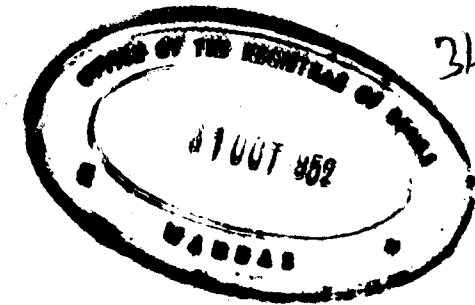


347 **VYAYAM**



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VYAYAM 313

SEPTEMBER 1952

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"However noble be our ideals, and whatever system of Government we establish, however liberal and equitable be our economic and social philosophy we cannot bring lasting peace and prosperity to our country unless the physical and mental make up of our coming generation has sound foundations.

—*Rajendra Prasad.*

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Modern scientific Physical Education was started in India with the founding of the Y. M. C. A. College of Physical Education at Madras in 1920 by the late Mr. H. C. Buck. Till the establishment of this college, Physical Education in this country was in the hands of illiterate Drill Masters, Wrestlers, Gymnasts and Ex-Army men. In the space of over three decades some progress has been made in this field but much remains to be done.

The Y. M. C. A. College has now trained nearly 3,000 Physical Education teachers. The college started with the training of five students in 1920. Today, it trains 250 men and 50 women each year. The Alumni of this college are working in Universities, Colleges and Schools, not only in India but also in Ceylon, Burma and even Thailand. There are at present 8 institutions in India training teachers of Physical Education. The Principals, Vice-Principals and staff of majority of these training institutions are Alumni of the Y. M. C. A. College. Each of these training institutions train on the average about 100

EDITORIALS

PHYSICAL EDUCATION

IN

FREE INDIA

students each year. A new Physical Education College has recently been started at Vijayawada. An Academy of Physical Education has been opened at Hyderabad. Steps are being taken to start a College in Punjab. National Institutions for training higher personnel in Physical Education are also in the offing.

There is no doubt that India needs more Physical Education Colleges. Every State must have a Physical Education College. Some States like Madras and Uttar Pradesh have already two colleges. The need for providing an adequate background in Physical Education for every elementary and basic school teacher is very urgent. Judging by the standard of one Physical Education Teacher for every 250 pupils, we need about 2,000 trained teachers of Physical Education for our Secondary Schools alone in each State. The Madras University Inspection Commission has recommended one Physical Director for every 500 students in Colleges. According to this standard, we need for our colleges in each State on the average

about 500 Graduate Physical Directors.

The highest qualification that one can get in Physical Education is a one year Diploma. Experts in Physical Education are convinced that one year is not adequate. It is high time that Colleges of Physical Education in India offer at least a two year course leading to a Bachelor's Degree in Physical Education. For Physical Education to become a full-fledged profession like Medicine, Engineering or Law, Degree Courses in Physical Education are absolutely necessary. The scope for research in the field of Health, Physical Education and Recreation which may be carried out in Physical Education Colleges in India is unlimited.

Even after over 30 years of pioneering work, the progress we have made in India in the field of Physical Education does not seem very commendable. It is very strange and also tragic to find that leaders of our nation and particularly those in charge of shaping our educational policy do not yet comprehend the importance of Physical Education. When the British were ruling us, we blamed them rightly saying that improving the physical fitness of our people was not in the interest of continuing the British rule. With the advent of freedom and independence, those engaged in the field of Physical Education were really looking forward to our National Government for giving Physical Education its rightful place. But so far, our National Governments either at the Centre or in the States have not shown adequate interest in Physical Education. We feel that we are making a farce of Physical

Education in our schools, colleges and Universities today.

We realise that as a Nation we were beset with many problems following partition, and as a Nation we are today confronted with serious problems both economical and political. Whatever be our problems, we cannot afford to neglect our children. As a matter of fact, we should be wise enough to look after their health at the growing stage. Today, we must think in terms of building up a better generation. Go to our schools and see the physical degeneration that has set in. The state of health of the school child is deplorable. If we neglect the child today, we will regret it as a nation later. We strongly urge our National Government to introduce a bill which will be a Charter for the Indian child, designed to conserve and build up his health.

In this issue we are publishing two authoritative articles which will give readers not only information but also facts and figures indicating how Physical Education is promoted in the U. S. A. and Finland. We are today a free people and it is up to us to make our country physically fit through a scientific programme of Physical Education. Government at the Centre and in the States should work out a national policy whereby Physical Education will find its rightful place in the education of the child and also in the national life of the people. Physical Education must receive full support and encouragement in a tangible way from our National Government. We must remember that as a nation we must now be physically fit to maintain our freedom and defend it.

PHYSICAL EDUCATION IN A DEMOCRACY

It is an accepted fact that Physical Education has a great part to play in developing the democratic way of life. Under good leadership, it is possible to create in the minds of children a sense of responsibility for the individual himself and also for the rights and privileges of others. A great number of opportunities are provided through games and sports for developing both leadership and followership. Children can be trained in the art of *Self-Discipline* which is fundamental to democracy. It is also a well established fact that it is possible to develop democratic human relationship through Physical Education and Recreation.

We have accepted democracy as our way of life. Ours is a very young democracy and so we have to train our children in ways of democracy. Indoctrination through books, magazines, radio etc. have their serious limitations. A real practical way of training the child in democratic human relationship is on the playground. Attitudes and habits are difficult to develop in a class room situation. Only through actual experiences in life can attitudes and habits be developed in children. The school playground is the training ground for democracy.

Today, we hear so much of indiscipline in our schools and colleges. It shows that there is lack of good leadership. It has also been pointed out to us that in schools and colleges where there is a good programme of Physical Education under good leadership there is very little trouble. This is a clear

indication of the need for a comprehensive programme of Physical Education under educated and enlightened leadership in our educational institutions.

We have in the past ten decades, stressed in these columns the importance of educated leadership in Physical Education. But we must confess that we have not made much progress. If it is also our aim to develop character and democratic human relationship in our children, we need really educated Physical Education teachers in our schools and colleges. The minimum educational qualification for a Physical Director to be in charge of our Secondary Schools should be a B. A. degree from a University. There would be no objection to employing assistants with lesser educational qualifications, but the Physical Director must be a graduate with a Diploma in Physical Education.

We had already pointed out that we are today making a farce of Physical Education. This is particularly true in the training of leadership in Physical Education. Schools, colleges, and Universities continue to employ men who possess neither education nor adequate training in Physical Education. We also understand that there is a move to train Ex-Army men in large numbers for our schools, colleges and Universities. Such a step will kill the little Physical Education we have in India. It will put our clock back to 1920 where we started.

India needs scientific Physical Education today more than at any stage in her national life. We need Physical Education to make our children physically fit and to develop

them into democratic citizens. We should therefore better ourselves and take up this work in a spirit of rendering national service.

THE SECONDARY EDUCATION COMMISSION

We are glad that Government of India have set up a Secondary Education Commission. We are particularly happy that Sir A. Lakshmanaswamy Mudaliar, distinguished Vice Chancellor of the Madras University is its Chairman and its members are eminent educationists including Dr. Kenneth Rast Williams, Dean of Instruction, Air University, U. S. A., Mr. John Christie, Principal, Jesus College, Oxford, Mrs. Hansa Mehta, Vice Chancellor, Baroda University, Mr. J. A. Taraporewala, Director of Technical Education, Government of Bombay, Dr. K. L. Shrimali, Principal, Vidya Bhavan Teachers' Training College, Udaipur, Mr. M. T. Vyas, Principal, New Era School, Bombay, Mr. K. G. Saiyidain, Joint Secretary to the Central Ministry of Education and Mr. A. N. Basu, Principal, Central Institute of Education, Delhi.

A questionnaire has already been issued on behalf of the Commission. It is wide and comprehensive and covers many aspects of Secondary Education. Going through the questionnaire, we felt that Physical Education was not given adequate emphasis. The problem of Health Education in schools was completely overlooked.

This again clearly indicates that Physical Education is not yet accepted as an integral part of Education in our country. Nor do educational authorities see the need and import-

ance of an adequate programme of Health Education in our schools. The emphasis so far has been on an academic type of education, without any serious consideration for the health of the child. Today, much of our time and energy are wasted on educating children who are not fit to receive instruction. From the national point of view this is a colossal waste. A co-ordinated programme of Health and Physical Education is therefore a very urgent need if we should prevent this wastage.

It was also stated that the aim of this reorganisation is to produce qualities of vision, courage, leadership and character in the pupils. We have repeatedly pointed out that such qualities cannot be developed in class room situations and that pupils should be provided with ample opportunities to develop such qualities through organised play, sports, recreation, camping, scouting etc.

We are glad that Sir A. Lakshmanaswamy Mudaliar is a Doctor by profession and we fully well know his progressive views on Health and Physical Education. We have no doubt that in the reorganised scheme of Secondary Education for India, Health and Physical Education will find their rightful place. Having been intimately connected with Physical Education in the Secondary Schools in the Indian Union for over 30 years, we offer the following suggestions to the Commission.

(1) Emphasis may be placed on the education of the "Whole Child." Secondary Education must result in the harmonious development of the physical, mental and moral aspects of

the child's personality. At present, emphasis is on the acquisition of knowledge.

(2) Health to be one of the cardinal principles of Secondary Education. The deterioration in health is deplorable today.

(3) A co-ordinated programme of Health Education which includes School Health Service, School Health Supervision and School Health Instruction is made compulsory.

(4) Physical Education is accepted as an integral part of Secondary Education and a comprehensive programme of Physical Education, Recreation and Camping is made compulsory and administered by educated and adequately trained teachers of Physical Education.

(5) The principle of considering the year's record along with the marks obtained in the final examination for the purpose of promotion from one class to another may be accepted. At present, the final examination results alone are considered. In our view, this system is detrimental in many ways and needs to be changed in India.

(6) The number of holidays may be reduced to a minimum. The vacation periods may also be reduced. This will provide for activities including camping, hiking, scouting etc.

On behalf of the Physical Education profession in India, we wish the Commission every success in its great task. We assure the Commission our full measure of co-operation.

INDIA AND INTERNATIONAL COMPETITIONS

We have done creditably well in retaining the World Hockey championship at the Helsinki Olympic Games. Our supremacy in Hockey in international competitions is today an established fact. Our congratulations to the members of the Indian Hockey team, particularly the Captain and the Coach.

But our cricket, football, track and field, swimming and cycling teams failed miserably in England and at Helsinki. This clearly indicates that our standards in these games and sports are far below the World Standards.

We would particularly draw the attention of our readers to the articles "Why the U. S. Athletes Succeed" and "Physical Education in Finland" published in this issue. India must continue to participate in these International competitions although it would cost us a good deal of money. But we must attend to this business in a scientific and systematic way. Great care must be given to the choice of our national teams. Selection of our teams must be on merit. Our teams must be given more intensive training and practice. There are two reasons for our failure. First, we do not have the physical virility to stand the strain of International competitions. Second, we have not yet developed that will power to succeed in such competitions. India can produce World champions. But we must start the scientific way from our schools.

A Sportsman's Prayer !

*Let me live, O Mighty Master,
Such a life as men should know,
Tasting triumph and disaster,
Joy - and not too much of woe ;
Let me run the gamut over,
Let me fight and love and laugh
And when I am beneath the clover
Let this be my epitaph.*

*Here lies one who took his chances
In life's busy world of men ;
Battled fate and circumstances,
Fought and fell and fought again.
Won sometimes, but did no crowing,
Lost sometimes, but didn't wail,
Took his beating, but kept going
Never let his courage fail.*

*He was fallible and human
Therefore loved and understood
Both his fellow man and woman
Whether good or not so good,
Kept his spirit undiminished,
Never failed to help a friend,
Played the game till it was finished,
Lived a Sportman to the end.*

—Author Unknown.

WORLD HOCKEY CHAMPIONS



*Standing : Balbir Singh, Dharam Singh, Francis, Claudius, Gupta, Harbail Singh (Coach), Rajgopal, Keshav Dutt & Gentle
Kneeling : Uddham Singh, Babu (Captain) Raghbir Lal and Perumal*
(Courtesy—Sport and Pastime)



VALUES OF THE WORLD OLYMPICS

BY

TED ARNOLD

The eyes of the world were focussed on the World Olympic Games at Helsinki. The ears of the world were tuned to this greatest of all the world's sporting events. In these feverish days of wars, rumours of wars, earthquakes, volcanic eruptions, political elections, revolutions, jets, and atomic energy, this is rather amazing.

For a few weeks at least, the greater part of the world's news interest was focussed on the activities of a number of athletes from 71 nations and all other things were pushed into the background. People everywhere scanned the sports pages of newspapers and magazines, watched the cinema newsreels and listened to radio sports broadcasts with keen interest to learn of the success or failures of their favourite athletes and teams. This is a very wholesome treatment for this slightly neurotic world of ours.

There may be some individuals who would question whether these athletic contests and games are worthwhile. They cost a considerable amount of money and they take a great deal of time and effort. What, then, are the values to be derived from holding the World Olympics?

