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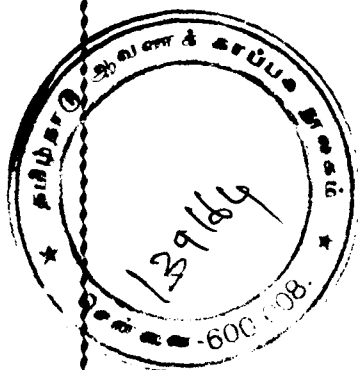
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EDITORIALS

Prime Minister Nehru speaks on Physical Fitness :

We publish in this issue our Prime Minister's challenge. He is prepared to run, swim or ride a horse and beat anybody of his age in most contests.

This challenge is an indication of his health even at the age of 68. He makes no secret of it because he says he has always attached a good deal of importance to keeping the body fit and strong.

He also makes an appeal to our young peoples to be healthy, strong and agile because he believes that without a physical background we can hope to make good intellectual progress.

As a nation, our physical fitness is of a C 3 standard. Everything possible should be done to improve the standard of fitness. Adequate nutrition and rational exercises are very essential for building fitness. Programmes of Health and Physical Education in our Schools, Colleges and Universities should be planned towards this objective.

At present, Physical Education is not receiving the attention it deserves, particularly in our educational system. It is high time that we put into practice what our Prime Minister has suggested.

A Better Deal for Physical Education :

We publish in this issue an article entitled "A Wider Concept of Physical Education" by Mr. G. D. Sondhi, now Honorary Adviser to Government of India on Youth Welfare. It is a thought provoking article. He draws attention to the fact that educationists the world over are agreed that the after-school hours are much more important than the classroom hours for the training of character, building up of health, development of initiative, and resourcefulness and for inducing students into work of social usefulness

and the spirit of social service and above all for developing leadership.

His suggestions for the way out deserve serious consideration. First, he suggests that there is a need to broaden the curriculum of training in our teacher training institutions and to include leadership training as a major objective of teacher training. Second, he makes a plea to widen our concept of Physical Education and of the functions of the Physical Educationist. He suggests that the impor-

tance of Physical Education must be considerably widened. It should not only deal with the body developing activities but with many of those that sharpen intelligence, evoke skill and bring forth the capacity for leadership. Third, he suggests that not only the status, but also the calibre of the Physical Educationist must be vastly superior to what it is at present.

The above recommendations for improving the status, the calibre and the training of Physical Education

teacher should receive immediate attention of our Government at the Centre and in the States and also of our Universities. The present one year training course which is now given in Physical Education Institutions is too inadequate. We have been stressing in these columns for the past two decades of the need of making Physical Education a degree course of at least two year's duration. The salary and status of the Physical Education Teacher also need improvement to attract the right material.

Recreation in our National Life:

We draw the attention of our readers to the article on "The Selection and Training of Leaders in Recreation" by Dr. Harry D. Edgren, Fullbright Professor in Group Work and Recreation in India. In this challenging article, Dr. Edgren points out the place of Recreation in our National life, and the need for the selection and training of leaders in Recreation. According to Dr. Edgren, Recreation has an important contribution to make in the lives of people. Just as the schools need teachers, temples mosques and churches need priests, so Recreation needs leaders to instruct, guide, promote, stimulate and lead people into a worthy and whole-

some use of their leisure. Then and then only will Recreation take its rightful place as an important aspect in the life of all people in India. To meet this demand a steady supply of well educated and qualified Recreation leaders is necessary. According to Dr. Edgren the Y. M. C. A. College of Physical Education, is the logical place to begin the training of these leaders.

Recreation is a fundamental human need. The people of India should have worthwhile things to do during their leisure hours. The suggestions by Dr. Edgren in the matter of selection and training of leaders in Recreation deserve attention and immediate action.

Bob Richards on Athletics:

We publish in this issue the summary of the statement made by Bob Richards, the U. S. Pole Vault Champion, at the reception held in his honour by the Madras State Olympic Association during his visit to Madras recently.

It is often said that an athlete is born and not made. Bob Richards does not believe in this. He is convinced that hard work is more important than natural abilities. World famous athletes like Zatopek, O'Brien and Whitefield, train for several hours a day. Bob Richards himself has put in 8000 hours of pole vaulting ever since he began at the age of 12. According to Bob Richards there is no short road to success. Hard work and only hard work will bring in results. He believes that work is not only important for the body but hard work is necessary for building the mind also.

Not only the athletes be prepared to work hard, but they should have sufficient faith in their own abilities.

Self-confidence is very important to an athlete.

The reason why Indian athletes do not reach high standards, is mainly because they are not prepared to work sufficiently hard. To reach high standard in athletics, an athlete should be prepared to make many sacrifices and work very hard.

In modern athletics, physical condition plays a very important role and an athlete must be prepared to work sufficiently hard each day and get into the finest physical condition possible. Unless Indian athletes accept this principle, they cannot expect to reach high standards.

While in India, Bob Richards indicated that he would be prepared to spend a year in India after competing at the coming World Olympic Games at Melbourne. We trust that the United States Information Service in India will arrange for such a visit of Bob Richards for at least a year in India. Such a visit will really stimulate interest in athletics all over the country.

Handicaps to development and improvement of Athletic Sports in India:

Mr. Brutus Hamilton, the U. S. Olympic Track Coach, for the 1952 Helsinki Games, who was on a short visit to India to help with the various Athletic Coaching Schools run in the country, was of the opinion that the

lack of sufficient encouragement from educational institutions and the inadequate number of sports meets and want of enough senior coaches, were the main handicaps for the development and improvement of athletic sports in India. While praising the potentialities and possibilities of Indian athletes, he pointed out the need for proper guidance and encouragement.

Mr. Hamilton was very much surprised to see that there were very few students among the Indian athletes. Athletes, in India, he stated, mainly belonged to Army, Police and other Services, while in the United States most of the athletes were University students. This was clearly indicated at the National Championship in Track and Field recently held at Calcutta. Only two University men competed in the National Championship.

The best years of performance for a Track and Field athlete is between 20 and 24. Very rarely we find athletes over 25 years of age winning laurels at National and International Cham-

pionships. It is therefore readily seen that the best years of performance of an athlete is, while he is in the University or immediately following his University career. If we are really anxious to raise the standard of performance of Track and Field Sports in India, it can only be done by making Track and Field a specialised activity in our schools, colleges and Universities. Every University must have a small stadium with facilities for coaching. A well qualified Track and Field Coach should be in charge of the training programme. It is also necessary to organise adequate number of sports meets to provide competition.

To enable the Universities to provide the necessary facilities, equipment and staff for promoting a good programme of Track and Field Sports, the Universities Grants Commission must allot sufficient funds for this purpose. If the Universities are provided with trained coaches, equipment and facilities, there is no doubt that the standard of Athletics in our Universities is bound to improve.

PRIME MINISTER NEHRU'S CHALLENGE

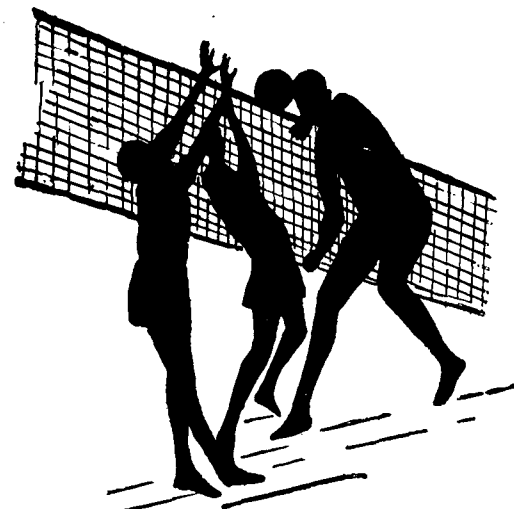


"If your hands can do things your mind can work more satisfactorily."

