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EDITORIALS

Prime Minister Nehru Speaks :

On the occasion of the inauguration of the new building of the Physical Education Academy at Hyderabad Prime Minister Mr. Jawaharlal Nehru, stressing the importance of Physical Education said a nation could not progress unless the people had a good physique. A sound body was generally the prerequisite of a sound mind. The co-ordination between “the hand and the mind” ensured the proper and harmonious development of the people. Mr. Nehru further emphasised that physical education should not end in only the development of the body but the energy should be transformed into positive contribution to society. He wanted that physical training should be made compulsory for all boys and girls in schools and colleges. There should be an incentive for students to take to regular physical exercise including running, jumping and swimming. Mr. Nehru recalled that when he was a student in England every student was required to learn swimming and do other physical exercises, unless he was medically advised not to do so. Mr. Nehru emphasised that such a system should be introduced in India.

We are very much heartened and encouraged the way our Prime Minister has championed the cause of Physical

Education. It is our hope that those who are entrusted with the task of shaping the policy of our educational system in India will pay attention to his suggestion and make Physical Education a vital part of Education.

If the object of education is to develop a balanced personality, it is no exaggeration to state that the present educational system lays too much emphasis on the development of the mind to the detriment of the physical well being of the child. What we need in India is a thorough reorientation of our educational policy. We are a C³ nation as far as physical fitness goes and we should therefore be wise enough to make Physical Education an integral part of Education and make physical fitness one of the main objectives of Education. The physical condition of our children is deplorable. There is degeneration in growth and in development and if this rate continues, one can imagine what the future generation will be. “Where there is no vision, the people perisheth”. So said the wise man. Our Prime Minister is a man with vision but Educational authorities in India should be willing to accept his suggestion and incorporate them in our Educational system.

Scheme for National Physical Fitness in the Five year Plan :

We publish in this issue an extract of the scheme for National Physical Fitness, published in the Five Year Plan. We are happy indeed that physical fitness received the attention of the National Planning Commission. In our opinion raising the National Physical Fitness of a nation is not a very difficult task, provided certain requirements including proper housing, sanitation, medical care, adequate nutrition, exercise and recreation are made available to our people. Of all these factors, we consider nutrition fundamental. Physical fitness cannot be built on empty stomachs. In building a strong body, we must recognise the fact that without adequate body building materials made available through food and adequate exercise and recreation, all our building will be in vain. Production of food to meet the needs of our people is the important factor in the betterment of physical fitness as envisaged in the Five Year Plan.

The raising of the physical fitness standards of our people will involve several crores of rupees. Since money is an important factor in carrying out a National scheme of this magnitude, in all earnestness we would suggest that the scheme for improvement of physical fitness is first applied to our school-going children. We will then be putting into actual practice what is

envisaged in the Five Year Plan. We shall also gain considerable experience in the various activities suggested in the plan for the promotion of National Physical Fitness. Sufficient funds must be forthcoming from the Central Government to make this plan effective. State Governments will need both direction and financial help in a project of this magnitude. But one thing is certain. Money spent for improving the National Physical Fitness of our people will be well worth spent, if we are thinking of our future.

We take this opportunity to make an earnest appeal to our Governments both at the Centre and in the States to encourage and support fully all voluntary organisations and agencies promoting Physical Education and recreation particularly the Y. M. C. A. College which has pioneered the cause of Scientific Physical Education and has done so much for the cause of Physical Education and recreation in India.

The college is already an All - India institution with students coming from all parts of India. Fifty per cent of its students for the diploma course come from other states representing nine Universities. The college has its own plans to upgrade itself and its staff. A second year course offering advance instruction in Health, Physical Education and recreation will be started from July 1953. A National Coaching Scheme for both players and coaches will also be started during the

coming academic year. In our opinion, it is high time the college is recognised as an All - India institution and given every encouragement and help by the Central Government. Starting a National College with the facilities that are available at the college would involve a capital expenditure of at least a crore of rupees. So, from the finance point of view, our proposal is more practical, and much less expensive to Government.

The Central Advisory Board of Physical Education :

We are happy to report that after a lapse of two years, the Central Advisory Board of Physical Education met in New Delhi early in February and held consultations as to what may be done to make Physical Education effective. The Board made a survey of the existing facilities and arrangements that are now available and discussed ways and means by which Physical Education can be made more effective in schools, colleges and universities and also for the non school-going population. A Sub Committee was appointed to draft a report to consider the existing arrangements for Physical Education and Recreational Activities in the country, especially in schools and colleges, and to suggest means, long term and immediate, for improving them, and making them more effective with particular reference to :

- (a) whether and in what way Physical Education should be

made compulsory in schools and colleges,

- (b) the content of Physical Education to be imparted at different stages and for different types of schools,
- (c) the availability of instructional personnel, and
- (d) courses of instruction at schools and colleges of Physical Education.

This document is expected to be an authoritative one which will indicate as to what may be done in the field of Physical Education and Recreation in our country immediately and also in the next few years. In this connection we would like to point out in all earnestness that beside giving suitable advice as to how Physical Education and Recreation may be made more effective, adequate funds are budgetted for this purpose and made available to State Governments with suggestions to supplement them from State revenues.

National Sports Control Board :

The Central Advisory Board of Physical Education also considered a draft proposal to form a Central Sports Control Board. The proposal also envisaged the formation of similar Boards at the State level. The purpose of forming State and Central Sports Control Board is to coordinate the activities of the various State and National Sports Organisations and to

promote and stimulate interest in various sports. The draft proposal also intends to contain the Indian Olympic Association for the purpose of establishing official connection with International Sports Organisations.

The main reason for a proposal of this kind is in our opinion due to the fact that some of our National Sports Organisations are not functioning efficiently. There has been lot of criticism in the press about the selection of our National teams and officials for some of the International competitions abroad. It is high time that we give due consideration to such criticisms and choose our teams and officials with care. There is also the need for an equitable distribution of Government funds. Some organisations are enormously rich which need no financial help from Government whatever, while others which deserve more help are struggling to make an existence. It is our hope that with the formation of the Central Sports Control Board, some of these difficulties will be overcome and the good name of India protected especially in arranging foreign tours for the purpose of International Competitions.

Memorandum on Physical Education for Secondary Schools :

We publish in this issue a memorandum submitted to the Secondary

Education Commission when it visited the Y. M. C. A. College recently. The Commission was very appreciative of the facilities provided in the college for training Physical Education teachers. It expressed the hope that every State in the Indian Union had a similar institution.

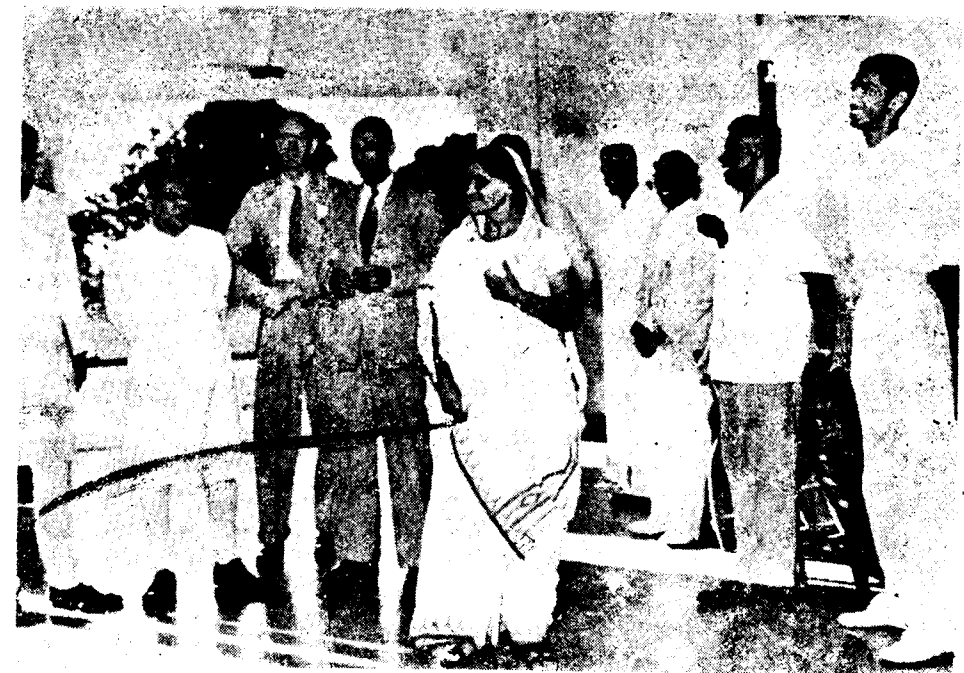
What we particularly want to point out to the Secondary Education Commission is that a programme of Physical Education in our schools should be co-ordinated with a comprehensive programme of Health Education, which will include Health Service, Health Instruction and Health Supervision. Physical fitness should be one of the main objectives of Secondary Education.

Our main problem is apathy on the part of educational authorities to Physical Education. The other is inadequate salary and status. Also lack of facilities to carry out a good programme of Physical Education. We urge the Secondary Education Commission to consider these problems with the attention they deserve and recommend suitable ways and means for making Physical Education a vital and integral part of Education in our Secondary Schools.

Secondary Education Commission at the College in Pictures



Members of the Secondary Education Commission arriving at the College



The Commission being received at the College Lobby



The Commission at the Principal's Office



Watching a student learning Malkamb



Watching class learning Asnath



Members discussing Physical Education for Girls and Women at the Women's Hostel



Informal Discussions



At the Buck Memorial (Out Door) Theatre

Memorandum on Physical Education in Secondary Schools

1. Physical Education to be an integral part of Education :

Physical Education is Education. It is education through physical activities for the development of the total personality of the child into the fullness and perfection in body, mind and spirit. Taking immediate objectives, Physical Education is concerned with the development of Physical fitness. But in striving for such fitness, Physical Education has necessarily to evolve the child's mental, moral and social qualities, evoke the awareness of its environment and develop alertness and attentiveness, presence of mind and resourcefulness, obedience and co-operation, regard for others and reverence, sympathy and generosity - qualities which make for successful living in a free and democratic world.

