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VYAYAM

A Quarterly Journal of Physical Education,

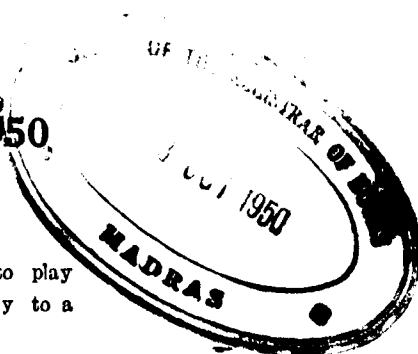
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Education

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MAY - AUGUST 1950



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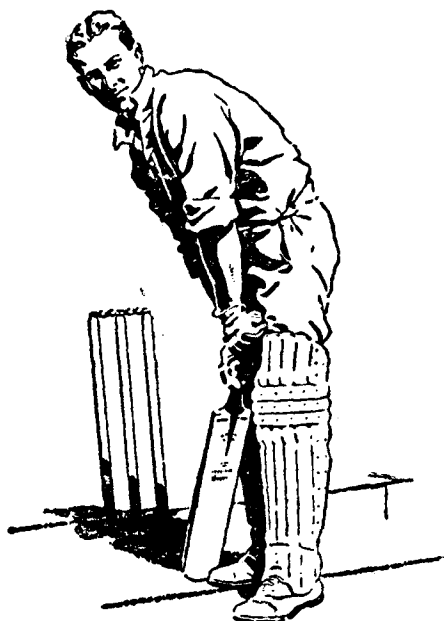
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Resolutions of District Association Meetings and of Conferences can be accepted for publication only if sent by the proper authority with a brief report of the entire proceedings of the meeting concerned.

The Editor invites contributions specially from Training Colleges of Physical Education, but they should have a bearing on the progress of the profession or on the different aspects of the work of Teachers of Physical Education.

The Editor and the Business Manager greatly regret the delay in the publication of the Vyayam for May 1950 due to circumstances beyond their control.

This issue is therefore published as a Double Number.

To

The Business Manager,

Vyayam, Y.M.C.A., College of Physical Education,
Saidapet, Madras 15.

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VYAYAM

ISSUED FEBRUARY, MAY, AUGUST, AND NOVEMBER

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May & August 1950

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<i>Editor :</i>	Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University, Annamalai Nagar, S. India.
<i>Business Manager :</i>	Mr. J. P. Thomas, B.A. I.T., M.Ed. Y.M.C.A. College of Physical Education Saidapet, Madras, 15.

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A Quarterly Journal of Health and Physical Education

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., M.Ed.

THE FUTURE OF PHYSICAL EDUCATION IN THE UNIVERSITIES

We owe it to the courtesy of the Secretary of the Inter-University Board that we are able to publish in this issue the Report of the Indian Universities Commission pertaining to the organisation of Physical Education in the Indian Universities. The Report begins with a brief and critical analysis of the modern concept of Physical Education including Recreation. In answer to the Commission's Questionnaire, most Universities would appear to have expressed themselves in favour of compulsory physical education and games "for all who are medically fit."

The Report gives at some length the reference made by certain Universities to deficiencies now existing at certain centres: the need for adequate and efficient training, the provision for balanced diet and proper attention to nutrition, the desirability of setting up physical culture institutes and the need to giving better financial provision. Summarising the deficiencies in physical education, the Report says, ".....There is lack of interest both on the part of the students and the authorities, insufficient trained personnel, dearth of playgrounds and equipment, poverty of students, absence of organisation, poor types of programme, small variety of games, conflict with academic work, and the inconvenience of time." These seem to be the most recurrent obstacles. The Reports says further "It is hardly necessary to dwell upon the importance of organised physical training and games. Man is one being and cannot be educated in artificial segments. His mental and moral nature is interlocked with his physical well being." The Commission composed as it was of some of the most brilliant intellects of this country and doughty scholars of great experience from England and United States, did well to offer as their first suggestions for

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improvement, the prime necessity for providing expert leadership in the realm of physical training and games. The Report says, "The prestige and importance of this work are not established here, professional status and pay of physical education personnel should be recognised as on a par with academic instruction." In pursuance of this suggestion, the Commission recommends "that Degree courses in Physical Education must be set up in certain Universities," and then they quote the committee's reference to the dearth of teachers of physical education: "We require many suitably equipped and staffed physical education schools and colleges in India.....Thousands of qualified physical training teachers will be required. We therefore recommend that there should be one or two Physical Training Colleges in each Province. "The Commission then go on to recommend the appointment of "a *properly* qualified Director of Physical Education with the status and pay of the Head of a Department." "Anything else is only a make-shift which leads to nowhere." Referring to the qualifications, a Doctor's degree, either an M. D. or a Ph. D., will be "required;" but till we find and train the men, the Commission says, "We must start at the scratch and men can be obtained when other needs are being provided. The Commission has nothing to say unfortunately as to how the men are to be found and trained, unless it be through the proposed Central Institute of Physical Education—an Institute which is still in the air and may take a decade or more to realise. In this connection the men in the profession now functioning as pioneers, the men, some of whom at least must be credited with having laid the foundations for progress, are described thus: "During the last 20 years, about 3,000 physical education teachers have been trained at the Institutes now existing but few of them are capable of doing the kind of service required at the university level." But who is to blame—the training Institutes, or, the men themselves, or, the Institutions that provide the facilities and opportunities for the academic work and progress therein? We would venture to say that in most Colleges and Universities due recognition is yet to be given to physical education and therefore little or no importance is attached either through status or by emoluments or even by the extent of equipment and facilities provided, to the men in charge of physical education. Is it then any wonder that even those teachers functioning in colleges or university centres should have lacked the stimulus to progress either in knowledge or in the academic achievement that comes with knowledge. We hope that at least in the future schemes that are to be drawn, collegiate teachers in Physical Education will be given the first preference for academic improvement and for attaining the fitness for work at the university level. If this is done we may hope to achieve at a very early date that progress in which the University Director of Physical Education will possess not only post graduate degrees in Health

and Physical Education but be able to initiate and conduct advanced research in the different branches of health knowledge and physical education practice.

The committee make a detailed mention, in passing, of the plan made in 1948 by the Central Government for founding a Central Institute of Physical Education wherein a three year Degree Course after the Intermediate will enable students to specialise either in Physical Education or Recreation. In that Institute a one year Post Graduate Course is also envisaged for training in Methods of Research, Tests and Measurements, Organisation and Administration, and Comparative Studies. The Central Institute was also expected to train athletes for games and sports and leaders of recreation and to publish pertinent literature.

The Commission does not overlook the fact that as the basis of all academic progress at university level, due provision must be made at Universities and Colleges for Gymnasia, playgrounds and play facilities. They also say that enlarged staff must first be appointed to ensure periodical physical examination and the adoption of a scientific remedial programme and to stimulate intensive Intramural sports and games as the most vital and useful means of physical education. The Commission also recommend the utilization in full "of the present system of using teaching staff in any academic department as leaders and assistants" in handling sports and games, as it offers the best possible contact between staff and students and serves a happy "medium for influence towards good institutional spirit and moulding fine character." The Commission commend the idea that "some of the staff should be trained for a dual function, teaching an academic subject and physical education. In this connection, we should point out the danger in adopting such a procedure. The creation of an effective Department of Health and Physical Education may either be jeopardised thus or postponed, especially at centres where the prejudice against physical education is hard to overcome.

It is suggested further that two years of physical education will be required for all University students except for the physically unfit and those in the Cadet Corps. Concerning the need for compulsion, Dr. G. F. Andrews' evidence is quoted: "In our country it is only a compulsion that works..... All young men and women should leave the University well equipped for the future; nothing but compulsion will give them this equipment." But, says the report, the compulsory programme "is a large order which requires the provision of a varied range of activities, gymnasium work, intramural games, swimming, hiking, and of course major sports, such as Football, Cricket, Hockey, etc., should also be available according to the choice and interest of the students."

In the organisation of this work on a departmental basis, the report emphasises the need for the preservation of the good health of citizens through the cultivation of deeply rooted habits, as right knowledge does not necessarily lead to proper practice. Therefore, "health habits should be ingrained in the school children and systematically inculcated at the college stage, if our young men and women are to have the physical and mental health which is essential to individual and national power and happiness.

Altogether, the report is a stimulating and encouraging document holding out a great promise for the future. Whether in the difficult economic and social circumstances we are placed today, the Government and Universities can give early effect to these well thought out recommendations of the Commission, will largely depend upon those at the helm of political affairs — the leaders of this country.

PHYSICAL EDUCATION IN BOMBAY STATE

Mr. P. M. Joseph, Principal of the Physical Training College, Kandivali, Bombay, reports in this issue on the progress Bombay State has made in recent years in Physical Education and in extending its benefits to the people. As the first essential of progress, Bombay did well to institute a Committee of distinguished men interested in Physical Education to give the lead. Another of its wise doings was to establish quite early a Training Institute for Teachers of Physical Education with a special bias for indigenous physical activities. For over twelve years, through thick and thin, despite the stringency of war years and post-war turmoil, Bombay has held on firmly to their schemes of physical betterment in various ways. The effectiveness of these schemes has been maintained by adequate and

liberal financial backing and through the enthusiasm and support of public opinion. Bombay has a large inspecting staff and the size of the Government's Annual Budget pertaining to Physical Education is respectable. These mean right leadership and steady progress; and, therefore, the efforts of Bombay in this new field have been fruitful of good; and there is a happy spirit of excellent co-operation on every side.

We strongly commend the Bombay example to Madras where despite the lead given to this movement by the late Mr. H. C. Buck, no real progress seems to have been made either in school organisations or in the endeavour of the general public towards general physical fitness.

A BLEAK PROSPECT

In this issue we publish at length the greater part of the presidential address which the Hon'ble Rajkumari Amrit Kaur, Minister for Health with the Government of India, delivered at the Second Bombay Provincial Physical Education Conference held at Ahmedabad on the 15th April last. The address is the most lucid and thorough-going statement we have so far had from any politician or statesman in this country on the value and importance of scientific, modern Health and Physical Education and Recreation. She is pleased to say that "Physical culture plays a very important part in the intellectual and moral development of the people" and that "the time and effort spent on it are fully justified." Endorsing the conception of health as one of total fitness (for life) and taking physical, mental, emotional, social and spiritual health as facets of the whole, she opines that Physical Education and Health Education including Recreation should be in the hands of highly trained individuals who realise the importance of their task and the possibilities of turning out young citizens, sound in body as well as in mind. She goes on thereafter to endorse and recommend the statement of objectives issued by a committee of American Teachers for the guidance of instructors in Health and Physical Education objectives which will lead youth in to an attitude towards life—its problems, opportunities and responsibilities—*which will buttress it with*

courage and suffuse it with a kindly glow of geniality and service." She further says, "the translation of these principles into practical achievements will require a wide expansion of social services..... of an extensive nature;" and concludes that "unless these objectives are constantly kept in view and *unless we are prepared to press for their progressive realisation*,* there is little chance of any reasonable advance being made within a measurable length of time." While the members of the profession must feel happy that so important an authority of the country as she is should endorse the principles that govern our professional work, and indicate the nature and extent of facilities required for doing it, they should at the same time feel greatly disappointed that one in so exalted a position as she holds should be unable to extend the least hope of any promise of support which the country as well as the profession should expect from her as a representative of the Government, for the practice of the principles which she refers to and which we uphold. It is a sad reflection on our helplessness that while we see the need we cannot obtain the facilities in men and material for the varied social services which we have to organise for the health and fitness of our nation. In a land so poor as ours and for a people living so much below the average level of subsistence and health, the services calculated to raise the standard of health and the fitness for work and efficient

*The Italics are our own

living must be initiated and supported by a central authority—our Government; and such services should be maintained by State Governments for the general benefit of all sections of population, rural and urban, and for the special advantage of the young and

the adolescent (the coming generation) in all stages of their growth and development. Health and physical fitness must be considered worthy of a very high priority even in the difficult circumstances in which the Government functions today.

ATHLETIC STANDARDS

We have received through the courtesy of a friend the first issue of the quarterly Bulletin of the Amateur Athletic Federation of India edited by Mr. M. C. Dhawan and published in April last from Ajmer. The Bulletin hopes to provide a forum "for exchange of views regarding athletic training" and serve "to co-ordinate the activities of the various Associations in this country." The opinion has been expressed editorially that "the main reason for our poor standard in athletics is that there has been no attempt at any scientific training in India." Such a belief we venture to think is not consistent with facts. At Madras for instance, the Founders of the Y.M.C.A. College of Physical Education have done their best not only to train athletes offering to be coached but to build up a profession of Physical Educators capable of coaching athletes from a scientific point of view. Similarly, in the north, in many centres, efforts have been made to from time to time during the last three decades to build a tradition of training and preparation for athletics. Though we may confess, that such attempts at scientific

training as have been made have lacked both consistency and co-ordination and so have failed adequately, like all sporadic efforts, to serve their purpose, the real facts which should explain our poor performance in athletics must be found elsewhere. In a country so wide as ours, environmental conditions, racial types, hereditary traits and traditions vary widely from place to place and these more than any other factors must be explored for the real causes of our stagnation. An enlightened interest in the public is just being created and until public co-operation is whole hearted, further progress in the efforts for the betterment of standards must be necessarily limited. A proper standard of living, good nutrition, adoption of activities suited to climatic and other environmental factors, facilities for practice under intelligent leadership—particularly during the formative years of adolescence, stimulation of local interest through all available agencies for gaining public co-operation in physical betterment, coaching schools for training athletes located in suitable centres of the country and above all whole hearted and liberal Government

patronage in addition to other devices referred to in the Editorial of this Bulletin—these must be secured before we can ensure real progress in our efforts to place India in the International map of Sports and Athletics.

Of the need for scientific training, no one will question, and athletes and patrons of sport as well will be happy to note that coaching courses are to be started under the auspices of the A.A.F.I. As we go to the press, we hear that U. P. has also ambitious proposals to start coaching schools at five different centres of that state and the State Government, it is said, will

subsidise the scheme. At the Brabourne Stadium at Bombay a six week's course was started under the auspices of the Amateur Athletic Federation of India on April 3rd. Calcutta has also started an Athletic Training centre. Madras proposes to conduct a similar course. We wish success to all these ventures.

The Bulletin we have referred to contains information useful to athletes and organisers of sport and we commend in particular an article by Mr. P.M. Joseph on Athletic Officials, their choice and function. We heartily welcome this new Bulletin and we wish it many years of useful service.

A CONTEMPORARY SPEAKS OUT

In a country in which the newspapers are still largely partisan, the two extracts we publish below from the Editorials of a Madras Daily will come as a welcome surprise to the members of the Physical Education Profession. We are deeply grateful to our contemporary for the very just and balanced opinions they have expressed and for the strong plea made for maintaining equitable standards of judgment. Sentiment, prejudice and ignorance have indeed been the greatest barriers against progress in the endeavour we make in physical education to build up the highest ideals of personal, civil and social conduct through physical activities and to establish and uphold the most scientific standards of physical growth and efficiency.

—Editor

A TIMELY WARNING.

In a speech (delivered not long ago) at Coimbatore, Sir A. Lakshmanaswami Mudaliar did well to ask educators to be forward-looking, and to keep abreast of the latest developments in the sphere of knowledge. Only by constant intimacy with the best that is known in every part of the world can teachers and educational organisations promote knowledge, and help to widen the field of common refinement. Sir A. Lakshmanaswamy Mudaliar warned his hearers against what he described as the forces which disrupt the health and welfare of the people. He included among such disintegrating influences a tendency to play on sentiment, avoiding reasoning and to break away from

methods of teaching which have proved their usefulness.

"It may be that for some time, in the first flush of a political upheaval, these appeals to sentiment will have some effect," he said, "but I feel sure that in the long run the people will realise that knowledge cannot be jettisoned on geographical, political or other issues." That may be so, but schools, colleges, and universities should never be exposed to any political influence which obscures or destroys any source of enlightenment. Yet politicians continually harp upon past or dead systems of teaching and training and seek to reintroduce them without considering whether they are applicable to modern conditions. It is true that as the law

Minister also speaking on Friday, remarked, "any system of education, general or physical, should be adapted to local conditions." But reformers often overlook such "local conditions", also the needs, interests and capacities of learners at the present time, or regard those very factors as evils to be suppressed.

