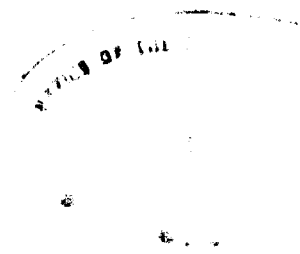




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VYAYAM

JUNE 1953

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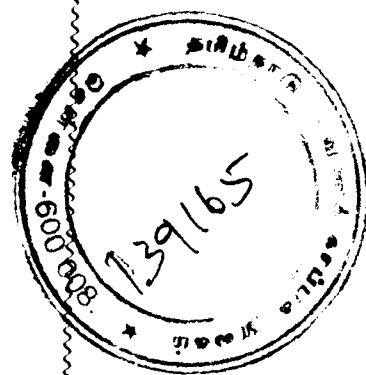
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EDITORIALS

Health of our Nation

The section on 'Health' in the First Five Year Plan published by the Government of India clearly indicates the low status of health of our people. Compared with other countries, the expectation of life at birth in India is considerably low. A recent estimate places the expectation of life at 32 compared to over 60 in Australia, New Zealand and the United States. The level of health as indicated by the death rate and infantile mortality rate is also low. Nearly 40 per cent of the total deaths are among children under 10 years of age and half the mortality in this age group takes place within the first year of life. Maternal mortality is estimated to be 20 per thousand live-births which is a very high figure.

Epidemic diseases also take a heavy annual toll, accounting for about five per cent of the total mortality. It is estimated that over 100 million people suffer from malaria and that the annual mortality from this cause is about one million. Similarly, the number of active cases of tuberculosis is estimated at about 2.5 million of which about 500,000 die every year. The report points out that the principal causes of this low state of health are the lack of hygienic environment

conducive to healthful living due to inadequate housing, bad water supply and imperfect removal of human wastes, and to low resistance due to poor nutrition. The lack of medical care and of general and health education adds to the problem.

We have been stressing in these columns the need for a comprehensive programme of Health Education in our Schools. There is no doubt that the health of our children in Schools is rapidly deteriorating. Primarily this is due to lack of adequate nutrition. It is also due to certain childhood defects which hamper growth and development.

A comprehensive scheme of Health Education which will include Health Service, Health Supervision and Health Instruction will need sufficient funds to make it really effective. Medical inspection of school children with adequate follow-up-work will be necessary. This would involve the employment of Doctors and also arrangement in our Hospitals and Clinics to correct defects. We suggest the appointment of Community Doctors to be in charge of a group of schools in a certain locality. For the correction of defects discovered at the

time of the medical examination, certain special hours during the week may be set apart for school-children in Public Hospitals and Clinics. It is high time that we make a beginning in this direction. At present our children are not really physically fit to receive the instruction they are given in our schools. In our opinion, this is a colossal waste. Health of the school child should therefore receive our immediate attention if we intend to build a healthy nation.

Training a higher type of personnel in Physical Education:—

There is definitely a need for training a higher type of personnel in the field of Physical Education in India today. Adequately trained personnel is required as Principals, Vice Principals and Lecturers of Physical Education Colleges that are coming up rapidly. They are also required as District, Regional and State Inspectors of Physical Education. Our Universities also should use a higher type of personnel. The Community projects set up in India should employ adequately trained Recreation Leaders.

At present the Physical Education Colleges in India offer only a one year's course in Physical Education. We have been pointing out in these columns that one year is not sufficient to give adequate training in Physical Education. In certain Western Countries, particularly in Sweden, Britain, and also United States, the period of training in Physical Education is for a

period of four years. Physical Education today is recognised in these countries as a profession based on the sciences of Biology, Sociology and Psychology. And naturally, the professional preparation covers a period of four years.

Scientific Physical Education in India is still in its infant stages. Much will depend upon the type of training that we are able to offer in our Physical Education colleges. The Y.M.C.A. College which has been pioneering the course of Physical Education has taken the initiative to offer a Post-Diploma Course in Physical Education from this academic year. The syllabus for the Post-Diploma Course is included in this issue.

This Course includes advance instruction in Physical Education, Health and Recreation. Students for the Post-Diploma Course will also undertake a research project. This is a step forward and will be a landmark in Physical Education in India.

Physical Directors in the Madras University Colleges :

We are glad to report that the Madras University has revised the salary scale of Physical Directors in colleges. The revised salary scale is Rs. 150—10—250.

We have been repeatedly pointing out in these columns the need for improvement in the salary scale and status of Physical Directors in our colleges and therefore the step that

has been taken by the Madras University in offering a better salary scale for Physical Directors is bound to create more interest in the profession.

We also urge that this improved salary scale be accepted by the State Government for Physical Directors in the Government Institutions.

In this connection we would like to draw the attention of the University to the need for more Physical Directors in colleges. The numerical strength of our colleges has been trebled in the past five years but one Physical Director still carries on in many colleges with over 1,000 students. This is not in the best interest of Physical Education in colleges. The Physical Director in a college today has not only to look after his own college programme but also Inter-Collegiate and Inter-University competitions. One man cannot be expected to carry on this heavy load with efficiency. We particularly draw the attention of the University authorities to the recommendations made by the General Inspection Commission in its report submitted in 1947. This report pointed out that it was necessary to increase the number of Physical Directors because of the increased admissions. It emphatically pointed out that it was not possible for a single Physical Director to cope with a college having a strength of 1,000 or 1,500 students and to arrange for the physical activities of all the students. If Physical Education is to be made effective in our colleges, it is high time that we provide adequate leadership. We strongly urge that the University will accept the recommendations of the Inspection Commission and enforce the standard

of one Physical Director for every 500 students in our colleges.

Physical Education in Travancore and Cochin State :

We are also glad to report that the Department of Education of the Travancore and Cochin State have taken a forward step in the field of Physical Education by deputing 10 of its Graduate Teachers from selected Schools in the State for training in the Diploma Course in the Y. M. C. A. College of Physical Education. This scheme of deputing students for training at the college is to be continued for a few years till the Secondary Schools in the State get a trained Physical Director to organise and conduct Physical Education.

We have been pointing out the need for Graduate Physical Directors for our Secondary Schools. We therefore welcome this step taken by the Travancore and Cochin State Government and suggest that other States may also take similar steps.

Graduate Physical Directors are necessary in our Secondary Schools for one or two important reasons.

First, if Physical Education is to be considered as an integral part of Education, then those in charge of organising and conducting a programme in Physical Education should have the necessary academic education and background.

Secondly, discipline is becoming a difficult problem in our schools. A Graduate Physical Director will be of great help in our Secondary Schools in maintaining discipline, setting up high standards of conduct and behaviour and establish democratic human relationship.

He Comes in Second

EVERYBODY likes a winner, and there are always people ready to cheer for a good loser. But who ever heard a song for the man who comes in second?

So this is in praise of the almost winner, the nearly-champion, the next-to-the-biggest, the second-best. This is the song of Mister Two.

You hear unflattering names for Mister Two. "Also-ran," they call him, and "runner-up". Names that make you think of a fellow who couldn't quite make it.

Don't let that fool you.

Ask the winner of any race how good a man is Mister Two. He'll tell you it's Mister Two who made him run so fast, Mister Two pressing hard at his heels, threatening always to overtake and pass him.

Ask the salesman who won the contest what kept him plugging after hours, looking for the extra order. Ask the directors of the giant corporation why they keep changing their product, seeking the new improvement, the added advantage. What drives them? What keeps them hopping? It's the salesman with *nearly* as many orders.

It's the company with the product *almost* as good. It's Mister Two.

In this country, we're proud of the quality of our champions. Our big men come very big. Our fast men run very fast. Our wise men are the wisest and our great men are the greatest that a country could hope to be blessed with. And why is that? Couldn't it be because, hot on the heels of every champion, runs a great Mister Two? Couldn't it be because great Mister Two's grow naturally in a land where the race is always open and everybody can run?

So this is for you, Mister Two. This is your song. This is for all the days you tried for first, and came in second. It's for the nights when you wonder if you ought to go on trying, since nobody seems to notice...

We notice, Mister Two. We know the score. Winner or not, you're a natural champion. There couldn't be a race without you, Mister Two.



Dr. Jey B. Nash

Chairman

Department of Physical Education, Health and Recreation, New York University

Dr. Jey B. Nash will be visiting India very soon. As a philosopher and as an author of many books on Health, Physical Education and Recreation, Dr. Nash is known all over the World.

He will spend one year in India visiting important places. There will be plenty of opportunities for the members of the Physical Education profession in India to meet him and learn from him.

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Your boys and girls will be admitted at special concession rates. Instructional classes in swimming and diving may be arranged. It will be possible to reserve the pool for girls if there is sufficient demand. Your school swimming meet may be conducted at our Swimming Pool.

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V. HUBERT DHANARAJ,
Swimming Pool Director.

Swimming for Health and Recreation
Teach Swimming to Boys and Girls of your School

Coaching Basketball

By

TED ARNOLD

Many Basketball Coaches simply give the boys the basketball, divide them into two teams and let them start play. Under these conditions the players develop a great many bad habits which prevent them from becoming expert basketball players.

Basketball is a game which requires expert coaching. The coach must be a teacher so that the players may learn the fundamentals, a system of team play, and some of the finer points of the game.

There must be a regular practice period when the players drill on the offensive fundamentals, defensive fundamentals, offensive team plays and defensive team plays.

The offensive fundamentals that should be taught to players are shooting, passing, dribbling and pivoting.

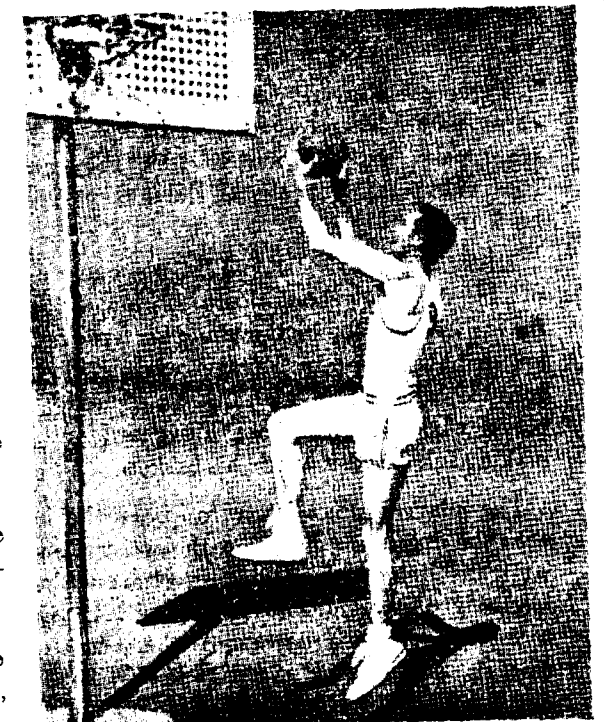
The defensive fundamentals are, guard stance blocking shots and passes, under dribbling, keeping position and defensive rebounding.

Offensive fundamentals :

Shooting :—The first shot that need to be taught is the jump-in shot or the lift-shot. Players must learn to do this shot while approaching the basket from the right side, from the left side and also coming straight down the middle.

The second shot to be learnt is the set shot. The set shot is used for long shooting and is usually taken as a two hand push shot from the chest position. However, some players now prefer to take the set shot as a one hand

shot starting at a little higher than the ordin-

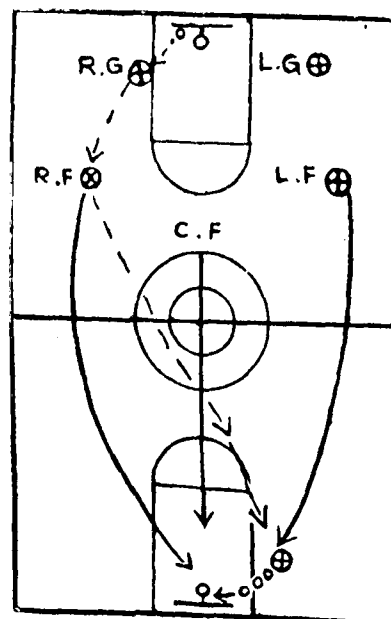


The Lift or Lay-up Shot

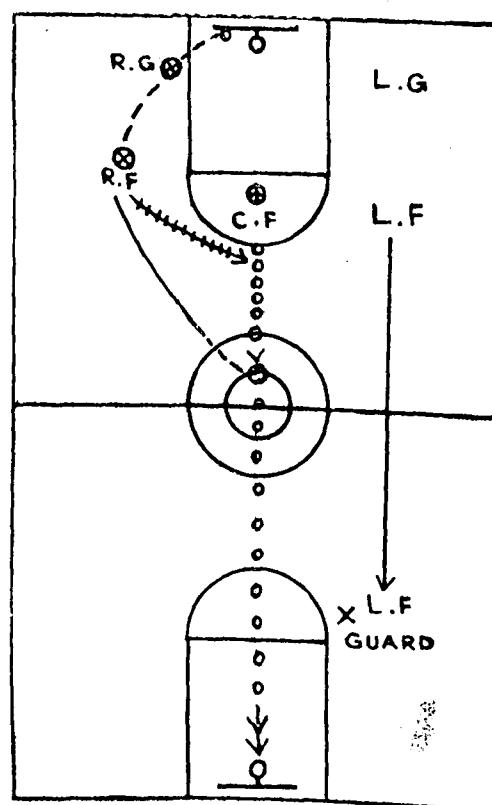
ary chest shot with the right hand in the throwing position similar to the position in the jump-in-shot.

