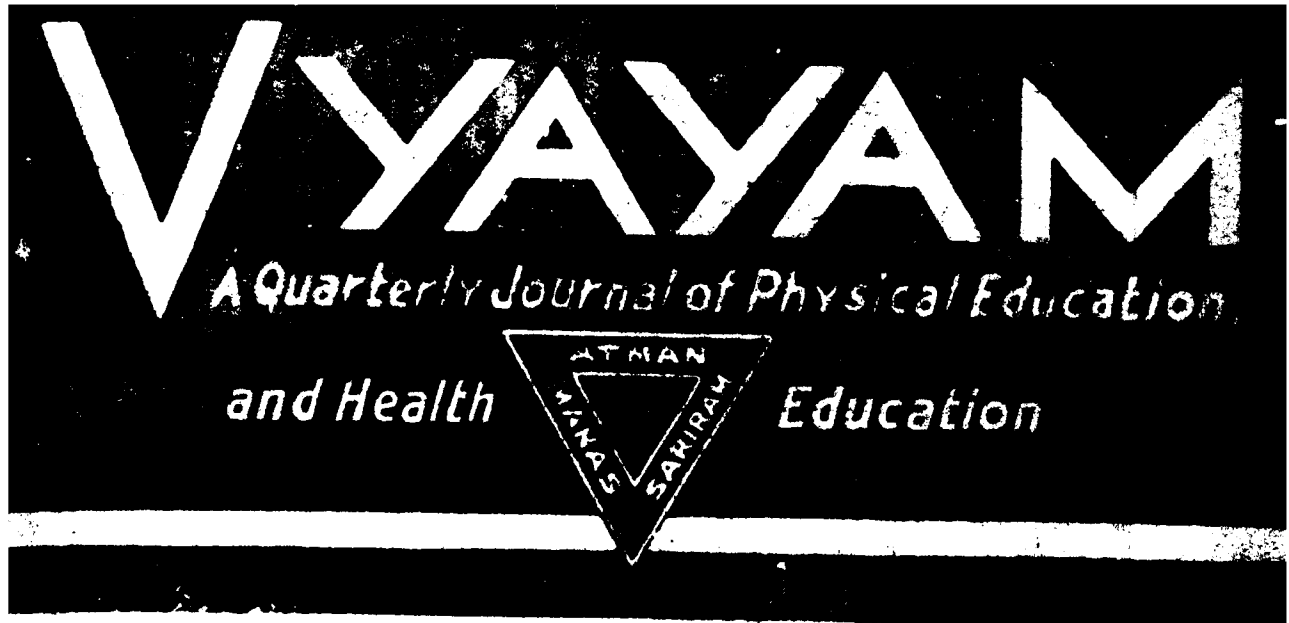




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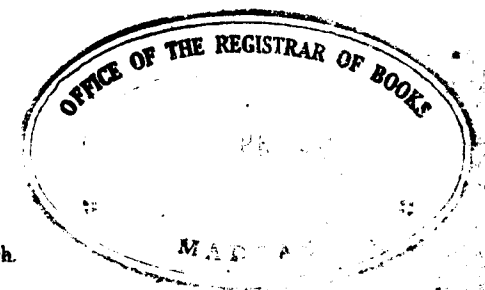
A SPORTSMAN'S PRAYER.

Give me a good digestion, Lord,
And also something to digest.
Give me a healthy mind, good Lord,
With sense to keep it at its best.

Give me a healthy mind, good Lord,
To keep the good and pure in sight,
Which seeing sin is not appalled,
But finds a way to set it right.

Give me a mind that is not bored,
That does not whimper, whine, or sigh.
Don't let me worry overmuch,
About the fussy thing called I.

Give me a sense of humor, Lord,
Give me the grace to see a joke.
To get some happiness from life,
And pass it on to other folk.



—(From a Tablet in England's Chester Cathedral.)

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VYAYAM

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Editor : Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University, Annamalai Nagar, S. India.

Business Manager : Mr. J. P. Thomas, B.A. L.T., Y.M.C.A. College of Physical Education, Saidapet, Madras. 15.

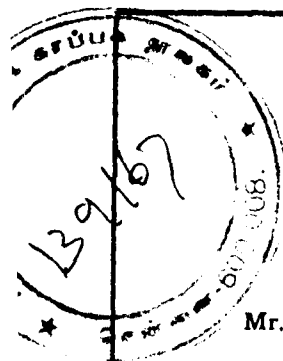
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Editor :
Mr. L. K. Govindarajulu, B.A., B.L.

Associate Editors :
Mr. C. C. Abraham, B.A., M.P.E. **Mr. B. Anantha Rao**
" **M. Ram Mohan Rao, B.A.** " **A. K. Singh**

Business Manager :
Mr. J. P. Thomas, B.A., L.T.

Editorial

THE PHYSICAL EDUCATION PROFESSION AND ITS FUTURE

It is now more than twenty-three years since Secondary Schools in Madras Province, and more than twenty years since Colleges of the Madras University, were compelled to initiate schemes of Physical Education by which participation in games and Physical Training activities became obligatory for all pupils. Both at the time of the initiation of the schemes and many times later it was pointed out that for the satisfactory implementation of these schemes, facilities in men as well as in equipment should be provided adequately; and yet, more than two decades after the commencement of the schemes, we are forced to state that in many fundamental matters pertaining to the organization and administration of Physical Education activities and in the provision made for personnel and equipment, little progress has been made. As a basic requirement, it will be conceded that play-space of adequate extent must be provided; but yet in how many Schools and Colleges has this requirement been satisfied? Another basic requirement whose importance no one will gainsay but which has been more or less deliberately overlooked is an annual medical examination of pupils compelled to exercise. A medical examination is necessary to exclude the unfit and select the remediable and to offer helpful advice to all defectives. A third requirement of compulsory Physical Education should be the provision in numbers and variety of play and athletic equipment needed to ensure a satisfactory "Play for All" programme; but not one institution in a hundred can yet lay claim to having the necessary equipment. To justify this extraordinary state of affairs, dozens of excuses have been given or invented but nothing effective has been done till today to remedy the fundamental defects to which we have referred. Want of finance, insuperable difficulties in finding play-space in urban areas, lack of parental understanding, or co-operation, intractable conservatism masking as "Make-Haste-Slowly" policy, baneful indifference, are but some of the factors that have impeded the progress of school administrations in this important department of education. Even

the educational authorities and the Government, it must be said regretfully but in all humility, would hitherto appear to have been guided more by a policy of "Get on some-how" than by a desire to implement the inconvenient parts of the scheme which they were induced to initiate. As a net result, it must be more than passing clear to any one acquainted with school administrations, that not only school managements but teachers and pupils as well have learnt generally to wink at a scheme which should have ordinarily received their most generous support.

The greatest stumbling block in the way of the Profession's progress, however, is in the lack of adequate recognition of the status and dignity of the teachers whose special duty is the development of the personality of pupils in their charge and their character through joyous participation in games and sports or other specially selected physical activities. Yet the physical education teacher is still the Cinderella of many an educational institution - and he is often burdened with extraneous duties which other teachers will not deign to do.

In spite of over two decades of propaganda many heads of institutions and not a few in authority still grudge to give adequate recognition to Physical Education as an integral and essential part of the scheme of education; yet as an essential requirement of efficient economic existence for which both skills and physical fitness are indispensable and for purposes of social integration and sound citizenship suited to the new democratic living, Physical Education it is, among the different branches of learning, that should help to provide the average pupils with the physical skills that make the body an efficient tool and simultaneously endow them with such an attitude to life and ensure such a habituation of behaviour through sportsmanship as will develop them into progressive and helpful citizens. Periodical endeavours have been made to gain importance to this subject through its inclusion as a subject for examinations, but at a time when examinations themselves have come into question we should venture to suggest other ways of making Physical Education both effective and important.

The training that the teachers of Physical Education receive and their equipment are out of the ordinary type and deserve special recognition. The aptitude to play games well or excel in certain types of physical activities is found only among a small percentage of the educated; and among these most of those who also show a high degree of intelligence and attain academic distinctions are preferred in the services and in business occupations for appointment to positions of authority or importance. Therefore, only a few who cannot, for any special reasons, find avenues of other service or whose love of play outruns their worldly discretion, are now drawn into this new field of Physical Education. Even those who entered the field in the early years with great hopes are today disappointed men: and most of them find themselves lost in a blind alley. Consequently, we have regretfully to report that in the premier institution training men for the diploma course, the Y. M. C. A. College at Saidapet, the strength of the diploma class has dropped perceptibly during the year in spite of the recognition of the course and the recent affiliation of the College by the Madras University. This is altogether a sad story. And that fall in strength can only be prevented by prompt measures and we would suggest for the due consideration of those in authority the following steps as a few among other possible measures:

1. Tempting scales of salary must be offered to graduate teachers trained in Physical Education. Memorial after memorial has been presented to the Government from time to time for the improvement in scales of salaries of both diploma holders and other teachers of Physical Education. But these have produced few real and palpable benefits.

2. Every school in which there is need for more than one teacher of Physical Education must appoint in addition to a teacher for every 250 pupils, a diploma holder to be in charge of Physical Education; and he must be placed in a scale higher than the L. T. grade. Similarly, every college must appoint Physical Directors in the scales of Lecturers at the rate of one for every 250 students.

3. Teachers of Physical Education must be closely associated with other teaching work, due consideration being given to load of work, so as to facilitate a betterment of their educational equipment and to secure both their understanding and co-operation in the general educational process.

4. Teachers of Physical Education achieve considerable capacity in the disciplining of youth and also attain high powers of organization and control; and this capacity must obtain due recognition. They may be absorbed in services where their capacity will be of value; but as it is, water-tight compartments in service would now appear to lead to undesirable monopoly, not specialisation, and therefore, to general inefficiency.

The remedies we have thus listed are merely suggestive and these cannot easily cure the serious maladies of the profession. Despite this, our achievements so far have been neither negligible nor unimpressive. The laurels we have won cannot, however, give us any cause for complacency or even satisfaction. Our real goal is yet very distant and we have much to accomplish in the service of the young as well as the adult. So, we wish to appeal to both the Government and the educational authorities and to school and college managements to give Physical Education greater consideration and more generous support. In the circumstances of our country today, grinding poverty, inflation with all its attendant evils, scarcity of essential goods, exchange difficulties, fundamental social and economic changes, make for unrest and confusion rather than for solidarity and peace. But if our freedom is worth anything, we have to attain first health, physical fitness and efficiency in every direction to fit our young to be responsible citizens, alive to all the difficulties of a rapidly changing environment. In this effort, physical education has to play no mean part; and as the men and women who dedicate themselves to this profession have to learn many sciences and master many arts, it is but right that the demands they make should be generously met in the national cause; and until then, the prospects the profession faces will be far from bright.

A WELCOME AID

The Railway Board's decision to grant concessions by all classes to all sporting teams and educational institutions and to certain all India and other conferences, will be welcomed by all lovers of sport as a timely and valuable aid. In a country so poor as ours, limitations of finance cramp both public and private effort and these concessions will go a great way to facilitate the improvement of our athletic and sporting talent through the matches, tournaments and play festivals that may be organised throughout the country. The Railway Board and the Government of India deserve our warmest gratitude for the encouragement.

CONFERENCES OR DISPLAYS?

