



FIEP-COMMUNIQUÉ

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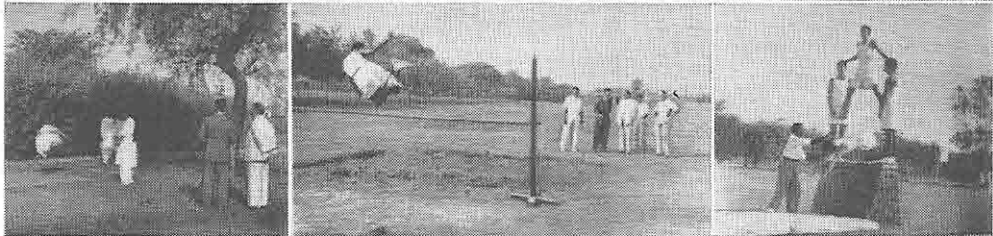
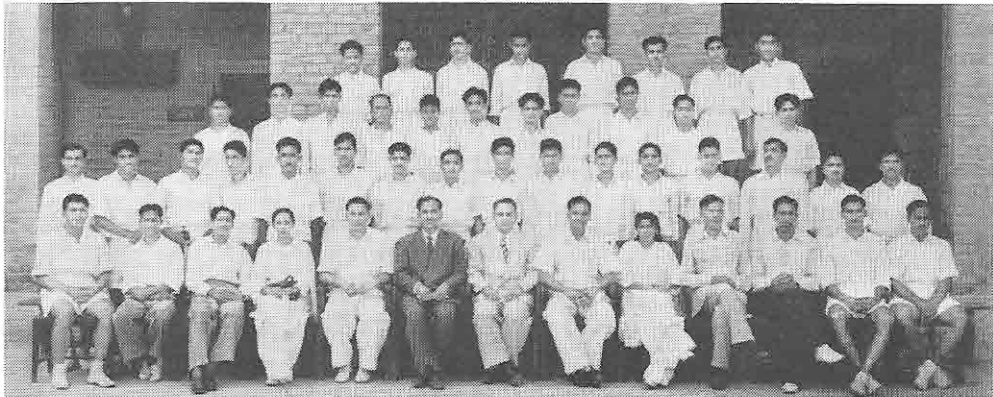
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N° 3—4 1957

Mai-Juin - 5^e année



Physical Education in Pakistan (see article p. 18). *The big photos show men section of 1955 and women section of 1954. Small photos from left to right: 1. Girls are doing broad jump and the principal is watching along with the educational minister. 2. A boy is doing high jump and the principal is watching along with some guests. 3. Boys are diving under the supervision of the gymnastic teacher.*

Sw. Cr. 1: 25 — Engl. sh. 1/9 — U. S. A. \$ 0.25

Physical Education in Pakistan

by I. K. GILL, Pakistan

Student of Physical Education, Cologne, Germany

Physical Education has received a great stimulus in Pakistan during the past decade. The Government College of Physical Education was started at Walton, Lahore, in 1950. The College is equipped with a modern Gymnasium, an open air swimming pool and grassy grounds. This place is blessed with fresh air and is free from the smoke of the factories. Every year one hundred men and women receive one year's intensive course in Physical Education which includes health and recreation.

From early morning till sunset, the college is a beehive of activities. By 6.30 a.m. students are out in the field. Under expert supervision both men and women enthusiastically participate in games, field athletics and other activities. Special attention is given to gymnastics and apparatus work for men and rhythmic to women.

After breakfast by 9.30 a.m. students are in the lecture rooms where theoretical aspect of physical education, health, and recreation is taught by a specialized staff.

The college is equipped with a library and a model room which are of considerable help to the students in learning the theory of physical education. There is a fair collection of works on health and physical education, psychology, sociology, anatomy and physiology, science, gymnastics, teaching of apparatus work and other allied subjects.

The college is a residential institution with enough rooms for the students. Graduates for senior diploma and undergraduates for junior diploma are admitted. Successful students are qualified to teach physical education in universities, colleges, high schools, and clubs etc.

Beside the theory of movement and competitive and recreative sports teaching and practice of teaching, camping and hiking form an important part of the curriculum, because camping students often assist in local projects. Marching and road marching are also taught.

The pre-eminent position which the college now occupies in the country is primarily due to its energetic Principal, Wing Commander H. A. Soofi, fifty years old, who has been a student of physical education in the United Kingdom, Germany, Sweden, and India. He has also visited the United States and Canada. Wg. Cadr. Soofi is the guiding light of the college and is very popular with the staff and students because he participates in all games and activities.

Some very well qualified members of the

staff assist the principal in this nation building activity.

This college is proud of having a personality like Mr. Qureshi Iqbal, 42 years old, who has given a good part of his life in serving physical education and scouting in Pakistan and India. He has been a student at Loughborough college of Physical Education in the United Kingdom. He is in charge of educational gymnastics.

Mr M.A.W. Birlas a smiling face in the college, who teaches theory of major games and track and field events. He has been a student at the Madras college of Physical Education in India. He has a special love for field athletics. One of his students, Rashid, took part in 15th International Olympic meeting in 1952 at Helsinki. He is very popular with the staff and students.

Chudhri Nazir Ahmed teaches theory of games and takes special interest in Hockey, Cricket and Foot Ball. He has prepared many good players and teachers in the field of games e.g. Khurshid Moti Lall (Basket Ball), Gill (Basket Ball), Tufail (Cricket), Ghulam Nabi (Hockey). He has given the best part of his life in the service of the youth.

Dr. B.A. Bhatti, the college doctor, not only looks after the health of the students but also conducts research on medico-physical subjects. He is also a good athlete and has a special love for javelin throwing. He is kind and sympathetic with the students.

Mrs. Sabra Azim has been a student of physical education in Calcutta and more recent in Liverpool.

Miss Bakash, teaches educational gymnastics. When Mrs. Azim was away last year for advanced education in United Kingdom the burden fell on the shoulders of Miss Bakash who soon proved herself a good teacher for women students.

I myself left the college last winter for advanced studies in Germany but before leaving I presented to the college my student Mr. Niazy to work as superintendent and gymnastic teacher in my place.

The college is lucky enough to receive the services of an American couple on the staff, who are serving the cause of physical education in a most beneficial manner.

I can boldly say that the students prepared in this college can be compared favourably to the students of physical education of other countries. We are trying very hard to concentrate our nation's attention on Physical Education and it is hoped that in the near future, the standard of Physical Education will vastly improve.

3 "Keep fit" time-tables for male gymnasts

3 programmes de gymnastique d'entretien pour gymnastes masculins

3 programas de gimnasia de mantenimiento para gimnastas masculinos

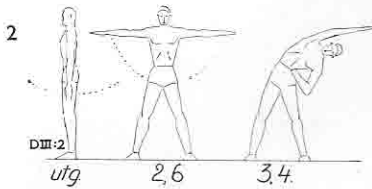
Author: PER LINDBO

Drawings: OLLE INGMARSSON

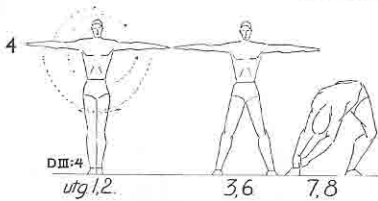
Time-table III

Freestanding Exercises

1. Walking and running.
2. Armswing and sidebending with "give".



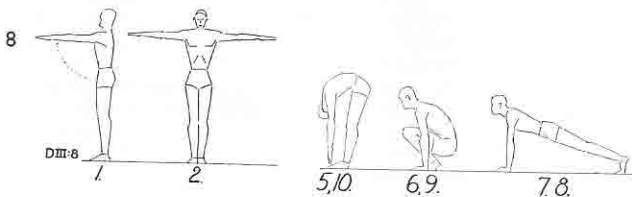
3. Knee "give" and trunk bending forward-downward.
4. Arm swing footplacing sideways and trunk bending forward-downward.



5. Arm bending and arm stretching.



6. Pronely arm bending, arm stretching and hand claps.
7. Relay.



8. Armswing, trunk bending forward-downward

3ème leçon

Exercices à mains libres.

