middle school course of which III Form is the highest class. A comprehensive credit system should be fixed by taking the average III Form boy's age, growth and development into consideration and the boy should be required to get the fixed percentage of credits before he is considered fit for promotion to the next higher standard, namely High school. He should be detained in III Form, if he does not pass the test. Credits may also be given for the Intermediate classes, namely I Form and II Form and they should, of course, be graded. They should however be fixed so as to enable the students to achieve the final percentage of credits fixed for the middle school grade. I am of opinion that though these credits for the Intermediate classes of that grade should be enforced, students should not be detained in each class, if by chance, they fail to score the desired percentage of credits that year. The acid test should be applied rigidly in the case of the students who should be promoted from the final class of this grade (III Form—Middle school) to the next higher grade and detentions should be made here.

Hence the whole argument resolves itself into this. Students passing out of a particular grade should possess a certain fixed standard of proficiency in the various aspects of physical education and they should get a fixed percentage of credits fixed for that grade.

(6) *Answer to Question (9).*

Students who are declared medically unfit for a portion of the year or for the whole year may be exempted. If the student happens to be exempted in the final year of a particular grade, his previous record should be taken into consideration and he must be given credit to his previous performances. If a student is permanently disabled and hence is incapable of participation,

then he should be exempted completely. Since his natural disabilities cannot be overcome.

(7) *Answer to Question (13).*

The various aspects of the physical education programme for which credits could be given depend upon the particular group of boys that we are to deal with. They depend upon the age, height and weight and development of the boys. In my opinion it is better to start credits from I Form onwards. Until that standard is reached, boys are generally given free play and imitative activities. There cannot be any formal group game or sports competition for that particular group for which credits can be given. But at the same time, it should be insisted that each boy should participate in free play every evening and that parents be informed every now and then of the performance of their boys and their interest in such activities.

General Observations.—The present over-burdened curriculum does not give much hope for successfully introducing this credit system in physical education. It is already pointed out that this system takes the various activities of the boy into consideration and that it is very comprehensive. If such a comprehensive study of every boy is to be made, more time should be spent on physical education by boys and more co-operation should be got from class room teachers. Hence, I am not very hopeful that credits can be successfully worked out with the present curriculum of studies unless it is thoroughly reorganised and unless physical education is given the place it deserves in the educational curriculum. It should no longer be considered a subject that is not so very important and students should be given more time and facilities for participation in the physical education programme. The classroom teachers also should help the physical educators if the credit system is to work well in a reorganised scheme of education. Hence, their work also should be considerably lightened.

If the credit system is to work out successfully, then the records of work and progress in every aspect of physical education should be maintained for each student in addition to the usual charts for individual and standard efficiency test, etc. For this purpose, I suggest that a comprehensive card which may be called "Record Sheet in Physical Education" or by such other name may be maintained in the case of each boy. Progress in each aspect of education should be noted in it periodically and it should be sent to the parents for information. Credits also should be marked in it under the various heads from time to time. This card resembles the progress card that is generally issued wherein progress is noted in the case of the subjects that are now included in the curriculum.

The following are some of the suggestive heads that should find a place in such a card under which information should be conveyed to parents from time to time. Credits should be given in the case of the various heads marked by * at least twice in the year.

NAME OF THE SCHOOL.

Name.

Age.

Date of birth.

Height

Weight.

Family history :—No. of other children—no. dead—and diseases from which they died.—present diseases like tuberculosis, etc.

Personal history :—Measles, typhoid, etc—health during the previous year.

Condition of the family :—Poor or middle class or rich.

*Pupil's condition during the year :—Constipation, headache, fever, etc.—whether declared unfit medically and exempted.

*Physical Examination—curvatures, teeth, tonsils, gums, chest, lung capacity, condition of feet, skin, posture, chest measurements (contracted and expanded), etc.

*Personality—general appearance—neatness—personal hygiene—social nature.

*Attendance at school—irregular or regular.

*Standard in other school-subjects—Fair or very fair, etc.

*Behaviour in the class room.

*Attendance in physical education activities—participates voluntarily or out of compulsion—regular—time spent every day.

*Performance in athletic events :—Regular or irregular—interested and skilful—results in efficiency tests.

*Performance in games :—Activities in which interested—activities in which skilful—plays all games or not—attendance in games—interested and skilful.

*Played for representative college or school teams :—

*Recipients of any prizes or special distinctions for proficiency in physical activities.

*Conduct and behaviour on and off the field—is a good sport or not.

