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JOURNAL
OF
PHYSICAL EDUCATION**

No. 1

November, 1953

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CONTENTS

Editorial	- - - - -	Page 2
Health.— By Compulsion or Choice (T. O. Garland, M.D., D.Ph.)	- - - - -	Page 3
Orienteering (Peter E. Cameron)	- - - - -	Page 9
Report on the First National Congress of Physical Education	- - - - -	Page 13
“Problems in the Grey” (Philip A. Smithells)	- -	Page 17
“The Other Eight Hours” (Dudley R. Wills)	- -	Page 20
Book Reviews	- - - - -	Page 26

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Editorial . . .

For some years, the Physical Education Society has circulated to members "The Bulletin," a typewritten, cyclostyled publication containing items of interest to members of the Physical Education profession in New Zealand. This has entailed considerable hard work and expenditure of time by a small number of enthusiasts, to whom the profession owes an irreparable debt.

With the increasing prominence being given to Physical and Health Education, from the kindergarten to the university, the need has become obvious for a journal which will be of interest and assistance to those engaged in education and recreation in New Zealand. It is the aim of this Journal to supply this need.

As the recommendations of the 1942 Thomas Committee are being slowly implemented, the demand for suitable gymnasias, apparatus, equipment, books, and clothing used in physical education has increased considerably. One of the perennial problems of the administrator, organiser, teacher, and recreation leader has been to find the best and most suitable equipment. On the other hand, few manufacturers in New Zealand are aware of the increasing demand in this field, or have knowledge of the variety of specialised equipment used in physical education at all levels of education.

It is because of this principle of supply and demand that this Journal is able to make its modest bow. Without the co-operation of advertisers, the cost of production would be prohibitive, and the gap would remain unclosed for many a long year. We are fully convinced that this liaison between those who use physical education equipment and those who manufacture and distribute it will be beneficial to education as a whole, and we recommend our subscribers to use our advertisement pages to advantage.

We make our debut with all due diffidence. With advancing years and accumulated wisdom, we hope to survive the inevitable criticisms, and overcome our present limitations. The task is not an easy one, and without writers, subscribers, or advertisers, we inevitably fail. But we start out with an unquenchable optimism, knowing full well that all difficult journeys must begin with but a single step.

We cordially invite contributions on aspects of health education, physical education, recreation, and kindred subjects from home and abroad.

HEALTH—By Compulsion or Choice?

T. O. GARLAND, M.D., D.P.H.

(Address delivered at First National Congress of Physical Education)

The major conflict in every person's life is that between himself and society. No one can escape the inevitable clash that will occur at some point between the individual and the group. Wherever two or more are gathered together each unit is compelled to subjugate a part of his own will and needs to the will and needs of the other. The mother and her newborn babe, the jailer and his prisoner, the business magnate and his typist, even the farmer and his cow, are each bound willy-nilly by the demands of the collective relationship. The conflict thus engendered is the eternal spring for all the sense and nonsense that is written and spoken and fought over in the name of liberty. I want to discuss liberty in relation to health.

The first stage in unravelling the puzzle why people choose or do not choose to be healthy is to examine the position of health in our scale of value. This is not done enough. Much health education appears to assume that everyone wants to be healthy. While this is true up to a point, they may want something else much more. Most adult men appear to want prestige, wealth, and power to the extent that they will quite consciously seek these objectives at the expense of their health. Emotional satisfaction in one form or another is often sought, too, as a value taking priority over health. Only when ill-health actually arrives do people reshuffle their pack of values.

The seriously sick nearly always consider health as the ace of trumps. Those past middle-age usually value it far higher than those 20 years younger, for many have either been ill by this time or foresee that the time is approaching when they are likely to be ill.

Health, Wealth, and Prestige

Health education to a group of men that conflicts with their desire for wealth and prestige stands little chance of success. This is obviously as true, or more true, among senior executives and the professional men, as among rank and file workers. It is a feature of all walks of life. Oddest of all is the common phenomenon of the able doctor so ordering his life that he ruins his health—Physician heal thyself.

Health education that runs contrary to strong emotional satisfaction is also likely to fail. The hopeless battle against the excessive consumption of carbohydrates in those who are very fond of sweet things is an example. There are also a number of

escape techniques where the individual will not exchange his present relief for future health.

The attitude of the group is different, however. Collectively, we want others to be healthy very much indeed, much more than we want them to be wealthy or wise. If others are unhealthy they cost us money and are a nuisance. The high value we all place upon health for others has led every society to adopt measures compelling its members to observe certain rules for health.

It is not always appreciated how much of our healthy way of life to-day is forced upon us by legislation. While such laws have existed since lawmaking began, a spate of them was generated by the industrial revolution. At this period, large masses of people came together in the new industrial towns and lived and worked under conditions that created such ill-health as to be a serious economic threat. With half the children dying before five in towns like Manchester, and many adult workers physical wrecks by 30 or 40, the goose that laid the golden egg was in dire need of legal support to prolong its life. We are still forced to go into factories and preach health and safety in terms that argue that it pays to have workers thus, rather than in terms advocating health as a value ranking higher than production.

Health Legislation

The legislation that has followed commissions appointed to enquire into the health of towns, the employment of women and children in mills and mines, the control of infectious diseases, infant and maternal mortality rates, and a host of other matters affecting the public health, is now very extensive. Health legislation steps in at our birth to ensure that our delivery is carried out by staff trained to certain standards, watches over us through infancy, school, and working life, and only departs when it has compelled our dead bodies to be disposed of in such a manner as not to imperil the health of the still living. We must live in houses and work in factories that conform to these laws; they closely control our food and drink; they ordain how we shall dispose of our excrement and refuse, and in many situations they compel us to be examined, closely confined, and treated, regardless of our personal wishes.

This doctrine of health by compulsion has been extraordinarily successful. The great increase in the survival rate of infants, the amazing success in the control of infectious diseases, and the outstanding improvement in the health of workers in mines and factories can be credited to health legislation rather than to improved medical techniques or new drugs. It is primarily these successes that have given every infant born in the land an expectation of life approximately three score years and 10. The expectation of life for those over 65 has not altered very greatly in the last 100 years.