The third shot that needs to be learnt is the pivot shot. In the pivot shot, the player runs across in front of the basket and just as he goes past the basket, he jumps turning his body towards the basket and releases the ball in the air. This shot must be learnt both with the right and left hand so that the player can execute it from either side.

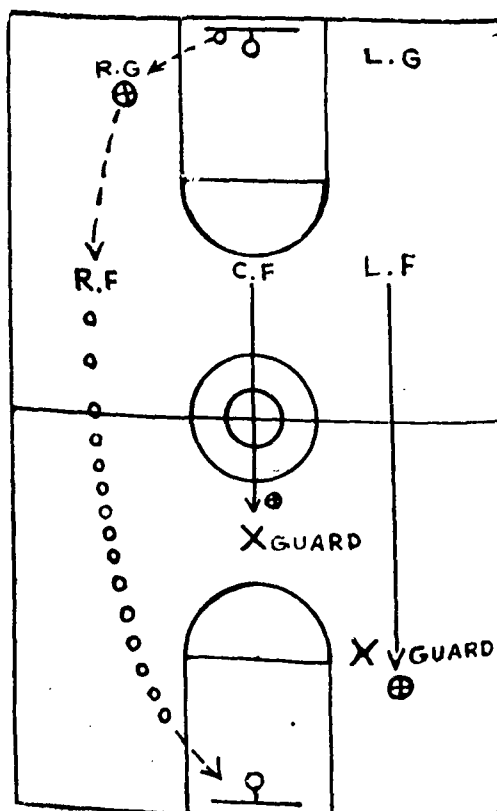
OPTION I



OPTION II



OPTION III



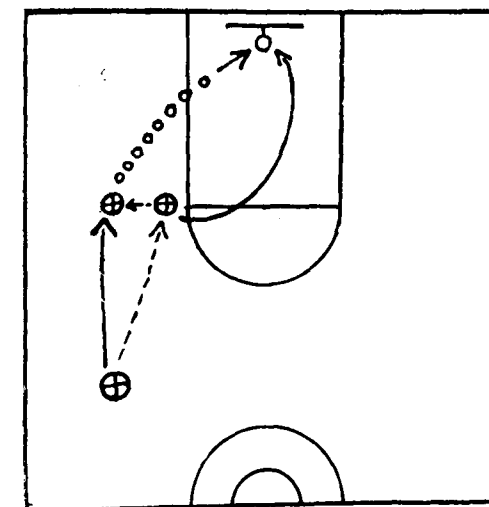
Although some teams depend almost entirely on the fast break, the well coached teams also have a system for penetrating the defence after it is set up. A well trained team can shift very quickly from a fast break to a slow break. If a team uses the fast break successfully and secures several goals in repeat succession, the opposing team will usually call time out and make some adjustment in a defensive play. The captain might assign one or both guards to play back for enough to intercept the first pairs. This in turn will slow down the fast break and the allowed time for the other defensive player to get back in position. When this happens, the offensive team should shift to a slow break because when the defence gets set, the advantages of the fast break are completely offset by the increased hazard of losing the ball.

One of the simplest and best slow break system of offence to be used against a man to man defence is the double pivot system. The two pivot men are placed in the offensive court with the back towards their own basket. They should stand one on either side of the free throw circle, just about even with the free throw line. They should keep the feet spread and the knees bent and they should be ready to receive a pass at any time. This leaves the other forward and the two guards free to slowly advance the ball. The players advancing the ball are then in a position to pass to either of the pivot men to start a play which may result in a goal.

The first play is for one of the guards to pass to the pivot man and make a quick dash past him on the outside. The pivot man hands the ball back to the guard just as the guard goes by. The guard takes one dribble towards the basket. This should bring him close enough to take a jump shot. As soon as the pivot man hands off the pass to the guard, he pivots to the inside and goes to the other side of the basket. If the guard shoots too hard and the ball goes over the basket

coming down on the opposite side, the pivot

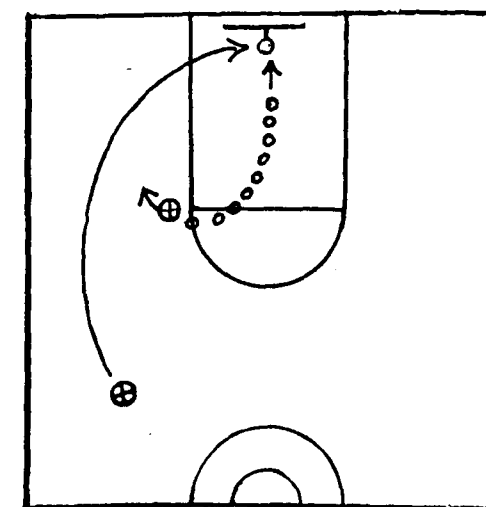
PLAY I



man will be in a position to take the rebound.

The second play starts exactly the same way with the pass going from the guard to the pivotman. This time as the guard goes by on

PLAY II



the outside, the pivotman fakes the hand off but keeps the ball himself. He then pivots to the inside, dribbles across in front of the basket and takes a pivot shot. The guard continues towards the basket and comes to a stop just

The fourth shot that needs to be learnt is the rebound shot. Special care must be taken to teach this shot to the tallest players since they usually get the ball on a rebound from the Basket or Back Board. In teaching a rebound shot, the players should first learn to get the ball with both hands, jump again and shoot it. After this skill is perfected, they may be able to learn to jump and slip the ball into the basket with one hand just as it comes within reach.

Passing: Players should be taught the chest pass. This is usually the basket pass or team pass. In addition to this, they must learn side pass, bounce pass, shoulder pass and hook pass.

Dribbling:—Players should become experts in dribbling. They should learn the low dribble for control and the high dribble for speed. A low dribble is used by a player who is closely guarded, whereas the high dribble is used by a player who gets free from his guard and is making full speed towards his basket.

The players must learn to press the ball with the finger tips and keep the wrist relaxed while dribbling. They must also learn to dribble using split vision so that they will be able to see the defensive players. At the same time, they should be watching the ball.

Most teams use one or two pivot men in the offensive systems. A pivot man stands with his back to his own basket. When he receives the ball from a team mate, he may return the pass to him or he may faint a pass, pivot, and dribble towards his goal for a shot. Another time the pivot is used is when a player stops dribbling in front of a defensive player. He pivots on his rear foot, turning his back to his defensive player so that he will be free to pass to a team mate.

Defensive Fundamentals :

Guard Stance:—The guard stance consists of having the feet spread about two feet apart

with one foot slightly ahead of the other, the weight on the balls of the feet and the knees slightly bent. The player is then ready to start quickly and run in any direction. The hands should be kept fairly close together in front of the body. If the man being guarded has the ball, the defensive player will try to keep the hands in front of the ball.

Blocking shots and passes:—The important thing to remember in blocking a shot or a pass is that the guard should never jump into the air to block unless it is absolutely necessary. Actually the only time the defensive player should jump to block a shot is after the offensive player has taken his jump for a jump-in shot. If the defensive player jumps at any other time he may find that he has been fainted out of position and that the offensive player has got free and is dribbling to the basket for a score.

Under Dribbling:—The defensive player should never strike down over the top of the ball when it is being dribbled by an opponent as this will invariably result in a foul. He must learn to run beside the dribbler, reach underneath the ball and steal it away from the opponent just as the ball bounces up from the court.

Keeping position:—The defensive player must always stay between his man and the opponents basket while the opponent team has the ball. If the opponent is a live dribbler, the guard must play back about 3 to 5 feet. If he gets closer, his opponent may faint and dribble past him. On the other hand if the opponent is a dead dribbler who has finished his dribble, then the guard may move up closer within 2 or 3 feet.

Defence Rebounding:—When an opponent takes a shot at the basket, the defensive player must learn to get quickly to a position fairly close to the basket and wait for the rebound. He should get into the position so that he may

block the opponent from getting close to the basket. He must keep his feet spread and his elbows out. So, he can occupy as much space as possible. He must also keep his knees bent so that he will be able to jump high into the air to get the ball. He must be fairly close to the basket but not too close. Otherwise the rebound will go over his head into the hands of his opponent.

Offensive team play :

Every team should learn a fast break system. Some teams depend almost entirely on the fast break to score. The object of the fast break is to get the ball from the defensive back board and carry it to the offensive basket before the defensive guards can get back to their defensive positions. Usually when the opposing team shoots at the goal, the players of defence will be in the following positions. The two guards will be on either side of the basket and the centre will be in front of the basket. One of these players should be able to get the rebound when it comes down. The two defensive forwards will be a little further away from the basket on either side of the court. This puts the defensive team in an excellent position to make a fast break.

Fast Break :

If when the opposing team shoots, the ball comes own on the side where the right guard is playing. He will take the ball, pivot to the outside and pass to the right forward. The right forward must delay and take one step back to meet the ball so that the pass cannot be intercepted. As soon as the left forward sees that the right forward is getting a rebound the left forward starts a fast break directly towards his goal. He receives a long pass from the right forward and should dribble in fast for his lay up shot. The centre forward and the

right forward also break fast and take the shortest route to the basket. The right forward must be alert in making the pass.

For example if the defensive team has a back guard, he will not be able to make the long pass to the left forward. He must then either pass to the centre forward who is breaking down the middle or he must advance the ball himself by dribbling. The object of fast break is to advance the ball before the defence gets set. If one forward can get down to the basket before any guard is back, he will get an unguarded shot. If one guard is back the offence tries to get two forwards against one guard. If two guards get back the offence tries to get three forwards against two guards. The best way to score on the fast break is to complete the first option, Failing this the next best way to score is by the second option, the pass going from the right guard to the centre forward. The least desirable option is option three in which the right forward to advance the ball himself by a dribble. A passing play is always much faster than the dribble. If when the shot is taken by the opposing team, the rebound comes in front of the basket and it should be taken by the centre forward. The centre forward also should always start fast break with the pass to the right forward, and the play will work just exactly the same way as if the rebound has been taken by the right guard. If the rebound goes to the left guard, however, the left guard must pass to the left forward. This means that when it comes to the left guard, the left forward will not break immediately for the basket but will hesitate and take a step backward to meet the ball. When he receives the ball, he should pass to the right forward down into the basket.

The following sketches show the various options of the simple fast break.

Team offence

A simple, yet an effective system of team offence can be developed by using four spikers and two set-up men in a team. The purpose of this system is to have two spikers in the front line for offensive play throughout the rotation. By shifting immediately after the serve, when found necessary, it is always possible to get two spikers and a set-up man near the net in the following formations:

I. The set-up man in the middle and a spiker on each side or, II. the set-up man in the right side and the spikers in the middle and left side. In the case of I where the set-up man is in the middle, the set-up can be given to the left side spiker or to the right side spiker. In II formation where the set-up man is in the right side, the set up can be made to the middle or the left side. Thus both the spikers have a common set-up man and they spike from their respective positions near the net. The spikers and the set-up men act in such a way as to make the play deceptive and misleading.

Position of players at the beginning of a "set"

R. F. Right Forward.
C. F. Centre Forward.
L. F. Left Forward.
R. B. Right Back.
C. B. Centre Back.
L. B. Left Back.
S. P. Spiker.
S. T. Set-up man.

Styles of Attack

I. Set-up man in the middle, a spiker on the left, a spiker on the right.

I. (a) Set-up to the left.

Ball is received and passed to ST 1. He sets it up to SP, who spikes from the left side SP 4 fakes.

1. (b) Set-up to the right.

Ball is passed to ST 1. Now he gives the set-up to SP 4. SP 4 spikes from the right side. SP 1 fakes.

Note: ST 1 sets it up to the right without facing SP 4, but facing SP 1 as usual.

II. Set-up man in the right side, spiker in the middle, spiker in the left side.

II. (a) Set-up to the middle.

The pass is given to ST 1 who sets it up to SP 1. SP 1 spikes from the middle and SP 2 fakes.