*Leadership qualities exhibited.

*Leisure-time activities—or a healthy nature or not.

*Indulging in bad habits.

*School hygiene.

*Participation in activities like scouting, junior red-cross, etc.

*Total percentage of credits to be scored.

*Percentage of credits actually scored.

General remarks.

Cleanliness

The Reasons for Cleanliness.—The importance of cleanliness as an objective of health education is very real, but often it has been supported by arguments which will not bear critical analysis. The word "cleanliness" is used in two distinct senses : First, biological cleanliness—the absence of contaminating or injurious substances which may convey toxic or infectious material to the body of the individual and thus affect his health ; second, esthetic cleanliness—freedom from visible dirt in respect to one's person and environment. To an extent the two meanings overlap, since the rigid cleanliness of environment and person tends also to exclude poisons and germs. Both objectives are important and both should be taught, but with rather clear distinction between the two.

Habits of Personal Cleanliness of Primary Importance from a Health Standpoint.—In the first of the two senses mentioned above, there are two habits of personal cleanliness which are of primary and fundamental importance. These are :

1. Washing the hands with water and soap before handling food and after evacuation.

2. Keeping all possible infected materials away from the mouth and nose.

The importance of these two cleanliness factors can scarcely be over-emphasized. If our water and milk supplies are well protected and insect carriers of disease are controlled, then the great majority of communicable diseases are caused by introducing the causative agents into the mouth and nose, and these agents come from the excretions or body discharges of other human beings. The word "dirt" comes from an old Anglo-Saxon root, "drit" or excrement, and anything contaminated with human discharges is dirty in the most vital sense, even though that condition may not be obvious to the eye. Dr. C. V. Chapin, in his famous book *The Sources and Modes of Infection*, declares that probably the chief vehicle for the conveyance of nose and mouth secretions from the one to the other is the fingers. In his opinion, if we take the trouble to watch our neighbours, or even ourselves, for a short time, unless we have been particularly trained in such matters, we will be surprised to note the number of times that the fingers go to the mouth and the nose. Dr. Chapin then says :

"Not only is the saliva made use of for a great variety of purposes, and numberless articles are for one reason or another placed in the mouth, but for no reason whatever, and all unconsciously, the fingers are with great frequency raised to the lips or the nose. Who can doubt that if the salivary glands secreted indigo the fingers would continually be stained a deep blue, and who can doubt that if the nasal and oral secretions contain the germs of disease these germs will be almost as constantly found upon the fingers ?"

To avoid such possibilities of infection it is essential that the hands should be thoroughly washed before handling food, and that nothing should come in contact with the nose except a clean handkerchief, and with the mouth nothing except one's individual toothbrush and clean eating utensils.

Personal Cleanliness as a Social and Psychological Ideal. The esthetic ideal of cleanliness is also important, if less vital than its sanitary aspect. We are concerned in health education with mental hygiene as well as with sanitation; and cleanliness of the body is a powerful factor in preserving self-respect and in maintaining a dignified place in society for the individual, the family, and the group.

From this point of view, the major cleanliness practices which should be emphasized are five in number:

1. The morning toilet—washing hands and face, brushing hair, and dressing neatly. (Of course, cleansing the hands before breakfast has its sanitary value as well.)
2. Brushing the teeth at least twice a day. (This practice also is valuable to some extent in promoting the health of the gums and in preventing tooth decay.)
3. A full bath daily to remove sweat and dead epithelial tissue as well as foreign material.
4. Daily cleaning of the finger nails with a nail brush or stick of orange wood; keeping the nails properly filed and smoothed; avoidance of nail biting or picking of cuticle. (The last points mentioned also involve avoidance of infection).
5. Keeping the scalp in a healthy condition and the hair clean and attractive by vigorous brushing daily and frequent shampooing.

Physiological Values of Cleanliness Practices.—It is often forgotten that in addition to direct esthetic values many cleanliness practices are useful in stimulating the circulation, thus furthering the health of the cutaneous tissues. For example, the massage of the gums incidental to brushing the teeth tends to keep the gums in good condition. Similarly, brushing and shampooing the hair not only keeps the hair and scalp clean but also massages the scalp and stimulates its blood vessels. Bathing also has its important influences upon the circulation. Hot and cold baths are of value to many persons as stimulants to the vasomotor system, the sweat glands, and the nervous mechanism of the skin.