Unfortunately the importance of Physical Education and its possible values and outcomes are not yet realised in India. Even the term 'Physical Education' is still associated with mass drill and exercises. It is high time that the importance of Physical Education is realised and Physical Education becomes an integral part of Education in India.

2. Health Education

The health status of school going children in India is deplorable. This is revealed even to a casual visitor to our schools. There is degeneration in growth and development and if this rate continues, one can imagine what the future generation will be.

Nutrition is an essential factor which determines growth and it is our duty to supplement the child's diet in the school through school canteens which should be in a position to supply certain items of food, particularly milk, free of cost or at nominal price.

The need for giving every school child a thorough physical and medical examination is very urgent. It is time that Community Doctors are made available to schools in a specified area to conduct physical and medical examination and organise a system of health service for our schools. We need in India such Doctors in large numbers who will have specialised knowledge in school health problems. No State has yet undertaken such a project. Such routine examinations will be of no value, if it is not followed up by adequate follow-up work. Arrangements should be made to render the necessary follow-up work in public hospitals and clinics at a certain specified time in the day when only school children will be taken care off. School Dentists can also be provided who will attend to the dental case of the children either free of cost or at a nominal charge.

Health Instruction :

At present, Health Instruction in schools includes only teaching of the rules of Hygiene. Such instruction has no practical value. Our aim should be to provide as many healthful experiences in schools as possible and to make the instruction related to wholesome living in the home, the school and the community. To make this instruction effective, it is necessary that suitable syllabus be worked out to suit the needs of each class in Secondary Schools. There is also the need to make such Health Instruction a part of the curriculum for Teachers' Training in Teacher's Training Institutions.

3. Physical Education

(a) Leadership :

We are definitely of the opinion that Graduates possessing a Diploma in Physical

Education should be directing Physical Education in Secondary Schools. Where there is co-education, trained Graduate Physical Directresses should be made available.

Assistants :

In large High Schools, there will always be the need for Assistants. It is our view that Matriculates or S. S. L. Cs. with one year training in Physical Education should be used for this purpose.

Ratio of teacher to pupil :

For effective teaching of Physical Education in Schools, there must be one Physical Education Teacher for every 250 pupils.

Salary :

It is high time that we recognise the fact that Physical Education Teachers should be provided with adequate salary, which will enable them to do this work effectively and with enthusiasm.

For Graduate Physical Directors, we suggest that they may be appointed on a salary scale of Rs. 150-10-250 plus the usual allowances.

For Assistants, we suggest that a salary scale of Rs. 75-5-150 plus the usual allowances may be sanctioned.

(b) Facilities :

On the basis of thousand pupils, five acres of play ground space must be provided. A covered Gymnasium 100' x 50' is indispensable. Adequate equipments for various major games, track and field sports, physical training programme etc. must be provided. Wherever possible, a swimming pool also may be provided.

(c) Programme :

The programme must be broad based consisting of Major Games, both indigenous and western, Track and Field sports, Swimming, Self Defence Activities, Rhythmics, Gymnas-

tics, Free Hand Body Building Exercises and exercises with Light Apparatus.

Activities should be selected to suit age and sex. The syllabus should be both graded and progressive. Intramural, Inter School (District), Inter District, State and Inter - State competitions may also be provided.

4. Recreation

A beginning must be made to educate the child in choosing the right recreation for him now and later in life. Such recreational activities may include camping, hiking, picnics, social and cultural activities such as dramatics, music, folk and classical dances, handicrafts, hobbies etc. Recreational activities which have a special carry-over value should be taught at the Secondary Level.

5. Evaluation

Physical Education should have equal importance with other subjects. To make it so, Physical Education must be an examination subject. For promotion from class to class, the following factors are to be considered :

1. Attendance
2. Progress to be assessed by suitable tests
3. Assessment of attitudes, sociability, leadership etc.
4. Awards and Incentives.

6. Time Table

There must be provision for at least three hours of Physical Education a week in the Time Table. Besides this, there must be supervised play-for-all programmes after school. Special coaching classes must be set up where coaching in the fundamental skills of Major Games, Track and Field, Swimming etc. are provided by experts. To create a sense of oneness and unity in school children, one hour of mass activity for the entire school children may be provided.

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7. Training of higher personnel :

The stage has been reached in India where we need a higher type of personnel in the field of Physical Education and Recreation. Such a person is required to direct the Physical Education programme in Universities, in big Colleges, in Community Projects etc. They are also required as Inspecting Officers for the States. They will also be required in Physical Education Colleges as members of the staff.

Another reason why there should be an advance course in Physical Education in our Physical Education Colleges in India is the unlimited scope for research in the field of Health, Physical Education and Recreation. It is impossible to do research in a one year course. But if sufficient financial help is forthcoming from the State or the Central Government, it will be possible for Physical Education Colleges in India to offer a Second Year Course, in Physical Education or Recreation.

8. Governmental Responsibility :

1. At present there is great confusion in the minds of people with reference to what

should be done in Secondary Schools in this field. There is a mix up of Physical Education with Scouting and Guiding with National Cadet Corps Training and Citizenship Training etc. It is time that the Government of India evolves a National Policy for Physical Education. No activity should become a substitute for Physical Education, however good it may be. So, there is a need for a definite National Policy.

To guide the Central Government in this matter, the present Advisory Board of Physical Education may be made to function efficiently.

2. The training of higher personnel in Physical Education Colleges in India may be made a Central Government responsibility.

3. Facilities may be provided for members of the staff in various Physical Education Colleges to go abroad for Post Graduate Education.

4. Adequate grants may be provided by the Central Government and State Governments to the existing Physical Education Colleges to function more efficiently.

(This memorandum was submitted to the Secondary Education Commission by the Y.M.C.A. College of Physical Education, Madras, when the Commission visited the College on the 9th December, 1952).



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Present Trends in Physical Education in India

By

Dr. Arthur W. Howard,

Principal Lucknow Christan College of Physical Education, Lucknow



This article is not an authoritative survey of conditions in India. It is not meant as a source of information. It will present the writer's ideas as to the present progress in Physical Education. It should serve to promote some thought as we examine some recent developments.

At present most people think of Physical Education in terms of activities. Some would even argue for their own limited activities as true Physical Education and reject others. Progress will be made when the emphasis changes to the purposes or goals of the activities, and all which contribute to a goal receive respect without being considered essential if the goals are being achieved. For example, the values or goals of combatives are similar whether the activity is jambia, boxing, wrestling, or lathi. The choice depends upon numerous factors while the goal remains constant. There is a welcome trend fostered by the NAHPER for men trained in all types of activities to meet in mutual respect, but we are still waiting for a unifying theory which will establish our goals and classify our activities in line with them. We have a wealth of activities but no system of physical education.

The recent Government interest in physical education is a welcome trend. Its promotion is mentioned in the Bhole and Sargent reports

of recent interest. The appointment of a Committee in 1948 to make suggestions on the subject for the country showed that the Government had given it some thought. The committee now studying the reorganization of secondary education has issued a separate two-page questionnaire on physical education in the schools.

The Ministry of Education is considering the promotion of a national physical fitness scheme for students based on testing. The new community center projects have recreation as one of their areas of work. Government grants are made for Olympic and other sports activities. However, the inept manner in which this interest is so often shown is discouraging. For example the questionnaire of the secondary education committee leaves one vaguely dissatisfied, while the method taken by government of selecting a national test and then writing for opinion leaves one fearful of the outcome.

Progress in making physical education a vital subject in the curriculum of the school seems painfully slow. The process of making it a compulsory subject started in 1925, and inspectors on a provincial scale were appointed in two provinces in 1939. Yet today in so many places attendance is only a broken law, and the status of inspectors tends to be inferior. The emphasis in the schools is still

on literacy and verbalistic content, and apathy towards all but passing the Government examinations is widespread. Physical education is still a "frill" with inadequate syllabi, poor facilities, and unsatisfactory teacher status.

The recent trend toward basic school is encouraging. Let us also hope that the Commission dealing with the reorganization of Secondary Education will point the way to a new day for students.

Among the favourable trends one should not overlook the steady growth of the school training physical education teachers in both size and numbers. The gradual increase of trained men, whatever the weaknesses of their training, is causing a steady though unspectacular improvement in the schools.

There seems to be a steady growth of interest in sports in India. The number of new federations formed since 1936 should lead to real advance in this field. Formerly the Olympic Committee sponsored most sports and many such as volleyball, kabaddi, basketball, swimming and wrestling were held in connection with athletics. Now national federations conduct their own championships and promote their own game. Their promotional work is

shown in the increasing numbers being sent to the Olympic Games. Twenty-five years ago the Indian Hockey Federation and the Indian Olympic Association were the only national organizations sponsoring Olympic sports. Such important sports as athletics, swimming, football, weight lifting, cycling, boxing and basketball have formed federations since 1936. Mention might also be made of the increased interest being shown by the police and military in promoting sports events and taking part in civilian tournaments.

The present trends in Physical Education in India may not seem too encouraging at first glance. Like most movements progress seems to come in spurts. However, the leaders are paying at least lipservice to the subject, and there is an increasing number of trained men in the country.

