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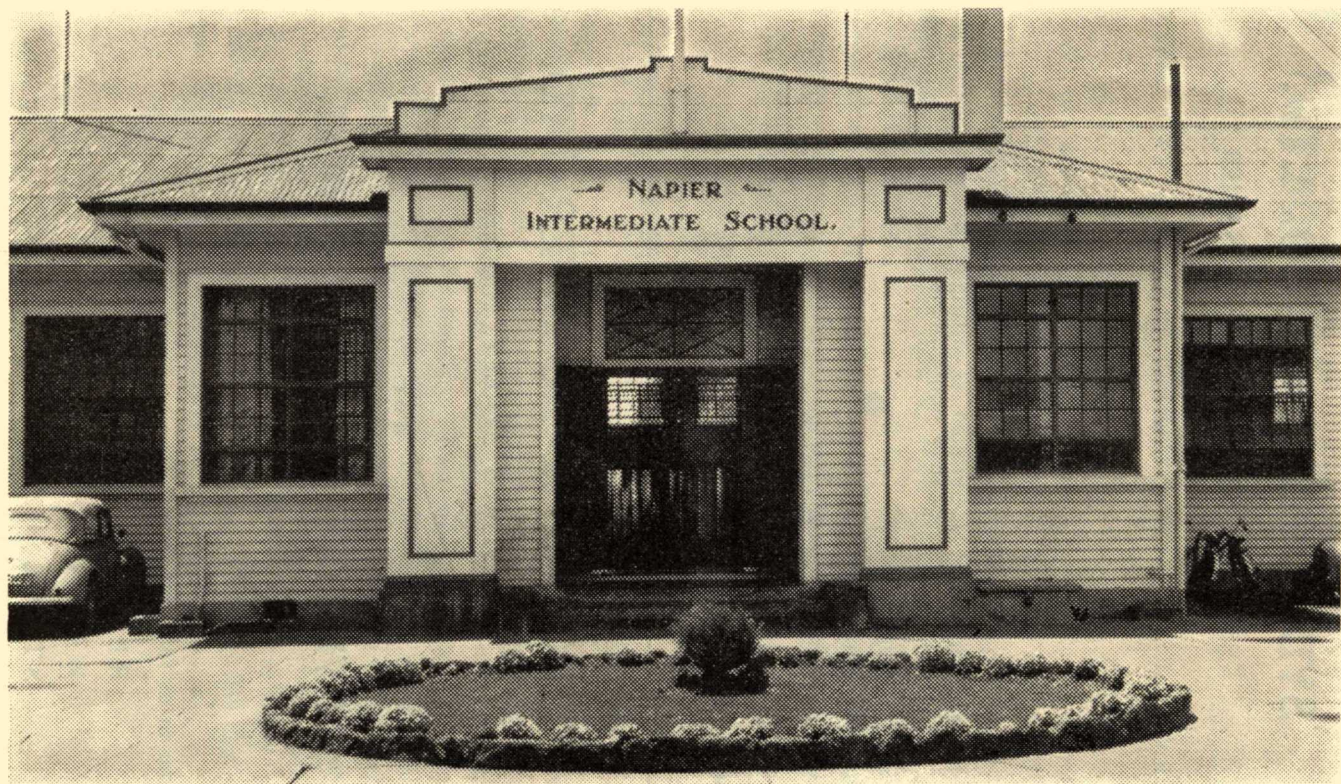
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# ★ Physical Education

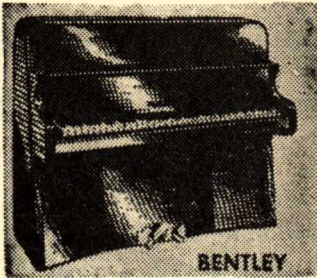
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All education should be carried on in accord with the essential nature of children, making use of their natural impulses and satisfying their basic needs in ways that will help them to grow well. One of the most outstanding characteristics of children is their delight in movement; and it is now realized that, for their healthy growth, they need several hours of vigorous activity every day. One of the major purposes of physical education is to provide some of the opportunities necessary for children to satisfy this need; another is to help them to move easily, gracefully, and with economy of effort.

But physical education is not limited to the merely physical. The whole trend of modern thought in this field of education is towards using movement as a medium for much wider educational purposes—as a means of social development and creative expression, and as an opportunity for the exercise and education of the mind and the emotions as well as the muscles. These wider purposes are in some degree being achieved when, in the quickly-changing physical education period, each child matches his powers against those of others, learns both to lead and to follow, to work with his group for a common end, and to admire the success of his competitors; and when, too, he comes to delight in the growing control of his body, to know the satisfaction of controlled and graceful movement, and to feel the joy of new and adventurous achievement.

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# PROGRAMME



## 1. BAND ITEM

Napier City Band. Conductor: R. Mulholland.

## 2. PHYSICAL EDUCATION OF 1920

This lesson is to be demonstrated by the boys of Rooms 2 and 10.  
 "The best school dress for boys consists of shorts, belt, flannel shirt and a jersey or coat. Such a dress is suitable for physical exercises and games."