More Regulations

This legal compulsion continues to develop. Each year sees the birth of new health regulations, and in the Health Department we are constantly being reminded of further fields where it is claimed regulations are required. For example, T. F. writes to the department: "I would like very much to see you take steps to save the young life of the Dominion. All youths going Boating should be *compelled* to be fitted with a life-jacket, and all River Swimming should be under the care of two trained persons with a Rescue Boat."

The very success of health by compulsion makes extension of health legislation very tempting to the official. In some states of America already you cannot be married without a health certificate, and you may be subjected to sterilisation as a penalty for certain forms of ill-health. Many demands are voiced for further health legislation on social issues such as contraception, euthanasia, and divorce. How intimately does this matter of health become bound with the conflict between the group and the individual?

Where should compulsion stop? That's what is always worrying me in my official life. High in the list though I place health, there are values that I place higher, and I recognise that health may be expended justifiably in certain instances. One does not have to be a Hedonist, advocating a doctrine of "a short life and a merry one" to do this. Many expend their health in a highly ethical fashion. Moreover, a strong case can be argued that Mr A has no right to force his ethic or his value upon Mr B, even though Mr A's may greatly outnumber the Mr B's.

Nevertheless, the individual's acceptance of health by compulsion, like his acceptance of any other law, is an expression of his recognition of the necessity to accept personal restrictions for the protection of society as a whole. His freedom of choice here lies in his right to choose the legislators to whom he will delegate the power to make laws.

Alternatives

The alternatives to health by compulsion are health by choice or rejection of health. It's well to remember that full religious freedom includes freedom to be an atheist, and I'm in favour of allowing a person to reject health unless it can be convincingly demonstrated that this rejection damages the health of others. I'm in favour of this, even though his rejection may cost the rest of us his support while sick. It's never certain that the expert has the right answer—authorities in the health field are proved wrong quite as frequently as other experts.

Let's now consider the matter of choice. With so much of our way of life forced upon us, where can we exercise choice? Have people really much individual freedom about their future

health? Certainly, a great deal of our daily behaviour that might be classed as voluntary healthy practice is in fact so much part of the pattern of our culture that there's no choice left—we conform or suffer. Personal cleanliness is in this category, and many other items of hygiene.

There are two fields where there is a considerable degree of choice, and where to choose unwisely is likely to bring ill-health and often an earlier death. I have in mind diet and fatigue. Though health legislation controls standards of foodstuffs, with powers to condemn unwholesome food and forbid artificial colouring to be added, restricts the use of preservatives and requires elementary hygiene in food handlers, yet we still have individual choice whether we eat bacon or fruit for breakfast. Nevertheless, the choice with regard to food is much more limited than at first sight appears. In fact, one is conditioned to eat certain foodstuffs and the culture of a particular group makes it very hard to break away from this.

The other factor that makes choice of diet on the grounds of health very difficult is the emotional satisfaction from food. This with many people is obviously a far stronger incentive than any desire they may have for health, so that they will overeat, or eat too many cakes, or commit some other dietary indiscretion, whatever they are taught about health and in spite of the fact that they may be possessed of a high intelligence. There is no field, in fact, in which the advocacy of a "short life and merry one" finds more adherents than in that of diet.

Accumulation of Fatigue

It might also appear that we have a free will in deciding how tired we shall get. Nothing, in my opinion, threatens life and produces sickness more than the accumulation of fatigue; that is, the acceptance of stress, mental and physical, beyond the point where recovery is easily attained after a night's rest. This goes on in the most widespread manner in our modern life where speed and tension are so evident. A welder will sometimes work all night following a day's work, and all next day before going to rest, but when I have spoken to members of the welders' union, or of the Welding Institute, and asked who will sponsor legal restriction of the working hours for welders, to parallel the legislation that now controls working hours for women, I have found no response forthcoming. Perhaps they are right. There is no legal restriction of overtime for men anywhere, and one sees the same neglect of personal health from accumulation of fatigue in professional ranks and high executives in the business world. Yet in most instances there is, superficially, free choice.

In fact, the social pressure for cash or prestige or to be a success operates to a stronger degree than the consideration of health.

There is choice too in occupation, an extremely important factor in any person's expectation of health and life. Whatever the job health is affected in some way or another. Nevertheless, very few weigh up the pros and cons before entering any profession or trade. Our health is much influenced also by the manner in which we spend time outside working hours, together with the manner in which we seek relief from the stress of life, and a very great deal of personal choice must surely be left us here. Yet here again pressures other than our own will are operating powerfully.

Smoking

Consider, for example, the matter of smoking. It now appears very clear that heavy consumption of cigarettes adds enormously to the risk of lung cancer among men. Even though other factors may be concerned, such as air pollution in our big cities or from working environment, there is no doubt in the mind of such an eminent medical statistician as Percy Stocks that cigarette consumption has been proved to be an important factor. I am using the word "proved" as he has used it himself. We must bear in mind that deaths from lung cancer among males in Great Britain in 1951 numbered over 11,000, while deaths from all forms of tuberculosis were under 9,000. Consider the vast expenditure of public health personnel man hours in combating TB, against that spent on instruction about smoking.

The logical step to counter lung cancer as a public health problem is a campaign to dissuade young people from cigarettes. Before the young have adopted smoking they have no acquired habit in relation to this pleasure, they have no addiction to any drugs that may be present in tobacco, and it would appear that if they were told bluntly about the statistics relating lung cancer to cigarettes, they would not for a moment choose but to avoid the risk. But the social pressure to adopt cigarette smoking is enormous, even apart from the considerable pressure exercised by the vested interests which profit by selling cigarettes.

Yet I don't feel hopeless about individuals being able to choose to a considerable extent whether they shall be healthy or not. It would be very interesting to divert the funds that are now spent by tobacco manufacturers in persuading the young to smoke cigarettes into a campaign to persuade them to avoid smoking, and see what results could be obtained. I feel confident they would be very considerable. It may be asserted, if this is so, that it has nothing to do with choice; it merely proves people are shockingly subservient to propaganda.

Important Aspects of Health Education

This raises a further important aspect of health education; namely, the extent to which we hammer the mind of the public with certain slogans and posters and various other visual and auditory aids until they are so bewitched and bemused that they

have no alternative but to submit to that which is being "propaganded." There appears to be a subtle but important difference between educating a person and propaganding him.