Recently the writer was asked these questions. Are the people of Lucknow ready to support a full scale recreation program? What leadership help is available? The questionnaire stated that the Fullbright people were ready to send a full time worker to us when we were ready. Some day when we are ready spectacular progress will be made. Let us work to make it soon.



for the development of the individual into full splendour physically, mentally and morally and in a manner worthy of a free democracy. This is all the more necessary because there is an undeniable tendency on the part of many University students to break away from control after entering the Universities into a deluded world of their own; but the ill-equipped Physical Director without great status feels often helpless against student leaders and on this account group activity according to any plan is hardly within the capacity of the average Physical Director.

One means of increasing the influence and dignity of the present set of collegiate Physical Directors is to compell the introduction into all colleges of a really comprehensive programme of health and physical education for all students - a programme in which medical examination and follow-up and corrective work, physical training and gymnastics, will form as important a part as games and sports. The provision of a rich and wide variety of opportunities for physical activity will enrich and widen the experience of the director of physical education and encourage study and scholarship. To organize, administer and control a varied programme of health and physical education, we will, however, need in the long run the graduate equipped with a good professional degree, not a mere diploma-holder; and meanwhile, the introduction of wide and varied programmes will help to keep the Physical Director's work hours busy and invite greater recognition for his work and influence, and give him greater dignity and status and bring in more pay; and this in turn will ultimately create a demand for highly qualified men - the professional degree holder. The Universities will thus extend their work into a new field full of promise and hope for the future; and the day will come when the great centres of Indian learning will equip the aspirants to honour in our profession with

good degrees extending from the B. P. E. and M.P.E. to the Ph. D.

As conditions are at present, the quality of leadership and its number provided for the physical education of even our school pupils are most unsatisfactory. Time-tables do not permit of intensive work in school and school facilities meant for creating good health habits and the development of varying physical skills are woefully limited. School teachers in Physical Education being also limited in number and their qualification low, the average adolescent getting into college still comes physically poor or illiterate and even in attitude, lacking in the essentials of healthy conduct. There is no doubt that social upheavals political chicanery meddling with school administrations, dire poverty and unsettled economic conditions go counter to educational ideals; but any reforms we devise to fit people to the higher tasks of democratic life and endeavour, must receive high priority and should be carried out at any cost through the right leadership. The teachers of health and Physical Education in schools should first be fitted to play a very significant part in building up the right habits and right attitudes in all school pupils including those aspiring to higher learning or professional expertness. So long, however, as school health and physical education is limited in scope and usefulness, Physical Education at the college level can have but limited application; for in all our methods, we have to get away from small groups to the masses so that benefits of health and physical capacity are reached by the great majority of our people. But even as a remedy for the present defects, to get over the vicious circle of our difficulties, the mere study at the Universities of the problems of physical education and welfare, must enable us, in the years to come, to set aright the defects of a socially disjointed and physically weakened and emancipated community.

The Psychological Value of Games

By

Miss VERGHESE,

Principal, Lady Willingdon Training College, Madras.

Considerable emphasis is put on physical education by our schools and universities, and the form which this usually takes is that of organised games. The primary and direct aim of physical education is the establishment and maintenance of good bodily health, physique and vigour. But if these were the only aims they could be more easily and less elaborately provided for by drill, gymnastics, walking or cycling. Games fulfill other functions as well, such as the development of good character, high social ideals, team spirit etc. all of which are the concern of Education but none of which can so successfully be accomplished by other forms of training.

In the class room and in connection with the normal work of a school, the child has many opportunities no doubt to develop good social and mental traits such as co-operation, team spirit, concentration and discipline. Much time is spent on talking of their value and opportunities for their exercise often arise. In games however, the value of these qualities is vividly manifest and the child practises them unconsciously. Besides, in scholastic work, beyond a certain point, interest and endeavour have to be developed, whereas games have the advantage that they have a firm basis of spontaneous and native interest. Play is the very basis of the appeal and value of games and educationists recognise the enormous importance of play in the child's life.

Social traits though inborn and inherent in man need guidance and training if the child is to make a successful social adjustment, which means not only the ability to live

peacefully with others but also the ability to contribute to human welfare and happiness. Nothing makes for better social training than the experience of a joint effort; all participating in an activity in which all are interested and all working towards a common goal. Here we get co-operation to its highest degree. Each child is willing to sink its own individuality and think only of the achievement of the goal. Each member of the team takes his appointed place and tries to understand every other member of the team and adjust his action to theirs. But this joint responsibility does not eliminate the need for self-reliance on the part of each of the players. However much members of a team may help each other and co-operate, there are moments in a game when every player has to depend on himself—he is called upon to act, and act immediately he must, and for that moment no one else can help him. Having taken responsibility for that moment he must take the consequences also. He has acted and reacted in a certain way, he may regret it but there is no going back and the game must go on from there. Not so easy to shift the blame if things go wrong with him. This is very valuable training indeed—learning to accept individual responsibility although working in a group in a joint activity.

And then there is the most valuable training of all—to play with determination, with a will to succeed and yet to take defeat and failure with equal grace. It is a difficult lesson to learn, but one so much more easily learnt at games where there is likely to be intrinsic pleasure in the activity and not only in its

result, and where the effects of failure are relatively temporary and of no material consequence.

It must not however be taken for granted that these valuable lessons are learnt automatically—that through playing games children cannot fail to develop self-discipline, co-operation and responsibility and exercise them in other spheres of life. Transference is not so simple or easy. All these traits might be admirably displayed or exercised on the games field but fail to be carried over into the rest of the child's normal life. These lessons are more easily taught on the games field, their value is more clearly brought home to the child here than elsewhere. The consequences, for example, of a lack of concentration or co-operation follow so quickly and are so obvious that the moral is impressed on the child vividly and immediately. Realisation of these values is only one factor in the process of their cultivation—sentiment toward these and positive attitudes have to be built up. On the games field, for example, there is a splendid opportunity of learning fair-mindedness, of keeping to the rules, not winning somehow or anyhow, not counting the gain or loss, but playing ones best for the joy of playing, for the happiness of exercising physical energy and skill.

But often the sense of competition rises very high. Teams out to win will impute all kinds of motives to the umpire's decision, and grow very despondent over defeat. Individual children as captains may choose their best friends for the team irrespective of their comparative skill at the game, and many children may not willingly give up their place in a team for the sake of a better player. There is much room for vanity and selfishness even here. Rivalries which ought not to be anything but friendly on the games field are transformed almost into hostilities in the classroom. Unless skilfully handled therefore, games can often defeat their purpose of social

and moral education. The idea of fair play is self evident to a child at games and therefore it is easier to help him to appreciate its value in the larger issues of life. Far easier for a child to rejoice at another's success when he has enjoyed the game thoroughly, is happy in the exercise of his developing skill and eager to improve it still further, than when the effects of failure are relatively permanent as they sometimes are in normal life. To take the good with the bad and to make the most of it, 'to be a sport', is a most helpful and wise attitude to life, but language which only one who has played heartily can understand.

The most valuable element in play however for the psychologist is the sense of achievement that it provides. The need for success and achievement is one of the most fundamental of our needs and nothing satisfies a human being more than the success which follows a conscious effort. The value of the success is lost if it is too easily won, but when one works hard for it and has stood against opponents whose skill one admires, then success is worthwhile and satisfying. Many people are apt to attribute to material possessions more value as a source of happiness than is justified by mature experience. Material possessions only make one hanker for more and more. We soon tire of what we have and want something different. The restlessness that comes of the desire to improve one's skill and test in any direction is very different. It is a satisfying type of restlessness. That is why games will always lead in value in the field of recreation and amusement. The cinema is a strong competing interest with young people today. More harmful than the false sentiments and attitudes which the cinema as a whole can produce, is its encouragement of passive reception and enjoyment. The habit of passive enjoyment can be demoralising in that it can bring about an inertia towards strenuous effort and action on one's own part, and without these a person's best powers and capacities must lie dormant. It is true that games are

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not the only sources of achievement. Creative activities in the field of art, literature, music or science might be even more satisfying. But there are only a very few people whose talent in these directions are so outstanding as to enable them to derive any satisfaction from the pursuit of these activities. And even when talent of a high order is there a relatively long period has to be spent in training before skill of any standard is reached - before the individual is able to express his inner most self through them. But achievement through games is more within the scope of everybody, it is a more easily attainable skill.

It was at one time believed that the psychological value of games lay in their effectiveness in draining away the sex energy and they were therefore highly recommended for adolescents. Games are highly valuable for adolescents and they do sublimate the sex instinct but not by draining away the sex energy. Sex is more than the reproductive instinct alone. It is an instinct highly tinged with emotion and seeking to satisfy the ego. It is an assertion of one self. It is a need to have one's powers recognised by oneself and by others. Through the expression of the sex instinct there is a heightening of the ego. It is exactly the same effect which a game has when played by some one who enjoy it. To fill a place in a team, to catch a ball successfully, to throw it effectively, or hit it back in a way as to make it difficult for one's opponent to tackle it—that is achievement, that is mastery over other people and over material things. To be able to do something effectively and successfully, something that one enjoys doing, so satisfies oneself one's ego that the urge to express those needs in other channels does not become so pressing, and can be more easily restrained when social or personal needs demand and certain amount of restraint.

Games then, has many possibilities, and children good at them enjoy playing them so that they have many avenues through which to

attain ego satisfaction. The child whose inner most urges are expressed is a satisfied child and his whole personality reflects it. He is on the whole more alert extraverted, frank and sociable and shows a certain amount of fortitude and resourcefulness. Whether it is that children who possess these traits originally take to games easily and enjoy them or whether it is the hearty co-operation in games which breeds these qualities, is an open question. There are many adolescents and children who do not seem to enjoy games and who will not play spontaneously and whole heartedly. These are children who generally will not let themselves go, are inhibited, self conscious, afraid to make a mistake. There are some children no doubt, temperamentally unable to enjoy strong and vigorous physical effort, dreamy or artistic children, whose creative urges can only be satisfied in quieter ways. But far too many children who will not play have no alternative ways of satisfying their fundamental needs. There is a repression and inhibition rather than a positive expression. There are the children who might be most helped through games. Most children with reasonably good physical energy like to play; the exercise of this physical energy through organised and physical activity gives joy to the child, and joy is a very essential ingredient in our social development and adjustment.

