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EDITORIAL

RAISING STANDARD OF SPORTS

It should be a matter of satisfaction to all physical educators that the Union and to a certain extent the State Governments have recognised the need to help educational institutions and different sports controlling organisations to raise standards in various games and sports. With the formation of the All India Council of Sports, some States have now taken steps to constitute 'State Council of Sports' as well.

In order to improve the standards in sports, Government have launched schemes for training better leadership personnel, and to provide adequate facilities for conducting sports programmes. There are besides instances where public funds have been given to sports controlling bodies to enable them to send their teams for official, national and international competitions.

COACHING SCHEMES

We have today two main coaching schemes; namely, the Ministry of Education and the Rajkumari Amrit Kaur Coaching schemes. In addition to these schemes various sports controlling bodies have also initiated their own coaching plans either independently or under the auspices and with financial support from the above mentioned governmental organisations.

The existence of two coaching schemes has caused certain misunderstandings. It would seem to be strange that two Ministries of the Union Government should be engaged in doing the same kind of work. Since there is no other parallel example of duplication of work in any other Ministry or its different departments, there would seem to be a need for either creating a separate Ministry of Sports or one of the coaching schemes merging into the other for all round progress and efficiency.

Todate, however, both coaching schemes have conducted several camps for coaches in almost all the games and sports that are popular in the country.

But apart from the controversial issue stated above, we would like to draw the attention of the authorities concerned to the more pressing problem of selecting proper candidates to undergo specialised coaching through its camps. We have personally known and have also heard of instances in which candidates who were desirous of attending a coaching camp in a particular game were forced to attend some other sport's camp instead, for which

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they neither had the liking nor the aptitudes to really benefit from training. Such waste of public funds, not to speak of the time and energy of the coaches and trainees, must be stopped. If the deputing authorities have failed to exercise their privilege of selecting interested and skilled candidates to strengthen their sports programmes, the only solution to the problem would seem to be the creation of a small regional selection committee of experts to pick the promising candidates.

We feel that a Physical Education Teacher, by virtue of his professional training and general all round ability, should be given the first preference for being selected to undergo advanced coaching in the games of his interest and choice. In North America and also in some of the European countries almost all coaches working in educational institutions and agencies have to have their professional preparation degree in Physical Education (of four or more years duration) before they could aspire to become coaches. If the present arrangement of conducting short coaching courses of three to four weeks is to be tolerated, it is only because we do not have yet a single college offering a degree course in Physical Education. Even when graduates of such a college pass out of its portals, they will need to attend coaching camps and clinics from time to time to increase their professional competencies. The present system of selecting non-physical education men

and women to undergo training in these short coaching camps would result in merely acquiring a few persons who would be sympathetic to the promotion of sports programme, but, who could not be expected to help raise standard of sports appreciably.

We trust therefore that the Physical Education Teachers in schools and colleges would be given the opportunity to further increase their professional competencies through these coaching schemes. It would then be in order to expect these teachers or coaches to deliver the goods. We are inclined to believe that they will not fail to show improvements in standards in sports, and the resultant increase in general fitness, health and happiness of participants.

FACILITIES FOR SPORTS PROGRAMME

We are however, most happy to note the Ministry of Education's efforts to provide adequate sports' facilities to educational institutions through substantial grants under campus-work-projects. An educational institution can now hope to construct a swimming pool, cinder track, sports pavilion, recreation hall, open-air theatre, gymnasium, etc. under the scheme known as campus-work-project. The Government's willingness to give seventy-five percent of the cost for the construction of amenities listed above on two conditions that the student labour be used for digging the foundation or doing some manual work, and

that one-fourth of the total cost be met by managements-is most generous.

It is to be hoped that schools and colleges which do not have these facilities will start planning to acquire them for the strengthening of the Physical Education Departments in their respective institutions. Perhaps, no institution can really convince us or their Physical Education Teachers that it cannot afford to acquire these costly facilities while the Ministry of Education's offer stands.

PHYSICAL EDUCATION CURRICULUM IN SCHOOLS AND COLLEGES

Allied to the problem of raising standard of sports through better leadership personnel and improved facilities, is the question of preparing attractive curriculum of physical education activities. If the activity-programme is truly based on the needs, interests and capacities of youth, there should be no doubt that the youth will whole heartedly participate in such a programme.

We have no hesitation in stating that the curriculum of physical activities for the majority of school youth, and its teaching through daily lesson plans is by and large of the traditional type. The emphasis on teaching the out-moded free hand exercises as was done at the turn of the century is still prevalent in large number of our schools. This state of affairs may partly be attributed to the inadequacy of playing fields and equipment, and

to the non-availability of enough number of physical education teachers in schools. But then it would seem that we have merely paid lip sympathy to the biological principles in respect of the need to provide big-muscle, vigorous activities for the growth and development of human organism.

There is no reason why physical Education should be dull and drab; particularly when activity-programmes can be so easily made attractive by utilising the dynamic forms of human motion so noticeable in different activities, and games and sports. It is not our intention to underestimate the place of conditioning exercises in modern programmes of physical education; but that these exercises should serve as means towards development of satisfying skills and socially acceptable attitudes, and not as an end in themselves.

The concern of the government to improve general standard of sport should therefore lead the members of the physical education profession to evaluate their programmes with a view to bring them in line with the accepted biological, psychological and sociological needs of the youth. There is urgency to recognise and to meet these needs for we believe there is every danger that we may pave the way for one-game coaches having paltry knowledge to assume charge of games and sports programmes in our schools. Frankly, this would be a tragedy.



MARTIN H. TRIEB

Mr. Martin H. Trieb, Fulbright Professor assigned to the Y. M. C. A. College of Physical Education by the kind courtesy of the United States Educational Foundation in India, New Delhi, comes to us with varied and rich experience in the field of Physical Education.

Mr. Trieb had his professional training from outstanding universities like the Normal College, Harvard University, University of California, Berkeley, and the Indiana University.

He served in various capacities and some of his professional experiences include:

Teacher & coach, Iowa City-1910-12.

Instructor & coach—University of California, Berkeley 1917-23.

University of California, Los Angeles, 1924-25.

Supervisor & Director, Los Angeles City Schools 1925-55.

Teacher & Coach, Los Angeles City Schools 1923-25.

