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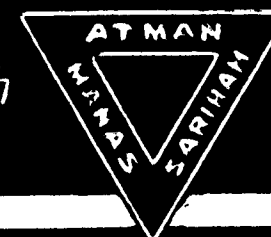
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VYAYAM

A Quarterly Journal of Physical Education,

and Health



Education

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FEBRUARY 1951

Nations have passed away and left no traces,

And history gives the naked cause of it—

One Single, simple reason in all cases;

They fell because their people were not fit.

The even heart that seldom slurs its beat—

The cool head weighing what that heart desires—

The measuring eye that guides the hands and feet—

The soul unbroken when the body tries—

These are the things our weary world requires

Far more than superfluities of wit;

Wherefore we pray you, sons of generous sires,

Be fit—be fit! for honour's sake, be fit.

—Rudyard Kipling

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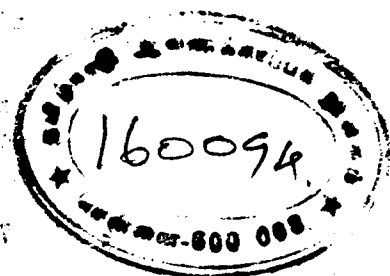
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A Quarterly Journal of Health and Physical Education

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PHYSICAL EDUCATION AND MILITARY STUDIES

We draw the attention of our readers to the publication in this issue of papers, two in extenso and others in abstracts presented at the Military Studies and Physical Education Section of the XXV All India Educational Conference held recently at Hyderabad (Deccan). We have given priority to Mr. G. D. Sondhi's paper on Compulsory Military Training as we consider that it presents briefly but clearly the more important aspects of conscription in relation both to its inherent value to the country and as an aspect of education. But the purpose we have chiefly in view is to show how even leaders in education are obsessed with the notion that in a scheme of education military studies have to be given a place of primary importance in preference to physical education. Summarising the objectives of military training as a preparation for national defence, as a means for building up public morale in war, as a measure of physical fitness, and as training in character, Mr. Sondhi questions these objectives and argues against conscription from different points of view. At the end he opines, rightly and emphatically, "that ideology is more important than any amount of military training in shaping conduct," and "ideology even without military training can wreak havoc or perform wonders," and so, he argues "that the inculcation of ideology and of sound character are a job for education." Therefore "the work of character building, laying the basis of good conduct, of inculcating good manners, of planting discipline, is the work of education at home and in the school," education confined not only to work in the class rooms but extended to a multitude of activities—the sports field, scouting, drama, debates and other co-operational enterprises "utilising the urge to selfless work."

Mr. Sondhi's paper has, however, no bearing so far as we can see upon the importance of Military Studies as a means of education. Military Studies as a branch of educational science must necessarily be of interest to but a very small percentage of students at any age, as such studies must have more a professional objective rather than an educational objective. The objective of education is the good life, the betterment of life, the richness of life. Military studies aim at making the efficient soldier or the able captain and the successful commander. Physical Education on the other hand aims not at mere soldiering but living—living efficiently as a human being and living successfully in a rapidly changing environment; and to live well, to live efficiently and successfully as an integral member of an organized and civilized society with its units of family, of small and large communities and of political, religious and economic groupings, the individual needs to realise both his own personality and his position in relation to the community and the changing aspect of life around him. The individual's relationship to society depends in its turn upon his physical make up and its efficiency, his sensibilities or awareness to his environment and the manner in which he is trained to react to it, his ethical and moral codes and not the least, his general capacity for work, his usefulness as an economic agent. In other words, physical fitness involving the many features of one's ability to survive the struggle for living, good character implying the capacity to fit well into one's society and economic efficiency enabling the individual to maintain himself and his self-respect through his ability to use productively both his skills and his intelligence—these are the ultimate objectives of all educational endeavour and these objectives are in a real sense, and without question, the objectives also of physical education, education attained through big muscle activities—education in all its aspects, in its principles and philosophy as well as in its means and methods.

To us, therefore, it is a matter of considerable surprise that leaders in education who met at an All India Conference should ignore these differences in purpose and method and fail to see the dangers of military training in the way it destroys much of individual initiative and freedom and effaces the individual and thus have personality, and give to Military studies the prominence they have given. By doing this they have relegated Physical Education to a secondary position, altogether overlook the significant contribution that organised physical activities—games, calisthenics, defensive exercises, aquatics, camping and a host of such others—can make, under sound leadership, to the development and enrichment of the human personality.

We hope earnestly that at least in their next conference, the All India Federation of Educational Associations will give Health and Physical Education and Recreation, their due place and importance.

PHYSICAL FITNESS AND THE FOOD CRISIS

The Fourth All India Conference of Social Work held at Jamshedpur from 22nd to 26th December, 1950, at which the Editor had the privilege of presenting by special invitation a paper on Physical Fitness and Health Education, passed resolutions recommending among other things (1) the appointment by the Central Government an All India (National) Board of Physical Education and of State Boards of Physical Education by State Governments, (2) the promotion of games and athletics in such a way as to give increasing attention to Indian Games "which generally cost very little and inculcate high sense of discipline and co-ordination of physical and mental faculties," (3) the inclusion of asanas, pranayam and yogic exercises in programmes of Physical Fitness (4) the provision of Health Education on the widest possible basis with facilities for the inculcation of health habits and (5) the introduction of comprehensive schemes of medical examination side by side with compulsory games and recreation.

These resolutions of the Conference go with the weight of a powerful and learned body of citizens organized on an All India basis and devoted greatly to the service of the people. At the Conference, the Editor made the

recommendations for a complete programme of Physical Fitness on a long term plan but considerations of financial limitations were, it was thought, likely to make the recommendations other than those adopted, appear impracticable and chimerical. So long as the bogey of finance looms large in our horizon and so long as food essentials cannot be obtained even in the minimum quantities required for growth and efficiency and at reasonable cost, all plans for bettering our man-power and decreasing its inefficiency must fail. Starvation or semi-starvation must interfere with the power for production, mutilate attitudes and render the coming generations worse and worse both individually and socially. Activity connected with programmes of Physical Fitness is a nutritional need—essential to the growth and sustenance of life but the basic factor behind activity is another and more important nutritional need—food needed for the energy, growth and regulated efficiency of the human organism. Programmes of Physical Fitness and Health Education without more food and without adequate kinds of food must therefore be but limited in value in the food crisis we are going through and in the continuing financial stringency of our country.

THE EDUCATION QUARTERLY

We wish to draw the attention of our readers, educational administrators in particular among them, to a brief review of the September, 1950, issue of the Education Quarterly, a copy of which we have received from the Ministry of Education, Government of India.

This issue which we review is the seventh issue of the Journal and was published by the Ministry of Education, the quarterly "is an authoritative publication regarding educational activities of the centre and various states in India." As stated in a communication received

by us from the Ministry "the journal contains among other features an index of articles on education published in the various leading Indian journals," importance being given to the more significant articles only. The quarterly helps its readers to acquire a bird's eye view of all educational activities in our country, considered worthy of note and this fills a great gap which has hitherto existed in our country's educational effort. The Ministry of Education deserves to be congratulated upon having launched this valuable publication.

COMPULSORY MILITARY TRAINING

By

Sri G.D. SONDHI

Compulsory military training for the citizens of India is very much to the fore these days. As a single instance of the importance attached to it may be mentioned the allocation of Rs. 15 to 34 lakhs by the Government of U.P. alone. It is urged for one or all the following reasons:—

I. As a training for defence of the country.

II. For building up public morale in case of war.

III. For making people physically fit.

IV. For building up the general character of the people.

These reasons, *prima facie*, seem very strong and weighty and therefore deserve very careful consideration.

I. Training for Defence

The defence of our country particularly in these days is a matter of immense importance. Unless this defence is assured, there can be no feeling of security, and if there is no feeling of security, no trade or industry can flourish, nor can the people devote themselves wholeheartedly to peaceful living.

CONSCRIPTION

Most European countries, for purposes of preparedness for defence, have the old-standing system of Conscription, i.e. compulsory enrolment of all fit people for military service. In India only Compulsory military training, a much less stringent measure, has been urged and that as a possible preparation for Conscription. Yet, if it can be shown that even Conscription is not of much use for the purpose of defence, the argument in favour of Compulsory Military Training for the same purpose will lose much of its force.

Conscription, no doubt, is in vogue in several European countries, but opinion, after the last war, is turning against it. For instance, B.H. Liddell Hart, a very well-known military expert, many of whose precepts were used very advantageously by the successful German Generals, and at one time, an advocate

of Conscription, is now fully convinced of its uselessness. In his latest book, 'Defence of the West,' he gives the following cogent reasons against the adoption of Conscription:

- (a) The longest period of conscript service in peace-time, is not long enough to develop the standard of skill attainable with long-service volunteers, and the time required increases with the technical complexity of weapons.
- (b) The mainspring of military efficiency is enthusiasm, and this is inherently incompatible with Conscription or enforced enlistment in the army. No doubt, some acquaintance with arms and a certain amount of efficiency do come about even under Conscription. "But the higher degrees of efficiency arise from a dynamic impulse that is essentially spontaneous, and this in turn depends on the least possible sense of compulsion. A modern army cannot afford to aim at less than the higher degree of efficiency, and therefore of enthusiasm."
- (c) Conscription also weakens the reliability of an army, especially under strain. "An unwilling soldier is a germ carrier of demoralisation, likely to spread infection out of all proportion to his enforced contribution." So a conscript may be a positive source of danger, as "nothing is so infectious as panic." Thus "the system of compulsory military service actually multiplies the chances of weakness."
- (d) Conscription also runs counter to the qualitative trend of modern warfare. For all important tasks, the commanders now depend on the highly trained professional Storm Troops, and not on the conscripts. There are other dangers of Conscription also.
- (e) It "gives the military hierarchy, greater influence, and creates a bigger vested interest in warlike activities." This, apart from other undesirable consequences, may lead to heavier military demands than the economy of the country can bear.
- (f) A subtle danger of Conscription is that it weakens patriotism, because "compulsion atrophies personal responsibility, and fosters the spirit of evasion."

As a proof of this, Liddell Hart mentions that countries with a long history of Conscription show a higher percentage of deserters and fifth columnists together with a marked disposition to sudden collapse.

- (g) Conscription is more than likely to lead to an even greater danger in democratic countries. It increases the power of the State over the individual, and it is the means by which dictators increase and solidify their power. Liddell Hart sums it up by saying "Conscription has been the cancer of civilisation." These then are the weaknesses of Conscription and the evils to which it leads.