Games are not a matter of physical movements alone, they do not involve the body only and their effect is not solely physical. In fact there might be no justification of speaking of the mental and physical as if they were two entirely different entities. At any rate what we traditionally call the mental traits have a great deal to do with games. Under normal conditions it is the mind that motivates the game. Good physical health of course there must be for games, but the inclination to use that physical energy must be there. The disinclination among many students to play might be symptomatic of

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their lack of physical energy. The cost of living is so high that many of our children are definitely under-nourished; academic work saps a considerable amount of energy, and non-residential students spend much time travelling to and from college. Competing interest are also there — certificates and diplomas to work for outside college hours, extra-curricular lectures, social functions and last but not least, the cinema. While many of these interests are very worthwhile from many points of view, there is the suspicion that the tendency is to opt for activities that call for the minimum amount of effort. There is no gainsaying the fact that the larger the place given to games in the curriculum and the more organised it has become, the less spontaneity there is about it. "Compulsory games is a contradictory term, "but if there were no compulsion the students would not come out at all to play" Physical Directresses exclaim. Organisation there has to be, but not at the expense of joy and spontaneity. These two elements are essential for without them no game would be worthwhile. Wherever there is organisation there is bound to be a certain amount of rigid

discipline, compulsion etc. and in proportion as they exist they detract from the very meaning of games. The time has come to ask ourselves why some people do not play, and instead of compelling them to play it might be more worthwhile to produce the conditions under which it would be natural to play. Among these would be a foundation of good physical health, an intelligent co-ordination of the individual's activities, and a wise programme of work, curricular and extra-curricular, where the creation of wide interests does not mean over crowding the student's time with every conceivable type of activity nor exclude the possibility of specialisation in accordance with his abilities.

A physical education programme needs to be skilfully interpreted by imaginative teachers if it is to unite phases of physical, mental, social and moral education which it is potentially able to do to a degree unparalleled by other forms of education. It is not only good in itself, but offers the best medium that we know through which the principles of sane and co-operative living can be acceptably taught.



Some Impressions of the XV Olympiad at Helsinki

By Leslie Handunge

Captain of the Ceylon Olympic Team, and a Member of the Colombo Y.M.C.A.

The XVth Olympiad which are world had been looking forward to since 1948 and which Helsinki herself had been awaiting and planning for since 1936 has now passed into history. To give impressions of such a vast and thrilling experience is not easy, and words beggar description of spectacles such as the impressive opening and closing ceremonies and the competitions. The reactions of 75,000 fans and enthusiasts congregated in the stadium from all parts of the globe in all types of weather, cannot be easily captured. There were expressions of ecstasy, disappointment, anticipation and spontaneous acclamation of achievement and attempt, irrespective of colour, cast or creed. All these and the Games themselves, have to be seen to be fully appreciated.

The weeks preceding the opening of the XVth Olympiad were no picnic, a misconception under which numerous people in Ceylon appear to labour. This was a period of intensive training and preparation for the greatest international sports festival, where the world's best amateurs vie with one another for that coveted Olympic crown. Yet in spite of this intense competition, the spirit behind the words of Baron Coubertin, founder of the modern Olympic Games — "The important thing in the Olympic Games is not the winning but the taking part," was very evident. Each competitor did his utmost to win, and the sporting world as represented by the spectators at Helsinki, while applauding the deserving winner, did not forget to cheer in the gallant "Also-ran." An outstanding example of this was the gruelling 10,000 metres track event, the last competitor completing the final lap all on his own and almost three laps behind that amazing winner Emil Zatopek. Yet this

last man in was according far greater applause than the gallant Frenchman Mirroum, who dogged Zatopek's steps to come in second. The young autograph hunters too, while thrilled at having "held up" a Dillard, Wint, or Bailey, were equally enthusiastic in their requests, or rather demands, for the autographs of the more obscure of us.

In Kapyla — the olympic village where we were housed together with about 4,000 other competitors — Helsinki had its biggest summer attraction. Hundreds of people, ranging from the very young to the old, flocked daily to its gates to watch the athletes behind the barbed wire enclosure. The village itself was a congregation of champions and record-breakers. One met daily not only the world's best runners, jumpers, boxers, swimmers, divers, gymnasts, wrestlers, weight-lifters, yachtsmen, scullers, cyclists, basketball, hockey and football players, but also coaches, journalists, educators and organizers.

Here prejudice and politics gave place to sport, and the playing field once again proved a great leveller and common meeting place. Men from all parts of the globe ate together, trained together, spent their leisure hours with each other, and then met in keen and ever-fierce competition in that spirit of sportsmanship fostered by the Olympic Games. We knew no barriers of colour, creed or caste. Blonde hair, blue eyes and pale skin were often seen in amiable company with black hair, dark eyes and dark skin. Hindu, Moslem, Christian, Buddhist and Atheist met together in happy comradeship, while every man whether Brahmin or self-styled aristocrat, was accorded the same courtesy and treatment. At times one would

see the diminutive cox of the rowing eight either in the company of the hulking heavy weight wrestler, or gazing skywards at the 6 ft. 11 ins. that was an American basketball player. Even the South African athletes suppressed their colour and racial prejudice, and that speaks for itself.

During training session, on the spacious training grounds over the road, Andy, Stanfield, Herb Mckenley and Bragg would cover the track with effortless speed, while Harrison Dillard and Moore would skin over the hurdles, and "Max" Bailey practise a few "Fliers." On the inside Fuch and O'Brien would toss the shot over 50 ft., and Imser and Gordien and Consolini hurled the discuss as far as I could throw a stone, or further. At the jumping pits one could see Bob Richards vault and Davis, clad in a tracksuit, clear a mere 6 ft. 6 ins. as a loosener, while Da Silva hopped, stepped and jumped a 48 ft. warm up. On the outer track the walkers would be contorting themselves, and Delfo Cabrera loped along in a marathon training run. On the adjoining field the soccer and hockey players would be trying out their paces, while over the fence the towering U.S.A. basketball team, averaging 6 ft. 6 ins. in height, tossed the ball through the hoop with monotonous regularity.

The swimming stadium had its quota of celebrities and spectators. From the diving tower Sammy Lee, Spikey Brown and Pat McCormick of the U. S. A. evoked admiring cheers while the gorgeous Mexican diving beauties in the flaming red bathing costumes drew the admiring gazes of all present. In the pool Johnny Marshall, Kono, Furask and their fellow swimmers covered an effortless 2,000 metres of churned through water at terrific speed. Similarly at the other training centres for the various sports ranging from horse riding, shooting, cycling and canoeing to weight-lifting and gymnastics, there was constant activity at high speed and tension. This tension reached its climax on the day of

the opening ceremony July 19th and it was with a sense of relief that we welcomed the start of the Games.

It is not possible to describe adequately the emotions and atmosphere that prevailed in Helsinki on that memorable Saturday. In spite of the rain, 75,000 spectators filled the stadium, and further cheering thousands lined the route of the march past. The opening ceremony with its march past, the release of the thousands of pigeons, the singing of the Olympic anthem, the entrance of Nurmi with the Olympic flame, the dramatic gatecrashing by the "Lady in white," and the swearing of the Olympic oath are vivid scenes and experiences that will never be forgotten. This inspiring and impressive ceremony was a fitting start to the weeks of high-class, record-breaking sport of the XVth Olympiad.

Records were shattered from the very first day onwards, and what achievements marked that first day. It is not possible to forget the high-jumping of the Americans and the "cheeky" walk of the Nigerian jumper, the classic hurdling of Charlie Moore in the 400-metre hurdles, and of course the grimaces which accompanied the vigorous, ungainly style of that great hearted, record-smashing phenomenon Emil Zatopek. Reams have been written about this man who, in one Olympiad won, the 5,000 metres, 10,000 metres and the 26 mile marathon, all in record time. I recollect the words of an American girl athlete seated next to me during the 10,000 metres. She said "who is that man running. He appears in agony." On my telling her that at the end of another 15 laps he would be appearing in greater agony but running still faster and more vigorously she replied with a curt "I don't believe you." After 12 laps had passed she said to me "I believe you now, but how does he do it?" Echo answers "How does he do it?" I do not know. No one knows. But he does it and the sporting world salutes him. While Zatopek stood out like a

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Colosuss amongst the men Marjorie Jackson of Australia stole the thunder for the women. Her effortless record-breaking runs in the 100 and 200 metres gave one the impression that she could have bettered the times if pressed. Tragedy marred Marjorie Jacksons' triumphs. Her dropping of the baton in the final leg of 4 x 100 metre relay robbed Australia of a sure record and win in that event. Here history repeated itself. In the 1936 Games at Berlin, the German women's relay team broke the world's record in the heats, and in the finals, when leading by about 4 yards, the baton was again dropped at the final change.

The sympathy of everyone went out to Herb Mckenley and Brown. Mckenley was involved in two photo-finishes in both his events the 100, and 400 metres. He was also credited with the same time as the ultimate winner in the two events and finally placed second in both. However, he finally won that elusive Gold medal which also eluded him twice in the '48 games, in the 4 x 400 metres relay. Brown of the U.S.A. was strong favourite for the long jump crown. In the finals he broke down in the pit, from where he looked up to see the judge wave the red-flag of disqualification for the third and final time. Anyone of Browns' 3 "no-jumps" would have won him first place in the event.