History and Geography of Cleanliness.—Cleanliness habits in other places and at other times may profitably be studied and analysed to see how far they serve sanitary or esthetic or physiological ends. Differences in

national habits of to-day may also be studied with profit. The excellent sanitary rules of the Hebrews set forth in the Book of Leviticus, and the magnificent baths of the ancient Romans are examples of early advances in the field of cleanliness. On the other hand, our ancestors in Europe furnish a striking illustration of the dangers of uncleanness. In the medieval castle, facilities for cleanliness were almost unknown. It is of interest to note, however, that public baths were common in continental Europe in the 15th century and were largely abandoned in the 16th century on account of the spread of communicable diseases which was thought to result from their use. The penalty for personal filth was paid in epidemics of typhus fever, carried by body lice, and the penalty for environmental filth was the Black Death or Bubonic Plague spread by the rat flea. Typhus fever practically disappeared from Western Europe before there was any scientific knowledge of its cause, when people began once more to take baths and to keep their bodies and clothing clean.

Cleanliness of the Home and the School.—Cleanliness of the environment, like cleanliness of the person, has its twofold significance—esthetic and sanitary. Dirt and disorder are highly undesirable from a psychological and social viewpoint; but certain special kinds of uncleanness—those which involve exposure to human discharges—are particularly repugnant. Exposure may come from an overflowing cesspool, spitting, or the use of the common drinking cup. Situations which facilitate the breeding of vermin, flies, or rats may serve as other sources of infection.

In the home the bathroom, the kitchen, and the dining room are especially vulnerable to dangerous conditions and require close supervision. Good lighting and cleanliness in the bathroom are obviously of primary importance, as well as supplies of hot water, soap, and individual towels, and adequate materials for the care of the teeth. In kitchen and dining room, control of flies and other vermin, refrigerator facilities, and thorough cleaning of utensils are fundamental needs.

In the school, in addition to general cleanliness of the building and its surroundings, it is essential that facilities for the practice of personal cleanliness habits be provided. Adequate supplies of water, soap, and individual towels, and drinking cups are essential.

STUDENT ACTIVITIES

The organization of a cleanliness committee in the school to make a systematic and continuing study of school cleanliness has proved a valuable teaching expedient. Among the subjects such a committee may consider are conditions of school environment and grounds; cleanliness, sanitation, and upkeep of building; condition of blackboards; cleanliness of windows and light globes; water supply and drinking facilities; construction and cleanliness of toilets; washing facilities including location, convenience, water, soap, towels;

availability of mirrors; sanitary conditions of kitchens and lunchrooms, and cleaning of eating utensils. The habits of the pupils in the use of these facilities should be included in the study.

Recreation Problems in Bombay City

By

E. J. S. RAM,

Bombay.

The rapid growth of Bombay City's population reacted very unfavourably to the play of children. In the process of exploitation and speculation, through commerce, industry and housing no foresight was exercised and no adequate provisions were made for play space and consequently open areas were indiscriminately occupied for money-making purposes. Industrial and commercial expansion resulted in concentration of population depriving the children of play spaces and the people generally of breathing and recreation areas. But this did not stop the children from playing and for them the streets became almost the sole playground. With the coming of the automobiles even the streets are gradually taken away from the children. The play of the streets is, of course, illegal, dangerous, interrupted, unregulated and unordered. The harmful things which children do on the streets outnumber the good things they may do and know how to do, if they have proper and sufficient playgrounds. However, under the existing conditions we can easily make a number of adjustments to meet the situation.

1. *Closing Streets for play.* Certain streets which are not frequently used as thoroughfares can be closed to traffic during play hours. This will provide safe if not attractive playground accessible to every child.

2. *Roof Playgrounds.*—There are many schools, libraries, settlements, chawls, apartment houses, office buildings and industrial plants in which roofs can be used for recreational purposes. Roofs can safely be used as outdoor gymnasiums for physical training classes, boxing, badminton, tenikoti and other minor games. They provide play space with lots of sunshine and fresh air and are away from the noise and danger of the streets. Roof play spaces on chawls and private houses can be limited to the children living in the buildings and can serve as places of free play supervised by the parents or guardians. With the proper physical safeguards such roofs can serve a very useful purpose. But, usually the roofs are of such light construction that they require reinforcement to stand the strain of vigorous play and to deaden the noise in the apartments below. However, in modern buildings roofs can easily be designed for play purposes and could be constructed SOUND-PROOF. To be fully equipped the roof should be thoroughly enclosed by wire netting in order to prevent the ball and other objects from being thrown

into the streets. Business buildings, industrial plants and factories can easily set aside roofs for recreation purposes for their employees.