In so far as compulsory military training is wanted as a preparation for Conscription, it, therefore, stands discredited. Not only this. If in the demand for general military there is particular danger to the liberty of the individual and to the peace of the State, there is greater danger in compulsory military training as an enormously large number of people will then be acquainted with the use of arms. And as these arms cannot only be surreptitiously imported, but will with great avidity be supplied by the enemies of the State, political parties, as in other countries, will have every inducement to arm their henchmen, and the country may be turned into a battleground between the adherents of opposing political and social ideologies. Even the land of Gandhi has not been immune from this terror. And again, are not many of the dacoits ex-military men? This danger of private armies is much less under a system of volunteer professional army, as only those men are given training in arms who are under wholtime supervision and full discipline of the officers appointed by the Government.

To sum up this aspect of the matter:—

- (a) If Conscription, with its considerably longer training, cannot add to the defence of the State, much less can compulsory military training with, of necessity, its much shorter period training. Moreover, when, after the first few days, the glamour of military uniform has worn off, the irksomeness and the compulsions of military drilling will tell on the compulsorily-trained and many will seek means of evading it.
- (b) Compulsion will lend to enormous and futile expenditure of national resources, which can be much better employed in other directions.
- (c) Compulsory military training may turn into a positive danger to the peace of the land, while its value as a defence preparation will be almost nil. It is now well-known that the defence of the country depends when attacked on the vigour, initiative, highly trained and professionally intelligent

army, rather than quarter-trained amateurs. By all means let us have a strong and efficient professional army, recruited on a voluntary basis, but let us cherish no illusions that compulsory military training will give even an approach to it.

2. Compulsion and Public Morale.

Compulsion is proposed, sometimes, as a good builder of morale during times of war. Does it really do so? Public morale is a resultant of many factors, such as love of mother-land, sense of public duty, intelligence and discipline. It may be considerably helped by trust in the country's leaders, by sufficiency of Air Raid Precautions, and even by matters that may appear trivial, such as eschewing of unnecessary 'black-outs' in wartime, or by the functioning of places of entertainment. Thus, Winston Churchill stated during the last war that "the people's spirits should be kept by theatres and cinemas."

It is therefore not worthwhile depending on compulsion, accompanied as it is by other dangers and costs, to build up the morale of the public, even if it can do so. The courage and fortitude with which the English bore the bombing of their towns did not owe anything to Conscription or compulsion as they had neither of these before the war.

3. Compulsion and Physical Fitness

There is a popular belief that compulsion will lead to general fitness of the people. This belief is not warranted.

- (a) Physical Fitness* and vitality are the resultants of many factors, such as, nutritive food, good-housing, sanitation, education, hopefulness and zest in life besides physical exercise. So, merely by giving people the physical exercise which goes with military training will not achieve the desired result.
- (b) Compulsory military training can only be given to those already physically fit. The vast majority of our young being of Class, a very small proportion only can be given military training. These it certainly will make physically fitter. The rest, pressed into training, will suffer much more than they will gain, indeed will be positively harmed by it.

It is now well-recognized that the young will gain much more in health and vitality if they are given milk and butter, rather than guns and military training.

* See article on Physical Fitness, page 10 etc.

Vitality and zest in living will be furthered more through the playing of games, scouting and other recreative pursuits like dramas and music than through soul-less drilling. A leaf may profitably be taken from the practice in England, where large sums of money are being spent in providing and equipping playing-fields and in providing State-aided Arts and Dramatic Entertainment. In this connection, it is worth knowing that while compulsory military training will not turn C₂ people into physically fit ones, a physically fit people can easily be trained into efficient soldiers.

4. Compulsion and Character-Building

It is undoubtedly true that there is a gross lack of public character and discipline among the people in general and the young in particular. There are daily instances of the recalcitrance and indiscipline of the young. Our leaders are much exercised over the problem. But instead of going to the root-cause of the trouble, they content themselves with denunciations and fulminations.

Some of the leaders, either through sheer despair, or through proclivity to short-cuts, now want to impose discipline forcibly through compulsory military training. They are struck by the outward discipline in the Armed Forces, and conclude that the imposition of compulsion will make the civilian young equally disciplined. They forget that the primary objective of an army is to kill and destroy, not to enliven and build.

It is not germane to the problem under discussion to go into the causes of indiscipline among the young. It is my firm opinion that they are more sinned against than sinning. Their welfare has been neglected, their education made soulless and uninspiring, their leisure hours unprovided for. There is no thrill, no adventure, no outlet for healthy emulation in their lives. It is not strange then that youthful energy asserts itself in ways that are disliked and indeed dreaded by their seniors. Says Bertrand Russell, "our less orderly impulses are dangerous only when they are denied and misunderstood. When this mistake is avoided, the problem of fitting them into a good social system can be solved by the help of intelligence and good-will. The statement is equally true if we substitute

'Youth' for 'Impulses' in the first sentence. Little intelligence and still less goodwill has been brought to bear on the problems of youth. And, those who have shown some goodwill, have done so, not for the sake of the young, but to exploit them for ulterior purposes.

To revert to character-building: It is worthwhile enquiring when, where and how character is to be built. The answer to 'when' is from very birth onwards. The longer it is postponed, the less the chances of sound foundations being laid for a sound character. The answer to 'where' is at home first, then at primary school and after that at the secondary school. At home, the child learns habits somewhat personal to himself—truthfulness, cleanliness and good manners and at school, he learns to deal with others of his own age, to co-operate with them, and obey and command in turn and to give and take.

The Collegiate stage can only provide the student with experience and greater opportunities for learning the use of his faculties, initiative and for developing his social proclivities. By the time he is about 15, it is too late to lay the foundations of his character. All that can be done is to super-impose certain elements of behaviour, and to open out certain desirable channels of expression and conduct.

And yet, it is at an even later period *i.e.*, between the years of 17-30 that compulsory military training can be introduced. It is then too late to achieve all that its advocates want to. To quote Liddell Hart again; "military service often brings an improvement. But the use of a substitute is a confession of educational failure, in the home and in the school. It would be better remedied by concentrating on the problem early instead of leaving it until late and hoping it may come as a secondary product of training for war."

The third question 'how' character is to be built is equally important. There seems to be much confusion in the minds of many regarding this. They believe that character, which is the foundation of discipline, can be imposed on the young by force. There is a modicum of truth in this, as some compliance can be extorted by force and threats.

But to use force and threats as the sole means of forming character and imparting discipline, is to neglect the basic facts. Character must be self-acquired, self-held and self-practised. It should be developed through the child's own interests and interesting activities, and through unobtrusive guidance and prompting towards desirable channels of conduct. Force and compulsion are aliens in this work; and are sure to provoke either rebelliousness or dull and indifferent compliance. What the mother can attain by her patient and gentle persuasion, the teacher cannot, and what the teacher cannot attain, the sergeant-major certainly cannot. The teacher has to deal with a large number of students and cannot give the individual attention required. But he can still do a great deal through extra curricular activities, such as scouting, games, sports and several forms of creative work. The teacher at the secondary school can also appeal to reason.....he can argue and convince. But the sergeant-major does no such thing. His main concern is with *obedience and compliance*. He is not an educationist—he is a martinet. "Do or suffer the consequences", his looks imply and his words leave no room for doubt. His very moustaches bristle with impatience and threat. Thus compulsory military training in the absence of previously laid foundations of character and discipline, can achieve little beyond physical smartness. That military training when started at the age of 18 or so, does not help to form character to any appreciable extent has been found out by military authorities too. Instead of taking in raw recruits at 18, they now prefer to 'catch them young' at the age of 14 in Boys' Companies.

That even life long military training does not guarantee the type of 'behaviour as good citizens even among the soldiery, is proved by the number of officers that have to be kept to supervise them. There is one N.C.O. to look after every eight or nine soldiers, and there is a regular hierarchy of J.C.O.'s and I.C.O.'s.

Will the forming and upkeep of character through compulsory military training also require a permanent hierarchy to keep the civilians in good order?

Another point must be considered. Compulsion will, at best, be given for a few months. Will this short time suffice to impart the life-long discipline that its advocates expect?

German Experience

Compulsory military training from childhood onwards was given in Hitler's Germany, through Hitler Jugend and other organizations. One has yet to learn of the nobility of character imparted by these organizations, as well as by the German Military Training. The dehumanising virtues of military training have well been brought out at the Nuremberg and other Trials. Truth must be faced; that it is only obedient automatons that military training, untempered by genuine home and school education, will give us. No wonder would be dictators' clamour for it.

Ideology Not Compulsion

It may be protested that it was not military training but the accompanying ideology that was to blame for turning so many of the German young into hooligans and ruffians. If so, it is obvious that ideology is more important than any amount of compulsion in shaping conduct. Ideology even without Military Training can wreak havoc or perform wonders. And, if so, would it not be wiser to devote much greater attention to ideology than to compulsion.

Ideology a Job for Education

The truth is that the inculcation of ideology and of sound character, is a job for education. These cannot be imparted through enforcement and commands, for they belong to the realm of mind and heart. Here force is powerless. Our communists know this well. They gain their recruits not through uniforms and military drilling, but through subtler appeals to reason, sentiments and the natural instincts of youth, the desire for distinction and prominence and even the urge to self-sacrifice. In short, they use the agencies which should be the agencies of Education, and which our Educationists, intent on Book-learning, have not had the vision to use.

To Sum Up,

1. Compulsory military training, badly provided, is a dangerous means for the betterment of the country. Indeed, it is likely to be a

dangerous in so far as it gives an illusory sense of military strength. It is positively dangerous to the peace of the country, as it will let loose millions of persons who can use arms and it may lead to Hitlerism.

2. Compulsion can at best be one of the many factors, and by no means a very important factor for preserving morale during an invasion.

3. Compulsion while it can make the already fit, into fitter persons, cannot render the unfit into fitter ones. This can only be done by graduated physical exercise under expert supervision.

4. Compulsion being by its very nature of a few months' duration, can do little to form character and impart discipline.

The work of character-building, laying the basis of good conduct, of inculcating good manners, of planting discipline, is the work of

Education at home and in the Schools. It must begin much earlier than the age for compulsory Military Training and it should work through many fields, channels, the sports-field, scouting, the voluntary co-operational enterprises like drama and debates, and through utilising the urge to self-less work. The concept of education must be widened. It must not be confined to work in the classrooms, but should go beyond into a multitude of activities, desirable and desired by the young human. For, character is built, not through enforcement, but through practice and through the same expression of the subconscious urges.