He claimed: "I am prepared to beat anybody of my age in most contests. If you want me to run 100 yards or a mile, I can do so. If you want me to swim, I can swim. If you want me to ride a horse, I can ride a horse."

"If I may take you into confidence, I have always attached a good deal of importance to the body being fit and strong. I have a peculiar dislike for weakness. I don't sympathise with the weak."

"I say so because many people think that it is rather aristocratic to be ill. I want young people to be healthy, strong, and agile because, individuals apart, I don't think we can make good intellectual progress unless we have a physical background."



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ORGANISATION OF PHYSICAL EDUCATION

BY

J. P. THOMAS, M. Ed.,

Y.M.C.A. College of Physical Education, Saidapet, Madras-15.

The book has been written on the basis of an extensive study and research carried out by the author at the Y.M.C.A. College. An indispensable guide to every Headmaster and Physical Education Teacher.

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SOME OPINIONS :

1. "Sri J. P. Thomas has rendered very valuable service by writing the book 'Organisation of Physical Education'. The book is written in clear and lucid style and contains well considered thoughts on varied methods of teaching and organisation of Physical Education. I am sure it will prove a very useful guide to the students of Colleges of Physical Education and will provide an interesting reading to the general readers. The book is based on the cognate experience of the author in the realm of Physical Education."—M. CHAUBE, Principal, Govt. College of Physical Education, Allahabad.

2. "I found the book was well planned and the subject well treated. It should prove a most valuable hand book to every student of Physical Education."—SIR SAMUEL RANGANATHAN, President, Y.M.C.A. College Council.

3. "The book gives some very good information. I am sure it will be very useful to the people taking up Physical Education as a profession."—K. N. ROY, Principal, Govt. College of Physical Education, Calcutta & Chief Inspector of Physical Education, West Bengal.

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A WIDER CONCEPT OF PHYSICAL EDUCATION

By

G. D. SONDHI

The democratic system of life, while based on the recognition of the individuality of each citizen, requires at the same time a vast amount of leadership. Indeed, the chief factor that distinguishes the democratic from the authoritarian system, is, that while the authoritarian system does not tolerate more than one leader at a time, the democratic is unworkable without an infinitely larger number of leaders, in all walks of life—be they political, social, economic or moral. In fact, the ideal of democracy requires that each of its citizens have the capacity of leadership to a small or great extent, in one or another avenue of life.

EDUCATION AND LEADERSHIP

To have the large number of leaders that we require we must have training for leadership. No doubt, some few are born leaders, and will come to the top. But such persons cannot be relied upon always to be there when wanted, and some of them may not give the right kind of leadership that a democracy wants. History of mankind is littered with terrible examples of the havoc wrought by some of these 'born leaders'.

In a democracy we must have leaders thoroughly imbued with the spirit of democracy, and for this we must be wise enough to provide the right kind of training.

This training, must first be provided at home. But it has to be confessed, that most homes, through ignorance and poverty, cannot and do not do so.

The next best place is the school. Indeed, in some ways, the schools are more suited to give the requisite training. For here the child

comes in contact with many others of differing temperaments, tastes and capacities. It is, therefore, here that the child can be taught to obey and to command, to follow and to lead and to work for and along others.

Our higher education, in colleges and Universities, should also provide ample opportunities for the development of leadership through voluntary activities and organisation.

EDUCATION CONFINED TO CLASSROOM

Here we come across in many countries—particularly in the East—a glaring fault in the educational system. Most of our education, if not the whole of it, is confined to the classroom. The teacher too, considers his duty finished when he leaves the classroom. There is little, if any, meeting of the teacher and the taught in after-school-hours.

And, in the teacher-training institutions, the teacher gets no training in the much-needed art of leading students in their spare-time activities. Yet educationists the world over are agreed that the after-school-hours are much more important than the classroom hours for the training of character, building up of health, development of initiative, and resourcefulness, and for inducing students into work of social usefulness and the spirit of social service and above all for developing leadership.

WHAT IS THE WAY OUT?

What then must we do?

FIRSTLY, we must alter the curriculum of the teacher-training institutions. Training

students for Leadership must be made an integral part of the training of teachers. All free-time activities are the best means of training for Leadership. Every teacher must undergo a course of conducting one or another kind of recreational activity of the students, be the activity games, and sports, music or dance, or drama, hiking or touring, gardening or some craft and the like. Such a training will enable every teacher whatever subject he teaches, to take some part in the development of leadership among his pupils.

SECONDLY, and here I come to a somewhat revolutionary suggestion: *We must widen our concept of Physical Education and of the Functions of the Physical Educationist.*

In India physical education is taken to be more, or merely, physical, and much less educational.

This need not, and should not be so. Physical education, as in advanced countries, must include many more activities—mental, cultural, social and spiritual, in addition to the physical. Here I cannot do better than detail some of the qualifications of a Physical Educationist as mentioned by an eminent educationist—Dr. Emil Nyman, Principal of the Lafayette School:

A physical educationist, should, among other things, be:

- (a) trained enough in psychology to counsel young people;
- (b) altruistic enough to want to do some social service;
- (c) kind enough to win young folks to his leadership;
- (d) cultured enough to be a model in taste and language;
- (e) creative enough to be able to put art into physical education activities;

- (f) big enough to overflow into the lives of other teachers in the school to keep them balanced and encouraged;
- (g) moral enough to be a part in the development of conscience.

These are qualities of a very high type of personality and not to be easily found. We must, therefore, devise a wider curriculum than is normal for physical educationists. They must be trained to be guides in the multifarious activities of spare-time and to be capable not only of leading, but of evoking leadership from among the mass of students. This last—the awakening of leadership among the students—is the supreme task of the educationists in general and of physical educationists in particular.

A QUESTION

A pertinent question may here be asked as to why the task of training for leadership is being assigned more specially to the physical educationist.

The answer to this is in the 'time' and the 'kind' of activities that the physical educationist deals with.

The 'time' he deals with is the leisure-time of the students. This is the time when the student feels free to take up the activity of 'his choice'.

The 'kind' of activities the physical educationist deals with are those that are pleasurable in themselves and are freely taken up by the students. Thus leisure and pleasure are the domains of the physical educationist.

Now it is accepted fully, that the best way of character-building, discipline-imparting, skill-developing and of attuning students to the spirit of social service is through the pleasurable activities of the leisure-time. It is through such pursuits that discipline can be self-acquired as distinguished from discipline which is imposed from above. It is through

these activities that the initiative and enterprise, daring and adventurousness of students can be furthered. These activities of the free-time are just the activities that bring forth the spirit and quality of leadership, of commanding without arrogance, of obedience without servility, and due regard to the feelings of others.

Thus the time and the kind of activities that the physical educationist deals with are much more important than the time and pursuits of the classroom. For, classroom studies mostly inform, but leisure-time is the practice time, and the young leader learns through practice and not through precepts. Hence the vital necessity of giving proper guidance and help to young students to develop themselves through voluntary activities. And hence the great importance of the work of the physical educationists, who are to train the young in their time of free-activity.