Instructor of Physical Education, Coach of Soccer and Lacrosse, Department of Physical Education, Ohio State University, Columbus, Ohio.

Mr. Trieb had the distinction of serving as a Games Judge in two World Olympic Games. He is also author of various books connected with Physical Education and other allied subjects such as "Safety", A course of study for Junior and Senior High Schools, "Physical Education Achievement Scales for Boys in Secondary Schools", "Classification of Secondary School Boys for Purposes of Competition", "Building Physical Health", "Teaching Guide for Physical Education", "A Handbook of Couple Dances" etc.

We have great pleasure in welcoming Prof. Martin H. Trieb to the YMCA College and look forward to his association and guidance in the professional preparation of Teachers in this pioneering Institution, and also elsewhere in the country.

THE NATURE OF SUPERVISION

By

MARTIN H. TRIEB,

(Fulbright Lecturer, Y. M. C. A. College of Physical Education)

It is indeed an honour to be invited to contribute an article to Vyayam, the professional physical education quarterly for India, so soon after my arrival in Madras. Mr. S. D. Chopde, Principal of the Y.M.C.A. College and Editor of this quarterly extended this invitation and suggested that I write something on Supervision. He presumably extended this invitation and made the suggestion because the writer had the responsibility for the supervision of physical education in the secondary schools of Los Angeles, California for over 30 years.

To set the stage for our discussion let us raise the question: What is supervision?

Immediately we wish to draw attention to and emphasise the action part of this compound word - vision. Vision means to see, the ability to look ahead, to evaluate and understand.

The prefix "super" indicates that the vision is above the normal outlook. It is a higher outlook, a more understanding concept of what is or should be accomplished. This concept implies experience based on knowledge: the "Know-how".

In the past, and in many localities still today, supervision consists solely of inspection. This is a procedure for seeing that the fundamental requirements are being met, if policies and procedure are being carried out, and if the course of study is being followed. It leaves little ingenuity to the teacher nor much freedom in deviating from prescribed procedures.

Modern supervision still involves some inspection. However, less and less time is being given to this phase of supervision. Much more time and attention is and should be given to observing the process of teaching and education as it goes on in the school, and in discussing and evaluating this process with the teacher. Under such a procedure supervision becomes more and more a democratic process. A modern concept of supervision is that it is a process for helping the teacher do better the things he normally does.

Thus where formerly supervision consisted only or chiefly of inspection, today it consists primarily in observation, discussion and evaluation.

To give a further expanded concept of supervision today the following statements should be embodied in this concept, and might well be considered as the fundamental principles of the scope of supervision.

There should be emphasis upon promotion of professional growth in teachers

There should be increased democracy in its operation

Positive and constructive steps should be taken toward aiding the teacher to study and evaluate his own procedures in organisation and teaching.

Definite steps in developing in the teacher the power to improve his work

An increased emphasis in the teaching-learning situation

Give continuous guidance and training (without coercion) to teachers.

Traditional

1. Inspection.
2. Teacher-focused.
3. Visitation and Conference.
4. Formal plan or random and haphazard
5. Authoritative.
6. One person only affected.

See that there is some critical thinking about education and teaching

That there be continuous up-grading of teachers and their teaching.

Through the above statements it will be seen that the concept of "growth" of the teacher is increasingly replacing that of improvement of the teacher.

To summarise a comparison made by Burton and others of traditional supervision with modern supervision is presented.

Modern

1. Study and Analysis - Observation.
2. Focused on objectives - outcomes. Teacher, pupil environment.
3. Many diverse functions.
4. Definitely organised and planned.
5. Co-operative.
6. Many persons affected



SOME ASPECTS OF PHYSICAL EDUCATION*

By

GEORGE P. THEKACKARA

[Sri George P. Thekackara, belonged to the class of 1943-44. He was the President of the Student Union, and after graduation served for many years as Physical Director in a College in Bangalore. He is now Librarian-in charge of the U. S. I. Library in that City.]

Concept of Physical Education

Tracing through the history of physical education in Secondary schools, we learn that the concepts of physical education have in recent decades undergone many changes. Physical education as practised in some European countries included gymnastics and sports. Few games of low organisation and some formal activities concentrating mainly on calisthenics, more often referred to as Swedish drill, largely constituted the content of a physical education program in Schools. Later years brought inclusion of competitive athletics and almost to the point of domination. The common concept prevailed that a school conducted an efficient physical education program if a few or even one representative team from the school hit the headlines by winning trophies. Later, as the objectives, philosophy and scientific foundations of education came to be more clearly understood, concept of physical education also changed. Acceptance of the differences in individuals relating to interests, beliefs, attitudes, aptitudes, persuasions and understandings, habits and practices, and capacity to learn became one of the guiding principles of education. Physical education also, therefore, became rational and the content of this program also became more effective, purposeful and practicable.

A great pioneer

At this stage I am inclined to recollect the revered memory of the late Mr. H. C. Buck who came from the United States of America and started Physical Education College in Madras. Mr. Buck is to a large extent, if not solely, responsible for the present orientation in the concept of physical education in India. He was a pioneer leader and a great organiser. His trained men are spreading the gospel of physical education throughout the length and breadth of our vast country, and each one of us of his fold remember with pride and gratification that he imbibed into us a sense of responsibility for the country in the matter of physical education. He, as Adviser to the Government of Madras, greatly influenced the pattern of physical education in vogue in South India.

Age Characteristics of secondary school group.

The result of this orientation is the acceptance of the individual age characteristics and the planning of the policy regarding program in relation to the needs, capacities and characteristics of the different age groups. The group in the Secondary Schools are in early adolescence. They grow rapidly; puberty sets in; sudden changes in form of body are experienced, sex differences start; moods, tendency

*Text of the speech delivered at the Regional Seminar of Headmasters and Educational Officers, Mysore.

to bully, good team spirit, over-enthusiastic attitudes and possible over exertions, aggressive over-assertiveness are some of the prominent characteristics of this age group. Power of endurance improves, improvement is also noticed in arm and shoulder girdle coordination, leg coordination, body control and balancing abilities. To experienced headmasters these are all observed facts. Suffer me to repeat. The realisation of these very concepts leads us to formulate a better content for the physical education programme in our schools.