1. Marche et course.
2. Balancements des bras et flexion latérale du tronc avec insistance.

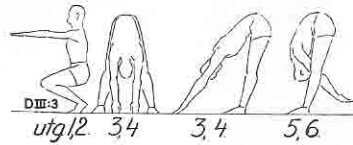
3. Flexions des jambes et grande flexion du tronc avant.
4. Balancements des bras, déplacement latéral du pied et grande flexion du tronc avant.

Tercera lección

Ejercicios a manos libres

1. Marcha y carrera.
2. Balanceo de brazos y flexión lateral de tronco con rebote.

3. Flexión de piernas y gran flexión de tronco adelante.
4. Balanceo de brazos, desplazamiento lateral del pié y gran flexión de tronco adelante.



5. Flexions et extensions des bras.

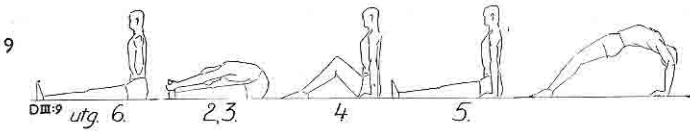
5. Flexión y extensión de brazos.

6. Chute faciale, flexions et extensions des bras avec battements des mains.
7. Course d'estafettes.

6. Caída facial, flexión y extensión de brazos, palmas.
7. Carrera de relevos.

8. Balancements des bras, grande flexion du tronc avant.

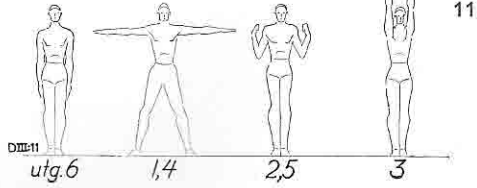
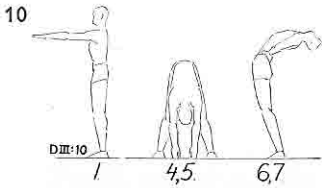
8. Balanceo de brazos, gran flexión de tronco adelante.



9. Longsitting trunk bending forward-downward alternating with "bridge".
 10. Standing arm movements with foot placing, trunk bending forward, downward and backward.

9. Assis, jambes tendues, grande flexion du tronc avant, alterner avec la position «en pont».
 10. Mouvements des bras avec déplacement du pied, flexions du tronc avant et arrière.

9. Sentados, piernas extendidas, gran flexión de tronco adelante, alternar con la posición en puente.
 10. Movimiento de brazos con desplazamiento de pié, flexión de tronco adelante y atrás.

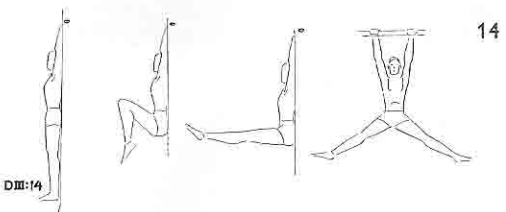
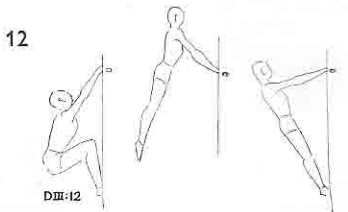


11. Rhythmic jumps.
Stallbars

11. Sauttillement.
Espalier
 12. Suspension et station accroupie, déplacements vers le haut et le bas.

11. Saltitos.
Espalderas
 12. Suspensión y caída con piernas flexionadas, desplazamiento arriba y abajo.

12. Curtsey fourfoot hanging, transference upward and downward.



13. Handstand.
 14. Hanging knee lifting, knee stretching, leg spreading and leg lowering.

13. Chute faciale renversée.
 14. Suspension, élévation des genoux, extension des jambes, écartement et abaissement des jambes.

13. Caída facial.
 14. Suspensión, elevación de rodillas, extensión de piernas separación y abajo.

Exercises on mats

Tapis

Colchonetas.



15. Forward and backward rolls
 16. Cartwheels.

15. Culbute avant et arrière.
 16. La roue.

15. Voltereta adelante y atrás.
 16. La rueda.

Boom

17 a



DIII-17a

**Bomme**

DIII-17b

**Paralelas**

17 b



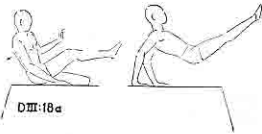
17. a) Heave hanging arm walk, forward-upward circling.
b) Under heave hanging. Arm walk.

17. a) Suspension à bras fléchis, déplacement à la force des bras + rétablissement par renversement.
b) Suspension transversale, bras fléchis, déplacement à la force des bras.

17. a) Suspensión con brazos flexionados, desplazamiento haciendo fuerza en los brazos, vuelta a la posición con voltereta.
b) Suspensión transversal, brazos flexionados, desplazamiento haciendo fuerza en los brazos.

Vaults

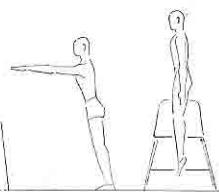
18 a



DIII-18a

Sauts

DIII-18b

Salts

18 b

18. a) Running fence vault.
b) Running astride vault and forward roll over box.
19. "Club ball".

18. a) Avec élan de course, saut latéral-dorsal.
b) Avec élan de course, franchir bock par écartement des jambes suivi de culbute au plint.
19. Balle aux quilles.

18. a) Con impulso de carrera, salto lateral-dorsal.
b) Con impulso de carrera saltar el potro con las piernas separadas seguido de voltereta sobre el plinto.
19. Pelota con bolos.

Freestanding Exercises**1. Walking and running.**

2. Stride standing arm swinging forward-downward-sideways (1-2), L. side bending and one "give" with L. hand on hip and R. arm stretched upward (3-4), arm swinging downward-forward-downward-sideways (5-6), R. side bending and one "give" in position with R. hand on hip and L. arm stretched upward (7-8).

During the side bending the arm stretched upward should be kept back.

The command: Arm swinging forward-downward-sideways, L. arm on hip and R. stretched upward and side bending L. with one "give". Repeat the same with sidebending R. and L. arm stretched upward and R. hand on hip — **Swing!**

In curtsy sitting with arms forward — **Halt!**

3. Curtsy sitting with the arms forward. Two knee "give" (1-2), L. foot placing sideways and trunk bending forward-downward with two hand beat on the floor as far for-

ward as possible and two "give" in hip joints with arms far backward between the legs (3-6), return to curtsy sitting with arms forward and two knee "give" (1-2) R. foot placing sideways and trunk bending as before (3-6).

The trunk should remain vertical in the curtsy sitting position.

The command: Two knee "give", foot placing to the L., trunk bending forward-downward with two hand beat on the floor as far forward as possible and two "give" with the arms through the "bridge" — **Now!** Standing with the arms sideways — **Halt!**

4. Standing with the arms sideways. Arm-pendling downward-inward in cross, downward-sideways-upwards and in cross (all way round) (1-2), downward-sideways with L. foot placing to the side to stride standing with arms sideways (3). Trunk bending downward with grasping of L. ankle and one "give" in pos., knee "give" in R. leg upon which the weight of the body rests (4-5). Return to stride standing with arms sideways (6). Trunk bending downward with

grasping of R. ankle and one "give" in position, knee "give" in L. leg upon which the weight of the body rests (7-8). Push off with L. leg and return to starting position (9). The exercise is performed alternately with R. and L. foot placing to the side.

The command: Arm pendling in cross, around and sideways with foot placing to the side, two trunk bendings over L. knee and knee "give" in R. knee, return to stride standing with arms sideways, two trunk bendings over R. leg and knee "give" in L. knee, return to starting position — **Swing!** With arms at the side — **Halt!** To Pronefalling — **Fall!**

5. Prone falling. Arm bending and -stretching (1-4), roll around once over long sitting to prone falling (5-6), arm bending and -stretching (1-4).

The gymnasts roll alternately to L. and R. During the armbending the elbows should be kept by the side.