3. *Interior Courtyards.*—Because of the lack of other facilities for children's play and because the streets are becoming increasingly dangerous, the home play-yards or backyards or interior courts of blocks, can be converted into playgrounds. Property owners can be persuaded to remove backyard fences and rent their backyard space, or most of it, for play purposes. If available, this space can be laid out and equipped for active play under well supervised conditions.

4. *Wider use of the School.*—The school building is not occupied for more than six hours on a working day usually from 10 a.m. to 4 p.m. and is closed for all intent and purposes during the rest of the hours and on holidays. A much wider and wiser use of the building would be to utilize the holidays and other than the school hours for literary, social and recreational purposes. Financially the school can gain by charging a small amount for the use of the premises and the building, and, taken as a whole, it grows in popularity as a social centre.

5. *Wholesome use of the Parks.*—The city parks have, as its dominant ideal, peaceful enjoyment in the midst of beautiful scenery and surroundings. We should move away from the old ideal of the park as something to be seen and should come to regard it more and more as something to be used. If the parks lend themselves to active recreation under supervised conditions, recreational activities will never spoil the beauty of the park, but, rather add spectacular value and increased social contacts to the dull, solitary and awe-inspiring atmosphere often prevailing in the parks.

There are about 20 parks and 30 recreation grounds and open spaces controlled by the municipality. Out of these only four recreation grounds are under the supervision of qualified play leaders. To say that 26 recreation grounds in Bombay are ill-supervised or unsupervised, is a sad commentary on the Municipal organization of one of India's foremost and leading port city. Something has to be done to give supervised play to our children under qualified play leaders. The city fathers would do well if they take the initiative and organize a Municipal Recreation Committee on the lines of the Municipal Schools Committee with the Superintendent of Gardens as its chairman, Ex-Officio. The scope of this Recreation Committee would be to furnish that kind of recreation which is too urgently needed to permit the city to allow it to go uncared for, and that kind which can be done in a fairly wholesale way. Playgrounds for children of school age are an illustration. As a part of the education and development of the city's future citizens, play is an absolute essential. The selection of areas for play, the planning of playgrounds and parks, the control of their surroundings and the expert guidance of play are all of due importance in the city plan. Thus, by furnishing adequate public recreation facilities a good deal of disease, demoralization, vice,

delinquency and crime may be prevented, and normal healthy, efficient citizens may be produced.

The New Emphasis on Physical Education in the U.S.A.

In the 1880's when Physical Education first came into its own in the U.S.A., the major stress was upon its physiological benefits, the attempt being to develop a strong and symmetrical body. If any objective on the mental side was mentioned, it was simply the development of precision of movement or neuro-muscular control.

What might have happened to physical education had this sole emphasis persisted is difficult to determine. Opposition to formal gymnastics, the popularity of games and sports, and the vision of the educational possibilities inherent in the proper teaching of play activities prevented such a narrow development. Gradually physical educators became more interested in what was happening inside the body while the arms and legs were going through certain movements.

The broader emphasis of the modern physical educator is seen in his disposition to consider mental hygiene, an area which until recently was practically unexplored by this professional worker, yet one which holds rich opportunities for him. The stresses and strains—friction incident to modern speed—and the more recent uncertainty resulting from economic adversity are pathological factors which the physical educator may help to combat through activities of a recreational nature. Many a case of "jitters" would never have developed had the individual experienced the wholesome effects of recreation. The modern physical educator will build confidence and self-respect as well as strong bodies. He may also contribute some pioneer work in the training of the emotions.

How different this is from the program of fifty years ago, which considered that the German or Swedish system of gymnastics could be implanted upon the American people and solve all their needs. It must be repeatedly emphasized that it is not gymnastics we are teaching but the person; and the physical educator must be as well prepared in his knowledge of the person and how he reacts as in his skill in activities and the methods of teaching them. Putting it another way, our objectives, methods, content, and outcomes will be properly measured only in terms of the total personality of the child—not merely his physical side. In view of all this, the physical educator naturally must have a considerably broader preparation than formerly.

While the swing of the pendulum in the direction of the broader, more recreational program is a highly desirable development, the physical educator must constantly bear in mind that his unique contribution is still the development of health and physical fitness. To quote Dr. McCloy, "We don't throw

out the older child when the new baby arrives." We just develop greater capacity and larger responsibility.