Shirley Stickland, also of Australia, fulfilled the promise she gave in the XIVth Olympiad at London by smashing the world's record in the 80 metre hurdles, while the Russian women impressed all in the Field events. A touch of pathos invaded the women's event, and the Games, with the forced retirement of Fanny Blankerskoen from the Games. Fighting a losing battle against age, muscle trouble and blood-poisoning, this grand athlete and darling of the XIVth Olympiad was compelled to withdraw from further competition. What a race it would have been between a fit Blankerskoen and Jackson!

The two athletic events which to me were the most exciting were the 5,000 metres final and the gruelling 3,000 metres steeplechase. In the 5,000 metres final—Zatopek, Schade of Germany who broke the olympic record in the heats, the defending champion Reiff of Belgium, Mimoum of France, together with Pirie and Chataway of Great Britain, were the outstanding men. Conjecture was rife as to who would be the ultimate winner, and popular opinion was divided between Zatopek and Schade. In the race itself these six broke away from the rest to run the race on their own. Each man led the field in turn, to the terrific excitement of their countrymen and the spectators. When the final 150 metres was reached Pirie had dropped back while Reiff had retired earlier and the winner was anyone's guess. At the 100 metres mark Zatopek, from fourth position, dashed into the lead, hotly pursued by Mimoum and Schade. To add to the excitement now created by this dramatic finish, Chataway tripped over the curb and fell down. The ultimate winner was Zatopek, in record time, with Mimoum and Schade on his heels while Pirie came fourth and Chataway fifth. In the 3,000 metres Steeplechase Ashenfelter of the U.S.A. and a Russian, ran neck to neck, taking the hurdles and the water jumps side by side. This went on up to the final water jump about 125 metres from the tape, when the stout-hearted Russian stumbled and Ashenfelter finished up the straight a strong and well deserved winner, again in record time.

Of the men athletes, those who impressed me most were—runners Andy Stanfield, Arthur Bragg and Mal Whitfield, hurdlers Dillard and Moore, steeplechaser Ashenfelter, pole-vaulter Richards: jumper Davis, all of the U.S.A. Herb Mckenley and Rhoden of Jamaica hammer — thrower Csermark of Hungary, and Da Silva of Brazil who four times smashed his own world record in the hop, step and jump. Emil Zatopek did not merely impress, he astounded everyone.

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Of my own event in the games—boxing—there were two outstanding features—firstly the poor judging and secondly the overwhelming success of the U.S.A., in winning 5 of the 10 Olympic crowns. One was glad to note that there was a great improvement in the refereeing in comparison with 1948, but the judging left a lot to be desired. The U.S.A. team is to be congratulated on its well deserved success, which is due, I believe, to the large number of active boxers from which they can choose, the facilities at their disposal, the vast experience which even the youngest of them has, and the interest professional boxing stars in the amateur circles competition. A interesting point was that only one of their 10 representatives was "white" all the other nine being "coloured."

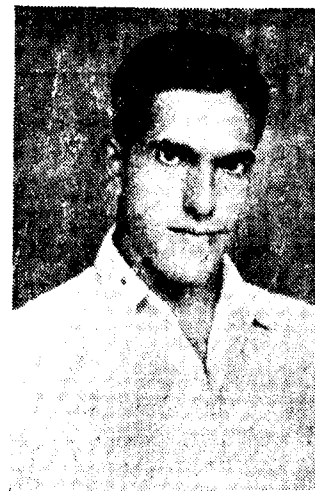
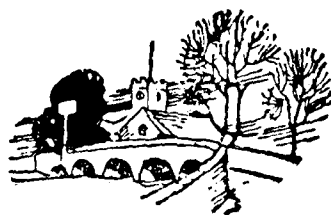
No account of the XVth Olympiad is complete without mention of the grand achievement by this small and comparatively recent city of 400,000 sports-minded people. The organization was not perfect but they certainly deserved the many bouquets thrown to them. Helsinki and the Finnish people did everything within their limited power to make the Games a success in every way, and they certainly succeeded. The people were friendly and hospitable, and went out of their way to make the athletes feel at home. We felt Helsinki had gone Olympic crazy. Olympic flags decorated every public building and many commercial ones. The Olympic crest of five interlocked rings, adorned almost every sale-

able article from souvenirs to chocolates, sugar, bottled drinks, matches and ladies shoes. The admiration of people from over 70 nations went out to these people who ran the XVth Olympiad. The secret behind it is their love of sport, a thing very evident in the Finns from their youngest days.

The XVth Olympiad closed on the 3rd of August in an impressive and touching ceremony. In an atmosphere of stilled poignancy, the Olympic flame, which was a beacon in Helsinki for two weeks, died out to the strains of the Olympic anthem. One finally left the stadium with a sense of loss and sorrow, such was the buoyancy and festivity of Helsinki. The city appeared to mourn the passing of the Games. This was enhanced by the removal of the flags and bunting, the desolated stadium, with the tower now bereft of the Olympic flame, while the daily departure of visitors and athletes made it more pronounced.

It was with heavy hearts and lumps in our throats, that we finally said goodbye to Kapyta, Helsinki, and the Finnish people. The XVth Olympiad only lasted a little over two weeks. Its memories and experiences, with all the accompanying thrills, disappointments and educative values and ideals, will last a life time.

We now look back on Helsinki and the XVth Olympiad of 1952, and look forward to Melbourne and the XVIth Olympiad of 1956.



THE BUNCH - START

By

V. E. EASAW

A good start is a prerequisite to a winning performance. Coaches and competitors in the early days experimented considerably with various kinds of starts. Crouch start is the outcome of such experiments. The credit goes to Charles Sherrill who got the idea from watching a kangaroo which started its running from a crouched position. Starting holes or starting blocks are used as an additional support for the feet at the start.

There are three different types of crouched start—the Long, the Medium and the Bunch. The difference is based on the body build of the runner. The Bunch Start is proved to be the best for it enables the fastest push-off from the mark. To-day many good sprinters use the Bunch Start.

On the command "On Your Marks" the athlete takes a crouched position as in Fig I with the hands behind the starting line. The position of the legs, hands and trunk is the most important factor here. In every crouch start, one foot will be ahead of the other—usually the left foot. The push from the left foot is much more powerful than the right for many people. The final push which comes from the front foot must also be very strong. In the Bunch Start the toe of the front foot will be about 18 inches behind the starting line and the toe of the other foot will be in line with the heel of the front foot. The lateral space between the feet depends upon the

width of the hips and thickness of the thighs. It is between 3 to 4 inches. These measure-



Fig: I. "On your Marks"

ments are for an average athlete but it varies with different people. For a tall man, the toe of the front foot may be about 20 inches from the line.

The angle of the feet bearing to the ground also is very important. Starting blocks are made in such a way that the angle of the blocks could be adjusted to suit the individual. Usually it is about 45° for the front foot and 85° for the rear foot.

The arms should be placed in a comfortable position. Arms are fully extended down and are placed sufficiently apart to allow free leg action. The width between the hands will be a little more than that of the shoulder. The fingers must be strong enough to support the weight of the body. Some place the hand in such a way that the weight of the body rests on the tip of the fingers while others on the second joint of the fingers. The deciding factor is that it must be comfortable.

When the command "On Your Marks" is given, take your own time to go down on the blocks. Come to the front of the starting blocks by the right side and place your front foot against the block. Go down on your fours and adjust the rear foot and let the weight of the body rest on the knee of the rear foot. Now adjust the hands and fingers behind the starting line. The legs and hands are placed in such a way as to give plenty of ease and comfort. In this position the athlete relaxes completely waiting for the next command.

On the command 'Set' the athlete raises his left knee and elevates the hips. See Fig II. The elevation of the hips is about 25° to the horizon from the shoulder. The angle formed



Fig: II. "Set"

at the knees is about 95° . The weight of the body is distributed on the legs and hands. You should not feel any discomfort and you must remain steady till the gun is fired. In this position the driving muscles of the legs will become tense and the sprinter will feel a sense of power in his legs.

The position of the arms and legs, inclination of the trunk, elevation of the hips and direction of the head and eyes vary slightly with different athletes. Each athlete should find out his position through the trial and error method. Practise starts with slight variation in position and find out the most comfortable position which gives the fastest push-off and a better timing.

Some coaches over emphasize breathing habits while "On the Mark" and 'Set' position. Breathing should be normal and involuntary. But there is no harm in taking one or two deep breath before getting on the mark. As soon as the command 'Set' is given usually sprinters take a deep breath and hold it until the gun is fired. His attention is focussed completely on the act of starting and with the gun he goes off the mark automatically. For a good start, the peak of attention and the firing of the gun must coincide. This will be about 2 seconds after the word 'Set'. Then all the muscles involved in pushing off the mark is tense, ready to execute quick and powerful movements. Simultaneous with the firing of the gun there is exploding of energy from practically all the big muscles.

The push off: Fig III. On leaving the mark, the sprinter should execute a powerful drive from both legs. Drive from the front foot is more powerful than the rear foot. This should be combined with a vigorous opposite arm action. The forward arm should swing shoulder high with elbows bent. The force of the arm swing is proportional to the leg action. Simultaneous with the leg action the hands leave the ground and the shoulders



Fig III. "Off the Mark." Study opposite arm and leg action and body angle.

are raised a little higher than the hips. For the first few strides maximum force is applied by both legs combined with powerful hand swing. The first stride is a short one about 25" in length and the strides gradually increase in space. The body also is gradually raised and the straightening continues until the sprinter reaches the maximum speed. Only after covering a distance of about 15 yards the athlete comes to the full running stride.

Starting could be improved by taking some special exercises which will give strength to the fingers and power and speed in the push-off. Dips taken on fingers and pushing action with the legs while supporting on a wall by

the hand are good exercises. The best exercise is the start itself. Practice remaining set for a few seconds several times every day and try to concentrate the attention on the start.