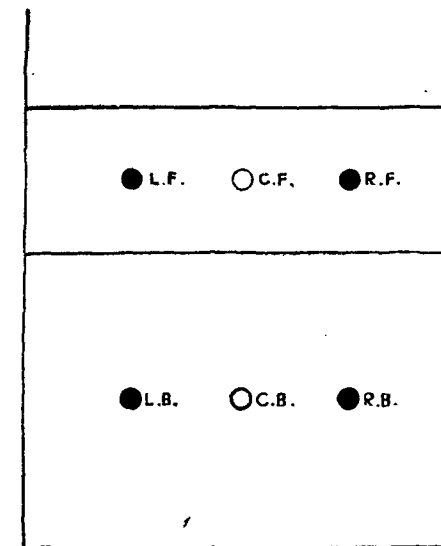
II. (b) Set-up to the left.

In this play the pass is given to ST 1. ST 1 gives set-up to SP 2. SP 2 spikes from the left side while SP 1 fakes.

By employing two spikers at net play it is possible to confuse the opponents. The blockers have to guess where the ball will be hit and so, it will keep them scattered. It will also make the opponents wonder what is going to happen next and an unexpected play will confuse the opponents thoroughly and they can not concentrate so well on their defence. The defenders can be confused further, if the spikers will fake the run each time the set-up is made. This style of play is ideal for a team with two right hand spikers and two left hand spikers. Yet it can be successfully used by other teams also by training the spikers to spike from the right side as well. What is essentially required in this system is proper understanding among players and it can be easily done by using signals.

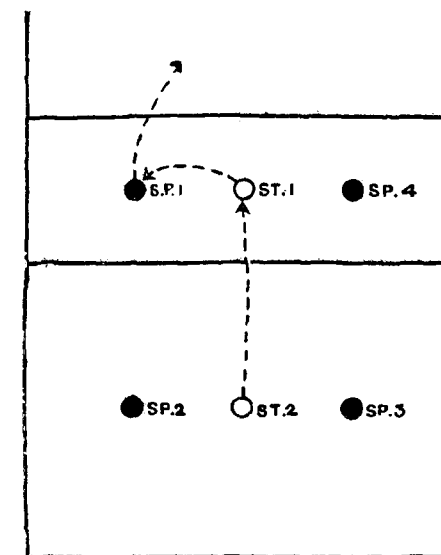
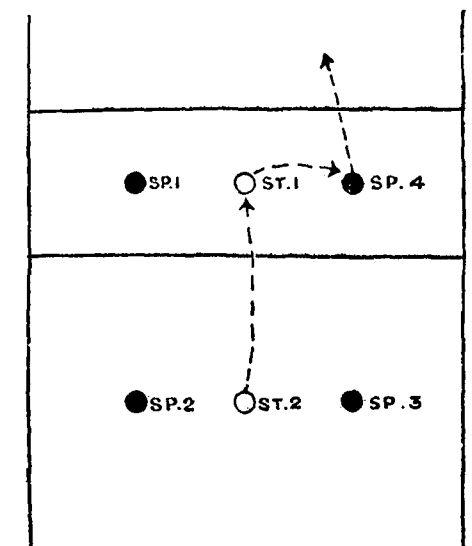
Suggestions to teams

The team should be well coached in ball passing and set-up. Particular attention must be given to the spikers who are usually poor on their defence. They also must be trained in set-up to be good set-up men. The success

STYLES OF ATTACK

Position of players at the beginning of a "set".

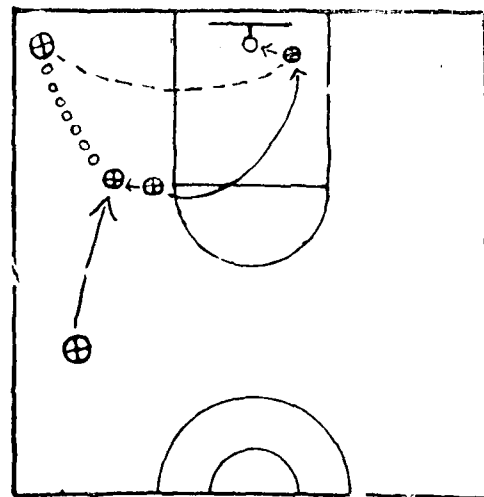
● SP — Spiker
○ ST — Set-up-man

I. (a) Set-up to the left**I. (b) Set-up to the right**

before he reaches it. If the pivot man shoots too hard so that the ball goes over the basket, the guard will be in a position to take a rebound.

The third play starts exactly like plays No. 1 and 2 with the ball going from the guard to the pivot man. The pivot man makes the

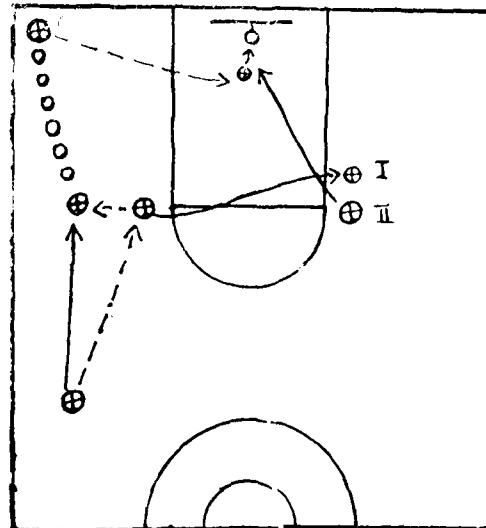
PLAY III



hand off to the guard just as in Play No. 1. At this point, supposing the defensive man who is guarding the pivot man, leaves his men and guards the opposing guard who has the ball, the man with the ball is then blocked and unable to proceed towards the basket. He must then dribble to the outside towards the corner. The pivot man who has made his pivot to the end side is moving towards the basket and will be free. So, the man who has the ball can make a hook pass from the corner to the pivot man who is free in front of the basket.

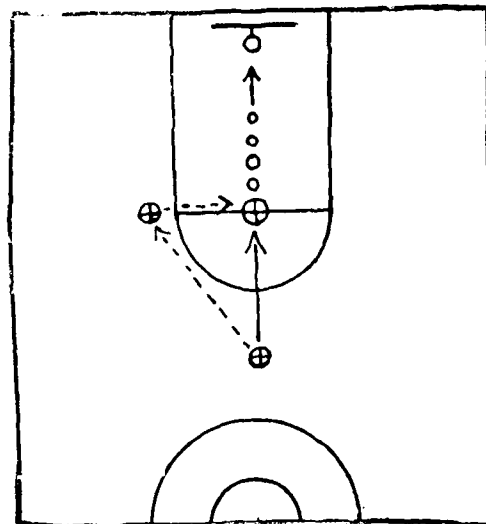
The fourth play works exactly like Play No. 3 up to the point where a guard has the ball in the corner and the pivot man is proceeding towards the basket. If for any reason, the pivot man is not free, he proceeds on across towards the other pivot man. The other pivot man then makes a pivot to the inside, runs towards the basket and receives the pass from the corner.

PLAY IV



The fifth play is started by the centre forward rather than by the guards. He simply

PLAY V



passes to either of the pivot men and makes a quick dash down the middle towards the goal. He gets a return pass and takes a jump shot going straight towards basket.

All these plays can be worked on either side. In the sketches the arrows indicate the path of the moving player, the circles indicate a dribbling player and the dotted lines indicate the path of the ball when it is passed or shot towards the goal.

[Page Six...

Volley Ball Team Tactics

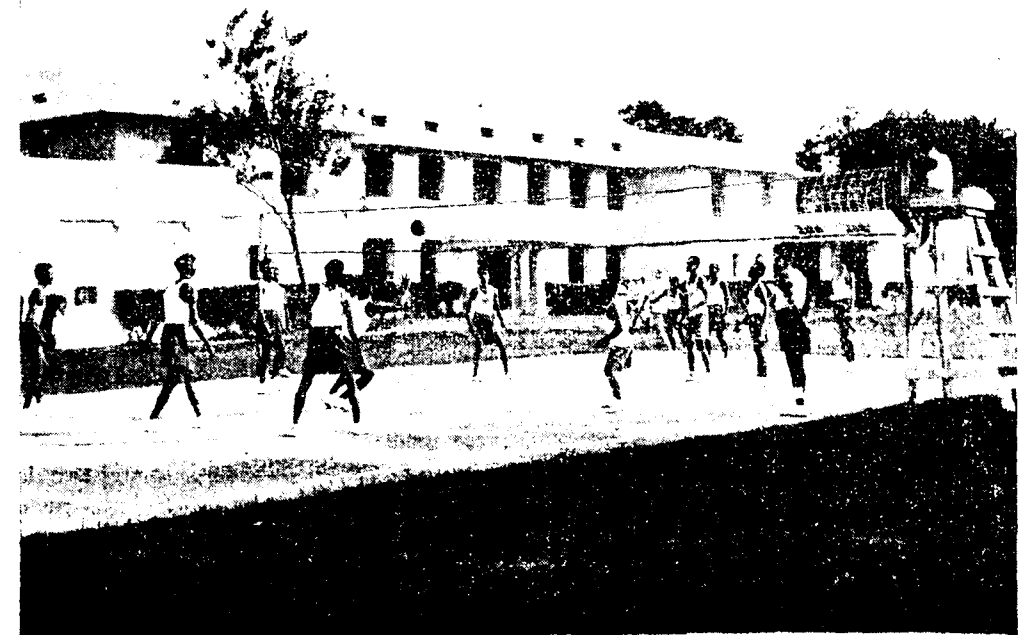
By

V. HUBERT DHANARAJ

General

Spiking is the most spectacular and colourful part of the game of Volley ball and it is the strongest offensive weapon. A team must be well trained in spiking to be a strong attacking side. Volley ball is a team game and it must be played that way. Many of our teams are yet to realise the importance and advan-

the spiker and the team depends on him as long as he is in the spiking position. This type of play has serious handicaps. The fate of a team can be imagined if one spiker is tired or is out of form. The team suffers serious loss on account of the ineffective attacks of the spiker. Further, with the development of the multiple block the spiker is faced with the problems of clearing the ball



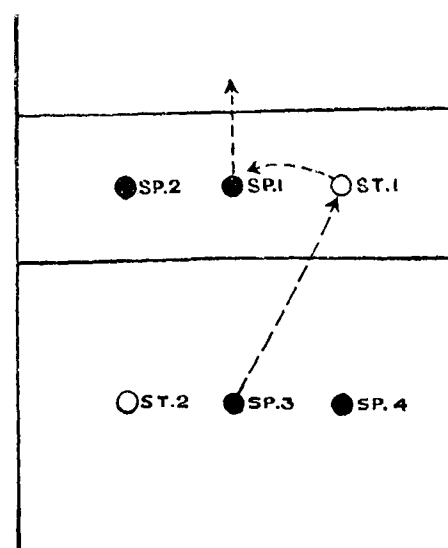
Volley ball at the Y. M. C. A. College

tage of using a system of team offence. The game is usually played as it was played in the early stages of its history with three spikers and three set-up men, one player as the attacker near the net. The most part if not all the responsibility of making the attack rests with

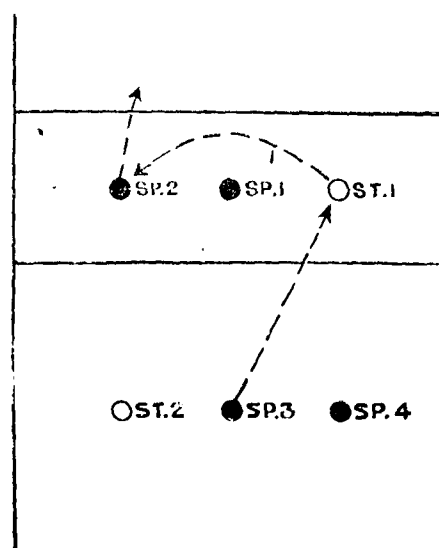
through the blockers' hands. A three man block carefully used will wear down any spiker. To solve such problems and to make the attack effective a well sought out system of team offence is necessary.

