

**NEW ZEALAND
JOURNAL
OF
PHYSICAL EDUCATION**

No. 3

July, 1954



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Published by the Physical Education Society of New Zealand
(Inc.) in March, July, and November, and produced by an
Editorial Committee.

Subscription—6/6 per annum (post free), or 2/6 per copy.

Inquiries concerning advertising space should be sent to the
Business Manager, N.Z. Journal of Physical Education, 655
Cumberland Street, Dunedin, New Zealand.

All material for publication should be sent to the Editor, at the
same address, at least 4 weeks before publication.

Editorial . . . The large increase in numbers of post primary school pupils in New Zealand presents problems of more than academic interest to parents, teachers and administrators. Amongst the problems posed, that of the provision of accommodation is probably the most formidable, and to this end a greatly increased monetary grant has been made by the present administration, as can be seen in the letter from the Minister of Education, published in this issue. In order to provide for what is termed "... ordinary teaching classrooms . . .," halls and gymnasiums (and we use this plural at the risk of offending the classicist) are to be temporarily rejected from post-primary school building plans.

We could understand this attitude if the country were in difficult financial straits, and if a similar attitude were being adopted towards all subjects requiring special accommodation. This, however, is not so. Two days before the Prime Minister received the deputation from our profession, he told the nation in a broadcast that the country had never been so prosperous.

On June 30, in a speech in Parliament, Government spokesman, J. McAlpine, claimed that "... prosperity oozed from every pore of the country . . ." This prosperity seems to be of little use in the advancement of education in New Zealand.

In new high schools being built throughout the Dominion, expensive rooms are to be provided for such specialist subjects as typewriting, art and craft, cookery, dressmaking, technical education and music, but no provision is made in the architects' plans for the provision of gymnasiums.

We appreciate that all of these subjects have an important place in modern education, but they are no more important than the physical education and development of the child—upon which, indeed, progress in these and other subjects often depends. The importance of this aspect of education is freely acknowledged by educationists and psychologists. It is implicit in the Education Department's inclusion of physical education among the core subjects, to be taken by all children at all levels of school.

Yet when in the opinion of the Government economies have to be exercised, the axe falls heavily on physical education. Members of Cabinet, Government and Opposition Members of Parliament, doctors, school heads, administrators, and teachers' organisations from whom we have received communications are unanimous in their positive appreciation of the value of physical education—but still it appears that our new schools are to be built without gymnasiums.

If our country is indeed "oozing prosperity from every pore," it seems incredibly short-sighted to provide in our new schools only the bare essential skeletons. Should the tide of prosperity recede in years to come, the prospect of providing physical education facilities in the many schools which will be deficient, seems extremely bleak.

A SURVEY OF ADOLESCENT RECREATION IN DUNEDIN

By R. B. McFARLANE and T. P. WOULFE

Introduction

This study started off as an ambitious scheme to cover the recreational pursuits of Dunedin's adolescent population. The original idea came from a study of young people in Birmingham, carried out by Students of the Westhill Training College. From their survey we obtained methods of procedure, and the rough draft for our own questionnaire.

On final emergence the study is a far more modest effort than the one originally planned. From 500 questionnaires sent out we received 100 replies. We found that personal interview was necessary to ensure proper replies to the many questions. Some of the employers' reactions to the survey were helpful, more were not.

The largest section of our sample has come from the night classes of the Dunedin King Edward Technical College so, to an extent, the group is a selected one. Our results are, under the circumstances, only expressible as tendencies.

The groups of adolescents we were concerned about—these typified by the "Milk Bar Cowboys" we utterly failed to contact, although we are convinced that, with time, it could be done.

So, in effect, this study is best considered as a pilot survey, indicating tendencies. Our conclusions, of necessity, may not have statistical significance because of the small sample but, we do believe the general conclusions drawn to be valid, not only for Dunedin's Youth, but for all in the 15 to 20 (Post-School) age group in most towns in New Zealand.

If this study provokes a wider, more constructive approach towards the young people in our communities it will have served its purpose admirably.

The Questionnaire.—This consisted of 20 questions and covered the young person's whole spare time activities, the attitudes towards them, and much other relevant information.

The questionnaire is both broad and deep, but we considered it necessary if a true picture was to be obtained.

The completed questionnaire printed at the end of this article is merely an example, and is meant to be neither typical nor atypical.

Results After Analysing the Survey.—The general picture:—The majority left school between 15 and 16, more wanted than did not want to leave school. The large majority enjoyed their present job and naturally did not want to change. Of those wishing to change their jobs, most were in the "dead end" type and wanted a job with more opportunity.

The majority lived at home, the remainder living in lodgings or hostels.

Travelling time to work was generally over half an hour; this would tend to make town recreational facilities unuseable.

As said before, the largest number took classes at Night Technical School, but here the sample is to a certain extent, selective.

Activities During the Week.—Again we remind the reader of the small number of our sample.

We divided the activities into four broad categories, Work, Recreation, Intellectual, and Home.

Far more males than females worked more than the 40-hour week, some males working two and three nights as well as on Saturday.

Much of the female's spare time was spent at home, cooking, sewing, and doing housework. The males seemed to consider home more as a base for their various activities.

The recreational pursuits covered a wide field; walking, organised games, the cinema, cards, visiting, dancing, etc. Under 10 per cent. of the females, and under 30 per cent. of the males took any part in any organised sport; the most popular form of recreation was the cinema and dancing.

On the intellectual side the females mentioned music in three cases and many went to night Tech. Besides night Tech., intellectual pursuits in leisure time appeared to have no interest to the males.

The answers to these questions indicated that the participation rate was low, and that the variety was low. Those games of the "Minor Games" variety were only mentioned twice.

From the answers in this section it seemed that the young people were always doing something, but what? Variety was absent, and to many, recreation began and ended at the cinema.

Games and Sports.—From Question 17 we endeavoured to determine the attitudes and preferences of the young people towards organised games and sports.

Over half of the females watched some sport, one-tenth played a game regularly, and over three-quarters would like to have played if facilities were available. The preferences were:—Basketball, indoor and outdoor; Hockey, Badminton, Tennis, Softball, and Ski-ing.

The males' preferences for sports if facilities were available, were Soccer, Ski-ing, Skating, Indoor Basketball, and Table Tennis. Again over three-quarters watched some game regularly.

The indication was that, although many wished to take part in games, somehow, the clubs were just failing to contact these potential players.

Spectatorship was very marked both among male and female. Many of those playing a sport regularly indicated that they would

like to play others if facilities were available, so even Rugby Football does not satisfy the needs of all young New Zealand males.

Spending Habits.—These questions, 13A and 13B covered home and recreational spending habits.