Participation for all

Besides these age characteristics, importance of the basic principle of 'opportunity for all' has to be recognised. "As much participation as possible for as many pupils as possible" is a must for any secondary school program. This is a direct challenge to the over emphasis presently laid on outstanding performances by representative teams. Representative teams and their performances should be the natural outcome of a balanced program in the School and should be the end of a means - viz. result of many participating and few outstanding picked up as an encouragement for participation. Well planned participation of a school in inter-school activities can also be means to an end-viz. stimulation for participation. The ideal is participation for all on all days. But with the rapidly increasing strength in secondary schools and limited play area in the cities, this remains still an ideal.

Content of program

In America, an upto-date program of physical education presently in vogue, emphasis is laid on providing opportunities for children to receive instruction and to participate in a wide variety of activities. With a view to cater for individual differences, opportunities for many if not all, and in consideration of the age characteristics the large variety of activities recommended for the secondary school stage should include some

formal activities-calisthenics-drill, some more of major games-football, hockey, basketball, volley ball, cricket, softball, badminton-some rhythmic activity,some gymastics, relay games and track and field activities. Swimming, cycling, wrestling, boxing are also recommended. Over exertion is a natural danger of this age group. This should be guarded against. Desire to excel individually is another outstanding characteristic of the age. This should be provided. Track and Field activities serve this best. Leadership qualities begin to show out and group games and team games satisfy this demand. Apparatus work appeals to the age group. Parallel bars, work with lezioms and clubs, dumbbells and wands may be introduced into formal activities program to cater to the appeal for apparatus work. Effectiveness and popular appeal of these activities fully justify the program outlined above.

A Five Year Plan slogan says "the progress of planning depends upon the people's participation". This statement applies very emphatically to the plan of a physical education program. The progress of planning depends on the pupils' participation. This, therefore, means larger area for physical activities and pre-supposes availability of a trained physical education teacher. A 50 to 70 square-yard per pupil is estimated as the requirement of a secondary school. To give us an immediate concept of what this means, this works out to 3 to 5 acres for a school 250 to 350 strong. More pupils to cater to, more grounds and equipment to be provided and more trained persons to handle the job, are fairly constant problems of all times, more so now in India.

In this connection let me digress a while on the role of the headmaster relating to the successful and effective functioning of the physical education program of a school.

Role of Headmaster

On the eve of an important match the principal of a school suspended a star player for

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misconduct in the examination hall. The physical education teacher, usually referred to in the States as the Coach, said that his star is not capable of copying and demanded proofs. The principal showed nine questions out of ten wherein the player had copied exactly what the best student of the class had written. The coach was not frustrated. He said that does not prove a thing. The principal replied that the tenth question proves it. Answer of the best boy reads: "I do not know", and the answer of the star player followed "I do not know either". This is an injustice. Star athletes and star performers need not be duds at school. It is only the result of an unbalancing of the program in school. It is here that the Headmaster plays his important role of coordinating and balancing. He should not at any cost sacrifice his regular class program in favour of star performances. I can quote a few instances from my career of physical education of star players being also star performers at University examinations. Mr. Henry Robello, who was almost on the point of getting a gold medal at the World Olympics in 1948 in London had secured first-class in his intermediate. That very year's inter-university championship for track and field held at Madras, one Mr. Mathias won and his record is still held a record for the highest marks obtained by the first boy in Intermediate Examination in Madras University. Abdul Sattar, a Bangalore champion in Soccer and subsequently star player at Calcutta has the record of getting his B. A. Degree without being detained in any class. These are not isolated exceptions. A good boy in the playground can equally be good in the classroom provided we do not separate them into compartments.

Play area and other problems

The review of my present exposition leads us to three major problems in the matter of organising physical education in secondary schools: (1) finance, (2) play area (3) trained

personnel. The problem of money is closely inter-related with that of space and trained personnel. To you Headmasters I am carrying coal to Newcastle in trying to speak of finance which is always THE problem. The problem of finance is to be tackled by minimising the cost of the equipment and providing activities which use no equipment at all. The snobbish appeal of representative teams is an impending danger fast creeping in schools and this cuts away a lot of money. But even more acute are the problems of space limitations and shortage of trained personnel. Limited play area oblige us to devise activities giving possibility for larger number of pupils to participate in a lesser area. Small area games like dumbbells, volley ball provide for participation of larger numbers in lesser space. Football is most appealing. So is hockey. Space requirements can be sliced down where limitations require it. Indigenous games like Chedugudu (Kudu Kudu) or kho-kho are also recommended to provide more participation with less area. It is not difficult for experienced educationists to make the best use of the space available with a planned program, the principle to be borne in mind being as much participation for as many.

Soft-ball

In this connection, a good game that is inexpensive, and one providing participation for many in a small area throwing in plenty of excitement and giving room for team participation and display of individual skill, which has not caught up in our country, is worthy of mention. I refer to Soft-ball, a popular variety of baseball America's national sport. I do not wish to draw any comparisons. But it was my experience while contacting many schools over a period of five years, that a major portion of the available funds and a large acreage was used up for a small percentage of the School's strength by cricket. A descriptive pamphlet on softball is being made available to you.

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Buck's book of rules gives you details. Softball is particularly appealing as a small area game for a large number of pupils. With slight variations or even without variations the game can be played as well by girls.

Absence of trained personnel is the severest handicap of the day. I have the following theme for the consideration of experienced educationists like you. It may be possible, without serious financial commitments, to provide a training programme - call it a training college or school of physical education. My plan may sound an ambitious one, but I recommend it for your consideration.

Self-supporting physical education college

A training college may start functioning towards the end of the academic year in secondary school. In Mysore State for example, the college may start in late November and in Travancore Cochin the College may start in late February. Teachers of secondary schools could be deputed for training; the Government department being the coordinating agency for the selection of candidates for the training course. They take a non-stop tight schedule of 12 to 14 weeks training so that they are fairly equipped to serve by mid-February or mid-June as the case may be.

