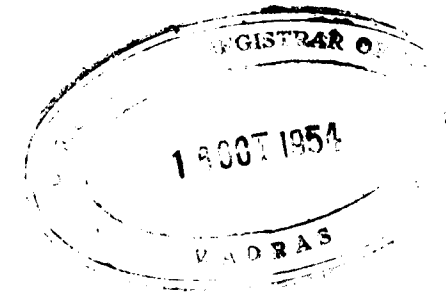


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EDITORIALS

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The International Congress on the “ Essentials of Physical Education for Youth ”

We publish in this issue the resolutions passed at the International Physical Education Congress held in April, 1954 at Massachusetts and also its recommendations to the U.N.E.S.C.O. and the W.H.O. The resolutions and the recommendations are of a far reaching nature. They indicate the need for the nations of the world to come together and pull their resources for improving the standard of Physical Education throughout the world, particularly in those parts of the world which have less developed programmes for Physical Education. An appeal is made to the W.H.O. asking for funds for study and research in Physical Education. The Congress felt that to improve and better our programmes, we need more research and more adequate study of methods and types of Physical Education throughout the world.

Realising the fact that health and character values of sports, athletics and exercises can only be brought to the masses of youth of the world through well organised and scientifically guided programmes of Physical Education, the Congress also recommends that U.N.E.S.C.O. may sponsor an International meeting of the repre-

sentatives of the departments of education charged with the responsibility for Physical Education of youth in each member country, and representatives of the National and International organisations and selected specialists versed in the scientific, educational and organizational problems involved.

The Congress also felt that the purpose of Physical Education is to assist the individual to attain the best possible level of positive health and a balanced development of total personality, by the use of his power physically, mentally, emotionally and socially in and through physical activities. This requires extensive scientific research. The Congress, therefore, recommends the formation of a committee which includes experts in Physical Education along with experts in other fields such as physiology, psychology, sociology, etc. and urges the W.H.O. to take the initiative in convening a committee of experts.

The facts stated in these resolutions indicate the need for a better understanding of Physical Education in our own country. Physical Education is still in its infancy. It is high time that our Universities offer Degree

courses in Physical Education. There are many problems for study and research in the field of Physical Education in India. Such studies will go a long way in bettering the physical fitness of our people as a whole and for improving our programmes.

We should also be willing to learn from other countries. We should encourage deserving candidates to go

abroad for higher studies to countries like Sweden, England and the U.S.A. We should also seek the help of the U.N.E.S.C.O. and the W.H.O. for funds and technical assistance in establishing research centres in India and also co-operate with the International Physical Education Congress in their efforts to make Physical Education reach the youth of the world.

All India Council for Sports

We welcome the formation of the All India Council of Sports. A council of this nature was an urgent need. Its purpose is not to control sports organisations, but to co-ordinate and promote the activities of the various sports promoting organisations in the Country. Its function is to act as a liaison between the government and various sports Federations.

Great things are now expected from this Council, if it is to fulfil its responsibility of promoting sports from the bottom. First, the National Sports Organisations of the country and their affiliated state organisations, apart from conducting annual championship competitions and tournaments, should also undertake promotion of sports. Secondly, sufficient number of trained coaches must be made available in our country. Every state must have a full fledged college of Physical Education with facilities to offer a two year

course with emphasis on coaching in the major games, track and field, swimming, etc. Every college of Physical Education must also function as a Coaching School for the various major games and sports. Coaching camps must be organised by the various national sports associations, National Sports Club of India and other agencies in the various parts of the country.

The purpose should be to evolve a National policy and programme which would reach millions of our children in schools, colleges and Universities and also the Police, Army, Air Force, Railways, Post and Telegraphs, etc. There is everything to gain from a programme of this nature. It will pay rich dividends by improving the physical fitness of our people as a whole. It will help to mould the character of the young and develop the democratic way of life. We also can expect the future

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National and International Champion to emerge out of the millions that come under this scheme.

We are including a statement on the "Development of Sports" issued by Hon'ble Rajkumari Amrit Kaur, Minister for Health, Government of India in this connection. We commend this statement to all sports lovers in India. The suggestions that are made in this statement should deserve the attention of all the sports organi-

sations in our country. The appeal to Governments, both Central and State, for adequate funds deserve immediate attention.

Funds will be required for the promotion of Physical Education and Sports on a nation wide scale. As already indicated, funds made available for such a purpose will be a national investment. We will be building a happy and healthy India through a programme of this nature.

Physical Fitness

There is a lot of interest today in physical fitness. Special programmes are suggested to improve physical fitness. A careful study of the proposals and programmes indicate that very few people understand what exactly physical fitness means. We are, therefore, publishing in this issue an article on "Physical Fitness" by Mr. K. A. Schrecker, Senior Lecturer in Physical Education, University of Pretoria. The author is a German by birth and had his education in Germany. He is an authority on the subject. We commend his article for serious study by all those who are interested in this subject.

According to Schrecker physical fitness means being adapted to do something physically. Whatever is done physically is work. Hence physical fitness generally speaking

means being adapted to do work. This does not, however, imply that in order to be physically fit, a person should actually be able to do every kind of manual work in the meaning of every day life. The division of labour has led to so intricate a specialisation of work that the attainment of such a universal physical fitness would be an impossibility for a single person. The concept of physical fitness is therefore narrowed down to the fundamental movements such as running, jumping, throwing, pulling and pushing, lifting and carrying, climbing, balancing, swinging and catching which underlie the various kinds of manual labour.

Discussing what does physical fitness comprise, the author goes on to establish that physical fitness comprises speed, strength and endurance

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on the one hand and skill on the other. The discussion on the relationship between physical fitness and its transfer to other fitnesses is interesting. The author is of the opinion that the chances of a transfer may be increased to other spheres as much as possible if the programme of Physical Education is made very comprehensive and also involve complicated movements.

The conclusion arrived at by the author deserves special attention from those who are engaged in the field of Physical Education. The author affirms that physical fitness is the immediate gain to be derived from Physical Education, and therefore be acknowledged as the paramount aim of Physical Education. Physical Education has, no doubt, other values,

but those concerned with the physique are important enough and we ought not be ashamed of them.

Physical Education has therefore a very important part to play in building physical fitness. Modern Physical Education uses the natural activities of man in its sports, games, gymnastics, etc. It must not be forgotten however that nutrition also plays a very important role in building physical fitness. Exercise by itself is no solution to this problem. Whole-some nutrition is equally essential. If we are thinking in terms of improving physical fitness, we should be able to provide a co-ordinated programme of Health and Physical Education.

Dr. Sammy Lee's Tour of India

Dr. Sammy Lee, twice world's Olympic diving champion, was in action in several important cities in India. His visit had both cultural and educational values. He proved himself not only the World's best diver, but also a very able teacher of the art of diving.

In narrating the story of his rise to stardom, he indicated that he decided to become a champion in diving at the age of five. He told his father that he was going to become the World's best diver. "Go ahead, son" was his father's reply "but do not neglect your mind". Dr. Sammy Lee gave

attention to his studies as well as his diving. He is today a Doctor by profession as well as the World's best diver.

Sharing his experiences, Dr. Sammy Lee stressed the need for systematic training and practice if one were to become a champion. It requires self-sacrifice, determination, will power, concentration and the willingness to go through regular and systematic practice.

Dr. Sammy Lee's visit has therefore not only stimulated interest in the art of diving, but has also helped to show how champions are made.