The great majority of males and females paid board out of their wages, very few receiving pocket money from their parents. Two males contributed nothing to the home. Twenty-five per cent. of the females smoked, the average amount being 5s per week. Only one female spent money on alcoholic drinks and betting, the amounts were negligible. The amount spent by the females on dancing and the cinema was not really indicative of their habits as many had regular dates, the socially accepted thing being for the male to pay.

The males spent far larger amounts in all sections, cigarettes average 8s, dances 4s, alcoholic drinks 5s, cinema 5s, betting 5s and dates 10s. Of course some would not spend anything in some sections, and the total weekly expenditure averaged 25s not counting board.

Holidays:—	Male	Female
Camping in tents	80%	49%
Holiday camps	52%	26%
North Island	44%	26%
Seaside	90%	80%
Overseas	6%	1%

Note the high percentage who have camping experience. What sort of experience would this be?

The males tend to have had a wider experience in travelling and holidaying than females.

Reading and Listening Habits.—Below 50 per cent. of both males and females borrowed books from a library. Those borrowing from the libraries tended to read the better books; largely adventure stories of "The Cruel Sea" type and the females enjoyed these as much as the males. One quarter of the females and three quarters of the males read the daily papers regularly.

Two thirds of the females read women's magazines regularly, "Women's Mirror" etc. and "True Confessions" etc. Much cheap pulp literature was read, paper-backed westerns and love stories particularly. All those attending Night Tech., read text books.

The listening habits were little better, both male and female enjoying the same programmes, Hit Parades, Request Sessions and ZB Serials were by far the most popular. B.B.C. programmes and even the lighter classics were barely mentioned.

Essentials of Happiness.—This question was included as a "feeler," the results do not subject themselves to statistical analysis so it is best to quote a few:

Male: "Money." "A good job and a happy home." "Wine, women, and song." "Not too much money and not too many brains." "To lie in bed in the morning."

Female: "Freedom." "Good home, job, and friends." "Happiness and enjoyment." "Men."

Religion or faith was hardly mentioned. The females thought far more of this than the males and emphasised the home a great deal.

Attitudes Towards Youth Organisations.—Over 80 per cent. of both males and females belonged to no Youth Organisation. Of those young people not attending a Youth Organisation the large majority would prefer to join one if it were opened in their district.

Those who left Youth Organisations did so because they left the district, or the Youth Organisation closed down or it was badly run; these last two reasons are significant.

Ninety per cent. of those wishing to join a Youth Organisation preferred it to be mixed. The majority who didn't belong to any Youth Organisation gave as their major reason the fact that they do not have the time. So much for New Zealand's 40 hour week.

Conclusions from the Survey.—What is the picture this survey provides us with? To quote G. M. Trevelyan:

"Our modern system of popular education has produced a population, easy prey to sensation and cheap appeals, many half educated and quarter educated people."

Despite the fact that a high percentage of these people attend Night Tech, making them a privileged group, the picture is rather depressing.

Materially these young people are well off, their spending habits indicate this. The home, especially with the girls, plays an important part in their spare time activities. The majority are happy in their jobs although a few would have preferred to stay longer at school.

Few take part in any organised recreation, whether sporting or intellectual.

The high proportion who cycle regularly do so as a means of transport to and from work.

Reading habits and listening habits are passive, very little purposeful reading or listening is done.

These young people's requirements for happiness, in the main, are also passive, although happy home life, good job and friends are generally accepted as essentials.

Why is this picture depressing? There is nothing actually wrong in it, yet, what a picture of passivity and apathy it presents! One is reminded of a group of human vegetables.

What is the cause? The home? School? Work? Government? The youth themselves? Lack of facilities?

The causes are varying and complex.

The home as we have said before appears important yet how is the time spent in it? Is it a constructive satisfying home life, the adolescent being accepted as a near adult, or merely as an extra hand in the chores?

The schools appear to have done little constructively in indicating recreational pursuits either intellectual or physical, once the young person has left. There is very little carry-over from school activities.

The Government appears to be satisfied; it has closed the Physical Welfare Branch. It is presumed that, because these people are not active delinquents causing trouble, everything is satisfactory.

We come to the last cause, facilities. Dunedin has endless varieties of clubs, both sporting and intellectual. It has Scouts, Guides, Brigades, Y.M.C.A., Y.W.C.A., Church Youth Clubs, Sports grounds and swimming baths. In this whole conglomeration, what happens to the adolescent? He is left outside and uncatered for. All the above Youth Organisations etc. cater for the 8 to 15-year-olds; then their interest for the young person wanes. Other clubs have almost entirely an adult membership.

Heaven forbid that these young people should be coerced into a state Youth Organisation as was seen in Germany before the 1939-45 War, but provision of facilities and guidance are only too glaringly lacking. Who can blame a young person for becoming a member of the "Milk Bar Cowboy" fraternity when these conditions prevail? The provision of suitable facilities and guidance would, we feel, materially decrease the incidence of delinquency, but this is the narrow outlook.

These young New Zealanders are potentially fit and dynamic individuals; they are the future parents. If they are to live life to the full, obtain happiness and satisfaction in our communities, these important years from 15 to 20 must be looked on as a wonderful opportunity for training, not in the military inculcatory sense, but by subtle example and leadership.

How is this training and guidance to be accomplished?

McAlister Brew in her book "Informal Education" deals with the problem in a telling manner: "Youth Clubs for both sexes, fostering creative, purposeful activity and gently guiding the adolescent into new and wider channels of experience with the utilisation of a trained understanding leader."

This study indicates the large problem facing us; its aim was not to involve a detailed plan for a National Youth Club Movement, but to investigate, find out if there is a problem, find the nature of it, and broadly indicate some suggestion for a remedy.

In all sincerity, we in the Physical Education field can do a great deal.

For the sake of the future, let us do something.

Questionnaire

RECREATION SURVEY

INSTRUCTIONS: Please make your answers brief.

DO NOT sign your name.

STRICTLY CONFIDENTIAL.