Recreation has taken over from physical education many of its games and sports and has introduced them into the community. It has helped physical education see that the person who takes his "health exercise" as he would a pill really gets little health from it. The greatest benefit comes from an activity which we enjoy. But the physical educator will claim that one gets no real enjoyment from a game he can't play. At least one must have passed beyond the "duffer" stage. Consequently, the physical educator has been able to assist the recreationalist in teaching the degree of skill necessary to such enjoyment.

There is no question that the recreational program should provide games, sports, and other activities involving vigorous muscular action and thus physical development. But recreation goes beyond physical education by including a wide range of opportunities for creative arts and crafts, hobbies, and the making of things in general; provision for enjoyment of the fine arts—music, drama, pottery and sculpture, painting, and drawing; an opportunity to become acquainted with nature through hiking, camping, the observation of wild life, and travel to parks and beauty spots; active personal effort in recreational leadership and in other forms of community service; and a chance to engage in the study of good literature and in other purely intellectual activities for the satisfactions which that exercise affords.

Physical education and recreation—hardly synonymous, yet overlapping in large part; each reaching out beyond the program of recreational physical activities to make its own unique contribution.

The challenge to the physical educator is to broaden the scope of his field and, while holding to what has been his prerogative, to assume a definite responsibility for recreational leadership. This means, for example, that the physical educator in the schools will no longer feel limited to school children nor school hours. Such an advance on the part of the physical educator may encourage the school to come to grips with the problems of society so that that institution may cease to be simply a cloister of learning and become a powerful social and spiritual force in the community.

In the past there has been no question of the contribution of physical education to community recreation—in program, personnel, and facilities. Physical education will continue to contribute to recreation when the physical education program, leadership, and facilities serve individuals and groups—not only during the school years, but throughout life. Such an advance will necessitate some changes in professional preparation.

It is possible that recreation too will go through certain metamorphoses. Too often it has been a hit-or-miss process, too loosely organized to accom-

plish worthwhile results. A notable exception to this statement is the Chicago Park District, which in its recreational physical activities is offering as fine a program of physical education, in the best sense, as can be found anywhere. Meticulous care is given to the development of skills, and health is granted due consideration. To continue in this direction will mean for recreation also a modification of leadership training.

If recreation will continue to give attention to these matters, it will approach the field of physical education. If physical education will broaden its program by carrying recreational activities for all ages out into the community, it will be assisting in the leadership of recreation. Recreation and physical education—each needs the other. The two are so closely tied together—in fact, they overlap so much—that when one advances the other moves forward as well, and all of us profit.

Are you a Leader ?

HOW DO YOU MEASURE UP ON THE FOLLOWING TEST ?

The following thirty-one questions have been compiled by Dr. H. H. Horne, of New York University :

1. Have you a strong body ?
2. Did you ever break yourself of a bad habit ?
3. Can you exercise self-control from grouchy spells ?
4. Are you cheerful and free when things go wrong ?
5. Do you think for yourself ?
6. Do you keep your head in an emergency ?
7. Do you remain calm under criticism ?
8. Do your mates respect you and co-operate with you ?
9. Can you maintain discipline without using authority ?
10. Can you handle a group of dissatisfied persons successfully ?
11. Are you a successful peacemaker ?
12. Are you patient in dealing with nervous and hard-to-please people ?
13. Can you get people to do things without irritating them ?
14. Can you stand being opposed without saying things you regret later ?
15. Are the delicate situations turned over to you to handle ?
16. Do you make and keep friends easily ?
17. Do you catch yourself quarreling about petty things ?
18. Do you adjust yourself to strangers easily ?
19. Are you free from embarrassment before superiors ?
20. Are subordinates at ease in your presence ?
21. Can you express your ideas without appearing overbearing and narrow minded ?
22. Are you interested in folks ?
23. Have you tact ?

24. Have you a reasonable amount of self-confidence ?
25. Have you confidence in your cause ?
26. Have you the co-operative and not the competitive spirit ?
27. Are you adapted to the group you seek to lead ?
28. Have you a steady will ?
29. Do you have vision ?
30. Have you the power of the single motive ?
31. Do you wear the leader's white flower of the blameless life ?