These training institutions may be situated in major cities like Bangalore or

Trivandrum where there are a large number of secondary, junior secondary or middle schools. Working on an average of 300 pupils for each secondary school, or 400 for each junior secondary school, the city may have a secondary school-age population of 32,000. By an organised plan of distribution, the trainees from the physical education college may be deputed to work in all the schools in the city at the rate of one for every hundred and fifty or two hundred pupils. They work half the day in the school; the other half of the day is devoted to study at the college. They complete the course in 12 months. These work non-stop at the College; nine months partly students in the college and partly instructors at the different schools in the city. The remuneration earned by them supports them and also supports the college. Or, in other words, the students for whom they work pay the way through the physical education college for their instructors. I suspect this is an ambitious concept, but with courage, conviction and co-operation from Headmasters this is a workable plan, a plan for a self-supporting physical education college. What I have put before you is absolutely in the embryo. There are very many snags when you come to work it out practically, but no snags are too great to be unsurmountable. It is better to light one candle than curse the darkness.



CREATIVE CAMPING

By

DR. HARRY D. EDGREN,

(Fulbright Professor to India in 1953-54. Now teaching at Purdue University U.S.A.)

In a few months eager faces and tingling bodies will enter camps throughout our country, full of hope and expectation. These youngsters will be awake and sensitive to new learnings, new friendships, and new experiences. They enter camp and face the world of nature with the eagerness and anticipation of one facing a new world. If their city life had permitted and provided the security that is found in nature, camps would not have been invented.

Today as never before, your camp and mine can help provide the steady support of contact with the earth-with its constancy of evening and morning, its sureness of lake, its firmness of trees and upholding hills. We need today to help children find a close relationship with the earth. In the words of A. Eustance Haydon, "Everyone should sleep out of doors and feel himself akin to the millions of years that have preceded him."

How can we make the child's fresh connection with the earth significant? Creative recreation is part of the answer. This does not mean that many noncreative activities are not good. We still need to provide opportunities for growth, health, and learning of new skills. However, it does mean that we will be concerned that our kind of program will permit individuals to be different.

It will not put standards of performance on a pedestal, or make rules of practice sacred, never to be changed or modified. It will not cater only to the very able, the aristocracy of ability, and ignore the majority who are afraid to compete with their more excellent comrades.

It will, on the contrary, offer a permissiveness that urges freedom of expression rather than demanding conformity; that glorifies in self-expression with its accompanying sense of worth, self ego and self-realization. Are there more worthy goals?

The word creativeness means changing the medium. This may be in clay, in wood, metal, in a story, a group, or the rules of a game. It is the total range, from idea of expression, through the actual creation, and including the emotion that follows this creation. It is usually a complete commitment, an absorption to the exclusion of tension. This kind of approach to recreation is more likely to involve participation in a greater range of experience, from anticipation through realization to recollection.

You may ask where in camp is all of this going to happen? Permit me to be specific. Fairly obviously, creative creativity will be expressed through arts, craft shops, and drama groups. Unfortunately in many camps it will remain in only those very specialized areas of activity.

I would like to feel it can be a part and parcel of the entire camp. Why should it not happen on the athletic field, the waterfront, the lodge, around the dinner table, and at the campfire programs?

Traditions and rules are only worth maintaining in our camps if they are worth maintaining. This forces us to look into the reason for traditions and ask ourselves are they accomplishing their original purpose.

If anything is worth doing, it is worth doing, even though done poorly. Actually, however, nothing is really poorly done, if the doing of it has been good for the participants.

Rules and standards become starting points. From them we make modifications and adaptations for the good of the individual and the group.

With this philosophy, the stone from the beach can become something other than an object which hurts one's feet, or the wash-up on the shore or dirt. It becomes the thrill of a beachcomber, or a bedtime story (a time at which creativity often functions at its best.)

The facing of anticipated incidents, the development of roots for a coming adventure; each activity contains the possibility of creating new plans from old ones, or new games out of old ones, variations which make each new activity the sole property of those who created it.

There are some obstacles to creative recreation in the camp which must be removed. Probably they can be grouped under the following areas:

1. Overcrowded and understaffed camps.
2. Heavy program demands on counselors, removing them too frequently from their campers.
3. Poorly trained staff.
4. Glorifying creativeness and making it an object in itself.
5. Full schedule with little free time.
6. Aristocracy which discourages creativeness.

There are also conditions that facilitate creative expression in the camp. They include:

1. An atmosphere in which individuals and groups are encouraged to express their ideas and desires.

2. Recognition that camp activities are not ends but means designed to meet worthy ends.

3. Sufficient leisure (unscheduled time) for choices.

4. Permission of spontaneous activities.

5. Time for contemplation.

The preceding conditions are more likely to flourish when cooperative planning and thinking are part of the method of determining all activities. This kind of effort encourages each camper to be conscious of his own role, his right of self-expression and with it his accompanying responsibility. Miss Abbie Graham, in a camp seminar some years ago, said, "The creative arts flourish when the individual feels significant. When a person feels inferior he has nothing to say." This truth should encourage camp directors and counselors to permit campers to inflate their own ego by permitting self and creative expressions.

Creative living in camp often consists of integration through compromise in situations involving conflict. Mary Flotte, in her book "Creative Experience," described it in this manner, "When different interests meet they do not oppose, they confront each other; integration is more likely to occur if a new way is created." Emphasis on a new way, a new plan, a new program, or a different point of view is a result of the creative approach to problems and conflicts in the camp setting.

I would be very remiss if I failed to identify and recognize the contributions of physical environment and equipment to creative experience in the camp. A good supply of lumber, paint, nails, old wagons, carts, bells, animals, flowers, which exist for all to use will make their contribution to creative living.

Creativeness will flourish wherever it has honor and status. It will be popular and effective as it becomes the normal approach to all life at the camp.

It is axiomatic that the leader, the counselor, in camp will have much to do with determining whether or not there are creative aspects

and creative experiences in the camp. He will do this by re-valuation of present program to see whether it permits creativeness, whether there is a recognized sense of freedom from tradition at camp, by placing campers in situations that in themselves will stimulate creative expression and by interpreting the meaning of creative expression to all campers.



MERE PLAY

"He is only a play leader." "He has nothing to do with the serious work of the world." "In our classes we prepare children for business, for earning a living, for work."

Only a play and recreation leader! Only a person who helps a child to live in the glorious present moment; to do the thing that gives the utmost satisfaction; to knock out a home run on the baseball field; to swim, to dive; to fashion a miniature airplane that with rubber-band power stays aloft for ten minutes; to build water wheels that run; to tramp the woods and learn the trees and wild flowers; to learn the call of the birds; to sing, to dance, to be gay.