Let, therefore, the money proposed to be spent on compulsory military training be devoted to bettering education and the lot of the teachers and on providing opportunities for expression and emulation for the young, rather than blown away in the dust raised by hob-nailed boots on the drilling-fields.

PHYSICAL FITNESS

(From the Indian Conference of Social Work, Jamshedpur, December, 1950)

By

Sri L. K. GOVINDARAJULU

PHYSICAL FITNESS

INTRODUCTORY :

Scope and Definition. Need for a Strong Man-power.

A real Physical Fitness programme for India has not yet been planned though it is both urgent and should form the foundation of our future strength and prosperity. Our new-won political freedom has not freed us from the bonds of ignorance, poverty or disease; and yet independence demands that we should urgently marshal our man-power to the utmost and make the best of the physical and mental resources of our people. In the present circumstances of international insecurity, despite our determination to maintain peaceful and friendly relations with all nations, not only an adequate defence force is necessary but a

large body of reservists must be trained and kept. In so rural a country as ours we are grossly lacking in self-sufficiency even in food while the need for increasing agricultural production is becoming more and more insistent. Our industries have grown but yet we have lagged greatly behind demands and we have to make a great headway. For overcoming these defects, we need man-power; but our people are still handicapped by diseases, under-nutrition, insanitation and improper or insufficient housing; and they are held in the fetters of ignorance and have lacked through centuries of doleful history the stimulus for betterment. A population so badly diseased, so short-lived, so under-fed, so ignorant and superstitious and so fatalistic as ours cannot

easily be urged and trained into efficiency; therefore the need to muster all our available resources for social upliftment has become pressing. To do this, we must first remove the handicaps to fitness and then provide the stimulus to perfection.

Physical Fitness Defined : Its Scope

Physical Fitness, which is an aspect of total fitness of the body, involves factors many complex, such as the prevention of infection and disease, the correction of remediable defects, good nutrition, motor fitness or the attainment of strength, power, flexibility, endurance, agility and balance and its application to living as gymnastic, athletic and other skills. Physical Fitness is also related intimately to the practice of wholesome mental hygiene meant for emotional fitness, mental fitness and social fitness; and in this way Physical Fitness leads also to technical fitness. Physical Fitness arises from the nature of our internal environment, our organic condition, which is the sum total of our racial experiences through ages and the inter-acting forces of family traits as modified from era to era by the changing factors of external environment.

Briefly speaking, Physical Fitness arises from sound organic condition and a capacity for skillful and strenuous work over long periods.

Physical Fitness and Health Education in the Past

The Physical Fitness and Health Education Services as we now understand them are more or less new to this country. In the past, the Physical Fitness programme was a part of the people's lives. The lack of well settled Governments necessitated people to be ever prepared for a life of war or self-defence, and so the law of the survival of the fittest operated. People had to live a mentally alert and physically active lives owing to perceptible and ever-present dangers in the environment; and martial activities, like lance and stick play, sword and dagger play, wrestling and a system of gymnastics formed an integral part of life and gave the people the required fitness. Similarly in matters of health, though there was nothing else to help but tradition and custom and empirical knowledge, environmental conditions then were comparatively more natural and hence more conducive to health

than they are today; and so, despite the lack of any organised systems of literacy and instruction, good health habits were inculcated in the guise of religious rites and ceremonies and rigorous health discipline prevailed in the lives of people both at home and in the community. This enabled our people to survive despite recurrent turmoils and disasters arising from nature and from man. The insidious influence of European contact on India and the imperceptible slavery into which our people were thrown must be held largely responsible for the gradual elimination from our midst of the good habits by which life was once kept effective and strong. We have given up the old and in the new conditions of living, we have yet to find adequate substitutes in principles suitable to group living.

Origin of modern Problems of Fitness and Health

Our urban civilization is comparatively a recent growth and changing life in the cities and factories have acted adversely upon village life and upset its well defined economy and its social discipline. The fewness of people in a village necessitated a careful adjustment of individual life to group life and understanding prevailed though knowledge was limited. The urban dweller, self-centred and preoccupied with a calling, has forgotten the need to subject his life to the group because he cannot see the size of his group or its needs and his knowledge has widened but little. Thus, ill-organised and un-organised urban and industrial life has added to the dangers of our environment. Insanitation, poor and inadequate housing, insufficient and infected water-supply, unbalanced, unnatural and inadequate foods, insufficient scope for activity, want of open spaces and the lack of opportunities for training in the wise use of leisure, persisting conservatism particularly in relation to maternity and child-welfare problems, increasing incidents of traffic accidents and industrial hazards have all added to the risks and ill-health of our people and affected their Physical Fitness. These environmental problems have now to be faced and they form the core of our social services. Most of the problems are also sources of adverse experiences in living but if Health Education is to be experience of healthful living, and if our Health Services (of which Physical Fitness is one) are to prove effective, an improvement in the standards of our living; and in our environmental conditions are imperative.

Programme of Physical Fitness.

A Physical Fitness programme is largely a Physical Education programme. Vigorous physical activities make the largest contribution to fitness through optimum body functioning in situations which conduce both "to a strong and enduring musculature, skilled coordinations, and vigorous vital organs," and "to the development of a spirit and attitude which will help sustain one when engaged in gruelling, difficult, and monotonous tasks". Such total fitness will increase the capacity of our people for work in the defence forces or in agriculture and industry. The colossal waste we now suffer through the physical inadequacy and ill-health of our labour and through early death can also be obviated by increased Physical Fitness in the land.

Its needs, contents and outcomes

A good programme of Physical Fitness for the nation should comprehend the provision of many hours each week of pleasurable big muscle activity for every class of people, men and women, children and as well as adults, rich and poor alike in every environment, in the villages, towns and cities. The activities chosen should be vigorous and calculated to stimulate growth, contribute and maintain strength, endurance, agility, skill, competitiveness and team spirit or sportsmanship. Such activities should therefore include sports as well as exercises in which the recreative element is not so important. To arouse interest in these activities two essentials must be satisfied; a nation-wide propaganda under suitable leadership must be started for the popularisation of games, athletics gymnastics, aquatics, indigenous conditioning activities, folk dances and other rhythmic. This propaganda must include the education of adults in the development and maintenance of their own Physical Fitness, and of parents in the development of their children. Provision has to be made simultaneously for parks and playgrounds in all villages, towns or cities and equipment as well as leadership provided for participation in Fitness activities under instruction, guidance and control.

In the organization of the games and sports, due attention must be given to varying climatic conditions, age and sex of the participants as well as other cardinal principles underlying the

development of Physical Fitness—principles like those recommended during the World War II by the United States Commission on Education for Developing Physical Fitness in College Students. These principles as stated in that Report are :

1. The principle of use :—That which is used, within reason, develops.
2. The principle of reach :—The individual must push himself gradually to new levels of effort.
3. The principle of time :—It takes continuous effort extended over protracted periods of time to develop strength, skill and endurance.
4. The principle of rhythm :—Rest must alternate with exertion.
5. The principle of urge :—The individual must want to achieve; there must be an incentive.
6. The principle of normal risk :—In any worth-while endeavour risks must be taken."

Fitness programmes to be related to National and Social Experience of Progressive Countries

Historically speaking, modern Physical Fitness and Health Education programmes are a growth of the recent decades. In Europe as well as America, interest in the people's welfare as communities or nations was aroused only with the beginnings of accentuated national consciousness in the latter half of the last century. This period was also coeval with the rapid advancement of industries and the urban civilization that goes with them. Scientific endeavour particularly in the biological fields has also contributed to the growing interest in human welfare. Another motive for seeking Physical Fitness and good health in the people has been the strengthening forces of democracy which will not tolerate suffering, weakness or inefficiency. All these forces acted many decades ago in the West and two Great Wars have augmented these forces greatly. Many valuable lessons may be learnt from the experience of these countries of the west, irrespective of the political ideologies inspiring them, whatever the group to which they belong, the democratic group like England and America, or the Totalitarian or Dictatorial group like

Hitlerite Germany, Fascist Italy and Communist Russia. Of the lessons so learnt a few of the more important may be listed :

1. Weakness of any class or people is fundamental weakness which affects the core of the nation.
2. Diseases in any form must be expensive and uneconomic and so must be prevented through public co-operation.
3. A contented people are the greatest allies to peace and internal security and so every source of satisfaction must be sought for masses.
4. Human urges for activity must be both difficult and dangerous to suppress and so every aid must be given for their free and joyous expression in socially stimulating situations.
5. National pride is known to add to national strength when wisely directed and so it is best to use national greatness as a motive for the attainment of health and fitness.

In India, these forces have begun to operate strongly only in recent years; but in the midst of the transitional confusion in which we now find ourselves through the clash of civilizations and warring ideologies, an agreement on the fundamental issues facing the nation seems to be difficult to attain. We have, owing to this and other difficulties, to regret that the services which now function for the fitness and health of our people have not generally been impelled by either the highest motive or even a common motive and so a national policy in regard to Physical Fitness and Health Education is an urgent need.

Suggestions for a programme of Fitness

1. INSTITUTION OF A NATIONAL BOARD OF PHYSICAL FITNESS

Physical Fitness and Health Education services which we now have in India are still sporadic in most cases or disjointed and uncoordinated without a central policy or a central guidance so essential to unified progress in any national effort. I would therefore urge the need as the first essential

of a concerted progress for the creation of a Central or National Board of Physical Fitness which should function under the auspices of the Government, preferably under the joint auspices of the Departments of Education, Health, Agriculture, Industry, Defence and Information. This Central Board of Health should include Central and State Directors of Public Health, one Nutrition Expert, Physical Fitness Experts representing State Education Authorities and Universities, Industries, Municipal organisations, for Recreation, Rural Recreation, and Indigenous Systems of Physical Training, Representatives of All-India Associations controlling Athletics and the more important Games like Cricket, Football, Hockey and Tennis and of the Boys Scout and Girl Guide Associations, and the Red Cross and Ambulance Associations.

2. SURVEY OF PHYSICAL FITNESS CONDITIONS TO BE ORGANISED- DETERMINATION OF THE NATURE OF OUR PEOPLE

A nation-wide survey of local conditions must be initiated so as to determine the manner in which each State would like to implement programmes of Physical Fitness and the basis of such programmes. As Physical Fitness programmes will imply a preliminary assessment of the health status of participants, it will be convenient to have a Sub-Committee of the Central Board to function as the Central Advisory Council on Health Education. State Committees modelled on the basis of the Central Board may also be appointed for the organisation of Physical Fitness and Health Education in the different States. Regional District and Local Councils should be also organised and made to work under the control of State Committees.