Starting must be taken very seriously. Every good sprinter should have a starting block of his own which is adjusted for his feet. With the help of a coach the most effective and comfortable foots placing should be determined. This is done by finding the shortest time taken to cover 20 yards. The start which gives a very comfortable position and quick push off is the best. Practice again and again till you get perfect confidence in your start and achieve the best result.

Reference Books :—

- (1) Track and field Athletics by Bresnahan and Tuttle.
- (2) Championship technique in Track and Field by Dean Cromwell.
- (3) Athletics by Harold Abraham and Jack Crump.

National Physical Fitness

(Extract From The Five Year Plan)

The subject of national fitness deals with the maintenance and improvement of health of every citizen in order to develop efficiency. In the absence of legislation in the form of a National Fitness Act, it is necessary that physical fitness programmes are promoted by the States, as well as by the community.

It is possible for a nation to attain by organised effort and education certain physical qualities, abilities, and skills so as to be able to perform the normal functions of life, be prepared for the protection of home and nation in times of external aggression and danger, and contribute towards national efficiency for economic production. A physical fitness standard for the individual should include the three factors of agility, strength and endurance which are the basis of all physical qualities and skills. In order to achieve the above, a national standard of physical achievement for all adults has to be laid down.

In a country like India, with numerous, climatic, regional and racial differences, a universally applicable national standard may be difficult to attain and allowance will have to be made for sex differences, the racial factor, types of physical region, climatic conditions, standard and content of nutrition, and prevailing averages of height and weight for specific racial groups. The standards to be achieved may be laid down by a committee of health and education experts and other social scientists after full consultation in different parts of the country. It is possible for every individual to strive to attain this standard individually; but the State educational authorities and private social welfare and especially physical welfare agencies must attempt to provide facilities and opportunities to assist the individual to attain this standard. The community

project authorities, the Bharat Sevak Samaj, all sports and playground organisations and universities should aim at reaching the proposed national standards.

The maintenance and promotion of national physical fitness requires the proper management of housing and sanitation, the care of diet, the need for relaxation and rest, the promotion of playground, sports, physical culture and camping movements, execution of intensive programmes of child welfare, the protection of the health of working men and women, and the adoption of preventive measures against diseases and psychological disorders like neurosis.

The housing problem has been dealt with in another part of this Report, but reference may be made here to the need for promoting regional supervision of national campaign for large scale participation in all kinds of physical welfare activities. Playground programmes are naturally spread over in different areas. Regional co-ordination of all agencies and activities will promote the growth of leadership, the training of personnel, and the development as well as the economic use of resources. The National Association for Physical Education and Recreation should be strengthened; and it should organise branches in all the States so as to be able to guide and assist the building up of playground activities, athletics, community recreation, and yogic exercises. As playground activities will be extensively developed in the near future as a result of community programmes, and as youth activities are also to be promoted extensively, there will be an increasing demand for directive, executive and field leadership. It is desirable to convert one of the existing training institutes of physical education into a national institute.

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As national fitness programmes involve activities for large number of persons, the problem of resources becomes the greatest handicap in the promotion of the movement. It is imperative that some kind of playground should be available for the use of every community centres, school and youth organisations. Equipment is also needed for physical fitness programmes. When developing playground programmes, it is necessary to keep in view the four important objectives of recreation, namely education, leadership training, and social participation. India has yet to make much headway in the field of sports and steady support and encouragement are needed.

India has a rich gamelore with a variety of games adopted to age and sex groups and to local physical conditions and cultural patterns. There is need to survey play activities in every district, prepare a manual of instructions for specially selected games, and enrich the gamelore of the whole country by organised publicity through documentary films demonstrating each game. Indian gymnastic programmes have considerable appeal in urban as well as rural areas. Community programmes should help the revival and extension of such activities in every part of the country.

Besides the above, we would recommend to State Governments and other authorities the following measures in this connection :

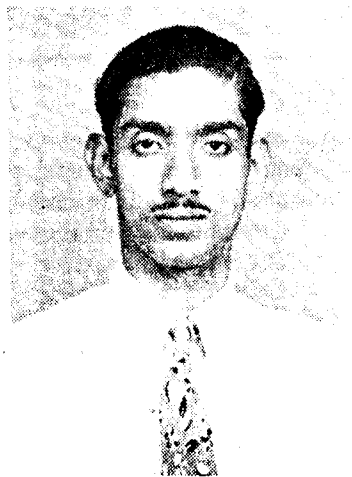
1. A National College of Physical Education for training the higher personal

for physical education and community recreation and leadership should be set up. We would recommend the upgrading of the existing Institution for Physical Education in Bombay for the purpose.

2. Suitable courses of physical education should be prepared and introduced in schools and colleges. These should provide for games and sports as well as suitable yogic exercises.
3. Adequate facilities for training of physical instructors should be provided. In teachers' training institutions physical education should be an essential subject. Short term Courses in physical education should also be organised for teachers.
4. Research in physical education should be conducted especially in regard to the following problems :
 - (i) the value of different sports, games and exercises from the physiological, social and educational points of view ;
 - (ii) the value of the Yogic system of exercise ; and
 - (iii) appropriate suitable syllabuses of physical education for different age and vocational groups.



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COLLEGE NEWS

By

MR. V. HUBERT DHANARAJ

Since publishing the college news in the last issue many important events have taken place at the college. It may not be possible to give complete details of our activities and hence only a few interesting news items are included in this issue's college news.

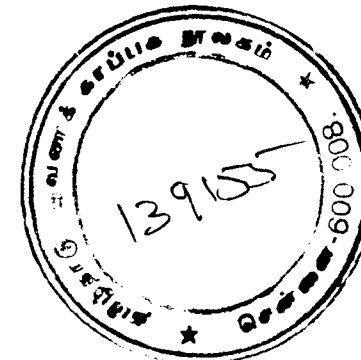
General: Routine at the college goes on. We have now entered the third term and seven months have passed off smoothly. The student body after this period of training looks a smart and alert group. Most of the men and women have put on weight in a few cases adding as many as 20 lbs. A few deserving students have also lost some of the extra poundage. The thin ones have become stouter and the very fat ones a little thinner. Men and women look improved in health, posture, grace and carriage. It is highly striking to see what regulated life, plenty of physical activities and out door life could do to our youth.

Periodical tests and examinations in both theory and practice conducted at the college makes every student work hard and put in his or her best. The progress made by the students so far has been very encouraging. They put in earnest preparation and work with determination. Very often lights in the hostels and the library remain burning till late in the night; one could hear commands shouted and practiced in preparation for practice teaching; the athletic field becomes a busy place, students trying out their abilities

in running, jumping and throwing. While willing to take anything on the play ground, the Lower Grades look upon theory as a nightmare. Apart from improvement shown at examinations, it is a pleasure to note how the frail and awkward looking ones undergo marked changes in their musculature, gait and ability. Further the "silent ones" get a little more talkative and the "over talkative" learns to pipe down. Physical Education no doubt is a great leveller and it is so interesting to see such changes at the college.

Leaders' Training Camp

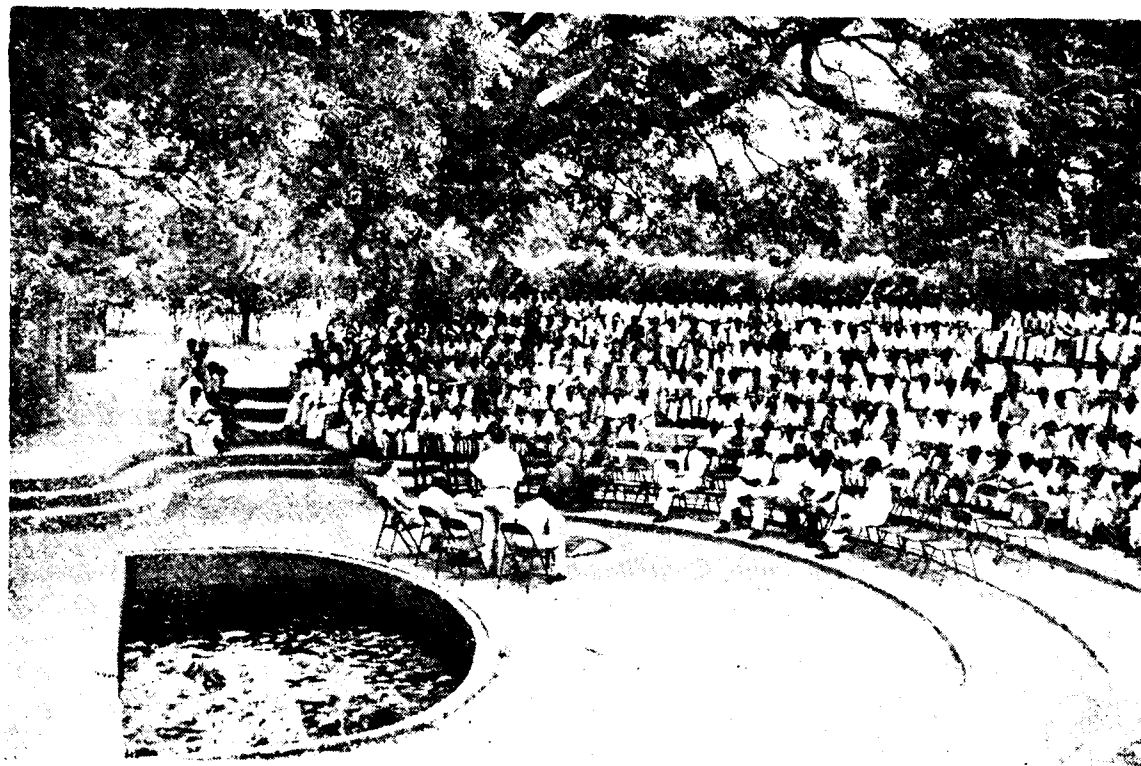
The college completed the first term of its work with a Camp. The men and women students along with the staff went to the Camp site at the Malayan Emigration Depot, near Avadi. We were having our Camp at this site for the third time. We have found here an ideal camp site which is best suited for a large group like ours to have real good camping. Unfortunately this year the weather was not very kind to us. Very often our programme had to be changed on account of heavy showers. In spite of such handicaps the students had a most enjoyable time and gained many valuable experiences. The Camp activities were gone through in a spirit of healthy rivalry between the units. Many of our old students and friends of the college were with us on the visitors' day. I am sure students of Y.M.C.A. college, past and present would remember



Sir Lakshmanaswami Mudaliar, Chairman, Secondary Education Commission
leaving the College after the visit of the Commission



Students at work preparing a New Sports Field at the College



General Assembly at the Buck Memorial Theatre on the occasion of presentation of Books by the U. S. I. S.

the happy days they spent together, the good food they ate and the rich experiences and memories of Camp life. After the Camp, the college closed for ten days and our students left for their homes to enjoy a period of well earned rest.