The Editor had the privilege of witnessing the special displays of games and sports and attending the Sessions of the All-Maharashtra Physical Education Conference and the Second All India Physical Education Conference held at Poona in January from 5th to 7th and 8th to 9th respectively in the grounds of the Maharashtra Club. The displays of indigenous games and tournaments were well organized and smoothly conducted, and large and admiring crowds from Poona and other parts of Maharashtra witnessed the events. Prominent public men were associated with these displays, no less a personage than H. E. the Commander-in-Chief of India presiding over the Opening Session of the All India Conference. But what struck us was the great emphasis on activities peculiar to or popular in the Maharashtra and the complete omission of games of alien origin. However, educational institutions participated in numbers, some of their displays of drills and rhythmic activities being impressive imitations of recent shows held in other lands; and men and women, and girls as well took equal and worthy part in this Festival. Another notable and inexcusable defect was the failure of the organisers to stage any real conference of experts in Physical Education. The Maharashtra Conference was entirely in Maharashtra but, neither here nor, surprisingly enough, at the All India Conference, were papers of any real importance presented or discussions initiated on a high level. Further, the All India Conference was termed as a Conference of Physical Education; but we could see no apparent connection with Physical Education as we know of as an integral branch of general education. The term "Physical Education" is different from Physical Activities, Displays, Play Festivals, Recreational Media, etc., though these are or may be parts of a physical education programme.

The Editor had also the privilege of witnessing and participating in a smaller conference of physical education during this month at Tanjore where teachers of physical education from Tanjore and South Arcot districts were gathered. At this conference the whole day was devoted to lectures by prominent educators or public men and the reading of papers, but there was no attempt at discussions whatever. The demonstration of physical activities which followed late in the evening was one of the best of its type though given in the cramped surroundings of a small, ill-lit theatre. Such conferences and displays miss largely their main purpose. Without discussion there can be no conference and discussions pre-suppose both capacity and knowledge in those participating in them; and the demonstrations must be, if they are also to serve their purpose, representative of the "good standard found in our schools, colleges, institutions and centres in the country;" and as "they make unavoidable aesthetic and audience demands on normal work, and may conceal rather than reveal teaching stages, techniques and difficulties." educational demonstrations, particularly at small conferences, must be devised to give, as far as possible, "a true picture of what we aim at and do: small classes, free practices, some choice of activity, progress of the individual rather than appearance of the mass, and unobtrusive teacher-control and participation." The quotations we have chosen to include here are from a report of an International Congress on Physical Education held in England in 1948, appearing in the pages of the English "Journal of Physical Education" (Vol. XI, No. 121, November, 1948). We would therefore earnestly appeal to all organisers of conferences on physical education to bear in mind these principles which we have attempted to stress so as to show that the primary purpose of physical activities used in teaching is education.

IN MEMORIAM

Dr. G. F. Andrews

We greatly regret to record the passing away from our midst of our beloved Editor, Dr G. F. Andrews. He died on 4th November, 1949, after a long illness patiently borne, leaving a trail of glory behind. Who with any claim to schooling did not know Dr. Andrews in this Province and even in other Provinces? He was associated for nearly a quarter of a century with the initiation of the scheme of compulsory Physical Education in the Schools of Madras Province and the inspection of schools in relation to that scheme.



DR. G. F. ANDREWS

Born at Mangalore on the 11th August 1897, he studied in the local Basel Mission School and thereafter at the Christian College, Madras, wherefrom he graduated. After a short period of service in the Christian College High School, he took his L. T. Diploma from Saidapet, in 1923. Impelled by a keen love for physical activities and the desire to serve youth in the new field that American enterprise had opened in the Y.M.C.A. for ambitious Christian youths,

Dr. Andrews became a student of Physical Education under Mr. Buck. By his devotion to work and by the great aptitude he showed for imparting the knowledge of physical skills to young men, he attracted the attention of Mr. Buck and ultimately, after a short spell of service in the Kellet High School, became his assistant in Government service as Physical Director.

A missionary zeal marked his work from the beginning and he caught some of the infectious enthusiasm of Mr. Buck in the desire to bring Health and Physical Fitness to Indian people. So, foregoing the chances of marriage, he went on his own initiative and largely at his own expense to the United States of America, and there took the B.P.E. degree in Springfield College and thereafter, at Columbia he obtained his M.A. and Ph. D. degrees. He also underwent successfully a diploma course for service as Supervisor of Health and Physical Education. After about three years of stay in the States, he returned to Madras to resume service under the Madras Government, his designation from now on being Senior Physical Director.

As Senior Physical Director he did everything possible to induce schools and where necessary to compel them to adopt forward policies in physical education. He demanded high standards in Health and Physical Education, and wherever possible exacted them; and he also laid great stress in his tours of inspection on the hygiene and sanitation of school environment. To stimulate interest in the new developments and ensure up-to-dateness in the work of physical education teachers, he organised and conducted periodical Refresher Courses at different centres utilising for his assistance capable men in the profession who could volunteer their services in their leisure time. His powers of organisation were of the highest order and the displays and demonstrations which he organised were always most impressive and instructive shows.

Dr. Andrews also took a zealous interest in propaganda work. Convinced that the newer knowledge of Physical Education should be carried to one and all in the general field of education, he generally attended all provincial and regional conferences of education and utilised the opportunities he so obtained to talk

of Physical Education and its place in the educational curriculum. He induced the South India Teacher's Union to provide a separate section on Physical Education in their Provincial Conferences. Further, not long after his return from the States, he took charge as Honorary Secretary of the Madras Provincial Physical Education Association which had been initiated at Mudra during his absence. As Secretary of the Association or as a member of its Executive, he did yeoman service to extend the cause he so dearly loved. Dr. Andrews was also connected for many years with the all India Conferences of

Education, being for sometime Secretary of the Physical Education Section of the All India Federation of Educational Associations. The present Editor of this Journal owes it to him that he became Sectional President in Physical Education at the All India Conference held in 1938 at Bombay. On account of his service at these Conferences and the numerous Committees to which he was invited, he won the attention of educationists all over the country as well as their esteem and regard. Two years before his death, the Government were pleased to recognise his special merit and created the post of Chief Inspector of Physical Education for his benefit and the post of Adviser was abolished from that date. He became also at about this time a member of the special Advisory Committee on Physical Education which the Central Government constituted not long after we attained our political Independence. He was also a member of the

Provisional Council of the All India Physical Education Association and its Executive Committee.

Dr. Andrews took ill sometime in 1946, but in spite of his deteriorating health he organised most successfully the Eleventh Provincial Physical Education Conference at Madras and



Picture of Dr. Andrews taken at the Demonstration of Physical Activities at the VI Provincial Physical Education Conference, Madras

at this Conference, he managed not only to secure the largest attendance of delegates from the Province ever to take part in a Conference. Of the kind and to organise one of the best displays Madras has seen in Physical Education, but also secured, in spite of many difficulties, the funds necessary to publish a lengthy report of the proceedings of the Conference so as to extend the public interest in Physical Education in our country.

In 1948, he initiated two major items of work which are yet to be fully accomplished — the syllabi in Physical Education for Boys and Girls; and it was at his suggestion that the Government were pleased to constitute two special Committees for the formulation of the Syllabi. Unfortunately he did not live to see his work fulfilled.

Dr. Andrews was a born boy leader. He loved children immensely and he was always



a great favourite with the boys wherever he went. He was a keen scholar, deeply interested in the latest developments in the field of his service. He was a zealous officer, exacting but not unsympathetic; and he believed in friendships both as a social asset and for professional achievement. He was so keen on success that often times his earnestness and devotion for the cause of Physical Education, led him into inevitable collision with vested interests; and as a result from the personal point of view, he possibly suffered many reverses and he lost many opportunities of advancement. But so great was his love for his work that frequently he attended conferences or otherwise participated in activities at his own expense rather than forego the chance of great, and more extended, service.

Dr. Andrews was a member of the College Council for sometime and his association with the College was always close and friendly. He was also intimately connected with the Alumni Association of which he was President and in whose Executive he served with distinction for very many years. He became Editor of the Vyayam over three years ago and he did all in his power to extend the membership of the Journal and its usefulness. One of his greatest achievements was the publication of the Buck Commemoration Volume for which he worked hard and assiduously for many years collecting material and collating it. Unfortunately he fell seriously ill as the volume was nearing publication and the joy of his achievement was marred by the knowledge that his end was near. Yet he went from the General Hospital, Madras, to the Y.M.C.A. College on last Alumni Day to make a report on the publication—the last journey he was to make to the College.

Towards the end of May he left the Hospital for good with the instructions to improve his strength before resuming treatment for Cancer. But his Journey home was the commencement of that long Journey from which no one ever returns.

Dr. Andrews' death leaves a void which we cannot fill. May his soul rest in Peace, with the Lord he so greatly trusted through life.



"THE PLACE OF RECREATION IN PHYSICAL EDUCATION"

By

THE HONBLE MR. L. M. PATIL, B.A. LL. B.,

Minister for Excise & Reconstruction, Bombay.

MY interest in physical education dates back to my college days and I have been associated with the recreational aspects of physical education for several years. Recreation seems to me to be the pivot round which the other aspects of physical education revolve.

In the new India that is emerging, we are faced with vast problems. There is a danger of forgetting the importance and the needs of the body in trying to better the mind and the soul of man. But all programmes of reconstruction—social and economic—should be based on the theory of 'a sound mind in a sound body'. One has only to look at the people walking in our streets and see the lazy, lethargic, lumbering, uncertain walk of people of all ages, to realise the urgency of the problem.

Indian Culture and Thought.

There is a tendency among us to sing the spiritual glories of ancient India giving the impression that we had no thought of the body. But a careful study of Indian Culture reveals that since the Vedic Era, people of India lived a life in which adequate physical growth and development were the normal outcomes of a natural life. The natural life of the Aryans helped them to fight their wars or plough fields with equal efficiency and yet they could as easily slip into the realms of meditation and philosophy in their leisure moments. The vigorous physical activities, once provided by normal, natural outdoor life, gave place to a system of Yogic exercises and practices. As

Behanan in his "Yoga, a Scientific Evolution" says, "Cleanliness, self-discipline of body and mind and resignation to life were some of the features of Yoga. The impression most Westerners have gained that Yoga means self mortification and torture of the body, is not true. The immediate goal of a Yogi was self-control and not self-torture. I think there is general agreement among physical educators in India to-day that apart from the religious beliefs Yogic exercises are excellent keep-fit exercises for all ages and both sexes and therefore they have a place in our physical education programme. It is out of this tradition of Yoga that we have some of the most popular Indian breath-holding games like Kabaddi or Hu-tu-tu.

Similarly, India has been well known for its Akhadas and Talimkhanas which promoted the art of wrestling and made the development of the body a daily habit.

The rich heritage of India is not wanting in rhythmic activities in the form of classical and folk dances. These dances and the songs that accompany them represent the soul of India's ancient culture.

But if our programme of recreation is to be what it should be and is to succeed, we must clear the deck of some misconceptions of Indian thought of life. India's philosophy of life includes the development of the body as well as that of the spirit. In other words, life here and now is to be lived well and abundantly.

Modern thought has accepted the human organism as a psycho-physical unity. The leaders of the recreation movement in India must accept this basis of life, for unfortunately

*Abbreviated from the Inaugural Address of the Recreation Section of the 1st Bombay Provincial Physical Education Conference, 1949.—E.D.

there is a tendency to look down upon the physical basis of life. India which once had the tradition of long life for individuals is now progressively deteriorating.

The Meaning of Recreation.

"The word 'recreation' is broad enough to include 'play' in its every expression and also many activities that are usually not thought of as play—music, the drama, the crafts, every free activity and specially creative activity for the enrichment of life". Recreational activities take a great variety of forms. To many people recreation means fishing, boating, camping, singing, dancing, photography, or sharing in some field play. But it must be remembered that what is recreation to one may be drudgery to another. Fishing or boating may be recreation to you and me but to the fisherman in Versova it is possibly a drudgery. It is also possible that to the same person what is recreation at one time may not be the same at another, depending upon his moods and needs of the moment. As some one has said, "when life is the play, work is the real game". So work under certain circumstances may also be a recreation. Recreation may take the form of individual activity or participation in group activity.