3. THE ORGANISATION OF PROPAGANDA

To stimulate general interest in the masses, an intensive nation-wide propaganda—such as would appeal both to the rural and urban populations—must be initiated under the auspices of the suggested Board of Physical Fitness, and cooperation of other Departments and of all State Governments, particularly their departments of Education, Health, Industry, Agriculture, and Information, must be

obtained for this purpose. Every available means of publicity must be utilised. The services of professional associations like Physical Education associations and of the Olympic Association, Games Federations, Youth Organisations including those of Boy Scouts and Girl Guides, should also be utilised in the propaganda drive for Physical Fitness, the Journals of some of these bodies being devoted partly to this purpose. Any useful propaganda must appeal to the masses and therefore, as over 85 per cent of our people are still illiterate, considerable emphasis must be placed upon visual propaganda, the radio and personal contact.

4. THE PROVISION OF EQUIPMENT; NEED FOR A FIVE OR TEN YEAR PLAN

Wherever possible, throughout the country, parks and playgrounds must be built, stadia and gymnasia must be constructed, camping centres established, and varied types of games and sports must be encouraged and provided for with national funds, state subsidies, private endowments and through co-operative schemes. Whether large or small, such organisations should be broad-based and democratic. This must be particularly stressed because of a perceptible and recent tendency we see in this country to commercialise sport and place it beyond the reach of the common man thereby endangering at the same time the ideals of Amateur Sports so necessary to the encouragement of democratic conduct. Co-operation may prove an effective counter-blast to commercialisation. A five or ten year plan of progress may be drawn up with different but coordinated programmes of Physical Fitness and Health Education for urban and rural populations, such programmes varying for either groups according to age, sex, climatic and local conditions.

5. TRAINING FOR LEADERSHIP

The success of a Physical Fitness programme will depend upon the type of leadership provided as in all major group organisations. A Physical Fitness programme is essentially a work of human rehabilitation and may be described as human engineering; and it is done largely through physical activities. Such business of social betterment must be

done by intelligent, educated and adequately trained men and women with a capacity for leadership and a desire for service. The different athletic and games organisations in this land are beginning to realise this need only just now. In a co-ordinated effort for fitness, however, a Central scheme of training must be initiated whether such training is intended for the service of teachers of Physical and Health Education in schools and colleges or as Physical Fitness specialists or play leaders and playground superintendents in urban and industrial centres. Apart from an All India Institution for Post-Graduate Training in Physical Education and of Coaches proposed by a Committee of the Government of India three years ago, training institutions under Government auspices must be instituted in all States where such institutions do not now function and their work controlled and extended by a central programme. Other institutions for training like the College of Physical Education run by the Y.M.C.A. at Madras may either be taken over by the Government or controlled and subsidised suitably by Government for similar purposes. Men so trained can also serve on a Staff of Inspectorate and as Teachers in Training Colleges. In this connection, I may also suggest the institution separately of a quasi-official central organisation for the guidance and control of coaching and the training of coaches and youth or boy leaders on the model of the Central Council of Physical Recreation recently constituted in England. Central publicity and propaganda may be entrusted to such an institution which will be representative of all major sports and fitness organisations in the country. Such a central Council should function under the guidance of the Central Board of Physical Fitness.

6. RESEARCH

Side by side with the institution of a College of training Physical Fitness Leaders, an Institute of Physical Fitness Research must be constituted so as to evolve suitable standards of fitness for this country and for devising Fitness Tests. This work has been done in extenso in United States and to some extent in England and Germany but no work worth the name has been attempted in India for want of real experts in the field and of essential equipment. The basic reason for our belated interest

is that no one has so far thought of these Services as essential national needs pre-requisite to progress in every important field of national endeavour. University Departments and professional Associations of Physical Education may cooperate in this effort to advance knowledge. A semi-popular journal to publicise findings essential to the success of workers in the field must also be published from the Research Institute. Height, weight and other correlations, Strength Tests and Tests and Measurements are some of the fields offering ample scope for study.

7. CONTENTS OF THE PROGRAMMES TO BE DETERMINED

In a country like ours where patriotism still seems to outrun the limits of rational thought, the only way to secure progress even in the field of fitness is to predetermine the programme of activities for Physical Fitness on a scientific rather than on a parochial basis. A bias for indigenous activities may, however, be taken where they are considered good and suitable.

8. RESPONSIBILITY FOR PHYSICAL FITNESS SCHEMES

The primary responsibility for Physical Fitness must vest with the State. A nationwide Physical Fitness programme for all classes must be considered impracticable under present conditions of financial limitations, food scarcity, want of trained personnel, lack of equipment, difficulties in securing either medical assistance or public co-operation. Initial schemes must be confined to schools and colleges, industrial labour and if possible, to all people between the ages of 12 and 20. As more harm than good will be done by unsuitable leaders, to start with capable teachers of schools and colleges, civic leaders of suitable age in panchayats and municipalities may at first be given guidance at short courses in Physical Fitness methods and trained to handle Physical Fitness classes with the aid of graduate Physical Education teachers. It may be a good idea to use for a few hours each week all teachers of

Physical Education in schools and colleges for Physical Fitness programmes connected with the public, such service being either honorary or compensated for by a honorarium. Good use may be made of existing private fitness organisations and they may be instructed in the right means of this service. Gradually, a concerted and comprehensive programme may be extended to every part of the country under State control. As for finance, a system of grant-in-aid or subsidy by Central or Provincial authorities must be devised. Wherever possible, all local organisations may be built on the co-operative basis with the two-fold objective, Physical Recreation and Physical Fitness. Propaganda must precede the programme.

Need to distinguish Physical Fitness from similar efforts: Coordination of Physical Fitness scheme with Games and Sports Organisations.

These suggestions are submitted in the belief that the services which we now have—like State or All India, Olympic and Games Associations, State Boards of Physical Education (of which there are very few), private organisations for Physical Education or for Indigenous Physical Activities, Recreational Organisations associated with Indigenous and Social Clubs, Boys Scout and Girl Guide Associations—are all organisations which contribute to fitness but indirectly, Games and Athletics do not necessarily lead to fitness. A fitness programme must as already indicated imply for the individual freedom from defects and disease or the disposition to disease, good nutrition, sound habits of hygiene conducive to personal and social fitness, motor and sensory fitness and athletic skills—all of which can only be secured by a wisely integrated and well planned programme of varied activities calculated to produce agility, strength, speed, power, endurance, flexibility, balance, posture, capacity for relaxation, courage, stamina, aggressiveness, leadership, followership and cooperation. Physical Fitness programmes have fitness as objective and they should not be confounded with isolated schemes of games and exercises.

EFFECTIVE PHYSICAL EDUCATION IN HIGH SCHOOLS*

A Study By

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

STATEMENT OF THE PROBLEM

Introduction :

The concept of the psycho-physical unity of the human organism has greatly influenced modern educational theory and practice. Education has taken a greater significance and meaning both in regard to the child and the attitude of the teacher toward the child. There is sufficient indisputable scientific evidence to indicate that mental and Physical factors exert a reciprocal influence upon one another. Bodily states and conditions can exert a profound influence upon mental states and vice versa.

Education in the light of the broader concept of the human organism would aim "to help each individual to realise the full powers of his personality in body, mind and spirit—in and through active membership of society". It is against this background of general Education the place of Physical Education, Health Education and recreation should be visualised. Physical Education seeks to further the purpose of general education when and where it stands for the finest kind of living. In this broader perspective, they have gained a new meaning, new significance and a new philosophy. In short, the goal of Physical Education is primarily Education rather than mere health or exercise.

The present study is a survey of the effectiveness of Physical Education and the importance attached to Physical Education, Health Education and recreation as an integral part of general education in the state of Madras.

The topic is studied under the following heads :

1. Curriculum.
2. Staff.
3. Physical Education class details.
4. Inter-School, intramural meets and student leadership.

5. Finance and budget.
6. Physical Education facilities and equipments.
7. Tests and measurements in Physical Education.
8. Health Education.
9. Recreation.
10. Administration of Physical Education, Health Education and Recreation.

The necessary data required for each of the sections were collected through the questionnaire containing 10 questions for each section. Every question carries a rating score of 3, 2 and 1 and the maximum score for each section is 30, and the minimum is 10.

FINDINGS AND SUGGESTIONS

Physical Education has progressed from the days of formal drill to the new day of recreational activities, from being an extra-curricular subject to becoming an integral part of general education; and it must keep on progressing to meet the growing needs of a new generation. With this end in view, the following suggestions are made as the outcome of this study.

The curriculum of the Madras Schools contains some essentials of a successful programme of Physical Education, but it lacks a carefully graded course of activities, minimum facilities are often lacking and sound instruction is yet to be secured as trained leadership is greatly limited yet. Thus, the problem of betterment arises from considerations of the present :

- (1) Inadequacy of facilities.
- (2) Inadequacy of qualified staff.
- (3) Want of clear aims, and objectives of Physical Education, and
- (4) Inadequacy of school time-table arrangements.

PLAYFIELDS AND FACILITIES

There is an acute shortage of playfields in all the schools under study. In a city like Madras where out-door activities are possible for nearly ten months of the year, the need for open playfields is still acute.

To meet this need, Government must come to the aid of schools, as liberal grants are needed for the acquisition of playfields or the lease of open grounds available in school vicinities.

Condition of recognition for new Schools : (2) New schools which are being founded in the new extensions of the city should not be granted recognition by Government unless they satisfy the minimum requirement in playfields of at least 5 acres.

(3) In places like Triplicane and George Town, where expansion of playfields is a practical impossibility, schools can plan to build "Field Houses" suitable to Indian conditions to carry on Physical education work indoors. These field houses will require extensive floor spaces. Even for this development, Government help is indispensable.

(4) Schools must provide a "gymnasium" with Heavy and Light apparatus for body building exercises of the vigorous type. Gymnastic apparatus have to be re-introduced in Madras Schools, not to cover the entire programme as they unfortunately did in the past, but as one essential aspect of physical activities.