The command: Arm bendings and stretchings, roll around once in two counts — **Bend!** Lying on the stomach with arms in bent position — **Halt!**

6. Prone lying with the arms bent. Arm stretching sideways (1), two hand claps with the hands behind the back (2-3), arm bending (4), arm stretching sideways (5), two hand claps with the arms forward and as high above the floor as possible (6-7), arm bending (8).

The command: Arm stretching sideways, two handclaps with hands behind the back, arm bending and stretching sideways, two hand claps with arms forward and as high as possible above the floor, arm bending — **Now! Halt!** To standing — **Up!**

7. Relay. The class takes position in groups with two files in each. The distance between the first and the last couple in each group should be alike. The last couple in each group each holding one end of a jump-rope. On signal from the leader they run forward with the rope over the heads of their forward bent partners. When the whole file has been passed, the gymnasts turn and run back to their places with the rope close to the ground, while the partners jump over the rope. Exchange occurs by giving the rope to the couple ahead. They run forward holding the rope over the heads of their partners, turn, run back with the rope by the ground, turn again and let the rope pass over the head of the last couple and give the rope to the couple ahead. The gymnasts should hold the rope high, when they run forward, and carry the rope near the floor during the run back. The team first in order with the rope with the first couple of that team, is the winner.

8. Standing. Armswinging forward-downward-sideways (1-2), downward-forward-upward-downward-forward (roundswing) (3-4), trunk bending forward-downward (5), knee bending to four foot sitting (6), jump to prone

falling and one "give" in the position (7-8), jump to four foot sitting (9), leg stretching and trunk bending forward-downward (10), raising upward and arm swinging forward (and -1).

From four foot sitting the leg stretching and trunk bending down occurs simultaneously. In the raising upward from trunk bending downward the arms are carried backwards to get starting position for arm-swinging forward.

The command: Arm swinging forward-downward-sideways, downward-forward and one roundswing, trunk bending downward, knee bending to four foot sitting, jump to prone falling, jump to four foot sitting, knee stretching and trunk bending downward, raising with arm carrying backward — **Begin!** In four foot sitting — **Halt!** To long sitting — **Down!**

9. Long sitting with the arms bent. Arm stretching sideways (1), trunk bending forward-downward with one "give" in the position (2-3), leg bending and -stretching (4-5), arm bending (6). Alternating with arc standing.

Leg stretching obliquely upward. In the arc standing position the fingers should point towards the heels, and the head bend backward.

The command: Arm stretching sideways, trunk bending downward with one "give", leg bending, leg stretching and return to starting position — **Now!** In "bridge" — **Up!** On the floor — **Sit!**

10. Standing with the arms sideways. Arm swinging forward-downward-sideways with L. foot placing to the side (1-2), arm swinging downward-forward (3), trunk bending forward-downward and one "give" in the position (4-5). Raising to stride standing with hands on the hips with the thumbs forward, trunk bending backward and one "give" (6-7), stretching and arm bending (8), arm stretching sideways and foot placing to starting position. (9).

Alternately R. and L. foot placing to the side. The foot placing to the side occurs at the same time as the arms swing downward-sideways. In the trunk bending backward the head should be bent backward.

The command: Arm swinging downward-forward, downward-sideways with foot placing to the side, arm swinging downward-forward, trunk bending downward with one "give", trunk bending backward and one "give" with hands on hips and the thumbs forward, stretching and armbending, arm stretching sideways and foot placing to starting position — **Swing!** With arms at the side **Halt!**

11. Rhythmic jump. Legs apart and the arms sideways (1), legs together and arm bending (2), jump in place and arm stretching upward (3), feet apart and arm carrying sideways (4), feet together and arm bending

(5), jump in place and arm stretching downward (6).

The command: Jump out-in and one jump in place. Arm movements sideways-bend-upward-sideways-bend and downward — **Jump!**

Stall bars

12. Curtsey four foot hanging. Leg stretching and jump with the feet to the bar above and knee bending (1-2), leg stretching and transference of the hands to the bar above and knee bending (3-4).

Alternately foot and hand transference during the ascent in the stall bars, and descent by alternately foot and hand placing downward the stallbars.

13. Hand stand against stallbars. Different ways of getting up: a) kick to hand stand, b) take-off with both feet and get up with bent legs to hand stand, c) same as b) but with straight instead of bent legs.

14. Hanging with the back towards the stallbar. Knee lifting (1), knee stretching to angle hanging (2), leg carrying apart and together (3-4), leg lowering to hanging (5-6).

Exercises on the mat

15. Forward roll — long forward roll — backward roll to standing — hand stand — forward roll to standing.

Between the first and the second roll take a jump as long and high as possible.

16. Cartwheels alternately to the left and to the right.

By cartwheeling to the left place first the

left hand on the floor and then the right. Right foot hits the floor first and then the left, not both feet at the same time. The handstand should be passed during the cart wheeling.

Exercises in the boom

17. a) Heave hanging with under grasp. Arm-walk to the end of the boom, forward-upward circling to balance support hanging. Dismount through trunk lowering to standing.

b) Under heave hanging. Arm walk backward to the end of the boom, change grasp to over grasp, three pull-ups and trunk lowering to standing.

Vaults

18. a) Running fence vault with divided take-off and combined landing. Box placed obliquely.

The take-off is taken with the outside foot, and the inside hand is placed on the box in the mount.

b) Running stride vault over buck, in dismount a direct take-off to forward roll over the box lengthwise.

19. "Club-ball." Is played as hand ball with following alternation: the goal is a club around which is drawn a circle approximately 2 m in diameter. This is the goal area and may only be entered by the goal keeper, who protects the club. When the club is knocked over, goal is called.

Exercices à mains libres

1. Marche et course.

2. Station écartée. Balancements des bras avant-bas-dehors (1-2), flexion latérale du tronc à gauche, 1 étirement, main gauche à la hanche, bras droit levé (3-4), balancements des bras bas-avant-bas-dehors (5-6), flexion latérale du tronc à droite, 1 étirement, main droite à la hanche, bras gauche levé (7-8).

Pendant les flexions latérales, le bras levé doit être porté en arrière.

Commandement: Balancements des bras avant-bas-dehors, main gauche à la hanche, bras droit levé, flexion latérale du tronc à gauche, 1 étirement. Reprendre avec flexion à droite, bras gauche levé, main droite à la hanche. Commencez. Arrêt en station accroupie, bras avant. Halte.

3. Station accroupie, bras avant. Deux mouvements de ressort des genoux (1-2), déplacement pied gauche latéralement avec grande inclinaison du tronc avant en battant deux fois, du bout des doigts, le sol le plus loin possible en avant, puis deux fois entre les jambes (3-6), revenir à la station accroupie, bras avant, 2 mouvements de ressort des genoux (1-2), déplacer pied droit latérale-

ment avec grande inclinaison du tronc avant et continuer comme ci-avant (3-6).

Dans la station accroupie, le tronc doit être tenu maintenu vertical.

Commandement: Deux temps de ressort, station écartée à gauche, grande inclinaison du tronc avant. Deux battements du bout des doigts au sol, loin en avant, deux battements au sol entre les jambes. — Commencez.

Arrêt bras en dehors — Halte.

4. Station debout, bras en dehors. Circumduction des bras bas-dedans-haut-dehors-bas poignets croisés (1-2), balancement bras bas-dehors avec station écartée à gauche (3), flexion du tronc en avant, saisir cheville gauche un étirement, en même temps mouvement de ressort de la jambe droite sur laquelle repose le poids du corps (4-5), reprendre la station écartée, bras en dehors (6), Torsion et flexion du tronc, saisir cheville droite un étirement, mouvement de ressort de la jambe gauche sur laquelle le poids du corps a été transféré (7-8), reprendre la station initiale en se repoussant du pied gauche (9). L'exercice s'exécute en déplaçant alternativement chaque pied latéralement.