NECESSARY REFORMS

Three things will be needed to enable the physical educationist to perform this most important task:

(a) His status must be improved. He must have a high enough position in his institution to be able 'to overflow into the lives of other teachers in the school, to keep them balanced and encouraged. In India,

this certainly is not the case. The physical educationist has almost the lowest status among the teachers and gets scant respect from the pupils.

(b) Not only the status, but also the calibre of the physical educationist must be vastly superior to what it is at present. A raising of his salary will attract better material.

(c) Lastly, the training imparted to the physical educationist must be considerably widened. It must not deal only with the body-developing activities, but with many of those that sharpen intelligence, evoke skill and bring forth the capacity for leadership and which can be led to through physical pursuits. It has been fully established that children can be appealed to much more successfully through bodily activities, through love of skill and dexterity, and love of fair play, than through mere appeals to reason and high moral principles. The fields of play and self-chosen hobbies, are the fields where seeds of noble-living and selfless leadership, can best be sown.

The Physical Educationist as he deals with the fertile fields of leisure and pleasure, must be fully equipped to bring forth the best results from them.

(By courtesy, The Tribune, Ambala)



THE SELECTION AND TRAINING OF LEADERS IN RECREATION

By

HARRY D. EDGREN, Ed. D.,

(Fulbright Professor in Group Work and Recreation to India, for 1954-55)

Recreation :—Those experiences which occur in the leisure of people in India which can add joy and beauty to living should be the opportunity of all ages. It is the schools, the scouts and guides, Government and corporations, the Y.M.C.A. & Y.W.C.A. athletic and sports clubs, Physical Culture Societies and some cases industry that will make possible the opportunities of recreation for all citizens. It will not be enough that these agencies just provide recreational space and equipment, for many thousands of people have not yet been educated to the use of these facilities and equipment. Few have been exposed to the enjoyment and satisfaction that can come to a person through the many and varied areas of Recreation.

Just as the schools need teachers, temples, mosques and churches need priests and pastors, homes need parents and industry needs management, so Recreation needs leaders to instruct, guide, promote, stimulate and lead people into a worthy and wholesome use of their leisure. Then, and then only will Recreation take its rightful place as an important aspect in the life of all people in India. To meet this demand a steady supply of well educated and qualified Recreation leaders is necessary. The Y.M.C.A. college is the logical place to begin the training of these leaders for the profession of Recreation.

Who should be trained? How will they be selected? These are the main questions facing a college considering the development of a curriculum in Leadership training for Recreation. In the selection of students intelligence, understanding and ability to use the oral and

written word as proven by his past performance are prerequisites in considering individuals for further education. Other important qualities such as integrity, initiative, social mindedness, enthusiasm and emotional stability will need to be ascertained through reference from those who have had first hand acquaintance with the prospective students. A love of people, experience in Recreation activities and a conviction that Recreation has an important contribution to make in the lives of people are essential qualifications. They can best be discovered through an interview with college authorities who understands the needs of the field of Recreation.

A college administration considering the development of curriculum in Recreation must determine the objective it hopes to achieve in the training of Leaders. These objectives will be formulated on the basis of the job analysis and demands made upon the Leader when he is employed. They will need to consider the development of certain attitudes considered essential to success in Leadership such as an interest in Recreation Leadership as a profession, a desire to improve oneself as a Leader and an open mind towards new developments in the field of Recreation. The aim of a training programme should be to aid the leader to be successful in his chosen career. This is only possible when the Leader through proper training and guidance becomes socially adjusted, emotionally balanced and develops a well integrated personality. Other qualities that may be developed through training, which will

enable him to face the many and varied demands upon him are his personal fitness, professional equipment, physical energy and vitality, mental capacity, emotional stability and maturity and ability to work efficiently with others.

In order to achieve the above objectives, a college will need to provide a course of training that includes the knowledge, understanding, insight and skill necessary to function effectively as a professional worker. It should include informal courses as well as other experiences in the development of the following areas of professional competence :—

I. A PHILOSOPHY OF THE PROFESSION

1. Understanding of the personal and social bases of Recreation.
2. Understanding of the special opportunities for Recreation during leisure time.
3. A maturing personal philosophy in which social values are central.
4. An appreciation of the value of the informal educational process for guiding people to live in ways that are good for themselves and others.
5. An appreciation of work with individual, with groups, with classes and with masses for the achievement of recreation objectives.
6. An alertness to social changes in the profession and in the world at large.
7. Knowledge of professional ethics, and integrity in the application.

II. UNDERSTANDING & SKILL IN DEALING WITH PERSONS

1. Understanding of the biological, psychological and social foundations of human behaviour and growth.
2. Understanding of the major characteristics in the development of persons in infancy, childhood, adolescence and maturity.
3. Understanding of the nature and extent of individual differences in growth and behaviour.

4. Understanding of the ways in which individuals learn and develop.

III. UNDERSTANDING AND SKILL IN GUIDING GROUPS

1. Understanding of the kinds of groups and their respective functions in the development of persons.
2. Understanding of how the group process can contribute to meeting the needs of members and to the development of desirable conduct.
3. Understanding of the role of the Leader in a co-operative, democratic process.
4. Understanding when and how a group should be organized.
5. Skill in establishing support and giving co-operative Leadership to a Group.

IV. UNDERSTANDING & SKILLS IN PROGRAMME DEVELOPMENT AND LEADERSHIP

1. Understanding of the importance of objectives and skill in their formation for specific groups and individuals.
2. Skill in guiding the programme so that it contributes to meeting the needs and to the growth of persons.
3. Knowledge of the destructive factors involved in building programmes for different age or sex groups.
4. Ability to secure and care for programme equipment and supplies.
5. Ability to facilitate the essential health and safety conditions in programme.
6. Ability to promote, interpret and publicize programme.
7. Knowledge of the nature and place of a variety of programme methods such as classes, discussions, lectures, tournaments, trips, picnics, etc.
8. Understanding of and leadership techniques in such programme media as :—
(a) Arts and Crafts.

- (b) Music activities.
- (c) Individual Physical Activities.
- (d) Team Physical Activities.
- (e) Aquatic activities.
- (f) Drama activities.
- (g) Social activities.
- (h) Nature and camping activities.

V. KNOWLEDGE AND UNDERSTANDING THE VARIOUS ORGANISATIONS THAT SPONSOR & CONDUCT RECREATION.

These include public play grounds, educational institutions, Recreation centres, Settlement Houses, Youth Clubs, Y.M.C.A., Y.W.C.A., Boy Scouts and Girl Guides, Commercial and Industrial Organizations.

- 1. Understanding the history and philosophy of the various agencies.
- 2. Understanding the purposes, clientel, programme and facilities of the different agencies.
- 3. Understanding of the effectiveness of each agency in meeting the needs of individual and the community seeks to serve.

VI. UNDERSTANDING AND SKILLS IN COMMUNITY PLANNING AND ORGANISATION

- 1. Understanding of political, economic, religious and other social forces in the Community.
- 2. Insight and skill in the development of human relations, such as inter-cultural, inter-faith and interclass.
- 3. Understanding of, and ability to work with other agencies of Recreation and education in the community.

VII. UNDERSTANDING AND SKILLS IN THE SUPERVISION OF PROGRAMME AND LEADERS

- 1. Understanding of and skill in the development of programme policies.
- 2. Understanding of and ability to formulate qualifications for programme leaders, professional or volunteer.