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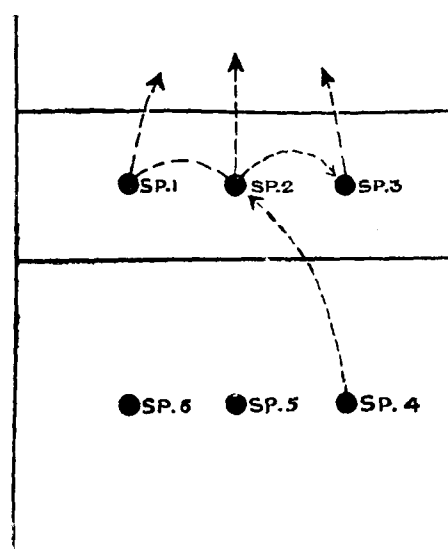
II (a) Set-up to the middle



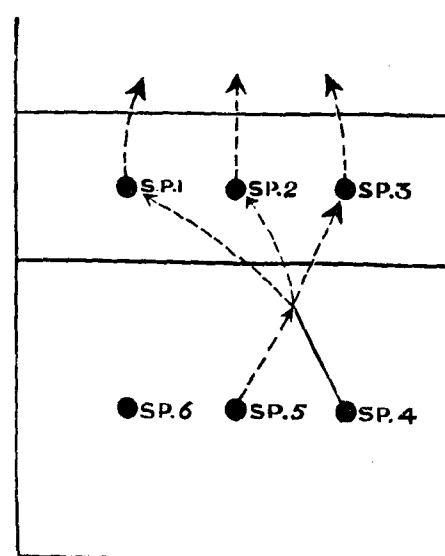
II (b) Set-up to the left



Double play



Three man attack



of attack depends to a great extent on how well the first pass is made. If it is made good, successful play is likely to follow. Players must be trained well to pass the ball high to the set up man from any part of the court. There should be definite understanding in the team. Every player should know exactly what he is supposed to do ; where to pass the ball, where to set it up and who is to spike. Very often confusion arises when the set-up man receives the ball directly from the opponents' service. In such cases a direct set up to one of the spikers should be attempted. If it is not suitable to make a good spike, he can set it up to the second spiker. The other alternative is to pass the ball to the Right Back who should go forward and set-up the ball to one of the spikers. A team cannot take chances on this ; it must be fully prepared for any situation. It will be wise to have one key player to direct the type of play and give the signals.

Spikers must be able to hit with equal force from the middle and also left and right sides. Some of them experience certain amount of difficulty to spike from the right side. Such spikers must be given plenty of opportunities to practice it. With proper coaching it is possible even for an average spiker to accomplish the skill to spike from any point at the net. Spikers should be given special training in faking and feinting. It must be natural to confuse the blockers. The blockers may try to anticipate where the spike will be made but all the three blockers will not anticipate in the same way. Good fakes will fool the blockers and baffle them. The set up men must be able to give the set-up in such a way that the opponents cannot say where it will be made. It is also a good idea to give the set up without facing the spiker, especially when giving to the Right Forward.

Hints on spiking

Although volleyball is a team game, the team offence depends on the individual action

of the team members. For that reason, the players must be drilled in the fundamentals, of attack and defence and they must be taught the "Do's and Don'ts." A spiker must be physically fit and preferably tall. He must possess considerable power in his legs and stamina to jump continuously for a long period. The primary requisite to good spiking is a powerful spring. The spiker must be able to jump and attack by taking a couple of steps only and also from a standing position. It is not wise to run more than what is necessary. Too much running will tire out the spiker especially when there are quick exchanges. The take off should be from both feet. The timing element is an important factor. Meet the ball above the net as high as possible and hit it on the top, with open hand. Batting with open hand gives greater control of the ball. Keep your elbow bent while you hit the ball. It is a known fact, that the greatest arm power is developed when the arm is in the bent position. Hit the ball as hard as possible by swinging the arm freely at high speed. An additional snapping and flexing movement of the wrist is essential. The finishing touch to the stroke as it snaps down adds power to the attack. A powerful hit should be your objective but do not be erratic.

It is advisable to hit the ball some distance away from the net. It is difficult to block a ball that is set up 2 to 3 feet away from the net. Direct your shots at an opening or at the left side of a defender. Do not hit blindly. Before you jump up take a quick look at the defensive court to study the defence arrangement and pick out unguarded spots. Spikers should also possess a keen insight in sensing the position of the opponents while in the air to spike. Every spiker should develop this quality which is so essential to locate the block and the opponents at the last second. Make quick decisions and use your "brain" more than the "muscles." Never hit directly in the

direction the arm swing indicates. The opposing team can always block or defend the ball, no matter how hard it is, if they know what you are going to do. Learn to hit in all directions with equal force. Change the direction and angle so that sometimes it will hit the floor sharp and at other times straight at the rear court. You must know when to use top shots and know when not to use them. Variety is an important factor. Do not expect perfect set-up always and worry the set-up man. When the set-up is poor make an extraordinary attempt to spike at least with half force and direct to a weak defender or an unguarded opening. It is not advisable to "drop" a poor set-up because the defenders may anticipate it. A "drop" can be made when the opponents expect a powerful shot and when not ready for your trick. Spikers should be smart in noting where the short blockers are and where the slow and tired blockers are. Such blockers can not block effectively and you must take the due advantage.

Recent developments

Volleyball has turned from a game between two teams each having three spikers and three set-up men into a game involving six spikers and six set-up men and since then the standard of attack has greatly improved. A team is built with six tall men who are able to spike as well as block. All the players used in the team are experts in ball handling. This style of game is a development in recent years and is becoming more and more popular in foreign countries. Each team makes up its own system of play. In the latest style of play, the first pass is made high enough like the set up to any one of the Forwards. This Forward player jumps and if the opportunity is favourable he spikes. If the blockers are around him he sets it up quick while in the air

to one of the other two spikers in the front line. Thus, now and then the team makes use of two touches only, thereby making the game faster. Another tactics is a back player coming near the net to set the ball quickly to one of the three forwards. In this style of play, the set-up is given to one of the three forwards and spiking can be made from *three points*. This will scatter the blockers all the more near the net.

Double Play

S P 4 receives the ball and gives a "set-up pass" to S P 2. S P 2 may spike or set it up to S P 1 or S P 3.

Note: The "set-up pass" can be given to S P 1 and S P 3 also.

Three men attack

S P 5 passes the ball to the front line. S P 4 moves forward and gives the set-up to S P 1 or S P 2 or S P 3.

Note: S P 5 and S P 6 also can be used as set-up men, depending on who receives the opponents' service and as found convenient.

Instead of making a high set-up, often a low set-up is given to the spiker. This is an excellent play, for it does not give much time for the opposition to get set for the play. At times a spiker, instead of hitting the ball with force, bats it lightly over the hands of the blockers and the set-up man instead of setting it up to the spiker quickly puts it into the portion uncovered. The players do plenty of faking and feinting which makes it all the more interesting. The change of style in playing has made the game spectacular and more thrilling. It is worthwhile to attempt on the new styles of team play.

"The Western Roll Over"

By

V. E. EASAW

Good high jumping is very much a matter of form. Sheer natural spring—though very important—is not enough. In high jumping a lay out is very essential. During the early days every jumper used the scissors style, which took them only about six feet. But one Mr. Sweeney developed a new technique by twisting and flattening out his body which brought out very good result. The style of jumps employed by Sweeney now resembles some what the Eastern style.

With the introduction of 'Western roll' in 1912, the standard of high jump has improved. The credit for originating this new style goes to George Hrin. "Belly Roll Over" is also considered as one form of "Western Roll Over". The commonly known 'Western Roll Over' is the one in which the bar is cleared on the side. This is based on sound mechanical principles and it is easy to master.

Take-off mark. Athletes can easily find his take-off mark by standing erect, facing the bar and extending an arm until his fingers just touch the cross bar. The position of the heels will usually be found to be a good take-off mark, for a beginner. The correct take-off mark is to be decided with the help of a coach after learning the technique. Usually right-handed persons take-off from the left foot since the kick-off from the right foot will be more effective and easy. In 'Western Roll' the athlete taking-off from the left foot should approach the bar from the left side. At the point of take-off the foot from which the jump is to be made is the inside foot.

The approach. The approach should not be too long or too short. It should be just enough to give him sufficient speed to get a

powerful impact to his leg. About nine strides are quite sufficient. This gives him a running distance of about 45 feet. Some prefer to take less number of strides but it should not lie more than ten strides. If it is too long then it may be difficult to take-off accurately from the mark.

Check marks are used for the approach run to ensure accuracy in the approach and adjust the speed of the run. It is quite sufficient if there are two check marks, at the 3rd and 7th stride. Too many check marks will distract the attention of the athlete. If an odd number of strides are used for the approach then the start, the check marks and the take off could be on the same foot. In order to get the take-off accurately athletes should avoid all sorts of skipping or hopping in the approach run. The approach run must be smooth and gradually accelerated to about 2/3 of his maximum effort till he reaches the final check mark. This speed will be sufficient for the remaining 3 strides to obtain a good spring. The speed of approach helps to go higher only if it is used wisely. Right through out the run, the jumper should stay completely relaxed and he should have perfect control over his feet for the final take-off. Running on the balls of the feet in a semi crouched way with a slight forward lean is recommended for high jumps.

The angle of approach also is of great importance. Very acute angles are not recommended since there is a tendency for the athlete to lean very much towards the bar and also to turn the upper part of the body before reaching the highest point. The recommended angle of approach is about 50 degrees.

Take-off. As the jumper approaches the take off, he should relax to obtain an explosive spring. The last stride should be a little longer than the others because it gives the athlete greater power for the kick off and also the weight of the athlete is brought directly under the take-off leg. This is very essential for attaining good heights. The arms and shoulders are dropped down as he gathers for the final spring. The jumping foot strikes the ground with a strong heeling action. As it strikes the ground the right leg is kicked up vigorously with the knee bent forward and upward along the direction of approach. The left arm also is swung forward. This kicking is very necessary to carry the hips high and turn the body to the left. Simultaneously with the kick, the athlete springs with all the explosive power he could command from his left foot. Most of the upward drive is obtained through the straightening action of the hip joint and rocking action of the take-off foot from heel to toe.

The take-off from the ground should be very quick. The take-off is the most crucial moment in high jump. There should be perfect co-ordination between the approach the right leg swing, the arm action, the body lean, the spring and the rock-up. The important forces for taking the body up are the leg swing and the rock-up. This must be perfectly synchronised.

In 'Western Roll Over' there is a tendency for beginners to anticipate the turn in the air at the time of the take-off with a twist of the leg. This will reduce the spring from the leg.

The turn should take place only in the air and not at the take-off.

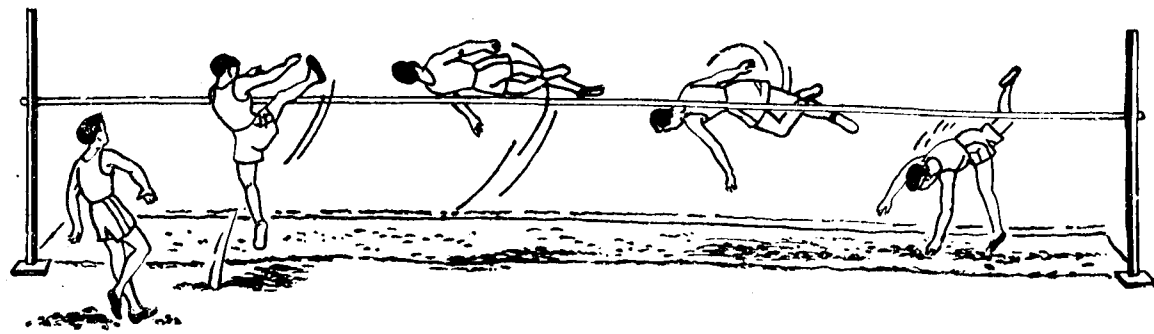
With the legs coming-up the body starts to turn for the lay out. The head and the shoulders have reached the height of the cross bar and will not go higher than they are now. The left arm has crossed the bar. The take-off leg is brought up very fast to aid the upward drive. This leg is flexed freely. From this position an extremely fast action is necessary.

CROSSING THE BAR

The right leg is kept high which helps to raise the hips. The left leg is tucked under the right. The left arm and the shoulders have already crossed the bar and are on its downward movement. The head and the shoulders are thrown across the bar. The dropping down of the left arm, the head and shoulders helps the hips to roll over the bar. The right knee is straightened out and raised. The left leg is kept in the tucked position behind the right. All these will help the hip to be lifted.

In a short time the body turns and the hip is lifted over the bar with a rolling action. The left leg is moved down and this helps in the pivoting of the body. When the right hip is over the bar it is very much higher than the head and the shoulders.

The head is the rudder for the rest of the body when the athlete is in the air. The athlete relaxes completely and lands on two arms and the left leg.



"Western Roll Over"

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It is absolutely necessary that the athlete should completely relax throughout in high jump especially when he is in the air. It is not mere lifting the body that is important but the correct timing and technique. The part of the body lifted and crossed must be dropped down to aid the other parts to be lifted. Beginners experience considerable difficulty in bringing their head down when they are in the air. This must be overcome.

Training: It is very important that high jumpers should be physically fit throughout the year. They may play vigorous games where there is very little risk of injury to the legs. In addition to this the athletes must carry out a regular series of exercises for strengthening and suppling the whole body.

Before going for a major competition an athlete should have at least four months of special training. The first two weeks is devoted for the attainment of physical strength and condition. The work out for each day should start with a warming up. This should include one round of jogging two rounds of wind sprints-50 yards each of walking jogging, running and sprinting in order - followed by loosening and suppling exercises - high kicking, bending and stretching, hurdling exercises etc. A short time should be spent on technique by keeping the bar at a low height.