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Physical Fitness

by

K. A. Schrecker

Senior Lecturer in Physical Education, University of Pretoria, S. A.

I. What Does Physical Fitness mean?

Generally speaking, fitness means being adapted to something, and physical fitness, accordingly, means being adapted to do something physically. Whatever is done physically is, in the terms of physics, work, i.e. in all physical activities, also in those performed by man, a mass is moved over some distance with a certain acceleration. Hence, physical fitness, still generally speaking means being adapted to do work in this sense.

This does not, of course, imply that in order to be physically fit, a person should actually be able to do every kind of manual work in the meaning of every day life, i.e., all sorts of purposeful activities resulting in objects which are somehow useful. The division of labour, an inevitable concomitant of civilisation, has led to so intricate a specialisation of work that the attainment of such a universal physical fitness would be an impossibility for a single person. Therefore, in order not to become utopian, the concept of physical fitness has had to be narrowed. Only the fundamental movements, such as running, jumping and throwing, pulling and pushing, lifting and carrying, climbing, balancing, swinging and catching which underlie the various kinds of manual labour, are to be mastered, and it is presumed that an actual proficiency in these basic movements implies a potential proficiency in that kind of manual labour which a person, according to his aptitude, may choose for his occupation. (How far this supposition is justified, will be investigated in the third part).

On the other hand, to be physically fit implies more than the ability to carry out manual labour, and it is, in fact also in other physical activities that work, in the terms of physics, is done. It is, for one thing, done also in our coping with emergencies, e.g. in self-defence. It is further more involved in certain physical activities, viz. juggling, dancing and play, which man, who is not a purely rational being, performs for their own sake, or respectively for the sake of self-expression. All these latter kinds of physical activities likewise serve some vital needs, and the same fundamental movements underlie them too. Hence physical fitness, in the final analysis, means being adapted to do work in the form of basic movements such as are involved in any physical activity whatsoever.

II. What does Physical Fitness comprise?

To answer this question we have to ascertain what particular properties a living being must possess to do work (in the terms of physics) well. The means by which work is done is a machine. Hence as far as man is doing work he may be likened to a machine. (Although this comparison is often used in physiological text books it of course does not elucidate even from a merely physiological point of view the functioning of a living organism adequately.) For, firstly, whereas a machine is invariably worn out by the work it does, the living organism, within limits, improves its working ability – or, in other words, its physical fitness – by doing work, and secondly, whereas the energy of a machine is throughout directed from without,

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that of the living organism is, at least in part, directed from within, i.e. it is partly self-directing. Hence man may be regarded as a machine only with certain provisos.

In a machine doing work two things matter : The energy and the efficiency. Energy means the absolute potentiality of work (with which it is, therefore, in the terms of physics, equivalent), or in other words, it means the ability to do work irrespective of its utility. Efficiency, on the other hand, means, the potentiality of work in relation to the consumption of energy, i.e. the ratio that the amount of useful work, or the energy gained, bears to that of the total work put in, or the energy spent.

(a) Energy

When the living organism does work, that portion of its energy which, as mechanical energy, results in the work, may appear in three forms, viz., as speed, as strength and as endurance, according to the one or other of the three factors involved in work, viz. acceleration, mass or distance, predominates :—

Speed (energy) is the ability to do work in which, comparatively, a small mass is moved over a short distance with great acceleration.

Strength (energy) is the ability to do work in which, comparatively, a large mass is moved over a short distance with small acceleration.

Endurance (energy) is the ability to do work in which, comparatively a small mass is moved over a long distance with small acceleration.

In connection with these definitions the following points should be noted : by distance is meant that distance which is actually covered by the point of application of the force, or a parallel distance of the same length. The concept of mass under circumstances implies not only the quantity of matter to be moved, but also leverage. The acceleration will be relatively great especially if it surmounts the

simultaneous retardation. That is why speed activities are chiefly dynamic.

In conformity with the notion of work, the conception of speed, strength and endurance as energy is based upon a quantitative relativity of the three factors of acceleration, mass and distance. The relativity implies, firstly that none of the three factors must become zero, secondly that each of them can predominate over the other two only to a certain extent. Both these implications are significant for the usefulness of the said definitions.

The first implication restricts their applicability to such activities as entail external movement. For, as work implies the shifting of the point of application of a force, it necessitates the covering of a distance. In static activities carried out at rest, e.g. the holding of a position, our effort may be considerable, and internally (i.e. in connection with muscle contraction, blood circulation, etc.) work is done also in such a case, but seeing that with regard to trunk, head and limbs the distance factor is nil, there can be no question of work being done externally in such instances. This limitation may appear as an inevitable shortcoming. But, as the overwhelming bulk of the activities occurring in gymnastics and sport involve movement not only internally, but also externally, the range of applicability of the three definitions is nevertheless very wide.

The second implication, on the other hand, makes it clear that within this range they apply perfectly. For, just as in the mathematical formula, none of the three factors, acceleration, mass and distance, can by itself constitute the product of work, so actually none of them can supplant the other two in those activities of ours in which movement takes place. Accordingly, no speed, strength or endurance activity can be regarded as pure in its kind : Just as the three forms of energy, or work, represent no distinct contrasts but types, differing from one another

not essentially, but by degrees, so all our activities are mixtures, passing into one another by gradual transitions. By making allowance for this well-known fact, the conception of speed, strength and endurance as energy, or work proves true to reality.¹

(b) Efficiency

Efficiency corresponds to what, with regard to the living organism is called skill. The latter means the ability to regulate work in such a way that the efficiency is great as possible or in other words it means the ability of applying the available energy with the least possible waste. As every bodily movement, even the simplest one, e. g. arm raising sideways, is carried out with a certain force, within a certain extension and in a certain direction, and moreover, necessitates the preservation of the static or, respectively, dynamic equilibrium of the body as a whole, skill in particular implies the adjustment of force, extension and direction of movement as well as static and dynamic equilibrium. Accordingly it involves the co-ordination of divers muscular activities impelling, stopping, guiding, and balancing. (Hence, it appears that skill is, above all, an affair of the nervous system, it is, therefore, also called neuro-muscular control.)

It should be noted that in any activity whatsoever the adjustment of equilibrium is necessarily linked with that of force, extension and direction of movement. The control of balance, therefore, is only part of skill as a whole ; it is wrong to consider the control of balance as something that stands apart from, and ranks on the same level with skill. On the other hand, it is important to distinguish between static and dynamic equilibrium. The former means equilibrium held at rest or in uniform (i. e. equable and rectilinear) motion, whereas the latter means equilibrium held during accelerated (or retarded) motion. The adjustment of the two requires two different sense organs, viz., the ossicles for static equilibrium and the semi-circular

canals for dynamic equilibrium. This accounts for the peculiar fact that person may be able to balance well statically whilst his sense for dynamic balance is poorly developed and vice-versa.

Skill is, more or less, needed for all intentional activities because any work is done with a greater or smaller amount of efficiency. Generally, however, we become aware of the requisite skill only, if an activity has to be carried out with great efficiency so that it may succeed at all —(Examples are, a somersault and the catching of a swiftly lying ball, for speed combined with skill, which in such cases is termed agility, rising from single deep knee bending to horizontal half-standing, for strength combined with skill ; and a steeple chase run, for endurance combined with skill).