The Education Minister himself speaking on physical education, seemed to deride popular judgement when he remarked that "there is no meaning in aping western method. Who?" apes? Those who play modern games, such as those included in the present system of Physical Education do so because they enjoy them, and benefit by them physically and mentally. Physical Education is intended to keep pupils physically fit, to develop their strength, to make them active, train them for leadership, and enable them to become happy, useful and worthy citizens. To achieve these objects, it should include a large variety of activities, and it is unwise to exclude any game or system of athletics for the reason that it is not indigenous. There are excellent indigenous games which should be, and are included in the activities of the more important centres of physical education, such as the College of Physical Education at Saidapet. But the criterion for the inclusion of any activity, or system of teaching, in a school or college should be its usefulness—not, we repeat, the place or period of its origin.—*Madras Mail.*

NEEDLESS UNIFORMITY.

In suggesting, at the all-India Physical Education Conference, a uniform system of Physical Education in India, General Cariappa seemed to overlook some of the conditions necessary to make physical education popular in schools and colleges. He remarked that good work was being done by organisations engaged in physical education in various parts of the country, but he noticed that their aims were not clear and well-defined. "I have felt," he said, "that there is need for a central body to prepare a plan to bring about uniformity in their physical education activities, and an all-India programme of physical education." It is

unfortunate that the Commander-in-Chief should feel that way. A central body, such as he proposed, may serve to advise and assist organisations in providing physical education, but it should not attempt to standardise physical education throughout the country. If it did, it would hinder the progress of physical education; Uniformity in physical drill for certain purposes, such as the Defence Forces may require, is necessary but such drill is only a small part of physical education and, by itself, cannot develop the body and mind as a comprehensive scheme of physical education should. A comprehensive modern system of physical education, suited to the needs of all children, adolescents and adults, was brought into existence by the labours in Madras, of H. C. Buck through the Y. M. C. A. School of Physical Education. Mr. Buck and other physical Directors of the Y. M. C. A. succeeded in making physical training and physical education interesting and attractive, by reviving useful indigenous exercises and games, and combining them with modern exercises and games in their schemes of physical education. Thus the new type physical directors employed in progressive schools are trained to organise and promote play and recreation in educational institutions, in towns and villages, in any part of India. And they are familiar with the local exercises and games from Dundahls and Bhaskies, popular in the North, to Chedugudu, Kinni Pandu, Ingai Vai and similar popular diversions of the South. And children should be enabled to play "freely and naturally" if they are to enjoy their games, and to benefit physically. A uniform system of physical education, such as that proposed by General Cariappa, for the whole country would be disagreeable to pupils, and must inevitably result in popular local diversions being replaced, and neglected. Moreover if present tendencies persist, the games of the North would predominate in any uniform all-India scheme of physical education, to the disadvantage of South Indians generally, and the country's loss.—*Madras Mail.*

REPORT OF THE INDIAN UNIVERSITIES COMMISSION ON PHYSICAL EDUCATION IN THE UNIVERSITIES

Recreation and Physical Education. Physical Education and games are dealt with here under one caption because they are closely related although some colleges and universities in India have organised them separately. The concept of physical education as exercise for muscular development through floor work, calisthenics, swinging clubs, lifting weights, associated only with such sports as boxing and wrestling, should be allied with a broader programme of play and games. This is a trend all over the world. The purely gymnastic physical education once attracted considerable interest as a form of exhibition of strength and daring feats, but it was never as well adapted to wholesome benefit and interest of the masses of students as properly directed games and outdoor recreation. In fact, the Commission saw more than one exhibition of the old type as it toured the Universities, but found *intramural* games to be a neglected area of education. The reasons for this are many and its importance would seem to justify some analysis and evidence. The Chief Inspector of Physical Education, Government of Madras, wrote to the Commission:

"Whether programmes of health, physical education and recreation (games and sports) should be sponsored by the Universities for the students in the Universities and colleges, and how these programmes should be introduced and developed are questions which have recently engaged the attention of university authorities, the Inter-University Board and the Governments, both at the Centre and in the Provinces. If no definite action has been taken, it is partly due to the many academic problems universities are facing, and partly to over-emphasis on intellectual education and examinations, but mainly due to the fact that a recognition of the place of physical education, games and sports in the scheme of university

education, is not yet comprehended and taken for granted."

An ex-Principal of a Government College testified:

"Give students ample opportunities for activities under sympathetic guidance. 'Frustration' should be met by opportunities for 'expression' in several directions. There is hardly any attention paid to fine arts, drama, music, games and sports. Facilities are quite inadequate and there is not enough diversity in those that are provided."

In reply to the Commission's Questionnaire, the Patna University said in part, regarding Physical Education:

"(a) The present arrangements are not satisfactory. The hostels have no grounds of their own and have no funds to provide for games or make arrangements for physical education. The college hostels are able to take advantage of the facilities provided by the college but the outlying hostels are denied this. Even if funds and fields were made available, the small number of students living in these hostels would make organized games impossible.

(b) The conditions for students not residing in hostels are much worse. Students have to be in the college from 10 a.m. to 4 p.m. and they do not take any lunch during the college hours. They return to their homes after college for a much needed meal, and get no time to come back again for games. No provision can be made for students scattered all over a big town."

In response to the question, "Are you in favour of compulsory physical education at games?", the reply "Yes, for all who are medically fit."

The Osmania University replying to the question, "Are you satisfied with the present arrangements for physical education and games in the Universities?" answered: "No. There are various deficiencies like the absence of good coaches, the poverty of the students (which makes it necessary for the university to supply them with sticks, bats and even boots) and the little attention bestowed on games especially, during the school stages. Physical instruction, wherever compulsory, seldom takes into account the fact that in some cases it may be harmful (and the same with games). On the other hand, if these are not compulsory, the general backwardness and lack of interest is sure to result in few taking part in such activities. The whole of these activities requires being co-ordinated very closely with medical examination and the regulation even of diet. While there is difficulty always with regard to the non-resident students, even those who are resident in hostels do not take sufficient interest in games and sports. The University has itself to devote more attention to this side of the life of students, and to associate its teaching staff with the students on the fields."

With reference to compulsory physical education and games, the preference of Osmania was that either physical instruction or games should be compulsory "from the first to the fourth year."

The above are typical expressions of opinion and testimony. One other may be cited here. The Report of the Co-ordinating Committee of Allahabad, Lucknow and Agra Universities on the topic of Physical Training stated:

"In the opinion of the Committee

- (a) arrangements for physical training are inadequate;
- (b) such arrangements as exist are not efficiently worked;
- (c) no attention appears to have been paid to the question of nutrition and the provision of a balanced diet.

It is desirable that a Physical Culture Institute should be set up at one or other University centre, and better financial provision is needed for adequately organizing physical training."

Deficiencies of Physical Education. To summarize the deficiencies of Physical Education, in general, we may say there is lack of interest both on the part of the students and the authorities, insufficient trained personnel, dearth of play-grounds and equipment, poverty of students, absence of organisation, poor types of programme, small variety of games, conflict with academic work, and inconvenience of time. These seem to be the most recurrent obstacles.

Some way must be found to overcome these deterring factors. It is hardly necessary to dwell here upon the importance of organized physical training and games. Man is one being and cannot be educated in artificial segments. His mental and moral nature is interlocked with his physical well-being.

Suggestion for the Improvement of Physical Education and Games: Very little improvement can be accomplished without more expert leadership in the realm of physical training and games. The prestige and importance of this work are not established here, professional status and pay of Physical Education personnel should be recognized as on a par with academic instruction.

Degree Courses in Physical Education. We recommend that degree courses in Physical Education be set up in certain Universities. There should be at least one such degree course in each Province. There are now half a dozen Professional Colleges or Institutes of Physical Education, chiefly in the large cities, but these are not on the University level and are not affiliated with the Universities.

There was some opinion expressed against such courses in our testimony, but this seemed

to be based largely on mistaken conceptions, such as that the question involves courses to be required of all students, or that there is insufficient scope for such training.

Dearth of Teachers of Physical Education: The Health Survey and Development Committee points out the need of additional qualified teachers in Physical Education. They say: "Something has been done in India to give physical education and training their proper place in the educational structure, but a great deal remains to be accomplished. There is a great dearth of suitable teachers qualified to impart instruction in this important subject. We require many suitably equipped and staffed physical education schools and Colleges in India....."

..... For the proposed post-war schemes of education, thousands of qualified physical training teachers will be required. We therefore recommend that there should be one or two Physical Training Colleges in each province."

Each University should appoint a Properly Qualified Director of Physical Education who should have the Status and Pay of Other Heads of Departments. Anything else is only a make-shift which leads nowhere. For example, there are universities which attempt to use the Secretary of the Union as a Physical Director, which is quite inadequate. Sometimes we found affiliating colleges with Physical Directors, but none in the university. This is most unfortunate.

A good Physical Director of the university level should have a doctor's degree, either an M.D., or Ph.D. It will require time to find and train the men. But we must start at scratch and men can be obtained while other needs are being provided. During the last 20 years about 3,000 physical education teachers have been trained at the Institutes now existing but few of them are capable of doing the kind of service required at the University level.

Plans for a Central Institute of Physical Education: In May 1948, the Government of India set up a Committee of twelve members of Physical Education representative of all India, with Dr. Tara Chand, Educational Adviser and Secretary, as Ex-Officio Chairman.

The Report of this Committee covers in an exhaustive fashion all the factors involved in a programme of Physical Education and the improvement of the standard of games and sports, including Olympic Sports. The terms of reference of the Committee include the location of a proposed Central Institute of Physical Education and the definition of its activities.

One section of the Report deals with Physical Education in educational institutions. It recommends:—

- (1) Training centres for Physical Education in the provinces of the country to increase the supply of trained teachers of physical education.
- (2) Creation of Organizing and Inspecting Staffs in each province, as has been done in Madras, U.P. and West Bengal.
- (3) The constitution of Boards or Councils of Physical Education in the Provinces for the purpose of advising the governments in matters concerning Physical Education.
- (4) The organization of Sports, Clubs, Gymnasias and Akhadas. These are cited and commended as agencies for the creation of interest in games, sports and exercises, with special reference to the many akhadas or indigenous gymnasias which foster and encourage Indian games and exercises.
- (5) Financial support by the Governments.
- (6) Programme of work,

The Committee make detailed recommendations concerning the Central Institute of Physical Education for men and women teachers, covering location, plant, staff, courses of studies, etc. The Committee feel "that in drawing up the courses, every endeavour should be made to utilise the indigenous material on Physical Education that may be available in the literature of the country, to the best advantage to secure its proper integration with the western system in such a way, as may ultimately be conducive to the evolution of a national system of sports, games and exercises."

The Committee suggest a degree course of three years' duration after the Intermediate, the latter part of which should be bifurcated so that students may specialize either in Physical Education or Recreation. The course involves both theoretical subjects and practical activities. A post-graduate course of one year's duration is suggested open only to those graduates, not to exceed 25 annually "who shall have put in at least two years in Physical Education or Recreation Vocations," consisting of five subjects as follows:—

- (1) Methods of Research
- (2) Tests and Measurements
- (3) Organization and Administration of Physical Education or Organization and Administration of Recreation
- (4) Detailed Study of Physical Education Movements in Different countries.
- (5) One Elective in Activities.

The Committee recommend the following functions for the Central Institute:—

- (i) to train teachers of Physical Education for Centrally Administered Areas.
- (ii) to teach advanced courses leading to specialisation in various fields of Physical Education, e.g., Organisation, Administration and Recreation.
- (iii) to provide facilities for research in Physical Education.

(iv) to train coaches for athletics, games and sports.

(v) to train leaders of play and recreation.

(vi) to publish literature pertaining to physical education and recreation."

Directors of Physical Education should have Post-graduate Degrees and Advanced Research. We heartily endorse all the above recommendations of the Committee but think that at the universities the post-graduate work and research should go beyond the M.A. stage to the doctorate. A Director of Physical Education at the university level should be equipped with the Ph. D. in Physical Education or should be a Doctor of Medicine with special training for the administration and direction of Physical Education and Recreation, Sports, and Games. The basic sciences in Medicine and Physical Education are largely the same, chemistry, bacteriology, anatomy, physiology, pathology, therapeutics, physical examinations, etc., followed by corrective measures which belong to both. The principal difference lies in the fact that the M.D. is more likely to guard the health while the Director of Physical Education, whose chief interest is organizing and putting on gymnastics, sports, and games, often overlooks the fact that Physical Education and games are a part of a programme of wholesome physical development. This is particularly true of highly expert coaches who develop teams for competitive contests at the university level. These contests cannot safely be put on without some knowledge of medical science. Boys and girls should not be permitted to enter such strenuous contests unless physically fit, should be removed when exhausted or injured, and therapeutics promptly applied when necessary. Girls should not be permitted to play at all at certain times; swimming tanks must be examined for bacterial count. These and many other things are required if Physical Education and games are to promote and not at times injure health and physical welfare. In the United States, where athletic contests and competitive games have

been carried to a high pitch both in the universities and in the Olympic games, the desire to win has become so emphatic that the best welfare of youth has not always been conserved.

We, therefore, strongly urge that Directors of Physical Education have the doctorate degrees in Medicine or Physical Education, with the basic sciences of Medicine included and that the Universities offering degree courses offer the doctorate as soon as facilities may be acquired. Special committees should be appointed to work out the courses for the advanced degree. If the Central Institute is located at one of the Universities, it should offer the doctorate as a post-graduate degree. Furthermore, when students in physical education finish training, they will look for employment, and persons who have a mere bachelor's degree will lack the scientific background and be too young to occupy a full professorship which is necessary if Physical Education is to be effectively developed in our Universities.

There must be Provision of Adequate Gymnasias, Playgrounds and Physical Facilities. Some universities, as for example, Banares and Aligarh, have splendid facilities both in buildings and grounds for physical education and sports but at some other places, we found pitiable conditions. For example, in Calcutta a College with a strength of over 5,000 students had a gymnasium in which not more than a dozen could exercise simultaneously, and no playgrounds.

Students desiring to play find it necessary to make a long journey to the Maidan. This kind of situation exists in many places and forms. Some of the Colleges and Universities seem to be making no effort to cope with these wretched conditions.

There must be Enlarged Staff. If physical examinations are to be properly followed up with regular and corrective exercises the Physical Instructor in the gymnasium, where most of this work is done, will need trained assistants. The remedial programme must be scientific or it is worthless or even harmful.

For the intra-mural sports and games, which have now become the most vital and useful means of physical education in institutions both in Great Britain and the United States, there should be more full-time leadership and guidance. Here the majority of the students should find their relaxation and physical culture.

The present system of using teaching staff from any academic department as leaders and assistants in handling the various sports and types of games should be continued and encouraged. It affords the best possible contact between staff and students and the most available medium for influence towards good institutional spirit and moulding fine character. A witness who has given a lifetime to physical education made an admirable suggestion to us, namely that some of the staff should be trained for a dual function, teaching an academic subject and physical education. This arrangement is economical both in services and money.

Two Years of Physical Education should be Required of all University Students except the Physically Unfit and Those in the Cadet Corps. A witness of wide experience answered our question regarding the present situation in physical education as follows:

"There does not seem to be any carefully thought of arrangement for physical education and games in the universities either for those resident in hostels or those not resident in hostels. Provision is made for some games in which those most interested take part. The University has no plan or programme according to which all have the opportunity for regular physical activities or games."

In reply to the question "Are you in favour of compulsory physical education and games?" the same witness answered and made recommendations as follows:

*G. F. Andrews, M. A., Ph. D., Chief Inspector of Phy. Edn., Govt. of Madras. now deceased-Ed.

"Yes, in our country it is only compulsion that works. We want our young men and women to take an intelligent personal interest in their physical welfare. At present they have no knowledge of how to take care of their body; neither are they in the daily habit of exercising their body because this habit has not been in-grained in them by constant enforced practice in the earlier years. Consequently they have no interest in their physical development, health and welfare. All young men and women should leave the University physically well-equipped for their future; nothing but compulsion will give them this equipment.