The next stage of about two months he should practise more seriously. The quantity of work for correct style and technique should be increased. Everyday's practice should be preceded by a thorough limbering up. Towards the end of this period when the tech-

nique has become perfect the severity of daily practice should be reduced. The heavy training days in a week are Monday, Tuesday and Wednesday. This should gradually taper off towards the week end. Friday may be complete rest, and Saturday a competitive effort should be made for height.

The last stage of about one month, the training periods almost follow the pattern of previous season. More emphasis should be given for the perfection of style. He should feel that the training is easy and light.

The following is a training schedule for a week which could be used as a guide for preparing schedules to suit the individuals:

Monday: Limbering up followed by a short rest period, about 10 jumps for style at a low height, 15 minutes of work over three low hurdles; easy throwing of discus and shot a few times and finish with a 300 yards stride at half effort.

Tuesday and Wednesday: same as on Monday but the severity is increased.

Thursday: limbering up, rest, practise over hurdles, work with shot and discus, help some in his high jump. Stand and sprint 50 yards along with sprinters and jog a lap.

Friday: Complete rest or just limbering up.

Saturday: height trial.

In addition to this it is always helpful to study style comparing with other's. For this good action photograph should be taken. Those who want to become champions should practise very hard for a long period seriously.



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Teaching of Malkhamb

By

VASUDEO B. GHANEKAR, M.A.

Malkhamb is one of the best indigenous activities that are current in the country. It is specially popular in Maharashtra and it is fast gaining popularity in other parts of India also. The Malkhamb exercises are lead-up activity for wrestling.

we find that malkhamb used are considerably thinner and taller. Again, in the past there were only a limited number of exercises done on it, but now many new exercises of show and skill are practiced in addition.

There are many types of malkhamb. But



Exercises on the Malkhamb

The word Malkhamb indicates its purpose. "Mall" means wrestler "Khamb" means a wooden post. Malkhamb really is therefore wrestling with a wooden post. Its lower part is firmly implanted in the ground. It has a "constriction" at its "neck" and at the top one finds a flat round head. The standard height of Malkhamb is about 6 feet above the ground and has a thickness (diameter) of about 8". But now-a-days,

the most popular and useful of all these, are the hanging and cane varieties. In this article we are considering only exercises done on the fixed malkhamb.

Directions : (1) Vigorous exercises on Malkhamb are done with bare body. Hence before starting the exercise it is necessary that some "warming up" exercises are gone through. Warming up will eliminate accidents particularly muscle-pulls. The best exercises for

this purpose, are Dands and Baithaks. About 20 Dands and 30 Baithaks are quite sufficient for the purpose.

(2) The participant must wear a "Langote". As a matter of fact "Langote" is the only suitable underwear to be used while practicing malkhamb. In addition he must wear 'Janghia' or wrestling-belt. The Janghia is helpful in many ways. Firstly they protect "Langote" from being spoiled by the castor oil.

Secondly, it is an additional protection to the waist. Lastly, the teacher could hold the student by the janghia and lift him up while teaching.

(3) Castor oil is required to be put on the malkhamb to make it smooth and frictionless. Hence the teacher must always have a bottle of castor oil ready. Other oils make the surface slippery and hence are not advisable for use. The castor oil need not be pure and of the costly type.

(4) Before starting the class, it is better that the teacher gives a brief account of the history and beneficial values of the exercise. He must also point out some general things that each student must keep in mind while learning the exercise.

Now, while teaching the exercise, the position to be taken by the teacher is of great importance. The teacher must always stand close by the side of the student and never behind him.

While learning malkhamb, the student experiences three difficulties. Firstly, in throwing the body up, secondly, in holding the malkhamb in crossed legs and lastly in jumping down off the malkhamb. Hence the teacher must help the student to overcome these three difficulties. In the first case, he must stand by the side of the student and lift him up by holding the Janghia at the back.

In holding the malkhamb with crossed legs, the teacher must press one of the thighs on the malkhamb, and hold the shoulder so that the grip does not slip and while jumping off the malkhamb, the teacher must support the student by putting one of the hands on the nearer shoulder and lifting it up so that the head comes up to the level of the legs or buttocks. In all these cases, one will find that the best position for the teacher is by the side of the student.

Points to be stressed : (1) All the exercises on the malkhamb must be started with correct "Pavitra" position. In some cases the "Pavitra" position may be reversed. The teacher must stress the importance of "Pavitra" position. This position is an important step in wrestling, since it gives stability to the person. It should be considered as a part of each exercise.

(2) Always teach the student to jump off the malkhamb on the toes. Landing flat-footed is never to be encouraged.

(3) Concentration of the mind on the exercise is very essential; distraction of mind may lead to mistakes and accidents.

(4) While jumping always try to raise the head as high as possible. Then only one can complete the exercise successfully.

(5) Each exercise must be taught and practiced on both sides. Exercise done on one side only is not considered complete. Teaching the exercise on both sides helps the student in the uniform development of both sides of the body.

Exercises

(1) The following are some of the elementary four counts exercises for beginners. As far as possible, they may be taught in the same order as given.

I. *Sadhi Udi :* (Simple or fundamental Jump) (i) Stand in Pavitra position by the side

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of the malkhamb with left leg bent near it and the right stretched behind. Hold the malkhamb by the left hand in such a way that the



Fig I. Sadhi Udi

malkhamb is between the bent hand. The elbow points outwards. The right hand is placed above the left. (See Fig. I did.)

(ii) From this position, jump up, without changing the positions of the hands and legs, and hold the malkhamb between the thighs firmly by crossing the legs. The position of the hands should always be changed after leg grip is made firm. Stretch the hands sideways as in the 2nd diagram.

(iii) Now bring your hands near your stomach and keep the palms on the malkhamb,

on either side and fingers pointing towards the ground. Raise the trunk and head with the help of the hands and at the same time bend your legs at the knees, so that the lower parts of the legs are in contact with the malkhamb. In this position, the buttocks touch or are very near the malkhamb. (Dia. 3.)

(Note : In practice, usually it is found that, teachers teach their students to keep the legs straight throughout. But this practice is incorrect and harmful. By keeping the legs straight on the malkhamb the legs assume a curved unnatural position. This might result in permanent curvature to the legs.)

(iv) Now take off the leg-grip and land on the ground on toes. Keep the head raised while landing.



Fig II. Sadhi Bagal Udi

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II. *Sadhi Bagal Udi* (Side) : (i) Stand near the malkhamb, with Pavitra position but hold it by the side with the left hand round the malkhamb. Keep the right hand palm on the malkhamb. (Fig. II. Dia 1.)

(ii) Jump and hold the malkhamb between the legs as in (Dia. 2)

(iii) and (iv) positions are same as in the first exercise.

III. *Dohatti* (Two Handed) : (i) Stand, as usual near the malkhamb but hold it with two hands in such a way that the elbows come



Fig III. Dohatti Udi

together and the forearms come in front of the malkhamb. Malkhamb is very close to the chest now (Fig. III.)

Positions (ii), (iii) and (iv) are same as those in I. (Here the two hands should not be put too high, but just near the chest level, otherwise they are entangled in the leg-grip. This is a little difficult hold for beginners, hence may be taught a little later).

IV. *Skandha Udi* (Shoulder) (i) Stand with legs together near the malkhamb with

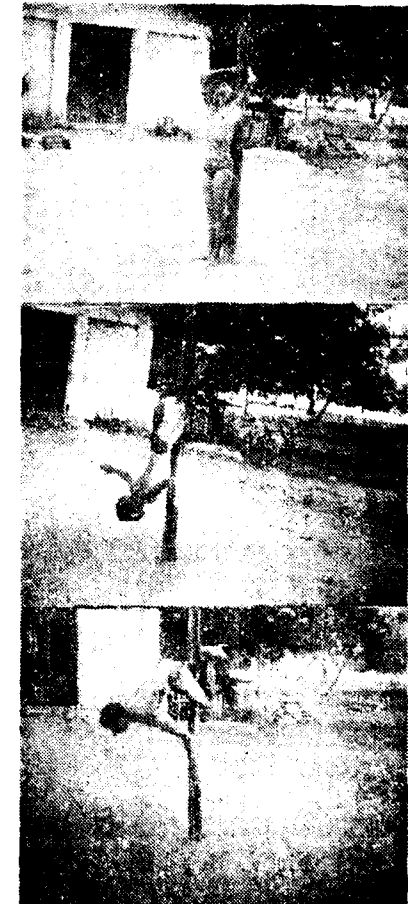


Fig IV. Skandha Udi

your back, touching it. Put your hands above your head and fingers forming a lock round the malkhamb. (Fig. IV.)

(ii) Rest one of the shoulders on the malkhamb, and with the help of the hand raise the legs and body and hold malkhamb between the thighs above the head.

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Fig IX. Nakikas Ghuman

Go on turning till you reach a position, which is like the original one but reversed.

(iii) From here jump and hold the malkhamb as in the previous exercise and (iv) come down by assuming position iii & iv of the first exercise.

(Help the student in maintaining the finger lock and also in turning the body constantly.)

X. *Ghoda Udi*. (Horse Mounting): (i) Stand in Pavitra position but this time facing the malkhamb. Now extend your hands forward



Fig X. Ghoda Udi

so that the left hand holds the malkhamb in the palm, and the right hand is above the left, and holding the malkhamb with its palm outwards. (Fig. X.)

(ii) Resting the weight of the body on the lower (left) hand and taking the help of the upper hand, lift the body and put the right leg in between the hands so that the fingers enter first and not the knee and then hold the malkhamb between the legs by bringing the other leg near.

(iii) and (iv) Follow the positions iii & iv of the first exercise and get down.

In this hold, the grips of the hands should be very firm and the leg must be placed as high, near the upper hand as possible.

XI. *Danki or Salami* (Salute): (i) Stand near the malkhamb with hands on it as in Sadhi Udi.



XI. Salami

(ii) Now throw the body up, with legs bent, and instead of taking it towards malkhamb, let it come parallel to itself on one side of the malkhamb. Let the motion be continuous so that the legs (Fig. XI.) come to the other side. Now leave the right hand and land on the ground with "Reversed" Pavitra.

The hand which is near the malkhamb is throughout holding it while the other hand is taken out in the latter part.

As a matter of fact this jump is done and taught in the very beginning. But since new students find it a little difficult to do, it is better to teach it a little later. The teacher

should hold the shoulder, which is away from malkhamb, and try to raise it. Care should be taken to see that the students do not get a hit on the knees while turning the body.

XII. *Dasarang*: With the starting position lift the body and hold the malkhamb between the thighs. Now bend one of the legs at the knee and let the ankle come up to the knee-pit of the other leg and try to get up from the side, of which the leg was bent first. (Fig. XII.) Try



XII & XIII. Dasarang

to hold the malkhamb with hands. After holding the malkhamb, the leg, which was not bent, can be taken out (Fig XIII) and the malkhamb is again held by the leg-grip after lifting the body up as in I (ii). Repeat this process, with the other leg bending. The legs are bent alternately. (Fig. XIII.)

The points to be remembered are: (i) Always bend one leg preferably the one which is nearer the malkhamb while in the grip. (ii) Always get up from the same side. It means, if left leg is bent, get up from the left side.

Generally it is seen, that this hold is practiced without bending the leg. But that practice is neither correct nor convenient.

As a matter of fact this hold is not a four-count exercise. But due to its importance and beneficial effects it is given here.

General Precautions: (i) Malkhamb is an exercise involving vigorous movements of the body. Hence it must not be practiced immediately after meals. Morning or late-evening is the best time.

(ii) Students with skin diseases should not be allowed to practice malkhamb.

(iii) Don't allow the students to apply too much oil to the malkhamb. Too much oil will make the malkamb very slippery.

(iv) There should not be any obstacles in an area of 15 ft. around the malkhamb.

(v) Don't allow new students to practice the holds by themselves.

(vi) Students who find irritation on the thighs or hands in the beginning should not be given much exercise.

(vii) While jumping down off the malkhamb, always teach the students to keep the head well up, so that there is less possibility of any mishap.

(viii) Ground, surrounding the malkhamb must be smooth and free from all stones.

(ix) Maintain strict discipline in the class. Every student must practice each hold seriously and attentively.

(x) Students with weak-heart, weak-eyesight and running ears should be taught malkhamb, only after doctor's advice.



Post Diploma Course—Syllabus

There is definitely a need today for a higher type of personnel in the field of Health, Physical Education and Recreation in India. Adequately trained personnel is required as Principals, Vice-Principals and Lecturers of Physical Education Colleges that are coming up rapidly in India. They are also required as District, Regional and State Inspectors of Physical Education. Our Universities are also in need of such personnel. The Community Projects set up in India are in need of Recreation Directors.

With a view to train a higher type of personnel, the college will be offering a POST DIPLOMA COURSE from 1st July, 1953. The period of training will be 10 months.