3. Ability to co-ordinate effectively programme resources, facilities, activities and personnel.

4. Ability to plan employ in service, training and supervisory methods with Leaders.

5. Ability to plan and carry out a periodic evaluation of all programme personnel.

VIII. UNDERSTANDING AND SKILLS IN THE ADMINISTRATION OF AN AGENCY

1. Knowledge about operation of services and facilities.

2. Understanding the principles of democratic administration.

3. Understanding of how policies are created and put into effect.

4. Understanding and skill in developing public relations.

5. Understanding the methods of financing including procedures in accounting and budgeting.

6. Understanding and skill in organizing and guiding boards and committees.

7. Ability in public speaking, writing and editing material for publication.

In developing in the student the preceding areas of professional competence, the college administration will need to determine how best these can be acquired. Some will of necessity come from classes, others will come from work on committees, student projects and extra-curricular experiences. It is essential, however, that students be given supervised field work in an agency to test their ability to use their knowledge and understanding in actual practice in an agency.

Studies of agency adequacy have shown that the effectiveness of an agency is determined by the competence of the professional staff. The need for and the demand for trained, competent leadership in agencies of Recreation is greater today than ever before. Colleges must assume the responsibility for meeting this need.

RECREATION AND SOCIAL EDUCATION

By

A. K. SINGH

The Indian Adult Education held its Fifth National Seminar at Paschimavahini, Mysore, from October 11th to 21st, 1954. The subject of the Seminar was "Organisation of Recreational and Cultural Activities in Social Education." There were 82 delegates and 7 observers from all parts of India representing various social agencies and Community Development Department of the Government. Sri A. R. Deshpande, Special Officer for Social Education, Government of India, was the Director of the Seminar.

The working paper of the Seminar had the following topics for discussion :—

- I. Role of Recreational and Cultural activities in Social Education.
- II. What are Recreational and Cultural activities.
- III. Problems of revival and improvement of existing traditional recreational and cultural activities.
- IV. Recreational and Cultural activities through mechanical aids.
- V. Problems of organisation.
- VI. Means and equipment.
- VII. Training in the various recreational and cultural activities.

The Seminar was a sequel to the Tenth All India Adult Education Conference held at Calcutta in 1953, where the theme was "The place of Recreation in Social Education." People working in the field of Adult Education, have realised that the three R's, though necessary, have failed to meet the needs of the illiterate adults in the country. Formal teach-

ing methods do not appeal and formal subjects seem too dry and these should be supplemented to make learning interesting and satisfying. Adults have too many responsibilities and problems, hence formal efforts to read and write becomes an extra burden. They find it difficult to concentrate for long periods and need relaxation instead. Considering these factors a change has been introduced in the education for the adult. Literacy alone is considered insufficient and attempts are being made to educate the adult for a useful life in the society. The term Adult Education has changed to Social Education which implies literacy as well as good citizenship. With the change in aim and objectives of the education of the Adult, the programme has also to be changed.

The informal method and "Play-Way" in teaching of children has been accepted long ago. "Learning by doing" is the present trend in education. Such methods provide opportunity for participation and concentration becomes easy. Ingenuity, initiation and experience of the adult can be harnessed in teaching. Every person has latent potentiality to some extent and when opportunities are available, people like to express themselves in some form or the other. Self expression is a basic need of human beings and it results in satisfaction and relaxation and helps in the growth of the individual.

The idea of Recreation as an integral part of Social Education is praise-worthy. Both Recreation and Education aim at the growth of the individual and to enable him to participate effectively in the affairs of the society. It was apparent at the Seminar that workers in the field of Social Education are convinced about

the importance of Recreation. The discussions at group meetings and plenary sessions at the Seminar were very interesting and exchange of experience and views were educating. The visits to Adult Education Centres in Mysore State and the demonstrations of activities convinced the delegates regarding the importance of Recreation and the interest of the participants as well as the rich heritage of activities in India.

In the light of discussions and findings during the Seminar the following recommendations were unanimously adopted.

Recommendations

I

"In the opinion of this Seminar, Recreational and Cultural Activities, have an important role to play in Social Education. These activities can be used as means for achieving the objectives of a programme for the development of the individual and the community. For this purpose, it is necessary that full authentic information about various forms of recreational and cultural activities prevalent in different States and cultural regions in India should be made known to all Social Education Workers, Organisers and others interested in these activities. With this end in view, it is necessary that early efforts should be made to bring out an exhaustive compilation of all recreational and cultural activities now prevalent in India and also of those which can be adapted to suit our conditions. This compilation would serve as an authentic reference book. It should suggest ways and means of guiding, reviving and introducing improvement and innovations. In the opinion of the Seminar, such compilation will also be helpful in preserving the traditional forms and techniques of these activities and promoting cultural unity.

This Seminar is further of the opinion that the Indian Adult Education Association take

up this work with the help of experts in various regions. The Government of India, Governments of the various States, Universities, Educational Foundations working in India and Voluntary Organizations should be requested to help the Indian Adult Education Association, financially, as well as by making source material available.

II

The Seminar is of the opinion that Recreational and Cultural activities in neighbouring and other countries should be studied with a view to introduce them in India with suitable adaptations.

A compilation of such activities prevalent in these countries which are suitable for being adapted in India may also be undertaken by the Indian Adult Education Association in the manner and with the assistance suggested in Recommendations No. 1 and also with the assistance of competent organisers of such activities in these countries.

III

In the opinion of the Seminar, a Social Education Delegation should be sent to other countries by the Government of India to enable contacts being established between the Social Education Workers engaged in organization of cultural and recreational activities in India and those in other countries.

IV

The Seminar is of the opinion that effective steps should be taken by the Indian Adult Education Association to secure implementation by the Government of India, the State Government and the Voluntary Organizations working in the field of Social Education of the conclusions arrived at in the Seminar.

V

The Seminar is of the opinion that adequate scholarships and fellowships should be made

[Page Eight...

available to Social Education Workers for the study of recreational and cultural activities in different parts of India and in other countries."

Suggestions

The Seminar in general was very useful, but one felt it could have been still more valuable if along with plenary sessions and discussion groups the following things were also done.

(1) An experienced person should have been invited to speak on each topic of the working paper before it was thrown open for discussion. This would have initiated participants into the actual implications of the particular topic and the discussions would have been to the point and avoided unnecessary arguments.

(2) Workshop and Projects should have been organised in various Recreation activities by the delegates to give an insight into some of the topics of discussion.

(3) Demonstrations in techniques of Leadership for Recreation should have been arranged to show the delegates how various activities are actually conducted.

(4) An exhibition of Recreation Charts, Equipment, Pamphlets, Journals, Books, Films, etc. should have been arranged to provide resource material and to know what is being done in various parts of the country.

(5) Recreation activities for the delegates should have been provided so that they could participate in something between the sessions and develop more contact with others and perhaps learn new skills.

Evaluation

(1) It was felt that some workers did not have the correct concept of Recreation and were not aware of many activities as well as resource materials. There seemed to be too much emphasis on items of entertainment value. The essence of recreation is participation by all instead of few people entertaining others.