For the assessment of skill, it is very important that this fact should be realised. For, theoretically, skill, as efficiency, would have to be measured as the ratio, for instance, of the number of metre-kilogrammes (to be computed, according to Joule's equivalent, from that of calories) of the energy spent. Such measurements have indeed been made on the basis of very complicated physiological experiments, and average numerical values of human efficiency have been obtained in this way.² But it is obvious that practically, it would be quite impossible to measure skill in any such way. Therefore, especially in Physical Education activities, the ascertainment of skill will have to remain a matter of rating, and the latter will be feasible only, provided that a great deal of skill is required by the respective activity.

To sum up, then, physical fitness comprises speed, strength and endurance (as energy) on the one hand and skill (as efficiency) on the other. Therefore just as it would be useless to foster speed, strength and endurance as such, whilst neglecting skill, so it would be absurd to cultivate only skill without developing speed, strength and endurance. The former procedure would be tantamount to constructing a power-

ful engine which works uneconomically, whereas the latter would correspond to the construction of an engine which, as far as it works at all, does so in an economical manner, but is found to break down under any appreciable strain.

On the other hand, the three types of organic energy together with skill constitute physical fitness in its entirety. Whatever further physical properties may, besides them, be regarded as aims, of Physical Education are virtually subordinate to them. This applies, in particular, to suppleness and good posture. Suppleness, or litheness, means mobility of the joints and depends on the elasticity of muscular and connective tissues. It merely forms a prerequisite of skill. Our efficiency will be diminished, if part of our energy is consumed in the overcoming of internal resistances, owing to too great a tension of antagonistic muscles and the stiffness of ligaments and cartilages. Good posture likewise is to be regarded as such a prerequisite only. For too great deviations from normal posture are apt to aggravate the application of organic energy, be it speed, strength, or endurance, and, accordingly, decrease our efficiency. Suppleness and good posture, therefore, do not rank on the same level with those actual constituents of physical fitness, but stand to them in the relation of means to ends only.

III. In what relation does Physical Fitness stand to other fitness?

Physical Education, like all upbringing, is to prepare man for the exigencies of life. Physical fitness is the immediate gain to be derived from our training. We have, in the first part, defined physical fitness for our purposes as being adapted to do work in the form of basic movements such as are involved in any physical activity whatsoever and we have, in the second part stated what it comprises. The question is now: Is this (general) physical fitness useful in the acquisition of other (special) physical fitness

such as we need, e.g. in professional occupations?

The question brings us to the problem of transfer. This problem is usually considered only with regard to skill. According to most investigators, it appears that skill acquired in one sort of activity (say, ball throwing) entails an enhanced learning capacity at most with regard to similar activities (e. g. javelin throwing), but not with respect to dissimilar ones (e.g. discus throwing or perhaps high jump). In other words skill seems to be fairly, though may be, not quite, specific. This implies that there will be no appreciable transference of skill concerning physical exercises to activities occurring in professional work or warfare. These latter (e.g. drilling holes or shooting with a machine gun) are, as a rule very specific, i.e., involve co-ordinations of relatively limited muscle groups, whereas those of Physical Education are mostly more general, i.e. involve co-ordinations of the musculature as a whole. (Naturally, the less specific, or, in other words, the more comprehensive such occupational activities are, the more likely will be a transfer of skill because then they resemble physical training activities to a greater extent).

So that the chances of a transfer of physical training skill to other spheres may be increased as much as possible – if possible at all – two things would seem to be indicated: firstly, the programme of Physical Education should be very comprehensive, i.e. it should include a great many disparate activities. These activities should be such as combine skill with various kinds of efforts, pertaining to speed and strength as well as endurance, although it is, of course, by no means necessary for nor feasible to acquaint a person with all branches of physical training. At any rate, provided only that skill has been acquired in a great number of heterogeneous activities, it is probable that part of it may be of the kind demanded by some particular situation to be met with in peace or war. Secondly, as according to Sir

Fredrick Bartlett “there is some evidence that transfer is more likely to be made from the relatively difficult to the relatively easy than from the relatively easy to the relatively difficult.”³ The Physical Education Programme should comprise such physical training activities as entail very much skill, i.e. involve complicated movements, particularly promising as to transfer. To these belong also stunts, such as constitute the bulk of tumbling apparatus gymnastics as well as diving. Though apparently quite unrelated to activities of daily life, these would, because they involve nervous co-ordinations, offer some chance of a transference of skill, provided that they differ from these in degree of difficulty rather than in essence.

Let us, however, consider the problem of transfer also as far as it concerns organic energy. Because speed efforts, strength efforts and endurance efforts, as is well known, affect and develop the organism in quite different ways, it cannot of course, be expected that proficiency with regard to the one type of energy will entail proficiency also in respect to the others, (although, to some extent, endurance presupposed a minimum of speed, just as the latter presupposes a minimum of strength). The fact that there is no appreciable transfer of the one type of energy to a sphere where another one figures prominently, can be experienced by every performer, and therefore it means forcing open doors, if investigators, for instance, point to the negative correlations that have been computed between climbing which is preponderantly a strength exercise, and speed activities such as ball throwing and high jumping.

Besides, it should be realised that although McCloy and others regard arm strength as indicative of all-round strength, the promotion of the former does by no means ensure the latter. This is borne out by the fact that a person who excels in strength feats on horizontal bar, parallel bars and rings, which exclusively

develop the upper part of the body does not necessarily do well in weight-lifting at least in the snatch and the clean-and-jerk for which much strength in legs and trunk is required; this strength he must systematically acquire in order to become a good weightlifter. Therefore, seeing that in exercises with or on apparatus the arms are sufficiently used in handling or, respectively, holding on to, these very special provision should be made in Physical Training for the strengthening of the lower part of the body in order to ensure a harmonious development.

On the other hand, if by means of systematic exercise energy of any type-speed, strength or endurance has been acquired, there will most decidedly be a transfer of that particular type of energy to any other activity which requires it. A man who excels in sprinting jumping and throwing will be quicker in loading and firing a gun than some one who is a mediocre athlete, other things, especially skill, being equal; strength obtained through weight-lifting will stand a man in good stead when it comes, for instance to straightening the bumper of a motor car; and endurance gained by running long distances enables persons to continue light manual work of any kind (after they have learnt how to do it) the whole day long untiringly. There are opportunities enough for anybody to convince himself that this is so, at any rate, it has been experienced by the writer of these lines over and over again. There can be no doubt that speed, strength and endurance, each within its own sphere, are transferable practically without limits.

To sum up, skill, such as we acquire through physical training, can be transferred to other activities only to a very small extent and this very restricted transference will occur with some probability only on condition that such skill has been cultivated in many disparate branches of physical training and also with respect to difficult exercises. The specific skill

necessary for any kind of occupational work, will, therefore, always have to be acquired by learning the particular manipulation through special practice. Speed, strength and endurance, on the other hand, provided that they are the outcome of a comprehensive training, will under all circumstances stand a person in good stead for whatever purpose he may need them, each of course, in its own sphere. As to organic energy, therefore, physical fitness gained by exercise does constitute an asset in any practical walk of life.

IV. In what relation does Physical Fitness stand to health?

According to Dr. E. Jokl, it would be seen that health and physical fitness have nothing to do with each other. Those physiological adaptations which are effected by physical training are supposed to be unimportant for our health because the structural and functional changes involved in them are apparently useless under pathological circumstances. Neither do such adjustments render the athlete more immune against infectious diseases, nor do they diminish the likelihood of his incurring injuries, and much less will they prolong the span of his life.⁵

We can take it that in these three respects the said physiological adjustments brought about by exercise have indeed no influence on our health. Yet there remains the question: Are health and physical fitness entirely independent of each other? Let us put it more precisely: Is physical fitness of any avail for our state of health and vice versa is a good health in any way an asset in our endeavours to get and keep fit?