Only a play leader. Nothing to do with the serious work of life. Merely helping a child to be light-hearted, to live simply, beautifully, naturally, in the present, to spread laughter and gaiety and reality all about him. Helping children to be themselves, really to live - when they might be learning to work, preparing for business. Think of the training for work and business these children might have if these hours were not given to play. If only the play leaders would use these hours to train the children through their play in principles of buying and selling, of banking and trade.

Instead they waste the children's time with music and dancing and poetry and fairy tales

and idle games that are to have no part in serious life later.

O folly, folly. Have we lived so long in the presence of little children, so near to the heart of God, stood on such holy ground, watched the flame in the burning bush, and with our profane lips dare we prattle of what is serious, of what has permanent value, and talk of using the play hours of little children as a time for training for work and trade, and say only a play leader?

Play is the serious business of childhood. The play of a little child is the most serious thing in all the world. Play is a part of a great whole. Play builds the cathedral of life. Play gives meaning to the world.

The play leader helps to build a world in which no longer is living always postponed until a future time that never comes; in which child and man alike are not afraid to live in the present; in which the present has at least equal value with the future; in which life itself is exalted; in which the endgrowth, fulfillment, abundant living is exalted beyond any of the parts that go to make up the whole.

Only a play leader. The hope of the future lies in the preservation of childhood, in winning grown people to the wisdom and simplicity of children. "Except ye become as little children, ye shall not enter into the kingdom."

—HOWARD BRAUCHER.

*Courtesy Recreation: Published more than 20 years ago, these words of the late Mr. Howard Braucher have significant importance to us even today—ED.

FAMILY RECREATION

By

S. D. CHOPDE

(Principal, T. M. C. A. College of Physical Education)

The family is our First Group

Group activity is basic to all life. A child is born into a group, and as such the family is the first group to which it belongs. As the child grows it moves into other groups like the school, the neighbourhood, the church and so forth; which serve the purposes of widening its contacts and interests, and also of meeting some of its basic needs. Although, employment may spell a measure of independence from the primary group, marriage and raising a family of ones own start the process of group activity all over again for the young and the old in the new family.

As a person advances in age he associates with fewer groups. But it is significant to bear in mind that the older ones, especially the family, remain as his rock of refuge. In order to make the family a real family in which individual members derive strength and sustenance from one another there is a need for proper planning on the home front in the areas of work, religion and play.

The need to make the House a Home

The poet who sang "Home, sweet home" is likely to get a rude shock if he were to discover that whereas all roads led to the Home a few decades ago, at mid-century they seem to be leading away from it.

The rural population is on the move towards bigger towns and cities in search of jobs and city comforts. This movement of people is bound to increase during the second and subsequent Five Year Plans aimed at the industrialization of the country. Perhaps the face of our villages and the mode and tempo

of rural life would be changed completely with the provision of amenities like schools, electricity, better roads and transport, radio, cinema houses and other forms of amusements.

The urban home is increasingly becoming a house to go to eat a meal, to sleep a bit, and then to hurry on to the office, the factory, the cinema houses, theatres, clubs, sports competitions, or just riding down to the shopping centres and other places where people congregate. The growth of industries would give us goods and leisure, and the means to spend a larger portion of earning on commercialised recreation. The trend towards "watching" things rather than "doing" things made Jay B. Nash call such places as the flophouses of recreation. It is easy to drift into these places forgetting the fact that growth of individual personality lies in doing and creating.

The home can become a better place to have fun as it is the first place that gives us a sense of security, love and affection and recognition the very things that we need for individual and family happiness.

Home Recreation

Recreation as a leisure-time act of experience in which an individual engages from personal choice and because of the satisfaction it gives him is as old as man. Significantly much of the recreative experience is initiated by individuals at home through walking, cycling, reading, creative writing, painting, sketching, singing, playing musical instruments, gardening, nature study and many other similar activities. The enjoyment and pleasure gained through these activities can be heightened when done in the company of others.

Home is besides the most important place of recreation for the young children, adults and the old in the family. It is the adolescent youth that tends to seek much of his recreation outside the home and independent of the family members. Even in these cases it has been found through surveys that many adolescents wished that they could have more fun at home instead.

Fun for the family

Games

The play needs of individuals - children, youth, adults and even the aged are deep and must be met. Healthful exercise through some sort of a game that can be played by members of the family in and around the house should receive priority in planning for family fun. Games like tennikoit, badminton, ping-pong, paddle tennis, or ball games can be modified to suit home conditions. Just tossing the tennikoit ring around, or hitting a shuttle cock over a rope can provide lots of enjoyment and exercise. The dining table can be used as a ping-pong table, or it can be played even on the floor as in paddle tennis. A hockey stick and a ball could be used for golf "putting" practice. Just sink an old can in the back-yard and try shots from various angles.

Inactive games like cards, carroms, chess, checkers, dominoes, jig-saw puzzles, and numerous such table games can keep the family together and in good humour. It would be good fun to dream up new games and put them into use.

Workshop

Making games equipment, toys, mending furniture, presents for friends and other useful articles for the home can provide lots of happiness to the members of the family. Old or chur bazaars could be ransacked for inexpensive tools and materials.

Music

Family "singing", getting up a home orchestra, listening to the family musician, or the next-door guest "artiste" can be good fun of evenings.

Dramatics

Charades, stunts, acting out stories from the familiar folklore, religion, mythology should be a good source for providing mirth and laughter.

Story-Telling

Story-telling is as old as Adam, and the young and the old can take part in it. Anecdotes, "yarns", religious stories, folk stories could keep the family members busy in out-doing the other.

Reading:

The habit of reading together a play, a poem, or any good book would develop skills for dramatics besides providing fellowship and topics for home forums.

Hobbies:

Collecting stamps, coins, etc., writing sketching, painting, photography, caring for pets gardening and scores of other similar things would brighten the leisure-hours and freshen the mind and the spirit of the participants.

Special occasions:

The highlights of family fun and fellowship would naturally centre around special occasions like birthdays, christening, festivals, holidays, Mother's Day, Father's Day, entertaining guests, and special celebrations.

Out-door fun:

The family members can derive lots of satisfaction by spending some of their time away from the home and out-of doors. Picnics, hikes, sight-seeing trips to places of interest, family camping, are some of the things that

would add variety to life and make the home a sweeter place to return to.