1. (a) Age? *17.* (b) Sex? *Male.*
2. (a) Occupation? *Fitter.* (b) Marital Status? *Single.*
3. How old were you when you left school? *15.*
4. Would you have liked to have stayed longer at school? *Yes.*
5. (a) Do you enjoy your present job? *Yes.*
(b) Do you want to change your present job? *No.*
(c) What job in life would you like to do? *Engineer.*
6. How long does it take you to go to work? *20 minutes.*
7. Do you live? (a) At home? (b) In a hostel?
(c) With relations? (d) In lodgings?
8. Do you go to Technical College or any other school part-time? *Yes.*
9. What did you do:
9. (a) Last Saturday morning? *Worked.*
(b) Last Saturday afternoon? *Football.*
(c) Last Saturday evening? *Went to pictures.*
(d) Last Sunday morning? *Stayed in bed.*
(e) Last Sunday afternoon? *Nothing.*
(f) Last Sunday evening? *Played cards.*
(g) Last Monday evening? *Worked.*
(h) Last Tuesday evening? *Night Tech.*
(i) Last Wednesday evening? *Went to pictures.*
(j) Last Thursday evening? *Night Tech.*
(k) Last Friday evening? *Went up town.*
10. Was this a typical week? *Yes.*
11. (a) Do you belong to any Youth Organisations? *No.*
If so what? _____
(b) If you don't belong to any Youth Organisations, why don't you? *None in our area.*
(c) If you once belonged to a Youth Organisation but left, why did you? *The leader was no good.*
12. (a) Would you attend if a Youth Organisation was opened in your neighbourhood? *Yes.*
(b) Would you like it to be for: *Males?*
Females?
Both Sexes?
13. (a) Do you pay board or receive pocket money? *Pay board.*
(b) How much do you spend on per week:
(I.) Cigarettes? *3/-*
(II.) Dances? *2/6*

- (III.) Alcoholic drinks? 2/6
 (IV.) Cinemas? 4/-
 (V.) Betting or gambling (Art Union)? 2/6
 (VI.) Dates? _____

14. (a) What is the name of the book you last read? *Killer Kane.*
 (b) Did you read it:
 (I.) Less than a week ago?
 (II.) Less than a month ago?
 (III.) Less than six months ago?
 (IV.) More than six months ago?
 (a) Do you borrow books from any library? *No.*
15. What papers or magazines do you read regularly? *Otago Daily Times and Star Sports.*
16. What Radio Programmes do you enjoy regularly? *Request Sessions.*
17. (a) What games do you play regularly? *Football.*
 (b) What games do you watch regularly? *Football.*
 (c) What games would you like to play if facilities were available? *Ski-ing and Skating.*
18. Have you ever been:
 (a) Camping in tents? *Yes.*
 (b) To a holiday camp? *No.*
 (c) To the North Island? *No.*
 (d) To the seaside? *Yes.*
 (e) Overseas? *No.*
 (f) To any other kind of holiday? _____
 (g) Where did you go last year? *To Gore.*
19. How often do you go to:

	More than once a Week	Once a Week	Once a Month	Occasion- ally	Never
Dancing			X		
Cinema	X				
Church				X	
Watch football in Winter		X			
Horse races				X	
Bars			X		
Youth Organisations					X
Hiking					X
Cycling		X			
Milk Bars			X		
Dates					X

Any other entertainment you attend regularly.—*Parties.*

20. What in your opinion is essential for happiness? *A good job and a happy home.*

ATTENDANCE AT VARIOUS ACTIVITIES (PERCENTAGE)

	MORE THAN ONCE A WEEK		ONCE A WEEK		ONCE A MONTH		OCCASIONALLY		NEVER	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
Dancing - - - -	6	2	42	24	12	14	20	32	20	28
Cinema - - - -	10	8	56	32	8	14	26	32	0	14
Church - - - -	12	16	38	24	6	8	26	38	18	14
Watch Sports - -	8	2	44	14	8	10	24	46	8	30
Horse Racing - -	0	2	0	0	0	10	42	14	58	74
Bars - - - - -	4	2	8	0	2	8	40	8	42	82
Youth Organisations	4	10	18	14	2	10	24	14	52	52
Hiking - - - -	0	0	0	0	8	14	56	41	36	44
Cycling - - - -	28	16	8	10	0	10	40	38	24	26
Milk Bars - - -	22	12	14	16	4	10	46	46	14	16
Dates - - - - -	26	20	18	20	2	10	38	20	16	30

HEALTH AND PHYSICAL EDUCATION IN NEW ZEALAND

By T. R. BEDGGOOD

The Definition and Scope of Health and Physical Education

In this article, I first give some thoughts about the scope and field of Health and Physical Education in New Zealand, and then a discussion of main facts in the historical development of this field.

From the outset, I am concerned here with "Health" in the widest possible meaning. A restricted approach leads towards a rigid separation of the various groups concerned with the several aspects of Health and Physical Education and is one of the causes to-day for our failure to create a co-ordinated and national programme for all levels in our community. Vested interests become fixed and inhibit the development of a national interest in these matters.

Although we have mostly outgrown restrictive terms in the various aspects of Health and Physical Education, we maintain terms which have little meaning for the public at large. The aim of "Health" is simple enough and the fundamentals of health easily understood; food, rest, exercise, fresh air, sunshine, and sufficient clothing. These are obvious requirements and in more primitive societies present little difficulty, yet, strangely, as our civilisation becomes more "civilised," we lose the power to put these things in their right place. The broad function of Health and Physical Education to-day is to attempt to put them back in their rightful place of importance. With the sedentary ways of so-called higher standards of living, there is an increasing lack of elemental and primitive satisfaction and increasing activity. To compensate, we must learn what substitutions are necessary for activities and attitudes lost, and attempt to develop suitable attitudes and behaviour towards healthier and more complete living. Mental health and Social Health, therefore, need to play a larger part in our concept of Health and Physical Education and Community Recreation. For convenience and integration, I use the term "Health Education" to denote this co-ordinated approach to all these aspects.

I would say, therefore, that Health Education must be concerned with all aspects which are mutually interdependent and which it is not desirable to separate from one another. The three broad related divisions can be stated as follows:—

- (a) Physical or bodily health.
- (b) Mental Health.
- (c) Social Health and Behaviour.

Unfortunately, Physical Educationists too frequently are concerned with (a) only, and often merely part of it, i.e., the development of physical skills. Even with the limited school

time available, it is of paramount importance that the programme should aim at balanced development. As good teachers, surely we are responsible for keeping an eye on the total health of the pupil, and that means not the sum of a b c, but the multiplication of these factors.

I would therefore make a plea for the integrated study of these aspects of health and for a unified treatment in professional training and organisation in New Zealand. What I say at a later stage is therefore biased by this interpretation of the scope and field of Health Education. What is more important, I become more convinced of the necessity for such an approach the longer I work in the field of Education, and the more I see of it here in New Zealand and overseas.

The Greek practice, stressing the unity of the body and mind, is well known to all, yet we have separated intellectual activity from physical activity in our education system. Only recently has an effort been made to unite the two in "activity" and "movement" in the classroom of the primary school.

In connection with "Body-mind" unity, J. A. Hadfield in "Psychology and Mental Health" deals with the interrelation of the various aspects of health. His definition of mental health is worth quoting—

"The full and free expression of all native and acquired potentialities, in harmony with one another by being directed toward a common end or aim of the personality as a whole."

This definition is inclusive of bodily and physical potentialities. Health so defined is dynamic and a functioning of the organism, towards the end of complete and full development of the individual in all respects—physical, mental, emotional, social, moral and spiritual. Distortion or arrested growth in any one aspect disrupts harmonious development of the complete individual. "Health" is, as Hadfield says, "a harmony of movement, living and active."