(5) There is a definite need for popularising indigenous games in schools. Games like Kho-Kho, Chedugudu, etc. have not become popular in the city High Schools, and it is so, not because they are not interesting, but because sufficient emphasis is not laid on these games. Special studies have to be made of these indigenous, non-equipment games. They must be standardised and scientifically organised. Competitions should be conducted as an incentive.

(6) No activity exercises the spinal regions better than the traditionally old Indian activities like "Yogi Asanas". There is a variety of them, suitable for all age groups. Except in one school, no serious attempt is made to teach these Asanas. The numerous

Dands and Bhaskies also must be brought within the purview of the school. These precious activities should not be allowed to disappear, but must be given a place in the programme of activities.

Folk Dancing : (7) Indian folk dancing excluding those of the classical type should find a place in the Physical Education programme. Set to music, in catching tunes, these activities can produce a wholesome effect on the individual. Lexim also could find a place under this head.

Track and Field Sports : (8) Madras schools do not pay particular attention to Track and Field sports. There is no progressive training or scientific approach to these events and consequently the standard is deplorably low. The reason for this may be absence of a standard well kept running track in any part of the city, both in the schools and in the public playgrounds. If Madras wants to take its place in the Athletic map of India, the High Schools of the city must serve as the nursery for outstanding athletes. The months of December, January and February may be devoted to Track and Field events, culminating in the physical ability tests, Annual Sports, Inter-School Sports and Boys Olympic meet. Schools must popularise Tabloid Sports and Ribbon Tests and similar modified athletic meets to rouse keen interest.

Play Streets : (9) The unrestricted development of Cities like Madras has resulted in bad congestion in certain areas with no play spaces therein. Even the schools in the older parts of the City—Triplicane, George Town and Purasawalkam—with thousands of students in attendance have thus no playfields or open spaces, and the students, if they are to play, must attempt to do so in the narrow streets. Schools would be well advised, if they could to get the help of the Corporation and Government, to get some of these streets closed for traffic during play hours and use them for free play.

Common playfields : (10) Schools having conveyances of their own could take their students in batches to nearby playfields owned jointly by two or more schools in the locality. Joint conveyance may help to overcome financial difficulties involved in the

* There is scope to doubt this statement: There is in the minds of most physical education teachers that the inherent appeal in indigenous games is limited. They do not make the same demands as most Western games on the intelligence, skill and capacity of the participants.

* From the paper read at the XXV All India Educational Conference, Hyderabad (Dn.), December, 1950—also, a continuation of the article by author on "A Study on the organisation of Physical Education in Madras City Schools".

acquisition of new playfields. A wider plan of this scheme will be to acquire extensive playfields, provided for all possible facilities in ideal condition in a locality adjoining the City like Guindy and other suburban stations close to the railway and cheap special trains may then be run for the school students of the City using these playfields. These grounds may be maintained under efficient leadership either co-operatively or as a Government project.

Camp Site: (11) Madras City has no camp site nearby with modern amenities for school camps. The present camp sites "Perungudi" and "Tonakila" which are owned by private bodies must be leased out with subsidies from schools and Government and ampler facilities provided. Schools should plan to introduce camping in their programmes.

II. LEADERSHIP IN PHYSICAL EDUCATION

(1) **Graduate Teachers:** The work of a physical education teacher in a large High School includes innumerable problems of organisation and administration of equipment and programme, safety and health service, intramural sports, inter-school activities in addition to the function of teaching physical education. He must have a good physique and possess skill in most games and sports and other types of Physical activities and be a good performer. He must also be able to impart his knowledge to others. He must have a pleasing and commanding personality, and possess good academic qualifications. To secure good teachers of physical education every High School should employ a Graduate Physical Director. Without good leadership there can be but little progress.

(2) **Professional Training:** Courses of training also require careful attention if quality of leadership is to be produced. Shortened courses have no place, except as refresher courses after a full period of training. There is a definite need to consider whether the one year of professional training in Physical education, Health Education and Recreation offered at the Y.M.O.A. College of Physical Education, Saidapet, which supplies all the teachers in this field, should not be extended leading to a degree course in physical education.

(3) **Salary scale:** Efficient leadership depends apart from qualification and training, on salaries and scales of pay. The Central Advisory Board of Education while recommending minimum national scales for teachers said, "unless these scales are adopted, the teaching service will not attract men and women of the requisite ability."

The life of a physical education teacher is exacting; and yet the salary, service conditions and status of physical education teachers are not only unattractive, but are a definite hindrance to those who would otherwise join. The fact that private schools pay more than the Government scale and yet are not able to get the required number of physical education teachers, indicates clearly that the Government scale is not sufficient to attract the best to the profession.

(4) **Teacher Loads:** The teaching load of a physical education teacher should be a bearable teaching load like that of any other teacher, if efficiency is aimed at and his hours of work should be accordingly adjusted to the needs of his work involving late evening hours. In no case should any physical education teacher be expected to handle more than 250 students as a teacher load in a given day: in fact a teacher load of even 200 must be considered ample.

(5) **Credits in Physical Education:** Increasing importance is attached to credits in physical education for class promotion, based on graded tests in activities. Bombay State has taken the lead and has introduced physical ability tests in a modified form as a condition for class promotion. If physical education is to be an educative force, Madras schools, have to give similar credits.

(6) **Physical Education Teacher as a Class Room Teacher:** Every physical education teacher should be trained for regular teaching in addition to being technically qualified in Physical Education. Then, it will be possible for the physical education teacher to be on the staff also as a class room teacher, and to get a good understanding of education and connections physical education has with education. In the older years of his service he can become a full-time class teacher, leaving physical education to younger men.

(7) **Lady staff for mixed schools:** Mixed schools which have more than 100 girls on rolls, must employ a woman physical education teacher.

(8) **Special Coaches:** Coaching is all important in Track and Field sports and major games. Every activity has its own special technique and this can be taught only by trained and experienced coaches. Schools may usefully employ such coaches on short term basis to provide for seasonal activity.

(9) **Inspector of Physical Education for Madras City:** The City schools play an important role in shaping the educational policy of Madras state. Hence, it is suggested that a separate Inspector of Physical Education may be appointed for the City exclusively to ensure effective Departmental supervision and to unify policies and programmes.

(10) **Residence for Physical Education Teacher near the School:** To extend the serviceability of physical education teachers, wherever possible, residential accommodation for them must be provided either at the school or near the school. Many schools serve only the immediate locality, and if the physical education teacher resides near the school, early morning physical education classes could be tried.

III. TIME TABLE

(1) **Instruction and Participation Periods:** Allotments in School time tables for physical education are inadequate and badly organized. This directly reflects the lack of understanding of educational outcomes of physical education and of its aims and objectives. No constructive work could be expected until schools are so organized that at least two instruction and two participation periods per week per student are provided. Not more than 40 students should report to any teacher at an Instruction period.

(2) **Distribution of Periods:** Periods must be spread over the whole day as far as possible and should not be crowded in the afternoon only.

(3) **Optional Periods:** Provision has to be made in the time-table for optional activities under proper supervision to boys who should be enabled to pick and choose what they need and like.

(4) **Special Programmes:** The school calendar should be so planned as to accommodate play days or festivals or Tabloid Sports at least once a term covering a whole day or an afternoon.

IV. HEALTH EDUCATION

(1) **Health Fee:** The medical examination of school going population is very sadly neglected and the reason is largely want of finance. Could not schools levy a Health fee, say Rs. 3 per year per student, and take up this important aspect of work?

(2) **Part-time doctor:** Schools in a locality can employ a doctor jointly for part-time work in schools. This doctor could visit schools in turn and attend to matters relating to health.

V. RECREATION

(1) **The Need:** With the increasing number of factories and workshops coming up all around the City, the High School Students who would later on be absorbed into any of these venues, must be initiated into the proper use of his leisure time in recreative activities. Leisure in the hands of a youth is a potential danger both to himself and to society.

CONCLUSION

Organization of physical education in Madras schools is not very satisfactory, yet encouraging attempts have been made by individual schools to give it its rightful place in the school life. With due attention paid to the improvement of facilities, leadership and time-table, there is bound to be an enrichment of school programmes which in turn will benefit the individual pupil in relation to his real needs and interests.

OFFICIATING IN SWIMMING AND DIVING COMPETITIONS

By

J. P. THOMAS
T. W. ARNOLD

DUTIES OF OFFICIALS

Referee.—He is the final authority on Technical matters in the interpretation of rules. He is the conductor of the Meet, and shall have authority to interfere in the competition at any stage to ensure that Swimming conditions are observed.

Starter.—1. Commands—Swimmers Ready, Take your Marks
Signal, Gun or Whistle

2. Name of the Race, Distance to be covered, Number laps, and where the race ends.

3. He calls attention to the technicalities of the race e.g., proper starts, turns and finish.

4. Starter takes up a position on the side of the Pool.

N. B.—Lanes are determined by draw in the Heats. In all Semi-final and Finals the team or the Swimmer having the fastest time in the trial heat is placed in the centre lane in odd-laned pools or in lane 3 or 4 respectively in pools with 6 or 8 lanes. The Competitor having the next fastest time to be placed on his right, then altering the other qualifiers left and right in accordance with their times established in the trial heats.

5. The starter shall call back the competitors at the first or second false start and remind them not to start before the starting signal. Such false starts if repeated in the same heat (no matter if by the same or another Swimmer), shall disqualify.

Judges at the Finish.—There shall be 5 Judges selecting the places 1, 1 and 2, 2 and 3, 3 and 4, and the Chief Judge to supervise the whole.

2. The Judge shall have jurisdiction over the Competitors immediately the signal to start has been given till they finish.

3. The Judges shall watch for the following :—

(a) Swimmers shall not interfere with any other Swimmers.

(b) Swimmers shall get no assistance from the floating lane markers.

(c) Breast stroke swimmers shall not change their style during the race from the Orthodox to Butterfly style and vice-versa. In breast stroke the hands must move forward and back simultaneously. Only a frog or whip kick may be used in which the feet and legs move simultaneously in a horizontal plane. Any tendency to do a scissor or flutter kick must disqualify the Competitor. Breast Swimmers must make a two hand touch or grab turn and must touch with both hands simultaneously at the finish.

(d) Back stroke Swimmers must stay on the the back throughout the race. In making turns, they must go into the wall and come away on their backs. Turning over on the stomach before reaching the wall shall disqualify the competitor.

(e) On all races swimmers are required to touch the wall with the hand in making a turn.

(f) Judges must watch for under water touches or over water touches at the finish; both are legal.