For those who wish to educate in health—and I think, too, there must be very many who wish to be educated—the facilities are very limited. If you become ill and wish to be treated, the facilities are immensely generous. Thus the State spent under the heading of "Health Education" 4½d a head in 1952, and 4d per head in 1953—the same within a farthing or two as was spent on medical research; on Hospital Board subsidies the expenditure was £4 2s a head in 1952, and £4 14s in 1953, and on top of that there was an additional £5 spent on health benefits, and another £1 1s on mental hospitals. Of course, health education proceeds in other ways than through the medium of this 4½d, but one can assert without fear of contradiction that our present society believes that only the most trivial sum is warranted on health education.

The function of Health Education is to put the issues clearly, so that the individual really has an opportunity to make a free choice based on knowledge and understanding of the importance of health to the individual and the community. The freedom to choose or reject health can only be a true freedom if it is based on understanding of what is involved. Rejection of health because of unconscious acceptance of social pressures and false values is not true freedom of choice.

The Health Educator's Role

To fulfill his role properly, the health educator must himself have a very clear understanding of the whole question of the relative value of health in relation to other values, and he must understand the principle of freedom of choice. I don't want to deny altogether there's a place for propaganda, but I'd rather see the teacher educate the individual to choose health, and show him how to achieve it, rather than first deciding what the individual should do to be healthy, and then trying to alter his behaviour by various propaganda methods.

The grave responsibility for Health Education cannot be left to medical men and their auxiliaries alone. For one thing, the majority of the profession is engaged in therapy, not with living as an art. Much more assistance than has been received in the past is required from those trained in the social services, and particularly from the experts in education. Is there not a place too for the philosophers? Again and again, I think to myself that with all the immense effort expended one way and another around and about health, the cardinal understanding of its place in life is only dimly understood until serious illness brings enlightenment. Then the individual wants medicine, and that's what the doctor supplies. But illness is the result of a way of life; medicine does not change the way of life.



A team checks its next "leg" at a control point.

ORIENTEERING

By **PETER E. CAMERON**

Almost every sport has one country of origin. After gaining popularity there it begins to spread throughout the world. Rugby is British; ice hockey is Canadian; baseball is American. Girls' marching teams may have started in New Zealand.

The sport of orienteering is Swedish. To-day it is a national sport in Sweden, with more than 350,000 followers. It is destined to take its place with other leading sports of the world, and has already come of age in Norway, Denmark, Finland, and Switzerland. Bjorn Kjellstrom introduced it in 1946 to North America.

In New Zealand trampers and hikers and explorers have, for over a century, "orienteered" to its most inaccessible parts. The subject has been taught to local University groups since 1949; and it has been introduced to several schools in the Auckland Province during the past two years.

From the sport of orienteering you acquire the ability to find your way by map and compass through unknown territory, through bush and wilderness, over mountain passes, and along river valleys. The art is old: the word "orienteering" is new. It means, in brief, "finding your way by map and compass."

Meeting the challenge of the unknown gives great satisfaction. This ability, to find the way in forests and open country, is very widespread among primitive races. Indians, Bushmen, Hindus,

Lapps, and Maoris, to mention a few, have exhibited a remarkable capacity for pathfinding, even when many miles from their own settlements. They can point out the direction in which their homes lie, and can indicate points of the compass with an accuracy almost equal to it.

You may think we scarcely need a knowledge of orienteering, the knowledge necessary to find the way from place to place by means of a map and compass. Modern settlement, communication, and transport, along with policemen and local residents, make the art less important in closely-settled areas.

This is not true always, however, because to-day there is an increasing lure of the great outdoors. Knowledge of orienteering is essential for all outdoor sportsmen, such as hikers, trampers, and climbers; cyclists, tourists, and explorers. It is a necessary part of the training or experience of those engaged in mustering and deer-stalking, or of forestry or military personnel.

The touch of romance which always surrounds hunters, climbers, and explorers finds its origin mainly in the fact that they are able to hold their own even in wild country far removed from human habitations. They command secrets not accessible to the man in the street.

The ability to use a map and compass is not a difficult art—it is simple and fascinating. The person whose occupation never requires the art, or who may never need to find his way through unknown areas, will still find orienteering an enjoyable and interesting leisure hobby. It has several variations, all based on map and compass use in varying conditions.

A. Orienteering as a competitive sport has many forms, usually on a basis such as this: the competitors start from one common point and endeavour to reach stated points on the map in the shortest possible time. These points are called "control stations." Preferably they are located in country unfamiliar to the competitors. These usually set out from the starting point at minute intervals. Then they have to find their way to each of the control stations and the finish, using map and compass to the best of their ability. This form is called "**Cross-country Orienteering.**"

B. Orienteering as a hobby provides healthful exercise to body and mind. It may entail wandering through unknown country, bush, and mountainous regions with the help of a map and compass. By these means, tramping, climbing, fishing, and deerstalking may be undertaken in the New Zealand back country without the danger of getting lost. A sense of locality is developed.

Parctised in this form, orienteering promotes self-confidence, independence, powers of observation, and ingenuity. We experience the thrill of discovery: a world of adventure opens up for us. The fresh, direct contact with life in the open hardens and strengthens us.



A team orienteering race.

Orienteering is one of the few recreative activities in which the result is of secondary importance. It may thus be practised with the same pleasure and relaxation, either as a hobby or as a competitive sport. It provides all-round training and development, along with interesting and enjoyable recreation in surroundings of beautiful natural scenery scarcely to be found in any other form of sport.

In Scandinavian countries orienteering is regarded as the most suitable form of sport for everyone. The similarity of New Zealand's topography and culture pattern could make this just as true here. Many a child becomes interested in exploration and adventure as a Boy Scout (or Girl Guide). He may continue as an enthusiastic and ardent orienteering competitor, or as a member of a hiking, biking, or tramping party, or of a pony club; seeing countryside and travelling at a pace suitable to his energy and stamina.

As the years roll by, active orienteering may be gradually tapered off into quiet rambles or camping trips with his family or friends. But the enthusiast will never cease to follow the pastime of orienteering once he has taken it up. He is captivated for all time by the fascination of finding for himself in the wilds.