Three Sets of Values:

There are three sets of values, which can be derived from worldwide championship games. The first of these are the values to the individuals. There are millions of young men and women throughout the world who dream

of making the Olympic team and train faithfully toward this end. Most of them, of course, can never succeed in this aim. However, they do win great values in health, strength, skill, co-ordination, courage, and character. Those who participate in team-games gain many social values such as friendships, team-spirit, unselfishness, loyalty, and co-operation. Those who succeed in earning a position in the team derive all these benefits plus the experience of travel, additional training, and an opportunity to see and compete against the best athletes and coaches in the world. Those athletes who took part in the Olympics at Helsinki this year, will never again be the same. This great affair has become a part of their store of wonderful memories and an inspiration to them in the future. Many of them, without a doubt, will have a hand in training athletes in future, which is as it should be. Young men and women, who have had this experience, are bound to be an inspiration to other young people to follow in their footsteps.

National Heroes:

The second set of values are those derived by each nation that participates in the Games. In many countries all the young athletes from the primary grades through high school and the universities know the names and events of their Olympic contenders. They respect them as national heroes. The older people of the country are also

keenly interested in the athletes and think of them as personal representatives. They feel that the team belongs to them and they support it as such. This is a wholesome form of nationalism. There is no room for race, creed or colour prejudice in the selection of the best athletes. Neither sectionalism nor provincialism is permitted to enter into the selection of athletes in the countries that win gold medals year after year. Actually, having a winning team in the World Olympics helps develop a feeling of unity in a country.

What a wonderful thing it will be for India when she has a winning team in the World Olympics composed of young people from every section and community in the country! This will develop the right kind of national spirit where pride is centred on peaceful endeavour and communalism is forgotten. At the present stage in the development of free India, it is very important that emphasis be placed upon national unity. An All-India winning team can make a contribution in this field. When the citizens of a country feel that a team belongs to them, there is no difficulty in raising money to support it.

Raising Funds :

Take, for example, the Japanese team that was sent to the Asian Games at Delhi. The Japanese Government had no money to send the team, but this did not stop them. An appeal was made to the schoolchildren and practically every schoolchild in Japan brought some small bit of money to help send his team. This was done at some sacrifice on the part of many of the children. It not only provided enough money to send the team, but it also provided extra money so that every Japanese athlete could bring a small gift to his opponents at the Games. There is little wonder that the Japanese athletes did so well and had such wonderful competitive spirit. They felt that they must

succeed when the children of their country were willing to sacrifice to send them. *

Television Broadcasts :

Another case is the money that was raised to send the U. S. team to Helsinki. A half million dollars was still needed. So two well-known cinema stars volunteered to make an appeal on a television broadcast. At the end of the programme twice as much as they had asked for was raised and more was coming in. The Government should not be expected to provide all the money to send teams to the World Olympics. If the Government provides the money, the citizens are deprived of an opportunity to share in a satisfying and worthwhile national programme. When the people of the country give for their team, it raises the morale of the team. It increases the interest and spirit of the citizenry as well. In addition to the spirit of nationalism, the participating country derives other values. All the values gained by individuals and teams make them better citizens. As the individual citizen grows in health, strength, vitality, courage and character, so the nation increases in these qualities.

All Are Alike :

The third set of values are of an international nature. Attending the World Olympics as competitors gives the young people of all nations a chance to know each other intimately. They talk together, exchange gifts, and many times become great friends. The athletes live together in a large camp called the Olympic village. Often they eat together in a common dining room. This is an ideal way to break down prejudices. They live so close together that they soon begin to learn that all people are alike in their basic desires and ideals.

Athletic competition is a very wholesome type of international competition, which fosters friendship rather than hatred. The Games provide a fine opportunity for the

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youth of free nations to prove that there is no such thing as racial superiority. There have been many winners from the so-called backward countries and many times small countries carry off top honours. It is interesting to note that the small country of Norway won most of the gold medals in the Winter Games this year.

The Games also give the competitors and coaches an opportunity to meet some of the outstanding world leaders. No one who attended the Prime minister's reception at the Asian games could ever doubt the value of those Games. Mr. Nehru met every athlete and coach personally.

He gave them each a warm hand clasp and looked them straight in the eye in such a way that they all knew he was sincere in his welcome and interested in everyone of them. After meeting them all individually, he moved

from one group to another and listened to the young people from each country sing their native songs. This was truly a great help in forwarding world brotherhood.

The World Olympics provided many opportunities for such fellowship. One of the greatest thrills of the Olympics is to see all the flags of the 71 competing countries flying at the same level around the top of the Stadium, but the greatest thrill of all is to see the opening and closing march-past ceremonies. The athletes of each country wearing their own uniforms, led by a captain carrying their national colours all march in step together in one great regiment. These values, which help establish brotherhood between the nations of the world, are the most important outcomes of the World Olympics.

By Courtesy

"The Hindustan Times", New Delhi.

(Ted Arnold was sent out to India in 1949 by the International Committee of the Y. M. C. As in New York to help with the training of students at the Y. M. C. A. College. He is now the Vice-Principal of the College. Ted Arnold comes with several years of experience in the U.S.A. coaching teams in Swimming, Basketball and Track and Field. In the short time that he has been in India, he has made a valuable contribution to Physical Education in various ways. He will be writing instructional articles on Basketball, Track and Field sports and Swimming, in Vyayam as a regular feature).

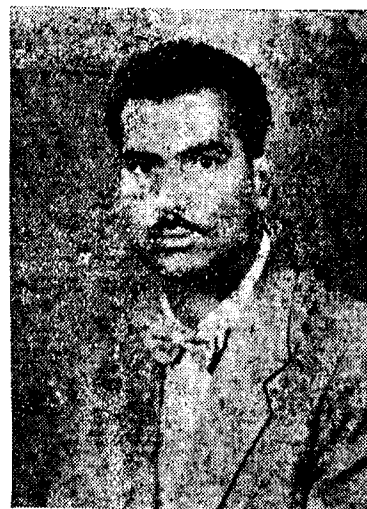


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Why The U. S. Athletes Succeed?

BY

J. S. ROUSSEAU



"Opportunity" is the first word that comes into my mind when I think of the secret to success of the United States athletes. I am not referring only to Track and Field athletes, but to all other fields of sport like Tennis, Swimming, Golf, Boxing, Wrestling etc. A boy or girl takes up to a certain career because of the opportunity and job future it has besides being an enjoyable past-time. The power house and the encouraging spirit of sport radiate from educational institutions in the United States. Wisely, the educators in the United States have realized the importance of sport in building up a well balanced, healthy and virile nation. For all that I have seen, heard, read and felt, the American Educator is fully convinced of the fact that for every athlete that wins a gold medal in Olympic Games or any other major sports meet, there are thousands of others who have sincerely trained themselves, lived clean and healthy lives and struggled towards an ideal of achieving high athletic performance. Is it not true that an athlete training regularly on scientific principles of exercise, sleep, food, with a healthy joyous outlook on life accomplishes something, which does not directly involve any monetary benefits, living an ideal life? By no stretch of imagination we would be fair in calling this materialistic. Thanks to the American public, the press, the radio, the school and college, the coaches and the Athletic staff, the U. S. athlete is given an

opportunity to follow the spirit of sport. I sincerely hope and believe that educators and those who are in charge of the youth of India would wake up to the fact and realise the importance of sports in building up character of the youth of this country. In this article I would briefly place a few facts relating to athletic training in the U. S. before the Indian public so that they may understand the key to success of the U. S. athletes in International competitions.

Having realized the importance of athletics, authorities of schools, colleges and Universities now set aside a large part of their funds for building athletic plants like stadia, swimming pools, gymnasia, tennis courts, field houses (for indoor sports meets), large playfields, golf courses etc., staffing them with well trained and competent athletic staff. For the training of leaders in Physical Education, there are at present over 400 Universities and colleges in the U. S., offering a four year course leading to the Bachelor's degree, a five year course for the Masters and a seven or more years towards the Doctor of Philosophy degree in Physical Education. These courses of study are very liberal and encompass very wide fields of study. They comprise the study of humanities like sociology, and physiology, sciences like physiology, anatomy, kinesiology, body mechanics, chemistry and physics, organisation and administration of sports,

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psychology of education, teaching methods, coaching of major sports, statistics, physical therapy, recreational areas etc. By the time a student graduates from a school of Physical Education he is not only developed into a good coach, but also into an educator and promoter of youth welfare. Athletic training is in the hands of these competent educators. Besides, nearly every University, college or technological institution worthy of mention, has a department of Physical Education offering courses in sports and leisure time activities which are made a part and parcel of the education of youth. Physical Education is compulsory and enjoys the same status and importance of mathematics in the study of atomic physics. For example, at the University of Illinois, no one can graduate without having taken four courses in Physical Education including swimming.

Sports events are the highlights of all major Universities, enjoying popularity, publicity and good name. It is an honour to win an athletic letter (like a blue at Oxford or Cambridge), and educators in U. S. give full credit for such achievement. It is a part and parcel of scholastic achievement.

Let us investigate the various steps taken to ensure a steady flow of athletes into schools, colleges and Universities. First, there is the elementary school physical education giving the boy or girl fullest opportunity to take part every day, in big muscle activities of the enjoyable type, supervised and conducted by class room teachers. Then on the secondary and high school level, there is the department of athletics and Physical Education with a staff of coaches in track and field athletics, foot ball, basket ball etc. There are a whole host of them under a Director of athletics. They carefully nourish, train and direct young athletes of promise, giving them opportunity to compete and take part in Intra-mural, Inter-School, dual, and state championships.

The athletes have to follow a code of honour and should report regularly for training. Any one breaking this code of honour or training is barred from taking part in athletic competition. The Universities and colleges in their incessant search for athletic talent, send scouts who enlist prospective athletes to their respective Universities by offering athletic scholarships, part time employment, athletic training tables, and educational facilities.

Once they are in the University, they are trained regularly as fresh-man athletes, (fresh-men are not eligible to take part in University meets) under a competent coach or coaches. Their physical fitness is regularly checked up by qualified doctors; their athletic injuries are attended to by a trainer with modern equipment like the sun lamp, whirlpool baths, massage, etc., their daily training programmes are drawn after consultation with the athletes; their schedules of training are planned so that the athletes achieve peak performances in major sports. The training principles are based on latest understandings in physiology of muscular activity, psychology of learning, body mechanics, the science of nutrition and body growth and performance. Together with the above, the athlete is trained to be courageous and self confident. In this system of training nothing is left to chance or wishful thinking. Then in the second year of college, the athlete is given a chance to compete in Indoor (during winter) and outdoor Varsity competition, in inter-squad, dual, and University and finally in national meets. At the National meets in the Olympic tryouts, those who qualify themselves as winners are allowed to compete at the World Olympic Games, as at Helsinki. No favouritism, no autocratic and diplomatic methods are employed in choosing these world class athletes. Merit is the only criterion for selection. The national body in each sphere

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of sports takes responsibility in establishing good public relations to ensure funds from the public; we saw sometime ago how the film stars like Bing Crosby, Bob Hope and others by a marathon television show of 14 hours procured one million dollars for the U. S. Olympic competitors and officials for the Helsinki games. I want my country-men and those who are in charge of sports to realize the importance of how good public relations, planning and scientific training in educational institutions have gone a very long way in producing and fostering athletic talent in the United States. When I was a witness at the 1948 Olympic Games in London, I remember the sentimental tears I shed when an audience of 80,000 people rose in respect for those who brought name and fame to their country. Most of these athletes were

from the U. S. A. My heart goes forth in silent admiration to the people, the educators and sports promoters of U. S. A.

There is much that we can learn from the U. S. A. in the field of sports. We must bestir ourselves and make sports an important feature of education in the elementary school, the middle school, the high school, the college and the University. There is no doubt that among the 300 and odd millions of people in India, there would be several athletes who could be trained to reach the world class. Our task is to provide the opportunity and the facilities to train them adequately for this purpose. Such an endeavour needs the support of the people and the Government of India at the centre and in the states.

(J. S. Rousseau was a student of the Y.M.C.A. College taking the Diploma course in Physical Education in 1946. After graduation from the College, Rousseau was awarded a Government of India scholarship which enabled him to spend two years in England and another two years in the Illinois University in the U.S.A. for his Ph. D., in Physical Education. On his return to India, he coached the Indian track team for Helsinki at Simla and is now employed as a coach for the Rajaputana Regiment, New Delhi and he also is an Honorary Recreational Director of the Y.M.C.A. in New Delhi.)



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Health, Physical Education & Recreation in Finland

BY

JOHN W. MASLEY

In 1952 Finland played host to the athletic world, when the XV Olympiad was held in her capital city, Helsinki. This nation of four million inhabitants justly deserved this honour because as a small nation its success in international athletic competition had been phenomenal. Finland first sent athletes to the Olympic Games in 1906 and immediately won international recognition. Since then its athletic prowess has become world renowned.