A compulsory programme of physical education for all students, except for the physically unfit, is a large order which requires the provision of a varied range of activities. Gymnasium work, intra-mural games, swimming, hiking and of course major sports, such as Football, Cricket, Hockey, etc., should all be available in accord with the capacity, choice and interest of students.

This would make heavy demands upon the Department of Physical Education and would bring all able-bodied resident students into some desirable physical activity. It could not be applied in affiliating colleges at a distance from the university. They would have to look to the physical culture of their own students.

It would require that some place be given on the time-table for Physical Education. The entire day could not be consumed, as is the case now in some places, with academic work. It would also require organization of physical education activities.

A suggested Organization of a Department of Physical Education.

DIRECTOR OF PHYSICAL EDUCATION			
1	2	3	4
Course in Physical Education.	Gymnastics, Boxing and Wrestling Indian Exercises.	Inter-University and Team Games.	Intra-mural Games.

(1) The courses for teachers in Physical Education would be offered only in those universities selected to offer degree courses in the field. There should be at least one in each Province. The Head of the Department should be the Director of Physical Education or some one responsible to him.

(2) The gymnasium would be under an instructor who could give gymnastic exercises and usually handle boxing, wrestling and other indoor games. With the advice of the Student Health Department and under the supervision of the Director of Physical Education, remedial exercises would be given to a comparatively small number of students whose physical examination would be the guides.

If large numbers of students should be involved, it would require considerable staff and equipment for this activity.

(3) Inter-University and team games should be under the administration of the Director of Physical Education.

At present there is usually an Inter-University Board with sub-ordinate local or zone boards which function for different sports. Some member of the teaching staff is assigned to the organising, developing and accompanying the teams at the different games, football, cricket, tennis, hockey, sports and the like. The present scheme of handling Inter-University and team contests should be continued but there is need of trained leadership and co-ordination in the use of equipment, playing fields and time-tables or scheduling. Therefore, the programme of Inter-University and Inter-Collegiate athletics and team games should be placed under the Director of Physical Education.

(4) Intra-mural athletics and games should be placed under the Director of Physical Education for the reasons already mentioned for Inter-University and team contests in order that all games, sports, and physical culture may be properly co-ordinated and trained leadership supplied.

Reports made to us by witnesses and universities indicate that the games and sports which are organized by Athletic Associations reach only a few students. With compulsory physical education, most students will choose intra-mural activities. Only the few experts can aspire to Inter-University and team games, but any student who is physically fit may find a place in intra-murals.

A tremendous amount of interest can be injected into intra-murals by stimulating competition between different units of students hostels, colleges and residential groups. If cups and other prizes are offered, interest may be increased. Under the Olympic rules, prizes must not be given to individuals. Trophies, cups and prizes can be put up by a donor or the Department of Physical Education or otherwise. Winners will hold them for one year and names and dates can be inscribed upon them. This type of physical education is the most important of all because it reaches the mass of students, produces pleasurable

emotional reaction, and does not involve the strain and over-exertion incurred by playing on university teams.

Personal Habits. The preservation of good health is rooted deeply in habits. Knowledge of the right things does not necessarily involve proper practice. Contagious disease, improper eating and lack of nutritious elements, uncleanness both inside and outside the body, mental and physical strains, and other destroyers of vigorous health are all well understood and the remedies are known. The value of inoculations, vaccination and cleanliness; the necessity and character of good foods; the importance of fresh air, sleep, sunshine, mental and physical relaxation and hygiene — these are all generally recognised, but seldom fully practised. Health habits should be ingrained into school children and systematically inculcated at the college stage if our young men and women are to have the physical and mental health which is essential to individual and national power and happiness.

PHYSICAL EDUCATION IN BOMBAY STATE A REVIEW OF PROGRESS IN RECENT YEARS

By

P. M. JOSEPH

Principal, Government Institute of Physical Education, Kandivali.

Bombay and particularly Maharashtra has fine traditions of physical education and martial valour. However, during the British regime, many restrictions were introduced in the promotion of organized physical education. Private Gymnasias and Akhadas were looked on with disfavour and suspicion. A change, however came when Congress accepted office in 1937. The Chief Minister of Bombay, Shri B. G. Kher, a keen enthusiast of physical education took prompt steps to revive and pro-

mote physical education on a modern plan. His interest and support have been behind that movement ever since, even though during the war years much progress could not be made. Swami Kuvalayananda, a veteran educationist and a great propound of physical education, was chosen to give guidance and drive to the movement; and the Swamiji has played a prominent and effective part in these twelve years. Some of our main accomplishments are given below:

A Board of Physical Education has been constituted with official and non-official members. This Board meets from time to time to make a review of the progress of physical education, study difficulties and problems and make suitable recommendation to Government. The Board has become an effective agency to bring popular and non-official opinions to the notice of Government. The Board also acts as an agency for propaganda.

2 Training of Teachers.

An Institute has been established for the training of teachers of physical education. This Institute conducts a one year course leading to a Diploma in Physical Education. Admission is restricted to Graduates. Both men and women are trained. No fee is charged; even hostel accommodation is free. So far about 800 Diploma holders have gone out of this Institution.

The Institute also conducts short courses in physical education lasting 2½ months, for classroom teachers of Secondary Schools. The idea is to make all class teachers physical education minded, so that physical education will not remain the concern of a single teacher, but will get the support and guidance of all teachers. This course has been a great help to reduce the opposition that is usually put up by "subject" teachers against physical education. Every one now gives a hand to this part of the school work. Nearly 2,000 teachers have taken this training. The entire cost of the training is met by Government. This includes travelling allowance, free tuition, free hostel accommodation and free food. It costs Government Rs. 20,000/- to train 100 teachers. Annually 200 teachers take this training.

Realizing that the success of any programme of physical education is dependent on a strong base, Government have given special attention to physical education in Primary Schools. Special classes are being organized for Primary

School teachers who are in service. This course lasts two months and is residential. All the expenses of the teachers are met by Government. A class of 40 teachers usually costs Government about Rs. 4,000/-. So far about 4,000 teachers have been trained. An annual budget provision of about 4 lakhs of Rupees are made for this purpose alone. These classes are conducted in each District and are in charge of the District Inspector of Physical Education.

Another measure, but of a permanent nature, for the training of Primary School teachers in physical education, that has been taken by Government, is to appoint at least one Diploma holder in physical education on the staff of each Primary Training College. Physical education, including methods of teaching, is a required part of the Primary Training College curriculum.

3. Physical Education in Secondary Schools.

Most Schools have, by now, at least one Diploma holder and several "Short Termers" on the staff. Three periods per week are provided for physical education for every class, within the time-table, by most schools. Many schools provide a daily period. The recommended standard is a period for every child every day. After-school games and activities are organized by many schools; but this phase of physical education is far from satisfactory as there has been a general tendency for all the teachers, including the physical education teachers, to get off home, when the school closes for the day. Diploma holders are paid Rs. 15/- as special pay. This is not considered satisfactory by the teachers. All teachers handling physical education, including the Diploma holders, have to do some class-room teaching. This academic responsibility seems to add to the status of these teachers, and also to their appreciation of the academic side of education.

A syllabus has been worked out and is being followed with variations wherever necessary.

School managements have, generally speaking, got over their prejudice against physical education and are accepting it as a desirable part of education. They are willing to provide for teachers, playgrounds and equipment.

The biggest obstacle in the promotion of a good programme is the inadequacy of playgrounds. A concerted drive is now afoot to procure playgrounds for schools and also to provide a covered gymnasium for every school. This latter is to conduct the programme irrespective of weather conditions.

Physical Education is accepted as an Examination subject. A detailed procedure for this examination has been worked out and has come into force.

Separate accounts of expenditure on physical education are maintained. 33½% of the total expense incurred is paid as grant by Government to Secondary Schools. 50% to 66% is paid to Primary Schools.

4. Physical Education in Primary Schools.

The plan is very much the same as in Secondary Schools. Practically all schools provide physical education for all the children every day. A syllabus has been worked out with emphasis on informal activities, play and imitations. The work of Primary School teachers is supervised by physical education Inspectors.

5. Contribution by Private Agencies.

Other than by schools, physical education is promoted by a number of private agencies. Vyayam Shalas and Akhadas are run by experts in indigenous activities, particularly wrestling and self-defense activities. These institutions, if they follow certain rules

prescribed by Government, are recognized and are paid a grant to the extent of one-third of their gross approved expenditure. More than 100 such institutions are in existence and a grant of over Rs 20,000/- are paid to them annually.

Organized Regional Associations and a State Association are functioning. Thus there is a Kamatak Vyayam Samithi, a Gujarath Vyayam Pracharak Mandal and an Akhil Maharashtra Sharnik Shikshan Mandal. The last among these has been working for over twenty years and has many major contributions to its credit. The sponsoring of the All India Physical Education Association in 1943 at Amraoti was mainly due to the enthusiasm and initiative of this Mandal.

Mr. P. M. Joseph.



The functions of the Bombay State Association for physical education and recreation is more recent. Its second annual conference was recently held at Ahmedabad and was presided over by the Hon'ble Rajkumari Amrit Kaur.

These private agencies have mobilised the cooperation of many private persons deeply interested in physical education and have helped in implementing the schemes sponsored by Government.

6. Popularization of Indigenous Physical Activities.

Bombay has been for many years a nursery for many fine indigenous activities. In spite

Suspended Malkamb, at the All India Physical Education Conference, Poona, January 1950.



of the British regime some of these have been well preserved, particularly in the villages. One of the special features of the present emphasis on physical education is the revival and popularization of these activities such as Lezhim, Malkhamb, Lathi, Lakdi, Dands, Namaskaras, etc. which were considered unfit for the educated classes, are being made popular. Techniques are being evolved to systematise them and teach them effectively to large numbers. A properly illustrated hand book of Indian physical activities is now under preparation.

7. Inspectorate of Physical Education.

The Head of the Inspecting Agency is the Provincial Inspector of Physical Education. This is a post in the Bombay Education Service, Class I, carrying a salary grade, the maximum of which is Rs. 1,100/- p.m. This Inspector is assisted by District Inspectors of Physical Education, at least one in each District. There are also a few Inspectresses. These Officers inspect physical education, guide teachers and help school managements to meet some of their problems. They also conduct training classes for Primary Teachers.

8. School Medical Service.

A Chief School Medical Officer has been appointed for the Province. He is now working out a scheme to give medical aid to all pupils in need of such aid. The scheme envisages the help of private Medical Practitioners and Government Doctors.

Lezim : class practice by Short-Termers at Kandivali.



9. Camping.

A new experiment that is being introduced is camping for teachers and pupils. Sites are being developed for this in the various beauty spots of the State. A special Camp Officer has been appointed. The plan is to provide holiday camps for teachers for rest and recreation. For pupils, the plan is to gradually make it possible for everyone to attend at least one camp before he finishes the High School. These camps also envisage certain social work projects both in towns and villages.

10. Recreation.

With the coming of prohibition and the legislative measures regulating the hours of work of the employed people, there is an increasing awareness for the provision of recreation for the people. Government are running a few recreation centres in industrial cities. This scheme is soon to develop and it is hoped that a way will be evolved whereby each local community will have its own centre of culture and recreation.

11. Conclusion.

This is essentially a very brief account of what is being done in Bombay. We feel altogether happy over the progress we have

been able to make; but we are aware how much more needs to be done before we can reach a standard comparable with countries in the west. We are reaching only a small percentage of our people and have tackled only a fringe of this problem. Our aim is to make physical education and recreation reach all men and women, young and old, rich and poor.

Kilitatu : University Teams in competitions : All India Conference, Poona, January 1950



ATHLETIC TRACKS — THEIR LAY-OUT

By

K. N. Roy, B.Sc.,

Physical Director, Government of West Bengal, Calcutta

How to find out the dimensions :

An important and interesting item of organisation of an athletic sports meet, is the preparation of the running track. The track requires very careful preparation, because any mistake in its layout is bound to spoil the sports meet. Before marking the track on the field, it is necessary to prepare a plan of the track on paper showing the arrangements for throwing, jumping and running events.

Generally a track has two semicircular bends and two straight sides so that the start and the finish of a race may be on the straight side as far as possible. If the length of the straight sides of a certain track known as the parallels, is known, then the length of its bends, is known and the radii of these bends can be found out by means of mathematical calculations. It must be noted that according to the rules, the actual dimension or what is called

the running distance of the track, is given by a measurement of '3 metres outside the innermost chunam line of the track. The running distance in the other lanes is given by a measurement of '2 metres outside each subsequent chunam line so that in a track of, say, 400 metres, a runner would run exactly 400 metres if he were to run on an imaginary line drawn throughout the whole length of the track at a distance of '3 metres away from the innermost chunam line. This distance of '3 metres and '2 metres which we shall be marginal distance, is 12 inches in the inside lane and 8 inches in the subsequent lanes in the English linear system.

In order to find out the radius of the bend of a track, say, 440 yards in dimension whose length of parallel is 70 yards, we proceed as follows :—

The track is 440 yds. in length of which 140 yds. (i. e. 70 yds. + 70 yds.) is covered by the parallels. Hence a distance of 300 yds. (440 yds. - 140 yds.) must be covered by the two bends. That is, each bend must be 150 yds. in length. Now the circumference of a circle $2\pi \times \text{radius}$ ($2\pi r$).

Hence in this case

$$300 \text{ yds.} = \frac{2 \times 22}{7} \times r \quad (\pi = \frac{22}{7})$$

$$\text{Therefore } r = \frac{7 \times 300 \text{ yds.}}{44} = 47 \text{ yds.}$$

2 ft. 2½ inches.

But this r is the running distance radius of the curve and the actual chunam line will be 1 foot inward. Therefore, the radius of the chunam line bend (technically known as curb radius) will be

$$47 \text{ yds. } 2 \text{ ft. } 2\frac{1}{2} \text{ inches} - 1 \text{ foot.} = 47 \text{ yds. } 1 \text{ foot. } 2\frac{1}{2} \text{ inches in this case.}$$

Let us take another track, say, a 300 metre track with the length of parallel equal to

50 metres each. The length of the bends = 330 m. - 100 m. = 200 m.

$$\text{Hence } 200 \text{ m.} = \frac{2 \times 22}{7} r$$

$$\text{Therefore } r = \frac{7 \times 200}{44} \text{ metres} = 31.82 \text{ metres}$$

Therefore the actual radius of the chunam bend = 31.82 m. - '3 m.

= 31.52 metres ('3 m. is the marginal distance). That radius of the length of parallel of a 300 metre track, is 50 metres, its radius of the bend will be 31.52 metres and vice versa.

Minimum space required for a Track :

There will be different types of tracks for grounds of different sizes. If the ground is a long one, the track with bigger length of parallels will fit in; but in an approximately square piece of ground, the track with smaller length of parallels will fit. A ground may be all right for a 300 metre track but may be too small for a 400 metre track. The track which is planned must fit into the ground available. Then how to find out whether a certain track will fit into a ground or not?

The maximum length and the minimum width required for a running track, are AB and CD respectively as given in Fig. 1. Therefore the maximum space required for a track is $AB \times CD$. Now if,

L be the length of parallel,

r radius of bend,

W width of each lane,

and N number of lanes,

then from the diagram 1,

$$CD = 2r + 2 \times (\text{space occupied by the lanes and the chunam lines})$$

$$= 2(r + NW + NW)$$

$$\text{and } AB = 2(r + NW + NW) + L$$

For instance, in the case of a 300 metre track, with length of parallels equal to 50 metres and 6 running lanes of 1.22 m. each,

$$AB = 50 \text{ m.} + 2(31.52 + 6 \times 1.22 + 6 \times 0.05) \text{ metres.}$$

$$= 50 \text{ m.} + 78.28 \text{ m.}$$

$$= 128.28 \text{ m.}$$

$$CD = 78.28 \text{ m.} (W = 1.22 \text{ m.};$$

$w = .05 \text{ m.}$ according to rules and $N = 6$ in this case)

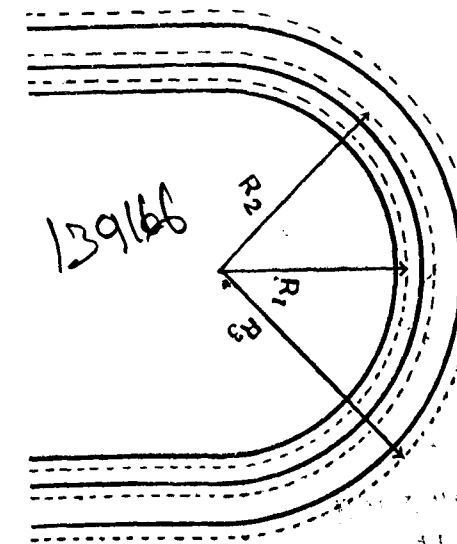
Therefore the minimum space required with 6 lanes, is 128.28 m. $\times$ 78.28 m. according to rules W cannot be less than 1.22 m. but if it is more than 1.22 m. or if the number of lanes varies, then the space required for the track, will vary also.