Both parts of this question are to be answered in the affirmative. As to the first part, we can briefly state this; If we leave out of account record sport and certain branches of physical training such as rugby and boxing, which certainly do more harm than good to health by

the incredible amount of injuries they inflict, a physical fitness which is due to a comprehensive training reasonably undergone does entail an improvement of health. For—to mention only some of the relevant facts—the striated musculature is developed and the blood circulation is promoted. Seeing that the former constitutes almost half the body mass, the enhanced metabolism in the striated muscles is bound to exert a favourable influence on the organism as a whole.

F. A. Schmidt writes in this connection: "Our muscles constitute about 40%, almost half of the total body mass. They maintain a very lively metabolism, which during muscular work may be increased by several times, its amount for hours. It cannot possibly be unimportant for the whole of the vital processes whether so substantial a portion of the entire body is developed to the full by frequent exercise, and continually undergoes more lively metabolic changes, or whether on account of inaction these changes remain but scarce and the whole mass of musculature continues on a low level of development. In the latter case, no doubt, also other physiological processes, such as digestion, re-composition of tissues, etc., will be influenced unfavourably, even mental and moral energy may suffer harm, vitality and enjoyment will be diminished.

As the number of capillaries per unit cross-section of the muscle increases correspondingly⁷, the described beneficial metabolic effect is in part connected with the blood circulation. The stimulus received by the latter from exercise, however, brings about further advantages, which are more mechanical. As the auxiliary forces of blood circulation are functioning better during efforts, the more vigorous flow of blood any lymph is apt to prevent varicose veins and piles as well as oedema, and tends to further the exertion of waste materials. Hence, quite apart from the benefit which the viscera derive from a normal posture brought about by suitable exercises, it will be obvious that a

state of physical fitness does promote health in many regards.

Vice Versa - as to the second part of the question minimum of health is indispensable for physical fitness. For even if there is no acute or chronic disease which saps a person's vitality, the mere subsequent effects of sickness may cause breakdowns during physical effort.⁸ It is true that exceptional performances may sometimes be accomplished by persons who are not perfectly healthy (just as, conversely, there are people who - usually on account of inveterate laziness - are incapable of any appreciable achievement in gymnastics or sport.) But never will a high standard of physical fitness be maintained in the long run without robust health - for the simple reason that extraordinary efforts are apt to exhaust the organism to such an extent, that it cannot recover betimes unless it has sufficient reserves. Therefore, it would be irresponsible to content that physical fitness can be obtained and preserved without a minimum of health. (It follows, of course, that Physical Education should include health education)

Conclusion

Physical fitness is the immediate gain to be derived from Physical Education. Whatever else may be gained besides, viz. in particular a moulding of character, is obtained in an indirect way, and therefore with less certainty. Physical Education may be regarded as an upbringing of the whole human being, with the physique only as a starting point. This conception has its dangers in that it has made physical educationists somewhat inclined to lose sight of - or even disdain - the physical side of their cause. Physical Education may indeed somehow shape man in his entirety, but, because of the complexity of human nature, it is certainly not easy to determine

and modify any effects which are less direct than those which concern the physique. The latter are important enough, and we ought not to be ashamed of them. Physical fitness, therefore, should be acknowledged as the paramount aim of Physical Education - as something that is not merely a stepping stone towards more or less vaguely conceived spiritual values, but that, whilst forming the basis for the consummation of these, is valuable enough for its own sake.

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- (By Courtesy of "JOURNAL OF PHYSICAL EDUCATION, JULY, 1954)."

An International Congress on the Essentials of Physical Education for Youth

A Congress for Men and Women in Physical Education

April 11—16, 1954

at the

Connecticut Valley Colleges in the United States of America

Amherst, Mount Holyoke, Smith, Springfield, and the

University of Massachusetts

Sponsored by

The American Association for Health, Physical Education and Recreation

At the International Congress on the Essentials of Physical Education for youth held in the Connecticut Valley Colleges and the public schools of Springfield April 11-16, 1954, many problems were discussed concerning the betterment and strengthening of programs of physical education. As a result of these discussions, two resolutions were passed. They are concerned with :—

- (1) an appeal to UNESCO asking for the organization through our leaders, of centres of training for persons concerned with physical education activities of youth. We believe that such centres are particularly needed in those parts of the world which have less developed programmes for physical education. We would hope that one, but two or three such centres might be set up for training of leaders and that the persons who taught at such centres would come from several parts of the world, rather than from one nation. If physical education is to improve and to do what it is possible for it to do for the betterment of youth, such centres are particularly important.

- (2) an appeal to the WORLD HEALTH ORGANIZATION asking for funds for study and research in physical education. We felt that to improve and better our programs, we need more research and more adequate study of methods and types of physical education throughout the world.

I. A Recommendation to U.N.E.S.C.O. from the International Congress on the "Essentials of Physical Education for Youth" - Connecticut Valley U.S.A. - April 11-16, 1954.

1. *Whereas* the proven health and character values of sports, athletics, and exercises can only be brought to the masses of youth of the world through well organized and scientifically guided programs of physical education, promoted by the educational and youth-serving agencies of each nation ; and
2. *Whereas* now many national and international agencies employ these forms of activities in their programs of education, recreation, and youth guidance in a way that

sometimes result in duplicating and confusing appeals to youth, and

3. *Whereas* the youth of many countries lack such opportunities

Therefore the International Congress on the Essentials of Physical Education for Youth representing 35 nations, meeting in colleges of the Connecticut Valley in the U. S. A. from April 11-16, 1954, respectively submits the following proposal for serious consideration and favourable action by U.N.E.S.C.O.

- (i) That U.N.E.S.C.O. sponsor an International meeting of
- (a) representatives of departments of education charged with responsibility for physical education of youth in each member country,
- (b) representatives of national and international agencies and organizations sponsoring or employing sport, athletics, or other exercise activities in their programs with youth, and ;
- (c) selected specialists versed in the scientific, educational and organizational problems involved.
- ii. That this international meeting be charged with the development of specific and workable plans for :
 - (a) The organization of regional leadership training conferences in four or five centres of world population, for the purpose of exploring ways that practices in the coaching, teaching, and guidance of physical education activities may assure their maximum contribution to the physical and moral development of youth.
 - (b) The coordination of the activities of the many different organizations and agencies that appeal to youth through their programs of sports, athletics and other physical education activities to the end that

all may more efficiently serve youth and the ideals of a free world.

- (c) The sharing of talents, resources, and experiences, so that the youth of the world who are now less favored should more nearly enjoy the privileges currently afforded to others.
- iii. That in seeking to implement this recommendation U.N.E.S.C.O. is invited to call on any or all of the below listed permanent organizations who approve and endorse the recommendation.

Endorsed by the International Congress on "The Essentials of Physical Education for Youth", Connecticut Valley, U.S.A., April 15, 1954.

II. A Recommendation to W.H.O. from the International Congress on "the Essentials of Physical Education for Youth" - Connecticut Valley - U.S.A. - April, 11-16, 1954.