There is one form or another to appeal to everyone. Some are for the athletic individuals, requiring speed and stamina; other types need hardly any physical exertion. Some forms appeal to those who like to stroll through bush and countryside. There are even types for those who like to match their wits with club mates over a card table.

The list given below is arranged according to the degree of skill required in participation. Cross-country orienteering is the most advanced type. Although other forms may be games in themselves, and in this way are completely satisfying, they may

also constitute exercises of a progressive nature for the preparation for cross-country orienteering.

- | | |
|-------------------------------------|------------------------------------|
| 1. Judging distance out in open. | 12. Table orienteering. |
| 2. Calculating distance on the map. | 13. Point orienteering. |
| 3. Map symbol quiz. | 14. Report orienteering. |
| 4. Compass points quiz. | 15. Bearings from a Station Point. |
| 5. Compass course plotting on maps. | 16. Score Orienteering. |
| 6. Miniature orienteering. | 17. Line Orienteering. |
| 7. Walking by compass. | 18. Combination Orienteering. |
| 8. The advancing chain. | 19. Ski Orienteering. |
| 9. Indication of control stations. | 20. Skating Orienteering. |
| 10. Calculating distance by time. | 21. Car or Cycle Orienteering. |
| 11. Calculating distance by paces. | 22. Canoe Orienteering. |
| | 23. Orienteering by Air |
| | 24. Cross-country orienteering. |

At the Otago University School of Physical Education's official camps, map and compass work includes most of the first eleven types listed, as well as:—**Point Orienteering** (following courses on the terrain, assisted by paper strips on rocks, posts, and trees); **Bearings from a Station Point** (finding bearings to stated landmarks from a point offering wide visibility, and indicating them on the map, estimating distance); and **Combination Orienteering** (excursions, during which several exercises are set; e.g., following compass courses, taking bearings, making "fixes," and dead-reckoning).

New Zealand's natural playgrounds, "untainted by man's misery," offer wonderful scope for such healthy and enjoyable activities. Not only do they have universal appeal to individual groups and families alike, but the various forms of orienteering have many values of educational significance.

It will be appreciated that orienteering has particular uses for teachers, both in the correlation of several subjects, and in the integration of the whole physical education and recreation programme. For orienteering gives training and experience of a practical, meaningful, and enjoyable type, in history, geography, nature study, the natural sciences, military training, and physical education and recreation.

Orienteering in New Zealand should be promoted, not only by tramping and alpine clubs, but more especially by teachers and recreation leaders.

[Much of the above article has been based on four books: "The Sport of Orienteering," by Hedenstrom-Kjellstrom; "Compass Handbook," by Dupage; "By Map and Compass," by Mustard; and "Mapwork and Practical Geography," by Bygott.]

REPORT ON THE FIRST NATIONAL CONGRESS OF PHYSICAL EDUCATION

The first National Congress of Physical Education was held in Dunedin at the University of Otago from September 2 to 5, and undoubtedly heralded a new chapter in the development of Physical Education in New Zealand.

There have been other gatherings of physical educationists in previous years, usually at refresher courses organised by the Education Department, but on such occasions expenses were met by the department, and the financial burden on those attending was small. When the Physical Education Society undertook the organisation of this National Congress, it was realised that the attendance might not be very good, owing to the expense involved, and the comparatively short notice that was given. As Congress was to be in Dunedin, it was reasonably hoped that many would attend from the South Island, and that the more earnest members of the profession from the North would make certain of being there.

The actual attendance was an interesting commentary on where the strength of Physical Education lies in the country. Apart from the small number attending from Dunedin, the majority came from north of the Straits—several from Auckland, and one redoubtable enthusiast from Whangarei, in the far north. Most of those attending were teachers, eager to discuss with their colleagues and friends the many problems that arise in the course of their work; the four Universities were strongly represented; departmental and field staff were there in numbers; the Teachers' Colleges were represented by one man from Auckland and one man from Dunedin.

Congress opened on a happy and informal note with a reception tendered by the members of the Otago branch of the Physical Education Society, followed by an excellent dinner, a brief entertainment, and some informal dancing. In this way, introductions were effected, friendships were early made, and when the formal business of Congress began on the Thursday morning the group was ready for serious discussion with few reservations.

Discussion was the key to the success of Congress. The addresses delivered by the speakers were of exceptionally high standard, well up to the standard of the addresses given at the 1949 Lingiad, and many other international conferences, in the opinion of several experienced observers present, but it was not solely the addresses which made the listeners feel it was worth while being there. Rather it was the discussion engendered by the addresses which meant the success of Congress. A number of small groups were formed to discuss the implications of each address after it was made, and the points made by each group were later referred back to the full meeting by an appointed

SOME PERSONALITIES AT CONGRESS



Left to right: Mr D. R. Wills, Miss A. Golding, Mr P. A. Smithells, Dr T. O. Garland.



Left to right: Mr A. S. Lewis (Canterbury University College), Flight-lieutenant P. F. Robertson (Director of Physical Education, R.N.Z.A.F.), Mr J. A. Wallace (President, Physical Education Society), Mr L. R. Bedggood.

—Photos., Evening Star (Dunedin).

spokesman. In this way each individual had an opportunity to make his or her contribution to the discussion, and many useful and novel ideas were presented in the course of the discussions.

The subject matter of Congress covered three major topics—Health Education, Physical Education, and Recreation.

Dr T. O. Garland, the Director of Occupational Health, opened the discussion on Health Education with an address on "Health—by Compulsion or Choice?" On this topic he was ably supported by Mr L. R. Bedggood, whose manuals on Health Education are well known throughout the country. Mr Bedggood spoke on "Health Education in New Zealand," using the term "Health Education" in a very wide sense.

Mr D. R. Wills, the Superintendent of Physical Education, brilliantly analysed the need for organised recreation throughout New Zealand in an address entitled "The Other Eight Hours."

Other addresses were given by Mr H. C. Somerset, and Mr P. A. Smithells. Mr Somerset, who is Senior Lecturer in Education, Victoria University College, Wellington, is well known for the work he has done in community centres in New Zealand, his book on the subject, "Littledene," being a classic in the field. Mr Smithells, the Director of the School of Physical Education, spoke on the problems which have to be clarified in Physical Education in the light of the recent findings in various scientific fields.