Whatever form recreation takes, we must recognize the basis characteristic of all forms of recreation. The FIRST is that a person engages in it because he desires and chooses to do so, not because he is compelled to do so, but because of an urge from within. When one is compelled to do the same thing by circumstances, economic or social, then it becomes drudgery. SECONDLY, if it is to be recreation it must produce immediate and direct satisfaction to the individual. Thus "Recreation is activity that is satisfying and engaged in for its own sake. In recreation the individual finds opportunity for self-expression and from it he derives fun, relaxation, or pleasure". In other words recreation

depends more on the attitude of mind of the individual who participates in a given form of activity rather than the nature of the activity itself. When by common experience a great many people have come to derive satisfying experience from a given form of activity, that activity has come to be known as recreation. It is the spirit which finds the expression in them and which through them contributes to satisfying, joyous, abundant living. That is why to psychologists "It is in the doing of a thing rather than in the final result that we have the real elements of recreation."

Why Recreation?

Why does man need recreation? Some say that play is the expression of animal spirits, that the individual is so charged with muscular energy that he cannot keep still; therefore the *surplus energy* releases itself in the form of recreation. Almost as a contrast is the theory of *recuperative activity*, required for the restoration of physical and mental energies and providing rest and relaxation after work. While this may to a certain degree apply to the adult, the play of children and young people occurs at the peak of their physical and mental energies. Then there is the *Catharsis Theory*, in a way related to the surplus energy theory, and it views recreation as a safety valve for pent-up emotions such as anger. But this is a negative explanation, whereas much of observed play is positive. But possibly most modern theorists accept the theory or *Self-expression*. This theory recognizes the nature of man, his anatomical and physiological structure, his psychological inclination, his feeling of capacity, and his desire for self-expression. It accepts the point of view that the motive of life is to function and that joy—real happiness, the young people are after in all experience—is to act, to do things, to function.

It must be, therefore, recognised that recreation is a fundamental human need, for

recreation contributes to human happiness, which is the goal of all human activity.

The Contribution of Recreation.

The recreation movement should not be considered as an isolated activity for human happiness. In the reconstruction programme of the country, recreation, if pursued scientifically, enriches life in various other fields of human activity.

Recreation promotes the health of the individual and the nation.

Certain forms of recreation cause increased circulation, greater respiratory activity, better elimination of wastes, and improved digestion. That is why in ancient India, Akhada (the doing of physical exercises) was almost as much a daily item in their programme as the Puja.

Secondly, recreation promotes mental health.

In the growing complexity of modern life an orderly organization of leisure time activity is a necessity to keep mental balance. Col. Bullis of the National Committee for the Mental Hygiene (U.S.A.) speaking of promoting mental health said, "Among these things none are more important than those which have to do with the development of recreation and other resources of the community that serve the leisure time needs of our people and contribute to the observation of their physical life."

Thirdly, the right kind of recreation has tremendous value in character building. It is not for nothing that the term "Play the Game" has come into force. The national game of cricket in England is considered to be a great asset for character building. To be a good sport has come to mean to be a man of character. The training for united action in group games, the need for suppressing the individual or giving the best of the individual only in the interest of the team has promoted unselfishness, unity and consideration for others' rights. To

be magnanimous in victory and to take defeat smiling are the traits of a sportsman which inevitably form part of his daily life. Thus, recreation has tremendous potentialities for character building. I would like to emphasize this aspect of it because if there is anything that we have to take from the West in the field of recreation it is not the forms of activity but the importance that the West has given to those forms of activity which aid character development. If independent India is to be reconstructed, our recreational forms must develop these traits.

Again, recreation is a great prophylactic for juvenile delinquency and crime. It is a preventive medicine for building up positive health. It can counteract the evil effects of slums and slum habits, it can be preventive to the pernicious evils of drink. It can direct the leisure time of individuals and groups which otherwise may be used for anti-social activities.

You will therefore appreciate the important place Government has given for recreation and social welfare in Prohibition and labour administration.

Programme for Recreation.

The basis and the philosophy may be the same for both rural and urban population in regard to recreation; but the programme chalked out must keep in mind the vastly different aspects of the urban and rural life, so that the programme may fit in with the particular needs of the different groups.

Rural Recreation.

It is well for us to analyse the rural background so that we fit our programme to the real needs of the rural population:—

(1) The rural population live and work in the open. The villager is not handicapped by closed offices and shops and noisy, congested factories. It is possible therefore that the

recreation programme for the country-side will not have to stress open air so much and may actually have to suggest some indoor occupations.

(2) Rural work, whether it is purely agricultural or subsidiary to agriculture, is almost wholly on the physical plane. There is little of mental strain involved in it. Therefore we must supply elements of mental interests in our scheme of rural recreation. Deadening monotony of work at the physical level will also have to be counteracted through games and other suitable means of emotional release.

(3) The seasonal nature of rural work must be remembered. It is recorded that litigation increases during the slack season, for it is possible that during the busy season they have no time to give vent to personal and group animosity and that during the slack season, unless their leisure time is usefully organized and controlled, the pent up emotions release themselves in anti-social activities resulting in an increase in crime.

(4) The great lack of literacy is a handicap in organizing rural programme. The scope therefore probably gets limited for such forms of recreation as the provision of libraries, debating clubs, and cultural clubs.

Therefore, our rural programme must not be too physically fatiguing, and must provide more to restore the disturbed balance than for physical culture. The programme must be made interesting. There must be a judicious mixture of the physical, mental, emotional and cultural aspects. It must provide for mental and moral stimulation. This does not mean that the programme should be didactic. It must be such as encourages self-expression along personality-forming, social and health-giving lines. The creative aspect of recreation must be the most important, if recreation is to be of real good to the villager. Finally, I must suggest that whatever programme is drafted, it should not be expensive.

The physical educator must resist the temptation to foist urban or western concepts of recreation upon the rural population. As pointed out at the beginning, the heritage of India is rich with all forms of recreational activities. It has community games, rhythmic exercises and individual sports and exercises. The need of the hour is to revive the dying and dead forms of indigenous recreation, and to re-channel the misguided energies of our rural population. Another danger that I have noticed is the tendency to provide the rural population with expensive forms of entertainment. But what is really important is the provision of opportunities for them to develop and express their latent talent so that they organize their own forms of recreation with the help of suggestive leadership, in a manner that will make the countryside the happy, festive, healthy village that once it was.

Urban Recreation.

It is clear that the recreational needs of the urban citizen are in some ways different from that of rural. Without going into the details of a possible programme for the urban population I might only mention in outline the chief items of urban recreation: The programme for the cities must be planned so as to suit the needs of men, women, boys, girls and children.

We should therefore have:

(1) *Playgrounds and Recreation Centres*:—The crowded cities leave no room for children or for adults to play. Even our schools are housed in the upper stories of crowded buildings without halls or playgrounds. Our children still play in dirt and squalor round the chawls. A systematic planning for the provision of adequate number of playgrounds is an urgent necessity. In the evenings I have seen boys using streets for their play. We may consider the possibility of closing certain streets for traffic in the evenings so that children may freely use them for play. Government is

playing great attention to the development of recreation centres but voluntary efforts are very much needed to meet the vast needs of our city population.

(2) Aquatics—swimming pools, facilities for boating, etc. must be provided. Some of Bombay Government's schemes on these lines are already afoot, and an increasing importance should be given to them.

(3) Gymnasia—These are possibly needed for rural and urban populations.

(4) We may increase stadia which provide for enclosed play-fields.

(5) Plan to organize fore-shores, sand-accretions, river-beds, etc.

(6) We must provide for camp sites outside municipal limits, but within easy reach of the population.

All I have suggested here is a mere outline. It is necessary that while laying down your programme you have an overall picture of the

needs of the Province, a balance between the rural and the urban, an appreciation of the financial implications and a sympathetic understanding of various points of view that may be presented. It is natural for the follower of one school of thought to over-emphasise his own interest, but it will be in the fitness of things to strike a balance by a comparative estimate of the value of the various forms of recreation.

Let me, in closing, state briefly the aims of recreation which I have dwelt on in detail:

The aims of the recreational movement are to make the man forget his worries, drudgery of life, give him something which is a change from his normal and usual surroundings, in which he can easily engage himself and find joy and relaxation. It must recoup his body and refresh his mind; it must elevate his spirit and broaden his outlook, give him an outlet for using his leisure hours in his healthy pursuits and thus make him physically, mentally and spiritually a sound citizen.

THE NUTRITIONAL STATUS OF SCHOOL CHILDREN *

By

DR. V. N. PAIWARDHAN, DIRECTOR, NUTRITION RESEARCH LABORATORIES,

Indian Research Fund Association, Coimbatore.

NUTRITION surveys carried out during the last twenty years in various parts of the country have indicated beyond doubt that the health of the average child of school going age is far from satisfactory. In this respect there seems to be hardly any difference between the school children of the urban and the rural areas. If anything, in the urban areas the effects of under and malnutrition have been accentuated by overcrowding and unhygienic conditions of life amidst which a majority of children are forced to live. There is also evidence to show that the chronic food shortage, high price and the increasing economic distress have all caused further deterioration in the health of school children. Apart from the fact that specific nutritional deficiencies have been encountered in almost all the parts of the country, far more evident has been the accumulated effect of malnutrition as seen in the stunted growth and abnormally low-weights recorded in almost all the surveys.

Thus the fact that the health of the Indian school child is far below the normal, hardly needs additional proof. It is probable that the main underlying reason for this state of affairs is to be found in the poor economic condition of the average parent. It is all the more important, therefore, that the powers that be, devise ways and means to remedy the unsatisfactory situation, for there is little doubt that if it is allowed to drift much longer the country will be faced with the problem of dealing with a generation of citizens physically unfit for the arduous tasks which it is sure to

be called upon to perform. Having thus admitted the gravity and the urgency of the problem, it becomes our duty to find a solution or solutions. Like most problems facing us at the moment this is also one where an all-out effort will be necessary on the part of those concerned, viz., the state, local bodies, private school authorities and the guardians of the children, if any substantial improvement is to be expected within a reasonable time. I hope I shall not be considered unduly optimistic if I say that given the will, a considerable improvement can be brought about even within the present limitations.

The three important steps which may be necessary to improve the health of children would be (a) the provision of hygienic surroundings in the home and outside, (b) a nutritious diet and (c) the creation of the love for sports and outdoor life.

Two methods can be adopted to improve the nutrition of the school children, (a) teaching of the fundamentals of nutrition and dietetics and (b) the implementation of the school meal programmes. Both appeal to me to be practicable. Proper provision must be made if we are really serious about the matter.

(a) **Teaching of Nutrition and Dietetics.** Education imparted by lectures alone can hardly be considered the best way when children are concerned. It is a pity that circumstances have not permitted the use of demonstrations on a much wider scale than they are resorted to in schools at the moment. It cannot be denied that in children as in adults, but much more so in the former, one hour's demonstration proves more effective than lectures on the same subject spread over a

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number of hours. Different methods of demonstration have to be used in teaching different subjects. It is a judicious combination of the two that leaves a lasting impression on the mind of the child and it should be our aim to find this ideal combination. In the teaching of nutrition and dietetics as well, much can be achieved by adopting suitable means.