(2) The trend to differentiate between Recreational activities and cultural activities was rather misleading. To give more importance to cultural activities seems to be a narrow outlook. A programme of recreation should consist of a variety of activities and include Physical, Social, Cultural and Educational types of activities. Social Education Worker should cater to the needs and interests of the participants. It is not the activity that is important but what it does to the participants is important. The following quotation from the speech of Dr. H. D. Edgren at the Seminar will endorse this view:—"Recreation means different things to different people. It is the meaning of the activity to the person that makes it significant. There are no major or minor activities in Recreation. To some it is an escape from boredom; to some it is diversion from work, to others, it is exercise and to some Recreation. All of these are important."

(2) Most of the time it was expressed that all efforts should be directed towards the rural areas only. Social and personal development is necessary for both rural and urban communities. To discard an activity because it is not prevalent in rural areas may not always be correct. Human nature and interests are same everywhere. It is the opportunity that they lack. A comprehensive programme of Community Recreation should be an important part of Social Education in every community.

(3) Social Education Organisers do not seem to be adequately trained for Recreation. A qualified person should be provided on the Staff of the Social Education Training Centres and the Curriculum should include Community Recreation Leadership Training. Those who are already working in this field should be given short courses in Recreation Leadership at various centres or may be sent in batches to Physical Education Training Colleges where training facilities for Recreation are available.

(4) A National Survey of Community Recreation facilities, activities and leadership should be conducted as soon as possible and necessary recommendations based on the finding made available for the benefit of the Training Centres. Suitable literature for Recreation in India should be produced to enable workers to organise and conduct programmes in Recreation.

In conclusion it may be said that an appropriate step has been taken by utilising Recreation for Social Education. To make this

venture a success proper leadership, adequate literature and necessary facilities are absolutely necessary. Planning commission should allot necessary funds for a National Survey, collection of programme material and adequate training for leaders in this field. Education of the masses in India is the most important need towards the prosperity of the country. Education for the proper use of leisure will build a healthy, happy, satisfied and efficient citizen who will be an asset to his Community, State and Country.



FACTORS THAT GO TO MAKE A SUCCESSFUL ATHLETE

By

BOB RICHARDS

(The following statement was made by Bob Richards, the U. S. Pole Vault Champion at a reception in his honour by the Madras Olympic Association during his visit to Madras on 8th October, 1954.)

I suppose it is strange to you that I have been a Minister and also an athlete. As a matter of fact everyone finds it hard to believe.



Bob Richards

The result is, I am given several names by resourceful journalists and friends. I may mention a few: high-flying parson, decathlon dean, jumping padre. The best I think was one by a journalist from Cleveland, who said,

"Bob Richards is trying to reach the heaven on his own scheme."

But frankly I see absolutely no contradiction between the spiritual realm and the so-called mundane world of sport. I think that through the realm of athletics you can perhaps build character better than through any other institution. I believe in the church, I believe in religion, in education, in government and I still believe that athletics has a tremendous role in the development and shaping of the personality of our young men and women. I believe the young boy or young girl who has this privilege robbed is robbed of one of the greatest privileges in life. Athletics is not merely pounding the lungs and aching muscles. It is a way of life. Participation in sport will help you to come out and play that greatest game called life. If a person gives up in sports that person will never come up in life. If he rushes to play the game the same spirit will continue in life also. Athletics is one of the greatest factors which will help a person to build life at its highest and greatest potential.

I think one of the most important things our young boys and girls have to learn is to discipline their desires so that they add power to lead a clean life. You must live pure. You must keep your body strong. That is a great ideal. Again sports helps you to learn the value of hard work.

I have heard it often said that an athlete is born and not made. I simply do not believe that, certainly not after seeing the long hours put by famous athletes. I am convinced that

hard work is more important than natural abilities. Zatopek trains for six hours a day. O'Brien would continue throwing the weight up to 5 a.m. if he was not satisfied with the distance cleared. Whitfield has put in eight months of solid work in the year when he broke

necessary for building the mind also. In this I cannot help being reminded of Thomas Edison's saying "A genius is one percent inspiration and 99 percent perspiration". I have not studied much culture. But I know enough to be convinced that our civilisation is based



Discus Throw



Javelin Throw



Shot Put

five world records. If you ask me I have put in 8,000 hours of polevaulting ever since I began when I was 12. There is no short road to success. Hard work and only hard work will bring in results. I believe that work is not only important for the body but hard work is

on the principle of hard work. I believe work helps for personality and cultural development.

I want that athletes should have faith in their own abilities. Self-confidence is all important. George Beetham put a mark on

the wall of the college gymnasium at 9 feet 7 inches and every time he passed by he would



Pole Vault

say to himself, "I'll clear that height". At the end he did it. Reiff who beat Haegg's

record had faith in his prowess and every time he ran round the track he would be bubbling with confidence. My friends told me, "Bob, you are too slow, you have no strength. You can't go far." They were of the opinion that being less than 6 ft., I could not clear 14 feet. After two and a half years of hard work I cleared 15 feet. My friends said "That's the limit". When I added 4 1/2 inches more they could not believe it. I hope this is going to be the year when I will create the new record.

I appeal to all sportsmen to take defeat smilingly. Sports helps to round off several angularities. Finally rely on the power greater than your own.

I believe that through the medium of athletics, through the great ideal of Olympic Games, we may build the world of peace we are striving for."



FUNDAMENTALS OF ATHLETICS

POLE VAULT

By

TED ARNOLD

The fundamentals of Pole Vault are :—

1. Pole Grip.
2. Pole carry.
3. Run up
4. Pole shift.
5. Pole Plant.
6. Hand shift.
7. Take off.
8. Swing up.
9. Arm Pull.
10. Body reverse.
11. Arm Push.
12. Pole release.
13. Body arch.
14. Landing.

It is by no means an easy task to perfect so many fundamental skills and synchronize them into one complete smooth operation. In fact Pole vault is considered the most difficult of all athletic skills.

The hand grip on the pole is taken with the palm of the left hand down and the palm of the right hand up. Some beginners have a tendency to grip the pole with both palms up which points the thumb of the bottom hand toward the planting end of the pole. This is not correct. Both thumbs must be nearer the upper end of the pole when the vault is taken.

When the hand grip is correct the vaulter is ready to learn the pole carry. The pole should be carried along the right side of the body with the planting end pointed straight down the run way toward the pumping pit. The left elbow

should be bent at right angles and the left forearm will be across the front of the body while the left arm will be extended backward and downward.

Some vaulters carry the pole with the planting end down a bit and some carry it parallel to the ground, but most find it more natural to carry it with the planting end a little above shoulder level.

The run up varies with different vaulters from 85 to 150 feet. Here in India vaulters favour the short run because the vaulting poles are very heavy. Most coaches agree that the vaulter should run at least 18 steps. This would require just about a 100 feet run up. Great care must be taken in perfecting the run up as speed is very important. The vaulter must learn to hit his take off point at just about full speed without any break in stride or slowing down.

During the last 3 strides the vaulter starts the pole shift. This is done by swinging the planting end down toward the box and the rear end up over the right shoulder.