Commandement: Circumduction bras bas-dedans, station écartée avec flexion du tronc sur jambe gauche un étirement, ressort jam-

be droite, retour à la station écartée, bras en dehors; flexion du tronc sur jambe droite avec étirement et ressort de la jambe gauche, retour à la station initiale. — **Commencez.**

Arrêt bras le long du corps. — **Halte.**

En chute faciale. — **Tombez.**

5. Chute faciale. Flexions et extensions des bras (1-4), rouler un tour complet sur le côté et, en passant par la position assise, jambes tendues, reprendre la chute faciale (5-6), flexions et extensions des bras (1-4), rouler de l'autre côté.

Pendant les flexions des bras, les coudes sont tenus au corps.

Commandement: Flexions et extensions des bras, rouler un tour complet en deux temps. — **Fléchissez.**

Arrêt en coucher facial, mains aux épaules. — **Halte.**

6. Coucher facial, mains aux épaules. Extension des bras en dehors (1), deux battements des mains derrière le dos (2-3), mains aux épaules (4), extension des bras en dehors (5), deux battements des mains, bras levés, le plus haut possible au dessus du sol (6-7), mains aux épaules (8).

Commandement: Extension des bras en dehors, deux battements des mains derrière le dos, mains aux épaules, extension des bras en dehors, deux battements des mains, bras levés aussi haut que possible, mains aux épaules. — **Commencez.** — **Halte.** — **Debout.**

7. Course d'estafettes. La section est partagée en groupes disposés chacun sur deux files. La distance entre le premier et le dernier couple de chaque file doit être égale. Le dernier couple de chaque groupe tient une corde à sauter par ses extrémités. Au signal du moniteur, ces couples courent en avant, la corde tenue au-dessus de la tête des coéquipiers qui se fléchissent en avant. Lorsque toute la file est parcourue ainsi, les deux coureurs se retournent et refont le chemin en sens contraire pour rejoindre leur place, mais cette fois en laissant traîner la corde au sol ce qui oblige les autres gymnastes à sauter. Le relais se fait en passant la corde aux couples précédents. Ceux-ci, à leur tour, font passer la corde par-dessus leurs camarades, se retournent, font glisser la corde au sol jusqu'au delà des derniers, se retournent à nouveau, passent la corde pardessus les derniers et remettent la corde au couple qui les précède dans la file. Les coureurs doivent tenir la corde bien levée lorsqu'ils courent en avant et la laisser traîner au sol pendant l'autre phase. Est gagnante l'équipe dont le couple de tête rejoint le premier sa place.

8. Station debout. Balancements des bras avant-bas-dehors (1-2), bas-avant-haut-arrière-bas-avant (5-4), grande flexion du tronc avant (5), flexion des jambes, station accroupie (6), saut à la chute faciale un mouvement de ressort des hanches (7-8), saut station accroupie (9), extension des jambes en fléchissant le tronc en avant (10), redres-

sement du tronc et balancement des bras en avant (et 1).

En station accroupie, l'extension des jambes et la flexion du tronc en avant ont lieu simultanément. Pendant le redressement du tronc, les bras sont balancés en arrière, prêt à commencer aussitôt le balancement en avant.

Commandement: Balancement des bras avant-bas-dehors, bas-avant et circumduction, grande flexion du tronc en avant, flexion jambes station accroupie, chute faciale, station accroupie, extension jambes en grande flexion du tronc avant, redressement tronc, bras arrière. — **Commencez.**

Arrêt en station accroupie. — **Halte.** Assis, jambes tendues. — **Assis.**

9. Assis, jambes tendues, mains aux épaules. Extension des bras en dehors (1), grande flexion du tronc avant, un étirement (2-3), flexion et extension des jambes (4-5), mains aux épaules (6). A alterner avec «le pont».

L'extension des jambes se fait oblique en haut. Dans «le pont», les mains sont retournées, la tête fléchie en arrière.

Commandement: Extension des bras en dehors, grande flexion du tronc avant, un étirement, flexion et extension des jambes, retour à la position initiale. — **Commencez.** — «En pont». — **Placez-vous.** — Assis au sol. — **Assis.**

10. Station debout, bras latéraux. Balancement des bras avant-bas-dehors en d'éplacant le pied gauche latéralement (1-2), balancement des bras bas-avant (3), grande flexion du tronc avant, un étirement (4-5), redressement du tronc, mains aux hanches, pouces en avant, flexion du tronc en arrière, une insistance (6-7), redressement du tronc, mains aux épaules (8), extension des bras en dehors et ramener le pied déplacé (9).

Déplacer alternativement pied gauche puis droit sur le côté. Ce déplacement se fait en même temps que le balancement des bras en bas-dehors. Pendant la flexion du tronc en arrière, la tête doit être fléchie en arrière.

Commandement: Balancement des bras bas-avant, bas-dehors avec déplacement latéral du pied, bras bas-avant, grande flexion du tronc avant, un étirement, redresser et fléchir tronc en arrière, mains aux hanches, pouces en avant, redressement du tronc, mains aux épaules, extension des bras dehors et ramener pied déplacé. — **Commencez.**

Arrêt bras le long du corps. — **Halte.**

11. Sautillement. Sauter jambes écartées latéralement, bras en dehors (1), jambes jointes, mains aux épaules (2), saut sur place avec extension des bras en haut (3), jambes écartées, bras en dehors (4), jambes jointes, mains aux épaules (2), saut sur place extension des bras en bas (6).

Commandement: Sautillement en station écartée et jointe, sursaut sur place, bras en dehors, mains aux épaules, bras en haut puis dehors, mains aux épaules, bras en bas. — **Sautez.**

Espalier

12. Station accroupie élevée, bras levés, soutien des mains. Extension des jambes et saut sur échelon supérieur en station accroupie (1-2), extension des jambes et déplacement des mains à l'échelon supérieur suivi de flexion des jambes (3-4).

Déplacer alternativement les pieds et les mains, vers le haut pendant l'ascension, puis vers le bas pendant la descente.

13. Chute faciale renversée contre l'espalier. Différentes manières: a) avec impulsion d'une jambe. b) impulsion des deux jambes à la fois mais fléchies. c) comme en b) mais jambes tendues au lieu de fléchies.

14. Suspension dorsale à l'espalier. Elever les genoux (1), étendre jambes horizontalement (2), écarter et joindre les jambes (3-4), les abaisser à la suspension allongée (5-6).

Exercices au tapis

15. Culbute — culbute longue — culbute arrière à la station debout — chute faciale renversée — culbute à la station debout.

Entre la première et la deuxième culbute, exécuter un saut aussi long et haut que possible.

16. La roue, alternativement à gauche et à droite.

Pour exécuter la roue à gauche, porter d'abord main gauche ensuite droite au sol.

Le pied droit reprend en premier lieu contact au sol, puis le gauche et non pas les deux pieds à la fois.

Ejercicios a manos libres

1. Marcha y carrera.

2. Posición piernas separadas. Balanceo de brazos adelante-abajo-en cruz, (1-2), flexión lateral de tronco a la izquierda, 1 rebote, mano izquierda en cadera, brazo derecho levantado (3-4), balanceo de brazos abajo-adelante-abajo-en cruz (5-6), flexión lateral de tronco a la derecha, 1 rebote, mano derecha en cadera, brazo izquierdo levantado (7-8).

Durante las flexiones laterales, el brazo que se levanta debe llevarse hacia atrás.

Mando: Balanceo de brazos adelante-abajo-en cruz, mano izquierda en cadera, brazo derecho levantado, flexión lateral de tronco a la izquierda, rebote. Repetir con flexión a la derecha, brazo izquierdo levantado, mano derecha en cadera. Ya!

Parada con las piernas flexionadas, brazos adelante. Alto!

3. Posición con las piernas flexionadas, brazos, adelante. Dos ballesteos con las rodillas (1-2), desplazamiento lateral del pié izquierdo con inclinación de tronco adelante tocando dos veces el suelo con la punta de los dedos lo más alejado posible, luego dos veces entre las piernas (3-6), volver a la posición de piernas flexionadas, brazos adelante, 2 ballesteos con las rodillas (1-2), desplazamiento

Pendant la roue il faut passer par la position en renversement.