Stagger starts

According to the rules, all running upto and including 400 metres or 440 yds must be in separate lanes. As the finish of the race must be in one line, men running in lanes away from the inside bend, will have to run greater distances than the inside men, if all of them start from the same line. Hence, in order to make the running distances equal in each case and to keep the finish in the same line, the starting lines in the outer lanes are shifted forward accordingly. This method of starting is known as the *Staggered Start*. In order to find out the distance that has to be shifted forward in each of the outer lanes, we proceed as follows :

Let us number the lanes from the inside, as No. 1, 2, 3, etc. Suppose the length of the course to be run includes one bend, the running distance in the lane No. 1, gives the exact length of the course, which is one foot away from the chunam bend as is shown by the dotted lines in Fig. 2. As the differences in the running distance in the different lanes will occur only at the bend, it is to be found out by calculation how much longer will be the running distance of the lane No. 2, than the lane No. 1, at the bend.

Let r_1, r_2, r_3 , be the running distance radii of the corresponding bends and c_1, c_2, c_3 their respective semi-circumferences. Then $c_1 = \pi r_1$, $c_2 = \pi r_2$, $c_3 = \pi r_3$.



Now $r_2 = r_1 + (4' - 1') + 2'' + 8''$ ($4'$ is the width of the lane, $1'$ is the marginal distance in lane No. 1, $2''$ is the width of chunam lane, $8''$ is the marginal distance in lane No. 2) = $r_1 + 3' 10''$

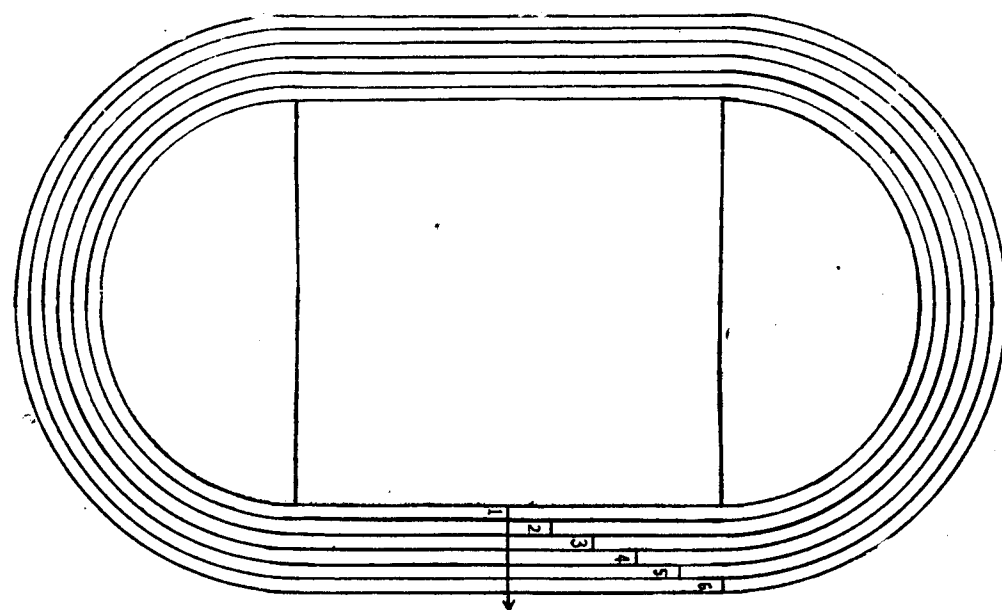
$$\begin{aligned} \text{Therefore, } c_2 - c_1 &= \pi (r_2 - r_1) \\ &= \frac{22}{7} \times (r_1 + 3' 10'' - r_1) \\ &= \frac{22}{7} \times 3' 10'' \\ &= 12 \text{ ft. } \frac{1}{2} \text{ in.} \end{aligned}$$

That is, the running distance in bend No. 2, is longer than the running distance in bend No. 1, by 12 ft. ½ in.

$$\begin{aligned} \text{Again, } r_3 &= r_2 + (4' - 8'') + 2'' + 8'' \\ &= r_2 + 4' 2'' \end{aligned}$$

$$\begin{aligned} \text{Therefore } c_3 - c_2 &= \frac{22}{7} \times (r_2 + 4' 2'' - r_2) \\ &= \frac{22}{7} \times 4' 2'' \\ &= 13 \text{ ft. } 1 \text{ in.} \end{aligned}$$

That is, the running distance in bend No. 3, is longer than the running distance in bend No. 2, by 13' 1" so that the starting line in line No. 2, shall be 12' ½" in advance of the



STARTING POINT *

starting line in lane No. 1, and the starting line in lane No. 3, shall be 13' 1" in advance of the starting line in lane No. 2. It will be 13' 1" in all the subsequent lanes, as may be found out by similar calculations.

In other words, these staggers are $\frac{22}{7} (W + w - 4")$ in the lane No. 2, and

$\frac{22}{7} (W + w)$ in the subsequent lanes. (4" is the

difference between the marginal distances of the 1st and the 2nd lanes, i.e. 12' - 8")

One interesting fact to note is that these staggers are independent of the radius of bend of the track, but they are dependent on the width of the lane (W) and the width of the chunam line (w). According to the rules, W cannot be less than 4 ft. but may be more than 4 ft; in that case the staggers will be different.

* There is starting now a practice of starting races in the curves, using as much as the straights as possible: This is particularly applicable to the 200 m. and 200 yards sprints.—Ed.

Also it will be noted that in the calculation the width of the chunam line has been taken into account, but if we ignore it, the staggers become:

$$\frac{22}{7} (W - 4") = \frac{22}{7} \times 3' - 8" = 11 \text{ ft. } 6\frac{2}{7}$$

$$\text{inches in lane No. 2; and } \frac{22}{7} W = \frac{22}{7} \times 4' =$$

$$12 \text{ ft. } 6\frac{6}{7} \text{ inches in the subsequent lanes.}$$

This raises a very interesting point in laying out a track on the field. If a clear space of 4 ft. is kept in between the chunam lines, then the staggers are 12 ft. $\frac{1}{2}$ inch and 13 ft. 1 inch, but if 4' includes the chunam lines, then the staggers are 11 ft. $6\frac{2}{7}$ in. and 12 ft. $6\frac{6}{7}$ inch. So that whether the staggers will be 12 ft. $\frac{1}{2}$ in. or 11 ft. $6\frac{2}{7}$ in. depend on how the track is laid

out. But according to the rules, the width of the lanes*, must be clear space of 4 ft. and the width of the chunam line must be 2 inches.

In the metric system, the staggers will be

$$\frac{22}{7} (1.22 + .05 - .1) \text{ m.} = 3.68 \text{ metres, in the}$$

$$\text{lane No. 2, and } \frac{22}{7} (1.22 + .05) \text{ m.} = 3.99$$

metres in the subsequent lanes.

As all figures have been calculated by taking into account, one full bend, these figures for staggered starts shall not hold if the competitor has to negotiate a portion of the bend. Therefore starting lines for staggered starts shall not be put in the bends, if these stagger measurements are provided. In case of races including two or more bends, these figures must be multiplied by two or more numbers, as the case may be. For ready reference, dimensions of certain tracks of different sizes are given below:

400 Metre Track

Length of Parallel.	Radius of bend.	Space required (for 6 lanes at 1.22 m. per lane)
.00 M.	31.52 M.	178.28 M. × 78.28 M.
95 "	33.11 "	176.46 " × 81.46 "
90 "	34.7 "	174.64 " × 84.64 "
85 "	36.3 "	172.84 " × 87.84 "
80 "	37.89 "	170.92 " × 90.92 "

300 Metre Track

45 M.	33.11 M.	126.46 M. × 81.46 M.
50 "	31.52 "	128.28 " × 78.28 "
55 "	29.93 "	130.10 " × 75.10 "
60 "	28.31 "	131.85 " × 71.85 "
65 "	26.75 "	133.74 " × 68.74 "
70 "	25.16 "	135.56 " × 65.56 "
75 "	23.58 "	137.40 " × 62.40 "

* The rule reads thus: each competitor shall have a separate course of at least 1.22 metres (4 feet) properly measured, the entire course to be marked with 5 cm. (2 in.) chalk lines " Rule 41—2. The author's interpretation is questionable.—Ed.

PHYSICAL EDUCATION AND SPORTS IN INDONESIA

By

K. Rysdorp

University of Indonesia, Bandung — INDONESIA

Ancient History.

Ancient history of Indonesia does not show many physical activities. Games of Indonesian children and grown-ups are marked by little movement. Their dances too are often not very lively. Symbolic expression is for the greater part made by gestures. A whole code of gestures, specific movements of arms, legs and the head are at the dancer's disposal, but his physical exertions are less important than these expressive gestures. The character of the dance is more epic and narrative than emotional. The dance is more a popular act, rather than an affair of the people, one or a few dancers reminding the public of the old sagas through a generally understood code of expression. There are a few Indonesian people, it is true, who come to the exotic dance, but on the whole the dance is of a different character.

Only one special tribe with a civilisation of their own are well-known for their high jump: they are the inhabitants of Nias, an island to the West of Sumatra. In this respect they may be compared to the Watussi in Africa. This remote tribe shows striking resemblances to the original civilisation of the Niassi, not to be found in the rest of Indonesia, a fact worth going into accurately.

Indonesia does know an original form of wrestling — *pentjak*, — which however is much more of a symbolic fight than the western defence-sports. Even to-day *pentjak* is practised. So we may state that physical education and sports in Indonesia have been imported from the West.

Recent Trends.

The development of physical education is wholly similar to that in Holland. This is clear, if you keep in mind that teachers from Holland brought physical education and sports to Indonesia (the then Dutch East Indies). These teachers naturally imported their views as to their subject from Holland. Accordingly, when in the first few decades of this century physical education was introduced into Indonesian schools, training was given in the German way, as first developed for schools by Adolf Spiesz, later improved by Alfred Maul. Naturally, when this training was put into practice into Indonesia, it was adapted to the needs of this country. The system ruled for a number of years, also owing to the fact that future teachers of Indonesia were taught this school gymnastics at their teacher-colleges.

In the army, the same physical education was found at that time. But in addition soldiers acquainted the people with several sorts of sports.

For the first few years physical education was optional at secondary schools. Given after school, it was in the hands of military men. Special teachers of physical education were not sent out yet. They were not formed in Indonesia either. On the whole educational authorities were not in favour of physical education. They did not think the tropical climate suitable for exerting physical activities. Intellectual school training, they thought, would be hampered by them, and the children's physique would not be proof against them.

During World War I there was also a different view. A military surgeon, Dr. H. F. Minkema, was appointed in Malang, Java. He was an enthusiastic supporter of physical education, notably Swedish Gymnastics were introduced into the navy, the army and schools. This he achieved in 1919, a year after his arrival.

It should be borne in mind that at the same time the battle between German and Swedish gymnastics was fought in Holland. Swedish gymnastics were introduced into the navy and the army there too. But at the schools this system was strongly opposed by the teachers of physical education, so that German gymnastics won the battle there.

The Indonesian schools, however, did not have a corps of professional men for physical education, so the result of this battle of gymnastics in the navy and the army was simply transferred to the school world. For, as we stated, physical education was in the hands of military men.

Swedish gymnastics were promoted through the military school for gymnastics and sports, opened at Bandung (Java) in 1922. This was a two years' course and an official qualification to teach was established. Civilians too could attend the school. Thus the first training for gymnastics in Indonesia, was a fact.

At the teacher-colleges, where physical education had been taught for years, training was given in the same spirit. Mr. F. N. A. Claessen (who had been appointed Inspector of Physical Education in the meantime) writing a guide. Moreover, teachers were qualified in this new method in holiday courses.

At the secondary schools, however, physical education remained optional and in the hands of military men.

Renewal.

But a change was to come soon. The cause of physical education made progress with both

parents and educational authorities. At the secondary schools they wanted full-qualified and education-minded teachers, requirements the ex-soldier could not always come upto. Thus the first few teachers of physical education were sent out from Holland in 1926, their number increasing in the course of years.

On their arrival in Indonesia these first teachers were sent to the military school for gymnastics and sports at Bandung for sometime. This, however, was of little importance, for naturally the military instructors could not bend the conviction of these generally educated teachers into the Swedish way, put into practice by the military school. So this detachment was not continued. The official way was the Swedish, but the teachers were free as to what they wanted to practise at school. So, similar to the development in Holland, we see in Indonesia first the Hague system, after that, gradually the more modern motion-education. The military school lost its importance and disappeared.

When World War II shut off Indonesia from Europe in 1940, a college for secondary school teachers was founded at Surabaya (Eastern Java). Unfortunately, this school had to be closed eighteen months later by order of the Japs.

After the war, training of physical educators was taken in hand again, but this time connected with the University of Indonesia. To this end, the Academical Institute of Physical Education was founded at Bandung in 1947, under

A Class at Semaphore Flag Drill



the auspices of the medical faculty. This institute should be considered the University continuation of the institute started at Surabaya in 1940. Thus the foundations have been laid for a thorough training of future leaders of Physical Education and Sports in Indonesia. Sports.

In the twenties the arrival of Dutch teachers of physical education caused the several sports to be more and more practised. Thus kasti, baseball, Dutch basketball and German hand ball were introduced in the secondary schools. Track and Field and school-swimming were also introduced.

Diving: At a Modern Pool



Kasti took a high flight so that even a kasti-league was established. The war caused this league to disappear though, and to-day the game is no longer played in competitions, except at elementary schools.

Baseball and handball seldom got outside schools, but Dutch basketball is played outside school in leagues.

Track and field developed into an item for competition. Even before the war track and field was practised rather enthusiastically, but except for soldiers and pupils of secondary schools, few people are interested in track and field.

Besides school swimming as a fixed item at the programme for physical education in secondary schools, swimming as a major sport is to be found in towns with good swimming pools. Such is the quality of swimming, that two swimmers of Indonesia (a polo-player and a fair-jumper) could be admitted to the Dutch team for the Olympiad in London.

We must state that until now soccer is the only sport that has got hold of large groups of the native population (next to kasti, which of course remained restricted to the young). This sport was accepted, also through the example of the soldiers. It is seldom seen at schools; but, outside school it is the outstanding sport.

American basketball, introduced much later, is still played most and best by the Chinese. At Chinese schools this game is taught. Weight lifting too is mostly a Chinese affair in Indonesia, boxing never rising above the level of gambling and public entertainment, except of course in the training of soldiers and policemen, where to some degree fencing is also taught.

Moreover, we may report, that tennis is much played by the immigrant population. Badminton has most supporters among the

Chinese; and to-day some badminton courts may also be seen in the villages. Horse racing too is promoted in suitable districts to stimulate the breeding of horses. It has little influence on sports in general for that matter.

The latest acquisition is volleyball, which was known as a school game, it is true; but an intensive game it became only after the war. Especially by the soldiers it is much played and with gusto. Many military competitions and tournaments are the result of these. This also originates in the far better organised military

physical education after the war, looked after by special officers (all of them physical educators) under the supervision of Major W. Teixeira, and with a military school for sporting-instructors at Bandung. The edition of the volley-guide by the author may have made a modest contribution towards good practice of intensive volleyball. To-day volleyball is more and more played by secondary schools, and the first civilian volley-ball competition is being organised by the students' organisation of the Academical Institute of Physical Education at Bandung.