Conclusion:

To sum up it could be stated that family recreation if properly planned would serve to strengthen family ties, increase and improve emotional and social efficiency, and therefore individual and family happiness. What is actually required is more imagination rather

than money to have lots of wholesome recreation at home. Home should set the tone for the enjoyment of life. The increasing youth-indiscipline that one hears of and reads about these days can be checked and eradicated if the youth really "belong" to the Home and family. The family that pitches in to do the household work, meets for common worship and plays together is more likely to stay together.

* Useful Books for Family Fun.

- (1) *The Family Pleasure Chest*, Helen and Larry Eisenberg - Nashville - Parthenon Press - 1951 pp. 207.
- (2) *The Fun Encyclopedia*. E. O. Harbin - New York - Abingdon - Cokesburg Press pp. 1008.
- (3) *Party Games for All*. Mason and Mitchell - New York - Barnes and Noble INC., pp. 193.
- (4) *The Cokesbury Party Book*. A. M. Depew, New York - Abingdon - Cokesbury Press, pp. 383.
- (5) *The Cokesbury Stunt Book*. A. M. Depew - New York - Abingdon - Cokesbury Press, pp. 391.
- (6) *The Cokesbury Game Book*. A. M. Depew - New York - Abingdon - Cokesbury Press, pp. 411.

VOLLEYBALL

"The Game for the Masses"

FOR

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T P. JOSEPH

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WHY EXERCISE ?

By

DR. ARTHUR H. STEINHAUS, PH.D., M.P.E.

Professor of Physiology, George Williams College, Chicago.

DR. ARTHUR H. STEINHAUS is internationally known for his research work and writing on exercise physiology, health and physical education. He is now the Dean of George Williams College.

Why exercise? One might just as well ask why not exercise? Everyone has his own reasons. Some exercise to grow strong. Some exercise hoping thereby better to resist diseases such as the common cold. Some exercise to lose weight, while others claim it puts on weight. Some say it makes them more efficient in business. We are warned that in exercise lies the danger of sudden death; while more optimistic liars promise indefinite prolongation of life. Then there are many who exercise just because it is lots of fun.

It is the responsibility of physiology to determine which of these claims are true and which are false.

Strength

Does exercise develop strength? The answer is, Yes. The strength of a muscle is directly proportional to the area of its cross-section. In other words, a muscle whose cross-section is one square inch has a pulling power of 140 pounds, while a muscle whose effective cross-section measures two square inches can lift 280 pounds. This pulling power is due to the united contraction of many thousands of discrete cylindrical muscle cells, averaging in length $1\frac{1}{2}$ inches, and in diameter $1/600$ inch. The average person has about four billion of these muscle cells in his body. If all were placed end to end, the thin strand would encircle our earth four times in the latitude of Chicago.

Exercise may cause muscles to become larger, even double in size, and therefore proportionately stronger, but exercise does not increase the number of muscle cells. It merely causes the already existing cells to become thicker. For this reason there is a limit to the growth of muscles in each of us and it would be useless for a man who is built like a race horse to try to develop the bulky power units of a truck horse, in spite of some advertised claims to the contrary.

That exercises vary in their ability to stimulate the growth of muscle has been repeatedly demonstrated in experimentation. At the close of a winter of heavy gymnastics, students at Berlin's College of Physical Education had larger muscles than they had in the following fall after additional participation in a summer session of track and field activities. Rats which daily ran a mile in 120 minutes developed larger muscles than their litter mates that ran the same distance more leisurely. When muscles in both legs of a frog were stimulated simultaneously, daily for two weeks, the muscles of the leg whose movements were resisted by holding the leg in extended position were 13 per cent heavier than their mates from the other side whose movements were not interfered with. Thus we see that hypertrophy—as this enlargement of muscle cells is called—is related not to the quantity of work performed but to its intensity. This explains why the dash man, gymnast, heavyweight lifter, the wrestler, and perhaps the tap dancer develop large muscles, while the distance runner has slender muscles. In fact any exercise which is heavy enough to tax a muscle to its limit will stimulate that muscle

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to grow larger, and with this hypertrophy there comes greater strength.

But let us ask ourselves, is strength a desirable goal? Does modern man need large muscles? Let us assume you weigh 160 pounds; 64 pounds, or about 40 percent of this weight is in muscle. In other words, you have a 64-pound motor whose function it is to support, move and transport this total of 160 pounds of body. Depending on your occupation, this motor must do more or less additional work, as for example, shoveling coal, digging a garden, or changing an automobile tire. Just as we get more joy out of driving a high-powered car, so we feel a greater satisfaction in performing our daily tasks when our muscle motor has plenty of power to hold our body erect and to make it go and do things. But common sense would dictate a limit even here. It is just as senseless for a man whose job requires that he trip lightly around typewriters in an office to develop the hulk of a champion heavyweight lifter as it would be to buy a ten-ton truck to deliver telegrams.

Endurance

Does exercise increase endurance? The answer is, Yes. Your endurance can best be measured by how much work you can do without tiring, and this depends largely upon how efficiently the heart does its work of pumping blood through the lungs and throughout the body. The blood so pumped carries oxygen to the muscles. This oxygen is needed to dispose of the waste products of muscle action—such as lactic acid—which, if they did accumulate, would induce fatigue. If plenty of oxygen-bearing blood is pumped by the heart to the muscles, they will not tire, since then no lactic acid need form.

Let us examine the accomplishments of this hard-working heart, which began its rhythmic contractions more than eight months before we were born and which will continue them to the very ends of lives. In the average-sized person

the heart pumps, each minute, about one gallon of blood to the lungs and an equal amount to the remainder of the body. In the course of a day the heart pumps about $11\frac{1}{2}$ tons of blood, and in a lifetime of sixty-five years, over one-quarter of a million tons are pumped by this little organ whose own size is approximately that of a small grapefruit. The blood which is sent out to the muscles of the body leaves the heart under a pressure of $2\frac{1}{2}$ pounds to the square inch. This is from two to three times the pressure maintained in the steam heating system which warms our homes.

The work done by the heart in a single day is enough to lift a 150-pound man from the sidewalk to the top of New York's Chrysler Building, or to raise twenty-five tons of coal to a height of three feet.