Sports and Education :

The history of Finland's accomplishments in the modern Olympic Games is the history of the rise of physical education in that country. The position of sports in Finland is characterized by a solemn seriousness. In all of Finland's competitive sporting history, sports have held their place beside scholarship. Sports and education are the strongest expressions of Finnish national feeling, and the overdevelopment of one at the expense of the other has never been condoned. The sporting programme has always been based upon a solid foundation of the development of character, physique, and intellect, sports and athletics being a sincere attempt to educate the people through the medium of the physical.

Health Program :

The health programme is the responsibility of the Ministry of Interior under which serves the Medical Institute whose Public Health Department supervises the country's over-all health programme. In each of the nine provinces of Finland the highest medical authority is a provincial physician who is assisted by a provincial nurse and a provincial mid-wife. The cities and larger towns have so-called city and market-town doctors who

work with the Public Health Department in deciding matters of public health.

The service of the Public Health Department include the control of epidemic diseases and the care of persons found to have them. In addition, work is also being done in the study and prevention of occupational diseases through occupational hygiene and vocational guidance. Child care, both parental and post-natal, is a service of this department and every locality has a maternity and nursing advice station where a doctor, a health sister, and a midwife give advice to expectant mothers.

The health program in the schools is not under the direct supervision of the Ministry of Interior, but is shared with the Ministry of Education. School doctors in the larger public schools are recommended by the Board of Education and approved by the Public Health Department, while in the rural schools, which have no school doctors, medical care is given by private doctors, dentists, and nurses under the supervision of the Public Health Department. However, a plan is now under way in which all schools will have their own doctors and dentists, whose duties will include the examination of all pupils at regular intervals, a plan which thus far is meeting with success.

Physical Education in the Schools :

The physical education programme in the schools is under the Ministry of Education, which in turn delegates this responsibility to the local school boards. At the school board level, two persons, a man and a woman, are appointed as supervisors and are responsible for physical education in their

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particular district. In the secondary schools, the programme is under the direction of physical education instructors, while at the elementary level the elementary teacher is in charge.

All children in the elementary schools are required to take physical education from 2 to 3 hours per week unless excused by a physician. In the secondary schools the requirement ranges from 3 to 4 hours per week, and in addition, during their 4th, 5th and 7th years of secondary school education, each student is required to take a course in health and temperance to the extent of 2 hours per week. Health and temperance are also taught to all elementary pupils, the requirement being 40 hours a year.

The required activity programme in physical education is planned according to the seasons of the year.

Girls and boys practice and exercise separately, with the exception of the pupils of the first and second grades of the elementary schools and those schools which have but one teacher. In such cases physical education classes for boys and girls meet together.

A very important phase of the physical education programme in Finland at the elementary and secondary levels is the voluntary athletic programme carried on by the Physical Education Association of Public Schools (KLL) and the Athletic Association of High Schools (SOU)

The chief activities of KLL and SOU are those of arranging athletic contests between schools and sponsoring "Mark of Skill" activities similar to the Athletic Badge Tests of the Playground and Recreation Association of America. In Finland, however, apparatus work and stunts are stressed. The boys' activities include stall bar exercises, rope climbing, free exercises, parallel bar

routines, head and hand stands, tumbling, horizontal bar routines and vaults over the side and long horse. The girls' activities include rhythmic exercises, chinning, jumping, exercises on the horizontal and parallel bars, and balancing exercises. These events are purely voluntary.

SOU performs much the same function at the secondary level as KLL does in the elementary schools; however, the SOU activities include, in addition, contests in skiing, ski-jumping, gymnastics, football, field hockey, handball, basketball, and boxing for the boys and skiing, field hockey, and basketball for the girls. This organization also sponsors a popular yearly contest, held in the forests of Finland, in which the students make use of a topographical map and compass to hike long distances across country.

Objectives:

The Finnish schools have four objectives in their athletic and physical education programme, which include:

- (1) Inducing the students to engage in physical education activities of their own free will, especially after school and out of school, by encouraging them to participate in various activities and to meet certain degrees of proficiency for which they receive an award.
- (2) Encouraging the student to participate as much as possible by arranging contests between various grades and schools, by sponsoring leagues, by forming conferences between schools, and by bringing the students together for yearly games and contests. Students are also allowed to participate in independent meets and athletic events outside of the school by permission of the school rector and coach.

- (3) Striving for a high level of proficiency in the various activities by encouraging students to practice in the gymnasium and outdoor arenas during their free periods in school.
- (4) Encouraging students to exemplify the ideals of physical education in all of their pursuits whether in or out of school.

Voluntary Sports Programme:

Another important phase of the total picture of physical education in Finland is the voluntary athletic programme carried on by the many voluntary organisations, other than the school's voluntary programmes previously mentioned. Each of these organizations and associations has its own internal organization, but is responsible to the State Athletic Board which is composed of ten members who make yearly recommendations to the Ministry of Education concerning the country's athletic programme. In addition, the Board distributes funds, issues commendations, certificates, and medals for achievement; advises on all matters pertaining to the athletic programme; and acts as a consulting board in the construction of athletic fields, swimming pools, ski slides, and field houses. These voluntary organizations are financed in part by funds received from the Ministry of Education.

The largest of these voluntary organizations is the Finnish Gymnastic and Athletic Association (SVUL), which has a membership of approximately 275,000. Under SVUL, there are 16 federations each of which represents a separate sports activity. These are the federations for skating, skiing, basketball, wrestling, shooting, rowing, ice hockey, tennis, riding, yachting, fencing, motorcycling, archery, field hockey, bowling and table tennis.

Other organizations and associations in this voluntary programme are the Labourers'

Athletic League (TUL), Finland's Swedish Central Athletic League (GIF), Finland's Ball Association, Women's Physical Education Association of Finland (SNLL), Federation of Physical Training Instructors, Finland's Athletic Doctors Association, and Finland's Yachting Association. In all, there are about 27 such organisations with a membership of approximately 672,000, one-sixth of the entire population of the country.

These organisations function to provide their members with facilities and opportunities to engage in activities of their own choosing. Coaches and practice facilities are available, and teams are organized to compete with those of other districts. Contests, tournaments and mass exhibition are staged by the various groups, thus giving everyone the opportunity to participate.

Collectively these organizations and associations own about 500 athletic fields throughout Finland, the most famous being the Helsinki Olympic Stadium. In connection with the stadium, there is a sports museum and a Finnish sports library which are open to the public.

This type of athletic programme is sanctioned by the State because it fosters a feeling for national sports, is practical and inexpensive, and reduces professionalism in athletics to a minimum, and because the people benefit from the healthful recreation they receive through these activities. The State believes that the people's desire for healthful activity is the power behind these benefits and therefore lends all its support to further the programme.

Interest of State and People

The State Outing Board is the governmental agency responsible for the outing programme. This Board too, is under the Ministry of Education. It is charged with the development of the many opportunities for outdoor

recreation and travel in Finland which play an important role in the total physical education programme.

The Board disseminates information on the proper way to spend a vacation from the point of view of social welfare and health, and attempts to keep the people currently informed about where they can enjoy an inexpensive weekend or holiday. Attesting the avid interest of the Finnish people in outdoor activities is the fact that over 1.5 million Finns took part in a hiking contest between Sweden and Finland in 1941.

Thus a system of physical education whose philosophy is that of the people themselves has permeated the whole Finnish nation. In accepting the 1952 Olympic Games, Finland

faced a heavy responsibility; but this was accepted in the knowledge that the Finnish people would not fail. Through the sporting ideals and the athletic zeal of her people, the dream of the Finnish nation has been realized in the construction of the beautiful Helsinki Olympic Stadium.

This sanctuary of sports was made possible through many public gifts and contributions, proof that physical education is virile and alive in Finland. With this spirit, physical education continues to grow, and the Finns continue to reap benefits from the athletic and physical education programmes in their country.

*By Courtesy the American Journal of Health
Physical Education & Recreation.*

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"Physical Education, a part of education, and a representative of the teaching profession, has in common with modern education general fundamental principles. It is the possession of such that distinguishes a profession. Fundamental principles are based upon scientific facts. In addition to such a basis, the teaching profession is dedicated to the service of mankind, and hence its principles reflect its understanding of human social needs."

"Every profession derives its principles from scientific facts or it is not a profession. Medicine rests upon the biological, sciences, anatomy, physiology, bacteriology, pathology, pharmacology, and derives its procedures from the facts that these sciences reveal. Physical Education, as one aspect of education, rests upon the facts of man's nature, as shown by genetics, psychology, anatomy, physiology, kinesiology, and sociology, and from these foundation sciences it derives fundamental principles."

J. F. Williams.

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THE CASE FOR HARD WORK

BY

GEOFFREY DYSON

A study of the training methods of the world's best athletes reveals that they employ many different ways of getting to the top. In fact, "Many roads lead to Rome." And yet, so far as the purely PHYSICAL work of training is concerned, the road for them all is a hard one. The exercise they take is carefully graduated and is so planned that they thoroughly enjoy it (for an athlete's attitude of mind is at least as important as the proper development of his body). But, nevertheless, the work is HARD.

The need for this type of exercise in the preparation of the modern athlete is not far to seek, for it is Nature's law that mental and bodily qualities are determined according to the type and quantity of work they receive. "Function determines structure," and an exceptional physical performance can be produced only by those who have developed exceptional qualities. As a general rule the people of this country live under highly industrialised and therefore artificial conditions far removed from those that Nature intended. They take as normal a life in which all human physical activity has been drastically lessened and many of its harshnesses softened. In short, they are lacking in both strength and endurance.

It is not surprising, therefore, that those who have known no other way of life and yet wish to excel on the athletic track get something of a shock when they are made to realise how much work they must do in trying to make good the deficiency. And such an attempt must certainly be made, for without it there can be little hope of ever competing on

equal terms with the world's best runners, jumpers, and throwers.

Physical Work

We are agreed, I imagine on the importance of physical strength in athletics, although, clearly, its degree will vary from event to event. All other things being equal the stronger a man is the better he will perform. So let us take a look at the physiological laws governing the building up of such strength.

Upon receipt of messages from the nervous system muscles contract; they shorten. But it doesn't follow that all the many hundreds of fibres of a single muscle shorten together. On the contrary, unless the effort is a maximum one, i.e. "all out", only SOME of the fibres operate. The Remainder are kept in reserve.

If the task demanded of a muscle is very easy and of short duration, then only a few of its fibres are brought into play, and if this continues to be so day after day then the muscle as a whole weakens. The fibres not used atrophy—for that is Nature's law. Sometimes a muscle is given easy but prolonged work. Under such a circumstance all the fibres receive mild activity but they act in rotation. Development is not of a high order and, consequently, the resulting over-all muscle strength is not impressive.

As the work given to a muscle is "hotted up" all the fibres get more to do, and the reserves work much harder and longer. Therefore the muscle as a whole develops even greater strength. But it should be noted

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that the reserve fibres very quickly return to their previously weak state if the task is eased. DEVELOPMENT CAN QUICKLY BE LOST.

Intense, regular exercise calls for the use of all the muscle fibres, working "all out" and together. Here is a maximum effort which brings about a corresponding state of development.

Muscles do not act alone, however. The force they can apply depends very largely upon the strength of many other muscles. In the skills of athletics there are muscles that are used to fix parts of the body, thus providing a firm base from which to obtain greater power. Other muscles guide the direction of movement. And when the muscles are working together in this way they produce a more forceful, speedy, and controlled action than any single muscle could possibly accomplish. *In training for any athletic event, therefore, the whole body should be strengthened.*

And what of endurance? Physical endurance may be considered of two types, "local" and "general". When a muscle is strong enough to do a job of work without using all its fibres, then (as we have already seen) it can call upon the unused strands to help perform the task over a prolonged period. The fibres act in rotation. This gives a form of "local" endurance based on the muscle's over-all strength.

By making improvements to the circulation and respiration "general" endurance can be improved. There seems little doubt that the heart muscle develops this quality best when the work given to it is steady and prolonged in character. Of course, all athletes need both types of endurance, to greater or lesser degree, depending on their event.

Mental Work

Any type of exercise will not develop strength and endurance, however, for these qualities are improved only when the muscles are worked with greater intensity than usual or for a longer period. In other words, they develop only when a muscle is made to do more work than usual; hence the training expression to "overload". *In training an athlete, therefore, one must work him beyond what has hitherto been considered his normal limit, for if he always trains well within himself (as some advocate) he can never hope to do himself full justice later on. But, clearly, such hard physical effort should be given with discretion.*

The intensity of muscle action can be increased either by stepping up the speed or by increasing the resistance to movement. Where training with weights is concerned an athlete will find it best to work with a careful balance between the two. The duration of an exercise can be increased by adding to the number of repetitions. As a general rule it is unwise to overload by increasing both intensity and duration together.

Both qualities, strength and endurance, have their psychological as well as physiological limit, however. An athlete is not tired because he feels tired. This training lesson is obviously of particular value to middle and long distance runners, but it must also be learned by men in other events as well. In the training of field event men, however, a coach has to avoid working the athletes to the point where fatigue upsets the skills. Rather should he aim to develop the major portion of their strength and endurance through running, low hurdling, weight training, and other activities where, preferable, the movement-patterns are quite different.