Requirements for Admission

Students for the Post Diploma Course should be graduates of recognised Universities who already possess a Diploma in Physical Education from a recognised Physical Education College in India.

Courses of Studies

Advance courses of instruction will be provided on Health, Physical Education and Recreation. They will include Educational Psychology, Current Problems in Education and Physical Education in India, Sociology, Youth Leadership and Community Recreation, Health Education and Coaching of Major Games.

Research

Students for the Post Diploma Course will also undertake a Research Project. There is plenty of scope for Research in the field of Health, Physical Education and Recreation in India. Special emphasis will be given to the study of our own indigenous systems of exercises, games, rhythmic activities etc. Problems in physical growth and development of children, nutrition, posture etc. will also be investigated.

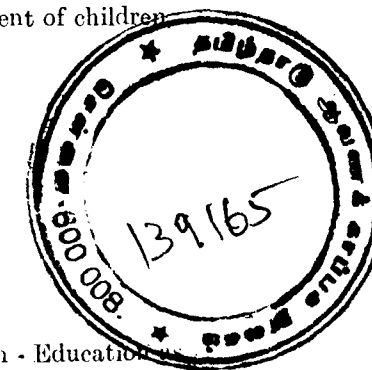
Theory

(Syllabus in detail)

1. Educational Psychology

1 hour per week for 3 terms.

Orientation and Introduction - General Nature of Growth - Education - Growth - Human Physical Growth and Development - Mental Growth and



Development - Social Growth and Development - Wants, Drives and Urges - Development of Emotions - Character Formation - Personality Development.

Principles of Learning - Interests - Incentives and Motivation - Transfer of Training - Individual Differences - Intelligence - Educational Measurements - Personality Maladjustments - Abnormal Children - Guidance.

Books for Reference

- i. Educational Psychology by Gates and others, published by Macmillan & Co.,
- ii. Educational Psychology by Peter Sandiford, Longmans Green & Co.
- iii. Educational Psychology by Charles E. Skinner, published by Prentice Hall - Inc. New York.
- iv. Psychology in Education by Herbert Sorenson published by Mc-Graw-Hill Company.
- v. Psychology of Everyday Life by W. C. Varunam published by Mc-Graw-Hill Company.
- vi. Principles of Mental Development by Wheeler and Parkins published by Thomas Y. Crowell Company, New York.
- vii. Adolescent Developments by Hurlock published by Mc-Graw-Hill Company.
- viii. Juvenile Delinquency by P. W. Tappan published by Mc-Graw-Hill Company.
- ix. Discovering Ourselves by Strecker and Appal published by Macmillan Company, London & New York.

2. Sociology

Six lectures on Social problems in India by an Expert on Sociology

With a view to provide an adequate background in Sociology, arrangements will be made to give six special lectures by an expert on Sociology. These lectures will be on the following topics :

- i. Man and Society
- ii. Important Social problems in India including population, low economic status, housing problem, illiteracy, adult education etc.
- iii. The Five Year Plan.
- iv. The role of Voluntary Agencies in promoting Health, Physical Education and Recreation.

3. Current Problems in Education and Physical Education in India

1 hour per week.

This course will include discussions of :

1. Trends in Education and the problems in Education in India.
2. Health and Physical Education in our Colleges and Universities.
3. Health and Physical Education in our Secondary Schools.
4. The part played by the Central and State Governments in promoting Health and Physical Education.
5. Activities of National and State Physical Education Associations.
6. Activities of National and State Sports Associations.

4. Youth Leadership and Community Recreation

2 hours per week for 3 terms.

The need for Youth Leadership in India - What is Leadership - How do people become Leaders - The Leader's objectives - The qualities necessary in Leaders - The Leader as Teacher - Methods and Manner of Leading - The Leader's deeper Resources - The Leader in a Democracy.

Leisure - A New Outlook - What is Recreation - The Importance of Recreation - Recreation Movement in India - Recreation in other Countries - World Trends in Recreation.

Community Recreation - its place in our National Life - Need for promotion of Recreation by Schools, Colleges, Universities, Municipalities and Community Projects.

Community Recreation through Private Agencies - the Y. M. C. As., and other Youth Organisations - Boys and Girls Clubs and Youth Centres.

Recreation Leadership - Types of Recreation Leaders - Personnel - Qualifications and Professional Training of Recreation Leaders.

Recreation Activities for Home, School and the Public Playground, Youth Centre etc.

Rural Recreation - its importance in our National life - Special programme of activities for Rural Areas and Rural Centres, Community Projects, Social Education Centres etc.

Reference Books

1. The Art of Leadership by Ordway Tead published by Whittlesey House, London.

2. Leisure and Recreation by M. Newmeyer and E. Newmeyer published by A. S. Barnes & Co., New York.
3. Introduction to Community Recreation by George D. Butler published by Mc-Graw-Hill Company Inc., New York and London.
4. Recreation for community Living - Guiding Principles published by the Athletic Institute, Chicago, Illinois.
5. Sports for Recreation and How to Play Them by E. D. Mitchell published by A. S. Barnes & Co., New York.

5. Health Education

1 hour per week.

An advance course on Health Education will be offered. It will include both practical experience as well as instruction on important health problems in India.

(a) Health Service

Students will be provided with facilities to work with the College Doctor and the Health Director and gain full knowledge with regard to the programme of Health Service carried on at the College including Health Examination. Follow-up work and correction of defects etc. Special instruction will be provided in the correction of postural defects by corrective exercises etc.

(b) Health Supervision

Students will also gain considerable experience in the Health Supervision of the College which include cleanliness of college campus, buildings, swimming pool, kitchen, dining rooms, sanitary arrangements etc.

(c) Health Instruction

Health Instruction will include a study of the positive aspect of building health including nutrition. An effort will also be made to familiarise the student with the major health problems facing the country and ways and means by which efforts are being made by Central and State Governments to improve the physical fitness of the nation. Students will also prepare suitable Health Instruction materials which will be suitable for High School boys and College students.

Reference Books

1. Health and Physical Education for Public School Administration by Williams and Brownell, Bureau of Publication, Teachers' College, Columbia University, New York.
2. The Administration of Health and Physical Education by Williams and Brownell, W. B. Saunders Co., London.

3. National Physical Fitness in the Five Year Plan.

6. Coaching of Major Games and Track and Field Sports etc.

(Two Major Games and Track and Field or Swimming)

2 hours per week.

This course will include coaching of major games including Football, Hockey, Cricket, Basketball, Volleyball, Softball, Kho-Kho, Kabaddi, Track and Field sports and Swimming. Students may select any three of the above activities but should include Track and Field or Swimming among the three.

Advance coaching courses will include a brief review of the fundamentals, but the major emphasis will be on the finer coaching techniques, team play, offensive and defensive systems, etc. Opportunities will be provided to do actual coaching under the supervision of the Instructor.

Reference Books

1. Track and Field Athletics by Bresnahan and Tuttle published by C. V. Mosby Co., St. Louis.
2. Swimming by Robert J. W. Kiphuth, published by A. S. Barnes and Co., New York.
3. Basketball - Prepared by the U. S. Navy, Published by the United States Naval Institute, Annapolis, Maryland.
4. Goal by Dhyau Chand - Published by Sport and Pastime, Madras.
5. Improving your Hockey by Norman Borrell. Published by Faber and Faber Ltd., 21, Russell Square, London.
6. Volleyball by Robert E. Lavega Published by Barnes and Co.
7. Softball by Arthur T. Noren published by Barnes and Co.
8. Cricket by D. R. Jardine published by J. M. Dent & Sons Ltd, London.
9. Football by Caswell, published by Barnes and Co.

7. Research

To initiate the student to undertake a research project and to enable him to select a suitable problem for study and research and also to present his report of the study in a proper form, special lectures will be given on the above topics.

Books for Reference

- 1. Research Monograph, Departments of Physical Education, Health and Recreation, School of Education, New York University.
- 2. The Art of Research by Abelson.
- 3. The Technique of Research in Education by Crawford.
- 4. Research in Education by R. A. C. Oliver, published by George Allen and Unwin Ltd., London.

Practical

- 1. Officiating Major Games, Track and Field etc.
2 hours per week.
- 2. Coaching of Major Games, Track and Field etc.
2 hours per week.
- 3. Tests and Measurements in Health and Physical Education.
- 4. Help with the Community Recreation programme at the College.
- 5. Conduct Project Sports Meet, Swimming Meets, Officials' Clinic, Demonstrations, etc.
- 6. Help with special Coaching Schemes at the College.

Research Project

It will be required of every student to select a topic for research approved by the Principal, and make the necessary research study conducted under an acceptable sponsor and two typed copies submitted to the Principal at the end of the course or within three months after the completion of the course.

Special emphasis will be given to the research study of India's heritage of games, exercises and rhythmic activities.

POST DIPLOMA COURSE

Admissible items of Expenditure

		Per Year
1. Registration	...	5 0 0
2. Tuition Fees	...	200 0 0
3. Special Fees:		
(a) Library Fee	1 0 0	} Per Month ... 50 0 0
(b) Physical Activities	2 0 0	
(c) Health Service	1 0 0	
(d) Mess Establishment	1 0 0	
4. Examination Fees	...	25 0 0
5. Students' Association	...	5 0 0
6. Hostel Rent and Service Charges	...	75 0 0
7. Mess Charges	...	400 0 0
8. Uniform	...	25 0 0
9. Caution Deposit	...	15 0 0
10. Books	...	100 0 0
11. Camp	...	15 0 0
12. Aquatic Fees	...	20 0 0
13. Research Project	...	75 0 0
14. Incidentals	...	50 0 0
Total. Rs.		1,060 0 0

Just Published !

“ PHYSICAL EDUCATION LESSONS ”

BY

J. P. THOMAS, M. Ed.

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

Approved by the Directors of Public Instruction of MADRAS, MADYA PRADESH and DELHI States for use in Secondary, Training & Technical Schools.

It is an illustrated guide to Physical Education in Secondary Schools and includes :

(1) 112 choicest novel minor games. (2) 105 Body Building Exercises. (3) 29 Indigenous exercises—Illustrated. (4) 40 Asanas of all varieties—Illustrated. (5) 36 attractive stunts for individual and ten dual contests. (6) 34 graded Tumbling exercises—Illustrated. (7) 120 pyramids requiring 2 to 10 pupils—Illustrated. (8) 12 Major games technique and 5 lead up games for each. (9) Technique and training schedule for all track and field events. (10) 33 exercises. (11) Steps in Gymnastic dancing including Children's frolics. (12) Set Drills-Pole Drill, Flag Drill, Cymbal Drill, Single and Double Wand Drill, Dumb-bell Drill and Indian Club exercises.

A detailed and accurate description of all these activities with three illuminating chapters on “Physical Education Lessons”, “Class Management in Physical Education Work” and “The Technique of Teaching Physical Education Lessons” go to make this a handy volume. It must be in the hands of every teacher of Physical Education in every High School.

OPINIONS:

“The Author who has a considerable knowledge of the subject gives in detail, in the book, the matter, the method and evaluations, of Physical activities in lesson Planning for various grades and I have no doubt that this book will serve as a useful guide to all Physical Education teachers in every Indian School. The book provides interesting reading and practical suggestions about things that usually worry and baffle the average Physical Education teacher. I commend this book to all libraries on Physical Education. This is a timely book and fulfills a long felt want and the author has done a good job in bringing out this book.”

—A Regional Inspector of Physical Education.

“Your book is composite, comprehensive, integrated, simple and useful in all manner of ways. I am unstintingly commending the book to all Physical Education teachers.”

—An Inspector of Physical Education.

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A combination of “Marching” and “Calisthenics”. This is something new to Indian Physical Education programme. Attractive and highly interesting, it is a way to “get fit” and “keep fit”.

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Mr. J. P. THOMAS,

Lecturer, Y.M.C.A. College of Physical Education,
SAIDAPET, MADRAS-15.

Just Published !

ALUMNI NEWS

The Annual home coming was held this year on 28-2-'53. The following programme of activities was gone through.

At 10 a.m. the Alumni and the present students assembled at the recreation hut. Mr. A. Padmanabham Naidu, the president of the Association, took the chair. The alumni introduced themselves individually to the present students and the present students were then introduced according to the states to which they belong, by the Principal.

Principal Abraham then heartily welcomed the Alumni and spoke at length on the trends in modern Physical Education. He said that both the Central Government and the State Government are showing increasing interest in Physical Education. He also referred to the recommendation made by the Central Advisory Board for Physical Education.

The President then referred to the problems that are generally prevalent in schools and colleges due to lack of facilities and therefore appealed to the present students to keep better standards and slowly build up the facilities of the institution in which they work. This meeting then concluded with the vote of thanks proposed by the Secretary.

11-00 A.M. The business meeting of the Association was held under the Presidentship of Mr. A. Padmanabham Naidu.