Recreation with the Mill Employees

By

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Bombay,

A striking feature of present day industrial labour is the large amount of spare time at the disposal of the employees which was not made available in the past. To-day opportunities for recreation and other interests apart from work has been greatly increased. Those days have gone when men in industries used to work from sunrise to sunset, and there was a saying "Man works from sun to sun but woman's work is never done". Conditions are quite different now. There is increased leisure for the industrial worker partly due to legislation and trades' union activity, partly to increasing wages, partly to pension and provident fund schemes, but to a large extent it is the result of substituting machinery for human labour. To-day an average mill worker gets an hour's rest in between working hours and is let off earlier in the evening to enable him to spend a couple of hours for his leisure. It is a matter of great social significance to know how these mill employees spend their hours of recreation and relaxation. Some of them read newspapers or magazines or novels, some puff away the hours by smoking, gossiping or chit-chatting; some drink toddy, pick up quarrels and use abusive language; a large number go to the pictures; some bet on satta figures or actually gamble with money; some go to a wayside restaurant to drink tea and listen to the music; but a microscopic minority actually take part in active recreation. There may be a hundred and one other ways of spending leisure which may not be called re-creative in the strictest sense of the word but largely conducive to the health and happiness of the employees. In short, the hours of their leisure are usually the hours of danger often misdirected and ill-spent.

Leisure hours should provide the workers with the greatest opportunity for self-expression and cultural advancement. The worker should be provided with adequate rest, wholesome recreation and proper education rather than be allowed time for dissipation, excitement and demoralization. Proper use of the employees' leisure hours is as much a concern of the public

in general as it is of the employer in particular, because it is believed that the use of a nation's leisure is the test of its civilization. Much has been said about leisure but it is not the same as recreation. Leisure is free time after work which according to Dr. Richard Cabot can be spent in four great life-interests—rest, play, love and worship. We are chiefly concerned here with play which we prefer to call recreation and which differs from leisure because it is not mere rest or relaxation from work but active participation in activities that refresh the mind, body and spirit of the worker as a whole.

Recreation is a necessity for the mill labourers in as much as it breaks the monotony of labour and the exhausting routine and regimen of our mechanized industrial system. It is a kind of cult aiming at mental, physical and moral efficiency. It opens the doors to a new world where during hours of pleasurable leisure the onerous drudgeries of life are forgotten. It gives the worker an outlet to all pent up emotions. It takes the worker out of bad ventilation and congestion to open and fresh air, and healthier and better surroundings for increased respiration. It tends to remedy the postural defects caused by maintaining a certain bodily position for a long time near the machine. Finally it helps to remove many conditions of mental strain with their marked tendency towards delinquency and crime.

What then should be our aim in providing recreation to the mill employees? Certainly it should not deviate from the commonly accepted recreational aim, that is, to make life richer and finer to live. We should improve the worker's bodily health as the physical basis of all else; we should develop in him a healthy, well-integrated personality as the psychological and moral basis of all else; we should give him an environment for better thinking to make life better for him to live. Any programme based merely upon increasing the general efficiency of the worker or upon the health ideal for greater economy of work, is sure to meet with opposition because the workers will look upon it with suspicion and resentment. Of course if proper facilities for recreation are provided it will result in increasing the efficiency but mere efficiency as an ideal would be an aim for exploitation of the worker's resources. Recreation for the employees may become as loathsome as drudgery if there is any attempt on the part of the employer to force a programme upon the employees for utilitarian reasons.

Unless recreation is carried on in the mills on thoroughly democratic lines it will not be valuable enough to foster employee morale and to generate employee good will. Experience in the West has revealed the fact that recreational activities succeed best under the direction of the employees and where the mill workers themselves have taken the initiative in introducing them. In cases where democracy is denied, a sense of joint responsibility and control between the employer and the employees would prove successful provided the activities are not promoted mainly 'for the employees', but 'with the employees' and 'by the employees'.

But the management should in all cases provide adequate facilities in terms of equipment, leadership, co-operation and finance. Much of the success of the program will depend on the head of the establishment and the personal interest he evinces in the activities with his employees. He may be asked to make provisions for indoor recreation comprising of a game room, a retiring room, a library, a club room, a lunch room, a gymnasium or a wrestling akhara; and for outdoor recreation consisting of playing fields for Hockey, Football, Cricket, Volleyball, Basketball, Baseball, Track and Field Athletics, Kabaddi, Kho Kho, and in addition parks, gardens, camps, outings and picnics for the employees. The type of equipment and the number of activities promoted by a mill will largely depend on the locality, the facilities available, the number of workers, and the interest taken by the employees themselves.