It is important to remember that if an athlete stops training when he feels out of breath, because he is bored or because he has

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developed a slight ache somewhere, then he will have worked far below his physiological maximum and there will be no overloading. The really well-trained athlete has little difference between his psychological and physiological limits; the psychological barrier is broken down only as a result of great determination, perhaps helped by the inspiration and guidance of a good coach.

Maintaining the Standard

The maintenance of strength and endurance is an easier matter than the acquisition of these qualities; staying fit is not half as hard as getting fit-as many have found for themselves! When once an athlete has attained the strength and endurance he desires, all he then needs is a comparatively brief workout at peak capacity from three to five days a week. Hence, during the season, athletes should stress speed work rather than prolonged exercise. But this is not to say

that a man should entirely neglect the longer type of exercise at this time; it merely points to the emphasis. As muscle condition rapidly deteriorates, however, a long rest-off of several weeks will necessitate building up anew, with an emphasis on the overloading principle.

Such hard work as I have described as being essential to full development and a truly great athletic performance brings on fatigue, of course. But there is nothing wrong or strange about that provided an athlete recovers quickly afterwards. When such restoration fails to take place after a good night's sleep (or, at least, within a day or so, as an athlete's susceptibility to fatigue varies from day to day), then the work has been too much. The fitter an athlete is, the faster his recovery-rate will be.

By Courtesy of the "Athlete";

Official Publication of the A.A.A., Britain.

Geoffrey Dyson, is the Chief National coach for Britain. In this capacity, Dyson has won much distinction. The athletes representing Britain for the recent Helsinki Olympic Games at Helsinki were coached and trained by him. The fact that British athletes did far better at the Helsinki Games than any other previous Olympic Games goes to show the ability of Dyson as a coach of outstanding merits.

Dyson has several books, films and charts on Athletics to his credit. We particularly want to draw the attention of Coaches in India to the 12 charts he has recently published showing the fundamental movements of the various athletic events. We would also draw the attention of our readers to the articles which are regularly published in the magazine 'The Athlete' which is the official publication of the A.A.A. of Britain.

Vyayam is making a special effort to include a series of articles on coaching in Track and Field in our coming issues and Dyson is being specially requested to contribute the series.



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RUNNING TRACK

BY

V. E. ESSAW

One of the first things to consider in the organisation of an Athletic meet is the preparation of the running track. A running track may be made according to the size of the available space. Usually its measurements are either 200 metres or 400 metres.

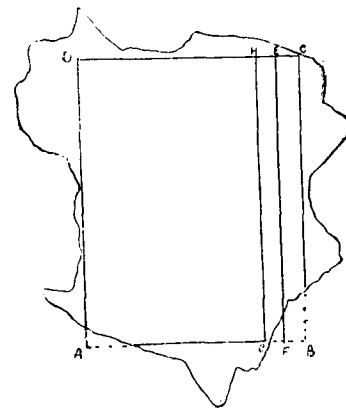
Before marking the track on the field it is necessary to prepare a plan on paper. For a 200 metres track the space should be nearly equal to 110 × 70 yards and for 400 metres it should be round about 190 × 100 yards. If there is space 100 metres is run separately on one side. (Though we use 200 metres and 400 metres track, the measurements are usually done in yards because we are familiar with this system only—all sports items in Olympic programme are measured in metres.)

Most of the tracks consist of two straights and two curbs—curb is the technical name for the curve. The two curbs together make a complete circle. But in some tracks—One used for the 15th Indian games—there are four straights and four curbs. The latter type is for broad fields where the length is short by a few feet.

For a very long field the calculation should be based on the breadth and for a very broad field it should be based on the length. In a 400 metres track the length of the straights could range from 80 metres to 100 metres and the radius from 32 to 38 metres. If it is not

within this range then the straights may be too short or the curb may be too sharp.

Let us take an example. Let ABCD be a field of 115 × 200 yds. After leaving space for spectators, officials and 100 metres;—30' for spectators and 23' for 100 metres—the portion left for marking the oval track is equal to 200 × 95²/₃ yards.



Calculation is always for running distance on the first lane.

Therefore space for seven lanes are taken out from both sides leaving a breadth of 231 ft. Since the field is very long we base our calculation on the breadth in order to make use of the full breadth as the diameter of the curb.

$$231' = 231 \times .3048 \text{ metres.}$$

$$= 70.4088 \text{ metres.}$$

Half of this is equal to the end radius.
= 35.2044 metres.

The distance along the curb is calculated from the radius. The two curbs make a complete circle. The circumference of a circle is given by the equation, $C = 2\pi r$ where 'r' is the radius and π is equal to 22/7,

$$C = 2 \times 22/7 \times \text{radius}$$

$$\text{total distance on the curb} = 2 \times 22/7 \times 35.2044$$

$$= 221.285 \text{ metres.}$$

$$\text{The remaining length} = (400 - 221.285) \text{ metres}$$

$$= 180.715 \text{ metres}$$

$$\text{This distance is covered by the two straights}$$

$$\text{Each Straight} = 90.358 \text{ metres}$$

$$= 296' 5.47''$$

The radius calculated was the running distance radius. The curb radius—radius of the chunnam line—is one foot less than the running distance radius.

$$\text{Curb Radius} = (35.2044 - .3048) \text{ metres}$$

$$(1' = .3048 \text{ metres})$$

$$= 34.8996 \text{ metres}$$

$$= 114' 6.04''$$

$$\text{Now the total length is calculated to see whether the track would fit inside the field,}$$

$$\text{total length} = \text{length of the straight} + \text{twice the radius} + \text{twice the width of the lanes.}$$

$$= 296' 5.47'' + 2 \times 114' 6.04'' + 2 \times 28$$

$$= 581' 5.55'' = 193 \text{ yds. } 2' 5.55''$$

This would fit in very well in this field.

Let us take another example where the calculation is based on the length. Let the space be 175 × 135 yds. Since the field is broad and not very long let us take 80 metres as the length of one straight. The two straights together is equal to 160 metres. The remaining length of 240 metres is to be covered by the curbs. The running distance radius could be calculated as follows.

$$240 = 2 \times 22/7 \times \text{radius}$$

$$\text{radius} = \frac{7 \times 240}{2 \times 22} = 38.18 \text{ metres.}$$

$$\text{Curb radius} = (38.18 - .3048) = 37.8752 \text{ metres.}$$

$$\text{total length} = 80 + 2 \times 37.8752 + 2 \times \text{width of the lanes.}$$

This is more than 175 yards and this track won't fit inside this field. Now the only possibility is to have two more straights at either ends. Let it be 20 metres each.

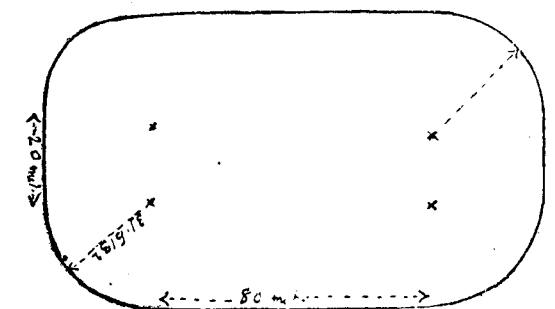
$$\text{total distance covered by straights}$$

$$= 80 + 80 \times 20 \times 20$$

$$= 200 \text{ metres.}$$

The remaining distance of 200 metres is to be covered by curbs

$$\text{Radius} = \frac{200 \times 7}{44} = 31.818 \text{ metres}$$



$$\text{Curb radius} = (31.818 - .3048)$$

$$= 31.5132$$

$$\text{total length} = 80 + 2 \times 31.5132 + 2 \times \text{width of the lanes}$$

$$= \text{less than } 175 \text{ yds.}$$

This track would fit inside this field.

Staggered Starts

According to rules track events upto 400 metres must be run in lanes of 4' width and the finish must be on the straight and at the same place. If we start races abreast and all run in their respective lanes, then those running in the outer lanes will have to run more than those in the inner lanes. Therefore in order to make the running distance equal in the different lanes we give staggered starts by shifting the starting points on the outer lanes forward.

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accelerating puberty, acts on the growth hormone and causes a gradual reduction in either the amount or the effectiveness of that hormone. Consequently growth comes to a stand still. If sex organs begin to function too early, as a result of an early secretion of the gonadotropic hormone, growth is arrested prematurely and the children are small in stature. If maturity is delayed, growth continues resulting in excessive height. Growth in the final analysis would depend on a properly timed action of the pituitary and gonadal hormones.

3. *Maturity and Height:* Puberty accelerates growth in height. From 10 to 14 years of age, girls increase in height very rapidly. For boys, the greatest increase comes between the age of 12 to 15. At the on set of puberty, there is an abrupt increase in the length of thigh and the trunk bones. The facial bones lengthen and broaden causing new features. After this period of sudden growth, there is a small gain in height for girls upto 18 and to the boys upto 20 to 22. Growth there after is barely perceptible. Individual differences in height are apparent at every age and they are very prominent during adolescence.

4. *Normal increase in height.* Rapid change in height is recorded during the first two years of a child when the height is almost doubled by the end of second year.

Growth in height is slower and relatively gradual for the next 8 to 10 years. There is then the adolescent spurt which results in rapid gain in height and weight. Some grow in height, first and then put on weight; others reverse the process. The bones get ossified and the height of the person is almost set and fixed by about the twenty third year. Any attempt at a considerable increase in height after the twenty fifth year is not only impossible but positively dangerous to normal health.

Factors relating to Weight:

(1) *Normal growth in weight:* A normal infant doubles its weight during the first five months and triples it by the end of the first year. There is a gradual increase in weight till by the fifth year the child is nearly five times as much as it was at its birth. There is slow but regular growth right through school life till adolescent stage where there is the adolescent spurt associated with developmental changes causing change in body shape. This rapid gain ceases in about the seventeenth year and then a steady small gain is made till complete maturity. An young adult weighs nearly twenty times as he was at his birth.

(2) *Muscles and Weight:* Muscles contribute approximately 30 per cent of the total body weight in childhood, and the percentage increases to 63 at maturity. The larger and heavier bones during adolescence, coupled with the large muscles of the upper and forearms, elbows, thighs and shoulders, bring about the sudden increase in weight. When the muscles grow faster than the bones, there is looseness of the muscles resulting in clumsiness and awkward physical coordination. Muscle growth gives bulk. Body structure largely determines weight. The large boned boy or girl of a given age and weight will be definitely heavier than a small boned child of the same age and height.

Age-Height-Weight tables and their importance:

Increase in height and weight is a well pronounced phenomena during the school going years of a person and therefore these changes have an educational significance. These tables have come to stay as testing devices of the rate of growth of a child and they merit our attention and scrutiny. It provides one of the easiest and quickest ways of screening children suspected of malnutrition or disease that may check normal growth and development. The parent can be easily

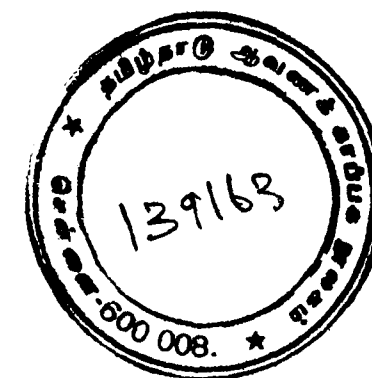
got interested in the health of the child, because of the deviation shown for the child from the norm. It can serve as a good teaching device to the teacher in the promotion of health education. Above all, it has a powerful appeal to the children who frequently become deeply interested in their own height and weight and any suggestion from the teacher about proper diet, sleep or correction or remedial work receives immediate approval. It makes people health conscious when one is in the habit of plotting his or her age, height, weight graph regularly.

Teacher's responsibility:

There is considerable diversity in body build. Some are thin, others are fat, some are muscular and strong, others are fragile and weak. Some are short in the leg, others are long in the trunk. No two bodies are exactly alike. In the light of these body build differences, of individual growth differences, and of differences in heredity and environment, the well known Age - Height - Weight tables have to be used with caution and discretion. These tables are based on averages and averages are bound

to hide the facts of growth. These may not apply strictly to all individuals. Comparison therefore may be misleading, especially from the age of nine onwards.

A teacher must have an objective reason for taking the height and weight measurement of the pupils. The practice of obtaining growth measurements, each term, merely for the purpose of recording on the termly report cannot be regarded as an "objective reason". It is wasted effort. A fuller knowledge and correct interpretation of the height, weight relationship is absolutely necessary on the part of the teacher. Children need to be reassured that to be taller than their friends or stouter than their classmates, does not mean abnormality. Weight alone does not provide a safe measure of nutrition. Being under weight is not necessarily a symptom of malnutrition nor all malnourished children are underweight. Only obvious deviations persisting for a continuously long period need to be seriously considered and at other times, any deviation from the norm deserves to be watched with care, without causing undue anxiety to the individual.