Provision should be made in the schools for the teaching of the fundamentals of nutrition and dietetics. In courses already existing physiology and hygiene are being taught in schools; and probably nutrition is also included. The teaching of these subjects through lectures and poorly illustrated books is mere waste of time. They are capable of being taught in a far more effective manner with the use of easy and inexpensive demonstrations alone. The school authorities should pay careful attention to this and make the period devoted to the study of physiology and hygiene a period fully as entertaining as it should be instructive. It should not be difficult to arrange demonstrations to illustrate the subject not only with inanimate models but also with the use of examples and conditions of the living world which the children can see and feel for themselves.

If the teaching of physiology and hygiene is combined with that of nutrition and dietetics and the method of teaching revolutionised, it will not further encumber the already overburdened curriculum in the schools.

In order to make the teaching of nutrition and dietetics a success it would be necessary to have suitably trained personnel. It is possible to train the physical education instructor in the subject. The work should be entrusted to the teacher of the subjects of physiology and hygiene. In the girl's schools and for younger boys in the boy's schools this duty can be discharged by women teachers who are trained in the subject. There already exist in certain

Universities degree courses in domestic or home science, in both of which the subjects of physiology, hygiene, nutrition and dietetics are taught in some detail.

In the teaching of nutrition it is not necessary to delve deeply into technicalities of the subject. The children should learn more about what, when and how much to eat, than to remember which foods are rich in proteins, minerals or vitamins. They should also know what for one eats food, what the benefits of eating nutritious foods and the dangers of bad food are. In the girl's school additional emphasis should be laid on teaching the method of preparation of varied and attractive dishes from simple food stuffs. The advantages of scrupulous cleanliness of handling food and the dangers of unclean habits where food is concerned can also suitably be conveyed in the teaching and demonstrated by example wherever mid-day meal programmes are in existence.

Mid-day Meals in Schools. There can hardly be two opinions on this subject. It is imperative therefore that projects for providing mid-day meals in schools on as wide a basis as is possible are taken in hand at an early date.

The institution of the school meal programmes like all other development schemes will involve quite a good deal of annual expenditure. In the schools run by private organisations this would be almost impossible. Even in the schools entirely run by government finances mid-day meals cannot be given unless additional funds are provided. During the last ten years, mid-day meals in schools either in the form of milk or a made-up meal had been introduced in various parts of the country with or without state help. In some places these attempts have been given up, on account of financial stringency and in others they are still being continued in a more or less attenuated form. The government cannot entirely escape responsibility for the failure of these, half-hearted attempts. The health of

* Being the Presidential address of Section VI of the 1st Bombay Provincial Physical Education Conference, 1949, — abbreviated — E.D.

children today is a problem, as much important as, and probably more important than some of the other schemes undertaken by the state. It is all the more necessary, therefore, that the government formulate and carry out the projects for the provision of mid-day meals in schools. The public usually complains about the additional burden thrown on it, when any new developmental scheme or schemes add to the taxation.

The need for mid-day meal in schools is most acutely felt by the children who are not able to get any thing like a nutritious diet in their homes, and these form the bulk of the school population. The purpose of the mid-day meal should therefore be to supply an appreciable

proportion of the child's daily requirements. If this is done a certain deficiency in quantity and the indifferent quality of food provided in the homes will not matter much.

A committee of nutrition experts of the South East Asian countries which met in the Philippines in February 1948 under the auspices of the Food and Agricultural Organization of the United Nations has formulated a mid-day meal schedule taking into consideration the facts mentioned above, the recommendation of the Committee on the subject is quoted below in full.

"The type of the free meal for school children recommended by the committee may be based on the following formula:—

1. Cereals (Cereals available such as lightly milled rice, high-extraction wheat, millets, or other cereals)	...	...	...	2½	Oz.
2. A pulse	...	...	...	½	"
3. Small fish of which the whole body is eaten (such fish provide calcium)	...	...	...	¼	"
4. Vegetable (green leafy vegetables preferred)	...	...	...	1	"
5. Oil (preferably an oil containing carotene)	...	...	...	¼	"
6. Salt	...	...	...	⅓	"

"A meal of this kind will provide about 400 calories and will contain all the essential nutrients. It should be regarded as illustrating the general pattern of a cheap school meal, and may of course be modified in various ways in accordance with local conditions and the availability of various foods. "For example, a greater amount of vegetables might be included or fruits might be supplied as an alternative to vegetables. Nutrition workers in the different countries can give advice on such questions."

"When facilities are not available for the distribution of full meals, specially prepared buns, cakes, chapatties made from flour, food yeast, and other ingredients such as powdered small fish may be found satisfactory. The type of the meal which can most suitably be supplied in school-feeding programmes will depend on local circumstances."

In the recommendations mentioned above the absence of milk cannot escape unnoticed. Apart from the circumstance that the inclusion of milk would appreciably increase the cost, the main consideration before the Committee was the absence of milk production and the comparative rarity of its use as a foodstuff in several countries represented at the meeting. Not much is lost by the exclusion of milk. If it can be provided, it will certainly enhance the nutritive value of the meal. Suitable adjustments in the above schedule can also be made to meet the requirements of vegetarians.

It should be clear then that if the above recommendations were followed, nutritious meals at comparatively very moderate cost could be provided in most schools. There is no doubt, however, that a system of apportioning the cost between the government, the school

and the parent will have to be carefully worked out. Those who stand to benefit most by the meal will not be in a position to pay. At the same time the middle-class parents who invariably spend some money to enable their children to have a mid-day snack of doubtful value would probably agree to pay part of the cost of the school meal provided they are satisfied that the child is assured of nutritious food cleanly prepared and served under hygienic conditions.

The effect of school meal programmes will be seen not only in an improvement in the health of the general population of school children but will also inculcate in them the ideas about the proper dietary required for maintaining health and also the necessity of observing cleanliness and hygiene during the preparation and consumption of food, impressions which cannot be conveyed merely by didactic teaching.

It would be necessary to supplement the mid day meal programme by the formation of an efficient school medical service. Certain larger and more progressive local bodies have already organisations dealing with this aspect, although the possibility of further improvement in these cannot altogether be ignored. A large majority of the school population in the country, however, is left untouched by such local schemes. Periodical medical examination is one of the methods to keep check on the results obtained from the introduction of schemes like physical education and mid-day meals in schools. Apart from this fact it permits the introduction of improvements wherever necessary and is of invaluable assistance to the child who may need medical attention for conditions which otherwise would have passed unnoticed. Therefore, the provision of a school medical service should form an integral part of a well conceived mid-day meal programme.

There are well known methods for the evaluation of nutritional status of children. These have recently been carefully considered by the Nutrition Advisory Committee of the

Indian Research fund Association, and have been tabulated for use. It is advisable that these methods are utilized by the personnel in charge of child health inspection. A certain amount of training would of course be necessary, and for this facilities exist at the Nutrition Research Laboratories, Coonoor. If the authorities concerned depute suitably qualified medical personnel to be trained at Coonoor I would only be too glad to render all possible help.

Ill health due to under-nutrition or malnutrition or both is as rampant in adults as it is in children. While we should certainly take steps to improve the lot of adults we are in duty bound to consider first the problem of the future generation, lest the ill effects now seen are made to last for another generation. The effects of malnutrition are slow and insidious in onset, unless an acute condition is precipitated by almost total deficiency in one or more nutrients. Similarly, the ill effects of sustained under-nutrition are not appreciated since they are not as spectacular as those resulting from starvation. But in the long run, they are more dangerous since they undermine the health of the population. The great capacity for adaptation which living beings possess renders it possible for man to live and lead an active life, to reproduce and multiply, in spite of continued malnutrition. But the progeny of such people undoubtedly suffers a set back at the very start of life, as can be shown by the poor state of physical development in the average Indian child. It will take more than a generation to demonstrate beyond doubt the improvement in health brought about by the improved dietary of the children even if ameliorative schemes are put into effect immediately. People in authority are usually impatient and are only satisfied if quick results can be produced. They are too ready to cut off the supply of funds for nation-building schemes like the mid-day meal programme. For such people I would advise patience for they should know that "Rome was not built in a day".

SUGGESTIONS ON HEALTH AND PHYSICAL EDUCATION IN WOMEN'S COLLEGES

BY

MRS. DAISY SANTAPPA

Introduction: Need and Value of Physical Education

THE women of India are marching forward in their new-found freedom. The call of duty awoke them from their age-long quiet life in their sheltered homes, and has brought them to the forefront in varied activities. And the way the women rose to the occasion is a surprise to the world!

We find today the women of India in every walk of life playing with distinction the role of Ambassadors, Ministers, Teachers, Doctors, Nurses, Artists, or as humble workers in factories and shops. They have immense opportunities to play an important part in the making of free India into a strong and United India.

Women's Education is rapidly expanding and flowering. It is now in our hands to make for a glorious future. Women are now demanding a more interesting life and many more opportunities to express themselves. We must, therefore, aim to meet the new interests and needs of the women and prepare them, particularly at the Colleges, to steadily widen their interest and their knowledge, so that when they leave college and establish themselves, whether it be at their homes or in professions, they may feel thankful to the University for having given them sufficient knowledge to stand on firm foundations and face the world with confidence.

It has been found by the army authorities at the time of recruitment that the youth of the nations are not physically tough. In India, we stand very low in the comparative scale in regard to physical fitness, and average expecta-

tion of life. The infantile and maternal mortality is very high. Remedial defects are uncared for. Doctors and dispensaries are insufficient. Health illiteracy is most common. It looks as though we have to spend countless millions to bring health to our country, and step up to line ourselves with the best in other countries.

It is at this stage that we realise the value and importance of physical education. If we successfully tackle the problem of the physical fitness of the students in schools and colleges, I believe, that the problem of the development of physical fitness of the rest of the population of the country will automatically become easy. "The human body is the temple of God" and it must be kept in perfect condition. This is more true in the case of women because the girl of today is the mother of the next generation and, as the adage goes:

Educate a boy, you educate only a boy;
Educate a girl, you educate a whole family.

Characteristics of Women:

Health and physical education is very necessary for women. The girl of today is the mother of to-morrow; hence, she requires to be in perfect physical condition, and also how to keep healthy. Women are called the weaker sex. Their constitution is more delicately planned than men's. They are more sensitive and have more finely strung nerves. They have greater powers of endurance, but not heavy muscles. They are more sedentary and live a less active life. Psychologically, they are not used to the rougher side of life, and they cannot take victory without jubilation or defeat without keen disappointment. They feel

more intensely every phase of life as they are more emotional. They take life more seriously. We find that they have a tendency towards obesity because of their sedentary habits. We find that students returning to college after the summer holidays have put on more weight during those three months.

Taking all these into consideration, what is the programme of health and physical education that would suit their needs and interests? This is a very complex problem. Boys are the same almost all over the world, with the result that they have a standardised set of physical activities and games. But, in the case of women, it is quite different. The customs and traditions of the land have a vast influence on their activities.

It is quite evident that, for psychological and physiological reasons already mentioned, women cannot blindly copy the programme of physical activities and games of the men, which are too strenuous for women. But, we can adapt some of their programme activities to suit the interests of women, and yet make a new path for ourselves. The programme has to be the blending of physical activities picked out from the men's programme in a way suited to the physiological and psychological condition of women, and new items in keeping with the needs and interests of women, keeping always in view the fact that, after college days, most of them go to form their own homes.

Whenever I see the women from neighbouring villages, I admire their erect carriage, supple muscles and slim figures. What is this due to? It is because they lead active lives with hard work thrown in, like pounding ragi, carrying water from the village well, walking to the shandy with their farm products for sale and return with the goods they need, and working on the farms in fresh air. They lead almost ideal lives according to physical education standards, except that they have to live in unhygienic surroundings in ill-ventilated homes. From them also, we have to pick up lessons for our physical education.