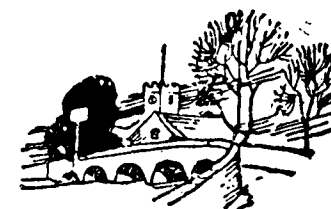
The shifting action flows into the Pole Plant while the vaulter is still about one and a half steps away from the take off point. The pole is not planted directly against the wall of the vaulting box but it first makes contact at about the center of the sloping bottom of the box and slides down until it comes into contact with the back wall. As the pole is planted, the hand shift is executed by sliding the bottom hand up to within about four inches of the top hand. The take-off is then made somewhat similarly

to the take-off in long jump. The vaulter bade with the right knee and springs up with the left leg. Care must be taken that the body weight is directly behind the pole at this point, so that none of the force generated by the run up and the spring up is lost. It is also important to have the arms slightly bent at the elbow, in order to cushion the shock, when the body weight is taken on the pole. The swing up starts as soon as the weight is taken on the pole. The hips should lead during the first part of the swing. It is important that the vaulter stay close to the pole and delay the arm pull until the pole is almost vertical. Some vaulters make a pendulum swing with the feet which is similar to the hip swing in long jump, just before they start the arm pull. When the pole is almost in the vertical position, the vaulter must bring his body to the jack knife position so that the feet are up higher than the head. He then pulls his body up so that his arms are directly in front of his chest. He then quickly rolls to the left executing

a reverse scissors kick with his feet. This brings him to a hand stand position on the pole, with his body facing the crossbar. His elbows will still be bent. Next he executes a powerful arm push which should project his body on up and over the cross bar. At the end of this powerful push he releases the pole, arches his back, throwing his bend and arms backward as though he were attempting to touch his heels. This will insure that his chest and arms clear the bar.

Some vaulters are able to drop down to the pit and land on their feet from this position. Vaulters who have a tendency to go over backward must learn to do a half twist to the left after clearing the bar so that they will be able to land on their hands and feet. Regardless of the method of landing it is necessary to learn to land with the knees slightly bent, to absorb shock.

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THINGS OF INTEREST

By

J. P. THOMAS

1. *Sports Control Board*:—The Government of India has constituted a Sports Control Board with Mr. Navel Tata as its Chairman. This Board will act as a liaison between the Government of India and the various Sports Organisations in India. It is hoped that this Board would help to promote sports on a much wider basis, through existing sports associations.

2. *Central Advisory Board of Physical Education*:—The report of the Central Advisory Board of Physical Education has just been presented to the Government of India and it is hoped that the next Five Year Plan would include several of the recommendations of this committee composed of experts who had spent a life time in the field of Physical Education and other allied fields in India. The report can be called a "Blue Print" for Physical Education in India and the recommendations on Pay, Service conditions, Training facilities, Advanced Study and Research would surely gladden everyone in the profession of Physical Education. Specific recommendations such as the following would be of interest (i) At least one Training College of Physical Education in every State (ii) Liberal Grants to existing institutions for further development (iii) A basic syllabus of Physical Education, Health Education and Recreation for Secondary Schools in India.

3. *Recreation Seminar*:—The presence of Dr. Harry Edgren, the well known authority on Recreation was well utilised by the Y.M.C.A. College by conducting a Seminar of Recreation for leaders in various social service agencies. 50 leaders attended the Seminar. Dr. Edgren was ably assisted by Mr. A. K. Singh in conduct of the Seminar. There is a definite need for Recreational leaders in various fields of

activities in India and it is hoped that this Seminar is just the fore-runner of several such courses which ought to be conducted at various centres in India.

4. *Athletic Coaching School*:—Track and Field items are becoming increasingly popular amongst the youth and the standard is going up in every State. But it is still a long way to reach up to world class performance. It is agreed by authorities that there is plenty of athletic material, but what we lack woefully is proper coaching and periodical competitions. The Y.M.C.A. College which had pioneered, in the field of Physical Education in general has done well to sponsor such a school in South India.

5. *National Seminar on Organisation of Recreational and Cultural activities in Social Education*:—The Indian Adult Education Association organised this Seminar in October '54 at Paschimavahini, Mysore and it was a well represented conference giving a clear cut lead in enriching the cultural life of our country. The seminar after 10 days deliberations in five groups adopted the following recommendations. Recreation and cultural activities had an important bearing on social education, and these could be used as a means of achieving the objectives of a programme of development of the individual and the community. For this purposeful and authentic information about various forms of recreational, and cultural activities prevalent in different States, and cultural regions in India should be made known to all social education workers, and organisers. Early efforts should be made to bring about an exhaustive compilation of all recreational and cultural activities now preva-

lent in India. Such compilation will also be helpful in preserving the traditional forms and techniques of these activities, and promoting cultural unity.

The seminar was of opinion that recreational and cultural activities in neighbouring and other countries should be studied with a view to introducing them in India with suitable adaptations.

A social education delegation should be sent to other countries by the Government of India to enable contacts being established between social education workers engaged in organising cultural and recreational activities in India, and those in other countries.

The seminar was of opinion that adequate scholarships, and fellowships should be made available to social education workers for the study of recreational, and cultural activities in different parts of India, and other countries.

It recommended that effective steps should be taken by the Indian Adult Education Association to secure the implementation by the Union and State Governments and voluntary organisations working in the field of social education of the conclusions arrived at in this seminar.

6. *A. A. F. I. Winter Athletic Camp*:—The annual training camp of the A.A.F.I. was held at Patiala during December '54 for athletes and coaches. The outstanding feature of this

year's camp was the presence of two well known American Coaches. Brutus Hamilton, the American Olympic Coach, and Dr. Howard also helped with the instruction. The United States Educational Foundation must be thanked for sponsoring the visit of these coaches.

7. *The National Physical Education Association*:—Akhila Bharatiya Sharirak Shiksha Mahamandal's all India conference during December 1954 is one of the most successful conferences. The arrangements were quite good, the programme was excellent and the conference was able to focus attention on the vital role physical recreation can play in the national life of our country. The resolution about the need for evaluating age, height, weight norms for each state is something which must receive special attention in the educational scheme.

8. *National Championships in Volleyball at Trivandrum and Basketball at Calcutta* have clearly shown how high the standards in these games have gone up. It also demonstrated what well grounded coaching can achieve. The winners, Punjab in Volleyball and Mysore in Basketball do really deserve the honour. It is satisfying to note that the standard of officiating at these national meets also has gone up. The value of Officials' Clinics, periodically at various centres, especially when the rules change, should receive the serious attention of these National Associations.

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NEW RULES FOR VOLLEYBALL

By

V. HUBERT DHANARAJ

Changes made too often :—Rules of volleyball have undergone successive changes, owing to the rapid development of the game. The set of rules framed in 1938 were followed in India for more than a decade. A complete revision of rules took place in 1949 and since then, it has gone through two revisions, one in 1951 and again in 1953. When changes are so rapidly made it becomes difficult for players and officials to keep up-to-date. At present out State Associations do not have direct contact with all the organisations promoting volleyball and in a big country like ours, it may take two years or even more for the players in villages to know the new rules. This calls for better distribution of the rules on a Nation-wide basis.

Additions and Modifications :—It is gratifying to note that in the new set of rules there are only a few modifications although the rules have been re-arranged and presented in a totally different manner. The following are the latest amendments according to the rules adopted by the Commission for Regulations of the Game at the International Congress held at Bucharest on 16th November, 1953.

- (i) *Players' Costume* :—Members of a team must appear on the court dressed in clean costume of the same colour.
- (ii) *Service area* :—Two lines of 15 cms. by 5 cms. shall mark the service area. These lines shall be drawn 20 cms. behind the back line, one in line with the right side line and the other at 3 m. to the left.
- (iii) *Linesmen* :—Linesmen shall use flags. They shall raise the flag when the ball is out and put it down when the ball falls on the court.

Position of Players :—At the time the ball is served, the front line players may stay behind the attack line or the back line players may go beyond the attack line but a back player must not place himself in front of the corresponding player of the front line.