Exercices à la bombe

17. a) Suspension à bras fléchis en supination. Déplacement toute la longueur de la bombe, rétablissement par renversement. A la force des bras abaisser à la suspension allongée, suivi de saut en profondeur à la station debout.

b) Suspension transversale, bras fléchis. Déplacement arrière toute la longueur de la bombe, changer prise en pronation, trois flexions et extensions des bras suivi de saut à la station debout.

Sauts

18. a) Plint oblique. Avec élan de course, saut latéral-dorsal, impulsion d'un pié, chute jointe.

La battue se fait de la jambe la plus éloignée du plint avec appui de la main la plus rapprochée.

b) Bock + plint longueur. Avec élan de course, franchir le bock, jambes écartées; la chute sert d'impulsion pour exécuter une culbute sur le plint.

19. Ballon aux quilles.

Se joue comme le handball mais le but est constitué ici par une quille placée au centre d'un cercle d'un rayon d'un mètre environ. Seul le gardien de but qui défend la quille a accès dans ce cercle. Toute quille renversée compte pour un point.

lateral del pié derecho con inclinación de tronco adelante y repetir como anteriormente (3-6).

En la posición de piernas flexionadas, el tronco debe mantenerse vertical.

Mando: Dos tiempos de ballesteo, posición pié izquierdo separado, gran inclinación de tronco adelante. Dos toques en el suelo con la punta de los dedos adelante y lejos, otros dos en el suelo entre las piernas. — Ya!

Parada brazos en cruz. — Alto!

4. Posición de pié, brazos en cruz. Circunducción de brazos abajo-adelante-arriba-atrás-abajo, puños cruzados (1-2), balanceo de brazos abajo-atrás, pierna izquierda separada (3), flexión de tronco adelante cojer el tobillo izquierdo y al mismo tiempo dos rebotes con la pierna derecha sobre la cual descansa el peso del cuerpo (4-5), volver a la posición de pierna derecha separada, brazos en cruz. Torsión y flexión de tronco cojer el tobillo derecho y al mismo tiempo rebote con la pierna izquierda sobre la cual se ha transferido el peso del cuerpo (7-8), volver a la posición inicial acercando el pié izquierdo (9). El ejercicio se ejecuta desplazando alternativamente cada pié.

Mando: Circunducción de brazos abajo-adelante-arriba-atrás-abajo puños cruzados, pié izquierdo separado con flexión de tronco y

rebote de la pierna derecha, vuelta a la posición inicial, pié derecho separado, brazos atrás, flexión de tronco y rebote de la pierna izquierda, vuelta a la posición inicial. **Ya!**

Parada, baros caídos a lo largo del cuerpo. **Alto!**

Tendido prono. — **Caer.**

5. Tendido prono. Flexión y extensión de brazos (1-4), rodar una vuelta completa sobre el costado y pasando por la posición sentada, piernas extendidas, volver al tendido prono (5-6), flexión y extensión de brazos (1-4), rodar al otro lado.

Durante la flexión de brazos, los codos han de estar pegados al cuerpo.

Mando: Flexión y extensión de brazos, rodar una vuelta completa en dos tiempos. — Flexión.

Parada en tendido prono, manos en los hombros. — **Alto!**

6. Tendido prono manos en los hombros. Extensión de brazos atrás (1), dos palmadas con las manos a la espalda (2-3), manos en los hombros (4), extensión de brazos atrás (5), dos palmadas, brazos levantados sobre el suelo lo más alto posible (6-7), manos en los hombros (9).

Mando: Extensión de brazos atrás, dos palmadas con las manos a la espalda, manos en los hombros, extensión de brazos atrás, dos palmadas, brazos levantados lo más posible, manos en los hombros. — **Ya!** — **Alto.** — **De pié!**

7. Carrera de relevos. La sección se separa en dos grupos cada uno de los cuales de coloca en filas. La distancia entre la primera y la última pareja de cada fila debe ser igual. La última pareja de cada grupo sujeta una cuerda de saltar por sus extremos. A una señal del Instructor, estas parejas corren hacia adelante manteniendo la cuerda tendida sobre la cabeza de sus compañeros de equipo, los cuales se inclinan hacia adelante. Cuando han recorrido toda la fila, los dos corredores vuelven a recorrer el camino en sentido contrario para volver a sus puestos, pero ésta vez dejan caer la cuerda hasta el suelo lo cual obliga a los gimnastas a saltar. El relevo se hace cediendo la cuerda a la pareja siguiente. Estos a su vez hacen pasar la cuerda sobre sus compañeros, se vuelven, bajan la cuerda al suelo y la hacen pasar hasta más allá de los últimos, se vuelven de nuevo, pasan la cuerda sobre los últimos y la entregan a la pareja que los precede en la fila. Los corredores deben mantener la cuerda bien alta mientras corren hacia adelante y dejarla que toque el suelo durante la otra fase. Gana el equipo que consigue que la pareja que está en cabeza vuelva la primera a su puesto.

8. Posición de pié. Balanceo de brazos adelante-abajo-atrás (1-2), abajo-adelante-arriba-atrás-abajo-adelante (3-4), gran flexión de tronco adelante (5), flexión de piernas, (6), salto para caer en tendido prono movimien-

to de rebote de las caderas (7-8), salto para posición de piernas flexionadas (9), extensión de piernas con flexión de tronco adelante (10), enderezar el tronco y balanceo de brazos adelante (y ... 1)

Estando con las piernas flexionadas la extensión de piernas y la flexión de tronco adelante, se ejecutan simultáneamente. Mientras se endereza el tronco los brazos se balancean hacia atrás dispuestos a ejecutar enseguida el balanceo hacia adelante.

Mando: Balanceo de brazos adelante-abajo-atrás, abajo-adelante y circunducción, gran flexión de tronco adelante, flexión de piernas y posición con piernas flexionadas, tendido prono, posición piernas flexionadas, extensión de piernas y gran flexión de tronco adelante, enderezar el tronco brazos atrás.

— **Ya!**

Parada con piernas flexionadas. — **Alto!** — **Sentados** piernas extendidas — **Sentados!**

9. Sentados piernas extendidas, manos en los hombros. Extensión de brazos atrás (1) gran flexión de tronco adelante, rebote (2-3), flexión y extensión de piernas (4-5), manos en los hombros (6). Alternar con el puente.

La extensión de las piernas se hace oblicuo arriba. Para el puente, las manos están vueltas y la cabeza flexionada hacia atrás.

Mando: Extensión de brazos atrás, gran flexión de tronco adelante, un rebote, flexión y extensión de piernas, vuelta a la posición inicial. — **Ya!** En puente. — **Posición!** — **Sentados** en el suelo. — **Sentados!**

10. Posición de pié brazos en cruz. Balanceo de brazos adelante-abajo-atrás desplazando lateralmente el pié izquierdo (1-2), balanceo de brazos abajo-adelante (3), gran flexión de tronco adelante, un rebote (4-5), enderezamiento del tronco, manos en cadera, pulgares hacia adelante, flexión de tronco atrás, un rebote (6-7), extensión de tronco, manos en los hombros (8), extensión de brazos atrás y juntar el pié desplazado (9).

Desplazar alternativamente el pié derecho y el izquierdo hacia un lado. Este desplazamiento se hace al mismo tiempo que el balanceo de brazos abajo-atrás. Durante la flexión de tronco atrás, la cabeza debe flexionarse hacia atrás.

Mando: Balanceo de brazos abajo-adelante, abajo-atrás con desplazamiento lateral de pié, brazos abajo-adelante, gran flexión de tronco adelante, un rebote, enderezar y flexionar el tronco atrás, manos en cadera, pulgares adelante, enderezar el tronco manos en los hombros, extensión de brazos atrás y juntar el pié desplazado. — **Ya!**

Parada con los brazos caídos. — **Alto!**

11. Saltitos. Saltar con las piernas separadas lateralmente, brazos atrás (1), piernas juntas, manos en los hombros (2), salto en el sitio con extensión de brazos arriba (3), piernas separadas, brazos atrás (4), piernas juntas, manos en los hombros (5), salto en el sitio, extensión de brazos abajo (6).