(g) In relays, the team member must keep his feet in contact with the edge of the pool until the preceding swimmer touches the wall. He may be leaping or starting his dive, but as long as his feet are in contact with the edge of the pool the start is legal.

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Turn Inspectors.—Judges are helped by two turn Inspectors at each end of the pool who watch for proper turns.

Timers.—It is suggested that there should be at least 3 Timers for each lane in the heats in order that Finalists may be qualified on the basis of time.

Then the time recorded by two of the time keepers agrees, that shall be the accepted time, but in cases where the time of all the three differs, that recorded by the middle watch shall be accepted. In case if sufficient timers are not available to time each swimmer in the heat, finalist may be qualified on the basis of their position at the finish. Three timers may be used to time the first swimmer as a matter of record.

(b) Timers shall be stationed at the end of lane if they are timing individuals and they would be stationed at the side if they are timing the winner.

(c) Timers must also watch for the under water touch finish.

Diving—1. Each competition shall comprise a certain number of compulsory and voluntary dives. The voluntary dives shall be listed by the competitor before the heat.

2. The referee shall manage the competition and ensure that the regulations are observed.

3. The judges (3, 5, 7) shall be placed by the referee separately and suitably on both sides of the diving board, if practicable.

4. After each dive, on a signal given by the referee, each of the judges without communicating with one another, shall immediately and simultaneously flash the marks awarded by him.

5. The middle score and the degree of difficulty shall be announced by the referee and the Secretary of Diving shall compute the score by multiplying the average award by the degree of difficulty.

6. In case of a tie, the diver with greater sum of points in the compulsory dive shall be declared the winner, and if the tie still continues, the award for the compulsory dive with the highest degree of difficulty shall decide.

7. Points shall be awarded from 0-10 with half points from 6-10, according to the opinion of the Judges and the following table.

Completely failed	- 0	Points
Unsatisfactory	1-2	"
Deficient	3-4	"
Satisfactory	5-6	"
Good	7-8	"
Very good	9-10	"

8. When judging a dive only the dive is to be considered without regard to the approach to the starting position. The points to be scored are:

The run
The take off.
The technique and grace of the dive during passage through the air.
The entry into the water.

HOCKEY AND ITS FUNDAMENTAL SKILLS

By

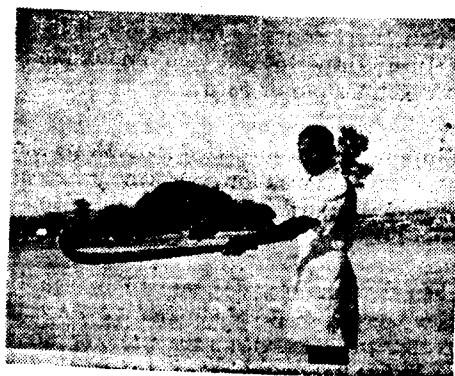
M. ANANDA RAJ

Though elementary, the knowledge of correct hold of the Stick for different strokes must be studied. Stance or the position of the feet is equally important.

The Hockey Stick has two parts, the shaft and the blade and the striking side of the blade is flat while the reverse is rounded.

The Universal Grip*:—Grip the shaft of the stick with the left hand as near the top as convenient with the thumb and forefingers so as to present the flat side of the blade to your left, the tip of the blade pointed somewhat upward with the handle-end towards you, and the stick in line with the left fore-arm.

Grip the stick now with the right hand three or four inches below the left (i.e. towards the blade end) using a sort of shake-hand V grip—the thumb on the left and forefingers on the left. This is the "Universal Grip".



Reversing stick for Left-side Hit:—(For Back Hand Hit). Momentarily relax the grip, moving left hand slightly further down the shaft (towards blade) and the right hand further up as close to the free end of the shaft as possible and then with both hands move your arms anti-clockwise to the left, the grip firm, so that the flat side of the blade faces forward on your left.

From the All-India Educational Conference, Hyderabad:

Synopsis of some of the Papers read at the Conference:

I. TOWARDS EFFECTIVE PHYSICAL EDUCATION IN COLLEGES

By

Sri L. K. GOVINDARAJULU, B.A., B.L.

Professor and Director of Physical Education, Annamalai University.

1. Collegiate physical education depends on organization of physical education in secondary schools. Madras and Bombay have enforced compulsory physical education for some years. Bengal and United Provinces have followed suit. In other states it is more a diversion for pupils than an integral part of educational effort. Result: young men and women coming to colleges are still physically ill-trained.

2. A basic programme of physical education will imply the adoption of measures for assess-

ment of the physical status and organic condition of students. Medical examination must be compulsory, effective and frequent. Money spent on this will be well spent.

3. With the co-operation of medical men, physical directors of colleges can do a great deal for the improvement of the physique of young men, to fit them for strenuous work. Climatic conditions, nutritional habits, social customs and habits, attitude, racial types are some of the many factors that need to be studied intimately in relation to physical

* *Editor's Note:—*

The Grip here recommended is generally useful only for a long hit. The short-pass so successfully used by the Indian Team in its foreign tours would prove that for better team work, the grip of the stick is modified and the hands are placed further apart than is recommended as the Universal Grip. The left hand is placed as close to the shaft-end as possible and the right back-hand hit or the stop—which the author describes later.

In efforts to recover a ball which an opponent is pushing away, but which is not altogether out of reach, the right hand grip only is used, the left hand being free.

Usually the two hands are held close together at the end for long hits and for this reason this grip is used for "clearing" or a long pass by the backs or half-backs and from one end of the forward line to another.

fitness and athletic performance. This will mean appointment of qualified men and provision of apparatus.

4. The misconception that college boys are too old for physical activities must go. There is a joy in physical exercise which comes with good health. In the adolescent age of college pupils it is essential that they are kept occupied in healthy pursuits. Four years of compulsory physical education is essential. This will ensure improvement of strength, speed, agility, skill, power and endurance.

5. All physical activities must be racial in type, tempting to the young and calculated to

produce courage and resource as well as organic strength and motor efficiency. Group participation must be aimed at as a general rule.

6. As in other departments, in physical education also we need men who have both by attitude and training acquired special merit in understanding adolescents in relation to the psychological and physiological differences pertaining to growth and their expression under differing circumstances in social and physical skills.

7. Provision of adequate number of instructors and raising of their status at par with other teachers will also be necessary.

II. STEPS TO INTRODUCE EFFECTIVE PHYSICAL EDUCATION IN SCHOOLS AND COLLEGES IN INDIA

By

Sri ERAJ AHMED KHAN

Vice-Principal, College of Physical Education, Hyderabad.

1. Physical Education has now received recognition. Its importance is felt.

2. For physical education to be successful, diet of the people must be wholesome. A standard of living wage is thus essential.

3. Physical Education teachers should also be in a position to study and enrich the mental aspect of the students as well.

4. Neuro-muscular co-ordination. Physical education teachers should pay more attention in developing children's attitude towards physical activity. Students' realisation of need for taking part in physical activities is an effective step.

5. Physical activity must be varied and wholesome.

III. MAKING PHYSICAL EDUCATION EFFECTIVE IN SCHOOLS AND COLLEGES

By

H. V. BARPUTE, M.A., B.T., D.P.Ed., M.Ed. (U.S.A.)

Training Institute of Physical Education, Kandivali.

1. For effective physical education our programme should be varied, comprehensive, correlated and should possess carry over and life values.

2. More opportunities for leadership among students should be afforded.

3. Adequate facilities, equipment and playground should be provided.

4. A definite minimum standard must be laid down.

5. One diploma holder for every 250 boys or girls will be desirable.

6. Physical Education weeks should be organized every year.

7. Public relations—that is keeping the parents and the public informed of our activities is essential.

Schools should be organized as recreation centres for the community.

8. Other effective aids such as audio-visual aids, libraries, Olympics, Refresher courses, talks, lectures etc. should be used amply.

9. Physical education should be in the curriculum of all training institutions for further research in physical education must be provided.

10. Physical education should not be divorced from education. Development of total personality should be reflected in providing experiences.

IV. STEPS TO INTRODUCE EFFECTIVE PHYSICAL EDUCATION IN SCHOOLS AND COLLEGES

By

A. R. NARAYANA PAI

T. D. High School, Mattancheri, Cochin.

1. In the early stages, drill and games should be done to the accompaniment of music and dances to make it attractive. (Bratachari movement in Bengal)
2. Scouting games in secondary classes are attractive. Advanced drill equips the boys for the army.
3. Gymnasiums can be most successfully utilised. Local aids must be tapped.
4. Rashtriya Swayam Sevak Sangh, apart from its political and controversial programmes has been doing a lot towards the development of physique of young people both from the schools and colleges.
5. Our local exercises like Surya Namaskars must be fully availed of.
6. Physical training has come to stay in India.

V. NEED AND DEVELOPMENT OF RECREATION

By

Sri A. K. SINGH, B.A., Dip.P.E., M.S.

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

1. When a person desires to do something and chooses an activity for participation only it is called recreation. This gives an opportunity for self expression and development of personality.
2. Recreation serves the purpose of relaxation for the adult from effort and tension. Recreation rests the muscles, nerves and brain cells that have become tired and restores psychological balance of the individual.
3. Recreation serves as complementary experience as having compensatory values. A person craves for diversion during his leisure which complement his daily occupation and provide him with an opportunity to re-establish his organic and emotional equilibrium.
4. Recreation provides compensation for organic lacking.
5. Recreation provides an outlet for aggression which if denied may prove a danger to the person and the society.
6. Activities like reading, cinemas, etc. enable people to forget their worries and get absorbed in pleasures and fantasies.
7. Recreation in groups helps to sharpen the interests and socialise the individual.
8. Recreational activities such as painting, handicrafts, etc., develop inner poise and self-sufficiency.
9. Initiation of recreation has to be done after a thorough study of the needs. A study of available private and public resources for re-creation, how the people use their leisure, the interests of all ages and sexes—these have to be surveyed.
10. All-out co-operation is essential. Public parks, schools, playgrounds, (Swimming pools, gymnasium etc.) must be available for the community.
11. Adequate finance has to be provided. Entertainment tax and other suitable taxes.
12. Proper training facilities for leadership are still wanting in India.
13. For any scheme to be successful public partnership is necessary.