(3) Operator continues to rock backward and raises the arms until resistance and tension are felt at the victim's shoulders. Operator then drops the arms and thus completes a full cycle. The cycle is completed 12 times per minute.



Changing Operators

One of the more important but sometimes overlooked techniques involved in artificial respiration is the changing of operators. Although the need for split second timing is not

absolutely necessary, it is nevertheless important that the change be effected with a minimum of confusion and loss of rhythm. The following method is suggested by the American Red Cross.

Because of the widespread teaching programme it is apparent that the changeover cannot be accomplished immediately. It is the suggestion of the American Red Cross that the millions of persons already trained in the prone pressure method, which has saved many lives, continue to use it until they have received training in the new method.

Turning the Victim Over

Victims are sometimes found in a face-up position. The American Red Cross suggests the following method a possibility for getting a person into the proper position.

Changing Operators



(1) The relief operator kneels on one knee, as close to the regular operator as possible. The regular operator continues to work and give the relief operator the necessary directions. The directions must be clear as to when the relief operator is to take over.



(2) At a predetermined time and after the cycle has been completed, the regular operator falls to one side and the relief operator pivots on one knee and places his hands on the back before moving forward for the pressure.

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Turning the Victim Over

(1) When victim is found in a face-up position, stand to the side of the victim and grasp the near wrist with the hand closer to the victim's head, reach across the body and grasp the far wrist with the free hand.

(2) Step back and pull the far arm across the body, at the same time pull the near arm up above the shoulder. As the body rolls to a semi-prone position, bend the arms and place the cheek of the victim on top of the hands. At this point the operator should be kneeling in front of the victim and ready to go to work.

Courtesy American Journal of Health, Physical Education and Recreation.

Note:

Holger - Nielson method of artificial respiration was proved to be an improvement on the Schaefer method after careful and systematic research by a team of specialists in this field. Dr. Karpovich of Springfield College and Dr. Cureton of the Illinois University were on this team. This new method has now been adopted by the American Red Cross and similar other organisations in the U.S.A. The Y.M.C.A. College has included this method in its First Aid syllabus. We strongly recommend the adoption of this method by the Indian Red Cross and similar organisations.

Editor.

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The Madras State Physical Education Association

The Madras State Physical Education Association has not been functioning for the past several years for various reasons. With a view to revive the Association, a meeting of the representatives of the various District Physical Education Associations in the State and those interested in the promotion of Physical Education was held on the 16th August, 1952 at the Y. M. C. A. College, Saidapet, Madras. This meeting was a great success.

The Association was very fortunate in having Mr. Sri Prakasa, The Governor of Madras to inaugurate the conference and address the delegates.

Welcoming Mr. Sri Prakasa, Mr. C. C. Abraham, Principal of the Y. M. C. A. College of Physical Education and Convenor of the meeting said that records go to show that the first conference on Physical Education ever to be held in India was held in Madras on the 14th and 15th of October, 1927 under the presidency of Hon'ble Dr. P. Subbaroyan, then Chief Minister to the Government of Madras. This conference was organised by the late Dr. G. F. Andrews, Assistant Physical Director to the Government of Madras and its purpose was to survey the programme of Physical Education that was started in Madras with the founding of the Y. M. C. A. College of Physical Education in 1920 by the late Mr. H. C. Buck and to discuss matters pertaining to the improvement of Physical Education in the Presidency as a whole and to focus public opinion on the subject. This Conference was the first of its kind ever to be held in India and was attended by the President of the Madras Legislative Council, the Deputy Leader of the Opposition, Principals of

various Colleges, Headmasters of Secondary Schools and many others interested in the field of Physical Education. But the Madras Provincial Physical Education as such, was organized and formed only in May 1932 with the late Mr. H. C. Buck as its first President. The Association has a good record of work from the time it was started in 1932 till 1947, when its enthusiastic Secretary Dr. G. F. Andrews became sick and was ill for a long time. With his prolonged illness and death in 1949, the Association suffered a set back and its activities were curtailed and practically stopped.

During the period 1932 to 1947, the Madras Provincial Association held several annual Conferences over which distinguished persons in the field of Education and Social work presided. Discussion of problems, reading of papers, passing of resolutions, holding demonstrations etc. were the chief features of the annual Conference each year.

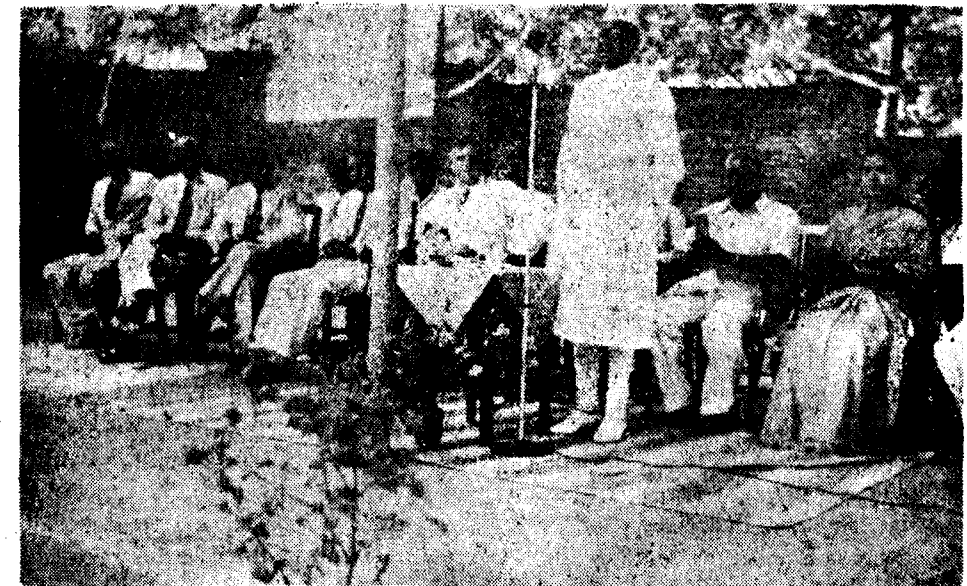
The Association was also publishing a journal entitled "The Journal of Physical Education, Health and Recreation", the publication of which was also discontinued in 1947. The Madras Association also prepared a memorandum on "Physical Education in the Reorganised Scheme of Secondary Education". It also published the Buck Commemoration Volume which is a memoir of the great pioneering work done by the late Mr. H. C. Buck for the cause of Physical Education in India.

Mr. Abraham further emphasised that there was a very urgent need today to revive the Madras State Physical Education Association. In Madras they needed more

training colleges for Physical Education because in the Madras State alone there was a need for over 1,200 Physical Education teachers. Another very urgent need was the training of a higher quality personnel in the field of Physical Education. There were 200 educational institutions offering a four year degree course in Physical Education in the United States. The highest qualification one could get in India today was only a Diploma in Physical Education offered by the Madras University. It is high time Universities in India offer at least a two year degree course in Physical Education.

Mr. Abraham then pointed out that there was a great significance in their meeting to form a State Association. They were meeting as free people in free India. There was so much of physical degeneration all round,

particularly among school children. In the International competitions they found themselves not up to the standard. Thus, there was need for organised Physical Education in schools and colleges and Universities. Physical Education today was a national need. They had accepted democracy at their way of life. They had to defend it. They were surrounded by all sorts of political ideologies. If India was to preserve her freedom, her people must be physically fit. Physical Education had a great part in improving the physical fitness of our nation. Through Physical Education we could help to train children in the democratic way of life but it requires educated and enlightened leadership and training of such leaders for our nation was one of the aims of the Madras State Physical Education Association.



GOVERNOR SRI PRAKASA ADDRESSING THE DELEGATES.

In a very illuminating, educative and entertaining address Mr. Sri Prakasa paid a great tribute to the work done by the Y.M.C.A. all over the World and particularly in India. He said he had long been familiar with the Y. M. C. A. activities in his own home State of Uttar Pradesh, and he was happy to find that work had been equally well done in Madras State also. "The Christian endeavour in our country," he said, "is one of the things that should continue to inspire us. Neither should we forget the good work that they have done in the past nor should we be indifferent to do similar work for ourselves in the future. This word of warning as well as exhortation is essential at this moment when, with our political freedom, has come many other ideologies which may not all be for the best. You and I must always remember that the great lesson that our master gave was that, while we are fighting evil, we must not hate anyone and that when we have won our freedom, it must be broad-based on love and affection for all. And the result of this great teaching which we have followed so far has been—as we can all see—that the relations between England and ourselves have never been so cordial as today. You cannot find another example in history where two people have parted with so much mutual esteem and regard as the English and ourselves have done. And that also helped us to hope that, in the future, we shall have all assistance not only from England but from all other countries of the world in our own efforts at nation-building.

Next referring to the history of the Y.M.C.A. College of Physical Education, Mr. Sri Prakasa said that he was happy to be reminded of the great figures of Mr. Buck and Dr. Andrews to whom, this particular Association owed much. It made him sad that, because of their passing away—and that was bound to happen to all sometime or other—the work of

the Association had suffered. That was something that should make them pause and think. "It is an unfortunate fact in our land", Mr. Sri Prakasa said, "that an institution goes up like a rocket when some great personality is behind it, and collapses as soon as that personality is withdrawn under the law of nature. They must learn to keep the flag flying and the torch lighted whoever may come and whoever may go. Someone must always be found to take the flag from the falling hand and the torch from the person who is dying so that the work they have done may live. It is a great thing that the Western civilisation has taught us. For there is no break in their history. Even smaller institutions—let alone larger universities—have a recorded history of service of centuries."

Paying a tribute to the work of the Y.M.C.A. organisation, Mr. Sri Prakasa said that the Y. M. C. A. particularly stood for the training of the youth as the very name signified. It was a matter of shame and sorrow that the youth of our land had been grossly neglected. The parents and teachers did not mix with the children freely. Even in the colleges, the students were taught only their stern duty to be most respectful to their teachers, even if it implied a certain amount of hypocrisy. Mr. Sri Prakasa reminded them that when youth and age came together in friendly concourse and took each other into confidence, then the wisdom of age and the aspiration of the youth could be pooled together for the common good of the society. From what he used to see in the earlier years of the Y. M. C. A. in the State of U. P., that was just the work that they were doing. The Y. M. C. A. was a great centre of social life to our people and afforded healthy recreation and amusement of which they were so much in need.

Next dealing with the social conditions in this country, Mr. Sri Prakasa said that today

they were free and their main purpose of life was to use that freedom for the consolidation of their society and for preserving the freedom. It would be good for them all to throw the torch inwards and see the dark corners of their existence in order that they might be able to make them bright.

Stressing the importance of home life, Mr. Sri Prakasa said that if the home was neglected everything was gone. There was no good blaming the teachers. The main teaching was given on the mother's lap in the earlier years of a child's life. And if a child was neglected there, then everything went wrong. So, if there was anything wrong in their society—and there were plenty of things that were wrong—they must seek the sources of evil and reform it at that source. The home had been neglected too long because he knew the young persons felt happier in the rooms of the Y. M. C. A. than in their own homes.

Sri A. Padmanabha Naidu, Chief Inspector of Physical Education to the Government of Madras proposed a vote of thanks—

Following the inauguration there was a business meeting of the delegates at which the existing constitution was duly amended and the following office-bearers for the Madras State Association were duly elected.

President :

Rajah Sir M. A. Muthiah Chettiar of Chettinad

Vice-Presidents :

C. C. Abraham and
S. Natarajan

Secretary :

J. P. Thomas

Treasurer :

V. Hubert Dhanaraj

Members of the Executive Committee :

A. K. Singh
C. A. Abraham
V. Vijayam
T. Seshagiri Rao
Henry A. Carr
K. Swaminadan
Mrs. Gammon
A. G. Kanakaraj
K. J. Viswanathan and
P. V. Ganeshmurthi

The Association is very fortunate in having Rajah Sir Muthiah Chettiar of Chettinad as its President. Under his inspiring leadership, the Association is in a position to render great and valuable service to the cause of Physical Education in the Madras State. The headquarters of the Association will be at the Y. M. C. A. College of Physical Education.

Steps are being taken to organise the next Physical Education Conference in January, 1953 on an All-India basis. Discussions, debates, lectures, production of literature and their translation into various languages are all being planned. The Association needs one thing in particular and that is the co-operation of all those who are engaged in the field of Physical Education, working in schools, colleges and Universities in the Madras State. The Association will do everything possible for the growth and advancement of the Physical Education profession not only in the Madras State but in the Indian Union as a whole.

J. P. THOMAS,
Hon. Secretary.



Y. M. C. A. COLLEGE NEWS

New College Year Begins

After the summer vacation, the college reopened on 1st July to begin the training for a new batch of students. The college is entering the 32nd year of pioneering work in the field of Physical Education and Recreation in our country. By untiring efforts during the last 31 years of service, the college has produced more than 3000 leaders for the profession of Physical Education. Our alumni are scattered all over the country and also the neighbouring countries. They are serving in schools, colleges and several other fields. Some of them are occupying distinguished positions as Physical Directors of Governments, Universities and as Principals of other training institutions. This year again, another band of young men and women will be trained at the college who after their training will join with other alumni to spread the gospel of Physical Education.