Syllabus of Physical Education:

From my own experience and observations, as Physical Instructor in the Maharani's College for Women at Mysore and at Bangalore, during the past seven years, I submit for consideration, the following syllabus of health and physical education for women in colleges:-

1. General Programme Activities:

1. *Games*: Games are very necessary because games develop qualities of character which are very much needed in life, viz., esprit-de-corps, self-reliance, discipline, loyalty, co-operation, mutual understanding, resourcefulness, mental alertness, leadership and the characteristic known as Sportsmanship. Games also develop democratic instincts and pave the way for breaking the communal spirit, which is so vicious in life today. We must foster this spirit of true sportsmanship which is in the best interests of our motherland.

The following games may be usefully played during the college days — basket-ball (modified for women), Volleyball (as modified for women), Badminton, Soft ball, Tennis, Tennis-quoit, and the special games for women, viz., Net Ball and Throw Ball. Kho Kho has been found to be very interesting for women. All the minor lead-up games meant for developing fundamental skills and indoor games could be taught usefully.

2. *Callisthenics*: Drill and Marching: Though this is considered as not necessary at this advanced stage of college education, drill and marching may be in the programme as many students have not had proper coaching in these, and as these give them a sense of orderliness and discipline. They are also necessary for toning up the muscles. Women love display work and hence drill displays could be held to synchronise with festival days. Corrective exercises are very much needed to develop posture, and for remedying certain postural defects, caused as a result of women playing certain musical instruments like Veena,

Violin, etc. Asanas are very individualistic and requires personal attention being bestowed on each student. To the extent possible, these will be adapted for college classes.

3. *Athletics*: This is a very complex problem which has been further very much aggravated by the Olympic authorities, holding competitive athletic contests in events which have been practically banned for women by all leading authorities on physical education and by doctors. On physiological and psychological grounds, it is very necessary that we avoid competitive athletic events, and lay more stress on intra-murals, on what are called Play Days and Games Festivals, where competitions between colleges are held in a spirit of friendliness and playfulness among one another but not against each other, without the spirit of intense rivalry that is traditional in competitions for boys.

II. Additional activities for Women.

These are suggested because women by nature and character are quite distinct, and require more opportunities to express themselves:

1. Kummy, Kolattam, folk dances.
2. Hikes and camping. This may be avoided if students in larger numbers join the girl guides, where such and other opportunities are provided for staying in the open air and learning to rely on themselves while out camping.
3. Informal chats on First Aid, Nursing, Hygiene - both personal and environmental, nutrition - Food-values, etc. Students may be taught cleanliness of their person: how to keep their homes and colleges clean and neat; how to get over common illnesses and remediable defects of posture.
4. Drill displays, games festivals, and play days, could be organised, where the students may show off their artistic talents in competition with one another and in groups.

III. Medical Examination:

This is a very vital part of the work of the Physical Instructor, as, on the results of the medical examinations, the pupils are classified and programmes of activities, drawn for groups of students, who are fit and who are weak. The medical examination must be completed immediately the college re-opens, after the summer holidays, so as to assess the students' medical and physical status. The physical Instructor and the College Doctor have to work in close co-operation.

The Physical Instructor must be in charge of follow-up work, which is more important checking and advising those who have had remedial ailments, and seeing whether those recommended for hospital care are actually undergoing treatment in hospital. If this is not done, much of the benefits of medical examination will be wasted.

A college clinic is very necessary where the doctor may be available for two or three days in a week for helping the students with their requirements.

It is, therefore, with a due sense of responsibility and in a spirit of service, I submit for consideration the following suggestion:—

1. *Instructional and participation periods*: In view of the fact that physical education has not been thoroughly introduced in all grades of schools, and to make possible therefore individual attention being given to students, we may introduce the system of instructional and participation periods at the college level as well. In the instructional period, we can develop their skills, teach them the rules and technique of games, give talks on health, etc., and generally make them fit to look after themselves independently, reserving the participation periods for major games only.

Instructional periods could be fitted within the college time-table, and may be so arranged that groups of students who are free from

general classes may be diverted to go to instructional periods (OBZ, PCM, BBZ, MEL, etc). Thus, groups of not more than forty will be coming, and individual attention could be given. As this will be more as recreation from mental work, the students would be making wise use of their leisure hours.

Such a system will also avoid the present method of jumbling up of marching, drill, minor and major games into one hour and making the students feel tired and scared. There will be certainly better results as this experiment was tried successfully for two years while I was at Mysore.

2. *Teaching Load*: Just as a class room teacher has a load of 25 periods per week, the physical Instructor may similarly have about 15 periods per week. Each class may have

three periods each of instructional and participation periods per week.

3. *Gymnasium*: A Gymnasium with two or three spare rooms is a necessity to each College, where students may have their instructional periods during hot and rainy days and where medical examination can be carried on. First Aid Equipment, water taps and bath room facilities could also be provided here.

4. *Standards*: In order to make for better teaching and worthwhile results, standards may be set up and each student trained to attain these standards. Later on, these may be standardised so that each student may achieve a certain standard if she has to pass the Inter or Degree examinations.

THE INDIAN LINGIAD TEAM: 1949

I can say without the least hesitation that the confidence expressed by the Provisional National Council in its Nagpur resolution in the ability of the H. V. P. Mandal that its "Team will heighten the glory of India by proper display and exhibition of Indian art of Physical culture" was fully justified.

The Team visited five countries namely, Sweden, Denmark, Germany, Switzerland, England and gave 26 displays which were witnessed by nearly 100,000 spectators including physical culturists, experts, sportsmen, sports-reporters and commentators, pressmen, leaders, ministers and other big Government dignitaries. About 50 European newspapers gave extensive publicity to the Team's work. Mallakhamb—all varieties, ground gymnastics, namely, Dand, Balhak, Surya Namaskar, and Asanas, Lezim, Benetti, duel fights with dagger and axe and staff exercises were all appreciated very much; and undoubtedly the Indian physical culture Specialists have left an indelible impression on

the mind of both common people and experts. Not only this, but newspapers openly asked the question why father Ling and Father John, founders of the Ling and German Systems respectively, forgot to invent Mallakhamb.

As for my own part, I had the opportunity to talk and discuss problems of physical education with experts for several hours at each place and also gather their views on Indian Physical Culture. I could study the administration of physical education in some countries and also the training and constitution of the Citizen Army of Switzerland. I have gathered useful literature on physical training of the said army and Home Guards of Great Britain and valuable information about the former youth organisation and legislation thereof in Germany.

H. V. Deshpande,
Honorary General Secretary,
National Association of Physical
Education and Recreation
India, Amraoti.

REPORT ON THE INTERNATIONAL CONGRESS ON THE PHYSICAL EDUCATION OF GIRLS & WOMEN

**OPENING SESSION: Presiding Officer
Madame Agnete Bertram of Denmark**

MADAME Bertram opened the First International Congress of Physical Education with a greeting for each of us who had come to Denmark and with the hope that the conference would measure up to all of our expectations.

Dr. Phil M. Hartvig Frisch, Minister of Education in Denmark and Hr. Professor Dr. Phil H. M. Hansen, Rector of the University of Copenhagen expressed in turn, their happiness that we had accepted Denmark's invitation for they were anxious to show us what their country was doing in this field of education and desired that the conference proved eventful and full of use for all of us.

Miss Helen Hazelton brought greetings from the National Association of Physical education for College Women, as their president. "This convention is a symbol of the friendship among women working on the problems of girls in physical education," was stated in a wire from the newly elected president, Miss Irene Clayton. It is an appropriate thing that the conference is being held in Denmark for she was a leader in bringing physical education into general education. Other pertinent statements were that Denmark was early to have physical education compulsory in the elementary schools, — about 1814; that the systematic training of teachers was begun shortly after; the program was based upon a sound scientific basis.

At this time the greetings from representatives of different continents were given. Miss Jane Hughes spoke of the slow growth of new ideas in South Africa because of the extreme distance between large cities, but nevertheless the requirement of physical education was becoming compulsory

and they were at last having the opportunity to train their own teachers in this field instead of sending them to foreign lands. Miss Leela Ray, as representative of Asia, expressed the need for well trained and healthy bodies and her emphasis for the spiritual results derived through this training by which in India, methods were applied and where the spread of democratic methods had become quite noticeable. Miss Marie Therese Eyquem of France spoke of the position the French woman holds in physical culture, that every thing she has ever done has been for the



"Miss Leela Ray, a West Bengal Government Scholar who obtained in U.S.A. her M. S. degree with Honours Physical Education, represented India and offered Asia's greetings, at the first International Physical Education Congress held at Copenhagen, July 18-23, this year. She will return to India after an extensive tour of Physical Culture Centres in U.S.A., Canada and Europe."

pleasure of man. The women in physical education are fighting now for their freedom from domination. In this attempt they come to the front and behave as men because that is no woman's place. They are being criticized for this. They have no desire to be masculine, but that is at the moment their lot. Marriage is put aside for the cause. Canada expressed through Miss Doris Plewes for North America that she felt there was no better idea for uniting the world through understanding than this conference. Exchange of ideas would not be hindered by the speaking of different tongues. Physical education provided the opportunity for creative attitudes and actions. We will share riches of thought, action and experience toward future understanding for progress and peace. South America's representative, Madame Romero-Brest from Argentina, completed the greeting from the continents by adding that her faith also was in this Congress.

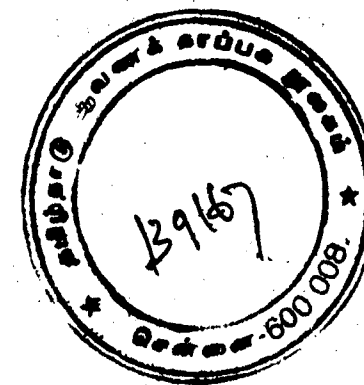
Miss Dorothy Ainsworth, the original planner and organizer of the Congress explained its function and purpose. The idea is new, although the Olympic Games, competitions of various types as well as general conferences touched upon physical education, none has been planned with the express purpose of exchanging ideas and for learning from one another the answers to the problems, instructors in physical education are facing. We believe that men have contributions in this world, of

course, but women have also their own contributions. Their place is not to reflect the men but to use their talents for the job. Admirable qualities and fine women form the care of the home, think how physical education can strengthen qualities. We must know for what purpose we are developing skills. In order to reach maturity a girl must be able to control herself, and also adjust to others. This must be the teacher's awareness.

I have the high honour to represent the millions of people who from the many nations, old and new, on the great continent of Asia; and I bring to you their most sincere and cordial greetings, particularly those of the women and girls.

Joy, love, and creation, the three phases of womanhood, with all serenity and devotion, sprang up in the bosom of Asia in those very ancient times when the rest of the world was languishing in darkness. Trembling and tribulations, unrest and discontent are now ruling the hearts of men throughout the world. As the sages and saints have repeatedly asserted, peace and happiness can be earned only by the sincerest efforts of women.

This Congress, I believe, will foster not only the physical education of women, but also will contribute to the fullest extent to world peace by conveying the message of good will and cooperation to the gateway of each individual country.



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REPORT OF THE SHORT COURSE IN PHYSICAL EDUCATION FOR EX-SERVICE MEN, 9th MAY TO 9th AUGUST, 1949

AT

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

The Short Course in Physical Education for 40 Ex-Service Men commenced on 9th May 1949, at the Y.M.C.A. College. Rao Bahadur J. C. Ryan, Registrar of Co-operative Societies, inaugurated the course. In his short speech he informed the students that the Madras Government was doing its best to resettle ex-service men in various ways and earn a respectful earning. He was glad that about 40 of them were to receive a short course in Physical Education at the Y.M.C.A. College with a view to fit them as Physical Education Teachers in our schools. This was a very encouraging piece of news to the students.