Second Term News

Some new features in instruction have been introduced during the second term. A specialist has been engaged to teach classical dancing to women students. This class is very useful to all including those who come from outside the State. It is our hope that those who undergo this special course will promote this activity in their institutions.

To enable the students to grasp some of the finer techniques of athletics a special programme in Track and Field has been organised. Mr. T. W. Arnold is incharge of this special programme. Every afternoon one group attends the athletics class. As a result of these special classes the standard of performance in Track and Field has greatly improved and these activities are becoming popular among students.

Practice teaching is organised this year on more systematic lines. Students go out regularly to selected schools in Saidapet, Mambalam and Egmore and teach under staff guidance and supervision. Our students are much benefitted by such teaching practice and this is giving them valubabe experience.

Intramural competitions in various games are in progress. The competition is keen between Houses and very often reach high standards. Intra - murals help us to assess the skills of students from the point of view that an individual is seen at his or her best only at a competition.

The Sunday morning devotional service at the college continues to be popular and is being appreciated by many. The chapel remains

open all day on Sundays for worship and meditation. Activities of the student Christian movement are carried out at the college under the leadership of Mr. J. P. Thomas, assisted by Mr. Ninan Mathew.

Second Year Course

The college is making definite plans to offer a second year Diploma Course in Physical Education. Every one in the field of Physical Education is now convinced that one year of training is not adequate and that the training should be done little leisurely with opportunity to specialise in one or two activities. The college has excellent facilities now to offer this course. Courses of studies for the second year are being worked out. The maximum number of seats for the second year course will be ten.

Staff : Mr. T. W. Arnold is now the Vice-Principal. Mr. M. Ananda Raj who was on the staff in 1949 - 50, has joined the staff again. He comes with several years of experience.

Swimming Competition

The Madras State Aquatic Association conducted an invitation Swimming, Diving and Water Polo competition at the college Swimming Pool. More than 100 men and 40 women representing clubs and colleges in Madras, Bangalore and Hyderabad participated. Col. Paul, declared the competitions open and Mrs. Paul gave away the prizes. The competitions were a complete success. Aquatic activities are becoming more and more popular. Staging a South Indian Championship in Aquatics is receiving the attention of the State Association.

Chedugudu Exhibition at Nagpur

The Madras State Chedugudu team was invited to play exhibition matches at Nagpur in connection with the Madhya Pradesh Physical Education Week. The State Chedugudu Association conducted a tournament to select the team. Three of our students were

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College. The Principal submitted a memorandum which is being published separately in this issue.

The XXVI Madras State Games.

The 26th Madras Olympic Games were conducted at the Corporation Stadium from Feb. 20th to Feb. 24th. Nearly 1000 athletes from all parts of the state participated. A few outstanding athletes and boxers from other states and Ceylon were also invited to take part. The Games were organised in the Olympic fashion, Y. M. C. A. College being the "home of the Olympic movement" the Olympic torch was lighted at the College in an impressive ceremony. The staff and students worked together to make the Games a success. The services rendered by the students deserve special mention. They gained fresh information and rich experience by observing from close quarters the organisation and conduct of the Games. Some of our old students from the moffusil came as managers of teams. We are glad to note that many of our Alumni are able to build teams in their institutions and enter them for competitions like the Madras Olympics.

Life at the College

General

We who live at the Y. M. C. A. College are getting on very happily indeed. Our College has always tried to be a "real College". Ours is not simply a loose aggregation of staff members and students who happen to work in the same campus, but a genuine community of friends and colleagues, united by many common interests and experiences, and taking pride and pleasure in living an ordered, disciplined, corporate life. This corporate unity has been our tradition and today we are grateful to our predecessors for handing on to us an ideal of unity and friendship.

Religious Ceremonies : Festivals of all religions are celebrated by students at the college. Whenever such a celebration takes place students who belong to different religious join together and participate. A passing stranger may think that it is a group of students without faith in any one religion as they are seen celebrating all religious functions. Our students no doubt belong to one religion or another and they are proud of it. But they always join with their friends of another religion in celebrating their festivals and thereby they develop a spirit of tolerance towards other religions and learn to appreciate other religions as well. This is a wonderful opportunity and experience to students at the college.

Staff and Students : The relationship between staff and students at the college in recent years has been very friendly. The staff treat the students with consideration and regard. The college has become a happy home for students to live in. Their stay at the college is made as enjoyable as possible by making them do things in the "play way". The students look upon the staff as their "Big brothers" to whom they could go for guidance and help. The staff always take pleasure in studying individual problems and never fail to guide them and counsel them. Discipline does not become a problem when students are directed on proper lines. They feel their responsibilities and act accordingly. They know that they are cared for and they are proud to be students of an institution which stands for a great cause. Such relationship between pupils and the teachers is necessary today in our schools. We believe in the democratic way of life and it is our hope that our students after training will take with them this ideal to their schools.

The staff and students are now looking forward to the coming events—the College Day, Alumni Day, the Madras State Physical Education Conference etc. Plenty of new and rich experiences are awaiting the Students.

ALUMNI NEWS

Special Meeting

A special meeting of the General Body was held on 20-9-'52 at 10-30 A.M. at the Y.M.C.A. College, Saidapet, Madras-15.

Mr. A. P. Naidu took the chair and important points were discussed and resolutions passed.

1. Mr. A. K. Singh was congratulated on his appointment as the Principal of the Physical Education College at Vijayawada.

2. Resolved that the Alumni Representative on the College Council is to be elected every year at the General Body Meeting. He shall hold office for one year and he shall not be eligible for re-election.

3. Regarding the disposal of the Buck Commemoration Volumes, it was resolved that 600 copies may be sold at Rs. 2/- each, 50 copies to be given to the Y. M. C. A. College and 50 copies to be given to all the Universities, Physical Education Colleges and leading Sports Organisations in India.

4. Regarding the Buck Memorial Fund, it was resolved that the Chairman of the Fund Committee shall send a Statement of Accounts to the President of the Alumni Association on or before 1st January 1953.

5. Regarding the Mia Memorial Fund, it was resolved that the Chairman of the Committee shall issue an appeal for this Fund and send a Statement of Accounts to the President of the Alumni Association on or before 1st March 1953.

6. Resolved to print an up-to-date Alumni Directory, the cost of which is to be borne by the Alumni Association and the College (the former to give Rs. 100/- and the latter to be requested to give Rs. 200/-).

7. Resolved to raise the Annual Subscription of Vyayam to Rs. 5/- only.

8. Resolved to have the Official year of the Alumni Association from "April first to March thirty-first."

With a vote of thanks from the Secretary the meeting terminated.

Memorial Service

A Memorial Service of the late Mr. N. K. Mia was held at the Y. M. C. A. College at 7 A.M. on Wednesday, 26th November 1952. It was a very solemn function jointly conducted by the College and the Alumni Association. Mr. M. Ananda Raj, an Alumnus of the College paid a tribute to the late Mr. N. K. Mia.

Get - Together

A "Get - Together" of the Alumni was held on Saturday 13th December 1952 at 4-15 P. M. at the Y. M. C. A. College. There was a softball match between the present students and the Alumni which was won by the former. The match was followed by Light Refreshments. This was a happy occasion for a re-union of many of our Alumni.

Postings

Messrs. M. Ananda Raj (1933 - 34) and Ninan Mathew (1950 - 51) have been appointed as Lecturers of the Y. M. C. A. College.

Mr. Henry A. Carr (1935 - 36), formerly Physical Director of the Kalyanasundaram High School, Tanjore, has now been appointed as the Headmaster of the Gandhi Memorial High School, Tiruvannainallur.

Marriages

Mr. I. L. Ramamurthy (Ex - Servicemen course 1951) with Sow. Vanajakshi.

Mr. D. Eddy Gnanamuthu (1947 - 48) with Mercy Rose.

Miss. Clara (1951 - 52) with Daniel Siripala Opatha.

C. TIRUNARAYANAN,
Secretary.

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ree...

responsibilities of the coach, the problems he has to face and the methods he has to adopt in order to arouse and maintain interest in his Coaching Scheme. Valuable suggestions are given to the trainees and the coaches by emphasising the importance of Personal Hygiene (viz. Fresh air, Sunlight, Exercise, rest, nutrition, avoidance of excesses in the use of alcoholic beverages and tobacco etc.) and the treatments to be given for various types of injuries that are likely to occur in the game.

Three chapters have been mainly set apart to deal with the points required for good coaching. The training period has been split into two - General Training and Special Training. General Training is the pre-requisite for Special Training. It is for keeping the trainee in fit condition for the ensuing special Training which consists in the mastery of the fundamentals of the game, team tactics and positional play. Suitable examples are given to show the ways in which each period is to be divided for the different parts of a lesson.