Our Student Body

The enrolment this year was much heavier than in previous years. In all 350 students were admitted which included 56 women. This has beaten all previous records and this is the largest number the college ever admitted. After the usual "weeding out" following the tests, we have now on our rolls 254 men and 52 women. The bulk of the student body are under graduates for Higher and Lower Grade courses. The enrolment for the Diploma course is encouraging this year. We have 18 men graduates coming from ten Universities. This is the fourth year the college is offering the University Diploma in Physical Education. It is our hope that year by year the strength will increase. Vast

majority of our students are deputed. They are deputed by Governments, Municipalities, District Boards and private institutions. This is very encouraging to those who are unable to finance themselves.

Our college always remains an All India Institution. Though it is not centrally situated, students from all parts of India come for training. They are attracted by the type of training given at this college and they are proud to be students of an institution, the first of its kind in India. This year we have students from Kashmir, Punjab, Pepsu, Bengal, Rajasthan, Madhya Pradesh, Mysore, Andhra Desa, Tamilnad, Malabar, Karnatak and Travancore Cochin and also a few from Ceylon.

Session Inaugurated

The inauguration of the new academic year was gone through in a very impressive manner at a public meeting held at the Open Air Theatre on 12th July '52. The meeting was attended by a large gathering of well wishers of the college. Sir Samuel Runganathan, presided over the meeting and the Hon'ble Minister for Sports, the Rajah of Ramnad delivered the inaugural address. This function was a grand success and it made us feel by the manner in which it was appreciated.

"Well begun is half done"

The College Campus

A good deal of work has been done to improve the college campus and now the campus looks clean and beautiful. All the shady

trees bear thick foliage of green leaves and many have burst into coloured flowers. A new cycle stand and a permanent gate for the main entrance are recent additions. The play fields, the roads and the buildings are in good shape and they look attractive. The Swimming Pool after the seasonal cleaning looks more beautiful than ever with clear sparkling water. The college is now engaged in planting more shady trees and in raising a vegetable garden.

Life at the College

The students have settled down in their new surroundings and they look gay and cheerful. The student body as a whole looks young and most of them are "activity men." They are quite familiar with many of the activities taught at the college. This shows that good programme of Physical Education is carried out in schools and colleges. Such a back ground helps us enormously in our training. The college representative teams in all major games have high standard.

For students who come from different parts of the country with different customs and manners, it is a new experience to live together. Problems do come up and they learn to adjust to the new situation. They forget the differences and develop a spirit of tolerance towards others and learn to appreciate each other. We watch them at close quarters and try to educate them to live a more abundant life.

Our Staff

The staff at the college consists of 14 lecturers, 3 of whom are new additions and 3 instructors.

New Staff: Mr. N. C. Parappa ('51-'52) He had rich experience at the college as the Student President of the year. He is also a wrestler of outstanding merit.

Mr. Ninan Mathew: ('50-'51) He was formerly Physical Director, Fatima College, Quilon.

Miss. Vimal Kashyap hails from Bombay. She had her Diploma in Physical Education at the Training Institute of Physical Education, Kandivli. We are happy to have these new staff members at the college.

Mr. Singh leaves college: The college has relieved Mr. A. K. Singh the Vice Principal for one year to act as the Principal of the newly started sister college at Vijayawada. Mr. Singh has many years of experience in the field of Physical Education and Recreation. The college is very proud on his appointment. He has to start most of the work from "scratch". It is a rare opportunity which does not come on the way of all. We have no doubt that Mr. Singh has a bright future. All our best wishes go with "A. K." The college is feeling the loss of an experienced person but we continue our work with courage and faith.

Mrs. Joseph has gone on one year study leave.

Founder's Commemoration Day

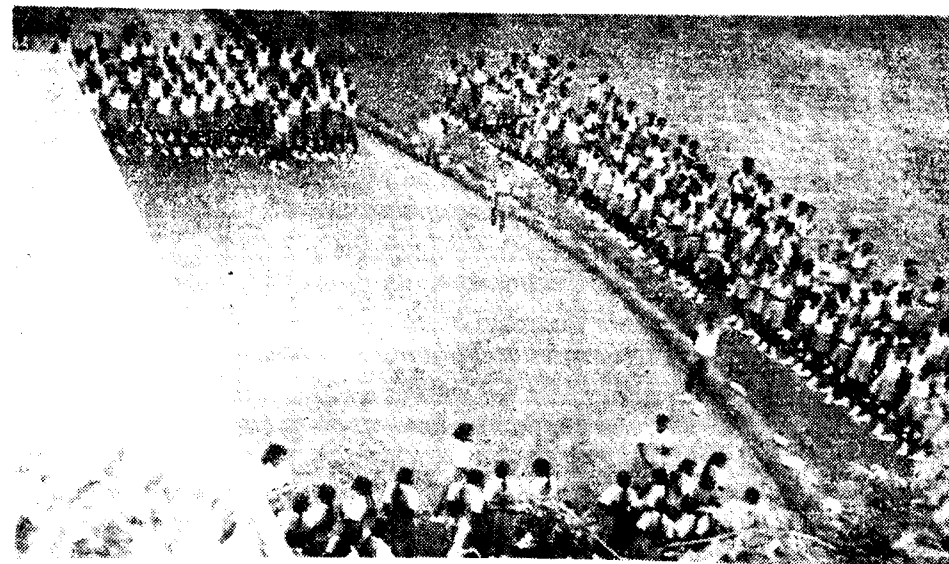
Buck Commemoration Day was observed at the college on 24-7-'52. It was a day of remembrance. On the morning of 24th the students met with the staff to learn more about the life and work of the "Great Late Mr. Buck", the founder of this great institution. A public meeting was held in the evening at the Open Air Theatre. The meeting was attended by a large number of the friends of the college and our alumni Dr. P. Subbarayan presided over the meeting. Messrs. Kuruvilla Jacob and C. A. Abraham spoke about the greatness of Mr. Buck and his contributions to the cause of Physical Education.

Independence Day Celebrations

The 5th anniversary of our national independence was celebrated with great enthusiasm at the college on 15th August. The day began with ceremonial flag salutation. We had as our chief guest Mr. Sibghathullah, the Mayor of Madras to hoist the National Flag. The students along with the staff with feelings of joy and with a spirit of selfless service saluted our tricoloured flag which was hoisted above our college building. Soon afterwards the students were engaged in varieties of games. The chief attraction was the unusual and therefore exciting "International Soccer Match". For a moment every body thought that teams of Red Indian Pigmies and American Negroes had been imported to give a demonstration of "Stunt Football". The game began amidst hearty laughter and joyous thrills but very soon they were identified. They were after all "young Physical Directors in borrowed colours". Late in the forenoon the students gathered at the Recreation Hut for a meeting, when speeches were made about our Independence. The meeting was followed by a variety entertainment programme which was the last part of the day's celebration.



TABLEAU OF THE INDIAN FLAG



STUDENTS GETTING READY FOR THE FLAG HOISTING

State Physical Education Association

The Madras State Physical Education Association has not been functioning for the past few years. The college sponsored and took steps to revive the useful Association as a result of which it is now brought back to life. The inauguration of the revival of the Madras State Association took place on the 16th August 1952 at the college. Sri Prakasa, Governor of Madras inaugurated the conference. The Principal of the College welcomed the Governor and the gathering and spoke on the needs for revival of the Association and

its' purpose. The Governor in his inaugural address spoke about the importance of physical fitness and the part that a State Association could play in raising the physical standard of people. He also paid a high tribute to the college for its' pioneering work in our country. Mr. A. P. Naidu, the Chief Inspector of Physical Education of Madras proposed a vote of thanks.

Following the inauguration, there was a business meeting at which the constitution of the Association was amended and the office bearers for the year were elected.



GENERAL CARIAPPA BEING TAKEN ROUND



MASS CALISTHENICS DURING GENERAL CARIAPPA'S VISIT

Distinguished Visitor at the College

We had the privilege of General K. M. Cariappa, the Commander-in-Chief of the Indian Army, visit our college on the 18th of August, during his recent tour to Madras. The students of the college presented a Guard of Honour. General Cariappa accompanied by General Mohite and other Army Officers inspected the Guard of Honour and was much pleased to see a band of smart looking young men and women which the college was able to produce within a month and a half. General Cariappa was taken around the college and he

was very much impressed with the airy buildings, library and class rooms. He also saw students at a mass display of physical exercises and also at various activities taught at the college. The General showed great appreciation for the excellent lay out of the college, the green and level play courts and play fields and the training given at the college in general. The word "Excellent" came out spontaneously from him at all the things he saw at the college. General Cariappa's visit to the college was source of great inspiration to the staff and students.

Our Library

The college library has a very good collection of books on all aspects of Health Education, Physical Education and Recreation. A few very good books were added this year. We got these books through the courtesy of the United States Information Service. The books were presented to the college as a token of good will and friendship.

The World Youth Conference

Readers would be interested to know that the 4th World Youth Conference organised by the Y. M. C. A. and Y. W. C. A. and other similar Organisations in the World will be meeting at Kottayam in Travancore in the month of December. Following this conference, the delegates representing the Y.M.C.As will hold a Conference at this college. We are looking forward to meeting Y.M.C.A. delegates from all parts of the World for a five day Conference. This will provide a unique opportunity for the students and staff of this college to meet young people coming to India from all parts of the World.

Training at the college

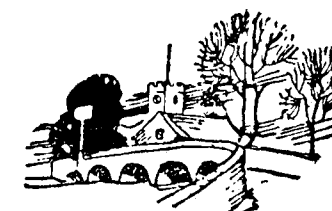
The college continues to maintain high standards of training in producing leaders of the right type for our nation. There is no

doubt that this college is one of the finest of its kind in the East. We are alert to the changing trends in the educational procedures and we have readily incorporated into our methods those steps which seemed to be in the best interest of Physical Education. We always strike along new paths using our discretion, and make new experiments. By doing this we are having many interesting and valuable experiences.

A newer emphasis is given at the college to indigenous activities. We are receiving good reports from all parts of the Indian Union that these activities are proving quite popular in our schools and colleges.

The student body this year as a whole are an active lot, young and enthusiastic imbued with a keen desire to learn more and achieve. They respond admirably to all our demands and they are making very good progress. It is the intention of the college to offer some prizes for the best students of the year to be presented at the Anniversary Day. We have every reason to believe that students of the year will avail themselves of all the training facilities that we are able to provide and become experts in the field of Physical Education. We are looking forward to a good year of training.

V. HUBERT DHANARAJ.



ALUMNI NEWS

ALUMNI IN THE LIME LIGHT

Mr. A. K. Singh (1937-38) :

Mr. Singh was on the staff of this college from the time he graduated in 1938 and he was appointed as Vice-Principal of the College in 1949. We are glad to report that Mr. Singh is now appointed as the Principal of the Andhra Physical Education College at Vijayawada. This sister college has a bright future, although it has got to start from scratch. Mr. Singh with his many years of experience at the College should be in a position to build up this college into a fine institution with the same traditions, standards and ideas as our own college. We congratulate the leaders of Andhradesa who have founded this college. We wish them success in their endeavour. We are quite sure that Physical Education in Andhradesa will grow from strength to strength with the establishment of this college. There is no doubt that we need more colleges like this in India.

In this connection we may also point out that the Vice-Principal and members of the staff of the Andhra College are all Alumni of this College which includes Mr. V. S. Narayana (1937-38) Vice-Principal, Mr. Rama Rao (1943-44), Mr. K. Sudarsana Rao (1944-45) and K. Subba Rao (1938-39), Lecturers and Mr. Pulliah (1940-41) and V. Suryanarayana (1946-47) as Instructors of the college. We wish the college and its staff every success.

Mr. Harbail Singh (1930-31)

The appointment of Mr. Harbail Singh as the coach of the Indian Team was received with joy by the staff, students and the Alumni of the Y. M. C. A. College of Physical Education, Saidapet. Even as a student,

Harbail distinguished himself in the game of Hockey and Volley Ball. We remember Harbail as a member of the Indian Hockey Team, which visited New Zealand in 1936.

His appointment as coach of the National Team was well deserved. The training of the Indian Team in Calcutta was under his supervision. His presence with the Indian Team as coach at Helsinki was a great inspiration to the Indian team. The convincing victory of the Indian team in all the matches during this tour amply justified his selection as coach.

In this connection we have a suggestion to make. In sending out teams to foreign countries for International competitions, it is very important that we select the best coaches available in the country. The selection of such coaches should be on merit. Such men should be of sterling character. They must be also persons who will be able to inspire our teams to put forth their best effort. They must be men who will generate a will to win in our players. Mr. Harbail is one of them and we are proud of him and his achievements.