Mando: Saltitos con piernas separadas y juntas, salto en el sitio, brazos atrás, manos en los hombros, brazos y luego atrás, manos en los hombros, brazos caídos. — Ya!

Espalderas

12. Posición con las piernas flexionadas, brazos levantados, sujetarse con las manos. Extensión de piernas y salto al escalón superior para quedar de nuevo con las piernas flexionadas (1-2), extensión de piernas y cambio de manos al escalón superior seguido de flexión de piernas (3-4).

Desplazar alternativamente los pies y las manos hacia arriba durante la ascensión y luego hacia abajo para la baja.

13. Caída hacia atrás contra la espaldera, (el pino). Diferentes maneras: a) con impulso de una pierna; b) con impulso de las dos a la vez pero flexionadas; c) como en b) pero con las piernas extendidas en vez de flexionadas.

14. Suspensión dorsal en espalderas. Elevación de rodillas (1), extensión horizontal de piernas (2), separar y juntar las piernas (3-4), bajarlas para quedar en suspensión vertical (5-6).

Ejercicios sobre colchoneta

15. Voltereta — voltereta larga — voltereta hacia atrás para caer de pie — voltereta para caer de pie.

Entre la primera y la segunda voltereta, ejecutar un salto lo más largo y alto posible.

16. La rueda, (voltereta lateral). Alternativamente a izquierda y a derecha.

Para ejecutar la rueda a la izquierda, poner en el suelo primero la mano izquierda y luego la derecha.

El pié derecho es el primero que toma contacto con el suelo, luego el izquierdo, pero nunca los dos pies a la vez.

Durante la rueda hay que pasar por la posición de tronco atrás.

Ejercicios en paralelas

17. a) Suspensión con brazos flexionados en tendido supino. Desplazamiento a lo largo de la barra restableciendo la posición mediante un giro. Apoyando en los brazos quedar en posición vertical seguido de un salto de profundidad para quedar en pié.

b) Suspensión transversal, brazos flexionados. Desplazamiento hacia atrás todo lo largo, cambio de manos en prono, tres flexiones y extensión de brazos seguido de salto para caer de pié.

Salto

18. a) Plinto oblicuo. Con impulso de carrera, salto lateral dorsal, impulso con un pié, caída piés juntos.

El impulso se hace con la pierna más alejada del plinto con apoyo de la mano que está más cerca.

b) Potro más plinto a lo largo. Con impulso de carrera saltar el potro con las piernas abiertas; la caída sirve de impulso para ejecutar una voltereta sobre el plinto.

19. Pelota con bolos.

Se juega como el balonmano, pero la meta esté constituida aquí por un bolo colocado en el centro de un círculo de un metro aproximadamente de radio. Únicamente el guarda-meta puede entrar en el círculo para defender el bolo. Todo bolo derribado cuenta por un punto.

British Physical Education through American Eyes

by CHARLOTTE LAMBERT, Eastern Illinois State College, Charleston, Illinois, U. S. A.

(Extract from Journal of Health—Physical Education—Recreation)

As a Fulbright Exchange physical education teacher in England, I had an excellent opportunity to compare the physical education program there with ours in the United States. When I went abroad, I was convinced that the American way of doing things was better in every respect. From experience I know now that there are many things in the English system which could profitably be assimilated into our philosophy and program.

Sportsmanship

One of the most impressive things was the interpretation of sportsmanship. We talk about it in our classes and teach it to our children as participants. Still, the American spectator appears to be a very poor sport.

In England I attended over 100 games and

heard no "booing" under any circumstances. A good play was applauded, no matter which team made it. Returning from an "away" game, the first question usually was, "Did you have a good game?" Contrast this with the American, "Did you win?"

There appear to be four reasons for this better form of sportsmanship:

(1) The English play for fun rather than for winning only. They give one the feeling of playing "with" rather than "against" the other person or team. It is more truly a recreational point of view.

(2) British people show a greater respect for individuals. Americans pay lip service to the phrase, but do we really teach respect for and understanding of the other person's capabilities and limitations?

(3) There is a difference in fundamental politeness. Traditions of polite speaking and actions are taught and insisted upon in the English home and school.

(4) The English seem to have a less highly developed competitive spirit. This applies not only to sports but to daily life; the carry-over from business into sports is quite evident. One can really enjoy the game without the pressure of having to win.

Adult Participation

Another difference is the amount of adult participation in physical activities as contrasted to our average adult who is usually a spectator. In England the adults are much more likely to belong to a hockey, cricket, or tennis club and they participate actively. It is a type of adult fellowship that we find almost exclusively in our golf clubs.

Gymnastics Program

Recent research in the United States has shown the great need for arm, shoulder, and abdominal strength in our girls, and flexibility in our boys. England is trying to develop these characteristics through gymnastics and apparatus programs in the schools.

Instead of playing a lot of circle games, where only two children are active, the English spend a great deal of time with small apparatus games in which all the children are active at once. By using hoops, ropes, balls, and beanbags to teach gymnastics, the teacher accomplishes her objectives of stretching and strengthening muscles in each child, doing a great deal of posture work at the same time.

An Exchange of Ideas

A study of the British system of physical education, then, can offer us some valuable suggestions for improving our own program, just as America has many ideas to offer to British educators. It does not seem altogether true that the British system is best for the British and the American system best for Americans. I believe we can profit from an exchange of ideas in physical education as well as in international politics.

L'Éducation Physique Britannique vue par des Yeux Américains

par CHARLOTTE LAMBERT (Eastern Illinois State College, Charleston, Illinois, U. S. A.)

(Extrait du Journal of Health—Physical Education—Recreation)

En ma qualité de professeur d'éducation physique du Fulbright Exchange envoyée en Angleterre, j'ai eu une occasion excellente de comparer les programmes d'éducation physique dans ce pays avec ceux que nous avons aux États-Unis. A mon départ pour l'Ang-

leterre, j'étais convaincue que nos manières de faire en Amérique étaient supérieures à tous points de vue. L'expérience m'a maintenant appris qu'il y a beaucoup de choses dans le système anglais qui pourraient être introduites avec profit dans notre philosophie et dans nos programmes.

Esprit sportif

L'une des choses les plus frappantes était l'interprétation de l'esprit sportif. Nous en parlons dans nos classes et nous l'enseignons à nos élèves qui participent aux compétitions. Cependant le spectateur américain ne semble pas en posséder outre mesure.

En Angleterre, j'ai assisté à plus de 100 matches et n'ai entendu de «booming» dans aucun cas. Toute bonne performance était applaudie, quel que soit le camp qui l'ait accomplie. De retour d'un match dans une autre localité, la première question qu'une équipe s'entendait adresser était d'habitude: «Le match a-t-il été intéressant?» et non comme en Amérique: «Avez-vous gagné?»

Il semble qu'il y ait quatre raisons à cette meilleure forme d'esprit sportif:

1) Les Anglais jouent pour le plaisir et non pour gagner seulement. Ils donnent plus l'impression de jouer «avec» que «contre» l'autre personne ou équipe. Leur point de vue est plus récréatif que le nôtre.

2) Les Anglais montrent un plus grand respect de l'individu. Nous autres Américains employons de grands mots, mais nous n'enseignons pas véritablement le respect et la compréhension de la capacité et des limites de notre adversaire.

3) Il existe une différence dans la politesse de base des deux pays. En Angleterre la famille et l'école insistent sur les traditions de politesse dans le langage et l'action.

4) Les Anglais semblent avoir moins d'esprit de compétition que les Américains. Ceci ne s'applique pas seulement au sport mais à la vie de tous les jours. Le passage des affaires au sport est évident. On peut réellement prendre plaisir au match sans pour cela se croire obligé de gagner.

Participation des adultes

Une autre différence est la quantité de participation des adultes aux activités physiques, contrairement à ce qui se passe chez nous où l'adulte moyen est d'habitude spectateur. En Angleterre il y a de plus grandes chances pour que les adultes appartiennent à un club de hockey, de cricket ou de tennis et qu'ils prennent une part active au sport. C'est un type de participation que nous n'avons presque exclusivement que dans nos clubs de golf.