Whereas health is defined as a state of complete physical, mental and social well-being, not merely free disease, and

Whereas the purpose of Physical Education is to assist the individual to attain the best possible level of positive health and a balanced development of the total personality by the use of his powers physically, mentally, emotionally and socially in and through physical activities, and

Whereas the establishment of physical education on a sound basis requires extensive scientific research to determine :

- (1) the effect of physical activities on the total well being of the individual ;
- (2) The kind and amount of exercise needed by an individual in accordance with sex, age and body type under various life conditions, and

Whereas the successful solution of these problems depends upon a long term coordinated program of research on both the international and the national levels, and

Whereas such research requires the formulation of a specific working plan by a committee which includes experts in Physical education along with experts in other fields such as physiology, psychology, neurology, medicine, anthropology and sociology, known for their scientific work on problems related to physical education, and

Whereas the World Health Organization has within its terms of reference, the promotion of positive health,

Therefore be it resolved that this International Congress on "The essentials of Physical Education for Youth" held in the United States, April 11-16, 1954, and officially representing 35 countries, urge the World Health Organization to take the initiative in convening a Committee of Experts and in creating the working bodies which may be deemed necessary to implement the research program developed by the Committee.

Official Resolution regarding the implementation of the recommendations made by the International Congress on "The

Essentials of Physical Education for Youth", held in U.S.A., April, 11-16, 1954:

Resolution III.

Whereas success in obtaining cooperation and assistance from:

- (i) U. N. E. S. C. O. in establishing youth training centres and
- (ii) the World Health Organization in establishing scientific research in Physical Education

depends to a large extent on the active cooperation and support of interested professional persons and organizations,

Therefore be it resolved that official delegates attending the conference suggest to their respective governments and to the national and international organizations to which they belong, that consideration be given to reinforcing the recommendations made by the International Congress on "The Essentials of Physical Education for Youth" held in the United States of America, April 11-16, 1954, and attended by official delegates from 35 countries, to U. N. E. S. C. O. and to the World Health Organization by officially endorsing these recommendations and by forwarding these endorsements to the Congress Chairman and through their own official national representatives to U. N. E. S. C. O. and to the World Health Organization.





Hon'ble Rajkumari Amrit Kaur at the Y. M. C. A. College for the Inauguration—August 1954

Development of Sports

By

HON'BLE RAJKUMARI AMRIT KAUR,
(Minister for Health, Government of India)

Sports are vital to the mental and physical health of the youth and are, therefore, vital to the well-being of the nation. In every country in the world, they are always encouraged and subsidised in part or wholly by the Government. We, in India, have up till now, as we have done in so many things, followed the British pattern. There is no gainsaying the fact, however, that no concrete or organised attempt has up till now been made by the Government to extend the vast field of sports to the entire country.

There must be plenty of good material in our country which, if well trained, could hold their own in athletics and games with any country in the world. How to reach out to them, how to improve existing standards, how to help those who are trying their best to struggle against odds are problems which should be tackled in planning any policy for a country-wide effort in this direction.

There are certain basic factors to be borne in mind. First of all, there must be a clear demarcation between the organisation of sports in general, or the provision of facilities for athletics and games of all kinds for the children and the youth of the country, and specialised sports where the best in the country can be given a chance to excel both in the national as well as in the international spheres. Obviously the first category, if well organised, will be the feeder for the second.

In the organisation of sports in general, the main burden must of course, fall on the State Governments but it would be a good plan for

the Centre to chalk out a general policy to be followed. I myself feel that funds should be allotted for the development of sports in all our plans, each state putting up detailed schemes for its own programmes.

INDIGENOUS GAMES

There are certain games indigenous to the country. I am not aware which of these should be encouraged or developed or whether some or any, because they are primitive in conception should be abandoned. In any event sports belong to the world and any game, wherever it originates becomes popular if there is intrinsic merit in it. Again certain games are more adaptable for certain countries or not adaptable at all for physical or climatic or traditional reasons. Base-ball, for example is almost purely a U.S. game and cricket has never taken root there. Tennis on the other hand and football are of world-wide popularity. In our own country football—and the same applies to cricket or hockey—is more popular in one state than in another. Athletics, of course, are again world-wide.

The following are the suggestions for the general development of sports:—

1. There should be a simple sports arena or stadium for a group of villages and likewise at every district headquarters where children and youth can be trained.

2. It should also be made compulsory for the village schools to have a game field for such games as are indigenous as also opportunities for cricket, football or hockey whichever is preferred.

[Page Seventeen...

3. Athletics should be developed in both the above centres. Not much organisation is really required for organising races of all kinds, jumping etc., for little ones. Swimming can be developed with ease wherever there are facilities, sea or lakes or tanks.

4. The training of instructors is of the essence. Special camps may be held for the same. Juniors must be taught correct postures, etc. for every game so that they may avoid bad habits from their earliest years.

5. Healthy competition between neighbouring areas from the village right up to the district and state level should be encouraged. This would, in its turn, lead to Inter-state competition.

6. Existing facilities in schools in urban areas as also in our Universities should be greatly increased. The present playing fields are not able to cope with the demand.

INTRIGUES MUST BE AVOIDED

As in the U.K. Amateur Sports Associations have come into being in India and have undoubtedly made a very great contribution in the field. The misfortune seems to lie in the fact that from what one hears, the founders and patrons of these associations who were filled with a real love of games have more or less gone out and been replaced by persons who are not always fired by sportsman-like zeal, with the result that intrigue and a lowering of standards have come into a sphere which should be far above party or communal strife or State or power politics of any kind.

There are persons who suggest that the only way in which this sorry state of affairs can be banished is for the Government to take over the entire administration of sports. Striving as we are to solve our problems in a democratic manner, I am of the opinion that it should not be beyond the bounds of possibility for the Government to help the organisations to

reform themselves from within, without doing away with amateur effort which should be encouraged at all times. Where Government, whether State or Central, give money grants, they have the right to see that this money is properly spent and that injustice do not take place.

The following suggestions may be of help : 1. All Sports associations should submit a list of names of their governing bodies and/or executive committees as also a clear statement of their financial position.

2. A detailed programme for the year should be drawn up and submitted for approval to a body set up by the Government. This body should consist of men and women who are lovers of sports and knowledgeable about games and athletics and who would judge schemes on their merits.

3. The sporting associations can then run their programme themselves and send periodical reports of their work. They will be expected to raise money for their programme locally also as they have hitherto done.

4. In specialised sports coaching is very important.

5. It should be our endeavour to employ our own youth who have excelled, whether in athletics or games, as coaches. Such action will open out a sports career to athletes. Foreign Coaches may also be employed where capable Indians are not available and their allocation made in a wise manner.

6. The training of coaches in both the field of athletics and games is most essential for years to come. We shall not be able to cope with the demand which will not only apply to specialised sports but also to instructors in the general field.

7. Government grants should be willingly given to these organisations which are making a contribution in this vital work of coaching, provided, of course, their schemes are approved.

8. There are only two stadia of international standards in India today thanks to the wonderful endeavour of a group of sports lovers. The ideal should be to have one in every capital city.

9. Schemes for sports organisations for specialised training should include, apart from coaching, a certain amount of equipment which would enable organisations to provide the same in the shape of rackets, balls, bats, etc. to those young persons who cannot afford to pay for them. And in the matter of games like tennis, courts may also be included.

10. Those who can afford to pay coaching should certainly do so.

One other way for Governments both Central and State, to encourage sports is to give some kind of preference for employment to those who have excelled in sports and brought a good name to India, whether at home or abroad.

I have suggested a central Committees who would advise the Central Government as to money grants for their various programmes to the specialised agencies or organisations or business firms or even individuals who are making a recognised contribution to the training of youth. Every State should also have such a committee. These would constitute a very healthy influence on sports organisations in general.