All of these figures refer to the activity of the heart when its owner is completely at rest. As soon as exercise is begun, the figures mount rapidly. The world's record for heart performance was measured by Dr. Christiansen, in Denmark. He found that the heart of a highly trained bicyclist could pump out more than nine gallons of blood per minute to the oxygen-hungry muscles.

A period of training increases the capacity of the heart in this function of pumping blood. Another Danish scientist, studying an athlete before and after an athletic season, found that training improved his heart 20 per cent in this respect. Not only can an athlete's heart pump more blood per minute; but it can do so with fewer beats. This is because it puts out almost twice as much blood with each stroke as does the heart of the non-athlete. Herein lies the secret of an athlete's heart. Because it can with fifty or sixty strokes pump more blood than can another heart with seventy or eighty beats, it has longer rests between beats. A heart which beats sixty times a minute works only twenty minutes and rests forty minutes of each hour, while a heart beating eighty times

per minute must work twenty-three minutes out of each sixty. This makes a difference of eighteen days in a year.

The difference between the trained and untrained heart becomes even greater when both perform the same task. In fact, the non-athlete's heart, during strenuous exercise, beats so fast that it hardly has time to fill between beats so that, instead of pumping more and more blood to the active muscles, it soon reaches its maximum beyond which more beats per minute yield no further return in increased heart output. Professor Henderson of Yale has pointed out that the heart of a smoker resembles, in this respect, the heart of a non-athlete, and thus is explained what every athlete knows, namely, that "smoking cuts the wind."

The influence of regular exercise is not confined to improving the pumping unit of the circulatory system but in some way, not yet clearly understood, the functioning of the vasomotor system is improved. Since we do not have enough blood in our body to supply all parts plentifully, this system sees to it that the blood goes in largest amounts where for the moment the demand is greatest.

Thus exercise, particularly of the endurance type, trains the heart to pump larger quantities of blood with greater ease, and the vasomotor adjustment to direct this blood in more liberal amounts to the parts which need it and because this blood carries the oxygen necessary to dispose of waste products, for this reason exercise helps you do a bigger day's work without tiring.

Resistance to disease

Many people are of the opinion that regular exercise will increase their resistance to infectious diseases. Unfortunately there is no good reason for this belief. Many tests have been made but the conclusion is always the same. An athlete is just as likely to succumb to the

poisons of bacteria as is his lazier brother who never visits the gymnasium.

Just in one respect may he have a slight edge and that is because he does not fatigue as readily. There is a bit of evidence that some diseases may take hold of a man a little more easily when he is tired or worn out. Beyond this there is no reason to believe that regular exercise will add a single day to man's life.

Weight Reduction

There are many people who exercise to reduce weight. Some claim success, others give up in despair after many trials. The body may be compared to an automobile and the food is like gasoline. If we consume more food than is needed for the day's run, the excess is stored as glycogen or fat in various parts of the body. The calorie is the unit by which it is possible to express the fuel value of a food or any other source of energy. Thus one gallon of gasoline is equivalent to 36,124 calories. The same number of calories are found in thirty loaves of bread or about $8\frac{1}{2}$ pounds of fat. The average business man or skilled laborer needs between 2,500 and 3,000 calories per day. If he could utilize gasoline, one gallon would run him for twelve days. If he eats more than 3,000 calories per day the excess will be stored as fat. Many people unconsciously adjust their food intake to their needs, so that even though they fluctuate a bit from day to day their weight is quite constant over long periods. Some of us, however, are less fortunate in making this adjustment and therefore vacillate between programs of dieting and exercising in desperate attempts to keep in form. To help solve this problem let us return to our analogy. If one knows how much mileage his car will give under various driving conditions on a gallon of gasoline, or shall we say on 36,124 calories then it is possible to calculate how long or how far it will be necessary to drive in order to empty the gas tank.

Exactly the same line of reasoning holds true for the body. Many physiologists have studied the "mileage problem" on the human motor. They have, of course, had to work with all kinds of "models," but their results are surprisingly uniform. From their results I have prepared a table of "human mileages," under different driving conditions. Let us examine the amount of exercise or work, which the average-sized man, weighing 155 pounds, must perform in order to burn up that extra pound of fat (4,320 calories) which he has stored—perhaps under his belt.

He may do ordinary office work for eleven eight-hour days. He may walk 144 miles, at the rate of two miles per hour. If he is a skilled mason, he may lay 14,731 bricks....He may do a wand drill for 20½ hours...walk 66½ miles, at the rate of a mile in 17½ minutes...play ping-pong for 17½ hours...shovel 114,739 pounds of sand into a wheelbarrow...saw wood for 10½ hours...fence for 8 hours...parallel bar work for 7½ hours...walk 34½ miles, at the rate of 5 miles an hour...wrestle 5½ hours...play strenuous football for 4 hours and 48 minutes...run 17.3 miles, at the rate of a mile in 6 minutes...run 129 100-yard dashes at 10 seconds each...walk to the top of the Washington monument 48 times...or do 5,714 push-ups from the floor to the tune of his radio.

If he prefers to have the electrical vibrator take off this pound of fat, he will need to contend with this machine for 375 15-minute periods.

It is clear that the human motor is too efficient a machine to make emptying of the gas tank by racing the motor a sensible procedure. The average man has not the time, even if he had the patience, for this procedure. A further difficulty lies in the fact that exercise stimulates the appetite. The individual whose three-mile constitutional tempts him to consume only one extra piece of bread and one pat of butter has by that act already nulli-

fied the weight reducing value of the entire walk.

It is true that very heavy people would, because of their additional weight, expend more energy than the 155-pound model man used in our illustration. On the other hand, it is just as true that the heavy person often does not have the strength of muscles, the feet, or a sufficiently good heart to make weight reduction by the exercise route at all safe.

Please note, I have not said that it is impossible to take off weight by exercise. I have told you how much exercise is necessary. The scales will show a greater loss right after exercise, but most of that is not fat but the water lost in sweating, and will go on again as soon as one drinks more water. The more sensible way to take off weight is to put less on. By that I mean—watch yourself at the "filling station." Any system of weight reduction which does not include an intelligent control of diet is likely to fail. This does not mean that a person must starve himself. It is not difficult to find a diet which, with or without exercise, will cause a gradual loss of weight. But one must remember that a piece of candy or half a doughnut eaten between meals contains just as many calories as a pound of string beans or a quart of consommé consumed at the dinner table.