With these concepts of Health Education in our minds, let us turn to view some of the main aspects of the historical development of Health and Physical Education in New Zealand.

Historical Aspects

New Zealand's European history is comparatively short and her history of Health Education even in the restricted meaning of the term is still shorter. For the Maori, tilling the soil by men and women, and preparation for fighting helped maintain health standards prior to European settlement. These health giving activities, similar for the early settlers, have largely gone with the coming of industrialisation and urbanisation. For the majority, there is little manual work and no need for it. But there is a need for compensatory activities in leisure and work, and part of Health Education's task is to make that need conscious.

Just as Maori physical fitness was obtained in preparation for war, so our own Health Education grew out of military training for war, and that less than 60 years ago. The Boer War stimulated the inclusion of physical drill in the school programme, first in less desirable forms educationally. It was conceived as military training, but, as such, unfortunately had two serious deficiencies. It did not orientate its training towards fitness for peace-time occupations, nor did it cater for half the population, the female half. The change from active to sedentary work has not affected women as much as is shown in the prevalence of degenerative diseases among men, particularly in the most "advanced" civilisations technologically, e.g., U.S.A., but also apparent in western countries. There is an indication that when the homes become mechanised and women work in commerce and industry, as in the States again, the incidence of degenerative diseases rises among women.

Military drill and training dominated physical education in the first decade of this century even in the primary school.

From 1902, teachers had their fares paid to Saturday refresher courses, where the teachers' certificates were endorsed. The girls did club drill and calisthenic training in some areas at least. Major Loveday gave his first report in 1902. He stated that a written syllabus was required and proposed blue uniforms for drill and school purposes; the latter decision still plagues us to-day and is, as we see, militaristic in origin. Aimed, narrowly,



PHYSICAL EDUCATION STAFF, 1913

Back Row.—Standing: W. A. Johnson, F. R. Just, S. Moore, A. P. Roydhouse. Sitting: D. K. Heritage, S. Greenwood, Royd Garlick, E. M. Blackburn, K. I. Larsen.
Front Row.—H. E. Longworth, Ian Galloway.

at fitness for war, the physical education of the day could not appropriate the concept of Health Education discussed earlier, restricting as it did, the full development of boys and girls in terms of citizenship. It had served to bring physical training to public notice, and to place it in school time.

In 1912, modern Physical Education made its appearance. The cadet system was abolished in primary schools, and swimming and postural training became recognised as important. In 1912, the first Physical Education director, Mr R. Garlick, went to Australia to study their scheme. This resulted in the adoption of the 1909 English syllabus, a recording system proposal, and five instructors attached to the Department to conduct weekly classes for teachers at the various centres. Fifteen minutes a day was allocated to physical training in the primary schools. The Swedish system was apparent in the syllabus, and progressive tables were introduced. Educational and developmental aspects were given due stress. In the secondary school "games" continued and military training for the boys took up most of the time just as it still does to-day.

Health inspection and dental inspection were introduced at this time under the control of the Education Department, control shifting in 1921 to the Health Department.

After a time, Physical Education became compulsory and examinable in the Teachers' Colleges and, with the new corrective physical education, its complexity created the need for specialists about 1916. Third year specialist training finally started in 1928, to lead the new emphasis under the direction of Dr Renfrew White, whose system was outlined in his textbook, "The Growing Body."

Although advances had been made, a unified outlook was not apparent nor was there a programme catering for all aspects of development. Whilst Renfrew White's scheme was nearer to that, its interpretation was rather narrow in the hands of the instructor or else not understood by the teachers. It required a thoroughly trained specialist and a new attitude and approach not generally held at the time, nor perhaps even to-day. The militaristic tradition and games traditions are still too strong.

Health teaching (hygiene, first aid) became a function of the general teacher with physical training apart. This is sometimes seen to-day, though more generally the class teacher values both, which is, I think, a good thing. This is not so in the secondary school and is due to the greater need for some degree of specialisation in all subjects. The syllabus of instructions for public schools, N4, sets out two separate programmes for "Hygiene and First Aid" and "Physical Education." To-day, the revised syllabus for primary schools, 1951 sets out only a Health Education syllabus, leaving Physical Education programmes to be distributed by the area organisers.

The syllabus set out is a good one catering for formation of health habits; right attitudes to health and acquisition of health knowledge; which, together with the Physical Education programme, gives a satisfactory coverage in the primary school. This still depends, of course, on the individual teacher, some doing the full programme and some doing the minimum.

Reverting to the Physical Education scheme, we find that, in 1919, Mr H. E. Longworth was appointed Supervisor of Physical Education. A revised scheme was brought forward in 1920 and an attempt made to provide full-time specialists in schools. The report system was brought up to date and inspectors asked to see that Physical Education in the schools was being well conducted. By 1922, there were 14 specialists in the field. In 1925, there was a staff refresher course in Wellington. Swimming, folk-dancing and calisthenics were all revised and added to the scheme of work, another indication of a widening concept of the programme and function of Physical Education.

Emerging from this, and Dr White's trip to U.S.A., specialist training was given in Dunedin between 1928 and 1933.

In 1927, Physical Education became a "C" Certificate subject for teachers and an emphasis was made on Corrective work, posture, dancing, music and swimming. Meanwhile, secondary schools carried on with Cadets and Games for boys and Swimming and Games for girls. Girls' schools were much in advance and imported specialists from overseas. This is largely true to-day, but then they are free of military training and academic pressure. Over all, there was a tendency to broaden the physical programme, but it was largely unco-ordinated and piecemeal in operation.

The late 1930's brought a new emphasis on the health and development of the school child. The 1937 Report under Peter Fraser put, as the Scottish scheme does, the first emphasis on this aspect, even before the three R's. The result was that a new Superintendent was appointed and the 1933 syllabus was adopted. This renewed emphasis stimulated the training of specialists again with training based on a wide and liberal scheme, having the main emphasis on "activity" for the pupils. This new stress, however, was mainly concerned with the Primary Schools and District High Schools. Due to division of control, the Secondary Schools have not been easy to bring into line with modern educational practices. In 1942, however, an interim scheme for secondary schools was produced by the Superintendent, Mr P. A. Smithells. This was followed later by the scheme set down in the new syllabus of 1944, which allowed for a full programme of physical education and contains also a scheme for Health Theory. While it was intended that the minimum number of periods should be two for Physical Education and one for Health Theory, in actual fact few schools have done any

Health Theory. Even the two periods set aside for Physical Education have been allowed to be used partly for extra-curricula games training.

It is at this stage we find ourselves at present with Physical Education suffering a period of the "doldrums." Shortage of specialists, competition by other subjects for time and a failure of parents and teachers to realise the importance of "Health" instruction and practice all tend to produce inactivity and lack of the necessary progress. It will require all the missionary spirit we have as a profession to set the wheel of progress on the move again.