Mr. J. S. Rousseau (1945-46) :

Mr. Rousseau was a student of our college in 1945-46 taking the Diploma Course in Physical Education. After his graduation from the college, he was awarded a Government of India's Scholarship to proceed to England and the U. S. A. for Higher Studies in Physical Education. He spent two years in the Loughborough College in England and another two years in the Illinois University in

the United States. Mr. Rousseau returned to India early in April 1952. He was assigned the task of coaching the Indian track team selected for Helsinki in the Kasauli Hills training camp at Simla. That he did a fine job of it, is now known all over the Indian Union. There is no doubt that he is one of India's fine coaches in track and field. He predicted about Sohan Singh, and Sohan Singh did put up a fine show at Helsinki. Rousseau's prediction was correct.

Mr. Rousseau is now appointed as track and field coach for the Rajputana Rifles Regiment in New Delhi. He is also helping the United States Information Service in the production of Educational films. Already he has written several articles on Physical Education, Training of Athletes, and on Recreation in some of the leading magazines.

We need many more men like Mr. Rousseau in our profession, and wish him all success.

Dr. K. V. Varki (1942-43) :

K. V. Varki was a student in this college during the year 1942-43. After graduation from this college, he was employed in the St. Paul's High School, Madras, and later appointed to the college staff for a period of two years. He then proceeded to the United States for higher studies and joined the Columbia University. He now holds the Ph. D. Degree from that University.

On his return from the United States, he has been working as Physical Director of the Modern School, New Delhi for an year and now he is appointed as Research Officer in the United States Information Service, in New Delhi. In this capacity, he will be touring various parts of the Indian Union and making research studies of problems in our communities. We are glad that a man like Dr. Varki is able to do this work in India. He has a research mind and much good will come from his work. We wish him all success.

Mr. P. M. Joseph (1928-29) :

We are glad to report Mr. P. M. Joseph, Principal of the Training Institute for Physical Education, Kandivli, Bombay has been appointed as the Director of Youth Welfare Seminar under the auspices of the UNESCO to be held in Rangoon. We wish Mr. Joseph every success in this venture.

Mr. N. C. Parappa (1951-52) and Mr. Ninan Mathew (1950-51) have both joined the college as lecturers.

Get Together

A Get Together was arranged on the 13th June '52 at 4-30 p.m. at the college. After light refreshments, the Basketball and Softball games were played with the Ex-Servicemen who were taking the short course in Physical Education. The Alumni team won the matches. After dinner the short court course students were admitted into the fold of the Alumni Association at an impressive candle light ceremony.

Marriages

Mr. C. W. Subhan Singh (1945-46) to Sow. Stella Paranjyothy.

Mr. T. A. Pushpanathan (1950-51) to Sow. A. Saroja.

Mr. S. Kalyanasundaram (1950-51) to Miss. Ruby Stella.

Mr. T. P. Shanmugham (1950-51) to Sow. Chinnappu.

Mr. S. N. Palaniswami (1951-52) to Sow. Lakshmi.

Mr. Y. C. Jayaprasad (1951-52) to Sow. Rosamma.

Mr. M. Samuel Selvaraj (1951-52) to Sow. A. Sarojini.

Mr. K. K. Viswanathan (1951-52) to Sow. Lalithamba.

Mr. M. Shanmugavelu (1951-52) to Sow. V. Ponnammal.

Births

Mrs. Cherian (1944-45) gave birth to a son in June 1952.

C. TIRUNARAYANAN,
Hony. Secretary.

BOOK REVIEWS

LEADERSHIP OF YOUTH

By Ben Solomon

Editor of 'Youth Leaders' Digest' and special Lecturer and Teacher at New University and Springfield College.

Published by

Youth Service Inc., Putnam Valley, New York.

This book has a new approach altogether, the whole subject of leadership in general and of youth in particular. The author Ben Solomon is an outstanding personality in the field of 'Youth Leadership' in the United States. In this book, he gives valuable suggestions to all those who are engaged in training leaders for youth through various organisations, clubs, associations, camps, Y. M. C. As etc.

The book is divided into two parts. In the first part, leadership in general is discussed by the author which includes definitions, misconceptions, the various levels of leadership and general principles. These principles today apply for any one aspiring to leadership in politics, in civic organisations, business, cooperatives, trade organisations etc.

The second part of the book is in nine chapters. These chapters apply the general principles and give further suggestions to leaders of youth who are serving as programme workers, supervisors, administrators and board members. Other chapters in this section include leadership in the out of door, a very comprehensive discussion of leadership of girls and a chapter on 'development and training'.

The book has an excellent introduction by Dr. Jay B. Nash of New York University, emphasising the need for leadership. Dr. Nash states, 'Leadership is an objective of education. Good leaders with mature minds at the right place can make a better world'.

Leadership of youth is an urgent need in India today. This book will be a source of great help to all those who are engaged in the field of training leaders in our country.

C. C. ABRAHAM.

TECHNIQUE IN PHYSICAL EDUCATION

By Joseph Edmundson

Published by

George G. Hawrap & Co., Ltd. London.

Price: Rs. 8-5-0

The book is intended for teachers of Physical Education in the Elementary and High Schools. It would also be of value to the students in training colleges who are initiated into the art of teaching physical activities. The author who was for many years a teacher and later as Organiser of Physical Education brings in, in this handy volume, the matter, the method and the evaluations of varied physical activities as found in the "1933 Syllabus of Physical Training for Schools" and "Recreation and Physical Fitness, Youths and men."

Interesting Chapters in the book are "The Teacher" "Teaching Technique", "Group work" and "The Organisation of Games". In India, where students report for Physical Education classes in hundreds at a time, the suggestions given under "Group-Work" needs careful thought, and it is time, we think seriously about introducing some modified form of group-work in our schools and colleges.

Apart from his advice for the planning of Physical Education lessons for different age groups, the author has a good deal to say about kindred subjects such as teaching athletics, sports days, and swimming galas. The

lesson charts in Chapter II are particularly interesting.

The book is mainly intended as a guide for schools in Britain, but as a reference book, it is worth keeping in every Indian School.

J. P. THOMAS.

HUMAN KINETICS AND ANALYSING BODY MOVEMENTS

By T. McClurg Anderson

Published by

William Heineman Medical Books Ltd., London.

A sport in which intelligence plays a part offers far greater enjoyment to the participant. This book by T. McClurg Anderson, Principal of the Scottish Physiotherapy School, provides the athlete with much of the information he requires if he is to apply his own ideas to his athletic event. There are, of course, two ways of perfecting some particular athletic skill. The first involves the continued repetition of the movement. The correct movements are strengthened by a process of trial and error, habit formation and learning, and the unprofitable and wasteful movements are in time eliminated. McClurg Anderson's book deals with the second method, which involves a pencil and paper kinetics of the component movements and an application of these principles to the completed event. Both these methods play their part in the mastery of any athletic skill, but I suggest that the second method is much more applicable to the field events than to running events.

The secret of any athletic skill lies in the co-ordination of complex muscular actions into

a smooth performance. Consider, for example, an event like the pole vault—split-second timing, expert muscle balance, and considerable strength are required. In the first part of his book McClurg Anderson explains in elementary terms how the components of such a movement are built up, how the lever action of muscles is utilized, and how the compromise between accuracy and stability on the one hand and mobility on the other is achieved in different parts of the body. He explains how muscles are co-ordinated at a spinal level, how stance and postural reflexes are co-ordinated at a mind-brain level. The higher functions of the brains are necessary for learning the efficient performance of a voluntary action by the formation of new and complex muscle patterns which once learnt can be controlled by lower parts of the brain. The nervous centre controlling the movement becomes associated with a complete sensory picture which includes the degree and speed of muscle effort as well as the direction of its action.

The main part of this book deals with the analysis of movements in terms of mechanics of the skeleton and muscle action. Examples are quoted of all movements from the skin and trouser pull on sitting down, to the complex movements of jumping. The treatment is, however, only qualitative and in resolving forces acting within the body it is difficult not to make mistakes when the size of these forces is estimated and not measured. But McClurg Anderson's approach is a novel one and each new science must pass through a descriptive stage before accurate measurement is possible. Some of his new terms such as lock action (automatic stabilization at a joint) and check action (prevention of overbalancing) should prove useful in thinking about field events. Many athletes would do well to consider his comments on the distinction between relaxation and slouching. In the latter energy is wasted while the former

conserves energy by making use of lock actions to reduce postural work.

This book may be of interest to runners, but I do not think a study of kinetics will help them to run any better. The advent of the cine-camera has taught us a little more than the Greeks knew about running movements but not much. Elftmainn in America, has recently worked out the muscles contracting at each phase of a running stride, but separate exercises for these muscles would be very unlikely to improve the performance of an athlete. We must conclude, as I suggested earlier, that a runner does best to follow the movement which comes most naturally to him. Individual variations in physique are so great that it would be rash to suggest that we can reach the answer more quickly than the body which has had, so as to speak, generations of practice. Just as there are some who could not dance if Victor Silvester gave them his best attention for weeks on end, so Anderson's kinetic analyses will not prove a salve to the runner without the innate ability to co-ordinate his movements.

But this is not true of the field events. By following a set of absolute mechanical principles the athlete will not necessarily achieve success, but without them he will find it very difficult. I was fascinated by Anderson's analysis of these events, and though I am not qualified to judge it, I am sure the field events man would find it of great value. The analysis might well suggest the best exercises for each particular group of muscles so that the strengthening and co-ordination could be increased without the necessity for repetition of the completed movement.

ROGER BANNISTEE,

(Courtesy "The Athlete.")

ATHLETICS

A STANDARD BOOK ON COACHING

By H-a-rold Abraham & Jack Crump

Published by
Noldrett Press Ltd., London

Price: Rs. 10-15-0

The author of this book look upon athletics as a whole series of sports rather than one sport. For this reason they have enlisted a panel of eleven other experts each to write on his own special topic. The section on athletics for Women is by D. K. Gardner. (Great Britains women's Olympic athletic team Captain.)

Sprinting is by C. B. Holmes British Empire Champion for 100 and 200 yards in 1938. Middle distance running is by T. Hampson—Olympic 800 meters Champion in 1932. Each event is throughly discussed by an individual who was not only a champion himself but has also proved himself to be a success as a coach. I do not consider the book to be the best in the world on athletics but it is very good. It contains most of the old standard well proven theories on coaching but it also contained some of the newer more progressive ideas. The book will be a valuable asset to the library of any up and coming coach.

T. W. ARNOLD.

IMPROVING YOUR HOCKEY

By Norman F. Borrett

Published by
Faber & Faber Limited, 24, Russel Square,
London.

This book is an earnest attempt by Norman Borrett, Captain of the British Olympic team '48, to give valuable suggestions to improve

[Page Forty two...

Hockey. It is of great help to the beginner to learn the fundamentals of the game, to an average player to improve and master the skills and tactics, and to the coach it is a clear guide for his strenuous efforts for the efficient building up of a team on a higher standard.

The first chapter deals with the fundamentals such as the grip, the hit, the push, the scoop, the pass and the dribble. It is strange to note the remarks about the scoop stroke as "an ugly and unnecessary stroke." The scoops and the pushes will definitely put the team at a clearly advantageous position over the opponents. More than any other strokes, the scoops if properly executed will enable a passer to supply the ball to his team-mate clean over the defender. It is 'unnecessary' when dangerous and it is dangerous only when aimed wrecklessly especially when the defender has no anticipation, and is ugly only when attempted by one who does not know the skill.

In the subsequent few chapters we get a fully illustrated explanation of the various positions and their action beginning with forwards down to the goal keeper. The offence and defence in particular situations are clearly explained with the help of diagrams.

The last four chapters are general comments and suggestions for efficient play and high standards of performances. To those who sincerely desire to achieve something, these critical suggestions by the experienced captain will be of real value.

The Appendix contains the rules and Comments thereon; and the records. The records given in the Appendix II will not be of great interest to the Indian Hockey enthusiast.

With the success of the Indian team consecutively for a fourth time in the International Olympics, there is an awakened interest

in the game throughout India and this book will be a valuable scientific guide in the hands of the coach and other enthusiasts to improve the game.

NINAN MATHIEW.

SWIMMING THE EASY WAY

THIRD EDITION

Published by
Matt Mann and Charles C. Fries.

The author of this book Matt Mann is well known as the famous Michigan Swimming coach and Olympic champion trainer. He has many years of experience as a teacher in swimming and he is an authority on swimming styles. In this book Matt Mann reveals the methods he uses to train swimmers. This book is written in simple and direct style. The popular styles in swimming namely the American crawl, the racing back stroke, the conventional breast stroke and butterfly are clearly analyzed and illustrated with real photographs. Each style is divided into its fundamental skills, the leg kick, arm stroke and breathing and each fundamental is separately discussed. Special instructions are given as how to practice the fundamentals and how to combine them. One of the special features of this book is the "teaching methods" the approach and procedure, that any teacher in aquatics will find very useful. After pointing out the correct way to execute each stroke, the author lists the common faults that should be avoided. This will help the teacher to understand the pupils in a better way and to correct much faults. There are very valuable chapters on teaching beginners, teaching very young children in swimming and diving and on water safety. This book makes swimming easy and shows that swimming is an enjoyable activity. Matt Mann's book on Swimming is one of the very best for Swimming Coaches, the Swimmers and beginners.