RESOLUTIONS OF THE CONFERENCE ON MILITARY STUDIES, PHYSICAL EDUCATION AND RECREATION

1. This Conference appreciates the appointment of Advisory Board of Physical Education and Recreation by the Central Government and requests them further, to implement the other recommendations of their Physical Education Committee, particularly with regard to the starting of a Central Institute of Physical Education.
2. This Conference requests the Central and State Governments to expand the scheme of National Cadet Corps and impart Military training to all the school and college students who are physically fit.
3. This Conference requests the Indian Universities (1) to start Degree courses in Physical Education, and (2) to organize their Departments of Health and Physical Education as recommended by the Indian Universities' Commission.
4. This Conference requests the state Governments to give physical education, the status of an Examination subject and devise suitable methods of examining the pupils in physical education.
5. This Conference requests the various Governments and school authorities to introduce effective medical examination, periodical health examination and inspection and necessary follow up-work.
6. This Conference requests Governments to introduce Camping as an essential activity in the schools and Colleges of their state.
7. This Conference requests various state Governments to take steps to provide facilities such as playgrounds, gymnasia, equipment, etc. to the educational institutions under their control.
8. This Conference recommends a nation-wide health survey of boys and girls at school with a view to improve standard of health.
9. This Conference recommends that colleges of physical education should take up research in physical education.
10. This Conference urges Panchayats, Municipalities and other local bodies to organise immediately play centres, clubs and competitions for pre-school children.
11. This Conference lays great emphasis on the need for the proper handling of boys and girls at the adolescent stage and recommends that teachers learn the technique of personal guidance.

COLLEGE NEWS

By

C. C. ABRAHAM, Principal

Life at the College after we reopened on the 8th January, 1951 was full of activities. The staff and students were kept very busy with the organisation and conduct of the XXIV Madras State Olympic Games.

XXIV MADRAS STATE GAMES:—The XXIV Madras State Games were a great success. Nearly 800 competitors participated in the various competitions. The Games included tournaments in Basket Ball, Volley Ball, Kabaddi, Boxing and Wrestling, and competitions in Swimming, Diving, Track and Field Sports for boys, girls, women and men. Cycling and Weightlifting were two new items.

The standard of performance in practically all the competitions was generally of a high order. Several new records were created. But there is more room for progress and achievement. One remarkable feature of the Game was the excellent spirit of sportsmanship shown by the various teams, their managers and coaches. For

the organizers of the Games and the students of the Y.M.C.A. College, the Olympic week, from 27th January to the 3rd February was a glorious week.

Mr. K. Madhava Menon, the Hon'ble Minister for Education, Government of Madras, declared the XXIV Madras Games open on the 27th January. His Excellency the Governor of Madras presided over the closing ceremony on the 3rd February.

Y.M.C.A. COLLEGE WINS CHAMPIONSHIP:—Former students of the College will be glad to learn that the Women's Track and Field Championship in the Madras State Games was won by the Y.M.C.A. College team. This team also won later the Women's Inter-collegiate Track and Field Championship. Our congratulations to the team.

NATIONAL TRIALS AT LUDHIANA:—A small track team of four was sent to Ludhiana

to represent Madras at the National Trials. Some of the University Athletes selected for the team could not join the team on account of their examinations. What a pity!!!

Mr. A. K. Singh and Mr. Ted Arnold accompanied the team as Manager and Coach respectively.

Two Madras Athletes, D'Classe and C. D. Cleur, were selected to represent India at the First Asian Games. This is quite creditable. It is our hope that these athletes will emerge victors in the First Asian Games. The latest report is that 10 Asian Nations will be participating in the Asian Games.

NEW-DELHI TOUR. A party of about 60 students will be leaving on the 1st March to

New Delhi to witness the First Asian Games. Mr. J. P. Thomas will accompany the party. An Alumni-get-together is also being planned at New Delhi during the Asian Games.

MADRAS STATE VOLLEYBALL ASSOCIATION.—During the Olympic Week, steps were taken to form a State Volleyball Association. This was a great need in the State and our good wishes go to Mr. Paul Joseph, its Secretary.

NEW HOSTEL BLOCKS.—Two new hostel blocks were declared open on Thursday the 22nd February 1951. These hostels were built at a cost of Rs 20,000. They present a very elegant appearance and the students who had the luck to move into these hostels are very happy over the change.

NEWS FROM THE

TRAINING INSTITUTE OF PHYSICAL EDUCATION, KANDIVALI

1950—51 Student Body: There was an enrolment of 80 students but after the usual elimination, the final figures stand at 59 men and 15 women, most of them being B.T.s. 70 students have been deputed by institutions, while two unattached students receive a monthly stipend of Rs. 25.

Staff: Shri B. K. Naik, one of the Alumni of the Y.M.C.A. College of Physical Education, Madras, after three years of higher studies in America, has joined the Institute in place of Shri S. R. Mahindroo. Shri Naik was for fourteen years the Physical Director of the Baroda State. Another new-comer, Shri H. V. Barpute, after specialising in camping, group-work and community recreation in U.S.A. has also joined the staff. The presence on the campus of Shrimathi Barpute, who also spent a year with her husband in U.S.A. specialising in Physical Education, has been of much help.

Expert Instructors: Shri P.K. Mahabal, a well known exponent on indigenous activities, and Kumari K. Purandare, an expert in Indian rhythmic activities and folk dances, have been appointed by the Government to serve on the staff of the Institute.

All India Educational Conference: A batch of students and two staff members attended and participated in the All India

Educational Conference at Hyderabad in December, 1950. Shri D. B. Kothiwale, Senior Assistant at the Institute, was the Section Secretary for Physical Education and Recreation at the Conference. The Institute Representatives visited the Men's and Women's Colleges in Hyderabad and were received by Janab Eraj Ahmed Khan, Vice-Principal of the Men's College and Mrs. Beadel of the Women's College.

Tara Devi College

Training for Drill Instructors: The Staff and Students of the College visited the Institute and were warmly received. A large number of Drill Instructors now working in Secondary Schools, though exponents in some form of activity or another, are not able to approach and promote in the new educational way. To help them to understand and adjust to the present trends of Physical Education, a refresher course lasting 2½ months is being organised for them. All the 90 teachers under training have been deputed by their respective schools on full salary and the Government are spending nearly Rs. 200 on each trainee towards travel, accommodation and food.

Asian Games: Efforts are being made to take a batch of students to the Asian Games at Delhi in March, 1951.

(NEWS FROM STATES)

SUMMARY OF THE REPORT OF THE MADRAS OLYMPIC ASSOCIATION 1949—50

At a General Body Meeting of the Madras Olympic Association, held on the 19th November, at the Y.M.C.A. College of Physical Education, Saidapet, H. E. the Governor was elected as the patron. In succession to Dr. P. Subbarayan, Dr. P. V. Cherian was elected President with Rao Sahib K. S. Ranga Rao as the Treasurer and Messrs C. C. Abraham and A. K. Singh as Honorary Secretaries.

The XXIII Provincial Olympic Games were held from the 21st to 28th January, 1950, when a number of records were broken. The games included tournaments in Volleyball, Basketball, Chedugudu, Boxing and Wrestling for Men, Netball for Women, Track and Field Competitions for School Boys, School Girls and College Women, Track and Field for Men, Swimming and Diving for Men and Women.

The Premier of Madras took the salute and then hoisted the Olympic Flag and then declared the games open. The Malabar team, S.D.P. Krishna and the Central Poly-Technic, Madras, won the Championship in Volleyball, Chedugudu and Basketball respectively. With

the Track and Field Athletics on the 27th and 28th January, 1950, which was presided over by the Governor, the Provincial Olympic Games concluded.

Despite financial difficulties the Madras Olympic Association managed to send teams to the XIV Indian Olympic Games at Bombay. In Volleyball, Madras won the distinction of coming to the finals. B. S. Mani, the Cyclist from Madras, created a good impression and he was selected to represent India at the International Cycling Competition at Brussels.

In the Track and Field Competitions, Madras won three gold medals, DeClasse winning 400 metres hurdles—in a record time by an Indian—Lakshmanan, winning the 1500 metres and H. Rebello, winning the Hop, Step and Jump. They were 4th in the Competitions with 14 points. In general Madras made a good impression in Bombay Olympic circle.

The next Indian Olympic Games have been scheduled to be held at Madras in 1952.

ALUMNI NEWS

The Home coming of the Alumni is fixed for the 30th and 31st of March, 1951, and plans are well ahead for the accommodation of a large number of alumni at the College during these days. The first day is the College Day, and the second day is the Alumni get-together. An interesting programme is arranged for these days and we would request every alumni to plan for a visit. A special feature of the Home-coming Day is the revival of the Provincial Physical Education Association. As suggested last year, the alumni teams in Basketball, Softball and Netball need to be strengthened and we would appreciate it if several outstanding players in these games among alumni make it convenient to take part in these matches with the present students. We expect every one of you.

Higher Studies: Mr. Barpute (36-37) has returned to T.I.P.E. Kandivali, Bombay,

after his masters's in Springfield. The first camp, held under his directorship for the students of Kandivali Institute, has received much praise from all sides.

Mr. K. Varkey (42-43) and Rousseau (45-46) have qualified themselves for the Doctorate in Physical Education in U.S.A. and they are planning for their return to India.

Miss Amy Luke (49-50) has joined for her B. A. at Andhra Christian College, Guntur.

Postings: Miss Merry Chinniah (49-50) has joined the "Vidyodaya" Girls' High School, T'Nagar, Madras.

Miss [Kandala] Paul (49-50) has taken up work in Northwick Girls' School, Rayapuram.

Miss Kunjamma (49—50) has joined the staff of the Saradha Vidyalaya Girl's High School, T'Nagar.

Mr. Cladius (49—50) has taken up work at St. Michel's High School, Coimbatore. He sent one of his students to the Boy's Provincial Olympic Games.

Miss Rosalind Joseph (49—50) is the Physical Education teacher at St. Mary's Convent High School, Coimbatore. She reports an excellent programme of work for her school.

Mr. K. V. Ramadoss (49—50) has been transferred from Government Training College, to Government Arts College, Mangalore.

Mr. C. A. Pooviah (49—50) has joined back his duty as the Director of Physical Education for Coorg. He is full of plans for his State and we wish him well.

Mr. N. K. Nambiar (49—50) of Quilandy has successfully conducted an All India Volleyball Tournament and we appreciate his efforts for the popularisation of Volleyball in his state.

Miss Joy Christy (49—50) is the Physical Directress at Sarah Tucker's College, Palamcottah. With the acquisition of the new site for the College outside the city she hopes for extensive games facilities in the new set up.

Wedding Bells: Lakshmi Kutty (1949—50) to Mr. Padmanabhan, at Kulliatoor.