SECOND BOMBAY PROVINCIAL PHYSICAL EDUCATION CONFERENCE, AHMEDABAD, APRIL 1950

** The Presidential Address of*

The Hon'ble Rajkumari Amrit Kaur

I welcome every opportunity given to me for associating myself with the activities of associations and other agencies, which are established for the purpose of promoting better health. Physical education falls in this category.

The importance for any country of developing an adequate physical education programme cannot be gainsaid. We have evidence to show that in ancient times even the most primitive people used to go in for physical activities, as an outlet for the expression of their emotions. Perhaps the most natural mode of such expression was the dance; and primitive society indulged also in such activities as running, wrestling, archery, boxing, climbing, swimming, fencing and boating.

To the civilised nations of ancient times healthful activity became part and parcel of the nation's culture. Swimming, wrestling, tumbling, archery and recreational games are

prominently portrayed in drawings found in ancient Egyptian sculpture. Ancient Persia emphasised the desirability of acquiring physical skills; horse-riding and warfare were included in the art. The civilisation of ancient Greece laid the greatest emphasis on physical culture which was essential for the development of a strong and beautiful body. So far as our own country is concerned, the body was by no means neglected. We have only to turn to the highly developed science of Yogic Asanas which has not had the encouragement due to it but which will, I hope, find a place also in our educational institutions under properly trained experts. We have ample evidence in the writings of Vedic times that physical education was regarded in Hindu civilisation as most important even by those who were responsible for the training of the mind. In the immortal epics of Ramayana and Mahabharata many of the descriptions of the heroes are in relation to their physical prowess. It has even been

** Being Abstracts from the Address to the Second Bombay Provincial Physical Education Conference, April 1950.*

stated in our ancient writings that those who were physically unfit were not eligible for Heaven nor could they claim from the gods to bestow prosperity in life on them.

During the last two decades radical developments have taken place in all civilised countries in the concept and content of physical training. It is now universally recognised that physical culture plays a very important part in the intellectual and moral development of the people and that the time and effort spent on it are fully justified.

Today more than at any other time, the need and importance of physical education must be recognised. Mechanisation and labour-saving devices, consequent on increasingly rapid industrialisation even in a country like ours, have reduced the opportunity for healthy exercise in every day life. The deterioration in health of city folk is a natural corollary needing no comment.

By promoting an interest in health-giving recreation, those diseases of childhood and adolescence namely sensitivity, inferiority complex, abnormal aggressiveness and a sense of frustration, will be greatly diminished. This is an objective with far reaching possibilities of good and deserves adequate emphasis.

The chief obstacles in the way of the development of an active and healthy physical development programme in the early school years are unsympathetic teachers, apathetic parents and an un-informed public. A physically ill-developed child is a mal-adjusted child who finds it difficult to make friends or think in terms of the group rather than of himself. I have already said that a sound body is inseparable from a sound mind. Instructors in games and physical exercises have, therefore, an opportunity, second to none, for rendering outstanding public service.

Physical education, health education and recreation are so interlinked that

no clear-cut separation can be made between them. Yet each contains much that cannot be included in the other. All life is experience. Physical education might be defined as a phase of education which will develop the whole individual primarily through participation in activities. Health education should contribute to knowledge of how to lead a healthy life. In modern medical science psychology, psychiatry, physiology and sociology have all tended to re-inforce the conception of health as one of total fitness. Physical, mental, emotional, social and spiritual health are but facets of the whole. It is, therefore, highly important that physical and health education, including recreation, should be in the hands of highly trained individuals who realise the importance of their task and the possibilities within their grasp of turning out young citizens, sound in body as well as in mind. A *sine qua non* of efficient physical and health education is an efficient health service for our children. Health service, health supervision, health instruction and physical education must all go hand in hand.

What then should be the ideal before us? It is essential that educational authorities should have some guiding principles with respect to physical education also. In this connection I can do no better than quote from the report of a committee of American teachers who have asked to formulate principles for the guidance of instructors. After stating that Health, along with economic independence, forms the groundwork of moral integrity, mental soundness and emotional stability, they declare their adherence to the following ideals:-

"(a) We must maintain a health service which shall at the earliest possible moment in the life of the school child discover and correct, as far as may be, those defects which would interfere with health, which shall detect and ward off both personal and epidemic diseases that threaten health; and which shall engage

the cooperation of the home and all other agencies to give to every school child continuous, normal, robust health.

(b) We must provide opportunities for children to learn and practise those skills which tend to promote a sound, vigorous, and harmoniously developed body as the home of a happy, wholesome, integrated personality, giving emphasis to the strengthening of muscles and vital organs, the development of physical and moral courage the enlargement of the natural love for recreational games in the physical education field.

(c) We must provide as far as may be possible other wholesome recreational interest and hobbies which, while valuable at the time, shall look forwards to later days when play and recreation mean so much but are so unattainable unless brought forward from youth.

(d) we must provide instruction in health facts and health practices so fitted to the needs and interests of the child at varying stages of his development and so buttressed with worthwhile activities that such facts and practices shall be continuously fused into the being of each child by an unfaltering enthusiasm for healthful living.

(e) We must see to it that the surrounding, of all children in school, whether in equipment, school procedures, or general morale, shall in no ways hinder, but shall rather aid the fullest development of every child in the matter of health.

(f) We must aim to have every teacher fully equipped with health information and a living embodiment of good health and of all the characteristics of body, mind and spirit which properly belong with it.

We must endeavour to lead youth into an attitude toward life—its problems, opportuni-

ties and responsibilities—which will buttress it with courage and suffuse it with a kindly glow of geniality and service".

The translation of these principles into practical achievement will require a wide expansion of social services in many fields. For instance, the promotion of measures for the harmonious development of the mind and body of a person should start much earlier than at the school age. Sound mothercraft forms the basis on which the infant's health is built up. Training in hygienic habits should start at the earliest stage of life. Therefore, maternal and child health services working in the homes of the people must play an important part in educating parents for the proper upbringing of their children. At the pre-school age the nursery school, promoted on sound lines, will be the place where proper medical attention for the detection, treatment and prevention of defects can be provided as well as the education of these children on lines designed to make them socially minded, self-reliant and with a growing interest in the life around them. At a still later age when they enter schools the opportunities become still greater for promoting healthful activities and recreational facilities. The purpose of all education is to bring out the innate faculties in each person and to enable him or her to adjust harmoniously, as far as may be possible, to the changing physical and social environment with its accompanying stress and strain. The social services necessary for such a programme of education are of an extensive nature and, while realising the many difficulties that confront us today in attempting to carry out this programme, I would point out that, unless these objectives are constantly kept in view, and unless we are prepared to press for their progressive realisation, there is little chance of any reasonable advance being made within a memorable length of time.

NEWS AND VIEWS—THE POONA CONFERENCE AND THE BOMBAY OLYMPICS

By

A. K. Singh, B.A., M.S.,

Vice-Principal, Y.M.C.A. College of Physical Education, Madras

The Second All India Physical Education Conference was held at Poona on January 6th, 7th, 8th and 9th under the presidentship of General Cariappa. Eminent people such as Sir R. P. Paranjpye, Dr. M. R. Jayakar, Mr. L. B. Bhopatkar, Prof. D. B. Deodhar, Mrs. Kamalpari Deshpande and Mrs. Indirabai Deodhar and others graced the occasion with their presence and spoke at its deliberations. There were about 500 delegates from all parts of India and some of the leading Physical Educationists contributed to the success of the Conference.

There were three aspects of the Conference: First All India Tournaments in indigenous games such as Chedugudu, Kho-kho, Langri, etc., were conducted when 700 competitors, both girls and boys, participated in these tournaments. Such All India Competitions in indigenous have never been organised before. It was a good start for the promotion of Indian games which are now given their due importance. The second aspect was demonstrations which were both very prominent and educative. Some of the very outstanding exponents of Indigenous activities were seen in action. The demonstration consisted of a variety of activities and the participants were school pupils as well as private and government agencies such as Akhadas, Home Guards military and police. One of the most extraordinary items was the display of Physical Fitness exercises by 300 housewives, who were women of all ages, sizes and shapes. It was very interesting to watch the enthusiasm and keenness with which mothers from all classes and of ages varying between 20 and 60 years of age, participated as

a group and gave a grand performance. The standard of the demonstration was very high and it was an eye-opener to all who watched, and it showed that India of to-day has definitely given due importance to the value of sports and physical exercise for efficient living. The third phase of the conference consisted of reading papers and discussions of current topics of Physical Education and Recreation.

The material presented in the papers was rather mediocre in general and the participants lacked the scientific knowledge that should be expected in a conference of that nature. The conference authorities had thrown open the contribution of papers to any and everyone instead of inviting outstanding people in the field who would have been better fitted both by their qualifications and their experience to contribute to the knowledge of other delegates.

Council of National Physical Education and Recreation

The Council of the National Physical Education and Recreation Association, held its sessions during the Conference. Some very important decisions as to the promotion and standardisation of Physical Education and Recreation on a nation wide basis, were made. The National Association has also undertaken to co-ordinate the efforts of provincial organisations and has offered to send recommendation and advice to the Education Department of the Central Government. An organisation of this kind was badly needed in India specially to develop an uniform programme of Physical Education and to standardise the rules of Indian games. The activities of the National Association will

definitely strengthen the ties between indigenous and foreign systems prevalent in this country and the leaders of Physical Education and Recreation will have an opportunity to develop their knowledge and to share their experiences to make the foundation of games and sports more stable and to put India on the international level of sports.

Indian Olympic Games.

The Fourteenth Indian Olympic Games were held at the Brabourne Stadium at Bombay on February 10th, 11th and 12th. National championships were held in Athletics for men and women, and in Basketball, Volleyball, Chedugudu, Wrestling, Weight lifting, and Cycling. 700 competitors from all the provinces of India participated in the Olympic Games. The national games were opened by Raja Maharaj Singh, on 10th February with picturesque and colourful ceremonies. The March Past, the unfurling of the Olympic flag, the release of pigeons, the taking of the Olympic oath by the veteran athlete Woodcock of Bombay, and the arrival of the torch-bearer, were all very impressive. Bombay should get the credit for holding the games at a very short notice after it became known that Bengal was unable to stage the games owing to the present disturbances there. The housing of about 700 athletes and officials and providing rations to the visiting teams was a tremendous job and the host province achieved this with success because the sporting public and the Government of Bombay gave full support to the organisers.

Patiala again won the championship in Athletics and Gurunam Singh of Patiala was the winner of Decathlon, a unique honour. Women's athletics were won by Bombay. The championship in Basketball went to Rajputana, Volleyball to Punjab, and Kabaddi to Bombay. Some very keen contests and outstanding performances were witnessed and several Records were broken. Lavy Pinto of Bombay, a new comer, proved a sprinter of

great promise. With proper training Pinto is likely to achieve honours in international competitions. Practically all the long distance races and the walking competitions were won by Patiala athletes. Roshan Mistry of Bombay was the most outstanding woman athlete and no doubt that through her and Banoo Gazder's contribution, Bombay annexed the Woman Championships. Madras had sent a full quota of athletes and teams for various games. Lakshmanan won the 1,500 metres race, De Classe won the 400 meters hurdles, and H. Rebello won the Hop-Step and Jump. The first two athletes did creditably well and established new records. Rebello, indeed won, but he was nowhere near his previous form. The Madras Volleyball team should have won the championship, but they lost their morale and gave up the fight. Mani our only cyclist did very well and has been selected to represent India at the world competitions at Brussels next year.

It is very obvious from the new records established that Indian athletes are on the ascent and the day will not be far when they will achieve international standards. Our sportsmen need intensive training and proper dieting to be in perfect condition for big competitions. The proposal of sending Lavy Pinto for receiving coaching to America does not seem to be very sensible because if he goes there, he will be the only one to benefit. The better thing to do will be to utilise the same money to appoint extra coaches in India who may train many athletes of this country and thus establish a stream of promising athletes. Wrestling and Kabaddi created some headaches to the officials. It is high time that uniform rules of Kabaddi should be formed and international rules of wrestling be adopted for national competitions and at provincial meets as well.

During the Olympic games the meetings of various sporting bodies were held; and the National Volleyball, Wrestling and Kabaddi Federations were formed.

At the meeting of the Amateur Athletic Federation the following decisions were made :

1. Those provinces that have not yet organised Athletic Associations should be urged to do so.

2. All provincial athletic associations should conduct training courses and camps for athletes to improve the standard of athletics in India.

3. The Federation should prepare a panel of experienced officials and conduct tests to qualify officials who alone will be allowed to officiate at athletic meets.

4. The next Athletic championships will be held at Ludiana in the month of September when six best athletes in each event from the last Olympics will compete and the winners will represent India at the Asian Games in November 1950 at Delhi.

There is a big controversy going on as to which organisation was entitled to conduct the Asian Games at Delhi. The tussle is between the Indian Olympic Association and the Indian Amateur Athletic Federation. In my opinion the Indian Olympic Association should organise the Asian Games since that body has the greatest connection with all International sports. The Indian Amateur Athletic Federation can have no control over any other sports controlling body, while the Olympic Association is in a better position to co-ordinate the activities of various organisations in the country.

Sports enthusiasts in India would do well to forget personal differences and quit indulging in squabbles which are detrimental to the fair name of sports. They should all join hands and put their shoulders together to promote sports in this country. From an observation of what is going on in this field the impression

arises that there are quite a few individuals who want to use sports for grinding their own axe and to come into the limelight. This is very unhealthy and sooner it ends the better it will be for one and all; otherwise Sports as a whole will suffer and the young athletes will be deprived of any real opportunities to put India on the world level.

XV Indian Olympic Games.

Madras should be proud that the next Olympic Games have been awarded to her. It is a great opportunity for this State to show to the rest of the country what co-operative effort and careful technical planning can achieve. It is a big responsibility and requires considerable preparations and finance. Madras is fortunate in having the Y. M. C. A. College of Physical Education and her Alumni who are all well-versed in this field and ought to do an excellent job with proper support. It is hoped that the Government of Madras and the general public will rise to the occasion and will give the necessary financial help to the Madras Association to enable them to play the proper host to the athletes of the country and to carry out their responsibility to enhance the prestige of this State.

Athletic Training Camp.

The Indian Amateur Athletic Federation has taken a praiseworthy step in organising a Training Camp for Athletes and Officials of India at Sabathu near Simla, from 16th May till the end of June. Every State in this country should conduct such Camps for the benefit of the Athletes and for the scientific development of Sports and Games and to instil the correct attitude in both officials and sportsmen that the 'The main issue in life is not the victory but the fight, the essential is not to have won but to have fought well.'

T. W. ARNOLD

Born in Ashtabula County Ohio Jan 1, 1911

Grew up at Ada, Ohio, a small college town. Lived one hundred yards from the college gym, and two hundred yards from the college athletic field. Decided to enter Physical Education while still a small boy. Attended Ada High School and played football, basketball, and competed in track all four years.



Captain of Mid-Western League Basketball Champions and District Track Champions in Senior Year. Placed second in mile run in state high school track meet and second in the National Open Indoor mile run. Competed three years in football, basketball, and track at Ohio Northern University. Graduated with B.A. degree and Major in Physical Education in 1934. Got M.A. in Ph. Ed. Columbia U. 1939. Taught Physical Education and coached football, basketball, track and baseball in high school from 1934 to 1941. Had championship football and basketball teams at Canton South high school. Joined Staff of the

Canton Central Y.M.C.A. as Physical Director in 1941. Coached Junior and Senior Y.M.C.A. swimming champions in 1942. Accepted a Commission in the Naval Aviation program in 1943 and was assigned to the Navy Pre-Flight School at the University of North Carolina. Served as a Platoon Commander, taught Physical Education and coached Swimming, Basketball, Football, Volleyball, and track. Assigned to the Technical training Command at Corpus Christi Texas 1945. Served as Company Commander, taught advanced swimming and life saving and coached the Station tennis team. Returned to the Canton Y.M.C.A. in 1946. Served on the Ohio West Virginia Y.M.C.A. Physical Education Committee. Was Vice Chairman of the Y.M.C.A. Area Physical Education Society. Was an Official representative to the National Y.M.C.A. Physical Education Council Meeting 1949. Was an Official delegate to the National Y.M.C.A. Aquatic Conference 1949. Joined the Staff of the International Y.M.C.A. Committee in April 1950. Married and has one son Teddy age 5. Teddy is a swimmer. Both Mr. and Mrs. Arnold have singing as a hobby. Mrs. Arnold was singing professionally in the United States. All three of the Arnolds are very happy to be in Madras. Mr Arnold loves his work at the Y M C.A. College and believes it to be very worthwhile.