In my note, I have not touched on physical education though I look upon it as vital to health. Gymnastics should be compulsory in every school and college and gymnasia should be built up all over the country. Yogic exercises must be encouraged and I would like to see competitions in drill and gymnastics from the lowest up to the highest level. Mass drill on national and other special occasions have a tremendous psychological value on youth. This should become a regular feature all over the country.

Greeting his pupils, the Master asked :

"What would you learn of me?"

And the reply came :

"How shall we care for our bodies ?

How shall we rear our children ?

How shall we work together ?

How shall we live with our fellowmen ?

How shall we Play ?

For what ends shall we live ?"

And the teacher pondered these words and sorrow was in his heart for his own learning touched NOT these things.

—CAHPMAN, J. CROSBY & COUNTS, GEORGE S.

Principles of Education,

BOSTON, HOUGHTON MISFIN Co., 1924 (Foreward)

Fundamentals of Athletics

By

TED ARNOLD

110 Metres Hurdles

The high hurdler should be tall and have long legs. He must possess great natural speed and his muscles and joints should be flexible. Of these characteristics speed is the most important. Sarwan Singh, the Asian Champion, is less than 5 ft. 10 in. but his legs are fairly long and he possesses great natural speed.

The fundamentals of Hurdling include the following :—

1. Start.
2. Approach to first hurdle.
3. Take off.
4. Action over this hurdle.
5. Action between the hurdles.
6. Sprint to the finish.

The approach to the first hurdle is usually covered in eight stages. If the hurdler prefers to do it in seven or nine he must reverse the position at the start, placing his take off foot on the rear block instead of on the front block. However, it is better to use the eight steps approach, with the normal starting position. The hurdler must accelerate as much as possible between the start and the first hurdle, but he will not be able to achieve his maximum speed in this short distance. Therefore, his acceleration must continue between the first three or four hurdles.

The take off for the hurdles must be at least seven feet in front of the hurdles. The action of the take off leg is similar to the action of the take off leg in long jump. The hurdler does a rock-up and spring up by extending the knee and ankle. As the take off starts the lead leg must swing forward and upward. The lead leg



“Over the First Flight”

The start for 110 metre hurdles race is practically the same as any sprint start. Some hurdlers rise up more quickly than sprinters in order to be able to look at the first hurdle as long as possible.

will be bent at the knee so that the knee leads when this action starts. As the knee comes up the leg will be extended until it is almost straight as the man starts over the hurdle. As the lead leg comes up the hurdler must bend forward

at the waist and extend the opposite arm forward. This gives balance. As the lead arm goes for and the other arm swings back in the normal sprinting position so that the hand is about even with the hip. The forward body lean and the action of the lead arm must be synchronized perfectly with the action of the lead leg. (This is the common form but it may be interesting to note that several champion hurdlers extend both arms forward at the take off. It is not advisable to attempt to teach this to the average hurdler unless it comes natural to him.)

The best way to determine the proper forward body lean is to note whether or not the head travels in a straight line throughout the entire race including the clearing of the hurdles. The best hurdlers manage to keep the head in the straight line. If the head bobs up and down the hurdler does not have proper body lean or he may be “high jumping” the hurdles rather than stepping over them.

When the foot of the lead leg is about 8 inches in front of the hurdle it reaches its maximum height which is a few inches higher than the hurdle. By this time the take off leg will be off the ground and should be snapped up beside the body in such a position that it forms 3 right angles. The thigh is extended straight and to the side forming a right angle with the trunk. The knee is bent 90 degrees so that the lower leg is at right angles to the thigh. The foot is at right angles to the lower leg so that the toe points straight out to the side. The hurdler is now in the position of greatest efficiency for clearing the hurdle. He starts pressing down with the lead foot when it is still 8 inches from the hurdle. This will make him barely clear the hurdle. As he snaps the lead leg down smartly he pulls the lead hand back and brings the trailing leg through for the first stride after landing. The landing should be made within four feet on the opposite side of the hurdle. This must be done in such a way that no speed is lost and sprinting form can be resumed immediately. He must cover the distance between hurdles in three steps. Each hurdler must work out his own stride pattern but in most cases the first step after landing will be a bit shorter than the other two. Since the hurdler will have a tendency to tire after the middle of the race it is advisable for him to

attempt to clear the last three hurdles by a slightly greater margin. This should give him just enough more height to make up for his tiring and he will actually be clearing them all at the same height.

After the last hurdle is cleared the hurdler is strictly a sprinter. He must be able to gather himself for a good finishing burst, aiming at a sport a few yards beyond the tape. Many important hurdle races are won or lost in this last final burst.

In teaching hurdles to beginners the hurdles are usually set lower. Sometimes instead of practising over an actual hurdle it is advisable to use a light bamboo rod or a light weight ribbon or crepe paper tied between two hurdles, to lessen the danger of injury to the hurdlers. One of the best ways to teach the action of the take off leg is the trailing exercise. This is done by placing the lead leg just ahead and to the side of the hurdle extending the lead arm forward, bending forward at the waist and snapping the trailing leg over the hurdle in the correct hurdling position.

A very good method of teaching the forward body lean is by a device called the window hurdling. Place jumping standards beside a hurdle so that the cross bar is directly over the hurdle just a few inches higher than the normal height of the hurdler. As he goes over the hurdle he will of necessity bend forward at the proper angle to prevent striking his head on the crossbar. The hurdler must perfect his form over one hurdle before he tries to over a series. Even then, he will not be ready to run the entire flight. The experienced hurdler will do most of his practising over about three hurdles and will run the full flight only about once a week.

When the hurdler is ready to try more than one hurdle he may have difficulty in covering the distance between hurdles in three strides. Rather than have him develop the habit of taking five strides it is better to set the hurdles a little closer and gradually widen the gaps to the normal distance as he improves.

To become a champion in 110 hurdles the athlete must have plenty of courage, stamina and the patience to practise faithfully.

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College News

The training for a new batch of students began with the reopening of the College on July 1st. This year we had to confront a serious problem in the matter of admission owing to a larger number of applicants, both men and women than in previous years. Unlike other colleges, the problem is not great for us, as the final selection is made by a series of practical tests. Such tests enable us not only to eliminate the poor ones, but also help to determine the skills of all new comers. When the material at hand is known, it is easy to strike ways and means of offering the students the best possible training. After the process of "weeding out" we now have on our rolls 270 men and 69 women. We are proud to think that the college has never had such a large student body in the years past. Out of the 339 students, 56 are for Diploma course, 53 students for Higher Grade and the rest of them, of course, the bulk of the student body, are for the lower grade course. We have one woman student taking the Post Diploma Course in Physical Education.

Our students belong to villages and towns, far and near, practically from every state in the Indian Union. A big contingent has come from Ceylon as well. They did not take much time to settle down in their new surroundings at the college. Life becomes interesting and colourful when people with different customs and manners live together in a large community. The dormitory system of housing provides more opportunities to bring them closer for better understanding and it teaches them the "art of living".

Staff:—Mr. A. K. Singh, who acted as Principal of the Andhra Training College of Physical Education, Vijayawada, for two years has joined the College staff as Vice-Principal.

We are happy to have Mr. Singh with us again. Dr. Harry D. Edgren, Professor of Education, George Williams College, Chicago, Illinois, U. S. A. is now in India as a Fulbright Professor for a period of one year and he has been assigned to our College. He has several years of experience in the various branches of Physical Education, particularly in the field of recreation and his experience is being fully utilised. It is a privilege to have Dr. Edgren at the College. Mr. S. D. Chopde, who is now in U. S. A. at Springfield College, will be here soon after taking his Master's Degree in Physical Education.