Disqualifications :—The Referee may at his discretion disqualify a player after two warnings. The Referee has also the power to disqualify a player without warning for a serious offence.

Blocking : Passing the hands over the net while blocking is a foul only if the blocker touches the ball. If a player reaches over the net, but does not touch the ball, he shall not be penalised.

Foul by two players :—In case of fouls being committed by two opponents, the first one alone shall be counted. If the fouls are committed simultaneously, it is a double foul.

Decisive Set :—Before the beginning of the last set (3rd or the 5th as the case may be) the referee shall make new toss of the coin to decide the choice of court and service. The team must change sides when one team scores eight points.

Substitution :—A team after taking two charged time-outs during a set, may take any number of time-outs for substitution without penalty, if such time-outs do not exceed one minute. The penalty for a third charged time-out shall be loss of service or point.

NOTE :—

Questions for clarification of Volleyball rules may please be addressed to :—

The Principal,

Y.M.C.A. College of Physical Education,
Saidapet, Madras-15.

COLLEGE NEWS

Since publishing the college news in the last issue of Vyayam, four months have passed and several things have happened at the College that it is rather difficult to give the readers details of our activities. However, everything is presented here in a nut shell.

General :—There seems to be no change in our usual way of life. The regular activities continue with the same amount of enthusiasm. Everyone on the campus believes in hard work and they are happy being busy.

Distinguished visitors :—We have had the opportunity of meeting some outstanding persons both from India and abroad and we have been stimulated in various ways.

Sri C. Rajagopalachari responded to the invitation of the Students Association to deliver the inaugural address. In his speech, Rajaji paid a handsome tribute to the college for the efforts made for the promotion of Physical Education, in this country. The Students Association presented a purse for the Gandhi Memorial Fund.

Bob Richards, the Olympic Pole Vault Champion paid a visit to the College and he gave a demonstration of athletic events in the city for the benefit of the public.

The new General Secretary for the Council of Y. M. C. As, Dr. Malaiperuman visited the college soon after assuming office. He was given a reception here and he addressed the staff and students.

Another important person to visit the college was Mr. Hamilton, the Head Coach of the United States Track and Field team which participated in the Olympic games in 1952. He spent a few days in Madras. At the College, he had sessions with both the staff and students. We found his ideas interesting and useful.

Important Events :—The college organised a open Track and Field meet during the second term. A large number of athletes took part in the competitions. Conducting such sports meets has become a regular feature and it has gone a long way in the promotion of athletes.

The annual leaders training camp was held at Red Hills this year. The staff and students spent seven days in the midst of nature away from the voice of the city. We had an interesting programme, giving the trainees an idea how camping could be fun. It was a new educational experience to most students and they thoroughly enjoyed the camp activities and many of them will be able to share the same experiences to the children entrusted to their care.

Christmas was a gala festival at the college. The programme included a christmas play, carol singing, dinner etc., the most notable item being the Christmas Tree.

Realising the need for training coaches in Track and Field, the college organised a coaching school during the christmas vacation. The course lasted for three weeks and it was very encouraging that more than 10 coaches and 40 athletes took the training. Mr. Ted Arnold acted as the Director of the School and Mr. Hamilton also joined towards the end. The trainees had a very profitable time and the school was most successful. This will be made an annual feature.

The College has plans to organise a similar course for Volleyball.

Mr. Chopde back at the College :—Mr. S. D. Chopde after having spent one year at the Springfield College has returned to join the staff at our college. After taking his masters degree in U. S. A., he made a tour of the

European countries. We are happy to have Mr. Chopde with us again. He has brought with him many new ideas and we will be surely benefitted by those.

*Students at functions outside the College:—*At the "Youth Rally" held at the Corporation Stadium in honour of the visit of the Prime Minister Nehru, our students played an important role as volunteers. They were in charge of many arrangements which they performed very well.

Our students put up a demonstration of Physical Activities on Republic Day at the

Island Grounds following the Ceremonial Parade. It was a very fine display and those who witnessed it appreciated it very much.

*Other events at the College:—*Some of the State championships were held at the college. In addition to the Track and Field for men and women, the basketball and gymnastic competitions were conducted here.

*Coming Events:—*We are now looking forward to the College Day and Alumni Day.

— HUBERT DHANARAJ



ALUMNI NEWS

*Welcome to Dr. & Mrs. Edgren:—*The activities of the Association were very limited during this term. The first get together of the city alumni was held on Friday, the 10th September 1954 at the Y. M. C. A. College when the alumni extended a warm welcome to Dr. & Mrs. Edgren. Dr. Harry D. Edgren, Professor of Education, George Williams College has been assigned to our college as Fulbright Professor by the United States Educational Foundation. Dr. Edgren's new philosophy of Physical Education as Group Work has been very much appreciated. He is also a specialist in Recreation. The meeting started with light refreshments. The Vice-President of the Association, Mrs. S. Cherian, welcomed Dr. & Mrs. Edgren to the college to which the latter replied in a fitting manner. This was followed by an educative lecture on Recreation. At the end, the recreational games organised by Dr. Edgren and Mr. A. K. Singh were very much enjoyed and appreciated by every body.

*Alumni Get Together at Colombo:—*Frank De Silva, Physical Director, Y.M.C.A., organised a get together of the Ceylon Alumni at Colombo in October. We are pleased to hear that all our alumni are carrying on their work very well there. Many of our alumni attended the athletic training camp at Ceylon organised by the Y.M.C.A. and conducted by Mr. Arnold and improved their knowledge and technique of Track and Field. Ransirinel, who is one of our alumni, has distinguished himself as one of the best sprinters in Ceylon.

*Death Anniversary of Late Mr. Mia:—*Death Anniversary of the late Mr. Mia was observed in a fitting manner on 26th November, 1954. The function started with an invocation by Mr. J. P. Thomas. Tributes were paid to the great Guru by Mr. P. R. Subramaniam, the President of the Alumni Association. Dewan Bahadur D. Ananda Rao presided over the function and spoke in glowing terms of the services of Mr. Mia to the college as the Bursar and the Principal and unveiled the Portrait of late Mr. Mia. The Portrait was presented by the Alumni Association. In the absence of Principal Abraham, Mr. A. K. Singh, Vice-Principal accepted it on behalf of the college and spoke of the great qualities of the late Mr. Mia. After the meeting, all those assembled paid a floral tribute to the grave of Mr. Mia.

The Alumni Association in this connection wishes to express its thanks to Mr. A. K. Singh, the Chairman of the Mia Memorial Committee and to all those who have contributed towards the fund.

*Buck Memorial Fund:—*It is rather disappointing to say that the appeal for Re. 1/- towards the Buck Memorial fund was very poorly responded. Our thanks to all those who have contributed to the fund. Arrangements are on hand for installing a marble bust of the late Mr. Buck at the college during the course of this academic year.

V. E. EASAW

Secretary, Alumni Association

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BOOK REVIEW

SOCCKER COACHING

By

Walter Winterbottom

Publishers :

The Naldrett Press, London

If theoretical planning in any game has shaped the top-class players, foot-ball is no exception. "Set a top-class player the straight forward task of shooting at an empty goal from outside the penalty area and note how often he fails to score", says Mr. Winterbottom, Foot-ball Association's Director of Coaching. Coordination of brain and skill can culminate in masterful display of this ball game. Many are of the mistaken impression that coaching is like going back to school to learn A, B, C. To such also, here is a book to correct their opinion. The task before coaches is arduous and intricate as well. Modern methods of coaching fundamentals have been focused on the technique and skills involved. This book, written around such practical methods is an instructional guide and also a reference book.