Programmes de gymnastique

Des examens récents effectués aux États-Unis ont montré le besoin de force dans les bras, les épaules et le ventre pour les filles, et de souplesse pour les garçons. L'Angle-

A quick way to acquire muscular strength

by SIGURD DAHLE

From "Kroppsoving" no 4/1957, periodical of the National Norwegian School of Gymnastics. (Extract)

Two German physiologists, Th. Hettinger and E. Müller, at Max Planck-Institut für Arbeitsphysiologie in Dortmund have shown a quick way to acquire muscular strength. By a series of experiments they believe to have found "the least work" which a group of muscles should perform per day in order to create an impulse which leads to a maximum development of the muscles.

The experiments have shown:

1. that the work should be static;
2. that at least 2/3 of the maximal loading is necessary to develop full muscular strength;
3. that the work should last at least for 6 seconds;
4. that the work should be executed at least once a day;
5. that a hurried and prolonged work and repetitions of the movements do not lead to better development of muscular strength.

There is a great production of energy in a muscle group which works statically with 2/3 of its full strength. It is so great that there will soon be a lack of oxygen because the circulation is checked at statical working. Part of the energy production must thus go on without oxygen, it is anaerobic.

Hettinger and Müller have come to the hypothesis that a great conversion in the muscles together with lack of oxygen stimulates to a training impulse. That impulse develops a maximum muscular strength

¹ Apart from the question if 6 seconds in different positions once a day are sufficient, what do the physiologists say about the static work compared with the dynamic one? — If the experiments of Hettinger and Müller are scientifically proved, the question is of a certain interest.

Editor.

when a muscle group works statically with 2/3 of its full strength for 6 seconds once a day.

"A quick way to muscular strength" saves time and energy. Time and energy which we could use for:

1. laying more stress upon strengthening exercises than we have done before;
2. attaining other important ends. Thus, this "novelty" involves nothing really new, but replaces the dynamic exercises which principally aim at pure muscular strength.¹

Some examples of exercises:

On the floor.

Stride standing with the arms stretched upwards, trunk bending sideways.

Lying on the back, legs stretched and lifted at an angle of 10 degrees from the floor.

Lying on the stomach, arms stretched over the head, raising the chest.

In the boom.

Heave hanging in the boom, arms bent at right angle.

In the stall-bars.

Hanging in a stall-bar, knees lifted or stretched horizontally.

Un moyen rapide d'acquérir la force musculaire

par SIGURD DAHLE

De «Kroppsoving», no 4/1957, bulletin de l'Ecole Nationale Norvégienne de Gymnastique (extrait)

Deux physiologues allemands, Th. Hettinger et E. Müller, de l'Institut Max Planck pour la physiologie du travail à Dortmund, ont montré un moyen rapide d'acquérir la force

terre essaie de développer ces qualités par des programmes scolaires de gymnastique et d'agres.

Au lieu de jouer à une masse de jeux en cerce où seuls deux enfants à la fois prennent un exercice actif, les Anglais passent une grande partie du temps consacré à la gymnastique à des jeux avec accessoires dans lesquels les enfants sont tous actifs dès le début. Par l'emploi de cerceaux, de cordes, de balles et de sacs de haricots dans l'enseignement de la gymnastique, le professeur atteint son but qui est d'étirer et de fortifier les muscles des enfants et en même temps d'améliorer leur maintien.

Echange d'idées

L'étude du système britannique d'éducation physique peut donc nous donner quelques suggestions de valeur pour le perfectionnement de notre programme, tout comme l'Amérique a beaucoup d'idées à offrir aux éducateurs britanniques. Il ne semble pas vrai sur toute la ligne que le système britannique soit le meilleur pour les Anglais et le système américain le meilleur pour nous. C'est ma conviction que les deux pays peuvent tirer profit d'un échange d'idées dans le domaine de l'éducation physique aussi qu'en politique internationale.

musculaire. Ils pensent avoir trouvé, à la suite d'un certain nombre d'essais, quel est le «moindre travail» qu'un groupe de muscles doit effectuer par jour pour créer une impulsion amenant le développement maximum de la force musculaire.

Les essais ont démontré:

1. que le travail doit être statique.
2. qu'il faut au moins les 2/3 de l'effort maximum pour arriver au plein développement musculaire.
3. qu'il faut y consacrer au moins 6 secondes.
4. que le travail doit être exécuté au moins une fois par jour.
5. qu'un travail plus poussé et plus prolongé et des répétitions de mouvements plus nombreuses, n'amènent pas un plus grand développement musculaire.

Dans un groupe de muscles travaillant statiquement aux 2/3 de sa puissance, la production d'énergie est grande. Si grande qu'il y a bientôt un manque d'oxygène, la circulation étant arrêtée lors d'un travail statique. Une partie de la production énergétique doit alors se faire sans oxygène, elle est anaérobie.

Hettinger et Müller en sont venus à cette hypothèse, qu'un grand métabolisme dans les muscles, associé à manque d'oxygène, provoque une impulsion de développement. C'est à dire une impulsion amenant le développement musculaire maximum quand un groupe de muscles travaille statiquement aux 2/3 de sa puissance pendant six secondes, une fois par jour.

«Un moyen rapide d'acquérir la force musculaire» épargne temps et énergie. Temps et énergie qui peuvent être employés à:

1. insister, davantage que précédemment, sur les exercices de force.
2. atteindre d'autres buts importants. Cette «nouveau» n'apporte donc rien de vraiment nouveau mais remplace ceux des exercices dynamiques qui ont pour but principal la force musculaire pure.¹

Quelques exemples d'exercices:

A. au sol.

- debout, bras tendus en haut, jambes écartées, tronc fléchi latéralement.
- couché sur le dos, jambes tendues à 10° du sol.
- couché sur le ventre, bras étendus en haute croix, tronc redressé.

B. à la barre fixe.

- suspendu, bras fléchis à l'angle droit.

¹ A part la question de savoir si les 6 secondes (dans différentes positions) une fois par jour suffisent, quels sont les derniers avis des physiologues sur le travail statique comparé au travail dynamique? — Si les résultats des expériences de Hettinger et Müller sont scientifiquement prouvés, la question est d'un certain intérêt.

Réd.

C. à l'espolier.

- suspendu à un échelon, cuisses ou jambes à l'horizontale.

Meio rápido de aumentar a força muscular

por SIGURD DAHLE

In: Kroppsøving no 4/1957— Boletim da Escola Nacional de Ginástica (Noruega)

Dois fisiologistas alemães, Th. Hettinger e E. Müller, do Instituto Max Planck de Fisiologia do Trabalho, em Dortmund, teriam encontrado um meio rápido para desenvolver a força muscular. Depois de certo numero de experiências, eles pensam haver descoberto qual é o «menor trabalho» que um certo grupo de musculos deve efectuar diáriamente de forma a criar a impulsão necessaria ao desenvolvimento maximo da força muscular.

As experiências mostram:

- 1— que o trabalho deve ser estático;
- 2— que são necessários pelo menos 2/3 do esforço máximo para atingir o desenvolvimento muscular completo;
- 3— que são precisos pelo menos 6 s.;
- 4— que o trabalho deve realizar— se pelo menos uma vez por dia;
- 5— que um trabalho mais intenso e mais prolongado, e maior repetição dos movimentos, não produzem maior desenvolvimento muscular.

A produção de energia é grande num grupo de musculos que trabalhe conforme 2/3 do seu poder, de tal forma que se produz em breve falta de O, pois que a circulação é quasi impedida durante as contrações estáticas. Quer dizer, essas contrações são em grande parte anaeróbicas.

Hettinger e Müller formulam a hipótese que o metabolismo muscular anaeróbico impulsiona o desenvolvimento maximo quando um grupo de musculos trabalha estáticamente conforme 2/3 do seu poder durante 6 s. uma vez por dia.¹

Este meio rápido de desenvolver a força muscular, poupa tempo e energia que podem ser empregados com os seguintes objectivos:

- 1— Insistir mais do que até aqui nos exercicios de força;
- 2— Obter outros fins importantes.