## 3. PHYSICAL EDUCATION OF 1956

The girls and boys from Rooms 9 and 12 will show you the changes that have taken place during the last thirty-six years.

## 4. FOLK DANCES

Virginia Reel.  
 Sellenger's Round.  
 Simple dances learnt by all Form I pupils at Napier Intermediate for the introduction of rhythm into physical activity.  
 Flower Waltz.  
 The Dashing White Sergeant.  
 A quick look at the more difficult dances learnt by all pupils in their second year.

## 5. TUMBLING

All pupils in the school work through a series of progressions and lead-ups to the work being shown here.

## 6. RHYTHMIC BALL PATTERNS

The use of large rubber balls for rhythmical gymnastics gives a further medium for expressive play and rhythmical movement. These basic patterns are being shown by girls selected from Rooms 1, 3, 5, 6, 8 and 13.

## 7. CREATIVE RHYTHMIC BALL PATTERNS

Here the girls from Rooms 5 and 11 show how the basic movements can be made into a dance. This number has been made up by the girls themselves.

## 8. PAIR WORK

By working in pairs or groups, pupils find greater enjoyment and interest in their work.

## 9. BAND ITEM

Selection by the Napier City Band.

## 10. SQUARE DANCES

These are just ordinary folk dances which the Americans have "pepped up" by the addition of gaily coloured clothing and catchy tunes.

Wearin' o' the Green. Form I  
 Lady Round the Lady  
 Bob's Favourite  
 Pokeberry Promenade Form II

## 11. RESUSCITATION—HOLGER NIELSEN

Please pay careful attention. You never know when you may have to do what these boys are showing you.

## 12. CREATIVE DANCE

- (1) Tancuj.  
 Note the different patterns. The girls are showing their own interpretations.
- (2) Waltzing Matilda.  
 This is how the well-known Australian tune affects the club girls.
- (3) Valse Bleu.  
 Here we have a tune interpreted in ballet style. Only one or two of these girls have learnt ballet dancing.
- (4) A Modern Rhythm.  
 Modern rhythm has unfortunately quite often been associated with delinquency. We do not think the fault lies with modern rhythm, as we shall endeavour to show you.

## 13. BALLROOM DANCES

Good things last through the years, as have these old-time dances.  
 Waltz. Form I.  
 Valeta. Form I.  
 Maxina. Form II.  
 Destiny. Form II.

## 14. BOXWORK

High-class work in the gymnasium is not only done in overseas countries.

Remember the Danish gymnasts?  
 Now watch your own children.

## 15. RHYTHMIC EXERCISES

Graceful girls and clumsy??? boys. Judge for yourself.

## 16. FINALE

Should Auld Acquaintance be Forgot.  
 God Save the Queen.



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# ★ How to Apply The Holger-Nielsen Method of Artificial Respiration

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This method is used by Surf Clubs and taught in all schools. Remember—every moment is vital! Start artificial respiration without delay if breathing has stopped, is intermittent or very weak, and continue for at least two hours or until natural breathing has been restored. Maintain regular rhythmic movements throughout, even during change of operators. Send someone to call doctor and ambulance as soon as possible.

1. Place patient face downward with head turned to one side, temple resting on crossed hands. Give sharp slap between shoulders to ensure tongue falls forward. Kneel at head of patient. Place your palms on patient's shoulder blades with wrists above upper edge and thumbs on his backbone.

2. Rock forward until your arms are vertical, keeping straight elbows exerting evenly increasing pressure on patient's chest of up to 33-44lb. (for men) and, at second intervals from "go," counting "1-2."

3. Then, counting "3" or "change," release pressure and slide your hands down patient's arms and grip just above his elbows.

4. While counting "4-5," raise patient's arms until a slight tension is felt, and then pull by pivoting backwards on your knees. Then, counting "6" or "change," lower patient's arms and return to the starting position to repeat the cycle.

Repeat the complete pressure and armlift ("push-pull") cycle continuously ten times per minute. (Any rate between nine and twelve cycles per minute is reasonably effective.)

At signs of life adjust the rate to suit the patient's efforts to breathe. "Pressure only" may then suffice.

5. For children over four years and small women do twelve "push-pull" cycles per minute, pressing with fingertips only (pressure up to 22-26lb., according to age and size).

6. For children under four years pressure should be only 2-4lb., this being obtained by pressing on the shoulders with your thumbs, followed by slight shoulder raising. Rate approximately fifteen times per minute.

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# ★ The Golden Rules of Safe Swimming

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- Don't take risks. Don't over-estimate your ability. Remember it isn't always the non-swimmer who is drowned. You must learn to swim, and THEN learn to swim SAFELY.
- Always stay with the crowd . . . there's safety in numbers.
- After a heavy meal it is best to wait as long as possible—at least one to two hours—before swimming.
- Stay in shallow water if you tire easily. It is just as easy to swim in five feet of water as it is in fifty feet.
- Don't stay in the water too long; get out when you feel tired or cold.
- Inner tubes and beach balls are fun, but remember that they can carry you unknowingly into danger.