Set in three Parts, the author has explained the methods with illustrations by about 350 diagrams and drawings. Each Part has been again written under separate chapters. Part One deals with 'Skills and Technique'—kicking, trapping, tackling, heading, goal keeping, throwing-in, etc. There is no department of the game which has not been dealt with and is done in a detailed manner. Since the fundamentals are involved in this stage, emphasis has been laid for mastering each item. 'Tactics and strategy' has been covered in Part Two. With a variety of practical examples, the author has analysed the 'team formation and

positional function' in a candid way. Very useful suggestions have been given under 'Defence' and 'Attack.' A separate chapter is devoted for tactical practices and team games. Inter-passing which is the basis of team game and team formation such as 'W' form, has been described exhaustively. In the Third Part the author has specifically attempted to solve the multifarious problems of coaching and with his wealth of experience suggested various methods of these training programmes. Mr. Winterbottom has divided the coaching programmes to suit the age groups. A very special feature, one observes in this book, is the coaching plan for school boys - age groups ranging from 7 to 17. How often the talented young are neglected!!! Picked up in their young age, moulded in a systematic scheme, the author outlines the making of future giants of foot-ball. Separate chapters deal with the 'indoor coaching' and 'conditioning training', which cannot be neglected.

A rare book on the subject, it is the outcome of untiring efforts of one who has organised many coaching courses and experimented these methods. Such a book will go a long way to to grasp the ideas behind such methods. It will greatly help the players to improve their play along the new methods and technique. Our coaches and players can very well benefit by this to raise the standard of foot-ball in India. To those who are in charge of coaching our foot-ball players, this book will be an invaluable aid and instructional guide. More than that, this book deserves to be made available in every club or institution where football is played to shape the future top-class players.

— D. S. LUTHER.

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ADMINISTRATION OF PHYSICAL EDUCATION

By

C. R. Forsythe & R. O. Duncan

(Published by Prentice Hall Inc.,
New York, 1951 - Cost Rs.)

The book has been written by two outstanding Inspectors of Physical Education in the State of Michigan and Illinois, U. S. A. and is published under the editorial care of Dr. Elmer D. Michell. Physical Education is an ever growing profession all over the world and the book deals in particular, with the important aspect of administration at all levels from the kindergarten through colleges and in the community.

It is a well planned book with concrete proposals on the problems of "men", "material" and "money" that the administrator comes in daily contact with in his professional work. The approach to all these has been that of an educator trying to put in "more Education in Physical Education" and "more Physical Education in Education".

The opening chapter deals with the "Objectives of Physical Education" and all through the book the practical application of the high ideals set forth here and so impressively elaborated could be found. The chapter on "Relation of Physical Education to other Phases of Education" is of great significance to us in India, where the effect and value of Physical

Education has not been fully realised yet, owing to the lack of coordination and co-operation between the various departments in an institution. Indian Schools and colleges often present a pathetic sight of a divided house with no unifying force. The responsibilities of the administrator at this juncture are well enunciated where the authors say "He must be willing to respect and able to appreciate the contributions that all areas of education make, yet through sound policies, intellectual integrity and leadership. He must build educational respectability and status for the department of Physical Education".

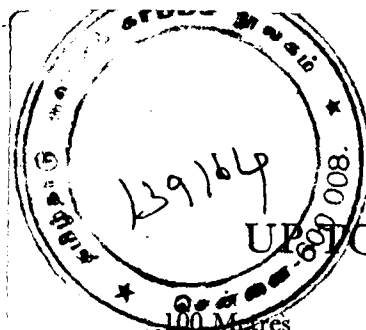
The other chapters of interest are "The Physical Education Staff", "Budget and Equipment", "The Physical Education Programme". The authors conclude the book with an illuminating section on "Problems of Physical Education" where the conflicting and often insurmountable difficulties of the profession of Physical Education have been forcibly presented. The authors justly leave out the solutions as each problem has to be solved on its own merit, depending on the tact, initiative and resourcefulness of an administrator. It is a challenge so strikingly presented that it demands serious study.

The peculiar American conditions, often so strange and different could not have been avoided in a book of this type. It is a book worth reading and worth possessing by every one in the profession of Physical Education.

J. P. THOMAS.

Books reviewed in VYAYAM can be obtained from the
Y.M.C.A. Publishing House, 4, Russel Street, Calcutta.

[Page Twenty-three...]



UP-TO-DATE ATHLETIC RECORDS-INDIA

100 Metres	L. Pinto	Bombay 1953
200 Metres	L. Pinto	Bombay 1955
400 Metres	Joginder Singh	Services 1955
800 Metres	Sohan Singh	Services 1955
1500 Metres	Makhan Singh	Services 1955
5000 Metres	Raunaq Singh	Punjab 1936
10000 Metres	Buta Singh	Services 1955
3000 Metres steeple chase	Dalu Ram	Services 1955
110 Metres Hurdles	Srichand Singh	Services 1955
400 Metres Hurdles	Jagdev Singh	Punjab 1955
5000 Metres walk	Sadu Singh	Patiala 1946
10000 Metres Walk	Harnaik Singh	Services 1954
50 K. M. Walk	Raghibir Singh	Services 1955
4 x 100 Metres	{ Punjab Team 1936	
	{ Services Team 1952	
4 x 400 Metres	Services 1955	
Marathon Race	Chotta Singh	Pepsu 1953
High Jump	Dayal Singh	Services 1955
Broad Jump	Shadilal	Services 1955
Hop Step and Jump	H. Rebello	Mysore 1948
Pole Vault	K. George	Services 1953
	Mahabir Singh	Services 1955
	Krushid Ahmed	U. P. 1955
	Parduman Singh	Services 1955
	Parduman Singh	Services 1955
	Parsa Singh	Patiala 1951
	Devidayal	Services 1955

WOMEN

Javelin Throw	Davenport	Orissa
80 Metres Hurdles	Violet Petres	Bombay
100 Metres Run	M. D'Souza	Bombay 1954
200 Metres Run	M. D'Souza	Bombay 1952
4 x 100 Metres Relay	Bombay Team	Bombay 1954
High Jump	Una Lyons.	Punjab 1940
Long Jump	C. Brown	Bombay 1954
Shot Put	M. D. Yates	U. P. 1941
Discuss Throw	M. Gilbert	Bombay 1942

10.6 Sec.
21.7 Sec.
48.0 Sec.
1 M. 52.5 Sec.
3 M. 58.2 Sec.
15 M. 9.4 Sec.
31 M. 18.2 Sec.
9 M. 24 Sec.
14.9 Sec.
53.6 Sec.
26 M. 13.0 Sec.
50 M. 26.6 Sec.
5 H. 3 M. 47.2 Sec.
43 Sec.
3 M. 22 Sec.
2 H. 33 M. 21.4 Sec.
6' 4"
23' 1 1/2"
50' 2"
12' 3"
12' 3"
12' 3"
47' 10 1/4"
149' 6 1/2"
185' 4 1/2"
162' 5"



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I may also mention that your Hockey sticks were incidentally used in all the countries where we had opportunities to play. We also heard people remark: "They both excel - the Indian Hockey Team & Uberoi's Buffering".

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Yours sincerely,
H. S. SUBEROLISA
Captain,
Olympic Hockey Team, 1952
Helsinki

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