The Secretary then read the report for the year 1952-53 and after some discussions it was adopted.

In the Business arising out of the minutes it was decided that the accounts of the Buck Memorial Fund shall be closed on or before 31st May 1953.

The Business Manager of Vyayam then read his report for 1952-53 which was approved.

Then the election of office-bearers for the year 1953-54 took place. The following were elected.

President :

Mr. A. Padmanabham Naidu.

Vice-President :

Mrs. D. D'Souza.

Honorary Secretary & Treasurer:

Mr. V. E. Easaw.

Joint Secretary :

Miss. M. Gnaniah.

Executive Committee Members :

Mr. C. Srinivasan.

Mr. M. Natarajan.

Mr. M. A. Kurup.

Mr. T. Subba Ramiah.

Mr. Timothy.

Editor of 'Vyayam' :

Mr. C. C. Abraham.

Associate Editors :

Mr. L. K. Govindarajulu.

Mr. P. M. Joseph.

Mr. T. W. Arnold.

Mr. A. K. Singh.

Mr. C. A. Abraham.

Business Manager of 'Vyayam' :

Mr. J. P. Thomas.

Alumni representative in the College Council :

Mr. R. S. Govindarajan.

The general body then recorded its deep appreciation of the work done by the Secretary and other out going office-bearers.

With a vote of thanks from the Secretary, the business meeting came to a close.

Many Alumni took their lunch with the present students at 1 p.m.

The after-noon programme started with the class reunion between 1-30 and 3-30 p.m. After tea, matches between the Alumni and present students provided fun and excitement. The present students showed their superiority in Basketball and Net ball but in Soft-ball and Tennis the present students were defeated.

At 7 p.m. all moved to the men's hostel and had a sumptuous dinner. The day came to a close with a memorable candle-lighting ceremony at the Buck memorial theatre, when the 300 present students were initiated into the fold of the Alumni.

V. E. Easaw,

Honorary Secretary.

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Classical Dancing on College Day



Folk Dancing on College Day

of Education in general and Physical Education in particular. The Hon. Minister also spoke many encouraging words and assured us of Government help and support.

The meeting was followed by a demonstration of Physical activities by our students. The demonstration was one of the best of its kind that we have ever seen. Those who witnessed it learned a lot about activities taught at the College. It also provided thrills and fun and laughter. The demonstration captivated the audience and every one appreciated the high standard of performance. The boys and girls did hard work to make the demonstration "a good show" and they must be congratulated. Everyone of us will cherish the happy memories of this great day.

Alumni Day

The day following the College Day was a day of Home coming for our old students. A large number of our alumni turned up and spent a day with us. It is always pleasant to meet them and recollect the days of the past. It also gives the opportunity to discuss professional problems and such occasions renew old friendships with us at the college.

The programme for the day included welcome meeting, business meeting, matches, dinner and the candle ceremony. The present students were initiated into the brotherhood of our Alma-mater at a function of great significance. We are proud that our brotherhood is becoming bigger and bigger every year.

College Athletic team

Our Track and Field team distinguished itself by winning the Inter Collegiate championship. This is a creditable achievement indeed and our athletes must be congratulated. It is interesting to see how quickly athletes improve their form and style when they are given scientific coaching. If the course at the

College is for two years we can make champions.

We were anxious to send our team to Vijayawada to participate in the sports festival conducted by the Andhra Training College. This idea had to be dropped due to unfavourable financial conditions.

Two of our athletes represented Madras at the National Track and Field meet at Jabalpur. The state team was accompanied by Messrs. V. E. Easaw and Ted Arnold as Manager and Coach respectively. Mr. T. P. Joseph also went to Jabalpur as Manager of the Madras Volleyball team.

New Year Celebrations

The Telugu New Year's day and Tamil New Year's day were celebrated in a grand scale with meetings, tea parties, entertainments etc. The functions were organised entirely by the students. It is interesting to watch how students of a community celebrate their festival; how much enthusiasm they have; how they cooperate and how they work. It is equally interesting to see how students of other communities join with them and take an active part in their festivity. Such celebrations at the College are for one and all.

Intramurals

The year round programme of Intramural competitions came to a close in March. It was not merely a competition among Houses but it provided many valuable experiences for the students. It was an incentive to improve their skills. Further the experiences of participating in a competition, winning and getting defeated were shared by almost everybody. A new feature was a competition in physical activities demonstration on House basis. Each House prepared for the demonstration with their own initiative and in doing so, they learnt quite a lot within a short time. The Houses displayed excellent activities and many interesting combinations. We found out that

COLLEGE NEWS

By

V. HUBERT DHANARAJ

Academic year closes

Our academic year came to a close on 30th April and the 32nd batch of students left the portals of this great institution. Ten months of community living, study and play came to an end. It was a busy year, yet an enjoyable one for both students and staff. We can confidently report that we have given the students the best possible training. We have done our job thoroughly well as we have done it in previous years. This year 246 men and 52 women completed training and the progress shown by them has given us complete satisfaction. We have no hesitation in saying that they will come out successful in their examinations. However, we do not give the training with a view to prepare them for examinations. While addressing the students on the occasion of the Telugu New Year's Day Dr. Krishna Rao, Minister for Education very rightly said "you are trained to prepare yourselves to play a vital role in the whole scheme of Education." No doubt, training at the College prepares the students fully to be leaders of the right type. We have achieved a system in which students do justice to their academic work, but at the same time experience a rich and varied corporate life.

Activities at the College

The bright and attractive activities of our College went on with undiminished vigour. The colourful cosmopolitan life at the College continued to be lively throughout the year. Such a life does help our students to make progress in the art of living. Those who leave the portals of this institution always look back on their student days with gratitude and

delight. There can be no doubt about this; the letters that come to the Principal and the members of the staff, make it very clear.

We had many interesting activities during the third term. Unfortunately the students missed the Physical Education conference. On account of certain inconveniences the Conference had to be postponed.

The 32nd Annual College Day

The A-1 function of the year, namely the College day was celebrated with great enthusiasm on the 27th February. We had a whole day programme. It began with the flag ceremony when the Principal unfurled the national flag. Following the flag salutation some matches were played and they created great thrills for the spectators. The women students gave a demonstration of Women's Basketball, a game recently introduced in Madras. The high light of the morning programme was the competitions which included some new items like Australian Horse Fight, Breaking the pot, childrens' race etc. The competition reached the climax with the Tug of War - Married Vs. Unmarried. On the whole it was a pleasant morning.

Sir Samuel Runganadhan presided over the public meeting held in the evening. The outdoor theatre was packed to the brim with our old students, well wishers of the College and guests. The Principal Mr. C. C. Abraham read the annual report. The report gave a vivid picture of the work at the College and its future plans. Mr. Subramaniam, Minister for Finance, while addressing the gathering paid a high tribute to the College for the excellent services it has rendered to the cause



Hon'ble Mr. C. Subramaniam
Addressing the Public Meeting on College Day



Students who participated in the College Day Programme

it is very useful and we want to make it a regular feature in our training.

On the final day Mr. Santhanakrishna Naidu, Principal of Teachers College distributed the certificates and trophies.

Student Association

The Student Association was active and conducted a well planned programme of extra curricular activities throughout the year. It provided many opportunities for student leadership and there was always an opening for students to operate on their own initiative. Students evinced keen interest in literary activities. The annual number of magazine was brought out mostly by students' contributions. It contains many interesting articles and write ups of college life and every one would like to possess it as a souvenir.

Recreation Centre

The Community recreation centre at the College is carrying on its regular activities. The centre offers a variety of wholesome recreational games. A tennis court is a recent addition. It is encouraging to note that the membership is steadily increasing. The college has plans to take this project more seriously and spend more money on the centre in the coming year.

College Prospectus

The College has printed a new prospectus illustrated with photograph of activities and life at the College. The prospectus is being sold at Re. 2/- each.

Physical Education syllabi

Suitable syllabi of Physical Education for Basic Schools and Girls' Schools in Madras are long felt needs. The College has prepared these syllabi. The syllabus for Basic schools was prepared by Messrs. S. D. Chopde and

C. Thirunarayanan and the syllabus for girls was prepared by Mrs. S. Cherian and Mrs. D'souza.

Five year plan for the college

The college has definite plans for development for the next five years. The five year plan includes the following as important items: Up-grading the college, up-grading the staff, construction of staff quarters, Assembly hall, separate library and more cottages for men students; repairing the present women's hostel; improving the Recreation centre and the water supply system and purchasing more teaching aids. The college has finalised plans to offer a Post-Diploma course with a view to train a higher type of personnel in Physical Education. The new course begins at the college on July first along with the regular training. The college is also taking steps to send staff members abroad for post graduate study. Sufficient funds must be forthcoming to put into practice what is envisaged in the five year plan. We look ahead with vision and hope to see the developments of the College.

Staff

Mr. N. C. Parappa has left our College. He is now the Physical Director of Intermediate College, Bangalore.

News in General

The students have been doing hard work especially during the third term. They responded very well to all the demands made on them. We are very appreciative of their interest in making the best use of the training.

The staff continues to be the cheerful, active squad. They are never tired of working and helping the students. Very often staff members can be seen with groups of students joking, laughing and discussing this and that. What we discuss informally outside the classes is appreciated more by the students. The

staff members are thankful for the opportunity they have to exchange ideas and views. The most wonderful opportunity is given to the junior staff to share the knowledge and experience of the senior staff members. It is no wonder that one grows and grows fast in such surroundings.

With a large group of 250 men students it is rather difficult to pay adequate individual attention in classes. To make teaching effective we often adopt "group method". Instructing the students in smaller groups under appointed leaders gives opportunities for student leadership and gives best results. It is also a practical demonstration of handling a large group, a problem that many schools are facing today.

It is a known fact that no specialisation can be done within ten months of training. Yet, we have attempted just the element of it. In the latter part of the third term students choose one activity to receive specialised instructions under an expert staff member. These classes enable them to grasp some of the finer techniques of the game.

A new feature of Health Education is the regular inspection of the campus. Every day a group of students along with one staff member go round to inspect the mess, hostels etc., and make a report of their observation. Such practical health inspection give the students plenty of experience.

We are seriously thinking of introducing a new hostel system from next year. From our experience we have found out that students need help and guidance in many things. Each house must have one staff member as the House Master. A staff member who is in charge of a house will be able help its members in many ways.

Closing Function

The closing and farewell function was held on 25-4-'53. There was an impressive ceremony at the open air theatre in the night. It was a thought provoking occasion and it was rather painful for the students to say "Good bye" to one another.

The closing service at the chapel was held on 26th April and the Principal conducted the dedication service.

Looking back at the past year

In retrospect, we can confidently say that the year 1952-53 has been an enjoyable year. But we have not been idling away time to enjoy life. On the other hand we have been doing hard work. Nothing can be achieved without toil and there can be no enjoyment without a feeling of achievement. Our students have made the best use of their stay at the College and we have every reason to believe that they will be good leaders in communities. We have not judged them from what they are "today" but when we visualize what they would be "tomorrow" we are sure that many of them will be occupying important positions. This year especially, students have gained plenty of practical experiences through many projects and it will be very useful in their career.

Life at the College has certain amount of vigour in it. Every one knows that there can be no happiness without order and no order without discipline and no healthy college life without an element of vigour in it. But it offers pleasantness in abundance and every one who spends ten months at the College enjoys it thoroughly. It is our deep conviction that what is best in our own college life and what has been most valued year after year is being granted through our faith in God. We give thanks for all His blessings.

BOOK REVIEWS

FOUNDATIONS OF PHYSICAL EDUCATION

by

Charles A. Bucher

The C. V. Mosby Company, St. Louis

The author, after fifteen years experience in Physical Education was convinced of the definite need for a book that presented the basic facts concerning the nature and scope of Physical Education. In this book he attempts to answer questions which would be raised by a student, teacher, administrator, parent or other interested person such as: What is the meaning and what are the objectives of Physical Education? What have been the changing attitudes towards this field and what are its relationship to allied studies? What are the biological, psychological and sociological foundations of Physical Education? What preparation should physical educators have, what kind of work do they perform, where do they do it, and what is the need for their services? What qualifications are needed in their work? What problems will they meet on their job and what does the future hold for their profession?

Mr. Bucher believes that in the world today there are many opportunities in the field of Physical Education. He believes that not only will the profession make the individuals more physically and mentally fit but will also further the democratic principles in day to day living.

In the first chapter some of the terms which are frequently misunderstood by the general public are very clearly defined. Some of these terms are Physical Culture, Gymnastic, Athletics, Physical training and Physical Education.