V. HUBERT DHANARAJ.

[Page Forty three...

THE PLANNING CONSTRUCTION AND
MAINTENANCE OF PLAYING FIELDS

By Percy White Smith

Published by
Geoffrey Cumberlege
at the Oxford University Press, London.

Cost: 30s. net.

The author is the technical adviser to the national playing fields association. This volume is published as a result of 21 years of experiments in this field.

In this book the author has given details regarding the standards in relation to the development and use of playing space. The importance of selection of land for playing and the playing space in relation to population is stressed in the first chapter. The diagrams and tables introduced in this book give many valuable details about the playing areas. Special attention is given for space requirements of the various games.

The third chapter deals with planning of playing facilities for maximum use, comfort and convenience. The author states that there are many definite advantages of grouping facilities such as economy in the use of space, and ease of management and maintenance. The principle of good construction levelling grading and subsoil drainage, soil treatment and surfacing for various games and flood lighting of playing facilities are explained in the fourth chapter. The author emphasises the use of good management and maintenance in the next chapter. The specification of playing fields given in the last chapter is a valuable guidance to the requirement of various playing fields.

The book is printed in attractive types with many valuable illustrations. The information given will be useful in saving time and effort in preparing plans for playing fields. A

book of this kind should feature in all colleges, schools and public libraries to give leaders essential information in the selection and construction and layout of playing fields and thereby ensure greater efficiency in planning and construction.

V. E. EASAW.

THE COST OF HEALTH

By Pfrangeon Roberts

Published by

Turnstile Press, London. Distributed by
Orient Longmans Ltd., 36-A, Mount Road,
Madras-2. Price 16s.

In this book, Dr. Roberts gives a succinct account of the cost of health in the United Kingdom as a result of the National Health Service Act of 1946. This Act was the natural corollary of the Beveridge Report of 1942. The report estimated the cost of a comprehensive health service at £170 million per annum, and forecast that its development and consequent reduction in its need would cancel out, leaving the cost unchanged in 1965. The annual cost is now £400 million and would certainly have reached a higher figure had not the Treasury imposed a ceiling at this figure, and this does not include the Public Health and School services. Dr. Roberts gives reasons for this gross miscalculation and is of the view that the increasing cost is due to the incredibly rapid expansion of medical and ancillary services during the last few years and which continues with a perpetual acceleration *Pari Passu* with scientific discovery. He concludes that the demands of medicine are potentially unlimited and further this expenditure can only be incurred at the cost of housing, food, clothing and fuel and poses the question: "How much health can a nation afford?"

He has assembled a body of facts which presents an up-to-date picture of the present

position in the United Kingdom. The earlier chapters deal with the definition of health, the evolution and expansion of medicine, and the nature of medical progress in relation to civilisation. The later chapters deal with the economic background and the relation of national wealth to national health. As a result of the National Health Service Act, the State has become a private patient as well as the doctor and State Insurance has been unable to honour its undertakings fully. Dr. Roberts divides disease into three groups; the neutral group, consisting of non-disabling ailments, the disability of the economic group, and the humanitarian group in which life is prolonged without effecting a cure—a state of 'medicated survival.' He is of the opinion that the resources of the State should be concentrated on the first two groups and deprecates the penalising of one generation for the benefit of its successors in so far as medicine is concerned. When he says that humanitarianism has costly consequences, he seems to be hard-hearted, but in order to assess the present position in its proper perspective, it is necessary to take a realistic and objective view of health and disease, unbiassed by emotion and sentiment.

The book is well-written, scholarly and thought-provoking and it is not surprising that it has evoked considerable comment in the English press, both lay and medical. It is worth pondering over by all persons who have the interests of the community at heart. If the cost of health is so high in England, where the contagious diseases like small pox and plague have been abolished and the epidemics which generally afflict children have been largely overcome and where the standard of living is comparatively high, how much more will it cost us here in India, with an inadequate health service serving an under-developed, poorly housed and poorly fed population. The experiment having been made and the lessons being learnt, it is up to the planners of our welfare State to consider the problem in all its aspects, stripped of party and political prejudices, and so devise a scheme which will benefit every one with a minimum of cost, and suited to the genius of our people—a service which, one hopes, will belie Dr. Roberts' gloomy prognostications.

Courtesy, "The Hindu."

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V. HUBERT DHANARAJ,
Swimming Pool Director.

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TRACK AND FIELD RECORDS - MEN

EVENT		INDIAN		OLYMPIC		WORLD			
100 Metres	... 10.7 Sec.	Lavy Pinto, Bombay	1952	10.3 Sec.	{ Jesse Owens H. Dillard, U.S.A.	1936 1948	10.2 Sec. { Jesse Owens, U.S.A. Harold Davis, U.S.A. L.B. LaBeach, Panama N. H. Ewall, U.S.A. M. E. Patton, U.S.A.	1936 1941 1948 1948 1949	
200 Metres	... 21.9 Sec.	Lavy Pinto, Bombay	1952	20.7 Sec.	{ Jesse Owens, U.S.A. A. Stanfield, U.S.A.	1936 1952	20.2 Sec.		
400 Metres	... 49.8 Sec.	{ F. Gantzer, Bengal Ivon Jacob, Madras	1938 1952	45.8 Sec.	L.G. Rhoden, Jamaica	1952	45.8 Sec.	{ L.G. Rhoden, Jamaica R. Harbig, Germany	1950 1939
800 Metres	... 1 min. 56.8 Sec.	Hazura Singh, Patiala	1938	1 min. 49.2 Sec.	M.G. Whitefield U.S.A.	1948	1 min. 46.6 Sec.		
1500 Metres	... 4 min. 4.2 Sec.	Chand Singh, Patiala	1944	3 min. 45.2 Sec.	J. Barthel (Luxembourg)	1952	3 min 43 Sec.	{ G. Hagg, Sweden L. Strand, Sweden	1944 1947
5,000 Metres	... 15 min. 9.4 Sec.	Raunaq Singh, Punjab	1936	14 min. 6.6 Sec.	E. Zatopek (Czek)	1952	13 min. 58.2 Sec.	G. Hagg, Sweden	1942
10,000 Metres	... 32 min. 2.6 Sec.	Raunaq Singh, Punjab	1936	29 min 17 Sec.	E. Zatopek (Czek)	1952	29 min 2.6 Sec.	E. Zatopek (Czek)	1950
110 Metres Hurdles	... 15.2 Sec.	V. Vickers, Bombay	1948	3.7 Sec.	{ H. Dillard, U.S.A. J. Davis, U.S.A. C. H. Moose, U.S.A. H. Ashenfelter, U.S.A.	1952 1952 1952 1952	13.5 Sec.	R.H. Attlesey, U.S.A.	1950
400 Metres Hurdles	... 56.2 Sec.	Pritam Singh, Patiala	1944	50.8 Sec.			50.6 Sec.	Glen Hardin, U.S.A.	1934
3,000 Steeple Chase	... 9 min. 31.4 Sec.	Gulzare Singh, Pepsu	1952	8 min. 45.4 Sec.			8 min 45.4 Sec.	H. Ashenfelter, U.S.A.	1952
5,000 Metres Walk	... 26 min. 13 Sec.	Sadhu Singh, Pepsu	1946						
10,000 Metres Walk	... 52 min. 29 Sec.	Raunaq Singh, Pepsu	1949	45 min. 2.8 Sec.	Mikaelssohn, Sweden	1952	42 min 39.6 Sec.	V. Hardmo, Sweden	1945
50 Kilometres Walk	... 5h. 15m. 8.4 Sec.	Bakhtawar Singh Pepsu	1944	4 h. 28 m. 7.8 Sec.	G. Dordoni, Italy	1952	4 h 28 m. 7.8 Sec.	G. Dordoni, Italy	1952
4 x 100 Metres Relay	... 43 Sec.	Punjab Team	1936	39.8 Sec.	U. S. A.	1936	39.8 Sec.	U. S. A.	1936
4 x 400 Metres Relay	... 3 min. 25 Sec.	Services	1952	3 min. 3.9 Sec.	Jamaica	1952	3 min 3.9 Sec.	Jamaica	1952
Marathon Race	... 2h. 42 m. 33.6 Sec.	Chotta Singh, Patiala	1948	2h. 23 m. 3.2 Sec.	E. Zatopek, (Czek)	1952	2 h 23 m 3.2 Sec	E. Zatopek, (Czek)	1952
High Jump	... 6 ft. 3 1/2"	Mehenga Singh, Patiala	1951	6 ft. 8 3/8"	W. Davis, U.S.A.	1936	6 ft. 11"	L. Steers, U.S.A.	1941
Long Jump	... 22 ft. 10 1/2"	Narajan Singh, Punjab	1934	26 ft. 5 3/8"	Jesse Owens, U.S.A.	1936	26 ft. 8 1/2"	Jesse Owens, U.S.A.	1936
Hop Step & Jump	... 50 ft. 2"	H. Robello, Mysore	1948	53 ft. 2 1/2"	A. F. Da Silva, Brazil	1952	53 ft 2 1/2" A	Ferreira Da Silva, Brazil	1952
Shot Put	... 45 ft. 2"	Zahoor Ahmed, Patiala	1940	57 ft. 1 3/8"	W.P.O. Brien, U.S.A.	1952	58 ft 10 1/2"	J. E. Fuchs, U.S.A.	1950
Discus Throw	... 135 ft. 7 1/2"	Makhan Singh, Services	1952	180 ft. 6 1/2"	S. Iness, U.S.A.	1952	186 ft 11"	F. E. Gordon, U.S.A.	1949
Javelin Throw	... 185 ft. 4 1/2"	Parsa Singh, Patiala	1951	242 ft. 3 1/2"	C. Young, U.S.A.	1952	258 ft 2 3/8"	Y. Nikkanen, Finland	1938
Pole Vault	... 12 ft. 2 1/2"	M. Hossain, U. P.	1948	14 ft. 11 1/8"	R. Richards, U.S.A.	1952	15 ft 7 1/2"	C. A. Warmerdam, U.S.A.	1942
Hammer Throw	... 153 ft. 8"	Somanath, Patiala	1946	197 ft. 11 5/8"	J. Isermark, Hungary	1952	197 ft. 11 5/8"	J. Isermark, Hungary	1952

TRACK AND FIELD RECORDS - WOMEN

100 Metres	14.4 Sec.	D. Beek, Bengal	1948	11.5 Sec.	H.H. Stephens, U.S.A.	1936	1.5 Sec.	{ H. H. Sephents, USA. Fanny Blenkers-koen, Holland	1936 1948
200 Metres	26.1 Sec.	Mary D'Souza, Bombay	1952	23.4 Sec.	M. Jackson, Australia	1952	23.4 Sec	M. Jackson, Australia	1952
4 x 100 Metres Relay	51.0 Sec.	Bombay Team, Bombay	1951	44.9 Sec.	U. S. A.	1952	44.9 Sec	M. Jackson, Australia	1952
High Jump	4 ft. 11 1/2"	Una Lyons, Punjab	1940	5 ft. 6 1/2"	A. Coachman, U.S.A.	1948	5 ft. 7 1/2"	U. S. A.	1952
Long Jump	16 ft. 4 7/8"	M. Soares, Mysore	1948	20 ft. 5 1/2"	Y. Williams New Zealand	1952	20 ft. 6"	F. Blankers Koen, Holland	1943
Discus Throw	92 ft. 10 1/2"	M. Gilbert, Bombay	1952	168 ft. 8 1/2"	N. Ronaschkova, USSR	1952	175 ft. 1"	N. Dumbadze, USSR	1951
Shot Put	31 ft. 10 1/2"	M. D. Yates, U. P.	1941	50 ft. 1 1/2"	I. Zybina, USSR	1952	50 ft 1 1/2"	I. Zybina, USSR	1952
Javelin Throw	99 ft. 1/2"	S. Priestly, Mysore	1936	165 ft. 7"	Czech	1952	175 ft 2 1/2"	N. Smirnitskaja, USSR	1949
80 Metres Hurdles	13.1 Sec.	Nalima Ghosh, Bengal	1952	10.9 Sec.	S. Strickland, Australia	1952	10.9 Sec.	S. Strickland, Australia	1952

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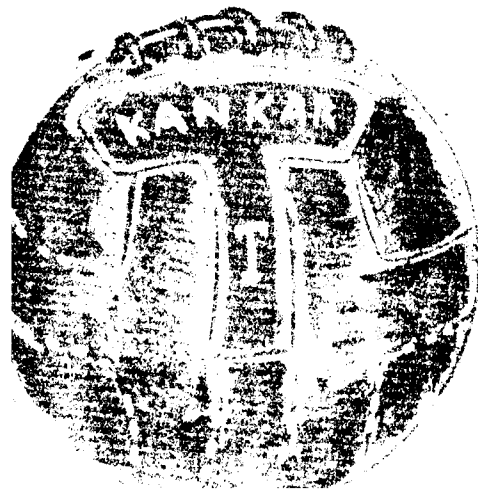
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