The Course

The Course consisted of two parts, viz., Theory and Practical. Being a short course, a modified syllabus was drawn up but practically all the theoretical subjects and physical activities for the regular Higher and Lower Grades were included.

The practical work in the morning started at 6 and went up to 8 A. M. every day. The theory classes were held from 10 A. M. to 1 P. M. and the evening games periods were conducted from 4 to 6 P. M. The practical work in the morning consisted of conditioning and keep-fit exercises, marching, exercises with light apparatus such as dumb-bells, Indian Clubs, wands, etc., fundamental skills of major games, lead-up games, group games, etc. The evening games periods were devoted to teaching Football, Hockey, Basketball, Volleyball, Chedagudu, Kho-Kho and other major games. Training in Track and Field events was given special emphasis in the programme. Lessons in swimming were also given between 8 and 9 A. M. in the morning. Intramural competitions

were also organised and conducted on sound lines. Several friendly matches were arranged with outside teams which were very much enjoyed by the group. It was also possible to arrange practice teaching work for these men in the neighbouring schools. In a short period of three months it was possible to give these men the experiences of handling large number of school boys in a school situation.

The theory course included "Principles and Methods and Organisation of Physical Education, Refereeing and Coaching of Games and Sports, Health Education, including elementary Anatomy, Physiology and Hygiene, Safety Education and First Aid".

Other Activities.

Project Sports Meet.—It was possible to organise two project Sports meet during the period, one among the students themselves and the other for the regular students of the Y.M.C.A. College—both men and women. The purpose of these was to enable the students to organise and conduct Track and Field events along right lines. It is hoped that these students will have no difficulty in organising a standard sports meet in the schools in which they will be working.

Picnics.—Two picnics were arranged—one at Ennore and the other at Perungudi. The staff accompanied the students at these picnics and both were enjoyed by the whole group.

Social Activities.—Saturday mornings were used for social activities which included Community Singing and Social Games which were enjoyed by the whole group. These occasions were fully utilised by the students to express themselves freely.

Tent Life

Most of the students thought that with the end of their military career, life under canvas was over. But a surprise was waiting for them when the new students of the Y. M. C. A. College started to arrive from the 29th June. On the 30th all the 40 trainees were moved into tents. It was evident that the trainees had received sufficient knowledge of pitching tents when they were put on this job. In about an hour's time all the tents were up and there was no difficulty in settling them to the new life once again under canvas.

Staff

Three members of the College Staff, Messrs. T. P. Joseph, A. G. Singh, J. P. Thomas, were in charge of the training under the direction of the Principal. Other members of the College Staff, Messrs A. K. Singh, N. K. Mia, S. D. Chopde and the College Doctor helped at certain activities in which their special services were required. Practically therefore all the members of the staff fully cooperated and contributed their share in giving the 40 trainees the best training possible in such a short period.

Student Body

Out of the 40 trainees, 23 have appeared for the Lower Grade Certificate Examination and 17 for the Higher Grade Certificate Examination.

tion. The classification into Higher and Lower Grades was made on the basis of their qualifications.

The group on the whole was a very happy one. They enjoyed their life on the campus very much. They worked hard and played hard and naturally they were a source of worry to the mess contractor. They were a very conscientious group, very sincere and earnest, and always wanted to do their best and learn and absorb as much as possible within the short period. They worked as an inspired group and fully cooperated with the staff members during the course.

They have now completed their course. This group has received sufficient training in modern physical education and they are aware of the difference between Physical Training in the Army and the type of physical education that should be given to our boys in the schools. I am quite sure this group has caught the spirit of Y.M.C.A. College and wherever they may be they will remain true to their Alma Mater and will carry on the good work of spreading the gospel of Physical Education. It is my firm hope that each one of them will help in his own way to build better, healthier and useful citizens for our Nation.

A. G. Singh

XVII ALL MAHARASHTRA PHYSICAL EDUCATION CONFERENCE, NAGPUR (C.P.) 9th DEC. 1948 TO 12th DEC. 1948.

(Abstract from the report of Sri D. P. Kothiwale, Kandivli, Bombay)

The XVII session of the All Maharashtra Physical Education Conference was held at Nagpur from 9th to 12th December, 1948, the Hon'ble Sri N. V. Gadgil, Minister for Works, Mines, and Power in the Central Government, presiding. A Federation of the Older Gymnastic Institutions in Nagpur numbering over a hundred was formed. A special feature of the conference was the Guard of Honour provided by 309 pahlwans, to H. E. Shri Mangaldas Pakvasa, the Governor of Central Provinces.

On the 9th Competitions in Indigenous Games were held and demonstration in Physical Activities were given.

Apart from the display of physical activities, discussions were held on various aspects of Physical Education. The Conference attracted delegates from all over Maharashtra, and Leaders of various Physical Culture Institutions attended the Conference. The Hon'ble Ministers of Central Provinces Government, the Vice-Chancellor of the Nagpur University, and Sri H. V. Deshpande were among the distinguished visitors. Among those who sent messages to the Conference were H. E. Sri C. Rajagopalachari, the Governor-General, H. E. Chandulal Trivedi, and some other Hon'ble Ministers of the Central and Provincial Governments like Shrimathi Amrit Kaur and Shri B. G. Kher, and G. V. Patil.

The President of the Conference Shri Gadgil, while appreciating the efforts made by the Mandal to promote and systematize Indian Games and Gymnastics, demanded that in order to maintain and deserve the well earned freedom, the people should be vigilant and cultivate the good qualities of discipline, orderliness, team-spirit, self-sacrifice and respect and loyalty to its Government. He

dwelt on the importance of the group games and mass activities in the programme of Physical Education.

A number of resolutions were passed, and some of those were to the effect that, Physical Education should be made a compulsory subject for the S.S.L.C. Examination. Central and Provincial Governments should institute research work in Physical Education, Railway concessions should be granted also to players participating in Indian Games, Special Ministry of Health, Physical Education, Research, and Nutrition should be created.

A Survey of Conditions regarding Military Studies, Recreation, Health and Physical Education in India during, 1948

1. National Cadet Corps.

At the All India Educational Conference held at Rewa in 1947, a resolution requesting the Government to introduce Junior Cadet Corps in Secondary Schools was passed. The Central Government had begun to visualise the need for having educated young men to take to army, navy, and air careers. A bill sanctioning the scheme was passed in the Assembly, thanks to the whole hearted support of the Defence Minister, the Hon'ble Sardar Baldev Singh. The scheme includes the formation of Senior Division for College Students, Junior Division for the Secondary Schools and one for the Girls. (Details have appeared in the dailies already).

2. The National War Academy.

As a war memorial it was decided by the Government to start a National War Academy for training the Indian Military Officers. As a first measure, it has been started at Dehra

Dun and renamed the Academy of Armed Forces. The Prime Minister of India addressed the outgoing Cadets of the first batch of officers.

3. The Central Government's Three Point Programme of Physical Education.

A three point programme consisting of the following has been formulated. 1. Creation of an Advisory Board of Physical Education. 2. Creation of a Secretarial post of Physical Education in the Ministry of Education. 3. Establishment of a College of Physical Education.

However the Government of India have appointed a Committee on Physical Education with Dr. Tarachand. Educational Adviser to the Government of India, as Chairman, for formulating the syllabus, etc., of the proposed College of Physical Education and to decide the National programme of Physical Education for the country.

4. A Provisional National Council of the National Association of Physical Education and Recreation, India, has been formed. It has held several meetings.

Developments in the Provinces and States

1. Bombay

(a) A Board of Recreation for the Province has been set, the object being to coordinate the various recreational activities of departments.

(b) A Provincial Inspector of Physical Education has been appointed to coordinate the work of Physical Education and its inspection in the Schools in the Province.

(c) An Assistant Deputy Educational Inspector for Physical Education has been appointed for each district. Appointments of Women A.D.E.I.s are also contemplated.

(d) Physical Education is now compulsory in schools. It has been introduced in Colleges.

(e) The scheme of N. C. C. (both Junior and Senior divisions) is followed in a number of institutions.

(f) The Government sponsored Provincial Physical Education Conference has been held.

2. Bihar

In October 1947, a College of Physical Education is reported to have been started at Muzaffarpur. Introduction of Military training in Schools and Colleges is being contemplated.

3. Bengal

The first Provincial Physical Education Conference was held at Calcutta in December 1947. The second conference, which was to have been held in Calcutta during December 1948, could not be held due to the disturbed conditions.

4. Central Provinces and Berar

The XVII Conference of Provincial Physical Education Association was held at Nagpur in December, 1948. The Hanuman Vyayam Prasarak Mandal of Amraoti has opened a Training Institute for Diploma in Physical Culture and Recreation. The Province has accepted the scheme of N.C.C. (Junior and Senior Divisions).

5. Madras

The Government of Madras have appointed a Military Training Syllabus Committee last year under the Chairmanship of Lt. Col. S. Paul, to evolve a syllabus of Military Training to be introduced in schools. This scheme is similar to the N.C.C. scheme of the Central Government with the difference that the N.C.C. is only for a limited number, but includes more advanced military training.

The Government have appointed last year another committee called the Physical Education Syllabus Revision Committee. It is reported that the Committee has prepared a tentative syllabus.

The University of Madras has approved a Diploma Course in Physical Education.

6. United Provinces

A College of Physical Education has been started at Allahabad in 1947. The United Provinces Government have prepared a scheme of social service. The young men, who come

for this, are expected to serve for 10 months only. The Government have notified that, with effect from January 1949, no graduate who has not obtained a Diploma in Social Service will be ordinarily eligible for recruitment under Government, Local bodies etc.

BOOK REVIEWS

PRINCIPLES OF PHYSICAL EDUCATION 5th EDITION 1948. By *Jessie Feiring Williams, M. D. Sc. D.*—Indian readers who are acquainted with the four earlier editions of this book will find that the author has not altered the underlying philosophy of this work. He says "Nothing has happened to obscure the salient fact that we engage in motor activities because of what we are and the pursuit of them yields the treasures of vitality which we never seek, but inevitably find."

Physical Education, the author urges, should be deemed as a part of the process of general education of the individual. Games, play, dance, sport and gymnastics should not be regarded as contributing to the Physical development only. "The unity of mind and body" says the author, "precludes any such narrow and fallacious view". "Human relationship, social values, moral standards and intimately bound up and associated with all the activities of Physical Education."

The immediate need in schools and colleges is the education of all boys and girls in several motor activities that have recreative uses. There must be developed a love for and a skill in some form of wholesome pleasurable physical activity that will continue after school or colleges days are over.

The only agency that can counteract the evil effects like weakness, degeneracy, delinquency and boredom, arising out of the

modern economy of the power age, says the author, is wisely planned physical education. The radio and the movie cannot by any means be substitutes as they demand only simple sensory response. Physical Education must plan for vigorous adventurous functional programmes of activities, games and sports of combat and contact type, contests of skill and alertness which will appeal to adventurous youth.

A perusal of the book will convince anyone how scientifically the American people are tackling Physical Education problems, and how we are tinkering with them in our country.

People should learn, says the author, that physical weakness impairs life, ignorance of bodily functions promotes disease, and that indifference about personal growth and development imperils the nation.

The author has made the book very interesting by adding large amount of interesting statistical data, tables and graphs. Relevant passages from the works of medieval and modern writers have been quoted at the beginning of each of the 14 chapters. The improved summaries and the questions at the end of each chapter are a welcome feature in this edition. The paper, print and the get-up leave nothing to be desired.