Esta «novidade» não traz nada de novo, mas pode levar à substituição dos exercicios

¹ Além de saber se, com efeito, 6 s. em diferentes posições, são suficientes, uma vez por dia, seria importante conhecer a opinião dos fisiologistas acerca dos efeitos relativos do trabalho estático e dinâmico.

Se os resultados das experiências de Hettinger e Müller forem provadas cientificamente, a questão apresenta um certo interesse.

Réd.

Can Indian Schools learn from the Scandinavian Countries how to develop Physical Educational Programmes for the future?

by IRENE LIDDELE

Reprinted from "Kroppsøving" 1/1956.

I

Historical Glance at Physical Education in India

The mind and the body are inseparably related. The Individual is not only a mind or only a body, but he is a whole person with a mind and a body, wonderfully and marvelously united. From the earliest times thinkers have tried to establish the exact nature of this union of mind and body. There have been controversies among philosophers, but they have all felt that one cannot exist without the other.

For the matter of education it is most important to realize that the individual is one. The teacher is called upon not only to develop the powers of the mind, but to bring out also the tremendous potentialities of the body of the child. In India, this was realized long long ago as part and parcel of the educational process. India's rich philosophy emphasized the control of the body through the mind, and devised mental and physical exercises which were planned to give to man an experience of *yoga* — "connection" with God.

All the different kinds of yogic exercises were practised in connection with the ashram, an educational institution where the pupils lived together with the educator. Unfortunately, there were extremists who made the idea dominate the whole philosophy that body was inherently evil and the main purpose of the exercises was to subdue, control and mortify the body and its passions. This had a negative effect upon the masses who had to use their bodies for "earthly" work, and the yogic exercises were supposed to be only for "sadhus" and holy men.

The idea that the proper growth and all-round development of the body as an instrument for a happier, healthier and more meaningful life was introduced into Indian thinking after the coming in of Western education. But, unfortunately, not all the British educationists had the care of the body and mind as the ultimate aim of education. The educational System devised by them was to provide low paid functionaries to serve the administration. It was expected that the candidates for service be equipped with a

knowledge of reading, writing and arithmetic in order to do their work well. Some schools started by the missionaries introduced some physical education. Others had only some exercises during the cold winter months to warm the children up and keep up their spirits. In Primary Schools these exercises amounted to merely running, jumping, playing, playing kabbadi.

Schools catering for the needs of children from richer homes introduced games, like Football, Hockey, Cricket, Volley Ball, Basket Ball, Boxing, etc. Most of the larger cities developed inter-school competitions and arranged for tournaments at the Elementary, Secondary and College levels. Quite often coaches were employed to teach the various games on a more scientific manner. At other times one of the regular staff members was appointed to supervise the games. It happened that only a few chosen pupils who were good at games were able to derive any benefit from such schemes. There was no general scheme for the physical education of the whole school.

On the whole, the state of physical education in Indian schools has been haphazard, disorganized, ungraded and undeveloped. No general plan has been worked out yet to reach the masses of children in 750 000 villages of India. The children of the nation are entitled to the utmost attention that they must get for their bodies, minds and souls.

Perhaps, modern physical education programmes have been developed on most scientific and systematic lines in the countries of Scandinavia. It is gratifying to note the increasing interests of India's educators in the basic principles underlying the programmes of physical education in Sweden, Norway, Denmark and Finland.

An Advisory Board of Physical Education has been established by the Government of India to draw up a plan of physical education for schools and colleges. The activities of this Board, for the time being, are concentrated on athletic camps. The country has been divided into five zones, each zone to have a three-week camp. Obviously, the object of these camps is to raise the standard of athletics in schools and colleges and to

dinâmicos cujo fim principal seja a obtenção da força muscular pura.

Exemplos de exercícios.

A— No solo:

- De pé, pernas afastadas, braços estendidos superiormente, tronco em flexão lateral.

— Deitado de costas, membros inferiores estendidos a 10° do sólo.

B— Na barra:

- Suspensão, braços flétidos a angulo recto.

C— No espaldar:

- Suspensão dorsal: Coxas à horizontal com as pernas flétidas ou estendidas.

strengthen the sense of unity in the minds of the youth. Yet, this is far from being enough. If India would like to see her children grow to full bloom she must give heed to their physical needs also.

II

Apart from definite and determined planning and need for setting apart funds for Physical Education, the greatest need of Indian schools is trained personnel. The existing institutions which give a worthwhile training to teachers and Physical Education instructors are few and far between. There is a large field of work where private societies, such as are found in Scandinavia, can do a splendid part. It is hoped that more and more people will feel the burden for this. Below is given a list of training institutions, as existed in 1949—1950:

1. Andhra Training College of Physical Education (Private) Vijayawada, Andhra.
2. College of Physical Education (Private), Muzaffarpur, Bihar.
3. Physical Education College (Government), Shivpuri, Madhya Bharat.
4. Hanuman Vyayam Prasarak Mandal (Private), Amraoti, Mawhya Pradesh.
5. Academy of Physical Education (Private), Hyderabad.
6. Government College of Physical Education (Government), Calcutta, West Bengal.
7. Government College of Physical Education (Government), Rupar, Punjab.
8. Government College of Health and Physical Education (Government), Patna, Bihar.
9. Training Institute for Physical Education (Government), Kandivali, Bombay.
10. Y.M.C.A. College of Physical Education (Private), Madras.
11. Kaivalyadhana S.Y.M.Y. Samiti (Private), Lonavla, Bombay.

From the above list it will be noticed that only five out of the eleven institutions are run by the Government, the rest are privately managed. Another thing is evident that there is not even a single institution for the training of Physical Education instructors in such largely populated States, as Predsh (70 000 000), Orissa (15 000 000), Rajasthan (15 000 000), As-

sam (10 000 000), Travancore-Cochin (9 200 000), Mysore (9 000 000), Saurashtra (4 000 000), Pepsu (3 500 000) and several other smaller States of the Indian Union. Many of the young people who like to enter the profession of Physical Education instructors have to spend much money and time to travel far and attend there existing institutions.

As education is the responsibility of the State Governments, it would be indeed advisable for these states to send delegates to Scandinavia to study the well developed training programmes, and thus be benefited by the experiences and knowledge of these lands. Naturally the large populations in Indian schools make it exceedingly difficult. One of the greatest problem is the undernourished children which abound. It can be said that our programmes of education specially in connection with Physical Education will have to be worked out together with other programmes of national development.

III

Not only is the need for instructors great, but there is phenomenally great need of even the bare minimum of equipment. Most schools have not even a little field where the children can play.

This could be remedied by providing fields and yards for schools in our national planning of educational institutions. Every village school can possess a worthwhile ground for its children's physical training and recreational activities.

It is only the very rich schools in India which have parallel bars, rings, weights, and other equipment that is sometimes needed for building up physique. An investment in equipment will repay manifold, as it is the health of the future citizens of India that is being developed.

The climate and weather, the rural and the urban environment, the economic and social conditions, the differential needs of boys and girls of varying ages should be considered, so that a programme will really be of lasting value. It may take time. It may need more funds. It may require the greatest attention nevertheless, it will help the nation's youth to grow up as individuals with a sound mind in a sound body.

Medau-course in Germany.

From August 5th to 16th Hinrich and Senta Medau arrange a course for foreign participants at their school Schloss Hohenfels in Coburg.

The course fee is 45 DM and the cost of board and lodging 7 DM a day.

Further particulars from H. Medau, Schloss Hohenfels, Coburg, Germany.

International course in Austria.

An international course in modern methodic of physical exercises for young people is

Printed in Sweden.

arranged for teachers of physical exercises and leaders of young people from August 4th to 10th in Bundes-Sportschule Schielleiten, Oststeiermark, Austria.

The programme contains: Games, rythmical-musical training, ability in gymnastics, tumbling, apparatus exercises, sports and swimming.

Conductor of the course: Universitätsdozent Dr. Josef Recla.

Further information from Österreichische Turn- und Sport-Union, Internationaler Lehrgang, Wien I., Falkestrasse 1, Österreich.