What About Some Other Claims For Exercise?

Exercise does not make for redder blood. In fact, there is probably slightly less hemoglobin in the blood of a highly trained individual, while his muscles contain more of this pigment. Another kind of change has, however, been wrought in his blood by training. This change is in the age and elasticity of the red and white corpuscles. The old and more friable corpuscles have been scrapped. Only the younger, more elastic, cells survive. To offset this shortening of the average duration of each corpuscle's existence in the blood

stream the production rate of blood cells, particularly the red cells, is stepped up and the factories making them are enlarged. Hence the observation that there is more red bone marrow in highly trained animals and their blood cells can better with-stand various forms of rough treatment, whether these be imposed upon them experimentally in the test tube or by the exigencies of an active life, while they are confined in the arteries, capillaries and veins in the body of the animal.

He who exercises to grow tall is on the wrong track. The balance of evidence favors the view that exercise tends to limit the growth of long bones. Exercise to make for suppleness of moment and freedom in joint action will be rewarded with success, but there is also some reason to believe that exercises such as boxing, and kicking as in soccer, injure the joint surfaces.

There is evidence that moderate exercise stimulates the activity of the stomach and intestines while the strengthening of the abdominal musculature reduces the incidence of painful menstruation.

I have time to mention only one other reason for exercising, namely because it is good fun. It may be necessary to invoke one of the just mentioned high sounding arguments for exercise in order to convince your mother-in-law, or yourself, that you must get a workout in the gym or on the golf course. But after you have hurdled this obstacle—be yourself! Admit to yourself that you are out for a good time—play hard, forget your personal troubles, lose yourself in the game—and you will find genuine recreation.

Many years ago Friedrich Froebel, father of the kindergarten, wrote as follows: "Children are much nearer the inner truths of things than we are, for when their instincts are not perverted by the superfine wisdom of their elders they give themselves up to a full, vigorous activity—theirs is the Kingdom of Heaven."

We are now beginning to realize the urgency of finding activity areas in which adults may become even as children in the enjoyment of an all-absorbing interest. One finds such an interest in the opera, another in the movies, while still another must himself bray in a barber shop quartette. For some an intense game of chess or a knotty mathematical solution provides such refreshment, while many can still find it in worship and prayer. What is disconcerting work for one is integrating play for another. Physical activities, because they demand the participation of our entire being, offer unusual opportunity in this direction. But here, again, persons differ. The dance, volley ball, and other team sports suit many. Some get the same thrill out of calisthenics and the "daily dozen" others who have in practice paid the price, find it in a perfectly executed giant swing or a mile run.

My advice to you, then, is this—having found for yourself the exercise, game, or sport best suited to your strength age, temperament, and need, forget all else and seek first the joy of the venture and before you know it, the strength, the endurance, the added vitality, and a new outlook on life will be added unto you.



COLLEGE NEWS

Student Boy

We are happy to report that the enrolment at the college this year has been most encouraging. Altogether, 444 students (331 boys and 113 girls) were provisionally admitted on July, 2, 1956. After the usual weeding out process through medical examination, physical efficiency tests, and tests in games and sports, we retained a total number of 342 students. The enrollment of 100 women students this year is a record in the annals of the College.

The students have come from 14 different States, and also from Ceylon. The enrollment in different classes which has been also very encouraging is as follows: Diploma - 54; Higher Grade Certificate - 90; and the rest are for the Lower Grade Certificate Course. The total number of students from Ceylon is 41.

Teaching Staff

There have been some changes in regard to the staff. Mr. A. K. Singh left the college from July and has accepted the post of Recreation Director, Balbhavan, New Delhi. This a new post created by the Ministry of Education; and from all reports we have received, Mr. A. K. Singh seems to be quite happy in his new assignment in the field of Recreation.

The members of the staff got up a farewell party for Mr. and Mrs. A. K. Singh, Inder and Munni just before they left Madras in the second week of June.

Mr. C. Tirunarayanan has been given one year's leave to join the new College of Physical Education at Karaikudi.

Mr. N. C. Parappa (1950-1951) has joined the college staff from August. Mr. Parappa

has obtained his M. S. Degree from the University of Oregon (U.S.A.)

Mr. Sreedharan Nair has been appointed as an Instructor in Kalaripayat.

In view of the sudden passing away of Sri C. C. Abraham, and the changes in staff strength as mentioned above, Mr. J. P. Thomas' departure for the U.S.A. for higher studies had to be postponed.

New Hostel for Women Students

The College has obtained a loan of Rs. 1,50,000 from the Government of India for the construction of a new hostel for women students. We have admitted more women students this year in the hope that this new building would house at least 50 students.

The Corporation water supply has been obtained for the Women's section. This has resulted in effecting a long desired improvement. The women students do not have to wait any more for the watermen to fetch the precious supply of water from the men's section.

Work at the College

The regular work at the college started right in earnest soon after the tests were completed. It is our hope in the years to come to reduce this period to the minimum; and to utilise the 1st week on the campus for conducting the Orientation programme only. The tests may be conducted at various regional centres in the state and elsewhere.

The majority of students have obtained more than 300 points out of 500 in the physical

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VYAYAM

[August 1956]

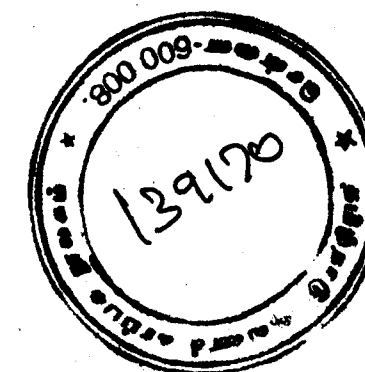
efficiency tests, which will give some indication of the general standard of this year's batch.

We seem to have good players in various games.

In view of this high scoring, we have now taken steps to increase the minimum requirements for admission in the various test items. These are listed below for the benefit of our alumni who wish to send students for training from next year.

Event	Standard required	percentage
100 Metres	- 13.9 Sec.	60%
Pull-ups	- 11	"
Long Jump	- 16'-3"	"
High Jump	- 4'-8"	"
Cricket Ball Throw	- 199'	"

It is not necessary to score 60% in each of these items separately but the total aggregate should be 60% for securing admission in the future.



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my. 211 m. 'MSV
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