It has not been possible to reproduce all of these addresses in one issue of the Journal, but it is intended that they will appear in a slightly abbreviated form in the course of the first few issues.

Physical Welfare Branch

In the course of the discussions during Congress, many speakers mentioned with regret the impending dissolution of the Physical Welfare Branch of the Department of Internal Affairs. In all districts, it was pointed out, the staff of the Physical Welfare Branch had so diminished that there was now practically no provision made in New Zealand for an integrated scheme of organised recreation.

Out of the discussion arose the following resolution, which was sent to the Prime Minister, Mr S. G. Holland:—

"That this National Congress of Physical Education views with dismay the possible closing down of the Physical Welfare Branch of Internal Affairs, and requests the opportunity of meeting the Government to discuss this matter."

Other resolutions were sent to the Minister of Health and the Minister of Education urging further developments in the field of Health and Physical Education, and to the four University Councils, expressing appreciation of the steps being taken to improve Physical Education in these institutions.

In conjunction with Congress, the A.G.M. of the Physical Education Society of New Zealand (Inc.) was held on the Thursday evening. A report of this meeting has already been circulated to branches.

Congress ended on the Saturday morning, as nearly all those attending were to leave by the midday train for the north. It was decided that the next National Congress would be held in Auckland in August or September, 1955.

In conjunction with Congress, two courses, each of seven days duration were arranged by the University of Otago—the first courses to be privately organised in New Zealand.

One course in Contemporary Dance and Rhythmical Gymnastics attracted 30 women and 3 men. Instructors on this course were Miss Margaret Erlanger, visiting Fulbright professor from the University of Illinois, Miss Annette Golding, and Miss Noeline Gourley.

The other course—on Testing and Measuring in Physical Education—attracted 14 men, mostly fairly senior members of the profession. This course was instructed by Messrs P. A. Smithells and P. E. Cameron.

The conjunction of Congress and Courses was a happy arrangement and it is to be hoped that a similar arrangement may be possible in two years' time when Physical Educationists' eyes will be turned towards Auckland for inspiration.

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"PROBLEMS IN THE GREY"

(Being a series of articles based on two addresses given at the First National Congress of the New Zealand Physical Education Society at Dunedin, September, 1953.)

By PHILIP A. SMITHELLS

In my first address I examined the present position of physical education in terms of two monochromatic spectrums of black, white, and intermediate shades of grey. The first spectrum dealt with problems, the solved ones being white, the totally unsolved ones black, and the partially solved one somewhere between, some seemingly stuck among the dark greys, others lightening perceptibly among the pale greys. The second spectrum which I hold to be a major cause of our situation in the first one, is a spectrum of truth, as white, black as falsehood, with the unknowns in among the greys. For some years I have felt that physical education has not made expected progress because we have not had sound arguments based on established or probable truth to back our claims for more time, better facilities, and so on. We have tended to use a dogma born of enthusiasm and the latest scheme that has influenced us. We have, I think, two sets of opponents, the intellectual educationists, who consider our arguments are weak, and the ignorant public and its representatives who would have us do what we do not really believe in—would make us devote all our energies towards improving sport or giving dull displays, for instance. To pander to the latter would get us nowhere. Ultimately and immediately it is the former, the leaders of education, whether administrators, inspectors, or professors, or research leaders, who really decide what shall be our slice of cake.

Special Facilities

Something has convinced them, seemingly for all time, that it is reasonable to build an expensive chemistry laboratory in any large school, even though the laboratory is only used by a portion of the school. We have failed to convince them that a subject taken by all pupils does need special facilities, even of a relatively inexpensive kind. Yet an engineering block, to occupy a small portion of the boys in a large mixed technical school, can cost more than the Education Department's Physical Education Grant for the whole country. Now, in 1942 there was no opposition on the part of the Thomas Committee, concerned with formulating the New Curriculum to a broad policy of physical education, with facilities and adequate staffing—eventually to be one-half staff to every hundred pupils! We have not lacked lip service, and the well-worn but misunderstood tag "mens sana in corpore sano" must have graced a thousand speech-day addresses. And yet our progress is slow, our problems are many and grey, with even some black—such as the gymnasium situation. In the belief that we must clearly understand the nature of our problems and that we

must do research before we can hope to solve them, in this series of articles I shall examine some of them piecemeal.

The Teaching of Skills

What is the best pattern to use in planning the teaching of skills? We have tended to be dominated by the idea of the table lesson "The well-balanced progress on a broad front"—or, as some have said, "a little bit of everything and not enough of anything." Whether it be the orthodox Scandinavian table or the mixed-bag one with ball-skills, dance, athletic training, and gymnastics all in one, we have tended to think rigidly in terms of the balanced lesson. Or perhaps we have swung to the other extreme and decided to teach ball-handling this term, agility work next term, and dance the next—what some have called the "end-on," as opposed to the "side-by-side" approach. We could go on arguing the merits of each scheme vehemently with our usual mesomorph-somatotonic* forthrightness and insensitivity, but is it not conceivable that some other alternative might be the answer, and that a planned combination of the two might be better than either? An interesting experiment discussed in the *Research Quarterly* for Oct., 1950, should make us think. In learning a skill new to those being tested, four different groups were used, and each had exactly the same amount of tuition and practice, but the time pattern was different.

One group had sessions on nine successive days.

One group had sessions on every alternate day.

One group had sessions once a week for nine weeks.

One group worked on an additive time-scheme. There were practices on these days—the first, second, third, fifth, eighth, thirteenth, twenty-first, thirty-fourth, and fifty-fifth days.

In this particular test, which was in a form of billiards with exact scores possible, it was the additive pattern which produced results significantly better, after statistical analysis. The idea originated from the nature of growth patterns in botany. Now, we cannot assume that this establishes any general truth. It might not be a suitable pattern for other skills and other circumstances, but does it not open our eyes a little as to the possible inadequacy of our present practices? When we ask for more time, are we quite clear why we want it and how we would use it? Not yet.

Timing of Learning

Let me turn now to what recent work on the brain and the behaviour of animals has revealed about the nature of timing of learning. The evidence is overwhelming that *when* a thing is taught is as important as *how*. Jay B. Nash's† brilliant theme of "Teachable Moments," is now shown by the calm, cold evidence of science to be a truth. To take four examples:—First, tissue transplanted in a developing embryo to another site before a certain age develops as similar tissue to its new site. If transplanted after

*See the work of W. H. Sheldon.