Perhaps it will not be out of place to mention in this connection that women's activities should be developed side by side with men's activities. Special leisure time activities for women such as sewing, mending, laundrying, cooking, housekeeping, darning, gardening, child care and care of the sick should be introduced, and in addition to outdoor recreation folk-singing and folk-dancing should be encouraged for their self-expression. The organization of recreation for women should be in the hands of women themselves under the guidance and leadership of a qualified lady social worker. The chief difference between the men's activities and that for women as indicated above is that young women are trained less from a material and practical standpoint but rather are educated more towards motherhood and service to the nation as a woman.

The most appropriate and suitable time for activities is during the mid-day rest hour and after the working hours but optional activities can be promoted in the early hours of the morning for those who wish to participate voluntarily in such activities. However, a gradual program of developing employee interest and extending recreational activities as the demand grows will lead on to the adoption of such activities which create adequate response.

Thus a well-planned recreation under trained and efficient leadership can develop a feeling of comradeship, a spirit of loyalty and goodwill which will break down the barriers existing between the employer and the employees, and thus maintain joint responsibility and team work in the organization.

Some Instructions to Hockey Referees

1. Referees must see that the nets are firmly fixed to the goal-posts and cross-bar and also properly secured to the ground on the sides and in the rear. It is also important that the goal posts are perpendicular.

Goal-boards are compulsory in first-class matches.

2. They must see that the goal line, especially between goalposts is clearly marked.

3. Flag posts less than four feet in height are apt to be dangerous. Flags to mark the ends of the centre-line and of the 25 yards line are frequently placed on the touch line instead of one yard outside it.

4. Incorrect marking of the ground should always be brought to the notice of the authorities concerned and see that such errors are corrected before play begins.

5. When in doubt as to the width of a stick use the ring. It should also be remembered that the stick shall have a flat face on its left hand SIDE only.

6. Check your watch with the other referee and arrange with him as to which half of the ground you will each take and who will take the time in the first half. If the moment for signalling half-time arrives and he makes no sign, give him a signal that time is up.

7. Mutual co-operation between you and your colleague is very necessary. Arrange with him about giving decisions in each other's half of the ground. It is usual for umpires to agree that decisions between the touch-line and the seven yards line should be given by the referee responsible for that touch line. This especially applies to cases of obstruction, tackling from the left, and kicking the ball which the latter is in a better position to see. Never give a decision in his twenty-five yards area except close to your touch line.

8. Be sure to station yourself on the right side of your half with the centre line to your left. By being on this side you will have the ball between you and the attacker advancing towards your end of the ground and you can watch it all the time. It is also easier to judge "off-side" from the right.

9. The first ten minutes of the game are the most important. Referees must be quick and decisive in their decisions at this time. This is necessary to get the game into your hands especially if the players are inclined to wild hitting or body play.

10. Referees will do well to mention for what breach a player has been penalised. The players will know immediately what your reason is and it is a good plan to indicate the direction in which the free hit is to be made by the use of the arms towards the offenders goal.

11. Referees must watch the bully carefully. Be sure that all other players are five yards away and do not let any player advance until the ball is in play. The most common fault is not making the third tap on the opponents stick with the flat face of the stick. Tap made with the back or edge of the stick is not proper.

12. While the game is in progress your first duty is to see that you position yourself where you can best supervise the play. You must be where

you can see best, and out of the way of the players, but most important of all, *you must not remain stationary.* Move up and back along your touch line as the play advances or recedes. The distance you proceed up the field should be regulated by the position of the third defender, counting from the goal line.

13. Do not spare your whistle for "sticks" especially in the initial stages of the game. Let the player or players know what you mean. Under cutting must be penalised. It is by far the most dangerous stroke in the game. From a free hit it is most objectionable and the player must be warned.

14. Watch carefully all possible obstruction tactics like foot obstruction, looking improperly, and body obstruction.

15. Do not order a rough or dangerous player to leave the field for a first offence, unless it is of such a serious character as to warrant an expulsion from the game.

16. Referees must remember that their position in the field is most important in judging cases of off-side. If you are level with the third defender counting from the goal line you can see if a player is off-side at the moment the ball was passed to him.

17. Penalising a player who may be in an off-side position but not interfering or in any way influencing the game is delaying the game unnecessarily and therefore should be avoided.

18. For a player to be on-side from a back pass, the receiver must be behind and out level with the player who makes the pass.

19. A player does not put himself on-side by running over the touch line or goal line. The player in question is in an unfair position and must be penalised for off-side if any attempt is made to take advantage of this.

20. Neither is a player who is in an off-side position put on-side if the ball rebounds from the goal post or cross bar or by the reason of the ball having 'touched' or 'glanced off' the stick or person of an opponent.