In the second chapter on "The Nature and Scope of Physical Education" all the growing

phases of the profession are included. The work performed by Physical Education personnel for purposes of convenience are divided into the following:

- (a) Teaching of Games and other related Physical Education Activities.
- (b) Coaching of Sports.
- (c) The Teaching of dance
- (d) The Camping Programme
- (e) The Remedial and Body Mechanics Programme
- (f) The Rehabilitation Programme

Chapter 3 on 'Nature and Scope of Physical Education' gives a good picture of all the settings where Physical Education activities are carried on. Some of the more popular and prominent ones are: Schools, Y.M.C. As., Y.W.C. As. Y.M.H. As. Y.W.H.As. Settlement and Neighbourhood Houses, Youth Hostels, Boys' and girls' Organisations, Churches, Playgrounds, Industries, Athletic Clubs and other Sports Organisations, Hospitals, Penal Institutions, Camps, Armed forces and United Service Organisations and American Red Cross.

Chapter four develops the problem of the need for Physical Education in atomic age.

Some of the other chapters deal with the relationship of Physical Education to Health Education and Recreation, the history of Physical Education, the objectives of Physical Education, Biological, Psychological and Sociological interpretations of the profession, the duties and qualifications of the Physical Education personnel. A great emphasis is given to the professional preparation and professional growth of Physical Education leaders.

This is one of the new books in the field of Physical Education and one of the most up-to-date. It will certainly make a great contribution to the profession and it should be found in every Physical Education library.

TED ARNOLD.

[Page Twenty-eight...

THE TECHNIQUE OF TEACHING GAMES ACTIVITIES FOR GIRLS

By Margaret Dunn

Published by Blackie and Sons, Limited

The main purpose of this book is to draw the attention of Physical Education teachers to the importance of various qualities and skills which are essential for teaching games for girls. The author has endeavoured to organise the materials in such a way as to be of great value and aid for teaching children of 7 to 12 years of age. Selected activities to develop individual skills are well presented in the book. The book deals with all other skills which are necessary to be mastered for activities with an opponent and for activities which require team work and co-operation. On these depend the success of teaching every game. According to the author the major emphasis in physical activities for children should be on specific skills which are to be practiced for short periods but frequently. As far as possible these are to be taught in games situations.

To enable the children to take part in the major games later, selected special skills and techniques are prescribed by the author. A few lead-up activities and games are given in the book from which many others can develop. The author has stressed on the importance of limiting the duration of instruction in teaching techniques at the elementary school level. The value of the book to Physical Education teachers is further enhanced as selected lead-up games for Net ball, Softball, Tennis, Badminton and Tennikoit are added.

This book will be a very useful asset, for teachers who find it difficult to arrange for an adequate programme of physical activities in the schools due to lack of facilities. It presents a few activities which can be chosen for use under those conditions. Suggestions for improvising equipment for physical education

classes are also given in the book. The few tentative suggestions for drawing up lessons suitable for age groups from 8 to 12 years, with the addition of a few exercises to each lesson, may be accepted to form the framework of Physical Education lessons. The diagrams which illustrate the text are also very impressive and educative.

This book which is systematically worked out on definite progressive lines in the field of teaching of techniques of games for girls would be a very valuable asset to all teachers of Physical Education. Books published on this topic are very few and therefore this book is of great importance in the field of Physical Education for girls.

MRS. S. CHERIAN.

ATHLETICS FOR SCHOOLS

By Geoffrey H. G. Dyson.

and

Joseph Edmundson.

University of London Press, Ltd.,

Warwick Square, London.

The book is a valuable contribution to Athletics. The co-authors have a rich experience in the field of Physical Education particularly in Athletics. In this book they have made a supreme effort to correlate athletics and physical education in schools.

The first part of the book deals with the organisation and administration of track and field in schools. The chapters on the development of Athletics in schools and the place of Athletics in the school scheme of Physical Education are of immense value to teachers of Physical Education. Excellent guidance is given regarding the organisation of an athletic meet, Hygiene of Athletics and Planning and laying out of school Athletic facilities. Chapter on Athletic standard contains many useful tables by which individuals could measure his or her progress in any activity.

[Page Twenty-nine...

The second part of the book is devoted for the various items in track and field. With a lavish use of illustrations the author has described in simple language the correct style for the various events. After describing the style of the various events he has explained the progressive stages in the teaching of the event.

A book of this type has been required in schools for some considerable time. This will prove of great use to every one interested in promoting Athletics. I strongly recommend this book to all Physical Education teachers and to all school libraries.

V. E. Easaw.

PHYSICAL EDUCATION METHODS FOR ELEMENTARY SCHOOLS

By Elizabeth L. Schon, Marian H. Anderson,
Winifred W. Hodeins and Cladgs R. Van
Fossen

Published by: W. B. Saunders Company,
Philadelphia & London

In Elementary Schools the responsibility of teaching Physical Education is usually in the hands of the class-room teacher. Unfortunately very little attention is being paid in this direction in most of our schools. If at all there exists any programme of activities for Physical Education, it is up-hazard and deplorably poor.

This book endeavours to provide teachers in formulating and conducting a sound programme based upon the needs and interests of any particular group of children. Emphasis has been on a flexible programme rather than a fixed and rigid one. Specific objectives are described for each phase of the programme. The authors have so organised the materials, that they are of real value and aid. Each activity is exhaustively described to enable the untrained teacher to understand the directions. The contents are so arranged as to relate teaching method with practical

material for activity procedure. The charts on Game Skills, Relays, Stunts etc., and the diagrammatic illustrations are real assets to the book. The salient feature of the book is a bibliography at the end of each chapter.

The activities suggested and incorporated suit admirably to all the children in an American setting but we in India could pick and choose these to suit our conditions.

Contents of the book are as follows :

The teachers responsibilities and duties, the factors that help in planning the programme, qualities needed for teaching activities etc. are vividly portrayed in the first chapter.

In the subsequent chapters the preparation of youth to adapt themselves with intelligence and with breadth of view to the changing conditions of their experience, and the general objectives to accomplish the same are elucidated.

The simple and inexpensive methods and aids in diagnosing and rectifying postural defects, in the chapter on body mechanics, every Elementary School teacher should know.

Chapters on games of low and high organizations, sport units and skills, individual and dual games, creative rhythms, folk singing and folk dances, with charts and illustrative diagrams, enhance the value of the book.

In the chapter, physical education in the integrated programme, the advantages and the problems arising of intergation are clearly explained.

With equal facility educational concepts and the physical education programme, selection of activities, the care and maintenance of playground are described: which every

[Page Thirty...

teacher in Elementary Schools should be thoroughly acquainted with.

The values and advantages of audio-visual aid in physical education are clarified in the appendix.

This book with its rich contents will be of enormous help in formulating and conducting an apt programme of physical activities in Elementary Schools.

M. ANANDA RAJ

THE ART OF OFFICIATING SPORTS

By John W. Bunn.

Published by : Prentice-Hall, Inc.

Price : Rs. 25-0-0.

Officiating is an important phase of sports and games. Good officiating is essential to conduct competitions efficiently and to promote the sports on proper lines. There is a definite need for capable officials. Officials are often faced with problems. The book "Art of officiating sports" will be very useful to solve the problems in officiating and to bring uniformity among officials in the methods of officiating.

John W. Bunn, the author of this book (Director of Athletics, Springfield College, U. S. A.) has 25 years of experience in sports officiating. He gives his knowledge and experience through this book. The book is written in the light of present day trends in officiating and it deals with 20 different games and sports including some of our popular sports, Track and Field, Swimming, Diving, Wrestling, Tennis, Badminton, Volleyball, Softball, Soccer, Basketball and Hockey. In dealing with the different sports, the author has also made use of the assistance of a group of experts. The book contains up-to-date and authoritative information on every aspect of officiating.

The book is divided into three parts. The first part entitled "Fundamental Principles" deals with the qualifications for an official, general principles for successful officiating etc. In parts II and III the author discusses the

techniques of officiating. Each game or sport is treated separately and the technique of officiating is explained in detail. Those play situations that require clever decisions and the knotty problems have received particular attention. The author also provides the foundations necessary for the proper interpretation of rules. However, the recent rule changes in some of the sports and the officiating techniques connected with such new rules are not found in the book. The reader should note this and use his discretion in such places.

This book will be of immense value to sports bodies and Physical Education Colleges to offer courses in officiating. The book is written in simple and direct style and it contains several photographs, diagrams and score sheets, particularly the hand signal photographs are very educative. This is no doubt an excellent book on officiating. Every Physical Education library should own a copy and every Physical Education teacher should study it.

V. HUBERT DHANARAJ

BASKETBALL

The Naval Aviation Physical Training Manual,
Revised Edition.

Published By : United States Naval Institute.
Price : Rs. 25-0-0.

Basketball is becoming a very popular sport in many of our schools and colleges throughout India. In recent years the standard of the game has greatly improved. It is now time to seriously think of scientific training and coaching. Basketball coaches should be familiar with the latest styles of play. Since there are several books on Basketball, people are often confused as to which book they should study and which method to follow. Here is a way to solve the problem. The Basketball book published by the United States Naval Institute is "the best" among recent publications. This book is the outcome of a collective effort by a few American Basketball veterans. Having had its first edition in 1945, this

[Page Thirty-one...

has been completely revised recently by some of the top ranking coaches of Universities and Naval teams in U. S. A.

This book is a comprehensive text and guide on Basketball and the different chapters in the book deal with every aspect of the game. The book is divided into two main parts and the appendices. The early chapters in part I contain valuable information regarding conditioning, diet, warming up, physical aids, class organization and instruction methods and the latter chapters deal with the game fundamentals. The various fundamental skills of catching, passing, shooting, dribbling, floor play and individual defence are clearly described. Teaching and practicing fundamentals should be an important part of training. Although Basketball is essentially a team game, the team offence and defence depend upon the individual action of the team members. "No system of Basketball can enjoy success, unless the players have been well instructed and drilled in the fundamentals of offence and defence needed to operate such a style of play."

Part II of the book deals with competitive team play, attack and defence. Latest styles of team offence and defence are explained clearly and in detail. The book does not give one "magic system" but it gives several types of team play and tactics. A coach should be able to select one or more systems that would be suitable for his team.

The appendices contain drills for teaching and practicing fundamentals and lesson plans. Drills of 75 different varieties and 50 Basketball lessons are a special feature of the book.

This book offers the result of years of experience and experiments. It abounds with practical suggestions that have been found to be successful in actual practice. The book is profusely illustrated with action photographs and

diagrams which makes it all the more interesting. It will be very valuable for Basketball at any level and Basketball instructors will find it helpful to build better teams.

V. HUBERT DHANARAJ

PERSONAL AND COMMUNITY HYGIENE APPLIED

By Jesse Feiring Williams and Gloyd Gage Wetherill

Published by: W. B. Saunders Company

The co-authors of this book need no introduction to the reader. They are men of outstanding ability, courage and vision. They have made a distinct contribution to enrich human life. The first part of this book has been published under the title "Personal Hygiene Applied" and it has gone through several re-prints. At present 7 chapters on Community Hygiene have been added and the book is unique in several respects especially with the problems confronting the individual and the community at large in the matter of personal and community health.

The health problems facing the individual, the psychological aspects of the human behaviour and the fundamental biological facts have been thoroughly discussed in the 1st five chapters. In the next 10 chapters we find a thorough discussion on matters relating to personal hygiene, sexual aspects of life and special references to physical fitness and exercise.

The next 6 chapters are devoted to Community Hygiene and the reader is exposed to modern concepts of Community Health, Community Health Service and the control of diseases.

The last chapter discusses briefly the working of the voluntary agencies within the community towards better standards of living.

The book is very valuable not only to the students and the Health education teachers but to every citizen in the country. It stimulates one's thinking and inspires the reader "to live most and serve best."

T. P. JOSEPH

Books Reviewed in VYAYAM can be obtained from the Y.M.C.A. Publishing House, 5, Russel Street, Calcutta.

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By

C. C. ABRAHAM

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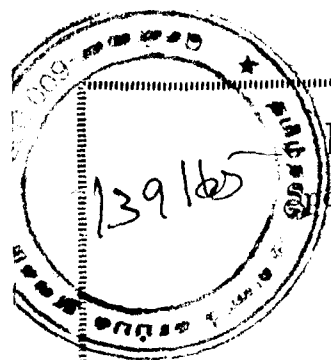
V. HUBERT DHANARAJ

Y. M. C. A. College of Physical Education

SAIDAPET

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MADRAS - 15



N. K. MIA MEMORIAL FUND

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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 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,

My Address :

Andhra Training College of
Physical Education,
BUCKINGAMPET P.O., Vijayawada-2.

Yours sincerely,

A. K. SINGH,

Chairman,

Mia Memorial Fund.

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event. I must congratulate you for your having been
successful to produce in India, after the loss of your gigantic
factories in Sialkot, your world famous BUFFERING &
IMPERATOR hockey sticks. I have found them synony-
mous of the same unflinching standard of quality and
satisfaction which I had out of them throughout my long
hockey career. As Captain of Indian Olympic Hockey
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am really delighted that you have been able to maintain
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