†J. B. Nash—"Teachable Moments" (Barnes).

that age it develops as if it had been left where it was. There is a critical phase in time which decides whether the tissue learns to adapt to its environment or fails to do so. Secondly, if a certain type of young gosling** is removed *on hatching* and put near a human being it will follow that human being as if it were its mother. After a day of life with its mother it will never attach itself to a human being. We know from child psychology that maternal deprivation is of far more serious import in early infancy than in later infancy. My third example concerns the scientific experiment in America conducted by Dr Rene Spitz over many years, whereby some children born in very poor conditions, amid squalor, were removed to two good foster-institutions. At one home there was care entirely by nurses with the far better hygienic and medical attention. At the other the care was left to the relatively inefficient mothers. A careful check was kept on the development and health of each group, and the evidence was overwhelming that to be with a mother (or a mother substitute), however bad, was of more importance than all the hygienic, medical, and dietary care that could be given by other people. At that stage even a bad mother is better than an impersonal institution. There is, unfortunately, no time to develop the surprising detail of this experiment here.

The final example comes from Professor J. Young's† recent work on the way the brain operates. He tells us that if a person born blind has his sight restored, as is now sometimes possible by surgery, such a person, however intelligent, and experienced through his other senses, will be completely bewildered by what he sees for a long time. It will take him some months to distinguish a circle from a square—a distinction a two and a-half year old child can learn to make quite quickly if it is shown such shapes and they are named. Our usual analogy of the eye as a camera is a gross oversimplification. Learning to see is a slow, gradual process, and the later we start the more slow and laborious it is.

Do you see the relevance of these four examples drawn from scientific work outside our field? Have we the faintest accurate knowledge about *when* we should teach *what*, in order to catch the learning bus? May not many of our difficulties in getting results be due to our inability to recognise the surf-wave on which we must glide smoothly forward? Shakespeare, as usual, expresses universal truths:

*"There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune.
Omitted, all the voyage of their life
Is bound in shallows and in miseries."*

*Penguin. New Biology, No. 14; J. Bowlby, "Critical Phases in the Development of Social Response in Man and Other Animals."

†J. Z. Young—"Doubt and Certainty in Science" (Oxford).

THE OTHER EIGHT HOURS

A survey of recreational needs in New Zealand.

(Extracts from an address given at the First National Congress of Physical Education.)

DUDLEY R. WILLS

Leisure

At the Urban stage of sociological development, time for opportunities of self expression, became the prerogative of the ruling elite. The great educational and cultural legacy of Athens arose in a slave State, though the Grecian concept of slavery was certainly not a modern one. The great sculptors, philosophers, and politicians of the day were mostly members of the leisured class, who had time in which to reflect, study, discuss, debate. The Indian poet and philosopher, Tagore, has said, "civilisations are wealths that have been harvested from the deep soil of leisure." One has only to reflect upon the political and economic circumstances in which ancient Greek culture flourished to realise how near Tagore is to truth. We should remember that the slow, mature productions of leisure are of immense value to man. They give wholeness, balance, rhythm to life. We need to make people aware that creative use of leisure isn't merely a pleasant way to fill in time, but is of considerable social significance.

If there is time to reflect, discuss, debate, if leisure presupposes freedom to choose, then surely the finest creative impulses and skill will be called into play. The country that overlooks this fact will make little contribution to cultural advancement. "The quality of an individual or a civilisation becomes starkly apparent in the use of leisure time."

Recent Influences

The uneven decision of time and consequent monopoly of leisure by the few which characterised slave and feudal States, persisted with few exceptions, till the industrial revolution. The aggregation of people, their growing sense of the power of numbers coupled with the growth of humanitarian sentiments, ushered in the era of political democracy and universal literacy. These three factors,, technology, political democracy, and universal literacy, have created the modern problem of leisure. Technological development has herded people into cities, created vast sprawling suburbs, fragmented community life, and has broken up the family. Political democracy has reduced hours of work and given leisure to masses of people ill-equipped to use it creatively. Universal literacy has placed the eyes, ears, and understanding of the masses at the mercy of the advertiser, the super-salesman, the political propagandist, and the commercial amusement promoter. When school is left behind a vast system of 'persuasion,' organised for profit, takes over.

Political democracy assures, so the cynics tell us, that all heads are equal, regardless of their contents. Universal literacy has

provided the elementary skills of reading and writing, but without judgment, and a developed critical faculty, what can this lead to but the choicest of the cheapest in art and literature, music, drama, play, and other forms of cultural expression?

However, in so far as they concern this talk, the difference between the present and man's immediate past are centred largely round his home and his work. Up to the early part of last century European society was organised on a family basis, when deep satisfaction was found in work, when the family co-operated in a man's craft. Through his work, his ego got a chance to expand. His personality went into his craftsmanship. His work had meaning and purpose.

To-day, man no longer sees his products through completion. He has lost this satisfaction. There is much less challenge to his creative and artistic powers. The individual who sees only a small part of the whole may lose sight of its significance. This situation is aggravated by the fact that what he helps to produce is often made for a market in which taste is almost entirely absent. (Some English manufacturers make certain carpets for the New Zealand market only. No one else would buy them).

Needs

Herein we have the first opportunity of leisure and the first challenge to recreation. MAN NEEDS TO DEVELOP NEW SKILLS TO REPLACE THE DIVERSITY AND SATISFACTION ONCE PROVIDED BY WORK, and this need is greatest among those who labour at the most repetitive, monotonous, and absortive tasks.

But this is not all. "No beast is more savage than man when possessed with power answerable to his rage," said Plutarch. The spirit of progress is neither moral nor immoral. Its products can evolve better methods of murder or better ways of healing the sick. The turbo-jet, which can bring man out to-day to gaze in admiration, can to-morrow drive him to cower underground. This dualism in scientific advancement is a further disintegrating influence on man, already hard pressed by the shattering influence of the machine. As the philosopher, Schweitzer says, "reliance is placed on technological development and processes, and the individual is forgotten." There is growing evidence of this in our morbidity figures which show a gradual shift from diseases caused by organisms to those caused by tensions. Nervous and psychopathic illnesses are increasing (nine to 10,000 mental cases in our hospitals is a very large figure for our small population).