COLLEGE NEWS

The College and The Olympic Games :

The Madras Olympic Association which was not functioning for the past few years was revived by the efforts of the College authorities and the 23rd Madras Provincial Olympic Games were conducted at the College from the 21st to 28th January, 1950. The Games included tournaments in Chess, Volleyball, Basketball, Netball, Boxing and Wrestling, competitions in Swimming, Tract and Field for boys, girls and women and men. Over 700 competitors participated. The staging of the Olympic Games at the College provided very much experience to the students under training. They were able to witness games and competitions of a very high standard and also help in organising and conducting them. C. A. Pooviah Coorg created a new Shot Put record of 38 feet 1 inch for Madras. Thakore of Baroda also distinguished himself in the long distances. Both Pooviah and Thakore were selected to represent Madras at the All India at Bombay.

A party of 50 students, men and women, were also able to accompany the Madras Olympic team to Bombay and witness the XIV Indian Olympic Games held at the Brabourne Stadium from the 10th February to 12th February. Besides witnessing the Olympic Games, these students visited several places of interest in Bombay including the Training Institute of Physical Education at Kandivali. The trip to Bombay was a great educational experience to the party.

COLLEGE DAY :

The College Day of the year was celebrated on the 17th March 1950. The day began with the hoisting of the National Flag at 7 a.m., followed by a very keenly contested Softball match between two teams from among the students.

In the evening, there was a public meeting at the Buck Memorial Theatre over which the Hon'ble Sri K. Madhava Menon, Minister for Education, Government of Madras, presided. Mr. Abdul Haq Principal, Presidency College, Madras, addressed the out-going students. The Principal presented the Annual Report.

Following the meeting, there was a demonstration of physical activities taught at the College, activities taught to both men and women. The tumbling, the tableaux, and the lezim by men and the folk and classical dances by women were very much appreciated by the large gathering. The demonstration was very educative.

ALUMNI DAY :

Alumni Day this year was fixed on the 18th March, the day following the College Day. Several Alumni from far and near were present on both days. It was a great joy to have such a large number of our Alumni come to the College for a reunion. Letters from a great many from all parts of the Indian Union and also Ceylon were received wishing the College Day and the Alumni Day every success.

ALUMNI DIRECTORY :

The College is compiling a Directory of the Alumni. All our Alumni who are readers of "Vyayam" may send us a note giving their address. This is very urgent. To keep in close touch with the Alumni the College has plans to publish a News Bulletin giving more detailed news of the College.

WOMEN'S INTER-COLLEGIATE :

The Women students entered the Women's Inter-Collegiate competitions this year and did creditably well. Our team won the Netball championship and the championship in Track and Field, and were runners up in the Ring Tennis and Softball.

THE YEAR 1949-50—A RETROSPECT:

The year 1949-50 was a memorable year in many ways. The student body recorded the highest number in the history of the College, 149 men and 39 women. Two short courses of three months' duration were conducted during the Summer holidays for batches of 40 Ex-servicemen. The year was a very busy one for both staff and students. The Founder's Day, the Independence Day, the Camp at Perungudi, the Madras Provincial Olympic Games, the College Day, the Alumni Day were some of the celebrations at the College in which the students played an important part and learned a great deal.

The student body as a whole were a very keen lot, eager to learn and improve. They responded admirably to all the demands made on them and the College is very appreciative of their contribution to College life. The College is really proud of the student body of 1949-50 and we have every reason to believe that each one of them will do his or her very best for the cause of Physical Education. The year 1949-50 was a very happy year for both students and staff, and we now look forward to a happier year beginning on 1st July, 1950.

C. C. Abraham,
Principal.

24-5-'50.

WELCOME ADDITION TO THE STAFF

All Alumni will be interested to know that thanks to the International Committee of the Y. M. C. A.'s, New York, Mr. Theodore W. Arnold, a specialist in Aquatics, Track & Field and Basketball, has joined the Staff of the Y. M. C. A. College of physical education, Saidapet.

Mr. Arnold is an M.A., P.E., of the Columbia University (1934) and an A.B. of Ohio Northern University. He went also through a Post-war Refresher Course at George Williams

College in 1946. He also holds the Y. M. C. A. Aquatic Director and American Red Cross Aquatic Inspector Certificates.

He comes with a very wide experience of Physical Education and coaching in Basketball, Baseball, Track and field and American Football in Public High Schools and in Swimming and Life-Saving at Canton Y. M. C. A. (1941-'43). He was also Physical and Military Training Officer at the Naval Aviation Preflight School University of North Carolina, 1943; and from here he was, in 1945, transferred to Naval Aviation Technical Training Command, Corpus Christi, Texas, and placed in charge of advanced swimming and life-saving.

Some of Mr. Arnold's special achievements may be listed:

He coached the Championship Teams in Track at Hartford Ohio High School (1939); in Football (1943) and in Baseball Ohio South High School, Canton (1946). He was a member of the Ohio West Virginia Area Y. M. C. A. Physical Education Committee, and Vice-Chairman of the Area Physical Education Society. He also served as representative in the National Y. M. C. A. Physical Education Council (1949) and at the National Y. M. C. A. Aquatic Conference (1949).

FROM THE ANNUAL REPORT OF THE COLLEGE for 1949-50 *

In the space of over a quarter of a century the College has sent out nearly 2,500 trained leaders to various part of India, Burma and Ceylon and also Siam. Today the Y. M. C. A. College stands as a monument of the vision, courage and faith of its founder, the late H. C. Buck.

1950 completes thirty years of work this College has been privileged to do. The College

* Condensed by the Editor.

is today recognised as one of the finest institution of Physical Education in this country as well as in the East.

Purpose: The purpose of this College is in a broad sense to train leaders for our community. We are convinced that Physical Education, under sound leadership, can be of immense good to the Nation. Physical Education, of the right type has an important part to play in the process of developing National Physical Fitness and maintaining it. It also has a great part to play in building up a democratic society in India. Well-trained and well qualified leaders in this field are an urgent need of the times.

Students: The College enrolled 220 students, the highest number in its history. After a process of weeding out, we have now a strength of 144 men students and 38 women students. Out of this total of 182 students, 18 students (12 men and 6 women) take the Diploma Course in Physical Education, 69 students (51 men and 18 women) take the Higher Grade Government Certificate Course and the remaining 94 students (80 men and 14 women) take the Lower Grade Government Certificates Course. As usual, our students are drawn from all parts of the Indian Union and Ceylon.

Women's Section: We had only 18 Women students last year. This year we have 39 students, 25 students from this Province, the rest come from Ceylon, Punjab and other parts of India. In this connection, the success of our Physical Education Programme from a broader and national point of view will depend even more on what we do for girls and women.

University Diploma Course in Physical Education: This is the first year the College is offering the University Diploma Course in Physical Education. Although the course was widely advertised all over the Indian Union and although there were a

number of requests for Prospectus from all parts of the country we have only 12 students enrolled to this course. This is very discouraging. There are two reasons for this poor enrolment. First, no suitable posts await the candidates after training either in schools or colleges. Secondly, the salary and status offered to physical Directors are not sufficiently attractive enough. The University and the Department of Education are responsible for this. It is high time that the University enforces the standard of one Physical Director for every 250 students in colleges and the Department of education insists on a Director of Physical Education for every completed high school. We earnestly appeal to the University authorities and the Department of Education to enforce this standard in colleges and schools.

Enrolment in the Higher Grade and Lower Grade Courses: There is an increase in the enrolment for these two grades. It is a well known fact that there is a serious dearth of Physical Education teachers in this Province. The College has put up a proposal to Government that if sufficient hostel accommodation is provided it will be possible for the College to train upto 400 students in the year.

Women's Section: In 1949, Government passed orders handing over the women's section to the College for a period of five years preparatory to a permanent transfer of the section to the College. The College is thankful to Government for this. This arrangement will help the College to make long-term plans and improvements to the section. We have on our staff three women Lecturers in Physical Education and a part-time Folk Dance Instructors.

Work at the College: The work at the College has been carried on in an efficient and smooth manner with the full cooperation of the staff and the ready response of all the students. We are happy to record that except one, all the students sent up for various examinations in 1949 came out successful.

A newer emphasis is being given at the College to indigenous physical activities. Good reports are being received that these activities are proving quite popular among the school pupils.

The College has been alert to changing trends in educational procedures and has readily incorporated into its methods those steps which seemed to be in the best interests of our young people. With the gaining of independence, our country has a new status, a new outlook and a new responsibility. The contents and emphasis of education has to be completely re-orientated. In this total process, Physical Education too has to re-think and readjust its programme. Unrestricted by hide-bound regulations we enjoy a degree of freedom to strike along new paths, and make new experiments, which freedom we use with every possible caution and discretion. By doing this, we are having many interesting and valuable experiences which we share with others.

How else the College Serves: The College undertook the responsibility of conducting two short courses of 3 months duration for 40 ex-servicemen. The first short course was held in the months of May, June and July last year and the second course commenced on the 8th of March, 1950. The 40 ex-servicemen selected out of a total number of over 400 applicants are with us today. After this short course of training, they will be resettled in civil life as Physical Education Teachers in our Schools. It is quite likely that this short course may be continued for the next few years.

We also strive to be of service to many in the field of Physical Education in a variety of ways. Our College is a clearing house for problems on Physical Education referred to us by people from far and near. Technical advice on starting similar institutions, courses of studies, staff, budget, and finance, lay-out and equipment of playfields and playgrounds for schools, colleges and universities, testing and

measuring in the field of Physical Education, clarification and interpretations of rules of games and sports, etc., are matters of routine at the college which are undertaken cheerfully.

The Community Recreation Centre opened a year ago at the college is fulfilling a great need. A very large number of young people living in the neighbourhood of the college take advantage of the facilities offered at the centre. We believe that every educational institution must serve the community in this way and it is also our hope that this work will grow. It is in our plan to offer a one year course in Recreation leading to a Diploma. Recreation under trained leaders has a great part to play in bringing together all the different sections of our population and in building a spirit of common brotherhood and friendliness essential to a democratic society.

The Madras Olympic Association which has not been functioning for some years was revived by the college and the XXIII Provincial Olympic Games were held at the College from the 21st to the 28th January. A team of 50 selected athletics were sent to Bombay to participate in the XIV Indian Olympic Games. Madras achieved distinction in Track and Field, Volleyball and Weight Lifting at Bombay. It can now be said of Madras that it is once again on the map as far as Olympic Games go and the 1952 Olympic Games are to be held at Madras. The staging of the Provincial Olympic Games at the College was of great educational value to the students and it may be mentioned that over 50 students accompanied the Madras team to Bombay to witness the Indian Olympic Games.

The annual sports of the Madras Girls Schools Athletic Association and the Women's Inter-collegiate Athletic Association were both held at the college. Our women students helped at both these sports and gained valuable experience. Our playgrounds and swimming pool are in constant use by schools, colleges and other organisations. Our students and staff members help

as referees and officials in various tournaments and sports meets. The Y. M. C. A. College has developed a tradition and a reputation for competence and impartiality in the conduct of games, sports and competitions.

Finance: The College has been growing fast during recent years. Its enrolment has gone up almost double in the last three years. The staff had to be enlarged. We have now 12 members on the staff.

The International Committee of the Y.M.C.A. in New York is sending our Mr. Theodore W. Arnold, a fully qualified Physical Education specialist to join our staff by the end of June. The salary scale of the staff has now been revised. With the growth of the College, the financial burden on the management has also become heavier. The National Council of the Y. M. C. A. is now spending three times the amount it has been spending in previous years, and it is increasingly becoming difficult for the National Council to meet the heavy demands on its finance. An appeal was made to the Government of India in May 1949 for a grant for the College. We were almost assured of a grant, but on account of the financial difficulties experienced by the central Government, our grant has not been sanctioned yet. It is our hope that the Government of India will, in spite of its difficulties, come to our help and give us a generous grant. Ours is an All India Institution training students from all parts of the Indian Union and the Government of India has some obligation in this matter. We are very appreciative of the encouragement we have been receiving from the Madras Government from time to time in the form of teaching grant to the College.

The College has some urgent needs. More hostels and better hostels for students, quarters for the staff and separate building for our library, are badly needed. The College has also future plans of expansion. These cannot be undertaken on grants paid on recurring expenses alone. Newer developments involve large initial

expenditure. A stage has come when the College cannot with its existing hostel accommodation admit a larger student body. The stage also has been reached where the staff is finding it difficult to carry on their work living in unsuitable quarters available on the campus and in houses outside. At the College, Quarters for the staff has become an urgent necessity. The training of leaders for Recreation work must be started without any delay. Training of Youth Leaders for various kinds of youth organisations is another line of service which the College must undertake very soon. For all these we appeal for liberal gifts to our people and to our Government.

Acknowledgments: Among visitors to the College were His Excellency the Governor of Madras, the Hon'ble Sri P. Kumaraswami Raja, Chief Minister, the Hon'ble Sri K. Madhava Menon, Education Minister, Dr. P. V. Cherian, Mayor of Madras, Mr. Anthony S. De'Mello, President, Board of Control for Cricket in India, David M. Robinson from North Shields, England, J. Forrester Paton, Chairman, Worlds Committee of Young Men's Christian Association, Sir Millington Drake, Chairman, Inter-National Olympic Reception Committee, England, Dr. Emil Brunner, great theologian from Zurich University, Mr. D. F. McClelland, Executive Secretary International Committee of the Y. M. C. A. in New York and Mr. T. D. Santwan, General Secretary of the National Council of the Y.M.C.A. in India. The presence of these distinguished visitors, their interest in the institution and the cause we promote have been a source of encouragement and inspiration to us. With faith in God and making Him the source of all strength, with vision, courage and love, we look forward to many years of service for the cause of Physical Education in India.

C. C. Abraham,
Principal.

17—3—1950.

RESERVATION OF LANDS FOR PLAYGROUNDS IN BOMBAY PROVINCE

RESOLUTION OF GOVERNMENT OF BOMBAY

Revenue Department Resolution No. 3219/49. Bombay Castle, 24th January, 1950.

Government is pleased to direct that vacant land vesting in Government and situated in the vicinity of an educational institution, should be leased to the institution, under Rule 32-A, Land Revenue Rules, provided the institution asks for it and genuinely needs it, having regard to the standard scales (of vacant plots of land which schools are likely to require) which have been indicated in the attached note.*

2. Cases where the institution applied for the land but the Collector's view is that the demand is not justified or that the land is required for more important purposes, should be submitted by the Collector to the Commissioner concerned for disposal after consultation with the Chairman, Board of Physical Education, Bombay.

3. Government is also pleased to direct that before permission to convert agricultural land adjacent to a school into non-agricultural land is granted, the Administrative Officer in respect of Primary Schools managed by Local Boards and the managements in respect of other institutions, should be apprised of the application and if these authorities indicate to the collector within one month that they will take steps to acquire the land for the purposes of playground the permission for non-agricultural development should be refused *provided* that the collector is satisfied that the institutions genuinely desire and have the ability to acquire the land within a reasonable period. In such

*Typed as an accompaniment to this Government Resolution, — See next column. Ed.

cases the Collector should submit acquisition proposals to Government in time so that Notification under Section 4 of Land Acquisition Act, 18'4, can be issued within two months from the date of the application.

By order of the Government of Bombay,
Secretary to Government.
(Sd)

Accompaniment to Govt. Resln
No. 3219/49 dated 24-1-50.