PHYSICAL EDUCATION SOCIETY EXAMINATIONS

Examinations for Associateship of the Physical Education Society will be held in the last full week of November.

The compulsory papers are—

- (a) Sciences
- (b) Teaching Method, Organisation and Administration
- (c) History, Philosophy and Principles of Physical Education.

And ONE of the following—

- (d) Health Education
- (e) Recreation
- (f) Corrective Work.

Copies of the syllabus and regulations for examination may be obtained from the Secretary, Physical Education Society of New Zealand (Inc.), 655 Cumberland street, Dunedin.

Entries for examinations must be received before August 7, 1954.



"An irresistible desire to hang."—Handrail, Napier.

LET THEM HANG!

By TOM TURBITT

Children have an irresistible desire to hang and swing and climb and nothing any over-anxious parent can do will ever stop it. It may be curbed within the immediate orbit of the parental eye, but once beyond the restricted area the child will find trees and walls and rails that somehow challenge his physical prowess.

Beside the Government Buildings in Napier there is a low wall, and down the concrete steps runs a strong galvanised handrail. On the way to school the younger children mount the wall and balance walk along its entire length. The handrail offers a few moments exciting movement with a few hangs or perhaps a swing or two and maybe a daring slide down its inclined length by a more co-ordinated and adventurous member.

And so it happens everywhere. A child is confronted by a suitable tree, a convenient rail, a trellis, a hanging rope or vine, a ladder against a wall and immediately he indulges freely in the most natural exercise in the world—climbing, hanging, swinging, holding, twisting, turning, circling, travelling, vaulting, heaving, and ENJOYING, unconsciously impelled by the deep instinctive urges of his nature to prepare his body, like a kitten at play, for the sterner physical tasks that lie ahead.

Have we exploited this urge sufficiently in our schools? Bare, level playgrounds offer accusing testimony to our lack of understanding of the compelling physical needs of our children. The green stretches of lawn may be attractive, the gardens a joy to behold, but the trees are labelled DO NOT CLIMB, the gates DO NOT SWING, the fences DO NOT WALK ALONG—bare areas with limited facilities which do not offer any great physical challenge or provide opportunities for new physical experiences so necessary for the inward satisfaction of the child.
... so let's play marbles!



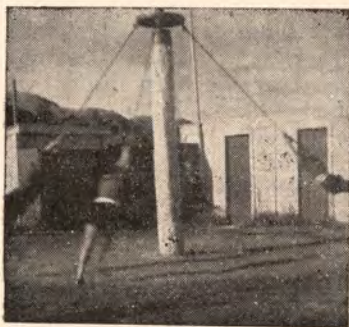
Horizontal ladder and horizontal step-up bars at Hastings Street School, Napier.

But there are signs of the awakening. Progressive schools are becoming increasingly interested in all kinds of apparatus for the playground and new and interesting pieces are being evolved.

Types of Playground Apparatus

Horizontal Step-up Bars.—These are among the most common, probably because they are comparatively cheap, costing £11, and easy to erect. One of them can be seen in the photo of the Hastings Street School. Made of galvanised piping, they are strong and durable.

Horizontal Ladder.—Modernised with a curved streamlined effect it is an adornment to any playground. It is constructed entirely of piping and all joints are welded. Cost is £26. (NOTE: All costs mentioned are subsidised £1 for £1 by Education Board so that cost to committee is cut in half.) A horizontal ladder can be seen in the background of the Hastings Street School photo. Bars and ladders are becoming standard features of most schools.



"Joy and physical benefit inestimable."—Giant stride at Bartlett's, Gisborne.

Taranaki Climbing Frame—Hawke's Bay Version.—From Taranaki came a very versatile piece of equipment to which we have added a step up ladder. Its popularity is increasing, especially in country schools. The photo shows its construction. The cost is £35.

Giant Stride.—Has a great appeal to all children. A photo of an improvised one accompanies this article. A stronger, more

durable type in constructed with steel and piping and is procurable from a Napier engineering firm at a total cost of £20. A new compact head and fittings have just been designed and these are easily transportable. The cost for the head alone is £14. This can be inserted into a 3in pipe. This also should ultimately become a standard feature of our playgrounds.

In addition to the above there are jungle gymnasiums and climbing frames of various designs, parallel bars, Roman rings, and trapezes. All costs and construction etc., can be obtained from Department or Physical Education Branch, Education Board, Napier.

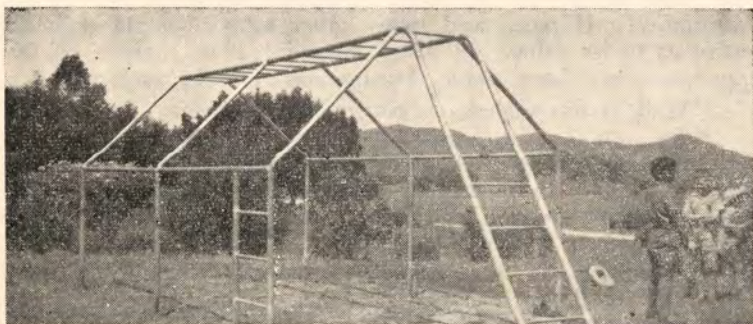
Improvisations

In large city schools the tendency is to purchase the attractive, durable piping apparatus, but in country areas where there is cheap available wood and sundry wheels lying rusting in the fields—perhaps a saw mill at hand, recourse is made to improvisations. The apparatus loses its streamlined appearance, but is nonetheless effective.

Ladders have supports made of wood and may have wooden or iron rungs. Sometimes a plank is used instead of a ladder. Parallel bars have massive wooden bases and stout supports,



*"Finesse of a trained gymnast."
—Tokomaru Bay School.*



Hawke's Bay version of the Taranaki climbing frame at Ngatapa School, Gisborne.

surmounted by two strong, straight (almost) manuka bars a hand clasp in circumference and glass smooth with the passage of many bodies.

A horizontal bar may be made from a piece of straight piping and couple of strong posts as at Tokomaru Bay School. On this a boy can perform a muscle grind with all the finesse of a trained gymnast.

A suitable tree with low outspreading branches and ropes attached to those branches 12ft to 15ft from the ground and an exciting piece of playground apparatus has been created.

A straight barrel of a tree and an old plough wheel offer fascinating possibilities. The nearest engineering firm will provide an axle to fit the particular wheel and weld on a collar so that the wheel can rest on a hard unyielding base or add a ball race for smoother running. Fix a steel band at the top of the post to prevent splitting and four ropes and you have fashioned a piece of equipment that will help straighten out the postural kinks. The giant stride seen in the photo is to be found at Bartletts School in Gisborne. The joy and physical benefit it has brought to the pupils of this school is inestimable.