Then this is the next challenge of leisure—RELIEF OF TENSIONS. If I may paraphrase Edith Cavell, then I would say 'technocracy is not enough.' The modern age is riding on a hurricane of rapidity, jealously competing with its own past. Man-kind has a bad case of the jitters.

THE THIRD CHALLENGE OF LEISURE is the need to develop again the sense of belonging, of 'community' which has been lost to a great extent in the last hundred years.



"For old people, the bowling green . . ."

—Evening Star (Dunedin).

Walter Lippman says :—

"All over the world, but most particularly in the countries where civilisation is supposed to be most advanced, there are collected in great cities, masses of people who have lost their roots on the earth beneath them. They are the crowds that drift with all the winds that blow, and are caught up at last in the great hurricane.

"They are the people who eat but no longer know their food is grown, who work, and no longer see what they help to produce, who hear all the latest news and all the latest opinions, but have no philosophy by which they can distinguish the true from the false, the credible from the incredible, the good from the bad.

"These masses without root, these crowds without convictions, are the spiritual proletariat of the modern age.

"This feeling which pervades the great urban centres, that all things are relative and impermanent, and of no real importance, is merely the reflection of their own separation from the elementary experiences of humanity."

Leisure time used adequately can help to provide some of these 'elementary experiences of humanity,' and encourage a sense of 'community.'

'Youth and Future,' written for the American Council of



"In Rugby, the mood and manner of the game . . ."

Education says, "If people are eager to use their time in the development and use of creative skill, in active sport and games, in social activities that can unite a whole community, and in all the various forms of mutual assistance, we can be moderately certain that their civilisation will have a tone of vigorous optimism, even under conditions of adversity."

"The schools have a responsibility to equip their pupils for fruitful use of leisure which is equal to their responsibility to equip them for useful work."

Creative Activity Needed Throughout Life

Now, I have mentioned mankind's need for creative and recreative activity. This need runs right throughout the life of the individual.

The necessity for the creative use of leisure among adults needs no further elaboration, but mention should be made of the growing need for study of the recreation needs of old people. The pyramid of population in New Zealand is being steadily up-ended. A similar trend is obvious elsewhere. In England 100 years ago, there were more than 12 men and women of working age for each one over 65. To-day there are only four. Quite aside from the economic problem this creates, the trend is of great social significance. Gerontology, the study of old age, is receiving more and more attention. Those who have an interest in recreational needs will have to devote more time to the study of this time of life. Recreation during retirement may yet turn out to be the most satisfying of all. It should be unhurrying, restful, relaxing, and satisfying. For old people, the bowling green may be eventually more important than social security (if it isn't already).

Now, surveys show that a large majority of people who regularly enjoy recreational activity learned these activities at school. This seems to indicate the necessity for laying the foundation of certain recreational skills in the schools—and, indeed, this has been one of our aims for some years now. But it is not a task for physical education alone. It is a whole school job for social studies, art, music, literature, drama, science, and handwork.

Summary

Recreation is needed to provide avenues for creative activity, for relaxation as a relief from the tensions of modern high-powered living, and to help develop a sense of 'belonging,' of sharing, of 'community.'

Let me repeat that 'recreation' is not merely the antithesis of work. It is fundamentally a matter of attitude, and it should not be defined narrowly. Though there should be meaning and purpose in our use of leisure, such activity need not be merely a violent mesomorphic display. There is ample room for rest, reading, and simple relaxation.

The modern connotation of 'recreation,' however, is associated with activity. The 'Somatotonic Revolution,' which Sheldon believes followed World War I., may be the reason for regarding recreation as concerned largely with motor skills or creative activities. It is quite true that the average person to-day is disinclined to exert himself to any extent for the employment of his leisure. He remains avid of new sensations, but his attitude appears to be increasingly passive.

A Broad Concept Needed

Now, despite the disinclination of people to exert themselves in their leisure time we have been inclined too long to define recreation in terms of physical activity only. This concept is narrow and misleading. By this I do not mean to underestimate the value of play. We all know the significance of play, that for children it is an inescapable urge, and for adults, it is an excellent means of recreation. Though I often wonder if much of the cultural value of play is being lost, I would be the first to affirm that it fulfills the requirements of 'recreation' extremely well. The adult NEED NOT PLAY. Play is superfluous. There is nothing urgent about it except that enjoyment creates a demand for it. It can be postponed or cancelled at any time. It is never a moral duty nor a task. If it is, it is not play. Play is something apart. It is an interlude, an intermezzo, as Huizinga calls it. "It is distinct from ordinary life both as to locality and duration. It begins, and at a certain moment, it is over."

It is true recreation, but I cannot help but feel that with the increasing organisation and regimentation of sport, something of the pure play spirit is lost. It is losing its spontaneity and carelessness. In Rugby, our own national game for example, even though the players are amateurs, the mood and manner of the game are

professional. Frequently the will to win supersedes the element of enjoyment, which is the chief quality of play.

Butler says that recreation is a fundamental human need which contributes to human happiness, mental and physical health, character development, crime prevention, community building, morale, safety, economy, and democratic living. Out of their context, these appear to be very wide claims. However, it is clear that more than physical activities are involved in the term. Music, drama, art, crafts, hobbies...these are creative skills which must be included in our concept of 'recreation.'

Professor Jacks says that the true vocation of man is to exercise skill in one or another of its innumerable varieties. With 'time on our hands' there is an excellent chance to increase the fullness and richness of life. Some of the specific problems relating to the use of this time will be discussed in the next lecture.

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BOOK REVIEWS

Physical Education in England Since 1800

By P. C. McINTOSH (G. Bell & Sons, 1952). English price, 15/-.