Physical Education Committee in its recommendation No. 39 has recommended that every school with a total strength of 250 pupils or less should have a playground area of 3 acres and for every additional 250 pupils $1\frac{1}{2}$ acres of playground should be added. The recommendation has been accepted by Government in Government Resolution, Education and Industries Department, No. 7143, dated 13th June, 1949. Similarly Government has also laid down the following minimum acres of sites required for playgrounds on the basis of the number of children in primary school (vide p. 8 of the General Government orders regarding construction of Primary School Buildings).

Pupils at 15 percent of Population.	Site for playground etc. Acres.
160—240	2—3
240—320	3—4
320—400	4
400—480	5

PLAYGROUNDS FOR SCHOOLS.

One of knotty problems in the promotion of a satisfactory programme of physical education in schools is the great dearth of playgrounds. This is true not only of urban schools but also of rural schools. The problem is not easy of solution if left entirely to the school management and their initiative and resources. A strong helping hand must come from Government. Open land belonging to Government, in the vicinity of educational institutions, should be made available to such institutions for use as playgrounds. It has been a matter of common experience that such land is often acquired by vested interests, and an essential amenity of the school is thus lost. Not only this; instances are not wanting where Government lands leased to educational institutions,

and already in use as playgrounds, are taken away for other purposes.

In this setting it is refreshing to see the action taken by Government of Bombay to extend its active help in the procurement of playgrounds for Primary and Secondary Schools. The Text of a recent Government resolution is reproduced below.

The claim of Schools on open Government lands to be used for playgrounds is to get a high priority. It is hoped that managements of schools will take full advantage of this gesture of Government. Other State Governments may do well to take note of this action of Bombay Government and enact similar rules to help schools to acquire necessary playgrounds.

STATEMENT ON THE ORGANISATION OF PHYSICAL EDUCATION IN BOMBAY STATE

1. There is a separate allotment for Physical Education in the Budget of the State under "37-Education" and the allotments for the years 1945 to 1950 on that account are as under :—

Year	Total allotment for Physical Education
1945-46	Rs. 2,97,200
1946-47	„ 3,13,500
1947-48	„ 6,64,400
1948-49	„ 8,28,100
1949-50	„ 9,71,100

2. The inspection of Physical Education in the State is carried by 1 Provincial Inspector for Physical Education and 42 Asst. Dy. Educational Inspectors for Physical Education including Asst. Dy. Educational Inspectresses for Physical Education.

The salary and the jurisdiction of the Provincial Inspector and Assistant Deputy Educational Inspectors and Inspectresses are as under:

	Scale of pay.	Jurisdiction.
Provincial Inspector	Rs. 350-39-650-E.B.	Whole State.
for Physical Education. (Bombay Educational service Class I).	45-1100.	
Asst. Deputy Educational Inspectors and Inspectresses. (Bombay Educational Service Class III).	Rs. 70-5-130-E.B.	The district to which he/ or she is appointed.

3. Amount provided for training of teachers for Phy. Edn. :—

Year	Amount Spent.
1945-46	Rs. 72,659
1946-47	„ 84,923
1947-48	„ 1,32,084
1948-49	„ 3,74,035
1949-50	„ 4,63,100

4. The camping programme in schools and its organisation is explained in the accompanying note.

5. This information is not readily available. But broadly speaking, the whole of the budget grant has been spent every year.

6. A total provision of Rs. 10,56,400 has been made in the next year's budget on account of Physical Education.

CAMPING PROGRAMME FOR SCHOOLS

With a view to helping our youth to learn to put up with inconveniences, withstand hardships, be more self-reliant develop close friendships and mutual appreciation and to adjust their actions in terms of common group interest, the Physical Education Committee appointed by Government had in its Report recommended that "Camping should form an essential part of school programme, and no pupil should be allowed to complete the High School Course without completing at least one month of camping. Government has accepted the recommendation in principle and accordingly issued orders directing that a beginning should be made to organise a student's holiday and hiking camp for pupils in Government and non-Government secondary schools on the basis of at least one camp per district, during the hot

weather and Divali vacations and also during the examination holidays, immediately following the annual examinations in February. The camp is expected to include a reasonable number of teachers who should be in general charge of the management and administration of camps. The camp consists of 40 students and its duration is fixed according to local circumstances varying from 5 to 15 days. For this purpose the Educational Inspectors of the divisions in the State have to select such sites as would appeal to the imagination and sense of adventure in the adolescent participating in the camp and which are shady, have good water supply and provide enough opportunities for hiking in the neighbourhood and include Historical Forts and places of historical interest and significance.

The camping sites are provided free of rent, and arrangements are made to provide utensils, a few Rahutis, petromax or hurricane lanterns, one or two charpays and other minimum furniture at Government cost. The expenses on account of travelling and messing are expected to be borne by the students themselves. Government has also appointed recently a special officer for the organisation of Holiday Camps and necessary steps are being taken to speed up the programme.

* OUR TRAINING COLLEGES

GOVERNMENT COLLEGE OF PHYSICAL EDUCATION ALLAHABAD

This College was established by the Uttar Pradesh Government at Allahabad in the year 1945 with 20 pupil teachers and 2 members on the staff. Year by year the strength of the students went on increasing. During the year 1949-1950 the total strength was 45 students (36 men and 9 women). As this profession is

getting popular there is every possibility that the number will ever go higher up.

Since 1948 co-education has started and so far 3 batches of women students totalling 22 have received training at this College.

Besides the one year's course from July to April, every pupil teacher is expected to do specialization in one of the few subjects of Physical Education during 2 successive periods

* We propose to publish from this issue onwards brief news of Training Colleges in Physical Education in India. The Alumni of the Y. M. C. A. College of Physical Education will be interested to note in news now given that the Principal of this Institution and two other Lecturers are our Alumni.

of 2 months each at the hills during summer vacation of May & June.

At present the college staff consists of one Principal 250-850,

Shri C. D. Naithani (Madras)	Principal	250-25-850
Shri R. S. Wilson (Madras)	Lecturer	250-450
Shri B. P. Singh (Allahabad)	"	"
Shri J. K. Pathak (Allahabad)	"	"
Miss K. Sood (Madras)	"	250-850
Shri P. R. Bhattacharya, B.A.	"	120-300
Dr. Ramesh Chandra, M.B., B.S.	Part Time	100
Swimming Teacher	"	100
Masseur (Vacant)	"	100

With the addition of music teacher on the staff, facilities in the teaching of action songs, folk dances etc., is easily available.

From July next, military training will be added to our physical education programme. Thus the trainees will have facilities to act as Physical Instructor plus Military Instructor and will be receiving special allowance for military training when posted in schools and colleges.

FROM THE REPORT OF THE TRAINING INSTITUTE FOR PHYSICAL EDUCATION, KANDIVALI, BOMBAY

This Institute was founded by the Bombay Government twelve years ago. It has built up a fine reputation by itself mainly through the excellent work done by the old students... its main contribution has been the revival and popularization of indigenous physical activities. (Specially Lezim, Lathi or Hututu).

Enrolment. During the year the Diploma course started with 64 men and 16 women, the best enrolment for the last seven years. Two Short Term courses were conducted for total of 180 Teachers, 26 women and 154 men. The Institute can accommodate upto 100 teachers for Diploma course (the one year Long Term course) and 100 teachers in each Short Term course. This latter course lasts only 2½ months and the expenses of the trainees including travel and board are met by Government. For the Diploma course there is always dearth of

candidates mainly because the salary and conditions offered are not considered to be attractive, unlike the B.T. course for teachers which for men of the same basic educational qualification offers in the same State academic status, possibilities of better remuneration and chances of promotion. However, an account of Departmental pressure and for other reasons, some people do come here every year.

The Staff. The staff of the Long Term course consists of a Principal, two Senior Assistants, three Junior Assistants including a Lady, a Resident Medical Officer, and a part time Honorary expert Instructor for Indian activities. The staff for the Short Term course are Teachers and Inspectors of Physical Education in Government service lent to the Institute for the duration of the course. The Principal is the head.

A College of Physical Education. In the report, the Principal opines that as the one year course includes a number of topics for studying the theory and a number of activities of both varied and heavy practice as well, the course cannot create real specialists. For this reason, the Physical Education Committee of Bombay recommended in 1945-46 that early steps should be taken to establish a College of Physical Education offering a four year course leading to a Degree. The Principal says "It is interesting to point out in this context that a Committee appointed by the Government of India also made a similar recommendation. The University Commission under Dr.S. Radhakrishnan has also pointed out the need for Universities to open Degree and Post-Graduate Degree courses in Physical Education.It may be confidently hoped that before long the beginning of the College will be made."

The Short Term Course : Its Purpose. The Short Term Course is organised to make class room teachers physical education minded. It is also believed that a teacher can be a better teacher if he or she can cater to the play needs and play interests of children. In a

large measure this is being realised. The Short Termers, however, are in many schools actually in charge of physical education and are doing notably good work.

Other Service. The Staff have been helpful to various organisations promoting physical education. They act as officials in competitions are invited to speak at functions and their guidance is sought on various matters pertaining to physical education. The Principal is an Ex-Officio Member of the Board of Physical

Education and its Committees—a member also of the Board of Recreation and the Board of Physical Education constituted by the Government of India. The Institute's camping ground is used by many schools and organisations and there is a happy spirit of co-operation maintained between the Institute and the adjoining community.

The Institute looks forward to more and more useful service in the years ahead.

NEWS FROM WEST BENGAL

We have news through Miss Sarala Chakraborty of the Fourth Physical Training Camp for Women of West Bengal. The camp will start on 17-5-50 and will close on 17-6-50. At least 50 trainees from different schools in West Bengal will take the course. The camp is being held under the auspices of

the West Bengal Physical Teachers Association and under the direct supervision of the Director of West Bengal. The camp has been organised with the avowed purpose for filling in vacancies of Physical Instructors in the Primary and Secondary Schools of the State. The successful candidates will be awarded certificates.

REPORT ON THE WORK OF THE INTER-UNIVERSITY SPORTS BOARD, INDIA

The Inter-University Sports Board was constituted by the Inter-University Board in March, 1940 with the following aims and objects in view. Their first meeting was held at Lucknow in March, 1941. Since then the Sports Board has been meeting every year at different University centres. All the Universities in India, Burma and Ceylon are members of this Board and are represented by their Sports Secretaries or Directors. The Sports Board organises Inter-University Tournaments in games and sports such as Athletics, Basketball, Badminton, Boxing, Cricket, Football, Hockey, Swimming, Tennis, Volleyball and Wrestling and the allocation of responsibility for conducting these contests are made to the different Universities at the meeting of the Sports Board each year. The contests are held according to the rules of the All India Sports and Games Association. The Sports Board gives certificates and decent trophies to the Finalist Teams. Each constituent Univer-

sity is required to pay an Annual affiliation fee of Rs. 250/- to the Sports Board to meet the expenses in connection with the work of the Sports Board. The Inter-University Sports Board have laid down and printed their own rules and regulations for the conduct of Inter-University Tournaments. The Sports Board had a couple of occasions to send up a Universities XI to play against the Cricket teams which visited India in the past, and our side fared well in them. Our Board also serves as a nucleus to produce players for the All India teams in the different games and sports.

Aims and objects:—

"The objects of the Inter-University Sports Board shall be to organise tournaments and competitions in recognised sports and athletics among the Universities which are members of the Inter-University Board and thus to promote friendly relations among the Universities and to raise the standard of sports and athletics in the Country."

* Kindly furnished by the INTER-UNIVERSITY BOARD at the Editor's request.—ED.

ALUMNI NEWS

The College was the centre of Alumni activities right through the last academic year 49-50. We had four get-togethers at the College for the Alumni, and the first was initiated by the batch of 48-49, working in the city. It was indeed very kind of Messrs. Kurup, Srivatsan, Parthasarathy, Victor Joseph, Babu Reddy, Sreenivasan, and Miss Vedanayagam to have kept the ball rolling.

We would commend such get-togethers in all places where several Alumni work in the same locality. Will some senior Alumni make the start? Get-togethers tend to strengthen our fellowship.

We regret to hear of the demise of Mr. Henry Lal, a distinguished alumnus and a pioneer in the field of Physical Education in Punjab. His life and service are sources of inspiration and the profession has sustained an irreparable loss. We convey our heart-felt condolences to the bereaved family.

Our congratulations go out to the following alumni who have completed their B.A., Messrs. K. Venkatacharyalu (40-41) Joseph Rathnasamy (39-40) Alexander (43-44) V. B. Balaramamurthy (42-43) K. Krishnavarma Raja (43-44) Harban Singh (48-49) and Miss. Muthamma (48-49). It is our hope that several alumni will follow their example and better their lot by qualifying for higher and higher degrees.

Encouraging news comes from Annamalai University which has taken the lead among the Universities of India in instituting a Department of Physical Education under a Professor. The Physical Education Department has also been included as a Department of Studies in the Faculty of Arts. We congratulate the authorities of the University in their right lead, and it is our hope that the other Universities also will

not lag behind in their schemes relating to the improvement of Physical Education. The first Professorship falls on Sri L. K. Govindarajulu, B. A., B.L. (28-29) a distinguished alumni. Mr. Govindarajulu has to his credit years of devoted service in the field of Physical Education in the South. He is the Editor of 'Vyayam' an All India Journal of Health and Physical Education, published by the Alumni Association. His deep and abiding interest in the indigenous activities, his rare scholarship, and his organising capacity would stand him in good stead in the discharge of his duties. We wish him all the best.

Wedding Bells:

A. Rajakkan (49-50) with Miss Thangam Nesa Vimala. at Kockanoor, Salem Dt.

D. S. Thomas (48-49) with Sow. Kanthimathi, at Melanatham, Tanjore Dt.

We wish these couples, a happy and prosperous married life.

Postings: Pretham Singh (48-49) is the Director of Physical Education at the Vash College, Bavhani, Punjab. Pretham must have kept himself very busy with his new plans. Our best wishes go out to him.

Dyal Singh College, Karnal, Punjab, is lucky in securing the services of Harban Singh (48-49) who has not only tact, but the ability to inspire the youth coming under his influence. Harban, who has come back to the College for a short stay, is keeping himself busy to better his equipment for the work ahead of him.

Miss Meera Rudra (48-49), the champion athlete, is at Aligarh University. Though she may not have time to participate in Athletics any more, she delights in preparing athletes for the University championships.

Miss Vedanyagam (48-49) has been appointed Director of Physical Education at the St. Christopher Training College, Madras. With the new Syllabus for the B.T. Degree coming into effect from the academic year 50-51, where a greater emphasis is laid on Physical Education, she is bound to have great scope and opportunities for fruitful work.

M. A. Kurup (48-49) has joined the Veterinary College, Madras. His will be pioneering work as he is the first Physical Director to be appointed there.

Joseph Roberts (48-49) has taken up work at the Meston Training College, Royapettah. He is in charge of the High School section also.

E. Venkataramanan, B. Sc. (41-42), V. Sabapathy B. Sc. (48-49) and C. Kalyanasundarammal (41-42) have been functioning as Assistant Physical Directors in Annamalai University since 1949.

Messrs. Anantharaj from Besant Theosophical College, Madanapalli, Venkataraman of Vivekananda College, Robson of Atagappa Chettiar's College and A. D. Parthasarathy (48-49) have taken charge of Ex-Servicemen's Second Short Course at the College for three months.

Alumni Day:

Alumni Day was celebrated on Saturday, 18th March, 1950, at the College; and it was an occasion of home coming to very many of our Alumni. Mr. C. C. Abraham, our Principal welcomed the Alumni and gave an account of the activities of the College, with a special reference to future developments. In the business session the following office bearers were elected for the year 1950-51:

Mr. A. PADMANABHAM NAIDU
President

Mrs. A. K. SINGH
Vice-President

Mr. J. P. THOMAS
*Secretary and Treasurer,
and Business Manager, 'Vyayam'*

Miss E. VEDANAYAGAM
Asst. Secretary

Mr. L. K. GOVINDARAJULU
Editor, 'Vyayam'

Mr. C. C. ABRAHAM
Mrs. D. J. JOSEPH
Mr. P. M. JOSEPH
Mr. P. I. ALEXANDER
Mr. C. D. NAITHANI
Associate Editors

Messrs. MOHANASUNDARAM,
A. K. SINGH, M. A. KURUP,
A. C. ARUNACHALAM and
Mrs MOSES
*Members,
Executive
Committee*

Mr. S. NARAYANAN
Alumni Representative on the College Council.