L. D. Reddy, M.A.

*Physical Director, College of Engineering,
Guindy, Madras.*

"PHYSIOLOGY OF MUSCULAR ACTIVITY" By *Dr. Edward C. Schneider, M. P. E., Th. D., D. Sc., and Dr. Peter V. Karpovich, M. P. E., Ph. D.* Published in April 1948, by W. B. Saunders Co. Philadelphia, this is the most up-to-date and succinct book on the subject now available to readers in India. The book is primarily intended for students of Physical Education, both authors being specialists who have devoted their scholarship for the improvement of biological knowledge relating to physical education.

The book is essentially a statement of the most recent scientific facts rather than an exposition; and though its study presupposes the possession of a thorough knowledge of Human Anatomy and Physiology and more than a passing acquaintance with Biology, Chemistry and Physics, yet to the average student of Physical Education taking the Diploma course, the subject must be both clear and comprehensive, because of the able and lucid manner in which the authors have dealt with the problems chosen.

In the absence of special facilities for practical work, few Training Colleges we have now in India in Physical Education, seem to devote any part of their courses to the teaching of even the elements of this most important subject; but it is necessary that in the interests of both the profession and its future, the men and women training for leadership in Physical Education should know the latest findings pertaining to the mysteries of the human body and its function in physical activity.

The book is a rich store-house of interesting new facts presented briefly in eighteen chapters which cover an extensive field of varied aspects. Some of the chapters deal with the relationship between Energy Needs and Oxygen Consumption, the Respiratory Organs and Blood Changes, Cardiac and Vascular Reactions, Functional Coordination, Fatigue and Staleness and Relation to Environmental Temperature.

The Introduction defines the scope of the subject and the first chapter describes the Function of Muscle and the Effects of Training on Muscle. The chapter on Health and Fitness gives a just warning against the over-dosing of exercise for health and the over-emphasis of exceptional cases in physical education practice; and exposes the fallacy of the belief that physical exercise leads to immunity against disease. Criteria and Tests of Physical Fitness are given in one chapter; and the different Tests for the Evaluation of Physical Fitness are weighed. Other useful chapters pertain to Body Types and Posture, Physical Activity for Convalescents and Ergogenic Aids in Work and Sports.

Numerous diagrams and charts or graphs and other illustrations, an extensive Bibliography and an Index give added value to the text. The Publishers who are the owners of the copyright of a large number of scientific books of recent origin, will do well to bring out Indian Editions of their publications for their wider circulation in this country.

L. K. Govindarajulu

'PHYSICAL EDUCATION METHODS FOR ELEMENTARY SCHOOLS'

By *Elizabeth L. Schon, Marian H. Anderson, Winifred W. Hodgins, and Gladys R. Van Fossen*—Illustrated by *Ruth Howell*. Published by *W. B. Saunders Company, Philadelphia & London—1948*.—The above book published in 1947 and reprinted in 1948, has been prepared in the light of experience gained after the last war. Emphasis was given to Secondary Schools, during the pre-war period and the Elementary School Programme mostly consisted of "Free Play Periods". The Authors of this Book have done a fine job and have given due importance to the children of Elementary Schools.

The Book is of great value to the teachers of Elementary Schools. The plan of the book is to coordinate teaching Methods with the

Practical Materials The aim of the book is to provide the teacher with necessary Materials and Methods to work out a Programme, which will give an opportunity to the child for the fullest development of its physical powers, habits and character.

There are 13 Chapters and a number of Charts. The book is well illustrated. There is a Bibliography at the end of every chapter. The first three chapters deal with the knowledge that a teacher ought to possess about his responsibilities, techniques of planning a programme, and body mechanics of the child. Chapters 4 to 12 contain suitable activities and methods along with progressive procedures of conducting them. The last chapter is on Playground Supervision and gives detailed information about preparing Play areas and providing necessary equipment. There are a number of charts showing age characteristics, developmental materials, skills and activities, etc. The Appendix at the end consists of aids for teaching and evaluation procedures.

This is one of the best Books on Methods, in which practically all the topics are fully dealt with. It can be used as a Text Book for Teacher Training Institutions because with necessary modifications most of the material can be adapted for use in Indian Elementary Schools.

A. K. SINGH

"METHODS IN PHYSICAL EDUCATION" By Hilda Clute Kozman, Ph. D., Chester O. Jackson, Ed. D. Published by W. B. Saunders Company, Philadelphia & London—1948. Books on Methods in Physical Education are few. The publication of the above Book will be a boon to teachers and students of Physical Education Training Colleges. The authors of this Book are well known for their work in the field of Physical Education.

This book is primarily meant for those who have or are going to adopt Physical Education as their Profession. The book is well coordi-

nated with the aims of the Secondary Schools curriculum, and stresses that all the Educators should share the general Educational Processes in all aspects of School life. The concept that the teacher is a member of community and is a Social Worker has been emphasised and that he should know the methods of helping the young people to be useful members of their Community.

There are 18 Chapters in the Book which cover the different aspects of the subject: How to organise the subject matter for teaching, How to plan daily lessons, How to present the subject matter and How to manage a Class and guide the students. Throughout the book Guiding Principles of Teaching and Methods and Objectives are emphasised. At the end of every chapter there are Questions and Recommended Readings.

The first 5 Chapters of this book deal with the preparation of the teacher and his convictions and views regarding Physical Education in particular and Education in general. Chapters 6 to 9 deal with the teaching process to enable the teacher to become an integral part of the Community, School and the Department. The remaining chapters consider techniques, procedures, tools and aids in building Physical Education Programmes for boys and girls in Secondary Schools.

The last chapter is on "Self Appraisal of the Teacher" which is an essential and useful one. It contains some charts to enable the Teacher to evaluate his personal growth and that of the participant.

An extensive Bibliography is appended.

The book contains up-to-date techniques of teaching and explains the importance and use of method such as—Visual Aids—Interaction Processes in Group Education—Guiding and Counselling, etc.

This book should be used as a Text Book on Methods.

A. K. SINGH

BUCK'S BOOK OF RULES OF GAMES AND SPORTS—1949. The Twelfth Edition of the Book of "Rules of Games and Sports" just out of the press has certain new features. Rules of Swimming, Diving, Water-Polo and Cycling which are newly added are the latest International Rules for these activities. The Rules of Track and Field Sports are also the latest International Rules which were followed at the London Olympic Games. Additions and alterations in the Rules of Track and Field are printed in bolder type for quick reference.

The book is priced at Rs 3 and can be obtained from the Y.M.C.A. Publishing House, 5, Russel Street, Calcutta or from Messers. Uberoi Ltd., Sharman & Co., or the Metro Sports, Madras.

*Rules on Basketball

The Latest Official Basketball Rules as adopted by the International Amateur Basketball Federation came in late and so it was not possible to include these in this edition. A study of these Rules show that the Rules of Basketball have under gone a thorough revision with the following important changes and additions:

Rule 1. Centre Circles. Section 3. The Centre Circle shall have a radius of 60 cms (2 ft) and it shall be marked in the centre of the court. A diameter parallel to the end lines shall be 5 cm. (2 inches) wide. A second circle, concentric (6 ft) with the centre shall be drawn with a radius of 1.8 metres (6ft) and marked with a line 5 cms. (2 ins) wide. The radius shall be measured to the outer edge of the line used in marking it.

Section 4. A division line dividing the court into two parts shall be formed by extending the centre circle diameter in both directions until it intersects the sidelines.

*The variations in the Rules of Basketball are given here, merely as news. —ED

Rule 3. Substitutions. Section 3. Each team shall be allowed seven substitutes. A substitute before going upon the court shall report to the scorer giving his name, number and position. The scorer shall sound a horn immediately if the ball is dead or as soon as it becomes dead. The substitute shall remain outside the boundary lines until an official beckons him to enter, whereupon he shall report immediately to one of the officials, telling the name or number of the player he replaces. When a substitute enters at the beginning of the second-half, he is not required to report to an official but he must report to the scorer.

Rule 9. Page 84. Section 7. - Remain for more than 3 seconds in that part of his free throw area between the end line and the further edge of the free throw line while the ball is in control of his team.

Note:— The ball is in control of a team when it is in play and is held or dribbled by a player of that team, or is being passed from player to player of that team. The lines bounding the restricted area part of it and player touching one of these lines in the area. The 3 seconds restriction does not apply while the ball is in the air, on a try for goal, or while it is rebounding from the backboard, or is dead, because the ball is not in control of either team at such times. Allowance may be made for a player who having been in the restricted area for less than 3 seconds, dribbles into throw for goal.

Rule 10 Page 95. Section 8. The Offended Captain, in the last three minutes of play of the second half and during all extra periods, may decline a free throw for a personal foul unless it is to be followed by another free throw or is to be followed by a jump ball at centre (on a double foul). If he declines the free throw, the ball shall be thrown in from out of bounds at mid-court by any player, of his team. A free throw for a technical foul may not be waived.

C. C. ABRAHAM

YOU AND YOUR DOCTOR. By Benjamin F. Miller (*Whittlesey House, McGraw Hill Book Co., N. York*) There are approximately 160,000 doctors in U.S.A. today of whom 120,000 are general practitioners and it normally takes 17 years for a general medical practitioner to acquire skill and proficiency in the treatment of all common diseases. There is an obligation to provide the best medical care on the part of a general practitioner and lack of training or failure to recognize and treat obscure medical problems spells disaster for the patient as a wrong diagnosis dooms a person to chronic invalidism or to death. The general medical practitioner in U. S. A. as in other countries, holds a responsible position in society and a knowledge of the diseases and treatment of all varieties is therefore sine qua non for him. The author points out in this book the shortcomings of the general practitioner and how it affects him and his patients.

Side by side with the general practitioner is the specialist who has an important function in medical practice. But because of his concentration in a restricted field of medicine the specialist tends to focus his attention only on those organs of the human anatomy that are within his area of specialization. And, as a result, the need is felt for a new type of family doctor who will take his place betwixt the specialist and the unspecialized general practitioner; and the author introduces the 'Pilot Physician' to fill this role. This novel type of physician will embody the best attributes of a family doctor and will have a clearly defined place in the scheme of medical practice. As a prerequisite the author suggests a full three year course of training for him in all branches of medical science including even psychiatry.

The author describes how 'Group Medical Practice' is coming to be increasingly popular in U. S. A. Doctors band together, he says, in a group of 5 or 10 and in such combines

patients get ready access to all types of medical treatment and the most modern medical equipment and facilities. Already Combines such as the Mayo Clinic, the University of Chicago Clinics, etc. command great popularity and the Ross Loos Clinic alone in Los Angeles cares for 60,000 patients. A family attending a group clinic over a period of years becomes attached to the group as a whole. 'Their babies have been delivered by its obstetricians; they have used its surgery and X-ray department; they have brought their children to its pediatricians. etc., The group physicians rarely discuss fees with their patients which are determined only by experts in medical economics and this tends to improve patient-physician relation-ship and to eliminate 'the shopkeeper mentality'.

In respect of hospitals, the author shows there is complete cooperative activity between the doctors and describes graphically typical surgical cases. As regards treatment given to patients, he says, that every detail that contributes to the patients' recovery and well being is meticulously gone through in these institutions.

The author stresses the importance of mental health and the need to preserve it, and points out that for good mental health the foundation has to be laid in the stage of childhood itself. To reduce the enormous sufferings that emotional illness brings to individuals and families the part played by psychiatrists, he declares, is on a par with that of physicians and surgeons who cure physical illness.

The author also advocates a periodical health check up as a first line of defence against illness. He considers that Museums of Health and Disease would be as useful to society as museums of science and art and of natural history.