This excellent little book is possibly a land mark in the history of British Physical Education Literature. Let us hope that more books with intellectual grasp shown by Mr McIntosh will appear. There have been competent practical books on Physical Education, as a whole or in part, published in Britain before, but to the best of my knowledge this is the first book with an air of Scholarship about it. There are, of course, several compendious histories of physical education published in America, but these smell of the lamp, and possibly of the scissors and paste. I am not competent to estimate them piece-meal, but there are such serious faults in the sections on Sweden and Britain that I must assume that there are errors in other sections. They tend to be tediously "factual," overloaded with names of little significance and unimportant dates. Mr McIntosh has the true historian's approach and discipline. When the facts are clear he states them, when the matter is controversial he weighs the evidence carefully and presents both sides of the case. The method of history is not unlike that of Science, though its conclusions can rarely be so exact. It is a pity that for most of us our earliest exposure to history tends to treat it like matter as rigid as the square on the hypotenuse. The seven and a-half pages of bibliography at the end of this book show to what trouble Mr McIntosh has gone to varify his information, and to make sure that he has a fair picture of the more complex issues. His canvas is limited to from 1800 to 1939, and to England, not Britain. Compare this against more superficial histories of half the world and more.

Mr McIntosh's book is fascinating to anyone brought up in England, but also could bring much to the understanding of New Zealand physical educationists, for the arguments that have raged and rage in England have all had their counterparts here. The history of education in nineteenth century England is often studied here, and indeed some of its dusty heirlooms are still among us. Of the famous Arnold of Rugby, he gives an interesting note at the end of a well-documented chapter on Games in the Early Nineteenth Century Public Schools.

"The growth of athleticism at Rugby may be regarded therefore as the price paid by Arnold for the co-operation of the boys in maintaining discipline and effecting the reforms he desired."

Mr McIntosh draws his material from Government papers, Educational books and pamphlets, old newspapers, plays, text books, unpublished correspondence, novels and poetry. He shows clearly the lip service many famous men and women have paid to physical education. He deals skilfully with the complex interplay of ideas for Scandinavia, the Forces, the Public Schools, and the

Board of Education. His estimate of the apt-to-be-forgotten Archibald McLaren is penetrating and should turn people to read him if they have not done so before. R. E. Roper, too, whose influence spread over 50 years, though unknown to many, is mentioned some nine times. There is a delightful quotation from G. B. Shaw's Preface to "Misalliance," on compulsory games, and many other appropriate quotations from unexpected sources.

It would be idle to attempt to summarise the book. It is already a concentrated one, but eminently readable. Let me finish by saying that this is far more than a history book, it shows a calm dispassionate attitude towards knowledge and opinion of a type we need in physical education. If this book is a measure of the quality of thinking at the Birmingham University Course, where Mr McIntosh is a lecturer, a new era in our professional life has started.

P.A.S.

Artificial Respiration

By T. O. GARLAND, M.A., M.D., D.P.H. (52pp., Department of Health, New Zealand). Price, 3/6.

Artificial respiration, one of the simplest and most important forms of first aid capable of being administered by any able bodied individual, has long been wrapped in mystery by the well-meaning, but pointless drills of the Royal Life Saving Society. In this attractive little book, Dr Garland, Director of Occupational Health in New Zealand, strikingly brings to the notice of the layman the value and simplicity of artificial respiration. The various methods are examined in the light of experimental findings in Britain and America, and many relevant and interesting facts are produced.

The Holger Nielsen method, the Eve rocking method, and the sitting (pole-top) method are particularly stressed, and useful action photographs accompany the descriptions.

This is undoubtedly the best book I have yet encountered on artificial respiration under different conditions, and should be in the possession of all physical educationists, life-savers, police, swimming instructors, and all interested in saving the lives of their fellows.

J.W.

Fundamentals of Track and Field Coaching

By RICHARD I. MILLER (McGraw-Hill Book Company, Inc.).

Intended for American High School athletic coaches, who like ourselves, are expected to be knowledgeable in every phase of physical activity, this book is most concise and yet comprehensive. Provided one knows something of the individual events beforehand, it contains more valuable coaching points in less space than any other book I have read.

Of particular value are chapters on motor learning and teaching and on warming up. There is a neat and accurate outline of the technicalities of each event with sequence photographs of champions critically analysed. The general background

of the events, and general training and dietary considerations are well covered. An excellent list of selected reference materials on all athletic subjects adds substantially to its value as a "necessary" for all who have to teach athletics.

H. R. Salter.

Rhythms and Dance for Elementary Schools

By DOROTHY LA SALLE (A. S. Barnes and Company, 232 Madison Avenue, New York, 16 N.Y.).

This most comprehensive collection of folk dances, singing games and rhythmic activities should prove useful to all teachers of dance in primary, intermediate, or secondary departments. An introductory chapter deals with a short history of dance, the contributions of rhythmic movement in child development, and teaching suggestions. The rest of the book presents progressive material and music in a simplified form, suitable for rhythmic programmes with 5-14 year age groups. The chapters devoted to the 25 infant singing games and 60 folk dances (representing 18 countries) include detailed but clear analyses of the activities, and preceding each dance or game is a brief paragraph on the origin and social background of the material. Specific figures in the dances are clearly illustrated by diagrams, and a glossary of dance steps, terms, and formations is also included. L.A.G.

Sports and Health

THE ROYAL NORWEGIAN MINISTRY OF EDUCATION STATE OFFICE FOR SPORT AND YOUTH WORK (Statens Ungdoms-og Idrettskontor) Oslo, Norway, 1952.

This little book of two hundred pages contains some 50 addresses made at the International Conference on Sport and Health in connection with the VI. Olympic Winter Games, Oslo, February 25-26, 1952. The addresses deal mainly with the health aspect of sport which covers physical and mental health, injuries and prevention. They are also concerned with the responsibility of the State for organisation, education and assistance for children and adult groups. There are speakers from most countries and the book is of value in showing the trends in recreation overseas and especially the importance given to it by health authorities. It is interesting to note that nearly all the addresses were given by medical men.

This book is not on sale but may on request be sent free of charge as far as the number of copies of the edition allows. Readers interested should write to The Director, State Office for Sport and Youth Work (Statens Ungdoms-og Idrettskontor), Oslo, Norway. A. S. Lewis.

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By being a member of the Society, you can help in the achievement of these objectives more effectively than if you remain outside the Society. It is a comparatively young body, and requires the help of all those engaged in any branch of Physical Education if it is to be a vital, efficient organisation. As yet, the Society has little to offer members of the profession other than an opportunity for self-sacrifice in the interests of the profession and of education as a whole. Local branches are established so that members may have frequent opportunities to meet together to discuss aspects of Physical Education, and give mutual aid in the solution of professional problems.

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