Purushotham Thakee (1949—50) to Miss Jashoda.

We wish them happy married lives.

General: Prof. Kothiwale (30—31) has been again elected General Secretary of the Physical Education Section of the All India Council of Educational Associations. He is making a tangible contribution of Physical Education as could be seen from the Secunderabad Educational Conference. We wish him success in his efforts and assure him of the whole-hearted support of all alumni.

Mr. Mohamed Mustoffa (42—48) is the Associate Secretary to the Tinnevely District Sports.

Mr. Carr (35—36), Kalyanasundaram High School, was in charge of the Tanjore District Annual Sports. As the thousands of visitors to the meet acknowledged, the Tanjore District had never witnessed such a well organised meet before. All credit to Carr.

Sri V. S. Narayana, B. A. (1937—38) who served for 3 years at the Andhra Medical College, Vizag, and then was in war service till June 1946, and was promoted as Regional Inspector of Physical Education, Coimbatore, in August, 1947, and later posted to Godavari Division in August, 1949, is since May, 1950, Madras Regional Inspector on the newly created region of Madras, Chingleput, Chittoor and Nellore Districts.

Sri R. V. Saryanarayana Raju, B. A., B. Ed., (1930—31), Regional Inspector of Physical Education, Kakinada, successfully underwent B.Ed. training during 1949—50 at Government Training College, Rajamundry, taking a second class. He has been fortunately reposted to his own Division, Godavari.

Jolly Good Man, Sri C. Satyanandam, B.A., (30—31) and Sri A. Surendranath Rao, B.A. L.T. (34—35) continue to be Regional Inspectors of Physical Education, Anantapur and Madhurai respectively.

Sri N. Thomas, B.A., M.Ed., who for some time was Headmaster of a senior certified school, has been posted as Regional Inspector of Physical Education, Coimbatore.

Mr. V. Karunakara Menon, B.A., Physical Director, Victoria College, Palghat, acted as Regional Inspector of Physical Education, Coimbatore, in June, in a temporary vacancy when Mr. Thomas was on leave.

Shri Som Datt (1937-38) Delhi, was in charge of one of the biggest Physical Education demonstrations put up at Delhi in connection with the All India Local Bodies Conference during last December. Congratulations to Mr. Datt.

We took forward to meeting a large number of alumni during the Asian Games at Delhi between 4th to 11th March, 1951. A get-together is being arranged at Delhi and the Alumni who may be present at Delhi are requested to get in touch with the Secretary, Y.M.C.A. New Delhi, about the place and time of the get-together.

Alumni are requested to renew their membership for the current year.

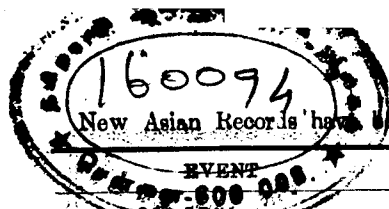
Life Membership ... Rs. 10
payable in two instalments.

Yearly Membership:

Diploma Holders ... Re. 1
For others ... Rs. 8

LATEST TRACK & FIELD RECORDS—MEN

EVENTS	MADRAS	INDIA	WORLD
100 Metres	10.8 Sec. E. L. Phillip	10.5 Sec. R. Kitto (Ceylon) 1946	10.2 Sec. Jessie Owens (U.S.A.) 1936; 10.2 Sec. Harold Davis (U.S.A.) 1941; 10.2 Sec. N. H. Ewell (U.S.A.) 1948; 10.2 Sec. Li La Beach (Panama) 1948
200 Metres	22.6 Sec. E. L. Phillip	22.1 Sec. Pritam Singh (Patiala) 1944	20.3 Sec. Jessie Owens (U.S.A.) 1936
400 Metres	50.9 Sec. F. A. B. Hunter	49.5 Sec. M. M. P. Pereira (Ceylon) 1946	45.9 Sec. H. Mekley (Jamaica) 1948
800 Metres	1 Min 58.6 Sec. G. Lakshmanan	1 Min. 55.8 Sec. Hazura Singh (Patiala) 1938	1 Min. 46.6 Sec. R. Harbig (Germany) 1939
1,500 Meters	4 Min. 8.9 Sec. G. Lakshmanan	4 Min. 4.2 Sec. Chand Singh (Patiala) 1944	3 Min. 43 Sec. G. Hagg (Sweden) 1944
5,000 Metres	16 Min. 49.2 Sec. T. D. Jesudian	15 Min. 9.4 Sec. Ronuaq Singh (Punjab) 1936	13 Min. 58.2 Sec. Gundan Hagg (Sweden) 1942
10,000 Metres	34 Min. 52.2 Sec. Vadivelu	32 Min. 2.6 Sec. Ronuaq Singh (Punjab) 1936	29 Min. 21.2 Sec. E. Zatopek (Czechoslovakia) 1949
110 Metres Hurdles	16.5 Sec. T. Cleur & Baldray	15.2 Sec. V. Vickers (Bombay) 1946	13.6 Sec. R. A. Attlesey (U.S.A.) 1934
400 Metres Hurdles	68 Sec. D'Classe	54.9 Sec. D. White (Ceylon) 1946	50.6 Sec. Glen Hardin (U.S.A.) 1934
3,000 Metres Steeple chase		10 Min. 1.9 Sec. Nazir (Singh) (Patiala) 1948	9 Min. 3.8 Sec. V. Iso Hollo (Finland) 1936
5,000 Metres Walk		26 Min. 13 Sec. Sadhu Singh (Patiala) 1946	20 Min. 26.8 Sec. Wernes Hardmo (Sweden) 1945
10,000 Metres Walk		54 Min. 23.8 Sec. Romak Singh (Patiala) 1948	42 Min. 39.6 Sec. Wernes Hardmo (Sweden) 1945
50 Kilometres Walk		5 H. 15 Min 8.4 Sec. Bakhtanar Singh (Patiala) 1944	4 H. 34 Min. 03.0 Sec. P. Sievet (Germany) 1924
4x100 Metres Relay	44.6 Sec. Madras University	42.5 Sec. Ceylon Team 1946	39.8 Sec. U.S.A. Team (U.S.A.) 1936
4x400 Metres Relay	3 Min. 34.6 Sec. Madras University	3 Min. 23.4 Sec. Ceylon Team 1946	3 Min. 8.2 Sec. U.S.A. Team (U.S.A.)
Marathon Race		2 H. 42 Min. 33.6 Sec. Chota Singh (Patiala) 1948	2 H. 29 Min 19.2 Sec. Ketoson (Japan) 1936
High Jump	6'-7" A. H. Priestly	6'-2 1/2" Mecheng Singh (Patiala) 1950	6'-11" Lester Steers (U.S.A.) 1941
Long Jump	22'-3 1/2" R. De. Rebello	22'-10 1/2" Nianjan Singh (Punjab)	26'-8 1/2" Jessie Owens (U.S.A.) 1936
Hop-Step & Jump	47'-9 1/2" L. T. Boosy	50'-2" H. Rebello (Mysore) 1948	52'-5 1/2" N. Tajima (Japan) 1936
Shot Put	38'-1" O. A. Pooviah	45'-2" Zahoor Ahamed 1940	58'-3 1/2" C. Fourie (U.S.A.) 1943
Discus Throw	111'-6 1/2" L. O. Smart	130'-10 1/2" Sommanath (Patiala) 1945	168'-11" F. Goodieu (U.S.A.) 1949
Javelin Throw	178'-1" O. V. Bird	183'-2 1/2" E. Whitter (Punjab) 1933	268'-2 1/2" Yojo Nikkanen (Finland) 1938
Pole Vault	11'-3 1/2" V. Sankunny	12'-2 1/2" M. Hossain (U.P.) 1943	15'-7 1/2" C. Narmardon (U.S.A.) 1942
Hammer Throw	113'-1 1/2" J. Clarke	152'-8" Sommanath (Patiala) 1946	196'-5 1/2" I. Nemeth (Hungary) 1950



New Asian Records have been set since the matter went to press in the following events:

EVENT	RECORD	NAME	NATION
1. 200 Metres	22 Sec.	Pinto L.	India
2. 400 Metres Hurdles	54.2 Sec.	Okato Eitaro	Japan
3. Long Jump	23' 5 1/2"	Tajuma Masaji	Japan
4. High Jump	6' 4 1/2"	A. Franco	Philippines
5. Pole Vault	13' 6"	Sawada Bunichi	Japan
6. Discus Throw	130' 10 1/2"	Makhan Singh	India
7. Shot-Put	45' 2 1/2"	Madanki	India
8. Javelin Throw	209' 10"	Nagayasu Haruo	Japan
9. 10,000 Metres Walk	52 Min. 31.4 Sec.	Mahabir Prasad	India
10. 3,000 Metres	9 Min. 30.4 Sec.	Takahashi Susuma	Japan

BOOK REVIEWS

PROSPECTUS OF THE Y.M.C.A. COLLEGE OF PHYSICAL EDUCATION SAIDAPET, MADRAS

This booklet of 16 pages gives a brief history of the College and its aims; and indicates the basis of selection of candidates made and the nature of the courses provided. The prospectus gives the Syllabuses for the different Courses offered and the rules and regulations pertaining to admission. Blank forms of application are also included. Altogether a very useful guide to candidates seeking admission to the College. The prospectus is priced at Re. 1/- each.

E. VENKATARAMANAN
Lecturer in Physical Education,
Annamalai University.

FIRST ASIAN GAMES BULLETIN: Series.

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V. SABAPATHY
Lecturer in Physical Education,
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Mr. Vempati Purushottam,
M.A., L.T., Headmaster, Board
High School, Kalkalur, who was
the president of the committee,
may be congratulated upon his
successful effort to spread public
interest in physical education.

L. K. G.

THE EDUCATION QUARTERLY

Ministry of Education

Vol. II. No. 7, September, 1950.

This useful publication contains among other things information on educational activities of the Centre relating to (1) Cultural Activities and Relations with other countries and to Development Schemes. (2) Educational Activities of the States. (3) Technical Education in India. (4) the United States Office of Education, (5) Education in Sweden and (6) the University of Soviet Azerbaijan. There are also included in this issue the Annual Reports of the Libraries of the Central Secretariat and Central Advisory Board of Education. News and Notes include information pertaining both to India and foreign countries. Following a chapter of recent additions to the Central Educational Library. The Journal concludes with an index of references on Education in Indian Educational Journals. Periodicals indexed being listed.

K. G.

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