The various fundamentals of the game are dealt with in detail with proper illustrations. The necessary exercises or practices required for mastering the fundamentals have been amply provided for.

Next, team tactics and positional play have been dealt with in a clear manner. It is very well suggested that the coach must remember that he *must fit the plan of play to his players and not his players to the plan*. Hence the coach has to use his own ingenuity in fixing the plan of play. Further this book has given the two chief schemes of play which depend upon the centre-half (viz.) whether he plays a defensive role or he plays an attacking role. The variation in the positional play of all the other players under the two different schemes of play has been very well dealt with.

The last chapter shows a number of minor games which can be used with advantage for developing skills and team practices in the

various fundamentals and departments of the game. A coach can very well add to these games from his own ingenuity.

Appendix one - gives the Laws of the Game. The Obstruction Rule that has recently come into force has not been included because the book was printed prior to its inclusion. Hence it is suggested that those who purchase this Edition can add this Obstruction Rule in Law 12 in the respective place.

Appendix Two - gives an interpretation of the Laws. This is very useful to the Referees, players and spectators as it clears many of the doubts and misconceptions in the minds of many. About 20 useful diagrams covering the implications of off-side rule are given.

Appendix Three - The few searching questions and answers given shall prove to be very useful to Referees, players etc.

The book has a short and useful Index.

This book deals with all aspects of the game. It must be possessed by every manager, coach, trainee and player and must find a place in the Library of the Physical Education Department of every Institution.

C. Tirunarayanan.

FUNDAMENTALS OF TRACK AND FIELD COACHING

By Richard I. Miller

Published by: McGraw-Hill Book Company
New York.

Price \$ 4.75

This is a very up to date and useful book of great value to coaches and athletes, particularly to Physical Education teachers. The author is an Instructor in Education and Physical Education at the University of Illinois. This book is published to fulfill the need of assembling materials suitable to the teaching of the High School athlete.

[Page Thirty two...

One of the special features of this book is the general objectives of practicing and "the methods of teaching athletics". The author prefers the whole-part whole method for events wherever it is possible.

The main part of this book deals with teaching and coaching of various events. Each event is illustrated by progressive action - photographs sequence of champion track and field performers. The techniques selected are the most popular ones and are based on scientific principles. The midseason work schedule given at the end of each chapter are very practical. Under the little "General information" is each chapter the author has given valuable tips for the practice and competitions in various events.

The chapter on training gives valuable guidance regarding sleep, smoking, alcohol, sex drive, staleness and relaxation. The author has devoted one complete chapter on warming up where he has included the opinions of champion performers. The author states that the final adjustment in the amount and types of warming up depends upon the individual athlete, his events and the weather.

The records given in the appendix will be a great incentive to athletes. An up to date bibliography of Track and Field literature is included listing reference to nearly 400 articles.

This book is one of the very best for athletes and coaches.

V. E. Easaw.

USE YOUR HEAD IN TENNIS

BY

BOB HARMAN AND KEITH MONROE.

(Published by Phoenix House Ltd., London)

This book may be the answer to your prayer to learn to play a satisfying game of tennis. Here at last is a book for all types and

conditions of tennis players: the rank beginner the average club player, the champion, the young and the old alike.

The author, Bob Harman, a ranked player himself, has probably coached more tennis stars of international reputation than any other single coach. What is more important is that the champions keep returning to his school for new ideas in strategy and to straighten out their "strokes" for retaining their grip on the game and the championships.

Chapters 2 and 3 should be read and studied first as they deal with the mechanism of stroke production and court strategy. What is more important is teaching skills - speed or accuracy? We come across people who advise others to "hit the ball hard". The author suggests controlled speed instead, with the result that you gain not only points but longer and pleasurable playing time on the courts.

The different chapters in the book deal with every aspect of tennis: singles, doubles, playing with strong and weak partners, playing against left handers, against better opponents, etc. The author, out of his rich coaching experience has set down the errors that most players commit and has suggested in an effective and amusing language techniques and tricks to correct them and to outplay the opponents. Indeed, the reader chuckles to himself as he reads about his own mistakes written in the most amusing manner.

The book is illustrated with diagrams. If you are looking about for help to improve your tennis, the study of this book will definitely help you to play satisfying and "sophisticate" tennis, just as it has helped many others.

S. D. Chopde.

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HEALTH EDUCATION - GUIDE TO
PRINCIPLES AND PRACTICE

(By Cyril Bibby)

(Published by William Heinmann Ltd.,
99, Russel Street, London W. C. I.)

The responsibility of the school for health and welfare of children is generally recognised. But health education in schools is not properly understood and is a neglected and discarded subject in Indian schools. A well co-ordinated health education programme with allied aspects is only a desired end in our schools. It should not be considered as impracticable even under the present financial difficulties which threaten our Government.

Health Education-A Guide to Principles and Practice-by Cyril Bibby is a new approach to this field. The basic principles explained completely, the aims expressed clearly, the aspects stated fully, the facts discussed thoroughly and the methods suggested definitely, this book forms a most reliable guide to those who are educating children.

The appendices contain very useful data and valuable information regarding the schemes of health education, the opportunities to teach health education along with other curricular subjects, the media used for centrally planned health education campaign and many others which can scarcely be found in any other single book.

Undoubtedly this book serves its purpose as indicated by the title and it will awaken in the hearts of the Indian reader a spirit for devoted action on constructive lines.

Ninan Mathew.

Books reviewed in **VYAYAM** are available through the Y. M. C. A.
Publishing House, 5, Russel Street, CALCUTTA.

THE RIGHT WAY TO BECOME A
CRICKETER

(By John Board)

(Published by Right way Books, Olade House,
Kings wood, Surrey)

The author of this book has many years of experience as a player and as a coach. He is one who has fully enjoyed the game throughout his life and he believes that cricket is much more than a game. It is the expression of the national way of life (for Englishmen) and he suggests the way to play the game so as to enable the player and the spectator to get the maximum satisfaction and enjoyment. This book is not a guide to first class cricketers but is a valuable source of help to beginners and coaches. This book does not aim at the mastery of highly advanced skills but explains clearly the right way to learn the proper techniques.

It contains a historical survey of the origin and development of Cricket and its present status and standard are discussed in detail. There are very valuable suggestions to coaches and young enthusiasts to master the skills. Definite and clear instructions are provided with regard to bowling, fielding, batting, wicket keeping and captaincy. The latter part gives a full picture of the various county clubs in England, with some practical reflections and the book ends with a word about the Cricket heroes. The rules are given in the appendix.

The book is instructive and informative. It caters to the needs of the young enthusiast to learn the game aright. It can easily be recommended to our schools where the foundations should be laid to improve the standard of the game.

Ninan Mathew.

N. K. MIA MEMORIAL FUND

Sponsored by the Alumni Association of the
Y.M.C.A. College of Physical Education
MADRAS.

AN APPEAL

Dear Friend,

It is more than a year since our beloved teacher and Founder member of the Y. M. C. A. College of Physical Education, Madras passed away. Mr. Mia was sick for more than a year and had retired in July 1951 from the College. He expired on 26th November 1951 after a long illness.

The Executive Committee of the Alumni Association had passed a resolution to present a purse to Mr. Mia at his retirement, but unfortunately, before this object could be achieved Mr. Mia passed away. Now the Executive Committee has decided to raise a substantial Fund to perpetuate the memory of late Mr. N. K. Mia.

I am sure every old student will recall the endearing qualities of Mr. Mia and his 28 years of selfless service to the Y. M. C. A. College and his contribution to Physical Education in India. All of us who have passed through the portals of the Y. M. C. A. College owe a great deal to Mr. Mia, so let us put our best efforts and show our gratitude and appreciation by contributions worthy of this great son of India.

I earnestly request that every old student send in his contribution by middle of March 1953, so that the Alumni Association can discuss and plan, on the next Alumni Day the best way to perpetuate the memory of the Late Mr. N. K. Mia.

Thanking you,

Yours sincerely,

A. K. SINGH,

Chairman,

Mia Memorial Fund.

My Address:

Andhra Training College of
Physical Education,

BUCKINGHAMPET P.O., Vijayawada-2.

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C. C. ABRAHAM

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BY

J. P. THOMAS, M. Ed.

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

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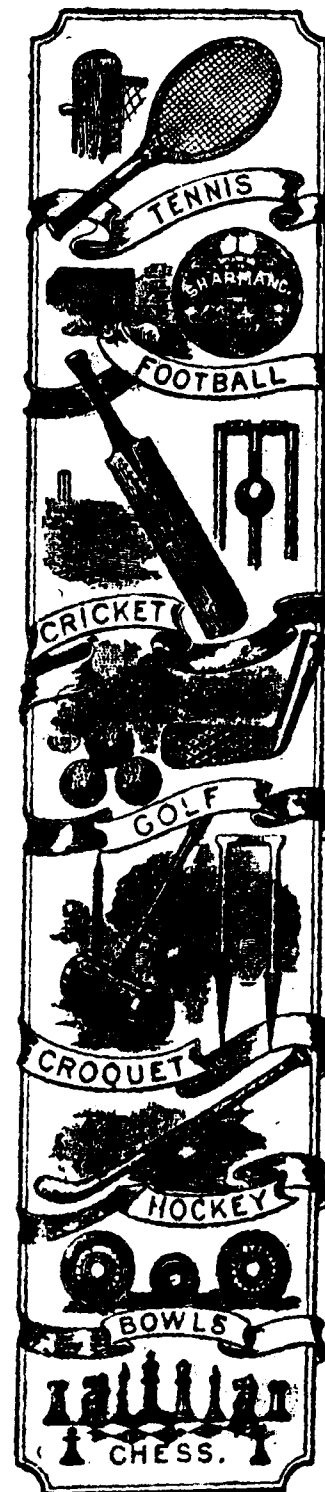
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