Buck Commemoration Day:—Twentyfourth July is an important day for the College and all those in the profession of Physical Education in India. It was the day when Mr. H. C. Buck, the Founder Principal of this institution passed away after 23 years of continuous and hard work for building up a profession in this country. The commemoration day was fittingly observed at a public meeting held at the Recreation Hut. Tributes were paid to the late Mr. Buck by the Principal, Mr. C. C. Abraham, Mrs. Mona Hensman and Mr. P. R. Subramaniam. A large gathering was present at the function.

Inauguration by Hon'ble Rajkumari Amrit Kaur:—The most notable event at the college, apart from other events was the inauguration of the current academic session. Preparations for the inaugural function were in full swing from the beginning of the year. The staff and students kept themselves busy making necessary arrangements and planning them in detail. The inauguration day fell on 5th August and it was a day of great expectations.

We had the honour of having the Hon'ble Rajkumari Amrit Kaur, Minister for Health,

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Filling up the Record Forms



Taking Turns for X-Ray



Stepping out After X-Ray

Mass X-Ray of Students is an Annual Feature of the Y.M.C.A. College

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Government of India, as our Chief Guest. The function was held on the eastern side of the college buildings. Well wishers, friends and old students of the college turned up in large numbers in response to our invitation. They had their seats amidst the tastefully decorated surroundings. The Hon'ble Minister was received at the College lobby and ushered into this happy gathering.

The programme began with a demonstration of physical activities by the students. Indigenous exercises, light apparatus work, conditioning exercises, tumbling and lezim were some of the items. Every one sat spell bound as one item followed the other. The boys and girls played their part very well. The demonstration captivated the audience and they all appreciated the high standard of performance.

The meeting began with a fitting welcome by the Principal Abraham, following which the Hon'ble Minister addressed the gathering. She paid a handsome tribute to the services rendered by the Y.M.C.A. College and expressed her wish that the Y.M.C.A. may establish similar institutions in every state in the Indian Union.

The occasion was also utilised for welcoming Dr. Edgren who has been assigned to the college as Fulbright Professor for one academic year and to bid farewell to Mr. T.D. Santwan, who was retiring as the General Secretary of the Council of Y.M.C.As. Mr. A.K. Singh, welcoming Dr. & Mrs. Edgren, stated that Dr. Edgren would be of great help in stimulating interest in the field of Recreation and

Group Work in India. Dr. Edgren made a suitable reply. Mr. Victor Chandran in bidding Farewell to Mr. Santwan stated that Mr. Santwan was the first Indian General Secretary of the Council of Y.M.C.As. and during his 35 years of service, made a very valuable contribution to the Y.M.C.A. movement in India. Mr. Santwan wished the College every success in the future and congratulated the students who had come from all parts of the Indian Union for learning Physical Education in the college.

The inauguration this year was a great day for the college. The presence of Hon'ble Rajkumari Amrit Kaur was a source of great inspiration to the boys and girls. We will cherish the happy memories of this great day.

News in General :—The routine at the college goes on. In addition to the usual activities we have had picnics, project sports and other celebrations. The students had the opportunity of seeing the performances of Dr. Sammy Lee, the Champion Olympic Diver, at the college Pool. The intramural competitions between houses have begun and the Students' Association also has started its activities. Two and a half months have passed off smoothly and we hope that we are not boasting when we say that everything has been well with us. There is complete co-operation on the part of every one on the campus and no doubt there is an unanimous understanding and acceptance of the essential conditions of life in an academic community.

V. H. DHANARAJ.



Alumni News

The Alumni Association of Y.M.C.A. College of Physical Education has decided to install a bust of the late Mr. Buck at the College in March 1955. The Executive Committee has formed a sub-committee consisting of Mr. P. R. Subramaniam, Mr. J. P. Thomas and Mr. V. E. Easaw to make arrangements. Meanwhile, the Association has sent a special appeal for a contribution of Re. 1 towards the Buck Memorial fund since the amount we have at present is not sufficient to install a nice bust. We have only Rs. 3100. If we are able to raise more than the amount we need for a bust that will be used for erecting a portrait of our great leader in the College. If you are not in receipt of the appeal, please consider this as the appeal and send in your contribution of Re. 1 to the Secretary. Receipts will be acknowledged in our journal "Vyayam".

The Executive Committee was very much disappointed at the poor response for the Mia Memorial Fund and resolved to keep it open till 31st December 1954. The Committee has authorised the Secretary to receive any contribution for this fund. We have at present only Rs. 60-13-6 on this fund. Please consider this as a special request and send in your contributions. Let us all unite in our determination to honour a man to whom we owe so much. If sufficient amount is collected we have plans to erect a portrait of Mr. Mia and present an intramural shield in his memory to the College.

The Alumni Association is printing an Alumni Directory. If there is any change in your address you may please write to the Secretary quickly, stating the year of your stay at the College. We hope to publish the directory before the end of the year.

Alumni Association has plans to organise a "get-together" of the members, at various centres during the year. One of the important features will be discussion on current problems. The first get together of the city alumni is held on 10th September at the Y.M.C.A. College, Saidapet when the Alumni would welcome Dr. & Mrs. Edgren.

Alumni Association will be thankful if the members inform the secretary about their appointments.

Last year 325 members joined the Association and 21 members renewed their membership. The Alumni Association welcomes every alumnus to renew his membership. Membership fee for one year is Re. 1/- for diploma, and Rs. 0/3/0 for others or Rs. 10/- for life membership.

ALUMNI IN THE LIME LIGHT.

Mr. A.K. Singh has come back to the College after two years of service as the Principal of the Vijayawada College.

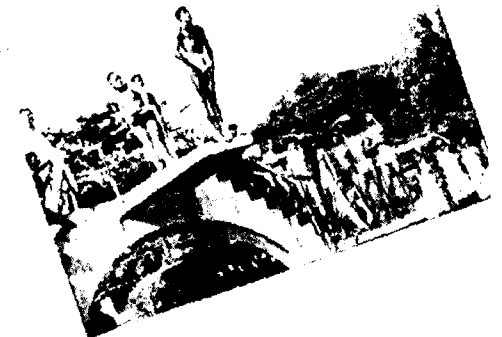
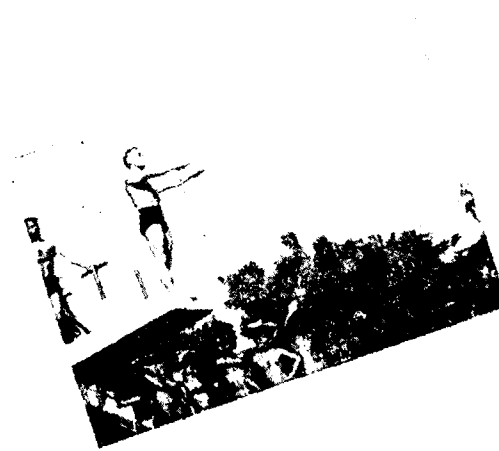
Mr. R. S. Mohan completed 3 years of post-graduate study at the Springfield College and is expected to return to India shortly.

Mr. N. C. Parappa and Mr. Robson, two of our Alumni, have left for the U.S.A. for Post-Graduate study at the Springfield College. Our congratulations to them.

Mr. Kittu one of our distinguished alumni represented India in Football at the 2nd Asian Games. Kittu who hails from Tanjore plays Basketball and is a very good athlete. He was one of the members of the East Bengal Team which toured Russia and Eastern European Countries. Being young, we hope that many more feathers will be added to his cap.