Trapezes made from a single rope dropped from a tree and tied to the middle of a small 12in manuka stick, or two ropes; one attached to each end of a 24in branch offer all the evolutions of the artists of the Big Top. Balance walks made from planks, limbs of trees or old railings, provide opportunities for developing confidence and poise.

So improvisations go on, depending on the interest of the teacher, materials available and the enthusiasm of the specialist.

What Teachers Think

No written testimonials on this playground apparatus has been sought, but these could be readily obtained from head masters who have installed this type of equipment. Head masters of Te Awa, Hastings Street, Taradale, Awapuni, Bartlett's, Norsewood, Patutahi, Te Hapara, and many other schools would willingly testify as to its value. In discussions with head masters on this apparatus they have made spontaneous remarks such as:—

“Well, it has solved my playground problems.”

“The effect on the attendances of some of the children has been amazing. Keith, whose attendance has been most erratic over the years is on his way to creating a record this year, and it dates from the erection of the playground apparatus. I notice he spends a great deal of time on it.”

“This boy you have filmed has been a weakling through school and indifferent to activity. When the bars were put up he began to spend much of his time here and, as you see, he has made himself quite strong. Knowing the boy, I think his progress, physically, has been remarkable.

From these and innumerable other observations of head masters, could be woven a strong, convincing case for playground apparatus.

An Evaluation

At each succeeding generation of children we point the finger at their stooped and rounded shoulders. We have kept them pouring over their books within the limited confines of their desks, shortening the chest muscles and lengthening the back muscles, and offering little compensatory movement of a vigorous intensive nature. Little opportunity has been afforded them in the course of the school day to engage in heavy shoulder work. Fixed apparatus offers a natural remedy — an opportunity to develop the tone of the musculature of the shoulder and back, an opportunity to indulge in free, untrammelled activity, an opportunity to become absorbed in movements that must be practised and practised because they must somehow be mastered to gain the satisfaction of achievement—new physical adventures, new conquests of the body. But let us summarise some of the arguments in favour of playground apparatus in the schools:—

- (a) It provides the safest outlet we know for a child's natural desire to hang and swing and climb.
- (b) Its compensatory value to shoulder and back muscles is obvious.
- (c) It builds up confidence and courage and has been known to overcome psychological difficulties such as extensive shyness and fear.
- (d) Provides an outlet for the restless energy of children and offers scope for new physical experiences.
- (e) It is a challenge to their ingenuity in performing new agilities.
- (f) Where there are plenty of interesting pieces of playground equipment, supervision is easier.
- (g) It is not organised. It is fun, and has an immediate and lasting appeal.
- (h) And you can probably think of more.

If playground apparatus has all these wonderful advantages why are not our schools crowded with all types of climbing, hanging, and swing apparatus. In many cases, the teachers have simply not realised the extreme importance of this aspect of education, and then there is the bogey in the sinister shape of **ACCIDENTS**. Whenever children, either individually or in company, start to move, the possibility of accident becomes real. This year there will be many accidents in school — some will fall on concrete and suffer concussion; some will fall through glass doors and have wounds necessitating stitches; some will break bones while playing Rugby, Soccer, or Hockey. These are accepted as the ordinary risks of school life. Occasionally there

will be an accident on the apparatus, but these appear to be no greater in number than the accidents which occur in the ordinary routine of a school, which does not possess playground equipment. If opportunity is provided in the earliest school years to introduce children to some simple type of apparatus such as a jungle gym, and give them an appreciation of this type of movement; if some supervision is exercised upon the child's first introduction to a new type of apparatus; if orderliness is insisted upon, and shoving and pushing punished by the offender being 'stood down' for a week (and frequent inspections made of all apparatus to ensure its safety), then the risk of accident becomes almost negligible.

Final Assessment

As physical educationalists it is our inescapable responsibility to lead each child towards the full development of his physical powers, and fit him for the emergencies of the future. He must be strong, agile, co-ordinated, so that he can face with poise the exacting physical demands of his daily life, the ever imminent possibility of accident and disaster, even war, with its unrelenting insistence on a high degree of skill in hanging, swinging, and climbing. Survival itself may at times depend on the capacity to hang on.

To develop these physical powers, one of the most efficacious, most enjoyable, and **MOST NATURAL** ways, is through the enjoyment of **PLAYGROUND APPARATUS**.

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A CROSS SECTION OF CURRENT VIEWS ON POSTURE

By R. W. CATES

For the purpose of publication this article through condensation does not consider the postures of lying, sitting, standing, walking, playing or working; nor does it delve into the mechanics of kinesiology of posture. Those intending to rate postures should read "Evaluation in Physical Education," by Scott and French, before attempting this difficult art. However, the implications of this article should provide a basis for individual consideration by parents, leaders and teachers.

The following are opinions expressed by various authorities—

"An efficient posture for standing or moving is to be esteemed as much for its social and psychological as for its direct hygienic value. Various postures may be defined as attitudes of body and of mind. The individual being a psychophysical whole. The habitual postures each individual assumes are aspects of his general health and general state of mind, and indicate to his companions the degree of care his body has been given, and the general attitude with which he views life. If he is buoyant and happy, his usual postures while he is in activity will be erect and extended; if he is depressed and gloomy, his body will tend to be slumped, and the various segments will be slightly flexed because the extensor muscles will not have sufficient tone.

"Each of us has his own characteristic sitting, standing and walking habits, which are the result of some combination of educational, occupational, psychological or mechanical influences; and no two of us can be expected to look identically alike in postures any more than in face. Certain family similarities show in bodies as in faces, but environmental factors influence health of mind and body so markedly that family characteristics are less marked in postures than in purely inherited traits.

"It is probably incorrect to hold up a common standard of postures for all individuals, even if some differentiation is made for body types; and it is quite unscientific for a teacher to accept one sitting or standing posture as ideal, and urge all individuals to aim for it. What is ideal for one individual would not be ideal for another."

J. L. Rathbone—"Corrective Physical Education."

"There are no standards at present known to the writer that attempt to assess the best posture for the individual in the light of his build and bony architecture. What is measured is the ability to assume the arbitrary 'standard' type of posture

rather than to stand in the best functioning position for the individual."

C. H. McCloy—"Tests and Measurements in Health and Physical Education."

"Good posture no longer means merely the ability to assume an erect standing position when it is desired, but to handle the body easily, gracefully, and efficiently under all circumstances.

The values which are commonly given for good posture are as follows: health, good looks and the social values derived there from, psychological attitude of the individual, and the economic asset of good appearance and good body mechanics. These values are, for the most part, based on observation and rationalisation rather than on scientific evidence. However, there is doubtless some real truth in these views."