21. A free hit must be taken on a ball that is perfectly motionless. See that all the other players of either team keep their distance of five yards from the ball. But do not deprive the striker of the advantage of getting his hit quickly simply because an opponent is standing too near to him.

22. Referees must watch the roll-in. The roller-in must have his hand as well as his feet and stick beyond the touch line when the roll in is made. The ball must be rolled. Jerking or throwing should be penalised.

23. When a penalty corner hit is taken, the referee must see that the defending players have their feet and stick behind the goal line and 5 yards away from the ball. Any shot at goal by the attacking side must be penalised if the referee considers that the corner hit was not sufficiently stopped. Re-

flection of the hit to another player is not stopping and therefore must be penalised. There must be an honest and successful attempt to stop the ball.

24. It is quite likely that the player taking the hit to be off-side immediately following the corner. So watch for this.

25. Read the rule on the penalty bully carefully. It is awarded for (a) breach clearly intentional (b) also for a breach even though unintentional a goal would have been probably scored.

26. Referees should know (a) who should take part in the penalty bully, (b) when the bully finishes, (c) the penalties for offences by the attacking or defending player.

27. Referees must have a sufficiently clear knowledge of the "advantage" rule. There will be numerous occasions where a minor offence by the defending side may have to be completely over-looked being advantageous to the attacking side. Referees should train themselves to decide such cases and learn to keep the whistle silent on such occasions.

News and Notes

COLLEGE NEWS

Students' Association. The Students' Association elections took place early in August. We have an excellent body of leaders in the following office-bearers:

President	..	P. I. Joseph.
Vice-President	..	Mehar Singh.
General Secretary	..	G. W. Trutwein.
Associate General Secretary	..	Raj Nath Raina.
Treasurer	..	S. P. Bhutt.
Literary Secretary	..	R. S. Govindarajan.
Religious Secretary	..	Hans Raj Ghai.
Social Secretary	..	A. K. Singh.
Physical Secretary	..	Daljit Singh.
Associate Physical Secretary	..	K. Narayana.

Premier's Visit. Our students were very fortunate in getting the Hon. Mr. C. Rajagopalachari, the Premier of Madras, address at the Inaugural Meeting of the Students' Association. He gave a most inspiring address stressing the importance of our identifying ourselves not only with Physical Education, but also with the economic and social life of the people.

Camp. The high spot during the first term was the camp at Covelong. We spent seven enjoyable days—from Sept. 17th to 24th—in camp. Most of the students were reluctant to come back to Saidapet.

Inter-Collegiate Games. Our Football Team has kept up a splendid record in the Inter-Collegiate League. We have, so far, won all the matches except the one against the Government School of Technology. We are yet to play the Engineering College, and if we cannot win against them we will, at least, be able to share the Football Trophy. Win or lose, we have kept up our reputation by playing hard and clean.

In Cricket we had two reverses—against Medical College and Presidency College. We are hoping to be at least third in rank when the League is finished. That is certainly a very good record considering the very little practice our men get and the very few occasions they have played together.

Intra-murals. Our College is once again divided into four sections on hostel basis for Intra-mural competitions. We have already finished a Hockey League. Three groups have tied for honours which shows that the competitions this year are going to be keen.

In-door Games. We are improving our in-door games facilities. One of the small class rooms in Massey Hall is now set apart for in-door games. Here we have an excellent ping-pong table, and also games like carrom, chess, draughts, etc. These games are quite popular, and our students get plenty of recreation here after their more strenuous work out of doors.

OLD BOYS

We are glad to note that a larger number of Old Boys are keeping up occasional correspondence with the College. From among their letters we give some news notes which may be of interest at least to their class mates.

M. A. Akhram, 1933 has been appointed on the staff of Hutchinson's College, Lahore. Akhram could not get into the Kashmir service as originally planned, and so he was forced to give up physical education work and enter another field. But this new appointment brings him back amongst us as a comrade. Our congratulations and good wishes to Akhram.

Dalip Singh, 1936 is Physical Director in the Hindu College, Delhi. He has recently got the King's Commission and is a Lieutenant in 9th (Delhi) Bn., U. T. C. He has been having special military training at Meerut. Now he is going back to his college to continue with greater enthusiasm some of the schemes he had started for the students of the college.

G. Khubchandnani, 1937. Here is an extract from a letter from this Old Boy. It will give an idea of what he is attempting to do.

"There are about 225 students in the First Year Class for whom P. T. is compulsory. I have divided them into 3 main groups, and their time-table is as follows:—