V. E. EASAW,
Secretary, Alumni Association.

Dr. SAMMY LEE AT THE COLLEGE SWIMMING POOL





Onam Celebration



"Kittu" '49—50 National Football Star

BOOK REVIEW

SPORTS — THEIR ORGANISATION AND ADMINISTRATION

By

William Leonard Hughes, Ph. D., and
Jessie Feiring Williams, M.D., Sc.D.

Published by

A.S. Barnes & Company, New York.

Dr. Hughes and Dr. Williams, two outstanding men in the field of Physical Education are the authors of this book. Participation in sports has large social significance today. A national culture reflects the interests of the people. When people live an outdoor life, engage in athletic contests and manifest an interest in wholesome play, the cultural outcomes can be predicted.

Sports touch both sexes, nearly all age levels and almost all institutions in society. But sports present problems not only to the teacher, coach or director who is intimately engaged in its affairs, but also to the administrator in education, in industry and in social agencies. Since the conduct of sports is socially significant, and since sports present many problems, the organisation, the administration and the management of them are matters of prime importance.

Chapters I and II of the book consider the place of sports in modern American life. Chapters III, IV, V, VI and VII deal with sports in elementary schools, secondary schools, colleges, social organisations, industry. Chapter VIII deals with organisation of sports. The subsequent chapters deal with sports staff, finance, care of equipment, management of sports, sports facilities, etc.

Though written for the American people with an American background, the book would be

of great help to all those who are connected with sports in India. The authors have very valuable suggestions to offer in the matter of organisation and administration of sports. This would be a very valuable book for our school and college libraries as well as for the various sports organisations in our country.

— C. C. ABRAHAM.

GUIDE TO BETTER LIVING

Published by

THE ORIENTAL WATCHMAN PUBLISHING HOUSE,
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Price : Rs. 12/8/0.

This is one of the best books so far published in India in the field of health. It is designed to bring to the reader salient principles of health. Various aspects of health are discussed by recognised authorities in their respective fields.

The book is in five parts. The first part deals with "A STRONG BODY". Problems relating to diet and prevention of diseases including cancer, malaria, tuberculosis, infantile paralysis are discussed. Part II deals with "HABITS THAT INHIBIT". The effects of alcohol and tobacco are fully discussed. The healing value of laughter, how to relax and be healthy are some interesting problems discussed in this section. Part III deals with "SAFE REMEDIES" which include the healing power of God, care of the sick at home treatment, symptoms and treatment of poisoning and first aid. Part IV is on "A NEW WORLD ORDER". It presents certain pertinent facts of present day living, discusses anxiety about the future, the Kingdom to

[Page Twenty-five...

come, things to come, etc. Part V deals with "THE PURSUIT OF HAPPINESS". Topics discussed in this part are truth that makes man free, emblem of loyalty, one hundred facts that you should know, life beyond, etc.

The book is profusely illustrated. It is printed in art paper and is an excellent production.

Health is a problem which is very important to our people and should be taught in our schools and colleges as a regular subject. "Guide to better living" would be an excellent text-book in our secondary schools. It is also suitable for Intermediate students. Every school and college library must possess this book.

— C. C. ABRAHAM.

BUDGE ON TENNIS

By

J. Donald Budge

Published by

Prentice-Hall Inc., New York.

A lad utterly indifferent to tennis was to make history in his teens. At the age of 22 he held four championships in one same calendar year (1938)—of United States, Great Britain, Australia and France. Also he is the only champion of men's singles, men's doubles and mixed doubles at Wimbledon in 1937 and again in 1938. His name is Donald Budge. What a glorious and enviable record! From such an Olympian of sports comes this book. With a wealth of practical experience, Budge has put between covers the technique and tenacity which crowned him with signal achievements.

In ten lucid chapters, the great player covers from instructional matters and 'know-how' to the tactics and strategy required by beginners as well as more advanced players. His experiments on theories of winning go a long

way to build the hopes of budding players. He proved himself as a staunch believer that a champion is made and not born; and he explains convincingly in the chapter "Fundamentally Speaking". Dealing chapter by chapter on 'Grips', 'Mechanics of Drive', 'Serve and Smash', 'Auxiliary Strokes' the author has made clear many a misty way that lay before the beginners, and clears many a doubt and perplexity that trouble more advanced players. In all these chapters he has vividly explained the step-by-step movement to accomplish grace and perfection. In addition to this, these chapters are ably supported by 64 action photos taken from slow-motion film. In the chapter 'Psychology and Strategy', the reader will note that to possess a composed frame of mind when one is on the court will help him toward winning. Speaking of strategy, Budge has analysed it into two phases: (1) to utilise strokes to overcome opponent's defense, and (2) to detect opponent's weakness and exploit them. Besides an individual champion, Budge has very valuable suggestions to make as to how to win a doubles match. He has given some personal cues in the last chapter which cannot be lost sight of. An appendix with a glossary of technical terms and rules of Lawn Tennis is also added.

This book, in short, is as much a mighty contribution in cold print, as the Champ Budge's canny court games. It can rightly be recommended as a 'must' be read book for all those interested in improving their standard of tennis.

D. S. LUTHER.

"SWIMMING AND DIVING"

Published by U. S. Naval Institute,

Annapolis, Maryland.

A feature of the American Navy, in recent years has been its efforts towards perfecting a scheme of physical training. The Naval Aviation Physical Training Manuals were first published

during the Second World War to provide the best standardized instruction in selected physical activities. Over two thousand of the nation's leading Physical Education teachers participated in planning their programme and most of them contributed in the preparation of the manuals. Apart from serving as guides for physical training programmes, these publications have proved useful for training and coaching teams in games and sports. So much so, the books have found a wide usage in the civilian field for instruction in the various games and sports and have been accepted as text books and coaching manuals throughout U.S.A. and in many other countries.

The book on "Swimming and Diving" (formerly known as "Swimming") was first published in 1943 by the U.S.A. Naval Institute and now it has been revised and brought up-to-date. This book is the result of the combined effort of a group of expert aquatic coaches. The book is well got up and attractively produced.

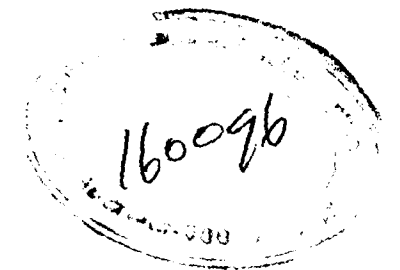
"Swimming and Diving" is a comprehensive text and guide on aquatics and the different chapters in the book deal with every aspect of

the sport. The first four chapters of the book deal with facilities and pool administration. No one in India could possibly use all the material contained in these chapters as the existing facilities are quite different. Therefore, it is a matter of selecting the correct material suitable to local conditions. Two chapters are devoted for teaching methods and beginners' swimming. The techniques of the standard swimming styles (the crawl, back stroke and breast stroke) and explained in clear terms. There are also chapters dealing with life saving, aquatic games and testing procedures. The last part of the book on competitive swimming and diving contains authoritative and up-to-date information. The various styles of swimming and the popular dives are fully illustrated with photographs. The book also contains a few interesting cartoons.

This book would therefore be a very necessary acquisition of every one interested in promoting aquatics in this country as well as to those in charge of swimming pools. We would like to see this book in the hands of every swimming instructor.

V. HUBERT DHANARAJ.

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