In the matches played with the present students, the Alumni were badly defeated in Basketball, Softball and Netball. The Alumni hope to strengthen their teams next year. The day came to a close with an impressive candle light initiation ceremony when the present students were taken into the larger fold of the Alumni.

Another batch of Alumni would be going out to service by the end of April 50, and we wish them all God Speed.

J. P. THOMAS,
*Secretary, Alumni Association,
Y.M.C.A. College of Physical Education*

BOOK REVIEWS

CHILD DEVELOPMENT

Second Edition. By Breckenridge and Vincent. W. B. Saunders Company, Philadelphia and London. 622 pp., Text illustrated—1949.

The title of the book may not adequately convey to the common reader the scope of the book. The term Development, like growth, is a convenient label for a complex of phenomena occurring at different levels in an organism like the human being. Ordinarily development is taken to mean physical development, and the becoming (growth) of the child into the adult through adolescence is taken merely to imply a passage through physical adolescence, but such a limited connotation ignores altogether the intellectual, emotional and spiritual facets of the human personality. Frustration in the Home and School is mainly due to our failure to recognize the complete Child. Physical educationists have often in the past laboured under an inferiority complex, for they believed their function was only to dwell on the body, which the intellectuals with mediaeval attitude looked down upon as the creation of the Devil, while both the physical and intellectual educationists failed to recognize the Psyche in human personality. The salvaging of our education, in fact of our civilization, will depend upon the extent to which we learn to recognize the wholeness of human personality.

The chief value of the book under review lies in the integrated or 'holistic' approach to the Development of the Child. In the evolution of the child into Man, every stage is an integration of its inheritance, its physi-

cal, mental and emotional life, as well as of its reactions resulting from its impact on society, its tradition and the patterns of its culture. Throughout the book, it is refreshing to see that the authors have successfully presented the problem of the development of the whole Child and not mere sections of the child at the physical level of development.

The first chapter defines the concept of the whole child and gives the scope of study and the problems arising therefrom. The authors do well to emphasise that the ability to live an imaginative and resourceful inner life without withdrawal from the realities of the world, must be balanced against the ability to mix happily and successfully without continual dependence upon social situation. "To control emotion without stifling and repressing it, to express emotion and to utilize the driving power which it provides without impetuosity or personal disaster"—and a workable Life philosophy, with great strength of character, fine emotional balance,—these constitute the goal of development besides vigorous health, attractive appearance and manner of meeting people, efficient use of the intellect one inherits, a desirable body of usable knowledge, a capable set of habits and skills, trust-worthy character and a proper intellectual outlook or philosophy of life. The second chapter explains in a clear and concise manner the child's biological inheritance and the factors that modify its expression in life, like the endocrine glands. One is glad to note the cautious and balanced statement of the role of endocrine organs in the development of behaviour, a subject

which has been in recent years often exaggerated far beyond what is warranted by our scientific knowledge of them. The psychological potential for growth, the role of the emotional life, an aspect of growth which is sadly ignored in most schools and homes, is clearly presented. The authors rightly observe that, in the past, formal educationists leaned much too far in the direction of forcing adult patterns on childhood thus ignoring many of childhood's basic needs and building up antagonisms or neuroticisms, and that, in recent years, some educationists have swung to the other extreme of having no discipline at all for children. The author pleads for a smooth balancing of these two schools of thought. The child's needs for emotional and affectional security have their role in the physical growth of the child. The problems of frustration and the contagious nature of emotions, which is, alas!, much in evidence nowadays in our centres of education, are explained.

In the IV chapter, the role of nutrition in development is discussed, not as the conventional, matter of fact statement of balanced diets and caloric values, but in relation to the development of the whole personality of the child. The V and VI chapters deal with the child, not as an abstraction, as something isolated and apart from the rest of the world, but in the proper perspective as a link in human society, with its past history and its patterns of culture, coming down from ages and ever evolving and having their part in the development of the child. The influence of the home, school, group, of urban

life in contrast to rural life, of the effects of neighbourhood upon delinquency, of the advantages as well as dangers of the growing potentiality of the Film as a formative influence, and of Movie advertisements, of Radio and the Newspaper—all these receive just and balanced treatment. The chapters dealing with posture, motor control, growth of sense perceptions, and judgments—all as related to growth—give a wealth of interesting and useful detail. That the book is the joint production of the Head of a Physical Growth Department and of a former psychologist and present Dean of a College of Economics, is well reflected in these chapters which lay equal emphasis on the methods recommended for the development of the physique, as well as the psyche. Pedagogues should particularly note the statement of the authors, "Curricular prescriptions are well set for the average mass of children," "they ignore the individual child." Some of the subsequent chapters which have the psychological approach to the problem of the child development, like the growth of language, thinking and reasoning, social personality and development, etc., abound in several thoughtful statements and emphasize the value of not only social patterns but of cultural patterns on the development of the child. "We should teach children to evaluate themselves and their accomplishments in terms of goals, which are high enough to stimulate constant growth, yet low enough to permit success with reasonable effort." "Whether we should approve philosophically of reward and frustration and competition as desirable methods to use in developing the initiative and leadership necessary for maintaining democracy can be seriously questioned." These statements

present a cross section of the authors' views on educational methods. Throughout the book the psychological and sociological problems are discussed with sufficient emphasis on their bearing on physical growth. The two penultimate chapters dwell on social personality and development and on conflict and aggression, co-operation, friendship and on psychosexual development. It is relieving to note that the authors' approach to the last mentioned problem is well-balanced. Discussing co-education, they observe, "Most private junior and senior high schools and many private colleges believe that during the emotional awakening of puberty and adolescence, it is imperative to keep the sexes separate in order to get any work done. Our large public high schools and universities offer testimony for either side of the argument depending upon the particular school and its atmosphere and upon certain groups of young people in any school regardless of general school atmosphere." "Society's pattern for separating the sexes at this time may be a device for clarifying masculine or feminine attitudes before the more keen sexual attraction involves the young in more intimate intersexual relationships."

The last chapter is a summary of growth achievements, a good resume of the book.

Every chapter has at its end suggestive questions and problems as well as a list of selected Readings. There are a few instructive illustrations. The format of the book is all that could be desired. Although the book lacks some coherence in the plan and in the links between the chapters, the pedagogue and the parent will find in it much to learn and good food for thought.

If "the child is the father of Man," and "if the proper study for man is man," then this book presenting an integrated picture of the "becoming" of the Child into Man will prove a valuable guide for all citizens, whose responsibility it is to mould the future of our civilization through the right development of children. The reviewer has enjoyed reading the book and hopes that several readers will share this enjoyment.

R. V. SESHAIYA,
Professor of Zoology,
Annamalai University.

ADOLESCENT DEVELOPMENT

By ELIZABETH HURLOCK.
Ph D., Published by McGraw-Hill Book Co., Inc., NEW YORK
(1949) pp. 566, 1 Edition.

This book by Elizabeth B. Hurlock, Ph D., a former Associate of Columbia University and a frequent and well-known contributor to *Hygeia*—Today's Health—has produced an excellent book on a subject of great interest to people in all climes and of all races. It deals with the period of transition of a human from childhood to maturity, called "between age," when the individual is "neither fish nor flesh, neither a child nor an adult." Adolescence extends from sexual maturity (the age of such maturity varying widely from individual to individual and, within limits, from clime to clime) to the legal age of maturity; and it includes the periods of Pre-adolescence from 10 to 12 years, Early Adolescence from 13 to 16 years and Late Adolescence from 17 to 21 years. In stating the problem, Dr. Hurlock refers to

the difficulties of studying adolescents and adolescent behaviour as the methods used normally are said to be but of limited reliability owing to want of scientific control. In spite of this the book contains valuable and revealing information of wide variety pertaining to adolescent changes towards puberty, physical maturity, emotional stability and social behaviour, with particular bearing upon friends and leaders, social and personal interests, recreational interests, religious beliefs and attitudes, moral concepts and behaviour, and sex interests and behaviour. The Text concludes with two valuable chapters on the intricate problem of personality and on the meaning and significance of Maturity.

The book claims to summarise recent studies so as to give as complete a picture as possible of typical adolescent development. Physical changes and the maturation of the sex apparatus receive lengthy treatment as they are said to exercise a profound influence on physiological changes in the early part of adolescence.

Traditional beliefs on adolescence starting with Stanley Hall in the United States early in the century have now been disproved by scientific research and so Dr. Hurlock calls for "mental re-adjustment concerning adolescence. Newer knowledge has shown that traits present in childhood become "more deep-rooted with the passage of time" and "abnormalities of adolescence are only normal phenomena,..... an accompaniment of growing up." Such knowledge as this must profoundly affect the work and attitude of teachers and boy leaders all over the world.

Dr. Hurlock describes adolescence as a product of culture and civilization; and in the United States of America it is said to be "a developing stage of six or more years of duration." "The more civilized a nation becomes the longer is the transition from childhood to maturity," and so even we in India may agree with Dr. Hurlock that "the storm and stress" of modern adolescence is something new. Boys in schools stand in special need, more than ever, of training for the responsibilities of adult life, since modern youth "continue to be childish in behaviour long after they are mature in body."

The reports of studies presented or referred to in the book pertain to American life and American standards; but as patterns of development, environmental backgrounds and the types of heredity which are basic to the study of adolescence have got to be considered in relation to Indian conditions, we in India can accept the conclusions arrived at by the author only with considerable modifications and reserve. The valuable lessons which America has learnt for the guidance and betterment of their adolescence should, however, help Indian psychologists and boy-leaders to initiate schemes of study for the control and check and the ultimate good of the young whose life is now marked with chaos, turbulence and terrific uncertainty in the transitional stage all of us are passing through in this country, reconciling and adjusting our existence to the impact of Western Culture.

One special feature of the book is the emphasis given to sex problems and the sex behaviour of the adolescent. In India, it is the reviewer's conviction that the difficulties of adolescent life have been aggravated by undue

and outworn restrictions on the freedom of the sexes. Such knowledge as Dr. Hurlock gives will show the urgent need we have to outlive our anachronisms, especially in relation to the sexes.

Dr. Hurlock's book is well illustrated with tables, diagrams and graphs, most of them being, appropriately enough, quoted from the source. A lengthy but valuable bibliography of over 22 pages and an index are provided. This is altogether a book which teachers, whether teachers of physical education or others, should not miss. It should find a place in every School or College Library.

L. K. GOVINDARAJULU

"MILITARY STUDIES, RECREATION AND PHYSICAL EDUCATION IN INDIA DURING 1949-50"

By Prof. D. B. Kothiwale,
Kandivoli, Bombay.

This booklet of 36 pages is a brief survey of the progress in Health, Physical Education and Recreation and Military Training in the different States of the country since the achievement of our freedom. It is a very useful book of reference, as it offers scope for the comparative study of the progress made in the different States. The author deserves credit for this useful publication. A number of printer's errors have been overlooked and the booklet lacks a wrapper.

E. VENKATARAMANAN,
Assistant Director of
Physical Education,
Annamalai University.

ILLUSTRATED HANDBOOK OF SIMPLE NURSING

This book by Wava McCullough assisted by Marjorie Moffit R.N., Published by McGraw Hill Book Co., Inc., New York, (1949) 240 p p, should really be entitled "Simple Nursing Illustrated". The author of the book adopts the novel method of instruction largely through pictures. As the foreword to the book indicates, the book is intended as an important visual aid in the teaching of the techniques of practical nursing. The drawings are amusing and interesting, but yet indicative of correct and exact technique; and the directions pertaining to technique are easy to read being written in block letters and are well analysed and briefly and forcibly presented. Ten chapters of the book deal with patient environment, comfort and hygiene, convalescent and emergency patients, feeding, diagnostic, therapeutic, aseptic and special procedures. There is a good bibliography, a small section on visual materials and a useful index. It is altogether a new and stimulating text book for beginners which the nursing profession as well as the social service worker will welcome. The get-up of the book leaves nothing to be desired.

L. K. G.

THE REPORT OF THE 1 SESSION OF THE BOMBAY PROVINCIAL PHYSICAL EDUCATION CONFERENCE, 1949 :

(2 Volumes. I Vol. Proceedings,
Rs. 1-8-0: II Vol. Papers,
Rs. 3 0-0). No. 10 B.D.D. Chawl,
Delisle Road, Bombay-11.

This report of 2 Volumes published by Sri Vasant P Bokar, Hon General Secretary, is a useful publication giving the purpose, history, organisation conduct of the Conference, held in March 1949, under the very good auspices of leading men of Bombay including social workers and Ministers of Government. Dr. Bhaskar M D. was possibly the originator of the idea for he had submitted the proposal to hold it even three years ago immediately after the Madras Session of the Ninth Prov. Physical Education Conference. The report of the Proceedings as well as the papers will offer readers valuable information on Physical Education, especially in relation to its progress in Bombay State. The report is profusely illustrated and speaks volumes of the inspiration, energy, devotion and support with which the Conference was conducted. The report will be a good addition to any Library.

L. K. G.

BULLETIN No. 4 THE SECOND BOMBAY PROVINCIAL PHYSICAL EDUCATION CONFERENCE.

This Bulletin No. 4 of the Second Bombay Provincial Physical Education Conference is a booklet describing the objectives of the Conference and summarising the proceedings including a Youth Festival and an Exhibition. At the end, the 24 resolutions passed at the conference are printed. The booklet is full of verbal errors and does poor credit to the good work done apparent at the Conference.

V. SABAPATHY,
Assistant Physical Director,
Annamalai University.

* * *

OTHER BOOKS RECEIVED

1. Bulletin of the Amateur Athletic Federation of India, (Quarterly) April 1950, Mayo College, Ajmer.
2. Syllabus of the Diploma Higher and Lower Grade courses of the Y.M.C.A. College of Physical Education, Madras-15.
3. Physical Ability Tests Issued by the Government Press, Madras, 1949.
4. Malaria, its Problems and Some Methods of its Control. By N R. Sitapathi, B.E., A.M.I.E. (Ind) M. R. San. I. (Lond) A.M. Am. Soc. C.E.

* * *

Recreation is not a matter of motion; but rather of emotion; it is a personal response; a psychological reaction, an attitude, an approach, a way of Life. — SLAVESON.

The more fully and richly an individual lives those early years, manhood or womanhood, whether in school or out of it, the more abundantly will he or she be able to contribute to life in later years, and that much richer and fuller will be his or her Service. — MABEL LEE.

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

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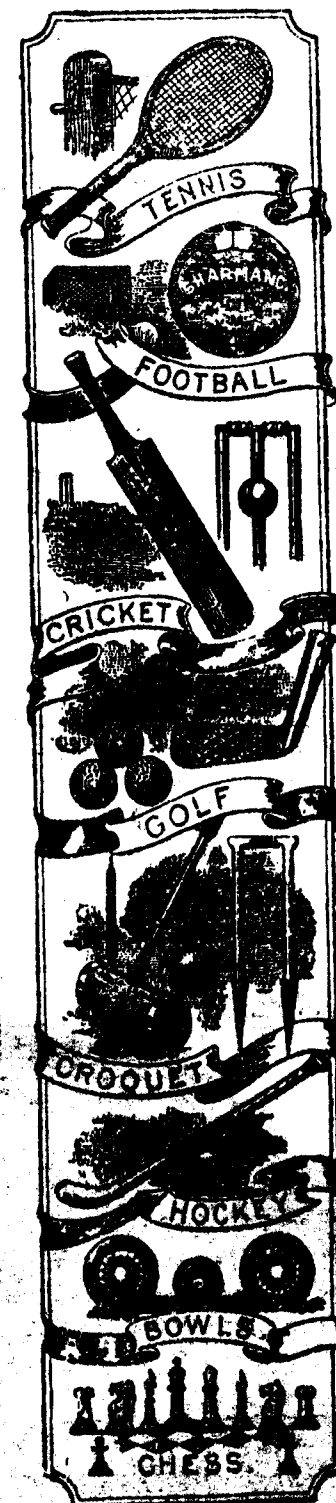
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