M. G. Scott—"Analysis of Human Motion."

"A good standing posture should be easy and effortless, otherwise it is unlikely to be maintained as a habit. The body should be at its full height, with no exaggeration of the lumbar curve, the chest high, the abdominal muscles reasonably retracted, the knees braced back and the weight should be on the balls of the feet as well as the heels, the feet being turned out only to the extent that the closed fist's width can just be touched down between the toes. Such a posture is economical of nervous and muscle energy, giving a feeling of mental as well as physical readiness and quiet confidence."

M. B. Davies—"Hygiene and Health Education."

"Correct posture may be defined in terms of the relation of the position of the body segments to each other, and to their external environment. It is not possible to define a correct position of the body segments so definitely that it may be made to apply to all individuals alike. Individual differences as to gravity lines of the body, balance, and psychological types must be considered."

Neilson and Van Hagen—"Physical Education for Elementary Schools."

"The posture of different individuals varies within side limits according to body build, habits and occupation; moreover posture is as much an expression of personality as the gestures of the hands. *There is no normal posture* any more than there is a normal body weight, and the concept of an average posture, a mathematical mean of all postures, is valueless. We can only describe certain outstanding features, some of which can be measured, and make allowance for individual variations. The finer points that go to make a good 'carriage' such as the poise of the head and neck, are too elusive for mensuration and the final assessment must remain to some extent a matter of personal judgment and experience. The printed silhouettes showing

‘normal’ posture that are sometimes displayed should be interpreted with indulgence.”

Philip Wiles—“*Essentials of Orthopædics.*”

Physical Reasons for Differing Postures

These reasons are so numerous that only the most common will be mentioned. They include :—

Tone of muscles and accessory structures throughout the body, but particularly in the feet : together with articular mobility.

The length of foot and leg in relation to the total body mass.

The proportional lengths of clavicle and scapula also differ. A relatively short or malformed clavicle matched with a relatively wide scapula makes it almost impossible for the person to throw back his shoulders and “straighten up.”

The wedge-like shape of the vertebral bodies are important determinants of spinal curvatures “normal” for the individual.

One of the most notable variations occur in the slope of the sacrum and the angle at which it articulates with the last lumbar vertebra. The angle may be acute, causing the sacrum to slope sharply rearward, and the person may find it difficult to rotate the pelvis sufficiently to “tuck his tail under.” If this is coupled with the acutely curved lower back, the individual will find it impossible to flatten his back to a wall. In another individual the situation may be reversed giving a relatively flat continuous line from the lower back down past the buttocks.

The angle the femoral head makes with the pelvis is another point of variation. Quite apart from variations between the sexes some thighs naturally slope inward at a sharp angle, while others are more nearly parallel. Some femurs are sufficiently twisted to make it normal for a person to “toe out” or “toe in” slightly in the standing position.

Variations in general body build are so numerous that it is impossible to describe them. Wide shoulders, narrow hips; narrow shoulders, wide hips; evenly matched shoulders and hips; long necks, short necks; slim waists, thick waists; long heavy arms, short slim arms; heavy bulging muscles, long slim muscles—the possible variations and combinations are almost infinite in number.

From the foregoing it is apparent that every human being has his own peculiar posture problems. There is no single, best posture applicable to all. Each person must take the body he has and make the best of it.

General Causes of Poor Posture (after Nielsen and Van Hagen)

1. Structural defects.
2. Poor muscular development and tone.
3. General conditions such as poor nutrition, illnesses, rapid growth, overwork, bad lighting, and general lack of exercise.

4. Defective vision.
5. Defective hearing.
6. Carrying weights improperly.
7. Ill-fitting shoes and clothes.
8. Ill-fitting furniture.
9. Assuming one position too long without relief.
10. Habitual assumption of incorrect positions.
11. Lowered vitality due to worry, loss of sleep and conditions of mental strain.
12. Fatigue.

Posture for the Very Young

Every child develops as an individual. Posture changes continually from infancy, through youth and adulthood to the degenerative years. Much has already been written concerning the lengthening of the ilio-psoas in the stages between crawling and walking, while every text of development and growth refers to typical standing postures during childhood. To facilitate natural development, basic health rules must be observed. Fresh air and sunshine, sensible nutrition and clothing, adequate activity and rest, an environment providing assurance of security and happiness, these are the staple diet for optimum growth and development. It is a reflection on our civilisation that for so many children one or more of these simple needs are missing.

The Physical Educator through training, can, allowing for somatic variations, perceive postural deviations and proffer advice to parents. He can also provide postural training remembering these principles. The growing body should be used in a great variety of activities in order to develop efficient movement. These activities should include a sufficient amount of extension e.g., jumping, dancing, balancing and hanging. Let us not neglect relaxation as a means of furthering normal action in specific muscle groups, as well as general benefits to the body/mind. Mental set, a desire to move efficiently, must be established.

Although it has been asserted that corrective exercises and treatments do not provide lasting benefit evidence indicates that in many cases the reverse is true. There are many reasons why corrective cases may be poor risks. The value of corrective exercise is greatest during the years of growth. Postural defects which have led to bony or ligamentous changes cannot be cured easily. It is *essential that medical advice is obtained* in every case BEFORE any attempt to correct the deformity by exercise is made. During attempts to restore muscular balance and joint mobility great care should be taken that the muscle group in which tone is lacking is not stretched.

In conclusion let me quote from Eleanor Metheny's "Body Dynamics."

"No two human beings are built exactly alike. This must be remembered when an attempt is made to evaluate the posture of any individual. The posture which is 'right' and normal

for A may be a position of strain for B. True everyone has arms, legs, head, neck and trunk arranged in the same general pattern. All have approximately the same number of bones, muscles and nerves. But within this general framework there are many differences of proportion, structure and relationships. . . . Posture is a habit. It may be a good habit which contributes to the appearance and efficiency of the body; it may be a bad habit which spoils the appearance and makes the whole body inefficient. For good or ill it is a habit which is acquired through long hours of conscious or unconscious practice. To say that posture is a habit is not the same thing as saying that it is uncontrolled or uncontrollable. . . .

Static posture has little significance except as a starting point for movement. The important problem of posture, then, is not how to balance the body efficiently in the erect standing position, but how to maintain this efficiency and grace as the body moves through the work and play of a 24-hour day.

If the efficient body is to move freely and easily in any anatomically possible direction, all muscles must be able to relax and lengthen, just as all muscles must be able to contract strongly and quickly. The ability to feel this contraction and relaxation, to know what a muscle is doing, is called *kinesthetic perception*. This K.P. is also important to balanced and efficient movement, for unless the individual senses or feels the rightness or wrongness of a movement he has no basis for correcting it or for trying to establish it as an habitual pattern. K.P. is developed by consciously placing the body and its parts in a given position and 'getting the feel' of it. This feeling of balance or imbalance, grace or awkwardness, serves as a constant guide to the body as it moves. As this feeling is developed, it, too, become habitual and semi-conscious and serves as a potent force in making the daily activities serve as efficient posture exercises for increasing the efficiency of the individual."