He makes a plea for the recognition of the importance of the post mortem for the entire community and wants the resistance that is now being encountered to its practice, largely

on irrational grounds, to go. He affirms that this is the only way by which a scientific check-up of the condition of the internal organs immediately after death can be made. The advantage of this to the deceased's family in discovering any communicable disease unsuspected while the patient was alive, he says, cannot be over-emphasised.

In addition to a good medical education, the author advocates the need for a general practitioner to keep abreast of the developments that have taken place in his field. An antiquated knowledge in a progressive world, he says, would be disastrous both for the doctor and the patient. He suggests 'the provision of free medical education for all students who demonstrate real aptitude for the profession.' Candidates should be selected, he says, 'after impartial examination on a regional basis and should be financed at community expense with the stipulation that they will practice if

requested in their own city for a minimum period of 5 years. Students who show exceptional promise as research workers could be exempted from this condition and substitutes provided for them in local practice. This type of financial support should be increased so that eventually the selection of candidates will be based on the merit system.'

This suggestion of the author who belongs to a country where on his own admission, the Jews and the Negroes are greatly discriminated against, in respect of admission to medical schools or colleges is weighty.

This book is written in simple language and is free from technical expressions and terminologies; and it could have been made more attractive by the provision of a few illustrations.

R. SUDARSANAM

REPORT OF THE XXIII MADRAS PROVINCIAL OLYMPIC ASSOCIATION.

The Madras Olympic Association is one of the oldest organisations in India promoting amateur competitions in Track and Field, Swimming, Basketball, Volleyball, Chess, Boxing and Wrestling. This Association was organised by the late Mr. H. C. Buck in the year 1924. During the past 26 years of its existence, it has given a lead in the promotion of Olympic Games in India. It was in the same year, 1924, that the late Dr. A. G. Noehren, the then National Physical Director of Y. M. C. As. in India and the late Mr. H. C. Buck, Principal of the Y. M. C. A. School of Physical Education, Madras, organised the first Indian Olympic Committee. Dr. Noehren

was its first Secretary. He was succeeded by Mr. G. D. Sondhi. The Y. M. C. A. and the Y. M. C. A. College of Physical Education particularly, had a great part to play in these 26 years in the promotion of Olympic Games in India and in Madras in particular. On an occasion like this we gratefully remember the services of the late Dr. Noehren and Mr. Buck to India. Mr. Buck was the Secretary of the Madras Olympic Association from 1924 till his death in 1948 and within this short period it was possible for Mr. Buck to lay certain high standards of efficiency in the organisation and conduct of these Games which have become the traditions of Madras. Mr. Buck has also

left with us high ideals of sportsmanship for the competitors and also high ethical standards for the officials. These traditions have become our legacy and we must see that these traditions become the permanent hallmark of the Olympic Association in Madras and also in other Provinces and States in India.

This year we are celebrating the XXIII Provincial Olympic Games in Madras. We have broken all past records in the matter of the number of competitions organised and conducted as well as in the number of participants. The Provincial Games included tournaments in Volleyball, Chedugudu, Basketball, Boxing and Wrestling for men, Netball, for Women, Track and Field Competitions for School boys School Girls and College Women, Track and Field for Men, and Swimming and Diving for Men and Women. Over 700 athletes and competitors participated in the various Games. This is a creditable record as far as entries go.

Opening Ceremony

The Opening Ceremony of the XXIII Provincial Olympic Games was performed in a fitting manner on the 21st January at 9 A. M. by Mr. Kumaraswamy Raja, Hon'ble Premier of Madras. There was a very impressive march past by the students of the Y. M. C. A. College. The Hon. Premier took the salute, and then hoisted the Olympic flag and declared the Games open. The students of the Y.M.C.A. College then staged a demonstration depicting the "Preparation for the Olympic Games".

Volleyball

For Volleyball, 9 teams were entered. 3 teams were from the mofussil. Volleyball of a very high standard was witnessed. The Ramanathan Memorial team from Tinnevely, the Travancore and Cochin Olympic Association team, the Guntur team, and the team from

Malabar were really outstanding. The semi-finals and final matches were well contested and the standard of the game was of the All India. The Malabar team won the championships with the Guntur team as runners-up.

Chedugudu

There were 8 teams for Chedugudu. The teams from Andhra Desa were outstanding. The final match was between S. D. P. Kistna and Lajpatrai Memorial Club. The S. D. P. Kistna won the championship.

Basketball

In the Basketball tournament, 8 teams participated from Bangalore. Basketball standard was not up to the mark. The Central Polytechnic team which have been the champions for Madras for the past five years were far below form. The Central Polytechnic won the championship beating the Bangalore team in the finals.

Wrestling

For the Wrestling tournament, we had only 17 entries. Wrestling bouts were keen and well contested. Mahabir Singh won the Bantam Weight, E. George Dep won the Light Weight, Sepoy Kaka Singh won the Feather Weight, and Naik Diwan Singh won the Welter Weight.

Junior Olympics

The Junior Olympics for boys below 18 years was a great success. Over twenty schools participated, totally 150 competitors and 17 Relay teams. Because of the large number of entries, the Junior Olympics were conducted on two days, instead of on one as originally planned. The response from the schools was very encouraging, but the standard of performance was very poor. The standing starts, and the scissors high jump revealed that very few boys were really trained for the Olympics. Our schools should devote more attention to training and technique.

Girls'olympics

The Girls' Olympics attracted only four entries for the Net-ball tournament and 50 competitors for the Track and Field. The Net-ball tournament was keenly contested by the Queen Mary's, Women's Christian, and the Y.M.C.A. College. The Y.M.C.A. College won the Championship, beating the Q.M.C. and the Women's Christian. The Track and Field items for girls were also well contested.

Swimming & Diving

The Swimming & Diving meet was conducted on three evenings and it attracted eleven clubs all over the Province. The standard of swimming was high, as could be judged by the performance of the competitors in the Back, and Breast Strokes. Free Style swimming is still the popular item for all.

The Travancore, and Cochin Olympic Association annexed the group championship and the Engineering College team. Guindy was close second. Nallakrishnan of the Engineering College was the best all round swimmer and Mr. Ranganathan of Presidency College, the best diver.

Swimming competitions, though new to Madras, have taken the rightful place in the sporting activities of the youth of this Province.

Open Amateur Boxing Championships

Boxing championships were held on January 25th, 26th and 27th. There were 83 competitors representing 22 organisations affiliated to Madras Amateur Boxing Association.

In all 72 Bouts were decided. There were nine classes from Paper Weight to Middle Weight. Ac. Hourigan of the R. I. A. F. Tambaram was unanimously selected as the best boxer of the tournament. Boxers will be

selected, from those who who participated in the tournament, to compete in the national Boxing Championships to be held at the Brabourne Stadium at Bombay on March 15th, 16th and 17th 1950.

Boxing standard was fairly good and some very well-contested bouts were witnessed during the tournament. The officials had a difficult task of finishing all the 71 bouts in three days and we are grateful to them for their cooperation and help.

Track and Field for Men

Track and Field for Men which is the chief event in the Olympic Games commenced on the 27th January at 2 P. M. There was a spectacular March Past of Athletes led by the Travancore Infantry band. Major General Rudra, took the salute and declared the Track and Field Meet open.

In all there were 179 competitors entered for the various items of Track and Field representing 15 organisations. This is the largest participation that we have ever had. Competitions were of a high order. Three Madras records were lowered. The competitions that we have witnessed this afternoon also show that Madras has some excellent material out of which Olympic Champions can be built up.

Finances of The Association

The Madras Olympic Association is urgently in need of funds. Funds are needed to promote Olympic Games throughout the Province and also for providing the necessary coaching and training facilities for our young athletes.

The Madras Olympic Association tried various ways of raising some money for this purpose. Our President, Dr. P. V. Cherian, sent out an appeal for funds. The students of the Y.M.C.A. College went round the city collecting funds. We also tried to raise more

money by charging a small gate to the Games. Our efforts have been partly successful. We were able to collect only Rs. 500/-. Our only hope is in our Government. I understand from very reliable authorities that Government of India and other Provincial Governments are taking more interest in Olympic Games in the Provinces and also in the Asian Games that are being organised, and annual grants of over Rs. 5,000/- given to Provincial Olympic Associations. Madras Government has helped the Provincial Olympic Association in the past. We used to get a grant of Rs. 500/- once in two years. We expect the Madras Government to raise it to Rs. 5,000/- a year. With such a liberal grant, I am sure we will be able to stage the Provincial Games annually in a very effective way and also promote track and field, swimming, boxing, wrestling, etc. With more support from Government, we should be in a position to hold the next All India Olympic Games in 1952 at Madras. It is high time that Madras did this.

Conclusion

The XXIII Provincial Olympic Games was a great success. It was a great inspiration to the organisers of these Games to see hundreds of young participants trying to excel at various activities — track and field, swimming, boxing, wrestling, volleyball, basketball, and chedugudu. The standard of performance is also gradually improving. But we have a long way to go to reach the International standards. The competitions that we have witnessed these 8 days indicate that if our young athletes are willing to train themselves more seriously, and if we can provide the facilities for the training, our standards also would get better and better. The Olympic Games have great educational values and with greater support from the public and Provincial Government and our faith in the Olympic motto "that the important thing in the Olympic Games is not winning, but taking part, the essential thing in life is not conquering, but fighting well," we look forward to the future with optimism and hope.

C. C. Abraham

28-1-1950

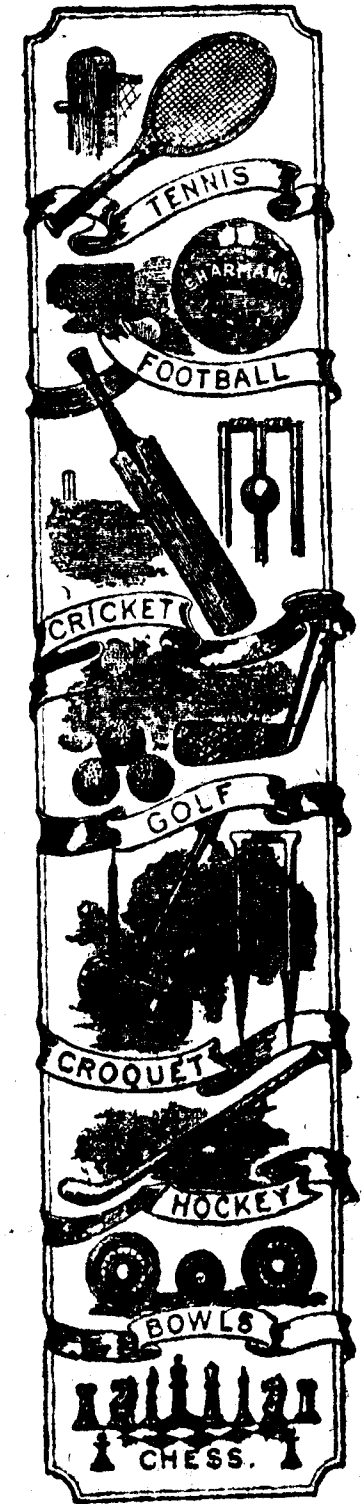
Secretary, Madras Olympic Association.

TIME FOR EVERYTHING

Take time to work — it is the price of success
 Take time to think — it is the source of power
 Take time to play — it is the secret of perpetual youth
 Take time to read — it is the foundation of wisdom
 Take time to be friendly — it is the road to happiness
 Take time to dream — it is hitching your wagon to a star
 Take time to love and be loved — it is the privilege of the gods
 Take time to look around — it is too short a day to be selfish
 Take time to laugh — it is the music of the soul.

— Old English Prayer

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