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REPORTS

1. Negotiations Concerning Physical Welfare

At the National Congress on Physical Education held in Dunedin from September 1 to 5, 1953, a telegram was sent to the Prime Minister expressing concern over the closing of the Physical Welfare Branch of Internal Affairs and asking for an opportunity for our representatives to meet the Government to discuss the matter. This was sent over my signature as Chairman of the Congress. On September 10 I received the following telegram from the Prime Minister—

“Have received your telegram and am placing your representations before the Minister of Internal Affairs.”

This was followed on September 24 by the following letter from the Minister of Internal Affairs—

“The Rt. Hon. the Prime Minister has advised me that he received a telegram from you on September 7 asking for an opportunity of meeting the Government to discuss the question of the future of the Physical Welfare Branch of the Department of Internal Affairs.

I should be pleased to hear any representations that your Congress wishes to make, and when an opportunity presents itself and I am in Christchurch, I will get in touch with you so that a meeting can be held.”

I felt considerably alarmed at this letter for it seemed to me that matters could easily drift for an indefinite time during which the Physical Welfare Branch would be closed and Government interest in recreation would have ceased. I communicated with Mr Smithells and Mr Wills, both of whom had been concerned with previous negotiations on the matter. It was obvious that, with the Physical Welfare Branches closing and officers leaving in all centres, there was no time to call a meeting of the Society's officers.

A case for Recreation and for Government support for Recreation had not previously been prepared, but it now seemed necessary to do this in order to present our views to the Minister and to have a basis for discussion. I hurriedly prepared a case and discussed it in a brief meeting with Mr Wills who agreed to see the Minister for me and discuss the proposals outlined. The statement was sent to the Minister along with a covering letter asking him to receive Mr Wills as the official representative of the Physical Education Society. A letter was also sent to the Prime Minister informing him of the steps taken and thanking him for his interest.

In the events described there was not time for full consultation with the Society and it was more convenient for the person who had made the original contact with the Government to continue

the negotiations. Furthermore, although the Society and Congress had requested an opportunity to meet the Government, it had at that time made no preparation for this.

Mr Wills has since communicated the result of his interview with the Minister. It was stated that Cabinet would give no support whatever for Physical Welfare. Nor was it favourably disposed towards absorbing Recreation in Adult Education. The Minister did undertake to retain a nucleus in the Physical Welfare Branch. He also agreed that, as an alternative to the proposals made, it might be possible to develop recreation through a voluntary organisation such as the Physical Education Society.

In summing up, it is clear that the Society must accept the responsibility for preparing a plan and effective administration for the development of recreation on a national basis. When this is done, there is some hope of returning to the Government for financial support. An early meeting of the Society's officers and Steering Committee would appear to be indicated.

A. S. LEWIS,
Chairman,

National Congress of Physical Education 1953.

2. Gymnasiums

A letter was sent to the Prime Minister, the Rt. Hon. S. G. Holland, on May 19, requesting that he receive a deputation from the Physical Education Society to place before him the facts concerning the lack of gymnasiums in schools. It was assumed that the interview would take place in Wellington, and a deputation consisting of a senior member of the profession from each of the provinces was being arranged.

On the morning of June 4, Mr J. Wallace (President of the Society) received a 'phone call from the private secretary of the Prime Minister to say that Mr Holland was in Dunedin and would be willing to receive the deputation from the Society at 10.30 a.m.

Much of the case was already prepared, and at the appointed time, Mr Wallace and Mr P. A. Smithells, (Director of the School of Physical Education, University of Otago), met Mr Holland. Mr Wallace opened the discussion by giving the Prime Minister an account of the events leading up to the decision of the Society to approach the politicians in an effort to restore gymnasiums to the building plans of old and new post primary schools.

Mr Smithells then outlined the present situation in New Zealand post-primary schools, and emphasised the fact that physical education was concerned with all children—not just a proportion as was the case with many other school subjects. He pointed out that at least 17 post-primary schools have no indoor facilities for physical education, another 25 use a school hall which is usually cluttered up with seating, has many pictures around the walls, and a floor which is impossible to keep clean, so making impossible a comprehensive scheme of physical education.

This meant that approximately 10,000 New Zealand children have no indoor facilities, and 15,000 work under grossly inadequate conditions. And it was now proposed to build another 13 post-primary schools without indoor facilities for physical education, so creating a situation that would be practically irremediable in future by any government, however well-intentioned they might be.

Mr Holland replied by saying that he was in complete sympathy with the value of physical education in schools, and that he and his colleagues were indeed anxious to provide accommodation. The only reason for the decision not to provide gymnasiums or halls at the present moment was lack of money. Mr Holland quoted increases in school population and the difficulties confronting his government in providing for these increases, and repeated that at the moment nothing could be done.

The Prime Minister assured the Society that his government would take all possible steps to alleviate these difficulties in secondary schools as soon as finance would permit. There would be a general easing on finance once the Korean question had been solved, and some of the major national undertakings, such as the Kowari paper industry and Roxburgh Hydro-electric power scheme had been completed.

In a few years' time, there would be a levelling-out of the bump in increased school population, and it should then be possible to provide suitable accommodation for physical education.

3. Letter from the Minister of Education, the Hon. R. M. Algie

Dear Mr Wallace,

I have read with interest your letter of May 24 regarding the omission of gymnasia from the current Building Programme of my Department.

Firstly, I would like to assure you that the decision to delete gymnasia, (with one exception) was not taken lightly. It was with regret that I was unable to make provision for indoor physical education facilities which I know are most desirable. As you are fully aware, Government is faced with the enormous task of housing our rapidly increasing school population. The cost of achieving this objective has reached the record figure of £6,500,000. This is the amount that has been tentatively fixed as the appropriation for school buildings for the present financial year. Even this sum is sufficient to cover only the urgent and essential needs.

You state the cost of a gymnasium at £5,000 to £7,500. Unfortunately, this is far from being an accurate estimate of the costs we have had to meet in the past. Properly equipped gymnasia, suitable to the needs of Post-Primary Schools cost approximately £15,000 and we could build such gymnasia only at the expense of class rooms. I think you will agree that ordinary teaching class rooms are more essential to the proper functioning of a school.

I am concerned at the very high cost of gymnasia and, as an experiment, I have asked the Government Architect to design a gymnasium which will provide the essentials for instruction in physical education, but which I hope can be built for a much lesser sum than £15,000 mentioned above. If this experimental gymnasium is satisfactory from the functional and cost points of view, I sincerely hope that it will be possible to construct similar buildings at Post-Primary Schools which at present lack such facilities.

Yours Sincerely,
R. M. Algie,
Minister of Education.

June 14, 1954.

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